



Department of English

Undergraduate and Graduate Courses

Spring 2020

ENGLISH COURSES AND YOUR CAREER

Courses in English instill knowledge of language, literature, rhetoric, and writing and an awareness of diverse ideas, cultures, languages, and viewpoints. In this current "Information Age," our classes also foster a flexible set of skills that employers value: the ability to think, read, and write critically and expressively; to analyze, interpret, and adapt complex ideas and texts; to solve problems creatively; and to research, manage, and synthesize information. Those with degrees in English go on to thrive in a wide range of fields, including education, law, medicine, business, finance, marketing, writing, community service and nonprofit work, journalism, editing, the arts, library and museum work, and in many other fields. The English Department offers a variety of courses in creative writing, technical communication, linguistics, literature, rhetoric and writing. Therefore, whether you're looking for an introductory or a graduate course, a class in language or in writing, a broad survey of literature or a seminar on a specialized topic, chances are we have a course suited for you.

NOTE: New majors should declare a concentration in Creative Writing, Language and Digital Technology, Literature and Culture, or Pedagogy as soon as possible.

Topics in Literature and Film: The Immortal Vampire: From Shadows to Sparkles in Film and Literature

2072-003

Morin

MWF 09:05AM-09:55AM

Please note that the course number for this class has changed. If you have taken this under ENGL 2090 in the past, you cannot take it again for credit. This course will trace the history of the vampire legend, exploring its emergence from folklore to its many faces today. Films, novels, and short stories will be analyzed to explore the various representations of this creature, including the sexy stranger, the blood-thirsty monster, and the vulnerable but vicious child. Analysis will focus on how cultures use these narratives to help navigate anxieties that they are uncomfortable with or wish to better understand. Discussion will debate how the vampire has been reinvented in various cultures in each generation, continually changing the rules of what it means to be "undead" in that time and place. This class will explore what dictates those rules as well as identify their relevance in today's culture.

Topics in Literature and Film: Graphic Novel

2072-E01, E02, E03, E04

2072-E01

2072-E02

2072-E03

2072-E04

Rauch

Rauch

Rauch

Rauch

Rauch

TR

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10:00AM-11:15AM

10:10AM-11:00AM

11:15AM-12:05PM

01:25PM-02:15PM

02:30PM-03:20PM

The graphic novel has emerged in the 21st century as a serious and important genre of literature, bringing together text and image in new ways. Of course, text and image have worked together for a long time from hieroglyphics, to illuminated manuscripts, works for children, and even instruction manuals. In this course, we'll move from historical considerations of the graphic novel to contemporary works that function in ways (which we'll explore) that strictly textual works do not or perhaps cannot. Our readings will include works by Will Eisner, Art Spiegelman, David Mazzucchelli, Roz Chast, and Alison Bechdel. We will try to ground our readings in some theoretical texts that will help us reflect on what it means to express oneself in the graphic novel format, and how the experience of reading a "graphic" novel is somehow different from reading other sources.

Mirror Mirror: Fairy Tales and their Adaptations

2074-001

Murphy

MWF 09:05AM-09:55AM

Fairy tales are a crucial part of many people's lives: they describe a time period, reflect upon the values that cultures hold, and serve as a point for reflection and nostalgia. In this course, we will study "popular" fairy tales along with their renditions from around the world. We will discuss their cultural, contextual, and theoretical implications through various secondary materials. After creating this base, we will then move into modern adaptations of these fairy tales, dissecting different novels, short stories, artworks, and films that parallel fairy tale plots.

Children's Literature, Media, Culture**2074-D01****Connolly****TR****01:00PM-02:15PM**

Crosslisted with AMST. In this class, we will study the development of Disney short- and feature-length animated films, ranging from *Silly Symphonies* and *Snow White and the Seven Dwarfs* to more recent films like *Frozen*. We will also explore the translation of children's literature to film by reading the fairytales and stories from which those films were adapted. Such study of story and film will allow us opportunities to examine how Disney films both reflect and affect American culture.

Writing about Literature (W)**2100-001****Tarr****MW****02:30PM-03:45PM****2100-002****Cook****MW****04:00PM-05:15PM**

This first course focuses on writing processes and a range of writing modes in the discipline, including argument. This class provides an introduction to literary analysis, with a focus on expectations and conventions for writing about literature in academic contexts. Students will find and evaluate scholarly resources, develop effective writing strategies such as drafting and revision, and write essays on poetry, short fiction, and drama.

Film Criticism**2106-002****Jackson****100% ONLINE**

In this class, we'll begin to learn how to interpret the world's most important form of technologized storytelling: movies. We'll use writing as the means to produce our interpretations. Because movies are so thoroughly technological, we'll begin by learning a batch of technical terms based on the ways that cameras, film, lighting, and audio-recording all work in the creation of cinematic story. Then we'll study a batch of movies in detail, with the main goal to enable you to write interpretive essays about film. Because this class will online, we will use a text that will be indispensable for your success. The text for this course is *Film Studies: An Introduction*, by Ed Sikov.

Introduction to Technical Communication (W)**2116-001****Gordon****MWF****08:00AM-08:50AM****2116-002****Rogers****MWF****08:00AM-08:50AM****2116-003****Gordon****MWF****09:05AM-09:55AM****2116-004****Rhodes****MWF****09:05AM-09:55AM****2116-005****Rhodes****MWF****12:20PM-01:10PM****2116-006****Dolmatova****TR****08:30AM-09:45AM****2116-007****Intawiwat****MWF****10:10AM-11:00AM****2116-008****Intawiwat****MWF****11:15AM-12:05PM****2116-009****Gordon****MWF****10:10AM-11:00AM****2116-010****Intawiwat****MWF****01:25PM-02:15PM****2116-011****Hunter****MWF****01:25PM-02:15PM****2116-012****Rhodes****MWF****11:15AM-12:05PM****2116-091****Loeffert****T****06:00PM-09:00PM**

Restricted to ITCS, GEOG, PHYS, ANTH, COMM, ENGL, & TEWR majors and minors see your department for permits. Unused seats will be released **December 6, 2018** for other majors and minors. This course is designed to show you how to solve technical problems through writing. Emphasis will be placed upon the types of writing, both formal and informal, that you will most likely do in the workplace. In this course, you should learn:

- the theoretical bases of technical communication
- the most common forms of technical documents
- how to plan, draft, and revise documents
- how to plan and make presentations
- how to work and write collaboratively
- how to integrate text and visual elements into technical documents

Introduction to Creative Writing (W)**2126-001****Hutchcraft****TR****04:00PM-05:15PM****2126-002****Arvidson****TR****10:00AM-11:15AM**

This course introduces you to the reading and writing of poetry, creative nonfiction, and literary short fiction. Together, we will read and discuss a variety of published poems, prose, and short fiction, approaching this work from a writer's perspective. In equal measure, you will also generate, draft, and revise your own creative work. You will regularly respond to each other's writing in workshop, providing productive feedback while also building a vocabulary with which you can ask meaningful questions about your own drafts. Writing exercises, close-readings, discussions, active participation, and a readiness to explore new methods of writing will be essential aspects of this course.

Introduction to Poetry Writing**2127-001****Hutchcraft****TR****11:30AM-12:45PM**

This course is designed to introduce you to the reading and writing of poetry. Throughout the semester, we will read and discuss anthologized poems and essays on craft, approaching this work from a poet's perspective. Regularly, we will explore different approaches to writing through prompts and in-class exercises. This exploration, along with our close examination of the readings, will help us develop our own poems and thoughts about poetry as a dynamic and nuanced art form while also building a vocabulary with which we can ask meaningful questions about our drafts. Individually, you will focus on creating and revising original work, which you will showcase in two portfolios.

Introduction to Fiction Writing**2128-001****Martinac****MWF****11:15AM-12:05PM (Hybrid)**

An introduction to the craft of writing short fiction, including the elements of characterization, dialogue, POV, plot, and setting. By evaluating published stories, students learn to "read like writers" and determine what makes the best short fiction work. Writing assignments and in-class exercises provide opportunities to try out craft techniques, while the workshop experience gives students supportive feedback on their work and creates a sense of community.

Grammar for Writing**2161-001****Lunsford****TR****11:30AM-12:45PM**

A systematic, hands-on review of the grammar behind professional copy editing for academic and public submission, including techniques for using sentence structure, word choice, and information management to make texts intuitively appealing without sacrificing precision and to maximize reading speed.

Introduction to African-American Literature:**2301-001****Lewis****TR****04:00PM-05:15PM**

Survey of the major periods, texts, and issues in African American literature. Prerequisite to 4000-level African American literature courses in Department of English.

Topics in English: American Utopian Literature**3050-001****Massachi****100% ONLINE**

What makes an ideal place? When and why did we shift from imagining a perfect world to visions of utopia run amuck? What can we learn about our cultural values from utopias portrayed in American literature? In order to answer these questions, this course will examine American utopian literature including Henry David Thoreau's *Walden*, Charlotte Perkins Gilman's *Herland*, Octavia Butler's *Dawn*, Lois Lowry's *The Giver*, Neal Shusterman's *Unwind*, and Suzanne Collin's *The Hunger Games*. This course is 100% online; actively participating in online discussion boards will be vital to your success.

Topics in English: Stanley Kubrick**3050-002****Shapiro****TR****04:00PM-05:15PM**

This course examines the career of Stanley Kubrick, an American film director who enhanced the medium with technically innovative, provocative films. We will cover the entirety of Kubrick's career, beginning with his crime films of the 1950s and concluding with the posthumously released *EYES WIDE SHUT*. By analyzing such landmark films as *2001: A SPACE ODYSSEY*, *DR. STRANGELOVE*, and *BARRY LYNDON*, we will seek to understand the cultural significance and historical context of Kubrick's art. Assignments for the class include one major Research Paper, assigned textbook and readings, online discussions, and a cumulative Final Exam.

Topics in English: Crime in American Film and Literature**3050-090****Shapiro****T****06:30PM-09:15PM**

This course will examine the American crime film. It will look back almost to the birth of cinema itself, when silent films began to reflect a national obsession with lawlessness and social anarchy. The course will chart the crime film's evolution, from Depression-era gangster films to post-WWII Film Noir to 'political conspiracy' films of the 1970s. Instead of a standard textbook, students will read three literary crime novels: Dashiell Hammett's *THE MALTESE FALCON*, Cormac McCarthy's *NO COUNTRY FOR OLD MEN*, and *TBD*. The novels will be analyzed in conjunction with their respective film adaptations. Requirements for the course include a Research Paper, quizzes, and online responses to material covered.

Approaches to Literature**3100-001****Socolovsky****TR****08:30AM-09:45AM**

This course is designed to introduce you to critical theory as it applies to close readings of literature. We will study different critical approaches and practice using them to read primary texts. Because this course is also writing-intensive, we will spend class time discussing writing, and you will be expected to write a considerable amount throughout the semester. Both these goals should help you develop critical thinking and writing skills that are essential for success in English studies and in

communication. I want you to think of this course as centrally important in your career as an English major, as it teaches you the skilled and rigorous work of reading and communicating critically about a piece of literature (and culture), thus building on what you can already do (read literature for leisure).

Approaches to Literature

3100-002

Hogan

TR

02:30PM-03:45PM

This course uses literary and critical theory as prisms for interpreting and writing about literature. Students will explore what theory is and consider how critics create interpretations by “theorizing” about literary texts—that is, by explaining a text’s structure and its connection to society and the world. Students will draw on theories to create their own original interpretations of literature. Because this course is also writing-intensive, we will devote class time to discussing writing, and students will be expected to engage in thoughtful peer-review of one another’s work.

Children’s Literature

3103-001

West

TR

11:30AM-12:45PM

Students in this course will read several classics in children’s literature as well as a number of contemporary children’s books. Among the topics that will be covered during class lectures are the history of children’s literature, major genres in children’s literature, and the censorship of controversial children’s books. This course will be taught in lecture format and is not restricted to English and Education majors.

Children’s Literature

3103-002

Bright

MWF

01:25PM-02:15PM

Students in this course will read a variety of children’s literature, both classic and modern, intended for pre-adolescent readers. Class lectures will cover the history of children’s literature as well as current trends in children’s literature publication and criticism.

Literature for Adolescents

3104-001

Massachi

TR

01:00PM-02:15PM

3104-002

Bright

100% ONLINE

Students in this course will critically study literature intended for adolescent and pre-adolescent readers including texts that deal with coming-of-age themes, such as becoming an adult, peer pressure, and sexuality. As part of the course, we will also discuss aspects of adolescent development and its reflection in literature. Students will also examine the potential texts have to influence readers’ identities and their understanding of social power.

Introduction to US Latinx Literature

3125-D01

Socolovsky

TR

11:30AM-12:45PM

This course examines 20th and 21st century literatures written in English in the U.S. by Latinx writers, and is designed to introduce students to the variety of texts and contexts which shape contemporary U.S. Latinx literary experiences. The course consists of 3 units, each focusing on the work of important writers from Mexican-American, Puerto-Rican and Dominican-American backgrounds. We will read the texts for their literary and aesthetic value, and take into account the particular historical terms and conditions of their literary production. Some of the central questions of the course are: How do Latinx writers narrate their particular experience of ethnicity? How are issues of immigration and assimilation explored in the texts? How are history, memory, and exile represented in Latinx texts? Finally, how do Latinx writers figure and position their bodies, in terms of race and ethnicity? We will also watch 2 documentaries that explore the contemporary experiences of Latinx in Siler City, North Carolina, and Charlotte, North Carolina.

Introduction to Contemporary American English

3132-001

Roeder

100% ONLINE

This linguistics course gives you language to talk about language. It explains the structural and functional processes of English. This includes the speech sound inventory and the rules governing their combination, word formation processes how words combine to form phrases and sentences, and the social context of written and spoken discourse. Another important focus is language development, at both the individual level—in considering how babies learn their first language(s)—and change on a broader scale, in considering how language evolves over time. Students will have the opportunity to examine their own attitudes and patterns of language use, in addition to analyzing other instances of authentic language data.

Language and the Virtual World

3162-D01

Blitvich

MW

02:30PM-03:45PM

This linguistics course uses examples from the virtual world and digitally mediated communication (DMC) to illustrate linguistic concepts and research methodologies. Topics include pop culture attitudes about changing linguistic norms, structural manipulation of digitally-mediated text to fit diverse purposes, use of the web as a language corpus for social science inquiries,

and norms of politeness in digitally-mediated communication. Students will have the opportunity to explore language practices through observation and analysis as well as through reading and discussion.

Language and Digital Technology

3180-001

Gordon

MWF 12:20PM-01:10PM (Hybrid)

The purpose of English 3180 is to explore intersections between language and technology – especially digital electronic technology. Our readings will inform discussions about languages, communications media, writing, coding, computing, history and the future. We will discuss social, economic, and even political effects of shifts in the audiences, purposes, and communication media across the digital spaces inventors and designers have shaped. We will also discuss our own language and digital media practices. Course work will focus on readings, but will include small collaborative writing projects that explore their implications.

Intermediate Poetry Writing Workshop

3201-001

Davis, C

TR 02:30PM-03:45PM

In this intermediate poetry-writing workshop, we will further develop our skills as readers and writers of contemporary poetry. Individually and as a group, we will consider a variety of published poems and poetry collections as well as essays on craft, approaching this work from a poet's perspective. In equal measure, students will also develop and write their own original poetry, which they will radically revise as part of a final portfolio. Writing exercises, close-readings, discussion, class participation, and a willingness to explore poetry as a dynamic and nuanced art form will be essential aspects of this course. *Prerequisite: ENGL 2126, 2127, or 2128*

Intermediate Fiction Writing

3202-001

Chancellor

TR 01:00PM-02:15PM

In Intermediate Fiction Writing, students will advance their skills as readers and writers of fiction through 1) active informal writing, with exercises intended to trigger ideas and develop techniques; 2) deepened analysis and discussion of fictional techniques (e.g. description, imagery, characterization, point of view, plot, and structure) in several contemporary works and craft essays; and 3) the studio workshop, the exchange and critique of students' original short fiction, both formal and informal. This course is intended for students who have completed at minimum an introductory creative writing course; it is pitched to students in the creative writing concentration and assumes students have a seriousness of purpose toward their work and the art and craft of creative writing, as well as a familiarity with the rhetoric of the workshop. Please note: This course strongly emphasizes literary writing even within so-called genre (i.e. dystopian, crime, sci-fi, fantasy, romance); writers must strive to create original, complex characters and situations that resist tropes, whether the story takes place in this world or another. Students are writing contemporary fiction for adults or older young adults, not middle grade or children's literature. *Prerequisite: ENGL 2126, 2127, or 2128*

Medieval Literature

3211-001

Larkin

MWF 12:20PM-01:10PM

Spanning five centuries and diverse cultures, this course will cover a wide range of material whose distance from the present renders it both strange and compelling. The texts we will encounter—epics, *chansons de geste*, medieval romances, beast fables, *exempla*, and historical narratives, to name a few—developed in contexts and for audiences that are difficult to recover. At the same time, these texts both signal and found the development of Western culture. In reading *Beowulf* and *Sir Gawain and the Green Knight*, for example, we will attempt to understand the preoccupations each text represents: the challenges of heroic and knightly identity, for example. Topics of concern throughout the course will include religion and the church, the emergence of legal institutions, the nature of kingship, social hierarchies and gender relations, the emergence of national identities, the crusades, and the development of anti-Semitism. By reading a variety of medieval texts, we should gain a better understanding of the development of Western culture, literary and otherwise. We should also see how different critical climates, depending upon their own biases, revise interpretations to make relevant the reading of medieval texts.

Romantic British Literature, 1785-1832

3214-D01

Rowney

TR 02:30PM-03:45PM

Literature from the Romantic period, with emphasis on the works of specific writers, which may include works by men and women writers such as Wordsworth, Blake, Coleridge, Wollstonecraft, Austen, and Smith.

British Victorian Literature

3215-001

Rauch

TR 01:00PM-02:15PM

This semester we will be looking at important, but often ignored "classics" of Victorian Literature. Many of these texts will prompt us to think about the Victorian child as a critical trope of the period. We will examine Charlotte Brontë's very first novel, *The Professor* which was central to all of her work. We will also read *Oliver Twist* by Dickens and *Silas Marner* by George Eliot. Charles Kingsley's *The Water Babies*, often considered a work for children will not only complement the other works, but will accentuate our discussions of both science and religion in the Victorian era. Finally, we'll consider Thomas Hardy's powerful *Jude the Obscure*, and Oscar Wilde's more familiar, but very perplexing, *Picture of Dorian Gray*. Taken together with the poetry of Tennyson, the Brownings, and Matthew Arnold... and a few pages from Darwin, there will be a lot of twists and turns for us to pursue.

American Literature of the Realist and Naturalist Periods**3234-001****Shealy****100% ONLINE**

Important writers and ideas of American literature, from Whitman through the period of World War I, including such authors as Dickinson, Twain, Howells, James, Crane, Dreiser, and Frost.

Independent Study**3852-001,002****TBA****TBA****TBA****4852-001,002,003,004****TBA****TBA****TBA**

Independent study courses are available to undergraduate students under certain conditions. These courses must be arranged with individual instructors before registering for them and are intended to enable students to pursue studies in areas not provided by regularly scheduled courses. For further information, students should see their advisor.

Topics in English: Language, Health, and Aging**4050-002****Davis, B****100% ONLINE**

Language, Health, and Aging looks at how adults communicate as they age, and their changing sociocultural roles and identities, including language use across chronic conditions and dementias. Topics include: aging in place, social perceptions of ageism, and gerontechnology as a developing field within digital and multimodal studies.

Topics in English: Queer Theory**4050/5050-090****Brintnall****R****05:30PM-08:15PM**

Special topics not included in other courses.

Topics in English: Children's Books as Language Nutrition**4050-D01****Thiede****TR****01:00PM-02:15PM**

With special emphasis on books for preliterate children, we will investigate what children's books contribute to brain development and language acquisition that is not already present in everyday child-directed language (i.e. the effects of rhythm and rhyme, linguistic outliers and violations, repetition, rare words, etc.). We will also look at trends in various author's ideas of what a child is and what a child needs: The language of children's books often reveals agendas for young children's literacy and sociolinguistic construction.

The course counts as an elective in the linguistics minor and in the LTEC concentration of the English major. It also counts as a child-related interdisciplinary course for the minor in Children's Literature and Childhood Studies.

Topics in Literature & Film: Short Story**4072-001****Shealy****100% ONLINE**

This course will explore the American short story from its beginning in the early 19th century to the early 20th century. From its first appearances, the short story has flourished in America, perhaps more so than any other genre. Examining the short story over both the age of romanticism through the age of realism, we will analyze how the genre has developed. Among the writers we will read are Edgar Allan Poe, Nathaniel Hawthorne, Harriet Beecher Stowe, Kate Chopin, Charles W. Chestmutter, and Edith Wharton. This course will be completely on-line with weekly writing assignments and forum discussions.

Topics in Literature & Film: Shakespeare in England/Study Abroad**4072/5072-002****Munroe****MWF****01:25PM-02:15PM**

Shakespeare in England provides an intense, immersive experience in the places that shaped the world's most famous playwright. Over nine packed days in London and Stratford-upon-Avon, students will see theatre and visit crucial landmarks such as Hampton Court Palace, Westminster Abbey, and Shakespeare's birthplace as we learn think about Shakespeare in the context of the urban and rural areas that were of such importance to his life and his literary legacy. We will see both one of the world's most remarkable cities and the rural Warwickshire town of Shakespeare's birth, visiting such renowned venues as the Globe Theatre and the home of the Royal Shakespeare Company. Class will meet before the trip itself to discuss early modern historical context and the plays we will see in London. Students will have shorter writing assignments as well as a final paper, but the bulk of the coursework (including writing assignments) will take place as we experience the historical and cultural environment in England itself. The class will be led by Professor of English, Dr. Jennifer Munroe.

Registration only by permission of instructor after an application process (by Nov 1, 2019)

Topics in Literature & Film: Frankenstein's Creatures**4072-003****Tarr****MW****04:00PM-05:15PM**

This course examines monstrosity in literature, television, and film. We will use Mary Shelley's *Frankenstein* (1818) as our foundation and move backward to such texts as *Beowulf* and *Paradise Lost*, and then forward to representations of freak shows and the worlds of Oz and Pinocchio. Finally, we will explore technological monstrosity in films ranging from *The Iron Giant* to *Avengers: Age of Ultron*. We will study the contextual history of "normal" bodies to understand how abnormal forms have been recognized, displaced, and punished. Then we will reconsider how abnormal figures have challenged what Lennard Davis has called "the hegemony of normalcy."

Topics in Literature & Film: Issues in Global Cinema**4072-D01****Meneses****TR****04:00PM-05:15PM**

In this course we will examine a series of global issues as represented, narrated, and critiqued in contemporary films. Amongst others, we will discuss transnational immigration, industrialization and mass urbanization, warfare, and the destruction of the environment at the planetary scale. At the same time, we will explore what makes film its very own genre and how, in particular, the movies we will watch provide us with a unique experience unlike other narrative form or aesthetic experience. Active participation in class discussions, the completion of periodic reading assignments, and the submission of a number short and long papers are essential for students to perform satisfactorily in this course.

Topics in Literature & Film: LGBTQ Literature and Film**4072-D02****Hogan****T****05:30PM-08:15PM**

This course focuses on culturally diverse LGBTQ memoir, drama, fiction, poetry and film of the 20th and 21st centuries, with an emphasis on contemporary texts. We will study the writings within their historical, social, and political contexts, with attention to changing views of sexuality and gender and issues of self-representation within cultures.

Topics in Children's Literature, Media, and Culture: Digital Narrative for Young People**4074/5074-D90****Basu****M****05:30PM-08:15PM**

Engulfed in a brave new online world practically since birth, the young people of today are unsurprisingly the acknowledged masters of digital discourse, at ease among the screens and consoles that shape narrative and communication today. While the Information Age is still in its adolescence, many of its principles, like those of web 2.0—user generated content; virtual communities; social media platforms; sampling, collage and mash-up; and collaborative creation—have been part of children's literature since long before the internet was invented. As a result, the history of children's literature, with its record of child readers (or users or consumers) has fascinating things to tell us about our contemporary digital era. In this course, we'll examine the numerous ways in which texts and narratives can travel from the analog world to the digital one and back again... and how children's literature can serve as a guidebook for such a journey. Expect to read and write about all kinds of texts (from *Romeo and Juliet*, *Alice in Wonderland*, and *Harry Potter* to smartphone apps, video games, web comics, and fan fiction) via all kinds of interfaces (i.e. dead-tree books as well as computer/television screens).

Topics in Children's Literature, Media, and Culture: Children's Literature, Literacy, & Community**4074/5074-U01****West****TR****02:00PM-04:45PM**

The students in this course will explore the relationship between children's reading experiences and the communities in which children live. The students will learn about the institutions and organizations in Charlotte that deal with children's literature and literacy, such as the Charlotte Mecklenburg Library and Read Charlotte. The students will also participate in a community-based project related to children's literature. This course will meet at UNC Charlotte Center City. The course is scheduled for Session B, which starts on March 13 and runs through April 28.

Modern World Literature**4112-D01****Meneses****TR****01:00PM-02:15PM**

This course investigates a series of 20th- and 21st-century works with the objective of studying some of the most important questions at the center of the discipline of world literature: universal values, the dissemination of ideas across borders, the relationship between national literary traditions, translation, and cosmopolitanism. At the same time, it offers students the opportunity to explore some of the most salient issues that define the contemporary global moment. Amongst others, the course will consider colonialism, migration, violence, globalization, and the environment. Active participation in class discussions as well as the completion of a number of short assignments and longer papers are essential for students to perform satisfactorily in this course.

Literature of the American South**4145/5072-D02****Eckard****TR****10:00AM-11:15AM**

This course explores a variety of works by southern writers that reflect the literary and cultural concerns of the region. Questions that we will consider include: What is the South? Who is a southern writer? What concerns are evident in the literature of the region? What commonalities and contradictions exist? How has southern literature evolved over time? How does southern

literature inform our understanding of critical issues affecting the region and the nation today? We will examine southern literature, past and present, with an emphasis on 20th century and contemporary writers, including William Faulkner, Thomas Wolfe, Eudora Welty, Lee Smith, Fred Chappell, Kaye Gibbons, Jesmyn Ward, and other writers.

Origins of Language/Topics in Linguistics

4160/5075-001

Lunsford

TR

02:30PM-03:45PM

Study of linguistic theories of how and when human language developed, with attention to parallel work in anthropology, archeology, and psychology.

The Mind & Language

4167-001

Thiede

100% ONLINE

This course investigates how the architecture of language reflects (and may be determined by) the architecture of the human mind. That inquiry cuts across a variety of disciplines, including philosophy, cognitive science, neuroscience, and artificial intelligence research. We will base our readings on a working understanding of the grammar of English, which will require the occasional compressed review of it as we go along.

Multimodality and Text Description

4168-D01

Roeder

TR

01:00PM-02:15PM

This linguistics course works towards achieving a better understanding of how different modes of communication interact and are integrated in adapted, new, or emergent digital discourses and genres. Multimodal analysis includes the analysis of communication in all its forms, but it is particularly concerned with texts in which two or more semiotic resources – or ‘modes’ of communication – are integrated and combined (e.g., a children’s book that includes both text and images throughout). Such resources include aspects of speech such as intonation and other vocal characteristics, gesture (face, hand and body) and proxemics, as well as products of human technology such as carving, painting, writing, architecture, image, sound recording, and interactive computing resources.

Writing User Documents

4181/5181-090

Wickliff

W

06:00PM-08:45PM

The purpose of this course is to introduce students studying Technical/Professional Writing to the vocabulary, principles, and practices of testing and creating documentation for users of computing software, hardware, and other devices in specific environments. Emphasis will be placed upon designing tutorials for novice users, reference materials for more experienced users, and reports on systematic observations of usability. You will create documentation designed for both print and online distribution, and you will work both individually and in small groups. Documents will be written for and tested in application by actual users from within and outside of our class. All the documents you complete will be collected together in an individual course portfolio at the end of the term.

Editing with Digital Technologies

4183/5183-090

Morgan

T

06:00PM-08:45PM

This class will introduce you to the vocabulary, principles, and practices of editing technical/professional documents, including both substantive editing and copyediting. As students in this class, you will edit documents from a range of professional content areas and genres. Where possible, you will work on real editing projects.

Teaching of Writing

4200-001

Avila

TR

11:30AM-12:45PM

Introduction to various theories that inform practices in the teaching of writing and methods of teaching writing to middle and secondary learners. Required for English majors, pedagogy track.

Advanced Poetry Writing

4202/5202-090

Davis, C

T

05:30PM-08:15PM

Further study of and practice in the writing of poetry within a workshop format.

Advanced Fiction Writing

4203-001

Gwyn

MW

04:00PM-05:15PM

This fiction-writing workshop will combine the reading and discussion of published fiction with creative work. This course is intended for student writers who have taken an introductory course in creative writing, and are therefore familiar with, and comfortable with, peer-critique "workshopping," and also have a basic sense of what makes quality creative writing, and who can now benefit from integrating, through the reading and discussion of contemporary fiction, role models from literature. Students will write original short fiction pieces as exercises based on topics, which will emerge from our reading: *form, content,*

style, voice, characterization, narrative, and tone. The final project for the course will be to radically rewrite one fiction exercise from the semester as a finished short story, series of short-shorts, or a novel chapter, according to lessons learned and inspiration gleaned from one of the shorter assignments.

Advanced Fiction Writing: The Whole Wide World of Setting

4203-002, 5203-001

Chancellor

TR

04:00PM-05:15PM

In this advanced fiction workshop, writers will develop and refine their interests and aesthetics and deepen their understanding of fiction's possibilities. This course takes a special interest in the technique of setting, exploring ways to establish place, time, history, and the rules that govern a story's fictional world as we deepen exploration of all aspects of craft. Students will write and submit original fiction for mid-draft exchanges and workshop; read and critique classmates' fiction; close-read and respond to essays and stories; lead discussion; and create a portfolio with revisions and an apologia. Graduate students also will complete a book review on a full-length fictional work and be held to higher standards in every phase of the course. This class expects students have taken a number of creative writing courses; it is pitched to students in the creative writing concentration and assumes students have familiarity with the art and craft of creative writing and a seriousness of purpose toward their work. Please note: This course strongly emphasizes literary writing even within so-called genre (i.e. dystopian, crime, sci-fi, fantasy, romance); writers must strive to create original, complex characters and situations that resist tropes, whether the story takes place in this world or another. Students are writing contemporary fiction for adults or older young adults, not middle grade or children's literature.

Prerequisites for 4203: ENGL 2125, ENGL 2126, ENGL 2128 or permission of instructor. Satisfies W requirement
5203: Fulfills Elective Fiction Writing course for English M.A. creative writing concentration.

Writing Young Adult Fiction

4207/5207-001

Gargano

TR

02:30PM-03:45PM

This is an introductory class for those who already write, or would like to try writing, YA fantasy fiction. Today, the YA novel is a thriving and cutting-edge genre, greatly in demand with publishers. The YA novel is often a beautifully crafted work of literary fiction open to a variety of experimental approaches, including shifting points of view, vignette cycles, diary and epistolary-style novels, as well as more traditional approaches.

This is a workshop class, taught face-to-face. Students will complete the following goals during the first half of the semester: brief sketches, descriptions, character portraits, and other exercises to develop new skills and insights into the writing process. In the second half of the course, writers will plot a YA fantasy novel and produce a synopsis and first chapter. This class also offers beginning writers the chance to become better readers, both through constructive discussions of selections from each other's work, and through reading the work of contemporary writers.

Teaching English/Communications Skills to Middle and Secondary School Learners

4254-090

Myers

W

05:30PM-08:15PM

Approaches to the teaching of English, including recent theories and research related to writing and literary study, with special attention to technology. Designed primarily for teaching in grades 6-12.

Studies in Writing, Rhetoric and Literacy

4270-001

Salas

MW

02:30PM-03:45PM

Students in this course will explore rhetorical theories, theories of literacy, and patterns in rhetorical education that have contributed to the development of a certain tradition of rhetoric's since the 19th century. We will work chronologically and topically, extrapolating the context, significance, and relevance of the work that has made history in the discipline of rhetoric and writing studies. We will also explore how different groups adapted and resisted "traditional" rhetorical models across time, cultures, and publics to untangle the complexity of conceptualizing any "tradition" of rhetoric and literacy within alternative "traditions" of rhetoric and literacy.

Studies in Writing, Rhetoric and New Media

4271-002

Avila

TR

10:00AM-11:15AM

This course examines the ways in which new media and digital literacies have impacted the teaching and learning of writing in both school and out-of-school settings. We will consider both the reception and production (theory and practice) of new media both in formal learning environments as well as within our larger cultural context(s).

Rhetoric and Technology

4275-001

Toscano

MW

02:30PM-03:45PM

This course will introduce students to research and theories of the rhetorical construction of technology in history and culture. This course analyzes technologies to understand how they reflect the ideologies of the cultures from which they come. Students will engage with rhetorical analyses of technology and focus on the discourse surrounding technologies. We will also discuss

how the field of technical communication should recognize historical, cultural, and rhetorical analyses of technologies not as tangential but as essential to the field.

Professional Internship

4410/5410-001, 002

Wickliff

MWF 01:25PM-02:15PM

Internships for 3 or 6 credit hours involving primarily writing and other communication tasks. Sites are available for undergraduate and graduate students to work with corporations, non-profit organizations, and governmental groups. Enrollment by permit only. Contact Dr. Greg Wickliff gawickli@uncc.edu (Descriptions of current sites at <http://english.uncc.edu/info-for-students/internships.html>.)

English Honors Seminar: Critical Theory and Children's Literature

4750-090

Basu

W 05:30PM-08:15PM

Writing on literature for young people, Rudine Sims Bishop declares that "Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of a larger human experience." Similarly, understanding critical theory and schools of literary thought allows readers to situate themselves and the texts they consume within a larger scholarly conversation that considers the book in context with the world(s) in which it is written and read. In this course, we'll apply various literary theories (formalism, post colonialism, new criticism, deconstruction, Marxism, new historicism, ecocriticism, reader-response, cultural studies, feminist and queer theory, post humanism, and critical race theory among others) to great works of children's literature and consider what we might learn about ourselves and the books we love. Students will be responsible for a reading journal, weekly written assignments, two oral presentations, and a seminar paper.

English Honors Seminar: Gothic Literature and Culture

4751-093

Gargano

R 05:30PM-08:15PM

This class will focus on the gothic impulse in literature, art, and film, exploring works that offer their audiences "thrills and chills" through dramatic depictions of haunted houses, mysterious strangers, and uncanny confrontations with the supernatural or irrational. It will also guide Honors students through the process of producing an Honors thesis on a topic of their choice that relates to the gothic tradition. From the eighteenth century to the present, the gothic vision has animated diverse genres and disciplines, raising questions about the nature of human psychology, imperialism, class, and gender; for this reason, we will pay close attention to how gothic genres and content have changed over time to accommodate new cultural contexts. Our texts range from Walpole's *Castle of Otranto*, often called the first gothic novel, to the dark, postmodern fantasy fiction of Margaret Atwood and Angela Carter. Through student-teacher conferences, workshops, and discussions, we will build the skills to develop a sustained critical argument, from selecting and researching an original topic to evaluating an argument, to structuring and revising the thesis project.

Teaching English/Communications Skills to Middle and Secondary School Learners

5254/5254T-090

Barnes

W 05:30-08:45PM

This course will cover various approaches to the teaching of English, including recent theories, teaching methodology, and research related to writing and literary study. This course is appropriate for those students seeking licensure in 6-12 English education (English 9-12 and English language arts 6-8 certification). The course requires a clinical experience of 30 hours, completed in a middle or high school ELA classroom. The course is delivered 100% online using Canvas and WebEx. Synchronous virtual sessions will occur select Wednesday evenings from 5:30-8:15 PM. Dates of the synchronous sessions will be included in the course syllabus. Students are to co-enroll in MDSK 5100L.

Topics in English: Teaching RELS & the Humanities

6070-001

Maguire

T 02:00PM-04:45PM

This course will approach teaching and learning in the humanities through the lens of pedagogical challenges and rewards. We will explore the history of teaching and learning in the liberal arts and survey the recent scholarship of teaching and learning to discover a range pedagogical philosophies and approaches. Students will have opportunities to articulate their own philosophies of teaching; to develop teaching portfolios, syllabi, and meaningful assignments; and to practice teaching. Cross listed with RELS 6102, MALS 6000, HIST 6000

Topics in Literature and Film: Early Modern Women Writers

6072-094

Munroe

R 05:30PM-08:15PM

This course will focus on writings by women from 1500-1700, with a special interest in theorizing the position of women writers in their cultural milieu. The course may include such writers as Mary Sidney (Countess of Pembroke), Isabella Whitney, and Aemilia Lanyer who wrote religious works; Elizabeth I, whose speeches attest to the authority of a female monarch; Mary Wroth, the first woman to publish a sonnet sequence in English; Elizabeth Cary, whose closet drama *The Tragedy of Mariam*

closely parallels Shakespeare's *Othello*; Margaret Fell Fox, who considered herself a prophet and penned numerous radical pamphlets during the Civil War period; Aphra Behn, the first professional female playwright in England; the women who wrote and compiled recipes for cooking and medicine; and Margaret Cavendish, whose *The Blazing World* serves as one of the first examples of what we now call "science fiction." Along the way, we will consider the options women writers encountered as they ventured into territory dominated by men. How radical are these women? What can we expect their writing to do? And to what extent were they and their writing immersed in their physical environment as well as historical and cultural moment?

Topics in Creative Writing: Form & Fiction

6073-090

Gwyn

W

05:30PM-08:15PM

Form & Fiction is graduate course for fiction writers that explores the formal evolution of the American novel from Herman Melville to Cormac McCarthy. We will read a number of these novels with a focus on structure, form, and narrative.

Introduction to English Studies

6101-090

Vetter

W

05:30PM-08:15PM

Critical theory is "thinking about thinking," according to Jonathan Culler. This required graduate course is designed to introduce you to the discipline of English by focusing on major critical and theoretical approaches to literature and culture, which offer various lenses through which we interpret and interrogate texts. We will first spend an intensive period studying formalism and writings by two of the most important theorists of the twentieth century: Foucault and Derrida. A firm grounding in these areas will prepare us for the second half of the semester, in which we will examine several foundational schools of theory, explore a few contemporary trends, and practice what we have learned with analysis of literary texts. We will complete the course with a conference, at which you will present your work.

This course is reading- and writing-intensive, and assignments will teach you how to conduct research into a topic and present that research in written and oral venues. Class periods will alternate between lecture, discussion, and exercises in application. Whatever your individual goals as graduate students, this class should help you improve your critical reading and writing skills and give you a sense of the profession.

Introduction to Children's Literature and Culture

6103-090

Connolly

T

05:30PM-08:15PM

The study of children's and young adult literature is often a site of controversy and contention, as critics, teachers, parents, and politicians debate issues of censorship and pedagogy. It's also a site of tremendous inquiry as critics explore its cultural and creative terrain. In this course, we will study a range of forms and genres written for children and young adults from the late 1700s to the current day. We will discuss *why* children's literature is so controversial, examine the politics of canon-making, and discuss the viability of various critical approaches in our study as well as the role of children's literature as a socializing or disrupting force. At the center of our study, of course, we will be reading, talking about, and examining the literature itself, particularly exploring how it offers often innovative venues of expression.

Introduction to English Language

6160-090

Blitvich

M

05:30PM-08:15PM

This course aims to provide students with knowledge of linguistics that can be used as a tool to analyze the discourse of their different fields of inquiry. To that end, we will take a broad view of language. In the first part of the course, we will examine the various sub-fields of applied linguistics and discuss the various theories of linguistics that have developed to explain the structure and functions of human language. In the second part, we will focus on how theories of discourse analysis and genre can be applied to the study of a multiplicity of texts and be very useful not only to linguists but to students of literature and rhetoric and composition. Also, stylistics – the application of linguistic postulates to the study of literary discourse – computer mediated communication, and critical discourse analysis will be introduced.

Introduction to Linguistics

6161-001

Dobs

100% ONLINE

This online course gives you language to talk about language. It explains the structural and functional processes of English, including its inventory and combination of sounds, how words are formed and change, how these words combine to form phrases and sentences, and how we use all of these units of language in written and spoken discourse and in different varieties of English. The course is geared towards enabling students to ask critical questions about the English language.

Understanding Language Learning: Mind, Identity and the Sociocultural World

6163-001

Miller

100% ONLINE

Course readings for this class will focus on long-held cognitive and psychological perspectives on language learning as well as explore contemporary research that examines the influences of identity, culture and power on language learning from sociocultural, narrative and post-structural perspectives. Students will become familiar with key theories, methods and findings in language learning research. They will develop the ability to read, interpret and critique research reports and essays and will produce a research-grounded substantive paper using academic writing style.

Rhetorical Theory**6166-090****Toscano****M****06:00PM-08:45PM**

The course surveys a variety of Western perspectives on discursive meaning making from ancient Greece to postmodernity. Texts of European rhetoric theorize the West's beliefs about the nature and importance of speech and writing, the production and substance of knowledge, the arts of communication, and the social practices as well as institutions (schools, family, religion, government, etc.) that reflect cultural ideology. To help us explore and situate how foundational and later major thinkers of Western civilization formulated and presented their ways of understanding concepts, such as good, evil, love, courage, and even varieties of European "common sense," through discourse, we will read works from Plato, Aristotle, St. Augustine, Descartes, Mary Wollstonecraft, Nietzsche, Barthes, Derrida, Lyotard, and shorter readings from Umberto Eco, Jean Baudrillard, Fredric Jameson, Judith Butler, Slavoj Žižek, and Jodi Dean. This theory intensive course aims to privilege readings of "primary" texts in an attempt to read with the above major figures. Critiquing the nearly all male, Eurocentric canon is greatly encouraged and an assumed goal for the course.

Contexts & Issues in Teaching English**6274-001****Barnes****100% ONLINE****6274-090****Barnes****T****06:00PM-08:45PM**

In this course, we will examine the key concepts of the discipline and consider our own identities as readers, writers, teachers, researchers, and makers of meaning. The course will have an emphasis on critical approaches and pedagogical issues, with special attention to technology in the teaching of language, composition, and literature, as well as cultural contexts for the study of English. The course is delivered 100% online using Canvas and WebEx. Synchronous virtual sessions will occur select Tuesday evenings from 6:00-8:00 PM. Dates of the synchronous sessions will be included in the course syllabus. Registration requires an authorization; email your academic advisor for authorization.

Seminar in British Literature: Romanticism and Ecology**6680-090****Rowney****T****05:30PM-08:15PM**

The "Romantic" period is generally known for its writers' focus on the natural world as a source for imaginative creation. Yet these writers took up their pens at the beginning of what we now call the Anthropocene, the first geological age defined by human activity. The Romantic turn to the natural world at this historical moment provides critical insights into developments of the period as well as into our own age of ecological crises. Through close readings of the texts of various Romantic authors, such as Mary Wollstonecraft, William Wordsworth, John Clare, and Mary Shelley, as well as contemporary ecocritical scholarship, we will generate questions about how Romantics conceived of the natural world and the impact of these conceptions on our own moment. Students will be encouraged to develop innovative projects of their own that explore ecocritical approaches to Romanticism and will consider the implications of such study for more traditional approaches to the field.

Seminar in American Literature: Contemporary Black Poetics and Visual Art**6685-090****Pereira****M****05:30PM-08:15PM**

One feature of today's renaissance in African American poetry is its participation in a renewed interest in ekphrasis (poetry on a visual art work, such as painting, sculpture, public monuments, or photography) and the visual arts more generally. This course will explore how contemporary black poetics engages ekphrasis and visual arts; it also will consider why the visual has become so important for black poets today. We will focus on poetry by Elizabeth Alexander, Terrance Hayes, Robin Coste Lewis, Yusef Komunyakaa, Claudia Rankine, Natasha Trethewey, and Kevin Young, as well as reading selected scholarship and theory. Students will write three 10-page essays on the poetry, with the option of extending one of the first two essays to article-length (approximately 18-20 pages) for the third essay, for submission to a journal. This course fulfills the American Literature requirement for the MA.

Project**6895-001, 002, 003, 004, 005****TBA****TBA****TBA**

Research integrating the fields of English and Education in a theoretical or application-oriented study. If the thesis/project is the outgrowth of previous coursework, considerable additional research and exposition must be done. Subject to departmental approval. Enrollment by permit only. Contact the Graduate Coordinator for more information.

Thesis**6996-001, 002, 003, 004, 005****TBA****TBA****TBA**

Students interested in thesis work may not enroll for such work until a written thesis proposal has been approved by the student's Thesis Committee (three graduate faculty appropriate to the topic) and by the Graduate Coordinator. It is recommended that thesis work not be undertaken until near the end of the graduate program. Enrollment by permit only. Contact the Graduate Coordinator for more information.