

Fall 2023 Course Offerings



List of Courses

Undergraduate Classics

[CLCS-10000 Elementary Latin I](#)
[CLCS-20500 Classical Mythology](#)

Undergraduate Folklore

[FOLK-10100 Intro To Folklore](#)

Undergraduate Film Studies

[FVS - 10100 Introduction To Film](#)

Undergraduate Interdisciplinary

[IDIS- 20100 Intro To Digital Humanities](#)

Undergraduate Linguistics/TENL

[LING - 10300 Intro Study Language](#)
[ENGL- 40203 Struc Mod Eng \(TESOL\)](#)
[LING - 42102 Mth & Mat For Tesol I](#)
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Undergraduate Writing

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[ENGL-20301 Creative Writing - Poetry](#)
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[ENGL-23301 Intermed Expository Writing](#)
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[ENGL-33101 Bus & Admin Writing](#)
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Undergraduate Literature

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[ENGL-10201 Modern World Literature](#)
[ENGL-10700 Masterpieces Of Asia](#)
[ENGL-19000 Rhetorical Reading](#)
[ENGL-20201 Literary Interpretation](#)
[CMPL-21700 Detective, Mystery Lit](#)
[ENGL-25001 Amer Lit Before 1865](#)
[ENGL-40502 Chaucer](#)
[ENGL-41701 Early 17C Eng Poetry](#)
[ENGL-44601 20th C British Fiction](#)
[ENGL-46401 Native American Lit](#)
[ENGL-47200 Contemporary Amer Fict](#)
[ENGL-49002 Children's Literature](#)

Graduate Linguistics

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[LING-51901 Language And Society](#)
[LING-53500 TESOL Practicum](#)

Graduate Writing

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[ENGL-50601 Teaching Composition Practicum](#)
[ENGL-56501 Editing: Theor & Pract](#)
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Graduate Literature

[ENGL-51201 Chaucer](#)
[ENGL-52701 Early 17C Engl Poetry](#)
[ENGL-54901 20 C British Fiction](#)
[ENGL-56601 Survey Children's Lit](#)
[ENGL-57501 Native American Lit](#)
[ENGL-68002 Dickens](#)

Undergraduate Classics

Elementary Latin I **D. Fleming**
CLCS-10000-01 13960 MTWR 1:30 – 2:20PM

P: None

Introduction to reading, writing, and speaking Latin First course in four-semester sequence Latin can be used to fulfill the College of Arts and Sciences language requirement

Evaluation Methods: TBD

Required Texts: TBD

Classical Mythology **T. Bassett**
CLCS-20500-01 11833 MW 1:30- 02:45 PM

P: ENGL 13100 with grade of C- or better

The purpose of this course is to give you a general overview of Greek and Roman myths, legends, and tales. Greek (and later Roman) mythology serves as an important foundation to western literature and culture, appearing in countless works of drama, fiction, film, painting, poetry, and sculpture. In particular, three legendary events figure heavily in this tradition: the history of Thebes, the story of the Argos, and the Trojan War. We will examine this tradition through the reading of several classical works by Homer, Virgil, and Ovid.

Evaluation methods: Class participation, short response papers, two midterms, and final

Required Texts:

The Essential Homer, trans. Stanley Lombardo (Hackett)

Hesiod, Works & Days and Theogony, trans. Stanley Lombardo (Hackett)

Sophocles, Antigone, Oedipus the King and Electra (Oxford)

Euripides, Medea and Other Plays (Oxford)

Virgil, The Essential Aeneid, trans. Stanley Lombardo (Hackett)

Ovid, The Essential Metamorphoses, trans. Stanley Lombardo T

LEARN LATIN

at Purdue Fort Wayne

Fall 2023

CLCS-10000 Elementary Latin I

Questions welcome:

Prof. Damian Fleming flemingd@pfw.edu

This course is the first in a four-semester Latin sequence; Latin **can** be used to fulfill

Language Requirements



Classical Mythology **D. Fleming**
CLCS-205002I 11834 ONLINE Aug 21 – Oct 15
Internet Required; Access Course Through E-Learning

P: ENGL 13100 with grade of C- or better

This course serves as an introduction to Greek and Roman myths, legends, and tales, especially those that have an important place in the Western cultural tradition. We will examine the sources and significance of a range of classical stories.

Evaluation methods: 2 projects, Short writing assignments, Midterm, Final

Required Texts:

Homer: *The Iliad*, trans. Stanley Lombardo (Hackett, 1997) ISBN: 0872203522

Trzaskoma, *Anthology Of Classical Myth* (Hackett, 2016) ISBN: 1624664970

Ovid, *Metamorphoses*, trans. Stanley Lombardo (Hackett, 2010) ISBN: 1603843078

Homer: *The Odyssey*, trans. Emily Wilson (Norton, 2018) ISBN: 0393089053

Virgil, *Aeneid*, trans. David Ferry (UChicago, 2017) ISBN: 97802268172

Undergraduate Interdisciplinary

Introduction to Digital Humanities T. Bassett
IDIS 20100-01 13962 TR 10:30-11:45 AM

This is an interdisciplinary foundational course that combines theory and practice to teach students in and about digitally mediated culture. Accordingly, this course fosters a critical understanding of the digital and its implication for the development of a technologically driven society. Students will be introduced to digital inquiry and critical practice and explore the ways that the digital transforms knowledge acquisition and production across the humanities, social sciences and sciences. Students will engage in readings and activities that help them form substantive perspectives on the digital formulations and practice through digital technologies and tools. Students will also experiment with digital methods and tools by building a digital project. This course places an emphasis on engaged learning through online and in-class discussion, digital activities, and collaborative work.

Evaluation Methods: TBD
Required Texts: TBD

Introduction to Film **H. Hontz (Armstrong)**
FVS-10100-01 13226 **TR 3:00-4:15 PM**

Evaluation methods: TBA
Required Texts: TBA

P: Placement at or above ENGL 13100 (or
Film analysis, rhetorical study of genre and society,
analysis of specific films, film language, discussions,
and a presentation of how film influences and
informs humanity.

IDIS 20100: Introduction to Digital Humanities

Fall 2023
TR 10:30–11:45
Instructor: Troy J. Bassett



Fulfills COLA Thematic Area E: DH/Public Humanities

Undergraduate Linguistics/ TENL

Introduction to the Study of Language J. An
LING-10300-01 11944 MW 1:30-2:45 PM

P: placement at or above ENGL 13100 (or equivalent) and exemption from or completion of ENGL 19000

This is an introductory survey of linguistics designed to provide students with a basic understanding of the structure of language and the analytical concepts that are fundamental in linguistic studies. We will draw on different languages in the world throughout the course, but our primary focus is on the English language. Topics to cover include phonetics, phonology, morphology, syntax, and language acquisition.

Evaluation methods: Attendance, tests, homework

Required Texts:

Dawson, H., & Phelan, M. (2016). *Language files: Materials for an introduction to language & linguistics*. (12th edition.). Columbus: Ohio State University Press.



Intro to the Study of Language **S. Bischoff**
LING-10300-02I 11943 ONLINE Aug 21 – Oct 15
LING 10300-03I 14035 ONLIN Oct 18 – Dec 17

P: placement at or above ENGL 13100 and exemption from or completion of ENGL 19000

This is an introductory survey of linguistics designed to provide students with a basic understanding of the structure of language and the analytical concepts that are fundamental in linguistic studies. We will draw on different languages in the world throughout the course, but our primary focus is on the English language. Topics to cover include phonetics, phonology, morphology, syntax, and language acquisition. You will use the knowledge you acquire throughout the semester to create a "con-lang" or constructed language throughout the course.

Evaluation methods: Attendance, tests, homework

Required Texts: TBD

Structure of Modern English (TESOL) S. Bischoff
ENGL 40203-01M 12781 M 4:30-7:15 PM

Hybrid Section; Internet Required; Access Course Through E-Learning; Plus On Campus Meetings

P: LING 10300

Linguistic analysis of present-day spoken and written English, with attention to its phonemic, morphemic, and syntactical systems and its system of expressive features. In this course we will focus on English descriptive syntax and its application to the teaching of spoken and written Academic English.

Evaluation methods: TBD

Required Texts:

Analysing Sentences: An Introduction to English Syntax (Learning about Language) 4th Edition, Noel Burton Robert

Methods & Materials for TESOL I J. An
LING 42102-01 12673 W 4:30-7:15 PM

P: LING 10300/ 30300 (or equivalent)

This course provides an overview of Teaching English as a New Language to Speakers of Other Languages. We will examine principles of ENL instruction as well as different methodological approaches and strategies. We will also address important topics including the context of teaching, learner variables, socio-cultural influence on language learning, and classroom interaction. This class involves a service learning component as well for which students work as volunteers for English language learners in the community, linking course content to practical experience and obtaining a deeper understanding of language learning and teaching.

Evaluation methods: Attendance, presentation, journals, mini-teaching

Required Texts:

The Practice of English Language Teaching. Jeremy Harmer, Pearson 5th, 2015.

Techniques & Principles in language teaching.

Larsen-Freeman & Anderson. OUP 3rd, 2011.

Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice

Wayne Wright. Caslon 2nd, 2015.

Language in Society
LING 46000-01M 12674

J. An
MW 3:00-4:15 PM

P: LING 10300 or 30300

In this module we look at the dual-directional influence of society on language, and language on society. Students will develop an awareness of language in its plurality, to accurately understand how language is used by people in local and global contexts to construct identities and linguistic communities. There is also a focus on the implications of the spread of English as a global language. Topics include regional dialects language contact, language change, language attitudes, linguistic imperialism, multilingualism, and language policies in education. We also look at the implications of sociolinguistic research for language teaching, particularly in contexts where learners use a second language as a medium of study, such as English medium instruction.

Evaluation methods: Attendance, Presentation, Exercises, Paper

Required Texts:

Dawson, H., & Phelan, M. (2016). *Language files: Materials for an introduction to language & linguistics*. (12th edition.). Columbus: Ohio State University Press.

Galloway, N., & Rose, H. (2015). *Introducing Global Englishes*. London: Routledge.



TENL Practicum

LING 47000-01M 11945

M. Encabo
M 4:30-7:15 PM

Hybrid Section; Internet Required; Access Course Through E-Learning; Plus On Campus Meetings; On Campus Dates TBA;

Instructor Permission Required

As the final course of the TENL program, the Practicum builds on participants' knowledge and skills of teaching English language learners by revisiting their previous learning in the Methods and SLA courses. This course connects what participants currently know and believe about English language instruction and approaches to professional development. Throughout the course, we will keep in mind that becoming a "good" teacher depends on our attitude toward professional development and actions that we take to improve our practice. Under supervision, students teach English as a new language. The course provides experience in instruction, assessment, placement, and materials preparation. Classroom lectures, discussions, and assigned readings focus on teaching English as a new language.

Participants are required to conduct ELL classroom observations for 12-15 hours and practice teaching for 15-20 hours. Additional practice teaching hours may be required on a case-by-case basis.

Evaluation methods: Portfolio, Student teaching

Required Texts:

Staehr Fenner, D. (2014). *Advocating for English learners: A guide for educators*. Corwin. (AEL)



Undergraduate Writing

Intro to Creative Writing **C. Deitering**
ENGL 10302-01 13961 TR 1:30-2:45 PM
ENGL 10302-02 13023 TR 3:00-4:15PM

P: Placement at or above ENGL 13100 (or equivalent)

This course serves as an introduction to the major creative genres (poetry, fiction, creative nonfiction), terminology, techniques, and craft that are taught and required in later creative writing courses. You will focus on the practice and development of creative writing, enabling you to understand your own writing processes. The course also serves elementary education majors and English teaching majors as an introduction to the basic skills required for the teaching of creative writing, and serves students from a variety of majors by improving their understanding of language, and by making them more effective writers.

Evaluation methods: Portfolio: regular writing exercises for drafts, peer to peer responses, class workshops, in- and out-of-class exercises, attendance, and participation.

Required texts: TBA

Intro to Creative Writing **S. Sandman**
ENGL 10302-03M 11859 MW 10:00-10:50 AM
ENGL 10302-04M 13487 MW 11:00-11:50 AM
Hybrid Section; Internet Required; Access Course Through E-Learning; Plus On Campus Meetings

P: Placement at or above ENGL 13100 (or equivalent)

This course serves as an introduction to the major creative genres (poetry, fiction, creative nonfiction), terminology, and techniques, and craft that are taught and required in later creative writing courses. It also serves elementary education majors and English teaching majors as an introduction to the basic skills required for the teaching of creative writing, and serves students from a variety of majors by improving their understanding of language, and by making them more effective writers.

Evaluation methods: Portfolio

Required Texts:

Imaginative Writing, 4th edition, Janet Burroway.

Intro to the English Major **A. Kopec, S. Rumsey**
ENGL 12000-01 12783 W 10:00-10:50 AM

Restricted to PFW majors seeking English B.A. Cr. 1
Students will take this course the first semester after declaring a major in the Department of English & Linguistics. Students will learn about the different concentrations in the major and possible career paths for English majors. Students will begin documenting their learning in the major by creating a portfolio of their work.

Evaluation methods: TBA

Required Texts: Required texts will be provided as web links and PDFs by the instructor.

Intro Elementary Composition **TBA**
Multiple Sections Available

For students who need to complete the two semester sequence of writing instruction, culminating in ENGL 13100. Practice in writing coherent, developed and researched papers for a variety of purposes and audiences. Study of sentence and paragraph structure is integrated into study of the writing process.

Evaluation methods: TBA

Required texts: TB

Reading, Writing & Inquiry I **Multiple Instructors**
ENGL 13100 (Multiple sections available)

P: Self-placement in ENGL 13100, or Completion of ENGL 12900 with a grade of C or Better, or Completion of the ESL Composition Sequence and Recommendation of the ESL Instructor.

This course teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims.

Evaluation methods: TBA

Required texts: TBA

Creative Writing – Poetry **E. Anderson-Senter**
ENGL 20301-01M 11902 MW 9:00 – 9:50 AM
 Hybrid Section; Internet Required; Access Course
 Through E-Learning; Plus On Campus Meetings

P: ENGL 13100 or equivalent.
 Focus in poetry. Exploration in imaginative writing
 with focus on one specific genre.

Evaluation methods: TBA
Required Texts: TBA



Creative Writing – Fiction **C. Crisler**
ENGL 20302-01 13044 TR 1:30-2:45 PM

P: ENGL 13100 or equivalent
 This course will initiate a variety of ways of writing
 and reading short fiction. You will learn how to
 generate ideas for writing through reading and
 listening to stories, drafting short pieces, and
 revising and editing those works. You will, perhaps
 most importantly, be invited to explore the process
 of how language creates meaning, to “play” with
 words and reflect upon the choices in meaning that
 such play makes possible, which will enable you to
 understand your own writing processes.

Evaluation methods: Portfolio: regular writing
 exercises for drafts, peer to peer responses, class
 workshops, in-and out-of class exercises, self-
 evaluations, blogging, attendance, and participation.

Required Texts:
 LaPlante, Alice. *Method and Madness: The Making
 of a Story*. New York: W.W. Norton & Company,
 2009.

Creative Writing – Fiction **T. Sabel**
ENGL 20302-02M 12881 TR 10:30-11:45 PM
 Hybrid Section; Internet Required; Access Course
 Through E-Learning; Plus On Campus Meetings

P: ENGL 13100 or equivalent
 This class will emphasize the practice and
 development of fiction writing. This class introduces
 you to forms and techniques that will help you begin
 to process fiction writing, which will enable you to
 understand the origin of your own fiction writing
 processes. We will read fiction and write fiction, all
 the while reading, commenting, and discussing the
 writing of peers, as well as the writing from our
 readings and handouts. You will develop skills to
 deepen your understanding on reading and
 discussing contemporary fiction: the characters,
 setting, plot, and the technique. You will also deepen
 your understanding of how to write contemporary
 fiction by demonstrating your abilities through your
 own writing.

Evaluation methods: TBA
Required texts: TBA

Intro to Professional Writing **S. Rumsey**
ENGL 23101-01 13045 TR 10:30-11:45 AM

ENGL 23101 is a course that introduces you to the
 rhetorical principles and practices of professional
 writing. By studying the rhetorical and theoretical
 principles of professional writing, you'll be better
 prepared to analyze and respond to a variety of
 workplace writing and communication situations. In
 professional writing, the focus is on clear, concise,
 and coherent writing as well as graphics and page
 design. There are several key questions that will
 guide our discussions in this class.

1. What exactly is professional writing? What makes
 it different from other genres?
2. Where does professional writing take place? What
 sorts of environments both virtual and in person?
3. How do we use rhetorical principles in such
 environments?
4. What do professional writers do?

Evaluation methods: project-based writing
 assignments

Required Texts:
 Goins, Rauh, Tarner, & Holten. *Workplace Writing: A
 Handbook for Common Workplace Genres and
 Professional Writing*.

<https://newprairiepress.org/cgi/viewcontent.cgi?article=1007&context=ebooks>

Writing Spaces: Readings on Writing. Creative
 Commons ebook. <http://writingspaces.org>

8-Week Sections of Expository Writing

ENGL 23301 available online each term Fall and Spring

Mr. Weller



Streamline your schedule and pick your own research topic – something that interests you, helps you, and educates your classmates!

Intermed Expository Writing Multiple Instructors **ENGL 23301 Multiple sections available**

P: ENGL 13100 with a grade of C or better.

Instruction and practice in producing researched and documented texts appropriate for public audiences. Emphasis on appropriate primary and secondary research methods, organization, writing style, and documentation.

Evaluation methods: TBA

Required texts: TBA

Tech Report Writing **Multiple Sections Available**

TBA

P: ENGL 13100, equivalent, or instructor approval

Instruction in preparing engineering and other technical proposals and reports, with an introduction to the use of graphics.

Evaluation methods: TBA

Required Texts: TBA

Writing Fiction

ENGL 30103-01 13963

C. Crisler

TR 6:00-7:15 PM

P: ENGL 20301 (in poetry or fiction) or submission of acceptable manuscripts to instructor in advance of registration.

This course is the follow up to my Creative Writing—Fiction class, and assumes (even if you didn't take my course) that you have relative knowledge about the conventions of fiction. You will initiate a variety of ways of writing and reading fiction. You will learn more about how to generate ideas for writing through reading and listening to stories, and drafting, revising, and editing those works. You will continue to vigorously explore the process of how language creates meaning, by addressing POV, effective dialogue, plot, and strong character development (the crafting of viable 3-dimensional characters) in your "play to discover" and reflect upon the choices in meaning that enables you to understand your own writing processes.

Evaluation methods: Portfolio, regular writing exercises for drafts, peer to peer responses, class workshops, in-and out-of class exercises, self-evaluations, blogging, attendance, and participation.

Required Texts:

LaPlante, Alice. *Method and Madness: The Making of a Story*. New York: W.W. Norton & Company, 2009

Other text TBA

Contemp Afri Amer Poetry Forms

ENGL 30401-01 13964

C. Crisler

TR 3:00-4:15 PM

In this class we will study mostly original poetic forms created by contemporary African American authors to learn basic principles poets use to create poetry. We will practice those techniques in a series of exercises that will allow us to explore different forms of contemporary poetry. This class will give you a basic understanding of poetic form, which you can draw upon as you continue to write poetry.

Evaluation methods: TBA

Required texts: TBA

Bus & Admin Writing
ENGL 33101-01 11846

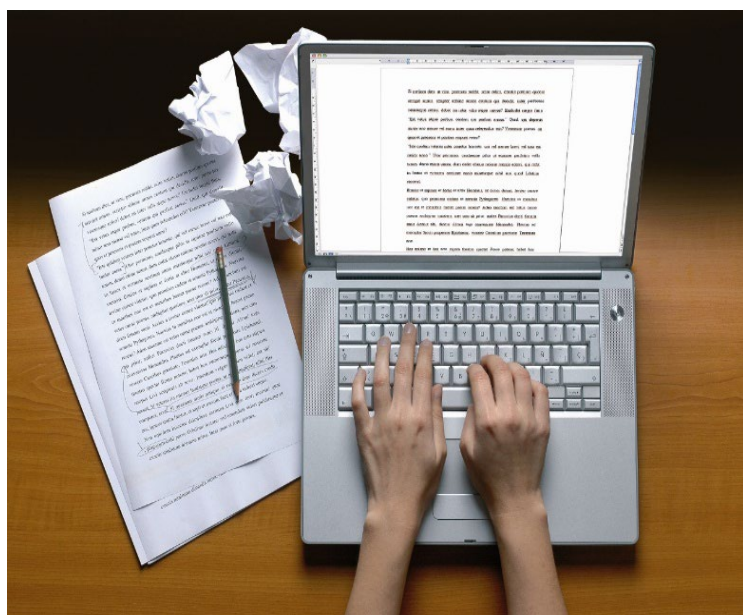
K. White
ONLINE

P: ENGL 13100 or equivalent

In workplace writing, even the briefest email carries ramifications—whether ethical or economic, personal or professional. ENGL 33101 engages rhetorical complexities by studying communication principles such as audience, purpose, and context, in order to compose persuasive messages across genres. During this course, you will have the opportunity to write resumes, letters, emails, memos, and reports. You will also learn how to respond to and edit documents produced by others in the class. This course is different from other classes that employ a standard lecture format. ENGL 33101 is modeled after a workplace environment in which close collaboration with coworkers is expected.

Evaluation methods: Weekly quizzes, business writing portfolio, and a collaborative project.

Required Texts: Locker, Kitty O. *Business and Administrative Communication*, 13th edition.



Senior English Capstone
ENGL 37101-01 11851

S. Rumsey
ONLINE

Focuses on reflection and revision of past work, creation of a high-quality independent work, and careers and job preparation.

Evaluation methods: TBA

Required Texts: TBA

Internship in Writing
ENGL 39800-01 11916
ENGL 39800-02 11917
ENGL 39800-03 11918

E. Keller
INTERNSHIP
INTERNSHIP
INTERNSHIP

P: Instructor Permission

This course is intended for undergraduate English majors and English minors who are ready to gain hands-on experience in a professional work environment. It gives students an opportunity to work with local businesses, community agencies, and non-profits. Students gain valuable skills in areas that employers are looking for including grant writing, social media management, creating marketing materials, and copyediting. The course provides valuable networking skills and enables students to develop work portfolios that are useful on the job market.

Evaluation methods: Weekly activity logs, progress reports, and an electronic writing portfolio.

Required Texts: TBA

Issues Teaching Writing
ENGL 40001-01 11847

K. White
R 4:30-7:15 PM

P: ENGL 23301 or equivalent

This course explores what it means to teach writing in high school and college classrooms in the 21st century. We will review the history of writing instruction, as well as various theories and pedagogies of teaching writing. Specific areas of focus will include students' transition from high school to college writing, the role of digital literacy in students' lives, and multimodal composition, as well as the nuts and bolts of teaching writing—designing syllabi, unit plans, and classroom management strategies.

Evaluation methods:

Critical reading responses

Leading discussion

Teaching philosophy statement

Unit plan

Classroom observation reports

In-class teaching demonstration

Required Texts:

Teaching Adolescent Writers by Kelly Gallagher,
The St. Martin's Guide to Teaching Writing, and
What Is "College-Level" Writing? by Patrick Sullivan
and Howard Tinberg

Tech Writing- Projects
ENGL 42101-01I 11918
ENGL 42101-02I 11848

E. Keller
ONLINE
ONLINE

Internet Required; Access Course Through E-Learning

P: Junior or Senior class standing and ENGL 23401 or 33101.

English ENGL 42101 is a General Education Capstone Area C course. It is intended to help you develop and practice types of communication skills you will use during your career in a technical or business field during a significant design or research project. Some of you will do primary research and write about work you are doing in another course, such as your engineering senior design project. Others of you will do secondary research on a significant technical product or concept. All students will finish the course by producing a white paper, a writing genre that is commonly used in technical fields, governmental documentation, and the non-profit sector.

Evaluation methods: Writing projects, quizzes, peer review, discussion boards

Required Texts:

Gerald J. Alred, Charles T. Brusaw and Walter E. Oliu. *Handbook of Technical Writing*, 12th Edition. Bedford St. Martins, 2018. ISBN: 978-1319058524.

Rhetoric and Pop Culture
ENGL 46201-01 13969

K. White
T 4:30-7:15 PM

P: ENGL 20201 or ENGL 23301 or equivalent and Junior or Senior Standing

From television shows like *White Lotus* and *The Bear* to iconic brands like Target (e.g., the red and white bullseye) and Apple (e.g., the apple with a missing bite), this class will apply methods of rhetorical criticism to popular texts to better understand how and what they attempt to communicate as well as the ways in which they dis/empower different groups of people. The main goal of this course is to make us more aware of influences in everyday life so that those influences may be accepted or resisted more consciously and intelligently.

Evaluation methods: weekly Brightspace responses, artifact analysis, and final paper. Class time will revolve around discussion.

Required Texts: TBA

Editing: Theory & Practice
ENGL 46500-01 13971

S. Sandman
MW 3:00 – 4:15 PM

P: ENGL 23301 or equivalent

In *Editing: Theory and Practice*, you have the opportunity to examine the roles that editors play in publishing, government, journalism, and corporate life while simultaneously developing your editorial skills. The course helps you accomplish these activities by prompting you to explore: What kinds of editors are at work today? What are common editorial practices and terms? What should editors know about styles, grammar, correctness, and editorial formats?

Evaluation methods:
TBA

Required Texts: TBA



Project Management
ENGL 46602-01I 14033

E. Keller
ONLINE

Internet Required; Access Course Through E-Learning

P: ENGL 23301 (or equivalent).

Project management education smartly focuses a great deal on planning and organization, process documentation, and management implementation strategies. However, building effective communication strategies and abilities is often overlooked and incorrectly thought of as a soft skill. In this class, we are going to specifically address the intricacies of communicating effectively in the workplace as an essential skill of project managers. In addition, we will also discuss planning and organizing strategies and models, process documentation, and management implementation strategies and philosophies. We'll learn about these concepts through hands-on project work that emphasizes individual and collective approaches to project management and gives us a basis for thinking through issues that influence the workplace—from emerging workspace design to the effects of globalization on distributed teams and organizations. Students should leave class with skills and knowledge that they can refer to when asked to lead and participate in a variety of projects in different organizational contexts.

Evaluation methods: TBA
Required Texts: TBA

Undergraduate Literature

Detective, Mystery Literature

CMPL 21700-01I 11802

CMPL 21700-02I 13486

C. Skinner

ONLINE

ONLINE

Internet Required; Access Course Through E-Learning

P: ENGL 13100

This course explores the origins, evolution, conventions, and continued popularity of the detective and mystery story. We will examine early, major authors such as Arthur Conan Doyle and Agatha Christie as well as contemporary writers whose novels continue to shape mystery and crime fiction. We will explore the detective story through multiple media, including film and television.

Evaluation methods: TBA

Required Texts:

Agatha Christie, *The Murder of Roger Ackroyd* (Harper Collins)

Louise Erdrich, *The Round House* (Harper Collins)

Dashiell Hammett, *The Maltese Falcon* (Penguin Random House)

Patricia Highsmith, *The Talented Mr. Ripley* (W.W. Norton)

Gillian Flynn, *Gone Girl* (Penguin Random House)



**ENGL 10700
MASTERPIECES
OF ASIA**

**FALL 2023
M&W
1:30-2:45 PM**

This course is for students who are interested in...

- learning about East, South, and Southeast Asian literatures, arts, histories, and beliefs.
- traveling to and/or working in Asia.
- gaining further appreciation for Asian cultures and identities.

Ancient and Medieval World Literature M. Coper

ENGL 10101-01I 12738

ONLINE

Internet Required; Access Course Through E-Learning

P: Placement at or above ENGL 13100 (or equivalent) and exemption from or completion of ENGL 15000.

Literary masterpieces from Homer to Dante.

Evaluation methods: TBA

Required Texts: TBA

Modern World Literature

ENGL 10201-01I 11809

C. Skinner

ONLINE

Internet Required; Access Course Through E-Learning

P: Placement at or above 13100 or completion of 15000

Plays, poems, and fiction from the 16th century to the present, including works by Shakespeare, Ibsen, Shaw, Wordsworth, Whitman, Yeats, Dostoevsky, Faulkner, Hemingway.

Evaluation methods: TBA

Required Texts: TBA

Masterpieces of Asia

ENGL 10700-01 14153

M. Encabo

MW 1:30-2:45 PM

An introduction to the literature of Asia focusing on literary masterpieces of India, China, Japan, and select Southeast Asian countries. This course is recommended for individuals who are interested in exploring histories, literatures, and the arts of East and Southeast Asia; traveling and/or pursuing careers in Asia; those who might be interested in pursuing degrees in East Asian studies, political science, history or art history, literature, and languages.

Evaluation methods: TBA

Required Texts: TBA

Rhetorical Reading

19000-01 14154

19000-02 12635

19000-03I 14159

TBA

MWF 10:00-10:50 AM

TR 10:30-11:45 AM

ONLINE

A college-level course that challenges students to expand their repertoire of reading performances and become better readers of public and academic texts.

Evaluation methods: TBA

Required Texts: TBA

Literary Interpretation
ENGL 20201-01 12635
ENGL 20201-02 11842

M. Cooper
ONLINE
ONLINE

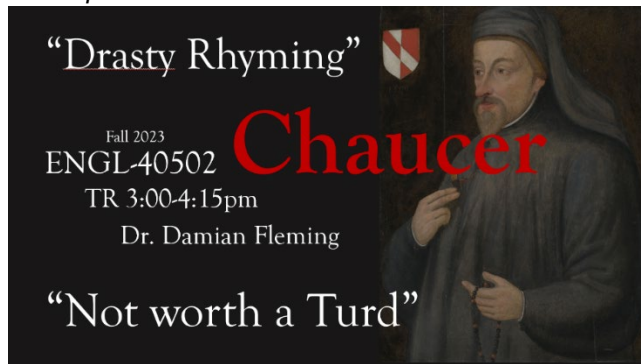
Internet Required; Access Course Through E-Learning

P: ENGL 13100

English 20201 focuses on developing your ability to interpret literature through close reading, critical thinking, and analytical writing; therefore it is a reading- and writing-intensive course. You will learn to respond to literature with greater clarity, vigor, and enthusiasm. You will also refine your skills of writing research papers on literature. In addition, you will become familiar with a variety of contemporary critical theories and learn to incorporate these theories in your literary analysis.

Evaluation methods: TBA

Required Texts: TBA



American Lit before 1865
ENGL 25001-01 13668

A. Kopec
MW 1:30-2:45 PM

How is a book of poems like a petulant child? What does an Atlantic codfish have in common with a dollar? What right do parents have to marry off their children in the early United States? What can the resistance of enslaved people teach us about the abolitionist social movement? And what might one old white guy's productivity advice in the 1700s tell us about bullet journals today on Etsy? This survey of American literature before the US Civil War considers these questions and more through an overview of major literary themes, movements, cultures, and authors of the era. Taught in a technologically enhanced classroom, students will learn via Team-Based Learning, together analyzing a range of literary texts and genres.

Evaluation methods: TBA

Required Texts: The Broadview Anthology of American Literature (2023).

Chaucer
ENGL 40502-01 13965

D. Fleming
TR 3:00-4:15 PM

P: ENGL 13100 or equivalent

Geoffrey Chaucer: Father of English Poetry, or an "elvish" fellow, "whose drasty rhyming is not worth a turd?" (his own description of himself). We'll read his masterpiece, The Canterbury Tales in Middle English ("I wol tell yow a litel thing in prose/ That oghte liken yow, as I suppose"). While reading this collection of medieval romances, religious dramas, bawdy sex stories, and fierce sermons, will attempt to situate Chaucer in his original historical and literary context and explore the ways he might be relevant today. No prior experience with Middle English is expected.

Required Texts: TBA

Evaluation methods: TBA

Early 17th C English Poetry
ENGL 41701-01 13967

M. L. Stapleton
TR 4:30-5:45 PM

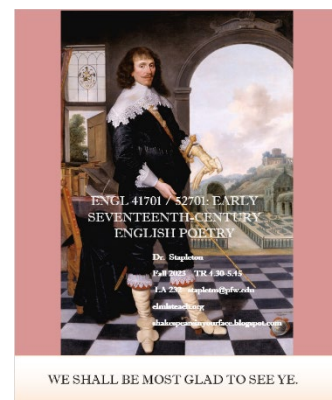
P: ENGL 20201 or equivalent

We'll read selections from several poets, the non-canonical as well as the traditional, from the reign of James I to slightly after the Restoration (1603-1667). Although we'll spend a bit more time on John Donne, Ben Jonson, George Herbert, Andrew Marvell, and John Milton, we will also study poets such as Robert Herrick, Thomas Carew, Edmund Waller, Richard Lovelace, Aemilia Lanyer, and Katherine Philips. We'll devote the last month of the course to *Paradise Lost*. We'll investigate trends in seventeenth-century English history: the reigns of James I, Charles I, Charles II, and James II; Oliver Cromwell and the English Revolution; religion and society.

Required Texts:

Rumrich and Chaplin, eds., ed., *Seventeenth-Century British Poetry: 1603-1660: A Norton Critical Edition* (ISBN: 0393979989).
Teskey, ed., *Paradise Lost: A Norton Critical Edition* (ISBN: 0393924289)

Evaluation methods: revisable early paper, take-home midterm and final, writing focus



20th C British Fiction
ENGL 44601-01 14156

T. Bassett
MW 3:00-4:15 PM

P: ENGL 20201 or ENGL 23301 or equivalent.
The purpose of this course is to give a survey of the important authors, works, genres, and movements of 20th-century British Fiction. The English novel participated in the major international literary movements of Modernism and Postmodernism during the century as well as maintaining a centuries-long tradition in the realist novel. The novel was also shaped by historical events, including two world wars, the end of the British Empire, and the rise of mass media. Our emphasis will be on the analytical reading of texts, especially formal analysis and a variety of critical approaches. Authors may include E. M. Forster, James Joyce, Virginia Woolf, Graham Greene, Angela Carter, and Ian McEwan.

Evaluation methods: class participation, short response papers, and a final essay.

Required texts: TBA

Native American Literature
ENGL 46401-01 12643

T. Bassett
TR 1:30-2:45 PM

P: ENGL 20201 or ENGL 23301 or equivalent
The purpose of this course is to give a survey of the important authors, works, genres, and movements of Native American literature from the early twentieth century to the present. With hundreds of individual tribes and nearly fifty language groups, we may more accurately speak of Native American literatures rather than one singular literature. Nevertheless, Native Americans have a shared history of colonization and a tradition of resistance that provides the cultural subtext for their literature – from the armed resistance, forced removal, and systematic destruction of their culture in the nineteenth century to the assimilation policies, the American Indian Movement, and the insistence of tribal sovereignty in the twentieth century.

Evaluation methods: Class participation, short response papers, and a final essay

Required Texts:

Angeline Boulley, *Firekeeper's Daughter* (Holt)
Louise Erdrich, *The Round House* (Harper)
D'Arcy McNickle, *The Surrounded* (U of New Mexico Press)
Tommy Orange, *There There* (Vintage)
Leslie Marmon Silko, *Ceremony* (Penguin)
James Welch, *Fools Crow* (Penguin)

Contemporary American Fiction
ENGL 47200-01 13973

S. Sandman
MW 1:30-2:45 PM

This course will cover contemporary American fiction, specifically short stories.

Evaluation Methods: TBD

Required Texts: TBD

Children's Literature

ENGL 49002-01 13974
ENGL 49002-02 13976

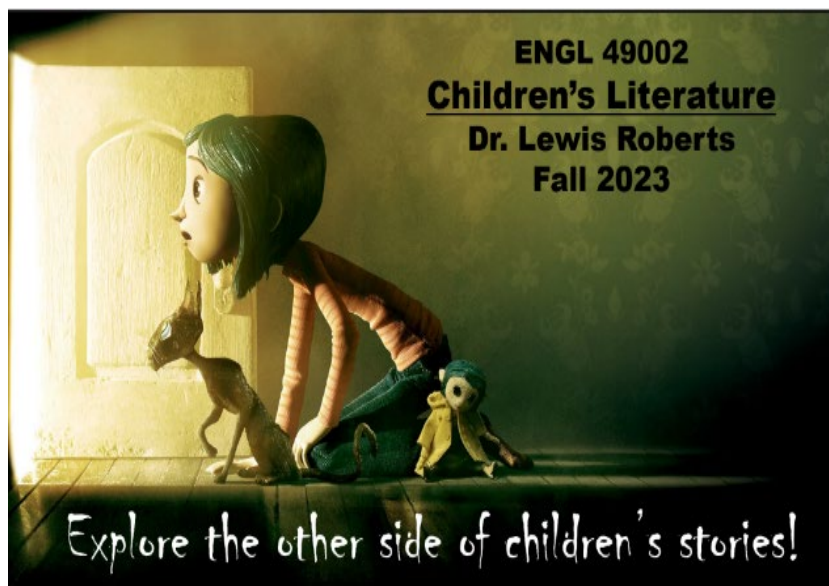
L. Roberts
TR 10:30-11:45
TR 12:00-1:15

P: ENGL 20201 or 23301 or equivalent

This course is designed for anyone planning on a career as children's librarian, elementary education teacher, or children's author/illustrator, as well as anyone with an interest in the rich and varied literature composed for or set aside for children. We will consider how definitions of childhood have changed over time and how such changing definitions have shaped what adults have thought children should and should not read; how the purposes for children's literature have changed and what benefits adults have thought children would derive from their reading. We will read literature of different genres, which may include picture books, poetry, traditional literatures, historical fiction, realism, fantasy, etc.

Evaluation methods: May include projects, journals, quizzes, midterm and final exam.

Required texts: TBA



Graduate Linguistics/ TENL

Intro Eng Lang (TESOL) **S. Bischoff**
ENGL 50000-01M 11808 M 4:30-7:15 PM
Hybrid Section; Internet Required; Access Course Through E-Learning; Plus On Campus Meetings

Introduction to reasoning about English syntax and semantics. In this course we will focus on English descriptive syntax and its application to the teaching of spoken and written Academic English.

Evaluation Methods: TBA

Required Texts:
Analysing Sentences: An Introduction to English Syntax (Learning about Language) 4th Edition, Noel Burton Roberts

Methods & Materials for TESOL I **J. An**
LING 51101-01-01 11947 W 4:30-7:15 PM

This course provides an overview of Teaching English as a New Language to Speakers of Other Languages. We will examine principles of ENL instruction as well as different methodological approaches and strategies. We will also address important topics including the context of teaching, learner variables, socio-cultural influence on language learning, and classroom interaction. This class involves a service learning component as well for which students work as volunteers for English language learners in the community, linking course content to practical experience and obtaining a deeper understanding of language learning and teaching.

Evaluation methods: Attendance, presentation, journals, mini-teaching

Required Texts:
The Practice of English Language Teaching. Jeremy Harmer, Pearson 5th, 2015.
Techniques & Principles in language teaching. Larsen-Freeman & Anderson. OUP 3rd, 2011.
Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice Wayne Wright. Caslon 2nd, 2015.

Language in Society **J. An**
LING 51901-01M 12782 MW 3:00-4:15 PM
Hybrid Section; Internet Required; Access Course Through E-Learning; Plus On Campus Meetings

In this module we look at the dual-directional influence of society on language, and language on society. Students will develop an awareness of language in its plurality, to accurately understand how language is used by people in local and global contexts to construct identities and linguistic communities. There is also a focus on the implications of the spread of English as a global language. Topics include regional dialects language contact, language change, language attitudes, linguistic imperialism, multilingualism, and language policies in education. We also look at the implications of sociolinguistic research for language teaching, particularly in contexts where learners use a second language as a medium of study, such as English medium instruction.

Evaluation methods: Attendance, Presentation, Exercises, Paper

Required Texts:
Dawson, H., & Phelan, M. (2016). *Language files: Materials for an introduction to language & linguistics.* (12th edition.). Columbus: Ohio State University Press.
Galloway, N., & Rose, H. (2015). *Introducing Global Englishes.* London: Routledge.





TESOL Practicum **M. Encabo**
LING 53500-01M **11946 M 4:30-7:15 PM**

Hybrid Section; Internet Required; Access Course Through E-Learning; Plus On Campus Meetings; On Campus Dates TBA;

Instructor Permission Required

As the final course of the TENL program, the Practicum builds on participants' knowledge and skills of teaching English language learners by revisiting their previous learning in the Methods and SLA courses. This course connects what participants currently know and believe about English language instruction and approaches to professional development. Throughout the course, we will keep in mind that becoming a "good" teacher depends on our attitude toward professional development and actions that we take to improve our practice. Under supervision, students teach English as a new language. The course provides experience in instruction, assessment, placement, and materials preparation. Classroom lectures, discussions, and assigned readings focus on teaching English as a new language.

Participants are required to conduct ELL classroom observations for 12-15 hours and practice teaching for 15-20 hours. Additional practice teaching hours may be required on a case-by-case basis.

Evaluation methods:
 Portfolio & Student teaching

Required Texts:
 Staehr Fenner, D. (2014). *Advocating for English learners: A guide for educators*. Corwin. (AEL)

Graduate Writing

Comp: Issues & Crit Appr
ENGL 50501-01 11803

K. White
R 4:30-7:15 PM

This course explores what it means to teach writing in high school and college classrooms in the 21st century. We will review the history of writing instruction, as well as various theories and pedagogies of teaching writing. Specific areas of focus will include students' transition from high school to college writing, the role of digital literacy in students' lives, and multimodal composition, as well as the nuts and bolts of teaching writing—designing syllabi, unit plans, and classroom management strategies.

Evaluation methods:
 Critical reading responses
 Leading discussion
 Teaching philosophy statement
 Unit plan
 Classroom observation reports
 In-class teaching demonstration

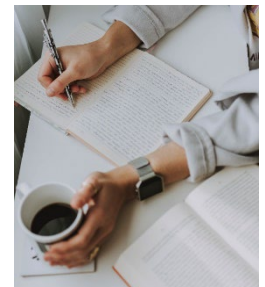
Required Texts:
Teaching Adolescent Writers by Kelly Gallagher,
The St. Martin's Guide to Teaching Writing, and
What Is "College-Level" Writing? by Patrick Sullivan
 and Howard Tinberg

Teaching Composition Practicum **K. White**
ENGL 50601-01 11841 **TBA**

P: ENGL 50501.

This course is a practicum for teaching assistants (TAs) in the Department of English and Linguistics who have successfully completed ENGL 50501 and are in either their first or second semester of teaching composition for the Writing Program. The class focuses on issues involving teaching writing as they arise for the TAs in the college classroom. Subject matter is largely student-driven but mentor-guided to assist and enhance teaching.

Evaluation methods: TBA
Required Texts: TBA



Editing: Theory & Practice **S. Sandman**
ENGL 56501-01 **13972** **MW 3:00 – 4:15 PM**

In Editing: Theory and Practice, you have the opportunity to examine the roles that editors play in publishing, government, journalism, and corporate life while simultaneously developing your editorial skills. The course helps you accomplish these activities by prompting you to explore: What kinds of editors are at work today? What are common editorial practices and terms? What should editors know about styles, grammar, correctness, and editorial formats?

Evaluation methods: TBA
Required Texts: TBA



Project Management for Writers E. Keller
ENGL 56602-01I **14034** **ONLINE**
Internet Required; Access Course Through E-Learning

Project management education smartly focuses a great deal on planning and organization, process documentation, and management implementation strategies. However, building effective communication strategies and abilities is often overlooked and incorrectly thought of as a soft skill. In this class, we are going to specifically address the intricacies of communicating effectively in the workplace as an essential skill of project managers. In addition, we will also discuss planning and organizing strategies and models, process documentation, and management implementation strategies and philosophies. We'll learn about these concepts through hands-on project work that emphasizes individual and collective approaches to project management and gives us a basis for thinking through issues that influence the workplace—from emerging workspace design to the effects of globalization on distributed teams and organizations. Students should leave class with skills and knowledge that they can refer to when asked to lead and participate in a variety of projects in different organizational contexts.

Rhetoric and Pop Culture
ENGL 58201-02 **13970**

K. White
T 4:30-7:15 PM

From television shows like White Lotus and The Bear to iconic brands like Target (e.g., the red and white bullseye) and Apple (e.g., the apple with a missing bite), this class will apply methods of rhetorical criticism to popular texts to better understand how and what they attempt to communicate as well as the ways in which they dis/empower different groups of people. The main goal of this course is to make us more aware of influences in everyday life so that those influences may be accepted or resisted more consciously and intelligently.

Evaluation methods: Assignments include weekly Brightspace responses, artifact analysis, and final paper. Class time will revolve around discussion.

Required Texts: TBA

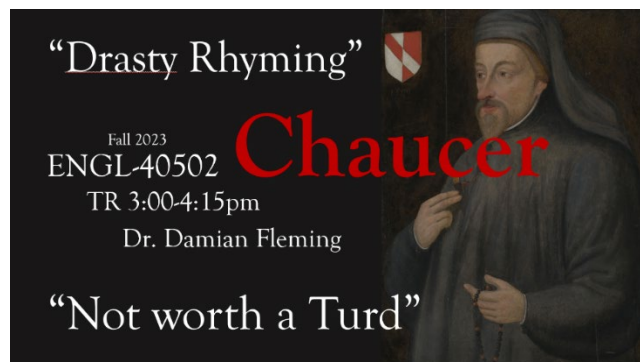
Graduate Literature

Chaucer
ENGL 51201-01 **13966**

D. Fleming
TR 3:00-4:15 PM

Geoffrey Chaucer: Father of English Poetry, or an “elvish” fellow, “whose drasty rhyming is not worth a turd?” (his own description of himself). We'll read his masterpiece, The Canterbury Tales in Middle English (“I wol tell yow a litel thing in prose/ That oghte liken yow, as I suppose”). While reading this collection of medieval romances, religious dramas, bawdy sex stories, and fierce sermons, will attempt to situate Chaucer in his original historical and literary context and explore the ways he might be relevant today. No prior experience with Middle English is expected.

Required Texts: TBA
Evaluation methods: TBA





**ENGL 41701 / 52701: EARLY
SEVENTEENTH-CENTURY
ENGLISH POETRY**

Dr. Stapleton

Fall 2023 TR 4:30-5:45

LA 230 stapletm@pfw.edu

clmlstach.org

shakespeareinyourface.blogspot.com

WE SHALL BE MOST GLAD TO SEE YE.

**Early 17th C English Poetry
ENGL 52701-01 13968**

**M. L. Stapleton
TR 4:30-5:45**

We'll read selections from several poets, the non-canonical as well as the traditional, from the reign of James I to slightly after the Restoration (1603-1667). Although we'll spend a bit more time on John Donne, Ben Jonson, George Herbert, Andrew Marvell, and John Milton, we will also study poets such as Robert Herrick, Thomas Carew, Edmund Waller, Richard Lovelace, Aemilia Lanyer, and Katherine Philips. We'll devote the last month of the course to *Paradise Lost*. We'll investigate trends in seventeenth-century English history: the reigns of James I, Charles I, Charles II, and James II; Oliver Cromwell and the English Revolution; religion and society.

Required Texts:

Rumrich and Chaplin, eds., ed., *Seventeenth-Century British Poetry: 1603-1660: A Norton Critical Edition* (ISBN: 0393979989).

Teskey, ed., *Paradise Lost: A Norton Critical Edition* (ISBN: 0393924289)

Evaluation methods:

revisable early paper, take-home midterm and final, writing focus

**20th C British Fiction
ENGL 54901-01 14157**

**T. Bassett
MW 3:00-4:15 PM**

20th-century novel and its techniques and experiments, chiefly Lawrence, Joyce, Woolf, and recent novelists.

Evaluation Methods: TBA

Required Texts: TBA

Survey Children's Literature

ENGL 56601-01 13975

ENGL 56601-02 13977

L. Roberts

TR 10:30-11:45

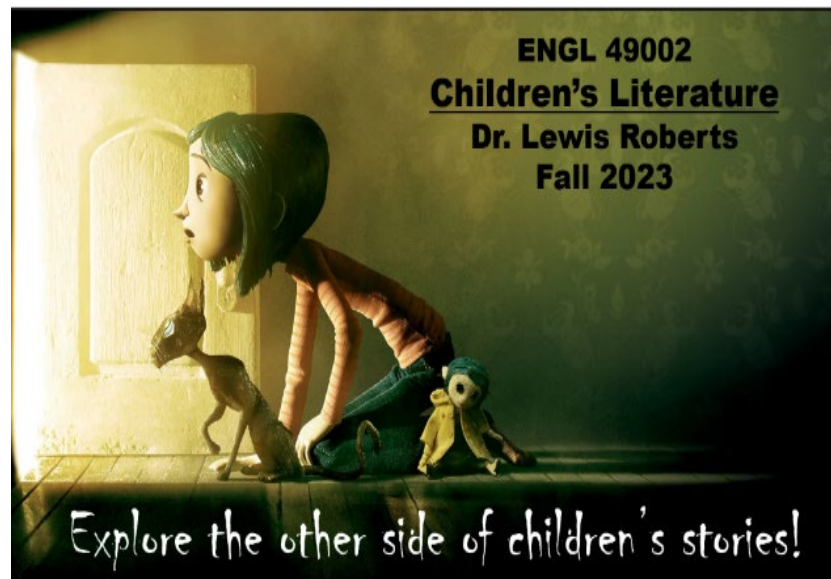
TR 12:00-1:15

P: ENGL 20201 or 23301 or equivalent

This course is designed for anyone planning on a career as children's librarian, elementary education teacher, or children's author/illustrator, as well as anyone with an interest in the rich and varied literature composed for or set aside for children. We will consider how definitions of childhood have changed over time and how such changing definitions have shaped what adults have thought children should and should not read; how the purposes for children's literature have changed and what benefits adults have thought children would derive from their reading. We will read literature of different genres, which may include picture books, poetry, traditional literatures, historical fiction, realism, fantasy, etc.

Evaluation methods: May include projects, journals, quizzes, midterm and final exam.

Required texts: TBA



Native American Literature T. Bassett
ENGL 57501-01 12672 TR 1:30-2:45

P: ENGL 20201 or ENGL 23301 or equivalent

The purpose of this course is to give a survey of the important authors, works, genres, and movements of Native American literature from the early twentieth century to the present. With hundreds of individual tribes and nearly fifty language groups, we may more accurately speak of Native American literatures rather than one singular literature. Nevertheless, Native Americans have a shared history of colonization and a tradition of resistance that provides the cultural subtext for their literature – from the armed resistance, forced removal, and systematic destruction of their culture in the nineteenth century to the assimilation policies, the American Indian Movement, and the insistence of tribal sovereignty in the twentieth century.

Evaluation methods: Class participation, short response papers, and a final essay

Required Texts:

Angeline Boulley, *Firekeeper's Daughter* (Holt)
Louise Erdrich, *The Round House* (Harper)
D'Arcy McNickle, *The Surrounded* (U of New Mexico Press)
Tommy Orange, *There There* (Vintage)
Leslie Marmon Silko, *Ceremony* (Penguin)
James Welch, *Fools Crow* (Penguin)

Dickens
ENGL 68002-01 14158

TBA
T 4:30-7:15

In this seminar, we will examine six novels by Charles Dickens. We will read two early works which established his fame: *Oliver Twist* and *Nicholas Nickleby*. Then we will turn to three works from his middle period: *Dombey and Son*, *David Copperfield*, and *Bleak House*, and one late work, *Great Expectations*. Dickens, who was called the Inimitable and the Sparkler by his friends, fans, and sometimes foes, was a complicated man, and his novels contain great humor and great tragedy, the poignant, the comic and the grotesque often unexpectedly and profoundly mixed together. He was also one of the most well-known and recognizable public figures of the 19th century, truly an international rock star whose life and work still today appear to be extraordinary.

We will discuss various critical responses to his novels, both then and now, and look for recurring themes, images, narrative structures, and topics. Perhaps more than any other Victorian novelist, Dickens's works were highly, if sometimes ambiguously, autobiographical. And so, to borrow from the complete title of *Nicholas Nickleby*, we will also spend some time looking at the "LIFE AND ADVENTURES . . . THE FORTUNES, MISFORTUNES, UPRISINGS, DOWNFALLINGS, AND COMPLETE CAREER," of Mr. Charles Dickens.

Evaluation Methods: TBA

Required Texts: TBA

ENGL 68002-01
CHARLES DICKENS
DR. LEWIS ROBERTS
FALL 2023 T 4:30-7:15



It will be the best of times!

Appendix:

Offerings in General Education Requirements

A1

ENGL 13100 Reading, Writing and Inquiry I
ENGL 23301 Intermediate Expository Writing
ENGL 23401 Technical Report Writing

B5

LING 10300 Introduction to the Study of Language

B6

CLCS 20500 – Classical Mythology
CMPL 21700 – Detective and Mystery Literature
ENGL 10101 – Ancient and Medieval World Lit
ENGL 20201 – Literary Interpretation
ENGL 25001 – American Literature Before 1865
FOLK 10100 – Introduction to Folklore
FVS 10100 Introduction to Film

B7

ENGL 10302- Introductory Creative Writing
ENGL 20301 – Creative Writing - Poetry
ENGL 20302 – Creative Writing- Fiction
LING 46000 – Language in Society

C8

ENGL 37101 – Senior English Capstone
ENGL 42101 – Technical Writing Projects

College of Liberal Arts Requirements

Part B

ENGL 23301 Intermediate Expository Writing
ENGL 20201 Literary Interpretation

PART C

CLCS-1000025000 Second Year Latin II

Part D – Themes

A – Gender, Sexuality, Race and/or Ethnicity

ENGL 46401 Native American Literature

C – Institutions and Behavior

LING 46000- Language in Society

D – Regional/Geographic Study

CLCS 20500 – Classical Mythology

E – Digital Humanities/Public Humanities

ENGL 23101 – Professional Writing Skills