

2005-40 This course discusses the importance of communication in STEM fields and involves practice in communicating through writing and speaking in common research genres, like IMRaD and scientific posters.

ENGL 2020: "Literature, Media, and Culture: American Sport"/Professor Paul Bergstraesser

In this asynchronous online course, you will dive into American sport through the study of literature and different types of media (including film and art). You will acquire the tools for understanding, appreciating, and writing about sports—and get ready to share (through online discussions and essays) your own personal experiences in sport as well. By exploring a variety of authors and media, we will investigate the many ways sports are a part of our culture and lives. Online discussion, reading, and writing are equally important in this class, and you will hone your skills in each area by the end of the semester. This course fulfills your COM2 University Studies requirement. I will be offering one section of this course: ENGL 2020-40.

ENGL 2025 This course provides an introduction to English Studies, covering the history of English as an academic field, the options available within it, and possible career paths. Students will also be taught the skills they need to succeed as English majors, including critical reading and writing, and literary and rhetorical analysis. Studies will include reading in a number of genres. Assignments will cultivate a variety of skills appropriate to the many responsibilities and paths of an English major, including the public humanities

2350 The African American experience, with roots in Africa, the international slave trade, and throughout the western hemisphere, was forged through forced migration, the mixing of diverse peoples, and the struggles against slavery and for freedom. The people of African descent who were brought to the United States created a rich literature, built through their own unique traditions, language, rituals, symbols, and experiences. The history they built did not always come about through circumstances of their own making, but the culture that came from that history made a profound impact on their communities, the nation, and the world. This course is an introduction to African American literature and culture, with an emphasis on the voices and language used by Black people. The course is not meant to be exhaustive, but rather to give a sample, which can be a guide to further study. The course is arranged chronologically, and intended to orient students to some of the major themes of the African American experience, including migration and mixing; slavery and freedom; labor and culture; and history and the continuing efforts to develop African American identities. The class is an intensive experience in reading and discussion; written and oral assignments will assess reading comprehension and be a guide to discovering ideas for class conversation. The goals of the course are to give students a broad overview of the African American literary tradition and to sharpen students' writing and analytical skills. Texts may include Sojourner Truth, "Ain't I a Woman?"; Kyle Baker, Nat Turner; Frederick Douglass, Narrative; Ida B. Wells-Barnett, A Red Record; Zora Neale Hurston, Their Eyes Were Watching God; Toni Morrison, Beloved; Angela Davis, The Meaning of Freedom; and Claudia Rankine, Citizen: An American Lyric.

English 3000. This is an introduction to some contemporary theories, which provoke new thinking about the ways in which we approach literature.. We will read some primary theoretical texts, as well as some applications of theory. I am arranging the syllabus according to subjects in general terms: they overlap

to a large degree. Students will present at least one theoretical text in class, e.g. Derrida, Marx. etc. This course in literary theory sums up some of the ideas you have seen in previous classes. We will use Sophocles' Oedipus Rex, Ovid's Metamorphoses, King Lear, some John Donne poems (on course website), and the film of Rosencrantz and Guildenstern as examples of texts to think about the different theories we encounter. After this discussion of theories and texts, you will write a conference paper using theoretical and current critical materials. Students MUST buy the printed versions of the books.

Prerequisites: ENGL 2025 and junior standing.

4000 The capstone course in the professional writing minor and also satisfies the COM 3 USP requirement. This spring, we will spend some time constructing a theoretical framework geared toward understanding key issues in the study and practice of professional and technical communication. We'll start with some foundational material, looking at the role of rhetoric, design, and audience in increasingly digital professional writing spaces and then move to more focused study of ethics, visual rhetoric, and the impact of technology on professional communication, among other things. More traditionally academic (journal review or genre analysis, ethics analysis) and professional (e.g., usability test and documentation) projects will range widely and include both individual and collaborative work done in different media for different audiences, some academic, some professional. Students may develop a final portfolio project at the end of the term.

ENGL 4010 This course is designed to help students become more skilled in communication, particularly in the types of situations that are typically found in most professions. The emphasis of the course will be on honing your ability to create written and oral communication. You will practice communicating about "technical" matters, that is, information and knowledge you have learned about while engaged in your field of study, but for a non-expert audience.

4020-40 Our semester will consist of you engaging with readings, a diverse group of guest speakers, and personal practice within the wonderful world of editing. While you will read texts—and consistently hear first-hand from professionals—about the theory and practice of editing in a specific context, you will also work toward practically applying editing skills through personal/team-based research/writing, through discussions on readings, and overall by taking ownership of your own growing philosophy of and approach to editing—considering what it could look like to work in this field full- or part-time.

ENGL 4040: Rhetoric, Media, and Culture:

What made Game of Thrones a worldwide phenomenon? How can Wicked still be popular after 19 years on Broadway? Why would Lady Gaga and Tony Bennett perform on the same stage? And why is Bodyworlds the most popular museum exhibit in history? Rhetoric, Media, and Culture will examine artifacts of popular culture (film, television, music, video games, comic books, etc.) as forms of persuasion. We'll explore the choices authors, composers, curators and directors make to capture the attention – and the identity -- of millions of consumers. What cultural nerves do they touch? What techniques do they employ to do so? And what can we, as rhetoricians of our own careers and personae, learn from them?

ENGL 4067 (Race, Gender, Media & Rhetoric):

*There are graduate sections of this class in AAST 5067 and COJO 5067

This class encourages exploration of media (film, newspaper, radio, television, and social) through the lens of marginalized and disenfranchised groups. Media is one of the major institutions in the world that has the ability to persuade, and viewers often come to understand the world and their community through such mediated framing which can affect their attitudes, values, and beliefs. The goals of this course is to increase the understanding of and role media plays (past and present) in understanding framing of groups often left out of the center. You will be immersed in your own individual research and group projects where you will have a hands on opportunity to be creative. This class will challenge what you know and think about media and how you choose to interact with media in the future.

4075 This course is designed for students interested in working in the nonprofit sector. It explores the rhetorical, political, and social dimensions of written and oral communication in the nonprofit world. It features analysis and practice in appealing to multiple audiences, including clients, volunteers, and funding sources. Students will focus on their preferred nonprofit type and--with attention to rhetorical choices--develop communication tools ranging from mission statements, press releases and oral presentations to grant proposals. All of these will be written for the "mock" organization you'll create for class.

4600 U.S. WOMEN OF COLOR

Course Description:

This seminar course examines scholarship of and about US women of color feminists. We will trace the trajectory of US women of color from early writings to more contemporary scholarship. With a focus on the writings of Native American, Chicana/Latina, Asian American, and African American women, we will examine how their experiences are shaped by (among others) the intersections of gender, race, class, sexuality, and age. How US women of color resist and challenge categories of domination while defining themselves within the US fabric will be central to the course. Some of the themes/theoretical tools that will be covered in class include gender, race, class, intersectionality, colonization and immigration, memory, home and identity. The readings range from books, to essays, testimonies, and articles.

ENGL 4630: The English Honors Workshop is for students admitted to the English Honors Program and offers a space for writers to keep on track with the progress of their projects and receive structured feedback on their work from faculty and peers.

5320 In January of 1855, Nathaniel Hawthorne wrote from England to his publisher, "America is now given over to a da—ed mob of scribbling women, and I should have no chance of success while the public taste is occupied with their trash." The "trash" Hawthorne rejected was some of the best-selling and most beloved fiction of the nineteenth century— writers like E.D.E.N. Southworth and Fanny Fern. In this class, we will read works by these writers and other "scribbling women" alongside history of the period and the first wave of what was then called the Woman Movement as well as literary criticism and feminist theory. In our readings, we will consider the relationship between the rise of female professional authorship alongside changing beliefs about the role of women in American culture.

5530 Modern Critical Theory and Practice

Theory, we think, is strong when it applies extensively. Yet emerging phenomena can precipitate new theory. Those registered for this class by October 30 2023 will get to influence which of today's major issues we will strive to illuminate through theory, and which we will track as the press of unforeseen circumstances challenges and changes our theories in turn. Standing as we may be on the verge of the posthuman, today's theorists seek to understand the -human in its moment of becoming post-. Their perplexity is only exacerbated by environmental concerns, issues of scale, the stuff we generate and amid which we live, and the entropic tendencies of twenty-first-century life. Our readings will range from the most recent theorists back through the shifts of the twentieth and nineteenth centuries that produced our problems or made them theorizable. Thus—by way of example—Braidotti, Harraway and Hayles (who theorize the posthuman) track back through network, deconstruction, language and power theories; Morton and Nixon (who ponder the massive challenges of space and time) owe their formations to conceptions of thing, network, and phenomenon. And behind everything lie mind, language, power. As for where we shall range for our literary investigations, these will be guided by the concerns voiced by October 30. And for the latter part of the course, students together will determine texts for analysis. So start thinking: what is strange, wonderful, provocative—and not to be missed!? On completion of this course, you will know and understand the nineteenth-century innovations that precipitated the twentieth century's reconsideration of how meaning gets produced; you will understand how this destabilization of meaning makes visible twenty-first-century challenges; you will have a working and applicable knowledge of theories from these three important moments; and you may be empowered to critique and develop theoretical approaches to current challenges. You will also have encountered a number of literary texts and circumstances that express or engage the perplexities of today. There will be opportunity for meaningful, independent and guided research.

5360 U.S. LATINO LITERATURE

COURSE DESCRIPTION

Participants in the course will read a variety of texts that encompass themes of language, identity, mestizaje, gender, education, economic mobility and political ideologies relating to US Latino communities, including, but not limited to, Chicano and African Latino Caribbean communities. Examining the historical and contemporary issues affecting Latinos, students critically connect linguistic, cultural and social politics of the literature analyzed to current day United States Latino social media narratives. All in the course will collaborate in group presentations, create a short digital film, organize a class segment and write a final narrative. The course gives a general overview of U.S. Latino Literature and both graduate and undergraduate students may enroll.