

**Iowa State University
Department of English**

SUMMER SEMESTER 2007 GRADUATE COURSE REGISTRATION

Summer Semester 2007: Session I & II May 14-August 3, 2007

Information available online at <http://www.engl.iastate.edu/courses>

Register online at <https://accessplus.iastate.edu/frontdoor/login.jsp>

- Registration commences Monday, March 19, 2007.
- Consult Major Professor or Program Adviser for course selection assistance.

Course	Instructor	Course Title Credits	Time
508	Ewald	Advanced Workshop in Academic Writing 3.0 credits	TR 6:15-8:45 p.m. May 14-July 6
510	Pendar (Haji-Abdolhosseini)	Introduction to Computers in Applied Linguistics 3.0 credits	TR 6:15-8:45 p.m. June 11-August 3
511	Levis	Introduction to Linguistics Analysis 3.0 credits	MW 8:40-12:20 June 11-August 3
514	Levis	Sociolinguistics 3.0 credits	TR 2:30-5:10 June 11-August 3
531	Winkiel	Topics in the Study of Literature: <i>Geomodernisms</i> 3.0 credits	MW 6:00-9:00 p.m. June 11-August 3
553	Marquart	Advanced Imaginative Writing: The Long Project 3.0 credits	TR 2:30-5:10 p.m. May 14-July 6
560X	Pett	Environmental Field Experience 3.0 credits	Arranged
588	TBA	Supervised Practicum in TESL 3.0 credits	Arranged

The reference number for 590s, 599 and 699 may be secured from staff in the Graduate English Office once all required forms have been signed and submitted.

590A	Special Topics: Literature Variable credits
590B	Special Topics: Teaching English as a Second Language/Linguistics Variable credits
590C	Special Topics: Rhetoric and Composition Variable credits
590E	Special Topics: Rhetoric and Professional Communication Variable credits
590F	Special Topics: Creative Writing Variable credits
590G	Special Topics: Applied Linguistics and Technology Variable credits
599	Creative Component Variable credits
699	Research Variable credits

Department of English
Course Descriptions

508 Advanced Workshop in Academic Writing
Helen Ewald

English 508 gives hands-on practice in writing academic discourse and, in the process, provides background information regarding various academic journals, explores current trends in academic writing per se, and features "insider" perspectives on the referee process and on journal editorial decision-making. Workshop sessions will focus on the writing of short comments or responses, standard reviews or panel presentations, and article-length manuscripts.

In order to enhance your ability to write publishable academic discourse, you will:

- review the editorial policies and expectations of selected respected academic journals in your fields(s)
- discuss current trends and issues involving academic discourse per se
- engage in discussions/interviews with faculty and students who have published in certain target academic journals
- participate in peer review of manuscripts in-process
- "workshop" your own manuscript drafts through class activities and peer review sessions (in computer lab).

The primary texts for the class will be your own work. Secondary texts will include a course packet containing articles about academic discourse and reviewers' materials from various journals.

In addition to participating in class discussion and in workshop sessions, you will complete:

- an annotated bibliography of representative major and/or minor journals in your field, discussing the subject, tone, nature, etc. of works appearing in each publication (the class will collaborate on this on-line bibliography)
- several one-page analyses of the targeted journal (to be appended to each manuscript handed-in)
- one short piece: a comment or review or "response to a proposal" for a conference presentation (using length stipulations in target journal)
- one short essay or opinion piece or panel presentation paper (again, see journal/conference requirements for length)
- one article-length paper.

On the whole, the course will be conducted as a workshop, with special topics and guest speakers covered on a scheduled basis. Students from all graduate majors are welcome; however, most if not all examples will draw from the discipline of rhetoric and professional communication, and guest speakers will most likely be from the English Department. Please expect to be sending out several manuscripts to selected journals by the end of the course.

Cr. 3 each time taken, maximum of 6.

Department of English
Course Descriptions

510 Introduction to Computers in Applied Linguistics
Nick Pendar (Haji-Abdolhosseini)

In English 510, students will have the opportunity to become familiar with applications relevant to teachers, researchers, and administrators. Therefore, we will work with a wide variety of computer applications including web page design, word-processing, database, presentation, and spreadsheet applications. English 510 provides students with the opportunity to

- increase their familiarity with computers in general,
- explore and describe current and potential applications of computers for teaching, testing, administration, research, & computer-assisted language learning (CALL),
- conduct statistical and linguistic analyses of various data, and
- create and implement computer-assisted language learning activities.

As a result of this class, students should gain

- a basic understanding of the profession (TESOL),
- knowledge pertinent to the potential uses of computers and the internet in language teaching,
- expertise in various computer applications relevant to teaching, research, and administration,
- the ability to design and create functional Web pages, and
- expertise in critiquing software programs used in second/foreign language education.

511 Introduction to Linguistic Analysis
John Lewis

For more than 2,000 years, philosophers, those interested in rhetoric, linguists, and others have studied language systems and the way speakers and writers use language to do what they want. In the last 100 years, the study of language has grown by leaps and bounds to uncover more of the inner workings of language systems. It is now clear that language systems have universal as well as specific qualities, each of which is exploited by speakers and writers to communicate. Come explore the fascinating, amazing, and oft-times quirky ways that languages are structured and how people use language for hundreds of different purposes. All those who are interested in language will find this course fascinating and revealing.

The course will be graded on two exams, participation both in class and in completing language problems, and a language project.

Course textbook: *Language: Its structure and use, 4th Edition*, by Edward Finegan.

Department of English
Course Descriptions

514 Sociolinguistics
John Levis

This course is a graduate level introduction to language in its social context. We will look at the ways in which language varies as a result of who is saying what to whom in what situation and what mechanisms cause language change. We'll begin by becoming familiar with the dominant theories driving Sociolinguistics and the major methods (both quantitative and qualitative) used to investigate research questions in the field. We'll examine specific types of language variation influenced by the gender, status, power, ethnic group, and region of the language users. We'll also touch on some of the political implications of language and the practical applications of sociolinguistics.

The course will be graded on the basis of two exams, a data analysis project, a review of a research article, and other minor assignments.

Prerequisites: Engl 511 or an introductory course in linguistics

531 Topics in the Study of Literature: *Geomodernisms*
Laura Winkiel

What is modernism? Usually, modernist literature is defined as experimental poetry and fiction written by well-known writers such as Virginia Woolf, James Joyce, and T. S. Eliot that articulate the experience of twentieth-century modernity. But if modernity is a global phenomena, are these the only works that articulate such an experience? This course will challenge the periodization (early twentieth-century) and location (New York, London, Paris) of canonical modernism and will argue that modernism looks different (and intervenes differently) when it travels to the colonized periphery. We will read both canonical and alternative modernisms around the globe and think about how to reconceptualize modernism within a multiple yet interconnected and asymmetrical “geo” political frame.

Authors may include: James Joyce, T. S. Eliot, Virginia Woolf, Mulk Raj Anand, Edward Kamau Brathwaite, Derek Walcott, Amitav Ghosh, Kushwant Singh, Nella Larsen, Anita Desai, Arundhati Roy, J. M. Coetzee.

Course requirements: a research paper (12-15 pages) written in stages, class presentation and participation.

Department of English
Course Descriptions

553 Advanced Imaginative Writing: The Long Project
Deb Marquart

Ask any writer enough questions and you will find that he or she has a long project partially started and pushed deep into the corner of some bottom drawer. The possible reasons for not completing this project are many: the story seems too complex to capture in writing, the material is too emotionally difficult, or the writer hasn't collected enough experience or data to continue. It's the big one that tugs at you from the deep; the one that threatens to get away.

In the course proposed here, we will encourage writers to flesh out, talk through, develop conceptually, and begin to write and workshop manageable sections of a longer project. The Long Project Workshop invites the writer to envision the larger framework into which he or she has only been making small forays. What are the themes that the writer returns to again and again—a relationship with a mother, the death of a loved one, the events of one week that happened ten years ago? What are the symbols or images or landscapes that appear again and again in a given writer's short pieces? Chances are these smaller recurrences are actually detail pieces, or motifs, in a half-realized project that looms large and invisible behind the filled-in parts. The long project might be an idea for a novel or a memoir. It might be a long poem, a grouping of related poems, or an in-progress book length poetry manuscript.

In the class, we will begin with a vision statement that outlines the scope of each project. Then we will workshop developing sections. The working assumption will be that these pieces are open-ended, part of something larger, and unlikely to contain a neat beginning, middle, and ending. Some class time will also be spent discussing readings and talking about the submission process for short pieces (to literary journals) and book-length manuscripts (to agents and publishers).

Readings: While the majority of our time will be given over to the workshop, we will use two texts that inform the writing process:

- Epel, Naomi. *The Observation Deck: A Tool Kit for Writers*
- Lerner, Betsy. *The Forest for the Trees: An Editor's Advice for Writers*

560X Environmental Field Experience
Steve Pett

Students spend a term on a project that requires fieldwork. Projects might include working for a federal, state, pro private non-profit environmental organization or farm, or living and working in a specified natural area.

588 Supervised Practicum in Teaching English as a Second Language
TBA

This course is intended for students who are in the final stages of their coursework in TESL and who are seeking an individualized intensive and supervised teaching experience. Students typically either work with a cooperating teacher in IEOP or an adult education or public school setting to combine observation, tutoring and solo teaching for the equivalent of 120 work hours or work with a team of other student-teachers to create their own experimental ESL course. Besides teaching and receiving feedback from the cooperating and supervising instructors, students create lesson plans and do self-reflections on their teaching and related activities.

Prerequisites: 15 credits towards the TESL/Applied Linguistics M.A. degree