

**Iowa State University
Department of English**

FALL SEMESTER 2009 GRADUATE COURSE REGISTRATION

Fall Semester 2009: August 24-December 18, 2009

Information available online at <http://engl.iastate.edu/resources/graduate-studies/graduate-course-information/>

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

- Registration commences Monday, March 23, 2009.
- Consult Major Professor or Program Adviser for course selection assistance.

Course	Instructor	Course Title Credits	Time
500 [Section A1] [Section A2] [Section A3]	Myers Noland Tremmel	Proseminar: Teaching English Composition 3.0 credits Required of all new English Department ISUComm Foundation Courses graduate teaching assistants unless otherwise notified.	MW 11:00-12:20
507	Sauer	Writing and Analyzing Professional Documents 3.0 credits	T 6:00-9:00 p.m.
509	Freed	Writing Proposals and Grant Applications 3.0 credits	M 6:00-9:00 p.m.
510	Hegelheimer	Introduction to Computers in Applied Linguistics 3.0 credits	TR 9:30-10:50
511	Schwarte	Introduction to Linguistic Analysis 3.0 credits	TR 11:00-12:20
517	Chapelle	Second Language Acquisition 3.0 credits	TR 12:40-2:00
518	Levis	Teaching English as a Second Language Methods and Materials 3.0 credits	T 6:00-9:00 p.m.
522	Herndl	Literary Theory and Criticism 3.0 credits	TR 12:40-2:00
523	Yager	Intro to Old English Language and Literature 3.0 credits	TR 11:00-12:20
524	TBA	Literacy: Issues and Methods for Nonnative Speakers of English 3.0 credits	M 6:00-9:00 p.m.
531	Sivils	Topics in the Study of Literature: <i>The Haunted Wilderness: American Gothic Literature and the Environment</i> 3.0 credits	T 6:00-9:00 p.m.
537 / 437	TBA	Grammatical Analysis 3.0 credits	TR 2:00-3:30
540	Shenk	Drama: <i>Staging the Public Woman in Shakespeare's England</i> 3.0 credits	M 6:00-9:00 p.m.
542	Honeycutt	Production Processes for Technical Documents 3.0 credits	TR 11:00-12:20
547	Mendelson	The History of Rhetorical Theory I: From Plato to Bacon 3.0 credits	W 5:00-8:00 p.m.
550	Pett	Creative Writing: Craft and Professional Practice 3.0 credits Required of all new MFA CWE students	M 6:00-9:00 p.m.

Course	Instructor	Course Title Credits	Time
555 [Section A] [Section B]	Marquart	Graduate Nonfiction Workshop: <i>Creative Nonfiction Writing: Place & the Environmental Imagination</i> 3.0 credits	TR 2:00-3:30
557 [Section A] [Section B]	Zimmerman	Studies in Creative Writing: <i>Adolescent Narratives</i> 3.0 credits	W 6:00-9:00 p.m.
558	Haas	Teaching Creative Writing 3.0 credits	R 6:00-9:00 p.m.
560	Swander	Environmental Field Experience 3.0 credits	Arranged
586	Kostelnick	Visual Communication in Professional Writing 3.0 credits	TR 12:40-2:00
587	Russell	Internship in Business, Technical, and Professional Communication 3.0 credits	W 5:30-7:00 p.m.
588	Slater	Supervised Practicum in TESL 3.0 credits	Arranged
603	Russell	Seminar in Advanced Pedagogy in Rhetoric and Composition: Theory and Research: <i>Teaching Communication Online: Practice, Theory, and Research</i> 3.0 credits	W 6:00-9:00 p.m.
623	Hegelheimer	Research Methods in Applied Linguistics 3.0 credits	M 6:00-9:00 p.m.
688	Hegelheimer	Practicum in Applied Linguistics and Technology 3.0 credits	Arranged
<i>The reference numbers for 590, 599, and 699 may be secured from the Graduate English Office. A Request for English 590 must be approved by the DOGE before registration will be allowed. Reference numbers for 599/699 requires Major Professor approval (via email to englgrad@iastate.edu) and all required POS forms submitted to the Graduate English Office for approval.</i>			
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
Graduate Course Descriptions

500 Proseminar: Teaching English Composition
Cynthia Myers, Jim Noland, Michelle Tremmel

Required of all new English Department ISUComm Foundation Courses graduate teaching assistants. Introduction to the teaching of ISUComm Foundation Courses. Foundational and relevant newer composition theory and pedagogical methods related to ISUComm Foundation Courses objectives and their classroom enactment, including development of communication assignments and supporting activities, and evaluation of student communication projects incorporating visual elements and oral presentations. Specifically, the proseminar will have the following objectives: 1) to familiarize the new TA with course objectives and procedures for ISUComm Foundation Courses at Iowa State University, as well as give the TA practical guidance in managing the classroom; 2) to introduce the new TA to theories and their resulting pedagogical approaches relevant to teaching ISUComm Foundation Courses; 3) to give the new TA guidelines for developing assignments, teaching materials, and syllabi consistent with the goals and objectives of English 150/250 at ISU.

507 Writing and Analyzing Professional Documents
Geoff Sauer

This course is an introduction to the theory and practice of writing and analyzing documents prepared in business, science, industry, and government. This semester we will survey genres from professional contexts, reviewing examples of communication products, read case studies and discussions of how the genre functions in practice, and students will produce instances of each in individual and small-group collaborations.

509 Writing Proposals and Grant Applications
Rich Freed

In English 509: Writing Proposals and Grant Applications, you'll explore the proposal genre and its various sub-genre by preparing three major documents, each of which accounts for about one-third of your grade: an individually written consulting proposal; a collaboratively written grant proposal; and, with your team, an oral presentation of that grant proposal.

Each assignment in English 509 is designed to build on the previous one, and the course itself is structured so that you can apply what you learn on a subsequent assignment to one that you completed previously. Consequently, although you will receive feedback as you prepare each assignment, you won't have to submit any of them for a final grade until the end of the semester. During the last third of the semester, the course is devoted entirely to team meetings, during which my role changes from instructor to that of coach and mentor, working directly with your team to help you complete the last two assignments. Although our course text is Freed, et. al., *Writing Winning Business Proposals*, you don't need to know anything about business to succeed in English 509.

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Graduate Course Descriptions

510 Introduction to Computers in Applied Linguistics
Volker Hegelheimer

English 510 serves as an introduction to the field of Teaching English as a Second/Foreign Language (ESL/EFL) and Applied Linguistics, with an emphasis on the use of computers and the Internet in teaching, testing, administration, and research. During the course, students will have the opportunity to explore software that is relevant to teachers, researchers, and administrators. Therefore, work with a wide variety of computer applications including web page design, word-processing, database, presentation, and spreadsheet applications is an essential part of the course. English 510 provides students with the opportunity to

- gain a basic understanding of various aspects of the profession (TESOL)
- increase their familiarity with computers in general
- explore and describe current and potential applications of computers for teaching, testing, administration, and research
- develop expertise in various computer applications relevant to teaching, research, and administration
- learn to design and create functional Web pages
- conduct basic statistical and linguistic analyses of various data

Through participation on lecture, discussion, collaboration, and independent study, students will gain the understanding required for using computers in their language teaching and research and for identifying areas for further study.

511 Introduction to Linguistic Analysis
Barbara Schwarte

English 511 covers a fascinating range of topics dealing with language. We cover both structural and pragmatic/usage aspects of language. The structural areas include how sounds are produced and combined, how words and sentences are structured, how meaning is formed, etc. Pragmatic/usage areas include language appropriateness and standards, the structure of conversations, language variation and its factors (e.g., region, social class, gender), and language acquisition. By the end of the course we will have surveyed many of the sub-disciplines of linguistics—the study of human language—and seen how they might relate to the different areas of English study that students in the class are studying (e.g., teacher education, rhetorical studies, literary studies, etc.).

Since the study of linguistics involves learning not only facts about language but also the procedures used in discovering these facts, the course will provide ample opportunities to become acquainted with approaches linguists use to analyze various types of language data and the insights that can be gained from such analyses.

Course requirements include an empirical research project on a subject of choice, problem-solving assignments, and take-home tasks.

This course counts toward the Iowa K-12 ESL endorsement.

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Graduate Course Descriptions

517 Second Language Acquisition*Carol Chapelle*

This course introduces students to the objectives, methods, and findings of research investigating how people learn a second language. It will help to orient students toward the perspectives of those who investigate questions about second language acquisition (SLA) and help students to examine the published research on topics such as the role of linguistic input for acquisition of vocabulary, the value of conversation for language development, and individual differences in SLA. The course will include topics such as SLA research questions, methods of data elicitation, linguistic data analysis, and research on interaction. Perspectives to SLA to be introduced will include cognitive, linguistic, interactionist, and sociocultural, and the role of technology in shaping current issues will be discussed. Students will be asked to read several books and research articles as well as to present to the class. Five papers including an annotated bibliography will provide opportunities for application of the concepts and practices by requiring students to analyze language learner data, appraise a research article, present a book report, conduct and report on a small-scale SLA study, and explore an area of interest.

518 Teaching English as a Second Language Methods and Materials*John Levis*

This course introduces basic issues and techniques in teaching English to nonnative speakers of English. Participants in the course will explore issues related to both historically important and current approaches to teaching ESL, and will learn how to use major techniques and strategies for teaching a variety of language skills, including reading, writing, listening, and speaking. The course will also provide an opportunity to select, adapt, and create ESL instructional materials for various language proficiency levels and teaching situations.

522 Literary Theory and Criticism*Carl Herndl*

You are reading an important essay for a class—a critical analysis of a literary text or a rhetorical analysis of mine-safety documentation, say—and you come across references to Derrida, Foucault, Bourdieu, Butler, Deluze, and Haraway. The essay seems to assume that you already know these authors and makes its argument from that ground. But you don't know them, or don't know them well. What do you do?

The answer is take English 522: Literary Theory and Criticism. The course is a general introduction to the critical and literary theories of the late twentieth century that have shaped contemporary English Studies, in literature, rhetoric, and, increasingly, in creative writing. If terms like Formalism and New Criticism, Structuralism and Semiotics, Post-Structuralism, Psychoanalysis, Feminism, Gender Theory, Queer Theory, Multiculturalism, Marxism, Historicism and Cultural Studies interest you but are not part of your background, this course is for you. The goal is to become familiar with the terrain of contemporary theory and to acquire a language and set of analytic strategies that will help you read more professionally and productively. You should be ready for an exciting and stimulating, but also a very difficult course in which your primary responsibility will be reading theory, talking about it with the class, and writing critical analyses of it. The text is the *Norton Anthology of Theory and Criticism*.

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523 Introduction to Old English Language and Literature
Susan Yager

If you are interested in language—if you enjoy choosing terms with just the right nuance, if you wonder why the past tense of bring is not bringed—then this course is for you. It will introduce to you the earliest forms of written English. We begin by reading simple prose passages; then we will look further at Old English grammar and syntax as questions arise in our reading of the literature. We will examine this material closely, experiencing the joy of reading slowly and the benefits of re-reading. We will focus our attention on some of the great poetry of the period, including the Dream of the Rood, “Wanderer,” “Seafarer,” and portions of Beowulf.

This course should interest those who like older literatures, who wonder how language produces its effects, who have an interest in archetypes, or who would like to explore the origins of the English we speak and write today. Course requirements will include a few quizzes, translations, an in-class report, and two papers, one text-based and one research-based.

524 Literacy: Issues and Methods for Nonnative Speakers of English
To Be Announced

Prerequisites: 511 or an introductory course in linguistics.

531 Topics in the Study of Literature: *The Haunted Wilderness: American Gothic Literature and the Environment*
Matt Sivils

Emily Dickinson wrote, “Nature is a Haunted House—but Art—a House that tries to be haunted.” With this cultural linkage between the spectral and natural worlds in mind, we will explore a number of American Gothic texts to better understand the anxieties that haunt this facet of environmentally conscious literature. As American Gothic works regularly forgo literal hauntings for more terrestrial terrors, this course will also investigate how these texts portray an American environment that is not only a realm of great beauty and enlightenment but also of madness, violence, and the grotesque.

Our readings will include works by Edgar Allan Poe, Kate Chopin, Harriet Prescott Spofford, Charles Chesnut, H.P. Lovecraft, Cormac McCarthy, Toni Morrison, and a few others. We will also study a selection of critical sources by critics such as Lawrence Buell, Teresa A. Goddu, Patricia Yaeger, and Roderick Nash. Assignments include regular participation, leading a class discussion, a research report, short written responses to readings, and an article-length critical paper of 18-20 pages.

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537 Grammatical Analysis
To Be Announced

540 Drama: *Staging the Public Woman in Shakespeare's England*
Linda Shenk

In the early modern period, a woman speaking in public was often viewed as a 'public woman,' a whore. In this course, we will analyze in depth three of William Shakespeare's plays that contain some of his most intriguing representations of women who speak in public. We will study *Othello*, *Troilus and Cressida*, and *Antony and Cleopatra*, and we will read the plays alongside works produced by several of the period's most famous women writers, including Queen Elizabeth I herself. In addition, we will examine how both contemporary film representations of Queen Elizabeth I and film versions of the three Shakespeare plays demonstrate how our modern filmmakers alter or perpetuate the same stereotypes that early modern women encountered. Class members will participate in staging exercises, conduct a presentation on one of the films, complete a research project, and engage in discussion that is tailored to class interest (which may include attention to Shakespeare & pedagogy).

542 Production Processes for Technical Documents
Lee Honeycutt

Students with rudimentary skills in desktop publishing will learn to manage technical document projects and master a number of digital prepress techniques necessary for working with outside print bureaus. The course builds on the document design lessons of previous classes, giving students more practical experience in dealing with the full range of technical and management issues involved in print production projects. Students will learn to design a variety of technical documents according to digital prepress standards, manage long-term publication projects, and estimate, schedule, and track document projects through the entire publication process. Assignments include two exams, various document projects, a group presentation, and a 20-page research paper.

See <http://honeyl.public.iastate.edu/442/>.

547 The History of Rhetorical Theory I: From Plato to Bacon
Michael Mendelson

This course covers prominent rhetorical figures, theories, and practice from the dawn of the discipline to its eclipse in the seventeenth century. However, instead of moving progressively forward—from rhetoric's origins in Greece, ascendancy in Rome, and reemergence in the early Renaissance—we will work backwards—from the recognizable world of early modernity, a world where science, nations, individual agency redefine the assumptions of the ancients. From this starting point in 17C, we will travel back to the less familiar territory that modernity supplants: to the world of the Renaissance Humanist, the Scholastic Church, the Roman republic, and Athenian democracy, where knowledge, eloquence, privilege and power were defined very differently. In the process, we will study the famous if flawed figures who inhabit the pantheon of classical rhetoric, we will review the overall pattern of ancient history, investigate the founding principles of persuasive discourse, explore the origins of rhetorical pedagogy, and reconsider the relevance of ancient concepts to modern culture. Students will write a series of four short essays, research and develop one longer project, as well as prepare for and participate in weekly dialogues.

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550 Creative Writing: Craft and Professional Practice
Steve Pett

Required of all new MFA Creative Writing and Environment students.

This multi-genre craft course is required of all incoming students in the MFA Program in Creative Writing and Environment. Students develop an understanding of craft and environmental writing across genres (poetry, fiction, nonfiction) as well as learn about editing and publication practices through the lens of a working literary journal, *Flyway: A Journal of Writing and Environment*. Other course activities include presentations on the production practices of leading literary journals; individual editing projects; research into publication outlets for polished creative work; a field trip to publishing houses; and regular visits to the Everett Casey Nature Center and Reserve.

555 Graduate Nonfiction Workshop: Creative Nonfiction Writing: Place & the Environmental Imagination
Deb Marquart

For nonfiction writers, memory can be a kind of dwelling or place, an internal landscape that has been molded and shaped by a variety of internal and external experiences, everything from personal history and anecdote to forces of geology, geography, and history. Using these interior dwellings as a starting point—the places we were born to and the places that we would like to imagine our way to—writers in this class will be invited to trace a roadmap through their own private, cultural landscapes of memory and desire through nonfictional modes of writing.

Nonfiction writing finds its early roots in the essays of Montaigne. Contemporary forms, sometimes called “literary nonfiction” or “creative nonfiction,” grew out of the immersion journalist style of Tom Wolfe, Truman Capote, and Gay Talese, who, in the 1960s and 1970s, tackled factual subjects but adapted fictional techniques such as embellished detailing, scene-setting, dialogue, and character development to enliven the narrative. In this way, creative nonfiction is positioned to break down old genre distinctions by fusing elements of poetry, lyricism, personal essay, and memoir with techniques of fiction writing, research, and reportage. Writers will be encouraged in this course to explore various forms of nonfiction writing from one end of the style spectrum to the other in search of fresh ways to capture the fragmented and slippery “I.”

In this writing-intensive course, the majority of class time will be given over to reading and discussing student writing in a round-table workshop. We will also read, discuss, and write critically about four books of nonfiction that employ aspects of place, the natural world, and the environmental imagination.

Books (under consideration):

Krakauer, John. *Into the Wild*.

Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*.

Williams, Terry Tempest. *Refuge: An Unnatural History of Family and Place*.

Whitty, Julia. *The Fragile Edge: Diving and Other Adventures in the South Pacific*.

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557 Studies in Creative Writing: Adolescent Narratives
David Zimmerman

They can be frightening and beautiful and dangerous. We recognize our nascent selves in them, but they are something truly and utterly different. At times they seem an almost a separate species. Not quite children, not yet adults—adolescent narrators are by their very nature slippery and hard to pin down, unreliable, and because of this, viewing the world through their eyes can result in some extremely interesting narrative perspectives. Adolescents live in a world of almost constant emotional flux. The very thing they state with confidence on Monday, they will contradict with passion on Tuesday. They seem hardwired to disbelieve their own mortality. Scientists have shown that adolescent brains are relatively undeveloped, and the brain patterns seen in most teenagers would be symptomatic of psychosis if seen in a normal adult. When spoken with a teenage tongue, the very word “normal” changes shape. It is no accident that many of literature’s most memorable works are narrated by them.

In this course, we will study a wide variety of fiction and poetry narrated by or about adolescent characters but not written primarily for their consumption. We will discuss various categories of adolescent narration, investigate the problems and benefits of using this perspective to create literature, and create our own adolescent narratives. The reading list will include such books as: *Edisto* by Padgett Powell, *Go Ask Alice* by Anonymous, *Geronimo Rex* by Barry Hannah, *Sarah* by J.T. Leroy, *Ellen Foster* by Kaye Gibbons, *The Love Curse of the Rumbaughs* by Jack Gantos, *Try* by Dennis Cooper, and *Balzac and the Little Chinese Seamstress* by Dai Sigie.

558 Teaching Creative Writing
Barb Haas

This pedagogy course will acquaint you with the techniques, methods and objectives for teaching Creative Writing at all levels—with special emphasis given to the K through 12 classroom and a particular focus on higher education (college through terminal degree program) applications. Ours will be a heuristic, hands-on approach. We will generate and implement a variety of lesson plans for all Creative Writing genres—poetry, fiction, creative nonfiction, etc.—and test these plans in the supportive, enthusiastic, serious-minded environment of our own class. English 558 is a course which yields immediate practical results. We will devote 60% of our time to praxis, literally "doing" the work of teaching Creative Writing, and the other 40% to theory, literally contemplating, speculating on and scrutinizing the principles and ideology behind creative writing in the classroom.

Over the course of the semester we'll draw inspiration from the following texts:

Writers on Writing: A Breadloaf Anthology

The Triggering Town, a poetry handbook by Richard Hugo

Writing in General & The Short Story in Particular, a short story handbook by Rust Hills

Creative Nonfiction by Philip Gerard

560 Environmental Field Experience
Mary Swander

Students in their second year or later of the Creative Writing and Environment M.F.A. program 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. A proposal must be submitted to and approved by the field experience coordinator prior to fieldwork. Students should confer with their advisors or the field experience coordinator prior to writing the proposal. Guidelines for the field experience requirements and the field experience proposal are available for download on the following website: http://engl.iastate.edu/programs/creative_writing/mfa/File.2007-05-23.5644707523/file_view.

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586 Visual Communication in Professional Writing
Charlie Kostelnick

English 586 will combine theory and research in visual communication and perception with the practical application of document design in business and technical communication. We will examine theories of visual communication, empirical research in layout and typography, visual aesthetics and other cultural issues, and user-oriented methods of designing text, charts, illustrations, data displays, and other visual elements—primarily in print, though we will extend our discussion of many of these issues to screens and web design as well. Examining document design from a rhetorical perspective, we will explore ways of adapting visual language to specific audiences, purposes, and situational contexts. To apply principles of visual rhetoric, students will complete several design assignments and a major project in document design. To explore, critique, and reflect on principles and practices of visual rhetoric, students will do an analytical exercise, a take-home exam on the readings, and a research project that explores in-depth a topic in visual communication theory, research, pedagogy, or practice, or some combination of these.

587 Internship in Business, Technical, and Professional Communication
David Russell

The internship provides an opportunity to write, edit, and design business and technical documents in a professional setting. Interns work approximately 40 hours per credit (120 hours for 3 credits). Students who want an internship should contact the internship coordinator, David Russell (Ross 251), to see a list of potential hosts and discuss possible matches. Internships may be done in the department (e.g., Foundation Course administration), university, non-profit sector, public sector, or private sector. Internships may be paid or unpaid. Most internships are unpaid. A few are paid.

The internship is available year-round, including in the summer. And internships are available to any graduate student in the department. Internships may also be arranged by the student, but must be approved by the internship coordinator. In addition to working at the host organization, interns are required to submit weekly reflective logs, meet every other week with the internship coordinator, and meet periodically with other interns as arranged. Evaluation is based on the weekly logs, a final report, and a portfolio of work produced (including a recommendation letter from the host). Note that you cannot enroll for the course until you have been accepted for an internship and I have signed your enrollment slip.

588 Supervised Practicum in Teaching English as a Second Language
Tammy Slater

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

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Graduate Course Descriptions

603 Seminar in Advanced Pedagogy in Rhetoric and Composition: Theory and Research:
Teaching Communication Online: Practice, Theory, and Research

David Russell

This seminar in advanced pedagogy will focus on teaching composition online. It will give students hands-on experience in developing multi-modal materials for a course. We'll read some of the literature on multi-modal communication pedagogy online, but the focus will be on using Moodle to create lessons, discussions, exercises, quizzes, peer reviews, and automated systems for responding and grading. We'll also explore Web 2.0 functions such as wikis, simulation games, and blogs, as well as some of the new technologies for teaching oral and visual communication online. Finally, we'll test the materials we have created.

Communication has been taught online for some 20 years now and a large body of theory, research, and descriptions of practice as been produced on it. We will read some of that material, including articles by Selfe, Palmquist, Salmon, Kress, and Gee. The course will be run as a workshop, with class time devoted primarily to collaborative materials development/evaluation, with some discussion of readings as well. Evaluation will be based on 1) materials for one three-week unit developed either individually or collaboratively with another student, 2) user testing of materials created by other students, and 3) five two- to three-page response papers to readings.

623 Research Methods in Applied Linguistics

Volker Hegelheimer

This course introduces students to research methods used in applied linguistics with emphasis on second language research. It covers all phases of conceptualizing and conducting research, including, the process of developing research questions, gathering data, obtaining permission from an Institutional Review Board, choosing data collection measures, coding linguistic and non-linguistic data, differences between quantitative and qualitative research with particular emphasis on classroom research, mixed-method designs, common statistical methods, and writing research for publication. The epistemological bases underlying different perspectives to research in applied linguistics will be discussed and students will read examples from a range of approaches in the journals in applied linguistics. Assignments will include small-scale data collection, analysis, and writing of results in addition to reading and analyzing research reports. As a result of this course, students should develop the ability to appraise and use research methods and techniques for applied linguistic research and develop the schema required to benefit from other research methods courses in statistics, qualitative research, and discourse analysis.

Prerequisites: Engl 511, 517, 518, 519, or equivalent.

Texts: Mackey, A. & Gass S. M. (2005). *Second Language Research: Methodology and Design*. Mahwah, NJ: Lawrence Erlbaum Associates.

688 Practicum in Technology and Applied Linguistics

Volker Hegelheimer

This course is available to Ph.D. students in at least their second year of coursework. Focus on integrating theoretical knowledge with practical expertise. Assess client needs; develop, integrate, and evaluate solutions. Practical understanding of computer applications used in multimedia development. Create web-based or CD-ROM-based multimedia materials. Work with advanced authoring applications. Requirements include a project proposal, weekly progress reports and meetings, and a final report. Students need to contact the instructor before the beginning of the semester in which they are planning on completing the CALL Practicum.