

Fall 2019
Graduate Course Descriptions
Department of English

ENGL 500. Teaching Multimodal Composition

Instructor: TBD

The course:

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 assignments and supporting activities, and evaluation of student projects. Required of all new teaching assistants teaching ISUComm Foundation Courses.

Prerequisites: Graduate classification; must be teaching ENGL 150 or ENGL 250 concurrently

SP CM 513. Teaching Fundamentals of Public Speaking

Instructor: Anne Kretsinger-Harries

The course:

Introduction to the teaching of public speaking. Exploration of pedagogical theory and methods related to SP CM 212 objectives, pedagogical approaches, lesson planning, assignment development, and evaluation of student projects. Required of all new teaching assistants teaching SP CM 212. 3 credit hours.

Prerequisites: Graduate classification; must be teaching SP CM 212 concurrently

ENGL 504. Teaching Advanced Communication

Instructor: Jenny Aune

The course:

Teaching business and technical communication in university, community college, and industry settings. Emphasizes curriculum planning, materials development, assignment design, responding to student work, assessment of student work, and distance (online) teaching.

Prerequisites: Graduate classification

ENGL/LING 510. Introduction to Computers in Applied Linguistics

Instructor: Jim Ranalli

The course:

Use of applications and software for language teaching, linguistic analysis, and statistical analysis. Issues and problems in applied linguistics related to computer methods. Participants will interact with a variety of computer applications and web resources including mobile and social computing applications to a) increase their familiarity with computers in general, b) explore and describe current and potential applications of technology for teaching, testing, and research, c) conduct basic statistical and linguistic analysis of various data, and d) locate, evaluate, create, and implement computer-assisted language learning activities.

The goal of the course is to familiarize participants with computer applications relevant to language learners, teachers, researchers, and testers. They will be exposed to a wide variety of digital applications, including those that are more conventional and familiar, as well as newer online and mobile applications. Through this exposure, participants will: (1) become more familiar and confident with digital tools; (2) explore current and potential applications of technology for L2 teaching, testing, and research in general and computer-assisted language learning (CALL) in particular; conduct basic statistical and linguistic analyses of representative types of data; and locate, develop, implement, and evaluate computer-assisted language learning activities. Through guided and self-directed exploration of unfamiliar technologies and their uses, as well as course readings and participation in interactive lectures, discussions, and pair/group-based collaboration, participants will gain knowledge and skills to help them in using computers for language instruction, research, and assessment.

Of interest to:

Current or aspiring teachers of second language (L2) learners who want to take fuller advantage of technology in their work; graduate students in the MA TESL and PhD in ALT programs wishing to explore CALL-related thesis, creative component, or dissertation ideas, and/or to familiarize themselves with the technology research focuses of TESL/ALT faculty.

Prerequisites: Graduate classification

ENGL 511. Introduction to Linguistic Analysis

Instructor: Carol Chapelle

The course:

Principles and methods of linguistic analysis with emphasis on phonology, morphology, and syntax. Description of linguistic variation and current theoretical approaches to linguistics.

Prerequisites: Graduate classification

ENGL 513.

Instructor: Gary Ockey

The course:

Advanced practicum in language assessment.

Prerequisites: ENGL 519 or LING 519

ENGL 516. Methods of Formal Linguistic Analysis

Instructor: Evgeny Chukharev-Khudilaynen

The course:

Data and knowledge structures for formal representation of natural language and speech data. Designing and implementing algorithms for automating linguistic analysis tasks. Conceptual issues for natural language and speech processing programming.

Prerequisites: ENGL 219/LING 219 or equivalent

ENGL/LING 525. Research and Teaching of Second Language Pronunciation

Instructor: John Levis

The course:

ENGL 525 is a graduate-level class that focuses on the teaching of pronunciation and research into L2 pronunciation instruction. Pronunciation has been one of the most neglected (yet perhaps the most important) of the three oral skills of listening, speaking, and pronunciation. It has the largest impact on the intelligibility of L2 speech, it is the area that many teachers/researchers miss out on in their graduate training, and it cannot be easily separated from either perception (listening comprehension) or from production (speaking skills and fluency). This class focuses on the research and teaching of L2 pronunciation, with opportunities to examine and conduct research into L2 pronunciation and spoken language understanding; ways in which pronunciation, listening and speaking interact; and the ways in which this impacts the teaching of pronunciation in materials development and in teaching in a tutorial context.

Of interest to:

This course will be invaluable to anyone with an interest in L2 spoken language research and teaching related to pronunciation and its connections to speaking and listening. The course is equally of interest to those interested in pedagogical issues, research into L2 pronunciation, and its connections to other areas of applied linguistics.

Prerequisites: ENGL/LING 511 (Introduction to Linguistics) or equivalent

ENGL 528. English for Specific Purposes

Instructor: Elena Cotos

The course:

ENGL 528 is grounded in the field of English for specific purposes (ESP), or more generally language for specific purposes (LSP). This course addresses theories of specific purpose language use, major developments in ESP/LSP research, and methods of teaching and assessing context-specific language needed to successfully engage in target social practices. Topics include various approaches to the analysis of learners' current and desired competencies, as well as principles for the development and evaluation of materials for specific learner-centered instruction. Additionally, the roles of genre analysis and corpus-based technologies in ESP/LSP are closely examined from the perspective of linguistic and communicative conventions established by different academic and professional discourse communities. Students will have the opportunity to apply key concepts and methodologies in a small-scale needs analysis that will inform a proposal for an ESP scenario of their choice.

Of interest to:

While of immediate interest to students in applied linguistics and teaching English as a second language, the course is relevant to students in other areas because English for Specific Purposes (ESP) is a domain that draws from multi-disciplinary cultures and epistemologies. Also, ESP has burgeoned into numerous branches nested under English for Academic Purposes and English for Occupational Purposes. The former may appeal to students interested in written and oral communication in different educational contexts, and the latter may appeal to those who want to learn more about various professional and vocational contexts (e.g., English for Business Purposes, English for Medical Purposes, and English for Legal Purposes). ESP has also expanded to include language for sociocultural purposes, which is pertinent for students focusing on the needs of socially or physically disadvantaged learners.

Prerequisites: ENGL 511 or LING 511 or an introductory course in linguistics

ENGL 531. Topics in the Study of Literature

Topic: Allegory and Its Antecedents

Instructor: Susan Yager

The course:

Allegory is a complex rhetorical device that can be understood as a genre, a mode, or a way of reading. Although allegory has been a powerful actor in English literary history, its reputation faded after Coleridge derided it as "abstract" and "insubstantial." In the 20th and 21st centuries, however, authors and theorists brought renewed attention to allegory. This course offers a guide through the allegorical tradition in English and opportunities to read

contemporary work in light of that tradition.

Beginning with Shirley Jackson's "The Lottery" and a few short pieces, we will read modernized versions of short lyrics, a dream vision, and a tale by Chaucer; passages from *Piers Plowman*; and the late medieval play *Everyman*. Then we'll move on to selections from Bunyan's *Pilgrim's Progress*; Swift's *Gulliver's Travels*; Shelley's *Frankenstein*, and more. We'll examine critical and theoretical takes on allegory from the New Testament to Dante to Coleridge to the present moment. Students will also choose from, and report on, an allegorical work of their choosing, for example Spenser, *Faerie Queene*; Bronte, *Jane Eyre*; Orwell, *Animal Farm*; Adams, *Watership Down*; Atwood, *Handmaid's Tale*; Morrison, *Beloved*; Martel, *Life of Pi*, etc. Reaction papers, two brief reports, and a longer paper are required. (Course fulfills British, pre-1865 requirement.)

Of interest to:

This course can be of interest to creative writers, who may use or construct allegory in poetry or fiction (including speculative fiction); to students in rhetoric, since allegory is an ancient technique still prevalent in this moment; and to those in literary studies, who can explore the interpretive labyrinths that allegory affords. The course also provides a broad overview of the major periods of British literary history for anyone interested in a "big picture" of the field.

Prerequisites: Graduate classification or 6 credits in literature at 300 level or above

ENGL 534. American Literature 1865 to the Present

Topic: American Indian Writers

Instructor: Brianna Burke

The course:

This course will examine American literature produced by those who belong to America's internal colonies—American Indian peoples.

The semester will cover a number of fictions produced *about* Native American peoples, as well as those written and produced *by* them. These texts will not be equally split—the first few weeks, we will examine works produced about native peoples, but the rest of the semester steep in the work of modern American Indian writers, filmmakers, and poets. Using faux-Native narratives and films to trace the evolution of stereotypes about Native peoples from contact to modern day, we will question what it is about assumed-Native identities that people find so attractive and begin to examine how the figure of the Indian shapes American national identity. We will then turn to Native-authored texts and films to illustrate how indigenous peoples refuse these stereotypes and imagine multiple identity locations for themselves based in tribally specific traditions. Along with these texts, we will discuss American history, legal doctrine, and religious ideology, as well as base our critical readings in tribally-specific intellectual theories and religious traditions.

As we progress from the “faux” to the “actual,” the texts will challenge how you have been taught to see the world, national history (and your place within it), and dominant knowledge produced about American Indian peoples. In her seminal text, *The Sacred Hoop*, Laguna intellectual Paula Gunn Allen writes that “traditional American Indian literature is not similar to Western literature because the basic assumptions about the universe and, therefore, the basic reality experienced by tribal peoples and by Western peoples are not the same.” She goes on to argue, “This difference has confused non-Indian students for centuries. They have been unable or unwilling to accept this difference and to develop critical procedures to illuminate the materials without trivializing or otherwise invalidating them.” As a class, we will take Allen’s statement as a challenge to enter into other epistemological frames, to learn to read—and perhaps see—differently.

Texts will include some faux-Indian shamans, some western films, and well-known American Indian writers like James Welch, N. Scott Momaday, Leslie Marmon Silko, Louise Erdrich, Robin Wall Kimmerer, Leanne Simpson, Philip Deloria, and Sherman Alexie.

Of interest to:

This course is based in American Indian Studies, and thus by its very nature, transdisciplinary. Our approach to the texts will be based in literary critical practices, but other ways of framing and producing knowledge are welcomed.

Prerequisites: None.

ENGL/GR ST 536X: Section 1. Preparing publishable thesis chapters

Topic: Advanced Academic Writing

Instructor: Sarah Huffman

The course:

Preparing Publishable Thesis Chapters is intended for graduate students with original data collected, analyzed, and ready to report in refereed journals. Consideration of best practices for preparing thesis chapters ready for submission as manuscripts will be augmented with guidance that students will receive from their mentors. Themes of the class include commonalities and differences in research writing conventions among academic disciplines, gatekeepers’ expectations about research submitted for publication, practical strategies for increasing the likelihood of favorable reviews from journal editors, and the contemporary roles of theses and dissertations. Students will be provided with a framework for research writing and publishing that they can further employ to advance within their fields of scholarship.

A critical emphasis in this course is on the reporting of original research results within the norms for writing of a student's discipline. Emphasis is placed on preparing thesis/dissertation chapters that will be both acceptable to the Graduate College and ready for submission to a refereed journal in the student's discipline. Key foci of the course include reporting student-

generated data, familiarization with norms for discourse within disciplines, and developing distinctions between how thesis and dissertation chapters differ from journal manuscripts.

Of interest to:

This course is of particular interest to graduate students seeking to better understand the genre conventions of research writing in their discipline and to enhance their ability to produce successful research reports for peer reviewed journals in their disciplines.

Prerequisites:

- *Data collected and analyzed for at least one manuscript of thesis/dissertation*
- *Completed course work in the research methodologies of the discipline*
- *Advanced stage in the degree program (preferably in the penultimate semester).*

ENGL/GR ST 536X: Section 2. Preparing publishable thesis chapters

Topic: Advanced Academic Writing

Instructor: Sarah Huffman

The course:

This course is designed for students who intend to pursue an academic career and undertake an advisory role that requires mentoring graduate students in scholarly writing. Additionally, this course serves as a prerequisite for students interested in or appointed as writing consultants in the Graduate Peer Mentor Program of the Graduate College. The primary goal of the course is to equip students with knowledge of how scientific discoveries are effectively communicated to disciplinary communities. The focus is on developing an understanding of the expectations of target audiences by learning the conventions of research genres and analyzing published manuscripts to identify patterns and variation in discipline-specific discourse. The secondary, but equally important goal is to equip students with strategies and tools that are needed to impart this knowledge with novices to research writing. The focus is on learning how to assess individual writers' needs/challenges and how to provide them with guidance for writing improvement by observing model scenarios, participating in 'mock' tutorials, and advising graduate students one-on-one. Overall, the activities in this course intertwine "learning to write" principles from genre theory with "writing to learn" approaches from tutoring theory. Additionally, the course activities include collecting a discipline-specific corpus of research articles as well as identifying and evaluating communication resources for graduate students.

Of interest to:

This course is of particular interest to graduate students who will either serve as a Graduate Peer Mentor in the Graduate College's Center for Communication Excellence or those graduate students pursuing careers in academic in which they will be required to provide feedback on and mentorship to graduate student scholarly writers.

Prerequisites:

- *Experience conducting research (individual and/or collaborative)*

- Completed course work in the research methodologies of the discipline
- Scholarly communication experience (e.g., publications, conference presentations)
- Permission of instructor.

ENGL 537. Corpus Approaches to Grammatical Analysis

Instructor: Bethany Gray

The course:

Corpus-informed analysis of syntax in authentic writing and speech, with emphasis on approaches used in applied linguistics.

Prerequisites: ENGL 220 or LING 220; ENGL 219, LING 219, ENGL 511, LING 511, or introductory course in linguistics; graduate classification

ENGL 538. Fiction

Topic: The Anglo-American Academic Novel

Instructor: Barbara Ching

The course:

In this course we'll read *at least* 4 "academic novels" and other documents, such as the Morrill Act, Northrop Frye's brief critical essay "The Mythos of Spring," and sections of a memoir, *From the Basement of the Ivory Tower* by Professor X, and journal articles on the assigned novels. We will start with Kingsley Amis's *Lucky Jim* (1954), set in a provincial English red brick university established to educate students whose backgrounds did not lead them to Oxford or Cambridge. The second novel is Jane Smiley's novel *Moo* (1996), set in a very recognizable land grant university, another academic institution founded to bring about cultural change. Our third novel is Geoffrey Eugenides *The Marriage Plot* (2012).

Our reading of these texts will be informed by both genre theory and by historical and rhetorical perspectives on the ways in which the purposes of higher education, commitment to educational access, and college and university rankings have been created, defined, (de)valued, and imagined.

You will select a fourth novel from a set of choices to be determined by student interests and you will present your reading of the novel to the class.

Grades will be determined by participation (20%), 2 class presentations (2@ 20%=40%) and a final paper (40%).

Of interest to:

Students in Rhetoric and Professional Communication will find this class useful because in addition to its focus on literary fiction, it includes rhetorical analysis of real and fictional

commencement speeches and academic documents. Creative Writing students will benefit from considering the ways in which the novels assigned explore the reading and writing of novels and the education of writers.

Prerequisites: Graduate classification or 6 credits in literature at 300 level or above.

ENGL 550. Creative Writing: Craft and Professional Practice

Instructor: K. L. Cook

The course:

A multi-genre craft course required of all incoming students in the MFA Program in Creative Writing and Environment. Students develop an understanding of aesthetics, technique, and professional practice across genres (poetry, fiction, nonfiction, and scriptwriting), as well as learn about editing and publication practice through the lens of the program's graduate student-run literary journal, *Flyway: A Journal of Writing and Environment*. Other course activities may include environmental and publishing field trips.

Of interest to:

This course is restricted to the incoming cohort of MFA in Creative Writing & Environment students.

Prerequisites: MFA in Creative Writing & Environment incoming students only.

ENGL 551. Master Workshop

Instructor: Debra Marquart

The course:

English 551 is a thesis-intensive workshop offered each fall semester and available only to MFA students in the fifth semester of their program of study. In the Master Workshop, writers in the MFA program will work intensively on their book-length thesis manuscripts in a variety of possible genres, including poetry, fiction, nonfiction, and scriptwriting. This course is intended to dovetail with the ongoing one-on-one mentoring that MFA students have been pursuing with their major professors.

We'll begin the semester by writing and workshopping a short (500 word) Vision Statement or Manuscript *Precis* that articulates the parameters and themes of the thesis. With that vision in mind, the class will proceed, week-by-week, reading and workshopping sections and drafts of the class participants' full thesis manuscripts using a Book Doctor approach.

The Master Workshop is intended to encourage MFA students in their third year to bring focus to their research and move their thesis projects through revision and toward greater completion. Although the majority of class time will be given over to workshopping

manuscripts, some class time will be dedicated to discussing how to select and package work for publication, how to shape book proposals, and how to query editors/agents.

Of interest to:

English 551 is a core, required course in the MFA Program in Creative Writing and Environment and is not open to students who are not formally admitted to the MFA Program.

Prerequisites: Fifth-semester or equivalent standing in the Creative Writing and Environment MFA program.

ENGL 552X. Workshop: Scriptwriting

Topic: Eco-Theatre

Instructor: Charissa Menefee

The course:

The theatre has always been a reflection of and catalyst for cultural change, but at this critical moment in environmental history, the immediacy of live performance is more important than ever. How do we write for this moment? How do we convey issues of climate change, environmental protection, human and non-human interaction, social justice, and collective responsibility? How do we communicate science, evidence, and urgency through an art that demands that we're all in the same space together? Playwrights, writing for an art form that happens in real time, are uniquely positioned to respond to current events and crises, tell urgent stories, and stimulate conversations in our communities. Eco-theatre, which focuses on environmental and social justice, brings together writers, theatre-makers, scientists, activists, and audiences for original plays and theatre actions that focus on what matters now, such as climate change, human rights, equality, environmental protections, gun control, and more.

Of interest to:

Students seeking to improve their scriptwriting skills while exploring the role of theatre in conversations about environmental and social justice.

Prerequisites: ENGL 550 and graduate classification. Majors other than MFA in Creative Writing and Environment need permission of instructor.

ENGL 555. Graduate Nonfiction Workshop

Instructor: TBA

The course:

In this graduate nonfiction workshop, students will write individual projects in genres ranging from memoir and immersion journalism to character studies/profiles and the personal essay. Students will read and discuss published examples of successful nonfiction writing, as well as receive extensive feedback on their own creative pieces in a roundtable workshop setting and in one-on-one conferences with the course instructor. Books under consideration: TBA.

Of interest to:

Pending seat availability in the course after MFA students have completed their registration. English 555 is open to students who are not formally admitted to the MFA Program in Creative Writing and Environment. Students interested in joining English 555 may petition the course instructor by supplying a 25-page sample of nonfiction writing.

Prerequisites: ENGL 550 and graduate classification. Open to graduate students outside MFA in Creative Writing and Environment with permission of instructor.

ENGL 560. Environmental Field Experience

Instructor: Debra Marquart

The course:

The Environmental Field Experience requirement of the MFA Program in Creative Writing and Environment is integral to the environmental mission of the MFA program. The combination of intensive work in creative writing workshops and interdisciplinary environmental coursework coupled with an environmental field experience will not only enrich and authenticate your writing with real-world details, but also suggest new topics and issues for you to work into your current and future creative writing projects.

Ideally, your field experience should be tailored to your writing interests. In your earliest advising meetings, you should brainstorm with your adviser about the kind of work you would like to complete. After you have done this, arrange to meet with the English 560 Environmental Field Experience Coordinator to sort through possible organizations you might approach for a fieldwork experience. The timing of your fieldwork, as well as the nature of the work, should be tailored to your needs and interests in consultation with the Environmental Fieldwork Experience Coordinator who will review your proposal for approval before you proceed with the fieldwork experience.

Click here, to find the [“MFA Guidelines for Completion of English 560: Environmental Field Experience”](#) and the [“MFA Environmental Field Experience \(English 560\) Proposal Form”](#)

Of interest to:

English 560 is an arranged experiential course in environmental fieldwork. Although the course is a core requirement in the MFA Program in Creative Writing and Environment, students not formally admitted to the MFA program who have an interest in gaining experience in completing environmental fieldwork for credit may explore joining the class by contacting the course instructor.

Prerequisites: (3-0) Cr. 3. Repeatable, maximum of 6 credits.

Prereq: ENGL 550 and graduate classification. Open to graduate students outside MFA in Creative Writing and Environment with permission of instructor.

ENGL 586. Visual Rhetoric in Professional Communication

Instructor: Charlie Kostelnick

The course:

English 586 will combine theory and research in visual communication and perception with the practical application of visual 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, both in print and digital forms. Examining visual 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 visual 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.

Of interest to:

Students in art and design, graphic design, and HCI will find the course very useful to them—both the practical projects and the theory and research.

Prerequisites: A course in professional communication.

ENGL 587. Internship in Business, Technical, and Professional Communication.

Instructor: Charlie Kostelnick

The course:

The business, technical, and professional communication internship is a pre-professional position that is related to the student's professional goals. The internship provides students with practical workplace experience to supplement academic learning. Students can do the Internship course for one, two, or three hours credit. Each hour of credit requires 40 hours of work. Students also complete several course assignments: a memorandum of understanding, a log, a progress report, a final report, and a portfolio. Students are welcome to seek out on-campus, local, and even national internships, as long as they involve intensive and extensive work in business, technical, or professional communication. The internship coordinator must approve all internships. The Internship course is offered during the fall and spring semesters and also over summer session.

Of interest to:

Course is limited to master's and doctoral degree candidates in the field of rhetoric and professional communication.

Prerequisites: Three graduate credits in business and technical writing or composition and rhetoric, permission of instructor. Limited to master's and doctoral degree candidates in the field of rhetoric and professional communication.

ENGL 588. Supervised Practice Teaching in TESL

Instructor: Tammy Slater

The course:

This course is designed for students late in their course work with a concentration in Teaching English as a Second Language who are typically in the MA program. The purpose is to provide a supervised classroom practice teaching experience at the culmination of one's studies in TESL. It is an opportunity to put theory into practice and reflect on what is learned in other courses throughout the program, and to begin to demonstrate a philosophy of teaching. Students observe and tutor as part of the course requirements, documenting their tutoring plans and reflecting on their experiences. Wherever possible, students also participate in solo or co-teaching opportunities, with lesson plans documented and complemented with self-reflections on their execution. It is expected that all participation activities in ENGL 588 will be logged and reflected on in writing. Although not required, it is recommended that student teachers videotape his/her own teaching and do a self-evaluation of the video. The rationale for this cyclical style of planning, execution, and reflection is to help participants not only improve their own teaching, but to learn how to better critique their own teaching and to offer support for improving others' teaching practices. Because the practicum serves both experienced and novice teachers, it is structured for maximum flexibility in meeting the needs of individual students, especially in whatever areas the student teacher might lack and thus benefit from ESL experience.

Of interest to:

ENGL 588 is typically reserved for students in the MA-TESL program; others who are interested should meet and discuss possibilities with the course instructor.

Prerequisites: Typically 15 credits completed towards the TESL MA degree.

ENGL 589. Supervised Practicum in Literary Editing

Instructor: Debra Marquart

The course:

English 589, the Supervised Practicum in Literary Editing, offers a hands-on, real-world experience to MFA students who are interested in gaining expertise in publishing and editing. Most participants in 589 will take three credits for the practicum in the spring semester of their

first year in the MFA program as they train into and assume editorial positions on the national literary journal, *Flyway: Journal of Writing and Environment*. Additional credits in 589 are available to second- and third-year graduate students in the MFA Program by making application for proposed additional editing work and receiving approval from the course instructor.

The professional experience that comes with screening submissions for a national literary journal allows participants to develop an “editor’s eye”—a valuable and informed view from the other side of the desk. Participants will also begin to cultivate a network of writers as they correspond with, edit, and publish the work of those who submit to *Flyway*. Other 589 activities include promotion of the magazine, fundraising, writing book reviews, and representing the journal at the AWP national conference.

Of interest to:

English 589 is an arranged course in literary editing. Students not formally admitted to the MFA program who may have an interest in gaining experience in literary editing or publishing may explore joining the class by contacting the course instructor.

Prerequisites: (3-0) Cr. 1-3. Repeatable, maximum of 6 credits. F.S.SS.

Prereq: ENGL 550 and permission of instructor.

ENGL 592A. Core Studies: Rhetoric

Topic: Feminist/Women’s Rhetoric

Instructor: Abby Dubisar

The course:

What difference does it make that more women are running for elected positions in the United States than ever before? What impact on classroom power dynamics can be attained by having students state their pronouns as a gesture of inclusion? How has the history of feminism, such as the “second wave” phrase “the personal is political” and the riot grrrl movement’s use of zines and other independent media, shaped and reshaped activism? These questions and many more can be addressed through the lens of feminist rhetoric.

Since the 1989 publication of Karlyn Kohrs Campbell’s *Man Cannot Speak for Her*, the growing field of feminist rhetoric has positioned itself as complicating and revising the rhetorical canon to include underrepresented voices, most significantly women’s persuasive texts. Research pursuits of this field include feminist historiography that reveals how rhetorical history privileges patriarchal texts that affirm the status quo, as well as cutting edge, mediated texts that intervene in feminist digital futures. As the field expands to become more inclusive and adapt to increasingly public discussions of gender and its impact on persuasion, the time is right to study the rhetorical strategies used by feminists and others who invent and adapt rhetorical strategies. Together we will examine how rhetors, especially those from historically

marginalized groups and subordinated populations, gain platforms for their work and creatively meet and subvert audience expectations.

Beyond gaining familiarity with this scholarly field, students will be introduced to archival research as a feminist practice, as well as other methodologies, and hear from guest speakers who will describe their feminist research methods. Students will complete low-stakes writing assignments in connection to the course texts and one shorter writing assignment, such as a book review. Seminar projects may include research essays, exhibits, or teaching materials.

Possible texts include:

[Computers and Composition Online](#) special issue on “TechnoFeminism: (Re)Generations and Intersectional Futures” (2019).

Goldthwaite, Melissa A., Editor. *Food, Feminisms, Rhetorics*, Carbondale: Southern Illinois UP, 2017.

Hallenbeck, Sarah. *Claiming the Bicycle: Women, Rhetoric, and Technology in Nineteenth-century America*. Carbondale: Southern Illinois UP, 2016.

[“Pixellating the Self” digital feminist memoirs](#)

Ritchie, Joy S, and Kate Ronald. *Available Means: An Anthology of Women's Rhetoric(s)*. Pittsburgh: University of Pittsburgh Press, 2001.

Royster, Jacqueline J. *Traces of a Stream: Literacy and Social Change Among African American Women*. Pittsburgh: University of Pittsburgh Press, 2000.

Schell, Eileen E, and K J. Rawson. *Rhetorica in Motion: Feminist Rhetorical Methods & Methodologies*. Pittsburgh, Pa: University of Pittsburgh Press, 2010.

Of interest to:

The assigned texts and discussions in this course will consider many questions that are important to all humans, including teachers and students who are interested in cultural studies, persuasion, literacy, and research in women’s and gender studies. Some include:

- How does gender and its inseparable relationship to race, class, ability, and other identity markers, shape our lives, including our communication and cultural practices?
- How does our understanding of being educated and “literate” relate to existing power structures that are inaccessible to many people? And how have scholars worked to intervene in this understanding?
- Why does feminism matter to teaching and learning? How can its impact reorient our approaches to education, including at the college level?

- How does the relationship between language and power influence what we understand as rhetorical theory and practice?
- How does feminist rhetoric relate to other interdisciplinary pursuits, such as disability studies, queer rhetorics, ecomposition, digital humanities, critical race studies, and others?

Prerequisites: 12 credits in rhetoric, linguistics, or literature, excluding [ENGL 150](#) and [ENGL 250](#)

ENGL 602C. Research Methods in Rhetoric, Composition, and Professional Communication: Rhetorical Analysis

Instructor: Laura Brown

The course:

In this course, students will learn theories and practices essential to rhetorical studies. We will discuss historical and current controversies over the scope and function of rhetorical analysis. Students will engage in extended practice in close textual analysis of various kinds of rhetorical artifacts. As we consider the reciprocal relationship between rhetorical analysis and rhetorical theory, students will explore how their analyses can contribute to rhetorical theory.

Of interest to:

While this course is primarily designed for RCPC and RPC students, it may be useful for students in other areas who wish to improve their analytic writing and critical skills.

Prerequisites: ENGL 501

ENGL 630A. Seminar in Applied Linguistics

Topic: Psychometric methods for language testing

Instructor: Gary Ockey

The course:

The course focuses on advanced measurement techniques for language assessment researchers/Applied linguists. Major topics covered are applications of generalizability theory, item response theory, including Many facet Rasch measurement and binary IRT models, and differential item functioning. Emphasis is on the use of quantitative techniques for analyzing tests with computer software. While some discussion of the statistics and math which underlie the techniques will be included in the course, the emphasis will be on test/research design, applications, and interpretations. Students use computer software packages, which include SPSS, IRT PRO, and FACETS.

Prerequisites: ENGL 510 or LING 510, ENGL 511 or LING 511

ENGL 630B. Seminar in Applied Linguistics

Topic: Systemic Functional Linguistic Approaches to the Analysis of Learner Language (SFL)

Instructor: Tammy Slater

The course:

This 630 seminar introduces Systemic Functional Linguistics (SFL) as a discourse analytic approach to exploring primarily the development of learner language. The course will address the basic theory and language of SFL and will provide practice analyzing learner and non-learner texts (including literature), with the goal of understanding (1) how SFL can be used in formative/summative assessment of oral and written discourse, (2) how SFL can be used in teaching ESL and writing, and (3) how it can help describe differences in texts in terms of the content, the organization, and the relationships that are established between the speaker/writer and the listener/reader. The course will also introduce an SFL-based corpus tool.

Of interest to:

Systemic Functional Linguistics (SFL) is a “applicable” discourse analytical approach for examining both written and oral texts from any content area. The theory provides a linguistic basis for describing and comparing texts and thus can provide theoretical justification for claims made about discourse meaning, both by learners and non-learners. The course offers its participants a basic overview of how the theory works and what possibilities exist for research, and aims to help students from any discipline who are interested in the connections of linguistic form and meaning.

Prerequisites: ENGL/LING 510 and ENGL/LING 511