

**Fall 2020**  
**Graduate Course Descriptions**  
**English Department**

**Course number:** ENGL 500

**Course title:** Proseminar: Teaching Multimodal Composition

**Course instructor:** Abram Anders

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

**Course description:**

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.

**Course number:** ENGL 504 -- Cancelled

**Course title:** Teaching Advanced Communication

**Course instructor:**

**Prerequisites:** *Graduate classification*

**Course description:**

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.

**Course number:** ENGL 506

**Course title:** Professional Communication Theory

**Course instructor:** Jo Mackiewicz

**Prerequisites:** *Admission to English Department graduate degree program*

**Course description:**

Introduction to professional communication as a discipline, with emphasis on theories of communication and discourse that inform professional communication research and on trends and developments in that research and the field.

**Course number:** ENGL/LING 510

**Course title:** Introduction to Computers in Applied Linguistics

**Course instructor:** Jim Ranalli

**Prerequisites:** *Graduate classification*

**Course description:**

The goal of ENGL 510 is to familiarize participants with computer applications, processes, skills, and tasks that will be important for future coursework in the TESL MA and ALT PhD programs, as well as for work they may perform as teaching and/or research assistants. This familiarity provides a base on which they can build their technological knowledge, allowing them to “hit the ground running” in these programs and roles. They will spend time exploring, through both guided and self-directed, individual and collaborative tasks, computer applications relevant to language learners, teachers, researchers, and testers. These include the more familiar and multi-purpose (e.g., Excel and Canvas) as well as the less familiar and more specialized (e.g., SPSS and Scratch). Additionally, through a series of guest lectures, participants learn about the work of TESL/ALT faculty as it relates to technology, which can assist them in identifying possible topics and/or committee members for thesis, creative component, or dissertation projects. They also become certified to apply for permission to participate in human-subjects research at ISU if they have not already obtained such certification.

***Of interest to (statement of how the course relates to broader areas of internal and external inquiry):***

Graduate students in the MA TESL and PhD in ALT programs, particularly those wishing to explore CALL-related thesis, creative component, or dissertation ideas, and to familiarize themselves with the technology-related work of TESL/ALT faculty; current or aspiring L2 teachers and researchers who want to take fuller advantage of technology in their work.

**Course number:** ENGL/LING 511

**Course title:** Introduction to Linguistic Analysis

**Course instructor:** Elena Cotos

**Prerequisites:** *Graduate classification*

**Course description:**

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

**Course number:** ENGL/LING 513  
**Course title:** Language Assessment Practicum  
**Course instructor:** Gary Ockey  
**Prerequisites:** *ENGL 519 or LING 519*

**Course description:**  
Advanced practicum in language assessment.

**Course number:** Sp Cm 513  
**Course title:** Teaching Fundamentals of Public Speaking  
**Course instructor:** Anne Kretsinger-Harries  
**Prerequisites:** *Graduate classification; must be teaching SP CM 212 concurrently*

**Course description):**  
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.

**Course number:** ENGL/LING 514  
**Course title:** Sociolinguistics  
**Course instructor:** Gulbahar Beckett  
**Prerequisites:** *ENGL 511 or LING 511 or an introductory course in linguistics*

**Course description:**  
This course covers major sociolinguistics topics and their implications for language learning, teaching, and research. The topics include traditional and virtual language variation and use; traditional and virtual code switching and code mixing; language and power; discourse communities and practices; social class, gender, and identity; virtual and World Englishes; etc. Topics will be explored theoretically and empirically with examples from various regional,

virtual, and global contexts through lectures, discussion, hands-on activities, and research assignments. Traditional and digital sociolinguistics research methods and ethics will also be explored.

**Of interest to:**

This course is of interest to students in/of TESL/Applied Linguistics; Applied Linguistics and Technology; Education; English Education; Education and Social Justice; Rhetoric and Professional Communication; Human Computers, Political Science; Sociology; Women's and Gender Studies; and World Languages.

**Course number:** ENGL/LING 520

**Course title:** Computational Analysis of English

**Course instructor:** Evgeny Chukharev- Hudilainen

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

**Course description:**

Concepts and practices for analysis of English by computer with emphasis on the applications of computational analysis to problems in applied linguistics such as corpus analysis and recognition of learner language in computer-assisted learning and language assessment.

**Course number:** ENGL 521

**Course title:** Teaching of Literature and the Literature Curriculum

**Course instructor:** Brandon Sams

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

**Course description:**

How do I create a semester's literature course? Should I teach chronologically or thematically? How do I teach inclusively with diverse texts? How do I assess students' literary knowledge?

The purpose of this course is to provide you with a theoretically-informed toolkit for literature course design and literature instruction at a variety of levels. Taking a playful cue from Vickie Gill's (2007) *The Ten Students You'll Meet in Your Classroom*, we'll read several literary texts, including canonical works, graphic and wordless novels, and young adult fiction, that feature unique adolescents, diverse across race, class, and gender spectrums – young people we may indeed teach in our current and future classrooms. These texts, and the youth featured in them, will help us think critically and generously about the students we may teach and the inclusive literature pedagogies that might support them. Alongside reading fiction, we will build a

methodology of critical reading practice by turning to contemporary literary theory and cultural studies to learn tools to critically engage our course texts.

You can expect to complete short written assignments throughout the course in response to class discussions and course readings; complete a teaching demonstration on a literary text; complete a final project that aligns with your scholarly and teaching interests (e.g., a research-supported syllabus; teaching unit; a scholarly article suitable for publication). Final projects will be developed in consultation with me.

**Of interest to:**

This course is appropriate for individuals who are -- or may someday be -- teaching at the middle school, high school, community college, or college/university level. Your background, expertise, and developing interests are welcome.

**Course number:** ENGL/LING 524

**Course title:** Literacy: Issues and Methods for Nonnative Speakers of English

**Course instructor:** Tammy Slater

**Prerequisites:** ENGL/LING 511 or an introductory course in Linguistics

**Course description:**

This seminar course begins with an exploration into the definitions of literacy and continues with discussions of socially situated views of literacy. The course responds to issues, both theoretical and practical, in teaching English literacy skills to children or adults learning English as a second or foreign language. Theory-related matters include cultural factors influencing literate practices, politics surrounding the teaching of reading and writing, differences in oral and written language development, and the cognitive and social development of first and second language reading and writing processes. Practical issues include exploring home environments and strategies that promote second language literacy, matching students and materials, and developing strategies and materials that enhance academic literacy learning. Through writing assignments, discussions, and projects, we will analyze, adapt, and apply theories, methods, and techniques for second language learning situations with a focus on academic literacy needs.

By the end of the course, you should:

- be familiar with key research issues related to the teaching of literacy for English language learners,
- be aware of different definitions of literacy,
- be able to argue how oral language is connected to written language, using examples,
- be able to identify the key linguistic characteristics of various text types,

- be able to analyze discourse data from a social practice to examine how language-and-content learning occurs from a discourse perspective,
- be familiar with some key approaches to literacy instruction in second or foreign language contexts and be able to consider ways to adjust these for level and age.

**Of interest to:**

Graduate students who will be teaching literacy or helping students develop their literacy skills, particularly in content areas. It is an overview course that will present and delve into ideas that can help participants understand what academic language looks like in comparison to everyday language, and why academic language is what it is.

<b><u>Course number:</u></b>	<b>ENGL 531</b>
<b><u>Course title:</u></b>	<b>Topics in the Study of Literature</b>
<b><u>Course topic:</u></b>	<b>The African American Novel</b>
<b><u>Course instructor:</u></b>	<b>Rochelle Zuck</b>
<b><u>Prerequisites:</u></b>	<i>Graduate classification or 6 credits in literature at 300 level or above</i>

**Course description:**

This course will trace the emergence of the African American novel from other forms of written and oral literatures and its development throughout the late-nineteenth, twentieth, and twenty-first centuries. We will explore the various aesthetic practices, political strategies, themes, and modes of fictionality that were taken up by a range of writers. Of particular interest will be topics such as constructions of race, nationhood, authorship and genre, and ways of telling history, both individual and collective. We will begin with what is considered the first African American novel, William Wells Brown's *Clotel; or, The President's Daughter* (1853). Other novels may include Harriet Jacobs's *Incidents in the Life of a Slave Girl* (1861), Sutton Griggs's *Imperium in Imperio* (1899), Zora Neal Hurston's *Their Eyes Were Watching God* (1937), Octavia Butler's *Kindred* (1979), Toni Morrison's *Beloved* (1987), Colson Whitehead's *The Underground Railroad* (2016), and Ta-Nehisi Coats's *The Water Dancer* (2019). To deepen our understanding of these works, we will also consider the critical and theoretical approaches that have been important to the study of African American literature and culture.

The work for the course will include response papers, individual presentations/discussion facilitations, and a research project that will include an abstract and annotated bibliography, conference style presentation, and final written essay.

**Of interest to:**

With its focus on constructions of race and nationhood as well as its engagement with fictionality and ways of telling history, this course might be of interest to students in literature, creative writing, and RPC/RCPC as well as history and African and African American studies.

**Course number:** ENGL/SP CM 547

**Course title:** The History of Rhetorical Theory

**Course instructor:** Craig Rood

**Prerequisites:** *6 credits in English*

**Course description:**

This course is designed to give you a broad overview of the historical development of rhetorical theory from the classical era to the present. You will become acquainted with rhetoric's enduring concepts, concerns, and questions, as well as the theorists who have tried to address them. The course will provide a broad frame of reference which you can draw from, fill in, and/or extend in your other coursework, research, and teaching.

In addition to studying the history of rhetoric, we will explore the rhetoric of history (i.e., historiography). Historiographers highlight that all historical accounts are necessarily partial, so we should regularly ask who or what is included/excluded from our histories, why, and to what effect. For example, one of the many people that we will focus on is Aristotle. While we will try to understand Aristotle on his own terms (as much as that is possible), we will also ask: Why has Aristotle been remembered—and why has Aspasia been mostly forgotten? What are the benefits and drawbacks of invoking someone who has been dead for over 2,300 years? And how has Aristotle been remembered? Why do contemporary textbooks rely on *some* of Aristotle's concepts (e.g., ethos, logos, pathos) but not others (e.g., *phantasia*)? In other words, what do our contemporary conceptions of Aristotle—or anyone else—reveal about us and rhetoric as a scholarly discipline?

**Of interest to:**

Although this course is designed for graduate students in RPC and RCPC, it might be of interest to students in other areas who would like to understand how rhetoric (i.e., communication) has been practiced, theorized, and taught from Ancient Greece to the present.

**Course number:** ENGL 549

**Course title:** Multimedia and Interaction Design

**Course instructor:**           **Geoffrey Sauer**

**Prerequisites:**               *Senior classification*

**Course description:**

Rhetorical principles of interactive multimedia design, such as those in DVDs, Blu-Ray videos, and streaming web multimedia. Practical understanding of computer applications used in interactive multimedia development. Focus on theoretical and practical elements of producing multimedia training in both education and industry. Work with interactive hypertext, digital audio, and nonlinear video editing.

**Course number:**           **ENGL 550**

**Course title:**               **Creative Writing: Craft and Professional Practice**

**Course topic:**               **Multi-genre introduction to our MFA program**

**Course instructor:**       **Barbara Haas**

**Prerequisites:**               *First-Semester students admitted to our MFA program*

**Course description:**

This foundational course will give you an opportunity to hone your workshop skills in a multi-genre format, engage in professional practice aspects of our MFA program—land stewardship & editing our Flyway literary journal among them—and read literary texts that foreground the nexus of creative writing & environment. Those who wish to write in one genre only can feel very comfortable with their genre of choice. Those who wish to explore two or more genres can feel very comfortable too.

Tentative texts:

The Yellow House by Sarah M. Broom

Deacon King Kong by James MacBride

The Emerald Horizon by Cornelia Mutel

(a semester-long subscription to *The New Yorker* magazine may factor in here too)

We'll visit our field station, the Everett Casey Nature Reserve, on a Saturday afternoon during late September or early October for prairie work & creative writing activities [weather-related; TBD.]

**Of interest to:**

This course provides a great platform for first-semester MFAer's in their pursuit of a writing skill set that will launch their degree work dynamically.



**Course number:** ENGL 551

**Course title:** Master Workshop

**Course instructor:** K L Cook

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

**Course description:**

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 this multi-genre Master Workshop, writers in the MFA program work intensively on their book-length thesis manuscripts in poetry, fiction, literary nonfiction, and scriptwriting. This course dovetails with ongoing one-on-one mentoring that MFA students will continue to do with their major professors and other Program of Study Committee members.

The primary goal of Master Workshop is to help prepare MFA students in their third year for their thesis defenses in the spring. We'll begin the semester by workshoping thesis abstracts and vision statements. Each week, we will read and workshop either large sections or full drafts of the thesis manuscripts. In addition to writing and revising their own theses, students should plan to devote substantial time to carefully critiquing the theses of their cohort peers. Given the significant workload of the class, students are urged to enter the fall semester with completed drafts of their theses ready for workshop.

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.

**Course number:** ENGL 552

**Course title:** Workshop: Scriptwriting

**Course instructor:** David Zimmerman

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

**Course description:**

Individual projects in dramatic writing. Focus on writing for stage, screen, and/or new media. Readings in dramatic literature. Discussion of elements such as plot, character, dialogue, structure, theme, and visual storytelling.

**Course number:** ENGL 555

**Course title:** Workshop: Nonfiction

**Course instructor:** Debra Marquart

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

**Course description:**

The sub-genres of nonfiction writing are complex and myriad. The variations and inventions in form—old and new—can make it difficult for a nonfiction writer to find his/her own voice, form, and approach to getting material onto the page.

In this writing-intensive workshop, we'll survey the spectrum of the genre by looking briefly at the sub-forms that fall more formally under the heading of nonfiction writing (autobiography, memoir, personal essays, philosophical essays, research nonfiction, reportage, and immersion journalism), then we'll read and discuss more experimental variations (fragmentary and braided essays, lyric and associative essays, revisionist fairy tales, and faux-memoirs). Class participants will generate new nonfiction material using any of the above-listed approaches and receive feedback through a series of intensive workshops.

Each variation has its own purposes and effects. For example, some of the most exciting environmental writing today utilizes a combination of reportage and research nonfiction; and some of the most elegiac narratives about the fractured and despoiled natural world have emerged in fragmentary, braided, and lyric forms. Throughout the semester, we will consider how the variations and combinations—and the flexibilities they afford—can be useful to class participants as they explore the stories they are dreaming into writing.

BOOKS (Under Consideration)

Sven Birkerts, *The Art of Time in Memoir: Then, Again*

Vivian Gornick, *The Situation and the Story*

Kathryn Harrison, *The Kiss*

Robin Wall Kimmerer, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*

**Of interest to:**

English 555 is a workshop course designated for graduate students in the MFA Program in Creative Writing and Environment; however, if space is available, graduate students who are not formally admitted to the MFA Program in Creative Writing and Environment may explore gaining a spot in the workshop by petitioning the instructor and submitting a portfolio of work.

**Course number:** ENGL 560

**Course title:** Environmental Field Experience

**Course instructor:** Debra Marquart

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

**Course description:**

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:**

Graduate students who are not formally admitted to the MFA Program in Creative Writing and Environment but who wish to pursue completing an environmentally based field experience for graduate credit may contact the instructor to learn about the process of doing field work for English 560 credit.

**Course number:** ENGL 587

**Course title:** Internship in Business, Technical, and Professional Communication

**Course instructor:** Gloria Betcher

**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*

**Course description:**

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.

**Course number:** ENGL/LING 588

**Course title:** Supervised Practice Teaching in Teaching ESL

**Course instructor:** Tammy Slater

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

**Course description:**

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.

**Course number:** ENGL 589

**Course title:** Supervised Practicum in Literary Editing

**Course instructor:** Debra Marquart

**Prerequisites:** *ENGL 550 and permission of instructor*

**Course description:**

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:**

Graduate students who are not formally admitted to the MFA Program in Creative Writing and Environment but who wish to gain experience editing a national literary journal may petition to join the class by contacting the instructor.

**Course number:** ENGL/LING 591G

**Course title:** Directed Readings: Applied Linguistics and Technology

**Course instructor:** Bethany Gray

**Prerequisites:**

**Course description:**

**Course number:** ENGL/SP CM 592C

**Course title:** Core Studies: Professional Com: Acctg majors only

**Course instructor:** Charlie Kostelnick

**Prerequisites:** *12 credits in rhetoric, linguistics, or literature, excluding ENGL 150 and ENGL 250*

**Course description:**

Seminar on topics central to the fields of rhetoric and professional communication or composition.

**Course number:** ENGL/LING 626

**Course title:** Computer-Assisted Language Testing

**Course instructor:** Volker Hegelheimer

**Prerequisites:** *ENGL 510 or LING 510, ENGL 511 or LING 511, ENGL 519 or LING 519*

**Course description:**

This applied linguistics & technology seminar covers principles and practice for the use and study of technology in second language assessment by 1) reviewing relevant work in technology and assessment, 2) examining students' interests in the technology-language assessment connection, and 3) investigating new technology-based language assessments and research. The course will socialize students into research and practice in this area through reading and discussion as well as through creation of their own assessment projects based on their plans for future research. Students will be required to present, summarize and critique published articles; implement a computer-based language test, collect test performance data; and present the results orally and in writing.

**Required Reading:** Carol Chapelle & Dan Douglas (2006). *Assessing Language through Computer Technology*.

**Other Readings:** Select current research on technology & language assessment from journals and research reports.

**Course number:** ENGL/LING 630

**Course title:** Corpus Linguistics

**Course instructor:** Bethany Gray

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

**Course description:**

Topic changes each semester. Topics include advanced methods in natural language processing, technology and literacy in a global context, feedback in CALL programs, technology and pronunciation, and advances in language assessment.