Spring 2021

Graduate Course Descriptions

English Department

Course number: **ENGLISH 501**

Course title: **Introduction to Research in Rhetoric, Composition, and Professional Communication**

Course topic:

Course instructor: **Maggie LaWare**

Prerequisites:

6 graduate credits in English

Course description:

Survey of the major qualitative and quantitative methods used in research on communication and language in academic and nonacademic settings.

Of interest to:

Course number: **ENGL/LING 513**

Course title: **Language Assessment Practicum**

Course topic:

Course instructor: **Gary Ockey**

Prerequisites:
ENGL 519 or LING 519

Course description:

Advanced practicum in language assessment.

Of interest to:

Course number: **ENGL/LING 519**

Course title: **Second Language Assessment**

Course topic:

Course instructor: **Gary Ockey**

Prerequisites:

ENGL 511 *or* LING 511 *or equivalent*

Course description:

This course is an introduction to current issues in language assessment. Students learn about key concepts in language assessment, including, construct validity, reliability, authenticity, washback, and ethics. They also gain experience in critiquing and creating various types of test tasks, including selected response item types like multiple-choice and true-false as well as constructed response item types such as summary writing tasks and group oral discussion speaking tasks. Students will learn how to use classical test theory statistics to analyze the psychometric strengths and weaknesses of assessment instruments. Procedures for analyzing both norm-referenced and criterion-referenced tests will be covered. Students will use both Excel and SPSS to complete these analyses.

Of interest to:

This course may be of interest to graduate students in the humanities or social sciences who study language learning and development.

Course number: **ENGL/LING 526**

Course title: **Computer Assisted Language Learning**

Course topic:

Course instructor: **Jim Ranalli**

Prerequisites:

ENGL 511 *or* LING 511 *or equivalent*

Course description:

This course provides an overview of computer-assisted language learning (CALL), the use and study of digital technologies in second language instruction and research. Participants learn about the historical and cross-disciplinary foundations of CALL as a pedagogical practice as well

as the theories and methodologies that underlie it as an area of inquiry. The course samples empirical studies across a range of influential topics in the field, and participants take turns presenting these studies to the group so as to sharpen their ability to understand and critique CALL research. This developing understanding is then deepened as participants carry out their own empirical studies, whose separate components constitute the course's assessment plan. In addition to developing knowledge of the field and bolstering research skills, ENGL 526 aims to help TESL MA and ALT PhD students identify possible topics for theses and dissertations.

Of interest to:

In addition to students in the TESL MA and ALT PhD programs, this course may appeal to anyone interested in the myriad ways that computer technologies have been harnessed for purposes of learning and teaching language.

Course number: **ENGL/LING 527**

Course title: **Discourse Analysis**

Course topic:

Course instructor: **Elena Cotos**

Prerequisites:

ENGL 511 or LING 511 or an introductory course in linguistics

Course description:

Discourse analysis addresses the question of how texts are constructed to make meaning in a wider communicative context. This course focuses on theories informing discourse analysis as well as methods and approaches such as move analysis, Systemic Functional Linguistics analysis, critical discourse analysis, conversation analysis, speech act analysis, etc. We will identify language patterns in oral contexts (e.g., classroom discourse and the discourse of teaching). We will examine written texts to see what patterns construct genres valued in academia. We will also explore ways to examine multimodal communication and the affordances that modern technology brings to discourse analysis. The methods of discourse analysis in this course will be primarily qualitative, although mixed methods and quantitative methodologies will be integrated as well. The course will favor a hands-on approach, applying ideas from the readings to existing data, or to data collected either for this class or as part of students' own research projects. The overall goal of the course is to allow students to gain a solid understanding of what discourse analysis is and what it can do. To accomplish that, the course will integrate discussion-based explorations of theories, methods, and empirical research articles with practice-based activities implementing various discourse analysis techniques. Class activities will incorporate large group discussions, presentations, and hands-on practice activities. Evaluation

will be based on students' analyses of discourse data (methods/practice) as well as on reflections on the value of and issues around the various discourse analysis approaches as they are applied to data (theory-to-practice reflections).

Of interest to:

While discourse analysis is an important domain in applied linguistics, it is also of great interest to other areas of inquiry because it centers on language use for numerous purposes and on all forms of communication in a wide range of social settings. Different disciplines in the humanities and social sciences that have taken up discourse analysis include: rhetoric, communication studies, education, sociology, anthropology, environmental science, public relations, international relations, and social work. The various analytic approaches to spoken and written discourse offer a broad spectrum for research and application in these disciplines, providing researchers and practitioners with a more precise understanding of how human discourse works to impact particular audiences or society as a whole, as well as how social factors may influence language and communication choices.

Course number: **ENGLISH 530**

Course title: **Technology and Oral Language**

Course topic:

Course instructor: **Charlie Nagle**

Prerequisite:

English 219 or English 511.

Course description:

This course will explore the linguistic description and analysis of oral language and will examine technological tools that applied linguists need to know to successfully exploit technology for oral language research and pedagogical activities. We will examine how oral language is described, analyzed, and taught, with particular attention to phonetics, phonology, transcription and analysis of oral language, and the variability of oral language in registers and dialects. We will explore tools that allow us to understand and exploit basic elements of the technology used in oral language research, learning the uses and limitations of measurement tools such as spectrograms, waveforms, and fundamental frequency contours. In particular, we will explore and use recording and editing tools (e.g., Audacity), oral language transcription software, and acoustic analysis software such as Praat.

Of interest to:

This class is of interest to doctoral students in Applied Linguistics and Technology, Master's students in Applied Linguistics/TESL, and any graduate students who meet the prerequisite and are interested in the analysis of speech.

Course number: **ENGLISH 532 ONLINE**

Course title: **American Literature to 1865**

Course topic: **The Haunted Wilderness: American Gothic & the Natural World**

Course instructor: **Matthew Sivils**

Prerequisites:

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

Course description:

This course invites us to shine a flashlight into the shadowy corners of the American literary tradition. We'll explore key works of nineteenth-century American Gothic fiction with an eye toward how these stories portray animals, plants, and various environments—natural, unnatural, supernatural—in a host of chilling ways. Readings will include chilling stories by Charles Chesnutt, Kate Chopin, Mary E. Wilkins Freeman, Charlotte Perkins Gilman, Nathaniel Hawthorne, Edgar Allan Poe, Harriet Prescott Spofford and other masters of the spooky tale. We'll also explore a host of critical approaches related to what has come to be termed the Ecogothic, including Animal Studies and Monster Theory. As we unearth the anxieties that haunt the American mind, we'll also come to appreciate how these writers imagined the natural world not only as a realm of beauty and enlightenment but also of fear and madness.

Of interest to:

This course should interest those concerned with the environmental humanities, nineteenth-century American literary history, Gothic fiction, Animal Studies, and the Ecogothic.

Course number: **ENGL/LING 537**

Course title: **Corpus Approaches to Grammatical Analysis**

Course topic:

Course instructor: **Bethany Gray**

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

Course description:

This course focuses on the structural and functional analysis of grammar using authentic, representative language data, along with methodologies from corpus linguistics. Using a major corpus-based reference grammar paired with hands-on analyses, we will explore language in terms of its form, grammatical function and discourse function, in conjunction with how grammar varies across register, how lexis interfaces with grammar (i.e., lexico-grammar), and how linguistic and non-linguistic factors are associated with the choice between grammatical variants. We will gain practical experience in carrying out systematic grammatical analyses, all on authentic language data that reflects the complexities of language in use. Analyses will be carried out at the sentence level (i.e., isolated examples to illustrate grammatical contexts), at the text level (i.e., analyzing grammar within its extended discourse context), and across multiple texts using corpus methodologies.

Of interest to:

The grammatical structure of language is relevant to all fields that study spoken or written communication, including rhetoric, literature, and creative writing. This course provides the foundational information about the grammatical structure of English alongside methods for analyzing grammatical *patterns of use* in authentic texts. The course can be particularly beneficial for students who analyze authentic language texts from rhetorical or linguistic approaches. Students interested in the impact of grammatical choices on communication may also find the course useful.

Course number: ENGLISH 542

Course title: Document Design and Editing

Course topic:

Course instructor: Jo Mackiewicz

Prerequisites:

Senior Classification

Course description:

This class balances theory, research, and practice in technical editing and document design. We examine theories that guide and empirical studies that test technical editing and design practice. We discuss the document production process, from information planning to usability testing. We discuss the concept of levels of edit and differences among proofreading, copymarking, copyediting, and comprehensive editing, and we practice conventions of copyediting and proofreading. We discuss interpersonal strategies for working with subject-matter experts, technical writers, and other members of a production team in online and face-to-face collaborations. We examine differences among style guides, such as the *Chicago Manual of Style* and the *CSE Manual for Authors, Editors, Publishers*, and we discuss reasons for those differences. We work on editing and design exercises and activities that develop editorial and design judgment. Throughout the course, we critique empirical research related to technical editing and document design, and we discuss ways that we can develop accessible and translatable documents and sustainable publication practices.

Of interest to:

This course will interest students who want to take a scholarly approach to technical editing and design but who also want to develop their editing and design skills. Students who are interested in making print and online documents more comprehensible and usable will enjoy this class.

Course number: ENGLISH 543

Course title: **The Study of Environmental Literature**

Course topic: **The Environmental Humanities and Climate Change**

Course instructor: **Brianna Burke**

Prerequisites:

None.

Course description:

In this course we will use Climate Change as the critical lens through which we will explore how previously constructed boundaries—such as race, class, gender, species, even academic disciplines—are complicated by living within an era of increasing resource scarcity, ecological instability, and a new geological epoch, the Anthropocene. With Climate Change as a broad focus, the course will range through the Environmental Humanities, the largest growing theoretical, transdisciplinary field in our profession today, allowing us to explore not only a range of theories, from Material Ecocriticism to Cosmopolitics, from Animal Studies to Environmental Justice but also those theories as they intersect with emerging work in the sciences, sociology, rhetorical theory, linguistics.

The design of the course will be loose, letting us choose where we want to go next with two caveats: first, I will choose the texts, and second, they will be from the 20th and 21st centuries. Genetics, transhuman hybrids, petro-politics, Indigenous traditional ecological knowledge, global food insurrections, speculative fiction versus climate fiction, climate justice, animal studies, ecofeminism… the list can go on and on, the field is growing so fast. We can decide together.

Because the course is based in the Literary Environmental Humanities, we will also talk about practical matters, such as what it means to engage in transdiciplinary work and how the humanities can engage with the social and political world outside of academia. The assignments for the course emphasize professionalization, and require writing a range of documents to fit your professional needs and goals, depending on your program of study and career aspirations.

Texts **may** include *Animal's People* by Indra Sinha (2009), *Blackfish City* by Sam Miller (2018), *Oryx and Crake* by Margaret Atwood (2004), *Mama Day* by Gloria Naylor (1989), *Future Home of the Living God* by Louise Erdrich (2017), *Eating Animals* by Jonathan Safran Foer (2010), *The Back of the Turtle* by Thomas King (2014), *Tropic of Orange* by Karen Tai Yamashita (1997), *Beasts of the Southern Wild* (2012), *Okja* (2017), *The Hunger Games* by Suzanne Collins (2008), *Feed* by MT Anderson (2002), and *The Devil's Highway* by Luis Alberto Urrea (2004).

Of interest to:

Course number: **ENGLISH 554**

Course title: **MFA Workshop: Fiction**

Course topic:

Course instructor: **K. L. Cook**

Prerequisites:

English 550: Craft & Professional Practice and graduate classification. This course is designed for students in the MFA Program in Creative Writing & Environment. Permission of instructor is required for students outside the MFA program.

Course description:

In this MFA workshop, we will broaden and deepen our understanding of fiction by examining multiple ways of conceptualizing form, technique, narrative strategy, craft, process, and influence. Students will be encouraged to immerse themselves in the literary traditions in which they wish to write, to experiment with a variety of fictive forms, and generate original flash-

fiction, stories, linked stories, and/or novel excerpts. Students will be expected to share their best work in small groups and full-class workshops and revise based on the feedback. The course will meet synchronously online.

Of interest to:

This course should be applicable to not only MFA fiction writers but also MFA scriptwriters, creative nonfiction writers, and poets interested in developing their understanding of the techniques of fiction. Permission of instructor is required for students outside the MFA program.

Course number:	**ENGLISH 556**
Course title:	**Workshop: Poetry**
Course topic:	**Poetry as Performance**
Course instructor:	**Charissa Menefee**

Prerequisites:

English 550: Craft & Professional Practice and graduate classification. This course is designed for students in the MFA Program in Creative Writing & Environment. Permission of instructor is required for students outside the MFA program.

Course description:

How can a poet create a performance on the page that beckons translation into embodied sound and energy? Studying and creating poems through the lens of performance, with the intention of embodying the text, provokes deep analysis that can lead to more effective artistic choices and stronger communication between the poet and the reader or audience. This course explores the practical and theoretical links between writing and performance. The process of performance can be another way of knowing, engaging critical and creative thinking to examine previously-held assumptions about writing techniques, as well as focused experimentation with innovative strategies for generating, revising, and presenting new poems. No prior performance experience is necessary, and writers of other genres are encouraged to participate.

Of interest to:

MFA students interested in active exploration of creative process, especially at the intersection of writing and performance. This course will also build skills and provide practice in the art of rehearsing and presenting literary readings.

Course number:	**ENGLISH 557**
Course title:	**Special Topics in Creative Writing**
Course topic:	**Where Social & Environmental Justice Meet**
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:

In *Slow Violence and the Environmentalism of the Poor,* eco-critic Rob Nixon documents that poor and disenfranchised people, particularly populations in the global south, are the most vulnerable to environmental depredation. The outcry of "not in my back yard" is most often listened to only when affluent, white populations make the argument.

From the Standing Rock fight against the Dakota Access Pipeline in North Dakota to Bhopal, India where a Union Carbide gas explosion in 1984 created the worst industrial accident the world had seen; from lead-poisoned drinking water in Flint, Michigan to Shell Oil's reckless and destructive history of oil extraction in the Niger Delta, one need not look far to find examples in which the burden of environmental destruction is visited upon people who have less political power. According to the Natural Resource Defense Council, "the environmental justice movement, championed originally and primarily by African-Americans, Latinos, Asians and Pacific Islanders and Native Americans addresses the statistical fact that people who live, work and play in America's most polluted environments are commonly people of color and the poor."

In this special topics course, using a case study approach, we will look at five or six examples in which issues of social justice and environmental justice converge in contemporary events. Working as a class, we will analyze and discuss these incidents, while also reading some literature about the events or incidents.

Throughout the semester, through a series of weekly (short and long) creative writing assignments and workshops, each writer will be invited to explore and strengthen the social and environmental justice themes lurking in their creative work—whether poems, stories or essays; whether based on real-world events or fictional/imagined constructs.

Books/Anthologies (Under Consideration)
   --Indra Sanha, *Animal's People: A Novel*
   --Patricia Smith, *Blood Dazzler*
   --Svetlana Alexievich, *Voices from Chernobyl*

--*Ghostfishing: An Eco-Justice Poetry* Anthology (Ed. Tuckey)
--Dan Fagin, *Toms River: A Story of Science and Salvation*
--Selected chapters from Rob Nixon, *Slow Violence and the Environmentalism of the Poor*
--Selected chapters from Amitav Ghosh, *The Great Derangement: Climate Change and the Unthinkable (*PDF)
--PDF course packet of selected readings from the following anthologies:
  The Ecocriticism Reader (Eds. Glotfelty & Fromm)
  The Environmental Justice Reader (Eds. Adamson, Evans & Stein)
  The Quest for Environmental Justice: Human Rights and the Politics of Pollution ((Ed, Bullard)
  Postcolonial Ecologies (Eds. DeLoughrey & Handley)
  Ecocriticism: The Essential Reader (Ed. Hiltner)
  Readings for Diversity and Social Justice (Eds, Adams, Blumenfelt, Casteneda, Hackman, Peters, Zuniga.)

Of interest to:

English 557 is a special topics/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: **ENGLISH 559**

Course title: **Creative Writing Teaching Internship**

Course instructor: **K. L. Cook**

Prerequisites:

This course is designed for students in the MFA Program in Creative Writing & Environment Program. Permission of instructor is required.

Course description:

In this one-credit internship course, graduate students gain hands-on experience teaching creative writing. It was designed with two purposes in mind: (1) to support an introductory creative writing course that serves undergraduate students from across the university; and (2) to give

graduate students in the MFA Program in Creative Writing & Environment an opportunity to teach creative writing in addition to basic composition and speech courses.

While some graduate students may contract for internships with local organizations or schools, most will teach as part of a team in English 207: Introduction to Creative Writing, an 84-student course that meets twice a week for discussions of craft, analysis of short texts, and in-class exercises designed to help students generate original material in multiple genres. While the primary English 207/559 instructor will lead the large-lecture sessions, English 559 interns will lead or co-lead fifty-minute workshops (consisting of 9-12 students) once a week and will serve as the primary contact for the students in these small groups, facilitate workshop discussions of short creative pieces, and provide feedback on their manuscripts and revisions. English 559 interns will be given as much autonomy as possible, while also working in a team-based structure to create an enriching experience for the students, nurturing a life-long love of literature as well as a deeper appreciation for the pleasures and demands of creative writing.

The course is one credit and can be taken up to three times. The workload is contained and manageable and is meant to be easily added to MFA students' normal course load during the semester. **Special Note**: Due to the ongoing coronavirus pandemic, the English 207 lectures and workshops for the Spring 2021 semester will be held synchronously online.

Of interest to:

This course is designed for students in the MFA Program in Creative Writing & Environment. Permission of instructor is required.

Course number: ENGLISH 560

Course title: **Environmental Field Experience**

Course topic:

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:

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

Of interest to:

Course number:	**ENGLISH 562**
Course title:	**Topics in the Study of Film**
Course topic:	*2001: A Space Odyssey*
Course instructor:	**Justin Remes**

Prerequisites:

Graduate classification or 6 credits in film at 300 level or above. (Undergraduates who are interested in taking the class but who do not have 6 credits in film at the 300 level or above may be allowed to take the class at the instructor's discretion.)

Course description:

In 1968 Stanley Kubrick released one of the greatest films ever made: *2001: A Space Odyssey*. This course will grapple with the complex questions that are posed by Kubrick's epic science fiction film: Is there intelligent life on other planets? Can machines become conscious? What separates humans from other species? What is the next stage of human evolution?

This course will also give careful attention to *2001*'s intertexts. We will read and discuss the works that influenced the film, such as Homer's epic poem *The Odyssey* and Friedrich Nietzsche's philosophical novel *Thus Spoke Zarathustra*. Additionally, we will consider the film's influence on popular culture, including a stand-up comedy routine by Richard Pryor, several episodes of *The Simpsons*, and the Pixar film *WALL-E*.

Of interest to:

This course will likely appeal to anyone with an interest in film studies, literature, science fiction, philosophy, or the creative process. This may include:

1. Graduate students in English. Note: ENGL 562 counts as a literature course. This particular iteration of the course also counts towards the British literature requirement.

2. Graduate students in Creative Writing.

3. Graduate students in the College of Design.

4. Undergraduate students who are minoring in WFS (World Film Studies).

Course number: **ENGL/GR ST 569**

Course title: **Grant Writing – Section 1**

Course topic: **Focus on the NSF**

Course instructor: **Ann Russell**

Prerequisites:

At least two prior years of graduate classification

Course description:

The purpose of this seminar is to guide graduate students in producing high quality (and more fundable) grant proposals, with a focus on the National Science Foundation (NSF). We will cover basic grant writing skills, but focus on funding opportunities at NSF. To provide a model for success, the instructor will work with students to secure a copy of an awarded proposal in their field.

The course topics include: 1) an overview of the NSF funding process; 2) finding funding; 3) developing a fundable idea; 4) generating specific aims for the proposal, with emphasis on hypothesis-driven research; 5) grantmanship concerning specific components of the proposal, e.g., the overview, significance, innovation, team context, and the approach. Students will also develop a budget, Budget Justification, Project Timeline and Project Summary. They will consider use of graphics and develop a Broader Impacts section for their proposals.

Students will gain 'hands-on' experience in proposal writing via six activities. Each activity involves guidance by the instructor via class discussions, use of rubrics tailored for this course, and peer review in class. Students will also meet with a writing consultant from the Center for Communication Excellence (CCE). Students will revise their assignment at each stage, before submitting the final product to the instructor for detailed feedback. Students are encouraged to work with their adviser in developing an NSF proposal during this course. The six activities comprise the major components of an NSF proposal. Ideally, students will finish the course with a polished draft of an NSF proposal.

Of interest to:

In this era of tight job markets, grant-writing skills play an ever more important role in a successful career. Learning these skills at the graduate stage can have a critical effect on a student's career trajectory after graduation.

Course number:	**ENGL/GR ST 569**
Course title:	**Grant Writing – Section 2**
Course topic:	**Focus on the Arts, Humanities, and Social Sciences disciplines and a variety of funding opportunities including the Fulbright U.S. Student program**
Course instructor:	**Sandra Norvell**

Prerequisite:

At least one prior year of graduate classification

Course description:

The purpose of this seminar is to guide graduate students in producing high quality (and more fundable) proposals to funding agencies, with a focus on disciplines in the arts, humanities and social sciences.

We will cover basic grant writing skills, as well as specific information on funding opportunities for graduate students within the disciplines of arts, humanities and social sciences, including the Fulbright U.S. Student program. Students will be encouraged to write their own proposal drafts if an opportunity is deemed to be a good fit for their current research and degree program. Students will also read and review grant proposals in mock panel review sessions to learn the review process firsthand.

The course topics include: 1) an overview of the funding process; 2) finding funding; 3) developing a fundable idea; 4) generating research questions and specific aims for the proposal; 5) grantsmanship concerning specific components of the proposal, e.g., the overview, significance, and methods section. Students will also develop a budget, budget justification, project timeline, logic model, dissemination plan, project summary and will consider whether the use of graphics would be appropriate within the proposal.

Students will gain 'hands-on' experience in proposal writing via eight activities. Each activity involves guidance by the instructor via class discussions, use of rubrics tailored for this course, and peer review in class. Students will also meet with a writing consultant from the Center for Communication Excellence (CCE). Students will revise their assignment at each stage, before submitting the final product to the instructor for detailed feedback.

Students are encouraged to work with their adviser in developing a proposal during this course. The eight activities comprise the major components of typical proposal submissions. Ideally, students will finish the course with a polished draft of a proposal suitable for submission to a funder.

In this era of tight job markets, grant-writing skills play an ever more important role in a successful academic or post-graduate career. Learning these skills at the graduate stage can have a critical positive effect on a student's career trajectory after graduation. This is perhaps most especially true for the disciplines of arts, humanities and social sciences where funding opportunities for individual artists and scholars or organizations are limited and the competition for those limited funds fierce.

Course number: **ENGLISH 587**

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

Course topic:

Course instructor: **Coordinator: 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.

Of interest to:

Course is limited to masters and doctoral degree candidates in the field of rhetoric and professional communication

Course number: **ENGL/LING 588**

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

Course topic:

Course instructor: **TBD**

Prerequisites:

9 credits toward the TESL/TEFL Certificate, 15 credits toward the TESL/AL master's degree, or 18 credits completed toward the ESL Endorsement option.

Course description:

Intensive observation of ESL instruction and supervised practice in teaching learners of English in a context appropriate to the student teacher's goals. ENGL 588 cannot be used for teacher licensure and cannot be taken during student teaching.

Of interest to:

Course number: **ENGLISH 589**

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

Course topic:

Course instructor: **Debra Marquart**

Prerequisites:

ENGL 550, at least one graduate creative writing workshop, permission of instructor

Course description:

Students assume editorial duties for "Flyway: A Journal of Writing and Environment," a nationally distributed literary journal: overseeing a staff, screening submissions, corresponding with authors, editing and proofing, assisting with layout, communicating with the printer, overseeing a contest, and promoting the magazine.

Of interest to:

Course number:	**ENGL/SP CM 592**
Course title:	**Core Studies: Professional Communication: Acctg majors only**
Course topic:	
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.

Of interest to:

Course number:	**ENGLISH 602A**
Course title:	**Research Methods in RCPC**
Course topic:	**Qualitative Research**
Course instructor:	**Stacy Tye-Williams**

Prerequisites:

ENGL 501

Course description:

The process of asking questions and finding answers can be daunting. This graduate level research methods class is designed to help make the research process less daunting by leading you through the process of qualitative research design from start to finish. You most likely engage in less formal versions of this all the time. This semester you will learn qualitative methods through doing. In this hands-on course, you will choose an individual topic or work in research teams to develop a research project that has the potential for publication upon completion of this course.

As a result of various readings, discussions, and assignments at the end of this course students should be able to:
- Understand the foundations of qualitative research
- Appreciate the ethical dimensions of qualitative research
- Become familiarized with several types of qualitative research
- Design and conduct a qualitative research project
- Learn to constructively critique qualitative research
- Recognize your own place in the research process (e.g. biases)
- Articulate your scholarly identity

Of interest to:

We will explore a variety of qualitative research tools and techniques that could be used in any discipline.

Course number: **ENGLISH 611**

Course title: **Seminar in Rhetorical Theory**

Course topic: **Rhetoric & Public Memory**

Course instructor: **Ann Kretsinger-Harries**

Prerequisites:

ENGL 547 or ENGL 548

Course description:

In this seminar, we will explore the rhetorical contours of public memory from historical, theoretical, and critical perspectives. From controversies over Confederate symbols and buildings named for contested figures (e.g. Catt Hall at ISU), to the selective content of high school history textbooks and the monuments of the National Mall in Washington D.C., public memory—or the social construction of the past in service of the present—permeates and shapes our society. Yet, as Greg Dickinson, Carole Blair, and Brian Ott note in *Places of Public Memory,* these collective memories are "partial, partisan, and thus frequently contested." In ENGL 611, you will gain a working understanding of how public memories are rhetorically constructed, circulated, and contested, through a survey of rhetorical scholarship that examines issues of place, commemoration, materiality, affect, national identity, forgetting, counter-memory, racial politics, queer memory, social movements, and more.

Of interest to:

This course may be of interest to RCPC and RPC students, as well as graduate students of history and sociology.

Course number: **ENGL/LING 623**

Course title: **Research Methods for Applied Linguistics (Quantitative)**

Course topic:

Course instructor: **Gary Ockey**

Prerequisites:

None

Course description:

The course aims to prepare students to be critical consumers of quantitative applied linguistics research and able to design and carry out their own research studies. It focuses on evaluating and conducting ethical research studies, including, the process of conceptualizing and framing a study, developing research questions, obtaining IRB approval, selecting appropriate data collection measures, gathering data, coding and analyzing data, interpreting the results, and getting the work published. Students are expected to evaluate quantitative research studies found in relevant journals and analyze data provided for the class, using a variety of quantitative techniques, including t-tests, chi-square, ANOVA, and regression (employing SPSS software).

Of interest to:

This course may be of interest to graduate students in the humanities or social sciences who are interested in gaining a foundational introduction to quantitative research methods.

Course number: **ENGL/LING 630**

Course title: **Seminar in Applied Linguistics – Section 1**

Course topic: **Biometrics and language processing**

Course instructor: **Evgeny Chukharev-Hudilainen**

Prerequisites:

ENGL 510 or LING 510, ENGL 511 or LING 511

Course description:

The use of biometric data capture (primarily keystroke logging and eye tracking) for answering research questions in applied linguistics and second language acquisition, with a main focus on keyboarded text production. Pause detection, eye movement classification, revision classification in written texts. Applications to language analysis, language assessment, and language pedagogy will be discussed.

Of interest to:

Applied Linguistics and Technology

Course number: **ENGL/LING 630**

Course title: **Seminar in Applied Linguistics – Section 2**

Course topic: **Project-based Learning**

Course instructor: **Gulbahar Beckett**

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.

Of interest to: