

Fall 2021
Graduate Course Descriptions
English Department

Course number: **ENGLISH 500**
Course title: **Teaching Multimodal Composition**
Course topic:
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.

Of interest to:

Course number: **ENGLISH 506**
Course title: **Professional Communication Theory**
Course topic:
Course instructor: **Jo Mackiewicz**

Prerequisites:

Graduate-student status

Course description:

This course covers professional communication as a field of study, paying special attention to the theories and research methods that scholars in the field have used. The course now draws heavily on recent work by scholars concerned with the role that professional communicators and professional communication scholars can play in advancing social justice.

After completing this course successfully, you should be able to:

- Explain key concepts that undergird professional communication as a scholarly discipline.
- Engage in well-reasoned discussions about scholarly trends and debates in professional communication scholarship.
- Engage in well-reasoned discussions about the social-justice turn in professional communication scholarship.
- Conduct secondary research in the field and articulate a research gap.
- Write a proposal for a research project.
- Effectively collaborate with team members on a communication project.
- Write, organize, and edit a well-researched manuscript about some component of professional communication (e.g., plain language, accessibility, localization).

Of interest to:

This class will interest anyone who wants to learn more about professional communication (defined broadly, including technical and business communication). In particular, the class is for those who are interested in we, as communicators, can further social justice through our professional communication and through our scholarship. It will also interest anyone who wants to learn more about the range of theories and research methods that scholars in professional communication use.

Course number: ENGL/LING 510

Course title: Computer Methods

Course topic:

Course instructor: Jim Ranalli

Prerequisites:

Graduate classification

Course description:

Use of software and web applications for language teaching, linguistic analysis, and statistical analysis. Issues and problems in applied linguistics related to computer methods.

Of interest to:

Course number: ENGL/LING 511 -- **Cancelled**

Course title: Introduction to Linguistics

Course topic:

Course instructor: Gary Ockey

Prerequisites:

Course description:

This course is an introduction to linguistics, the systematic study of language and is designed for **linguistics and English majors**. The course considers not only the English language, but other languages and how they compare to English to give students an idea of language universals. The aim of the course is to help students understand the foundations, principles, and characteristics of language. The course will include foundational content on the structure of language (considering morphology, syntax, phonetics, and phonology), as well as the meanings of language (semantics). A major component of the course is analyzing languages with the aim of gaining a better understanding of how languages function. The class will consist of interactive lectures, group discussions, example videos, exercises working with language data, and a term project.

Of interest to:

This course is relevant to a broad range of areas of interest related to language. It is a foundational course for many areas of enquiry about language.

Course number: ENGL/LING 512

Course title: Second Language Acquisition

Course topic:

Course instructor: Carol Chapelle

Prerequisites:

Engl/Ling 511

Course description:

This course introduces students to the objectives, methods, and findings of research investigating how people learn a second (or additional) language. It will help to orient students to the perspectives of those who investigate questions about second language acquisition (SLA) and

help students to examine the published research on topics such as the role of linguistic input for acquisition of vocabulary, the value of conversation for language development, the effects of individual differences on SLA, and SLA online and in classroom contexts. The course will include topics such as SLA research questions, methods of data elicitation, linguistic data analysis, research on interaction, and the theory-practice interface. Perspectives on SLA include cognitive, linguistic, interactionist, sociocultural, and emergentist, and the role of technology in shaping current issues will be discussed. Students will be asked to read books and research articles as well as to present to the class. Five papers will provide opportunities for application of the concepts and practices by requiring students to summarize a research article, analyze language learner data, present a chapter from a book, explore published work in an area of interest in SLA and write a prospectus for a project. Opportunities for face-to-face and online discussion of issues as a class and in small groups will be provided.

Of interest to:

Billions of people worldwide want and need to learn another language, but face challenges because of the complexity of language and the process of learning additional languages after their first language. This course may be of interest to anyone interested in learning what is known about learning another language and how such knowledge has been uncovered. The course is particularly important for students who are working on technological innovations for language learning or for language assessment. Worldwide, Second Language Acquisition is considered a foundational course in programs for teaching English as a second language, teaching foreign languages, and applied linguistics.

Course number: SP CM 513

Course title: Teaching Fundamentals of Public Speaking

Course topic:

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.

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 516
Course title: Methods of Formal Linguistic Analysis
Course topic:
Course instructor: Evgeny Chukharev-Hudilainen
Prerequisites:
[ENGL 219/LING 219](#) or equivalent.

Course description:
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.

Of interest to:

Course number: ENGLISH 522
Course title: Literary Theory and Criticism
Course topic:
Course instructor: Jeremy Withers

Prerequisites:

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

Course description:

This class introduces students to some of the more recent trends in literary theory. Literary theory (a.k.a. critical theory) is a heady amalgam of philosophy, political and economic theory, anthropology, linguistics, sociology, ecology, and so forth designed to aid people in a deeper and more sophisticated analysis of texts of all kinds (literature, film, music, advertisements, visual art, etc.). In this class, we will cover these movements: Marxism, feminism, queer theory, postcolonialism/race studies, disability studies, ecocriticism/animal studies, and mobility studies. We will discuss primary and secondary readings associated with each of these theoretical movements, and model throughout the semester how each of them can be used to analyze one particular text: Virginia Woolf's modernist masterpiece, *Mrs. Dalloway*.

Of interest to:

For a final project, students will do an analysis (12-15 pages) of a text (or a few texts) of their choosing, using one or more of the theories we have studied. This class should, therefore, be well-suited for students working on a thesis or dissertation, for you can choose to write about a text or texts you are using in your thesis or dissertation work (you will just need to employ one or more of the theoretical lenses we have studied).

Course number: ENGL/LING 525

Course title: Research and Teaching of Second Language Pronunciation

Course topic:

Course instructor: John Levis

Prerequisites:

ENGL/LING 219 or 511 or equivalent

Course description:

ENGL/LING 525 is a graduate-level class that focuses on second language pronunciation, a critical element of listening and speaking research and teaching. Pronunciation, the most neglected (and perhaps the most important) of these oral language skills, has the largest impact on the intelligibility of L2 speech, is the area that many teachers/researchers miss out on in their graduate training, and cannot be 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 research into L2 intelligibility,

comprehensibility, fluency and accentedness; ways in which pronunciation, listening and speaking interact; and the ways in which research impacts the teaching of pronunciation in materials development and in a tutorial context.

Of interest to:

ENGL/LING is for advanced undergraduate and graduate students with interest in TESL/TEFL and in research into speech intelligibility, teacher cognitions, the interaction of research and teaching, and the ways that pronunciation interacts with grammar and orthography. The course is part of the MA Literacy specialization and is a graduate elective.

Course number: ENGL/LING 528 -- **Cancelled**

Course title: English for Specific Purposes

Course topic:

Course instructor: Elena Cotos

Prerequisites:

ENGL 511 or LING 511 or an introductory course in linguistics

Course description:

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.

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.

Course number: ENGLISH 540
Course title: Drama
Course topic: From *Romeo & Juliet* to Resilience: Shakespeare, Drama, and Empowering Social Change
Course instructor: Linda Shenk

Prerequisites:

Graduate classification in any discipline, 6 credits in English courses at the 300 level or above, or (for advanced undergraduates) permission from instructor (Linda Shenk, shenk@iastate.edu)

Course description:

Offered at night and partially online, this course adopts an interdisciplinary approach that blends analyses of several Shakespeare plays, plays from the Climate Change Theatre Action experience, and other recent drama to explore how strategies in the humanities and performance intersect with supporting community resilience. In recent years, scholars in the arts and humanities are contributing increasingly to research surrounding environmental concerns and systemic inequities, and this course will examine strategies distinctive to the humanities and drama that are useful in empowering communities to be resilient in the face of vulnerability and uncertainty. Critical readings will include articles on literary analysis, cognitive narratology, climate science, social capital, and resilience. All course participants will have the opportunity to create and engage in (or create materials for) some public-facing project based on an issue important to them—a focus that might, but need not, involve climate change and the participation of this course in the Climate Change Theatre Action project. The topic for the final research paper (17-20 pages) will be open enough to allow participants to conduct research in their area of interest and expertise.

Dramatic texts will include (either read in their entirety or as excerpts): Shakespeare's *Romeo and Juliet*, *Othello*, *Taming of the Shrew*, *Julius Caesar*, *Hamlet*, and *Measure for Measure*; plays from 2019's Climate Change Theatre Action collection; Mtwala, Ngema, & Simon's *Woza Albert!*; Chantal Bilodeau's *Sila*; Caryl Churchill's *Love and Information*.

Class sessions that will not involve attending class on campus: Feb 13, 20, 27; March 26; April 2, 9

Natural world as voice, land is the real teacher, listening to place. Braiding Sweetgrass coming in spring!!!!

Of interest to:

1. Graduate students in English: As a course in drama, this course counts as a Literature course, and because it will involve sufficient attention to Shakespeare's plays, it will fulfill pre-1865 and British Literature requirements.
2. Graduate students who study climate change, environmental issues, or issues of equity
3. Area teachers who want to expand their tools for teaching Shakespeare and incorporating literary texts alongside texts addressing contemporary issues
4. Advanced undergraduate students in the humanities who are interested in interdisciplinary approaches

Course number: **ENGLISH 550**

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

Course topic:

Course instructor: **Barbara Haas**

Prerequisites:

Course description:

In brief, ENGL 550 is a foundational course which introduces you to the creative and professional practice aspects of our MFA program. We will workshop your writing, engage with our outdoor classroom – the 76-acre Everett Casey Nature Reserve – participate in editing the literary journal Flyway and read creative texts in our program's most salient genres: nonfiction, drama, fiction & poetry.

Even in the darkest chapters of human history, we have called upon and relied upon creativity to represent and take ownership of a chaos that threatens to overwhelm us. Narrative is one of our tools. It is an organizational device – perhaps even a coping mechanism. Our great heaping constantly accumulating inchoate mass of raw experience demands a next-level caliber of organizational skills. Narrative comes in handy, because it permits an ordering of the disorder. It is something of a container. If we can contain the mess – that great accumulating inchoate mass of raw reality – we can understand it. Narrative helps us unlock the meaning in apparently haphazard events. It complexifies and brings nuance to those events so that we're better able to locate an emotional truth emanating from them.

Our three-year MFA program gives you a respectable amount of time to cultivate your book-length manuscript – and it's not the case that faculty expect you to embark upon that project

from the get-go. But it is the case that first-semester MFAers do indeed generate some quite promising nuggets from their first writings in 550. From the get-go, then, without really knowing in the moment that it's happening, new MFAers find their feet on the path of their ultimate body of work. I've seen it again & again. A semester like ours helps you begin to form your thesis. So I want you to feel comfortable exploring forward during our time together in 550 with that knowledge hanging fire in your subconscious mind.

Creative writing is about revelation, the complexity of our existence here on earth, maybe even the unnamable wonder of life on this planet, the paradoxes of human behavior and the emotional wallops human behavior can deliver – both predictable & unexpected!

Creative writing returns our own thoughts back to us with added lumina. Risk, heroism & vision are part of the lumina.

Regardless of genre, we tell stories drawn from real life not merely to convey anecdotes of summarized events from our own personal past but to create “value added” literary experiences that radiate meaning for readers whom we may never meet. Please feel free in 550 to utilize whatever genre suits your fancy – poetry, nonfiction, fiction, drama. More than anything I want you to begin locating some of the defining landforms and features of your creative vision. Work in 550 can serve as a dowsing rod that helps you unearth those vibrations.

Of interest to:

Course number: **ENGLISH 551**
Course title: **Master Workshop**
Course topic:
Course instructor: **David Zimmerman**
Prerequisites:

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

Course description:

An advanced multigenre creative writing workshop. Students work intensively on book-length manuscripts of fiction, creative nonfiction, scriptwriting, or poetry.

Of interest to:

Course number: ENGLISH 552
Course title: Workshop: Scriptwriting
Course topic: Stage and Screen: Scripting Dramatic Action
Course instructor: Charissa Menefee

Prerequisites:

English 550 (can be concurrent) and graduate classification. Majors other than MFA in Creative Writing & Environment need permission of instructor to enroll.

Course description:

Unlike other forms of literature, scripts have dual lives. They exist on the page, to be read, but also carry the potential to become something else, to transform into another piece of art that will require the collaboration of other artists and ultimately have another life in front of an audience. How this second life manifests depends on the quality of the communication on the page. In this graduate seminar, we will read, study, and write stage plays and screenplays, paying close attention to the techniques successful writers use to create dramatic literature that lives both on the page and beyond.

Of interest to:

Students seeking to explore the genre of scriptwriting and/or improve their scriptwriting skills.

Course number: ENGLISH 555
Course title: Graduate Nonfiction Workshop
Course topic: The Fragmentary Imagination: New, Ancient, and Experimental Forms of Nonfiction Writing
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)

N. Scott Momaday, *The Way to Rainy Mountain*

Maggie Nelson, *Bluets*

Claudia Rankine, *Citizen*

Devin Johnston, *Creaturely*

Gertrude Stein, *Tender Buttons*

Sarah Manguso, *Ongoingness*

T. Fleischmann, *Time is a Thing a Body Moves Through*

Tyehimba Jess, *Olio*

Etel Adnan, *In the Heart of the Heart of Another Country or Night*

Barbara Hurd, *Walking the Wrack Line: On Tidal Shifts and What Remains*

PDF of assorted readings from the following anthologies:

-- *Nothing to Declare: A Guide to the Flash Sequence* (Alexander, Braun, Marquart, Eds.)

-- *The Lost Origins of the Essay* (John D'Agata, Editor)

-- *The Making of the American Essay* (John D'Agata, Editor)

Of interest to:

Because this course is part of the curriculum for the MFA Program in Creative Writing and Environment, priority is given to those admitted to the MFA Program. However, if space allows, students not formally admitted to the MFA program may petition instructor to take the course.

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 586

Course title: Visual Rhetoric in Professional Communication

Course topic:

Course instructor: Charlie Kostelnick

Prerequisites:

A course in professional communication.

Course description:

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.

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: **Amy Walton**

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: **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: ENGLISH 591E

Course title: Directed Readings in Rhetoric and Professional Communication

Course topic: Introduction to Graduate Study in RCPC and RPC

Course instructor: Charles Kostelnick

Prerequisites:

Enrollment in the RCPC or RPC graduate program

Course description:

This one-credit course will orient new students to graduate study in RCPC and RPC. The course will introduce students to key genres, professional development opportunities, and career paths in the discipline. Students will become acquainted with the scholarly activities of faculty members in the program, who will explain a variety of research methods that students can use during their graduate-school journeys. Students will also learn about campus resources available for teaching, research, and practice; steps toward completing their degrees, including forming their Program of Study (POS) Committees; and career trajectories (both academic and nonacademic) of recent graduates.

Of interest to:

New students

Course number: ENGL/SP CM 592B -- **Cancelled**

Course title: Core Studies: Composition

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

Course instructor: Geoffrey Sauer

Prerequisites:

(Cross-listed with SP CM). (3-0) Cr. 3. Repeatable, maximum of 9 credits.

Course description:

This seminar will look at how, when we read or write, our work is shaped by the technologies which surround modern writing, editing, publishing, and reading.

The course will explore various historic technologies of writing, including printing presses, typewriters, word processors, laptop computers, page layout applications, file servers, websites, blogs, collaborative word processors, podcasts, social media, mobile composing apps, and modern multimodal publishing and peer-review environments. It will study recent changes in the technologies used in the publishing industry, including assessment technologies which are often used by data scientists to judge the success of published works. It will demonstrate some of the leading software products in each of these categories, seldom-taught features such as automated indexed, glossaries, hypertext linking and responsive document design, and it will teach students how to critically assess the advantages and disadvantages of each when planning a writing project. By doing so, it will prepare students to make informed choices about the composing environments and writing technologies they will encounter in the future.

Through materialism, structuralism and poststructuralism, client-server theory, activity theory, and actor-network theory, the course will examine how contemporary writing technologies are crucial to readers, writers, writing instructors, editors, and publishers. It will teach students how to draw larger conclusions about how changes in the technologies of reading, writing, and editing will lead to historical changes in the roles and importance of reading and writing in both workplaces and the larger culture.

Of interest to:

This course will be of interest to:

- people who have never been taught systematically the software used for writing in academic and professional contexts
- those who seek to improve their abilities composing multimodal work (which today include typography, images, sound, video, or interactive media).
- those who have never written before for mobile or responsive Internet audiences.
- those who plan to teach writing, but have never been comfortable helping others learn to write using modern technologies.
- people who wish to interact with publishers who often today permit (and sometimes require) more than just MLA-formatted Word documents.
- Those who wish to see how data analytics is used today to assess writing quality.

Course number: ENGL/SP CM 592 -- **Cancelled**

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 602C**

Course title: **Research Methods in RCPC**

Course topic: **Research Methods in Rhetoric, Composition, and Professional Communication: Rhetorical Analysis**

Course instructor: **Laura Brown**

Prerequisites:

Course description:

This course will introduce you to theories, methods, and practices that shape the work of rhetorical scholars. You will engage with questions about the role of the critic and the implications of rhetorical analysis. Our readings will include scholarly analyses of a wide range of artifacts and situations from rhetoricians in both Communication and in English departments. Many of these essays will focus on recent debates or developments in rhetorical studies, preparing you to contribute to current conversations in the field. Low-stakes practice assignments will help you hone your critical writing skills, and a final essay project will give you the opportunity to develop and draft your own article-length analysis.

Our semester is divided into six main units. (1) We will begin with some foundational questions: What is rhetorical analysis? How do we do it? Why do we do it? (2) We will explore how rhetoricians access our objects or artifacts of study--through publicly available channels, in an archive, or through fieldwork. (3) We will discuss how rhetoricians use a range of rhetorical

theories to frame our analyses and how we choose a critical focus in the first place. (4) We will consider unique challenges that arise from the type of artifact or context we're analyzing. For example, how do we analyze a photograph? How do we analyze a protest? (5) Toward the end of the semester, we will study a book-length rhetorical analysis, asking how a rhetorician balances all of these issues across a longer project. (6) Finally, we will examine approaches to teaching rhetorical analysis in the undergraduate classroom.

I recognize that not every student intends to make their career in academia. Many of the topics we will focus on also shape our personal, political, and mediated lives. Our work this semester will prepare you to be an adept rhetorical critic in your life and work both inside and outside of the academy.

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 or who wish to apply rhetorical theories or practices to their work in other fields.

Course number: ENGL/LING 630
Course title: Seminar in Applied Linguistics and Technology
Course topic: Development of Language Assessments
Course instructor: Gary Ockey

Prerequisites:

English 511 (or equivalent)

Course description:

This course provides students with training on how to develop a language assessment. Students are introduced to a number of task formats, including multiple-choice, matching, true/false, short answer, oral interview group discussion, summary, and email. Students are introduced to various types of rating scales, including analytic and holistic. Test development frameworks, including Mislevy's Evidence-centered design, Davidson and Lynch's Test Specification approach, and Bachman and Palmer's Test task characteristics approach will be discussed. Students will use one of these frameworks to guide the development of their own assessment instrument. The design and development of surveys will also be covered from the point of view that surveys are a type of assessment instrument. A basic linguistics course, such as English 511 is required and an introductory language assessment course, such as English 519 is recommended.

Of interest to:

Assessment in this course takes on a broad definition to include standardized tests, classroom assessments, and questionnaires.