

Fall 2022
Graduate Course Descriptions
English Department

Course number: **ENGLISH 500**
Course title: **Teaching Multimodal Composition**
Course topic:
Course instructor: **Anders and TBD**

Prerequisites:

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

Of interest to:

The purpose of English 500 is to support your teaching of ISUComm Foundation Courses (English 150 and 250). This teaching needs to be based on a conceptual framework, informed by fundamental composition texts (theory), and grounded in effective pedagogical methods (practice). This proseminar will give you an opportunity to explore and examine pedagogical concepts relevant to your teaching.

Course number: **ENGLISH 503/603**
Course title: **Cancelled**
Course topic:
Course instructor: **Lesley Bartlett**

Prerequisites:

For English 503 -- 6 graduate credits in English

For English 603 -- English 503.

Course description: In-depth consideration of the theory and practice of composition pedagogy. Opportunities for actual classroom application.

Exploration of relationships between theory and practice in current pedagogy. Intensive examination of contemporary theories of poststructuralism, new media, feminism, postcolonialism, or cultural studies and their impact on current pedagogical practice. Participation in pedagogical research and theory building.

Of interest to:

Course number: ENGLISH 505

Course title: User Experience Architecture and Testing

Course topic:

Course instructor: Geoffrey Sauer

Prerequisites:

(Senior classification.)

Course description:

Seminar course examining user experience (UX) interface design and development in technical communication. Focus is on the UX project cycle: creating user interfaces, conducting user research, system testing, and implementing data-driven results.

A user experience (UX) content creator is concerned with a user's feelings and perceptions. They conduct research and tests on how users behave with a product or service, and then communicate how to improve products to improve audience experiences.

A UX architect might work closely with creative directors, visual artists, or front-end developers to form wireframes, models, personas, mockups, and user scenarios. They make documents (usually online content) easier to navigate and aim for the highest user satisfaction.

In the Fall 2022 semester, this course will provide a graduate-level introduction to User Experience research, methods, and techniques when creating online content. Students will produce comprehensive user experience analysis and recommendations for a variety of websites.

Of interest to:

Students interested in usability, user experience, technical communication, collaborative work, human-computer interaction, and agile/scrumb project management methodologies.

Course number: **ENGLISH 510**

Course title: **Cancelled**

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:

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: **Cancelled**

Course topic:

Course instructor: **Carol Chapelle**

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.

Of interest to:

Course number: Sp Cm 513

Course title: Teaching Fundamentals of Public Speaking

Course topic:

Course instructor: TBA

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: TBA

Prerequisites:

ENGL 519 or LING 519.

Course description:

Advanced practicum in language assessment.

Of interest to:

Course number: ENGLISH 521
Course title: Literature of Teaching and the Literature Curriculum
Course topic:
Course instructor: Brandon Sams
Prerequisites:

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

Course description:

Examination of the roles of the literary work, reader, and teacher in literary study. Responses to literature. Place of literature in language arts. Study and development of curriculum materials for middle school, high school, and college levels of instruction.

Of interest to:

Course number: ENGL/LING 524
Course title: **Cancelled**
Course topic:
Course instructor: Sinem Sonsaat Hegelheimer
Prerequisites:

ENGL 511 or LING 511 or an introductory course in linguistics.

Course description:

Theoretical and practical issues and techniques in the teaching of literacy in a variety of contexts, involving children and adults at basic skill levels and teens and adults in academic and vocational programs.

Of interest to:

Course number: ENGL/LING 528
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 bourgeoned 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: ENGL/LING 530

Course title: Technology and Oral Language

Course topic:

Course instructor: John Levis

Prerequisites:

ENGL 219 or ENGL 511 or equivalent.

Course description:

Structure and description of oral language and discourse. How spoken language is linguistically described, analyzed, and taught for research and for education. Using technology to record, transcribe, and analyze spoken language at all levels of linguistic structure.

Of interest to:

Course number: ENGLISH 546

Course title: Cancelled

Course topic: Shakespeare, Performance, & The Rhetorical Tradition

Course instructor: Linda Shenk

Prerequisites:

Graduate status or permission from instructor.

Course description:

In the course, we will examine some of William Shakespeare's most famous plays alongside texts from the rhetorical tradition—a combination that unlocks the clues Shakespeare gives for the actor; the way that persuasion & negotiation are naturally theatrical; and the way that we can, as teachers, engage students when teaching plays and rhetoric. In class, we will often stage scenes, follow early modern practices of identifying rhetorical figures to examine character, and read critical essays from perspectives that include literary criticism, rhetoric, and linguistics. We will study such spectacular plays as Antony and Cleopatra; Troilus and Cressida Henry IV, Part I; Henry V; Julius Caesar; and Hamlet.

Of interest to:

The course provides a solid set of skills for course participants pursuing all facets of their advanced English studies, and these skills will translate directly into their ability to perform well in their coursework, in completing their theses/dissertations, and in their professional lives beyond the degree. To these ends, this course includes a variety of appropriate, profession-driven assignments that will allow students to tailor their work to fit their individual research goals.

Course number: ENGLISH 547

Course title: The History of Rhetorical Theory from the Classical Era to the Present

Course topic:

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.

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: **ENGLISH 550**

Course title: **Craft & Professional Practice in Creative Writing**

Course topic: *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, participate in editing the literary journal Flyway, engage with typesetting in the Letterpress Lab and read creative texts in our program's most salient genres: nonfiction, drama, fiction & poetry.*

Course instructor: **Barbara Haas**

Prerequisites:

Open only to new admits in our MFA program.

Course description:

Our three-year MFA program gives you a productive 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 book-worthy 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. Please feel free in 550 to utilize whatever genre suits your fancy—poetry, nonfiction, fiction, drama. Mix & match as you wish, too. 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 objects.

Of interest to:

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! 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.

Course number: ENGLISH 551

Course Title: **Cancelled**

Course instructor: Debra Marquart

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 the Master Workshop, writers in the MFA program will work intensively on their book-length thesis manuscripts in a variety of

possible genres, including poetry, fiction, nonfiction, and scriptwriting. This course is intended to dovetail with the ongoing one-on-one mentoring that MFA students have been pursuing with their major professors.

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

The Master Workshop is intended to encourage MFA students in their third year to bring focus to their research and move their thesis projects through revision and toward greater completion. Although the majority of class time will be given over to workshopping manuscripts, some class time will be dedicated to discussing how to select and package work for publication, how to shape book proposals, and how to query editors/agents.

Of interest to:

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

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: **Place, Culture(s) & the Environmental Imagination**
Course instructor: **Marquart**

Prerequisites:

[ENGL 550](#) and graduate classification. Open to graduate students outside MFA in Creative Writing and Environment with permission of instructor

Course description:

Where would William Faulkner have been without Yoknapatawpha County? Where would Wallace Stegner have been without the American West, the Big Rock Candy Mountain? In *Refuge*, Terry Tempest Williams documents the ravages of the breast cancer that weakens her mother, while also monitoring the water levels and bird migrations of the Great Salt Lake near her family home in Utah. In *Braiding Sweetgrass*, Robin Wall Kimmerer makes upstate New York her teaching station for solidifying connections to her Potawatomi heritage and for imparting a traditional ecological knowledge to a new generation of writers and ecologists.

For many nonfiction writers, memory and story become a kind of dwelling, an internal landscape shaped by external forces of place. Using place and the cultures that springs from that place as starting points—the place we were born to, where we are, and speculative places (where we would like to be)—writers in the class will be invited to trace a roadmap through their own private, cultural landscapes of memory and desire through nonfictional modes of writing.

In his anthology, *The Lost Origins of the Essay*, John D'Agata traces the earliest origins of nonfiction writing to Sumerian, Babylonian, and Greek culture (between 1500 and 500 B.C.E), and contemporary nonfiction writing finds its roots in the essays of Michel de Montaigne (late-1500s, France). In the intervening years, contemporary forms of nonfiction have expanded out to other forms such as the personal essay, autobiography, memoir, creative nonfiction, research nonfiction, immersion journalism, reportage, and science writing. Contemporary writers are also playing with styles in nonfictional modes that challenge genre in lyric and hybrid writing and that blend elements of poetry along with techniques such as pastiche or collage to find fresh modes of expression. In this course, writers will be encouraged to explore nonfiction writing

from one end of the style and genre spectrum to the other in search of fresh ways for telling stories and recording experience.

This is a writing-intensive course, so the majority of class time will be given over to a round-table workshops (in large and small group configurations) of the class participants' creative work. We will also take class time to read, discuss, and write critically about short published works of nonfiction that explore the imprint of place or the exile from place, especially as it narrates a story of the environmental imagination.

Books (under consideration)

Ed Yong, Editor. *The Best American Science and Nature Writing 2021*

Aimee Nezhukumatathil, *World of Wonders: In Praise of Fireflies, Whale Sharks, and Other Astonishments*

Linda Hogan, *The Radiant Lives of Animals*

Ross Gay, *The Book of Delights*

Of interest to:

This course is part of the curriculum for the MFA Program in Creative Writing and Environment, so 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. A petition would include consideration of a sample of writing in the genre of the workshop.

Course number: **ENGLISH 560**

Course title: **Environmental Field Experience**

Course topic:

Course instructor: **Debra Marquart**

Prerequisites:

Prereq: 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 on link below to find the “MFA Guidelines for Completion of English 560” and the “MFA Environmental Field Experience (English 560) Proposal Form.” **Note:** Forms can be found under the heading “Program Specific Forms.” <https://engl.iastate.edu/graduate-students/forms/>

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: ENGLISH 562
Course title: Topics in the Study of Film
Course topic: Found Footage Films
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.)

Note: This class is repeatable, so those who took ENGL 562 this spring are free to take it again this fall.

Course description:

We live in the era of the remix. Visual artists rework images from popular culture, music producers sample and loop elements from classic songs, and content creators transform images

from popular films and television shows into viral memes. We are swimming in a sea of appropriated sounds and images. But how did we get here? It is impossible to answer this question without considering the crucial role played by found footage films. These are works made not by shooting original footage, but by modifying, distorting, and re-editing preexisting footage. In other words, they are cinematic remixes.

This course will attempt to explore the questions implicitly posed by these radical experiments. Can a found footage film be “original”? Is found footage filmmaking a form of theft? How do such works complicate traditional notions of authorship? This course is also heavily interdisciplinary: In addition to analyzing films by Joseph Cornell, Bruce Conner, and Jean-Luc Godard, we will also analyze the relationship of these films to influential works in other media, such as the visual art of Marcel Duchamp, Salvador Dalí, and Andy Warhol; the writings of Gertrude Stein and James Joyce; and the music of Richard Wagner and Philip Glass.

Of interest to:

This course will likely appeal to anyone with an interest in film studies, art history, music history, literary studies, contemporary visual culture, and/or the creative process. This may include:

1. Graduate students in English. (Note: ENGL 562 counts as a literature course. Since the material is mainly American, this course counts toward the American 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/LING 588

Course title: Supervised Practice Teaching in Teaching ESL

Course topic:

Course instructor: Amy Walton

Prerequisites:

9 credits toward the TESL/TEFL Certificate or 15 credits toward the TESL/AL master's degree.

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.

Of interest to:

Course number: ENGLISH 589

Course title: Supervised Practicum in Literary Editing

Course topic:

Course instructor: Debra Marquart

Prerequisites:

Prereq: 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: 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 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: ENGL/LING 623A

Course title: Quantitative Research Methods in Applied Linguistics

Course topic:

Course instructor: Charlie Nagle

Prerequisites:

Course description:

Survey of research methods used in applied linguistics. Focus on conceptualizing and conducting research studies, including the process of developing research questions, gathering data, choosing data collection measures, and coding and analyzing data. Examples from a range of research approaches in the journals in applied linguistics and related areas are evaluated. The course prepares students to be critical consumers of quantitative and qualitative applied linguistics research and able to design and carry out their own research studies.

Of interest to:

Course number: ENGL/LING 630 1

Course title: Seminar in Applied Linguistics

Course topic: Corpus Linguistics and Language Teaching

Course instructor: Bethany Gray

Prerequisites:

ENGL 510 or LING 510, ENGL 511 or LING 511.

Course description:

This seminar focuses on corpus linguistics and its applications to language teaching, considering theories regarding how corpora can inform language pedagogy along with practical applications to the development of language learning materials and the use of corpora by learners in the language classroom. The course will undertake a critical evaluation of the range of ways that corpus linguistics is applied to language teaching (for L2 learners generally, for L1 and L2 academic writing, and for English for Specific Purposes), with a focus on current issues in the field. The course will center on the following main topics:

1. applying corpus-based research to classroom materials development;
2. the analysis of learner corpora, and the role of learner corpora (or novice writer corpora) in informing language pedagogy;
3. designing and critiquing corpus-based classroom instruction in which language learners use corpora in the classroom (e.g., data-driven learning); and
4. evaluating and researching the effectiveness of corpus-based materials and corpus use in the language classroom

This course will be conducted through a combination of class discussions, practical hands-on activities, and short lectures. As a PhD seminar, the course is heavily discussion- and workshop-based. Students in the course will practice evaluating/critiquing corpus-based materials and classroom activities, as well as in applying corpus-based findings and/or methodologies to develop their own materials/activities. They will also systematically consider how to evaluate the implementation of their materials/activities. Because this is a PhD-level seminar, students will have the opportunity to tailor the class to their research interests and stage in the degree program.

Of interest to:

Course number: ENGL/LING 630 2
Course title: Seminar in Applied Linguistics
Course topic: TBD
Course instructor: Evgeny Chukharev-Hudilainen

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: