

Spring 2023

Graduate Course Descriptions English Department

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 514
Course title: Sociolinguistics
Course topic:
Course instructor: Tim Kochem
Prerequisites:
Prereq: ENGL 511 or LING 511 or an introductory course in linguistics

Course description:
This course covers major sociolinguistics topics and their implications for language learning, teaching, and research. The topics include traditional and virtual language variation and use; traditional and virtual code switching and code mixing; language and power; discourse communities and practices; social class, gender, and identity; virtual and World Englishes; etc. Topics will be explored theoretically and empirically with examples from various regional, virtual, and global contexts through lectures, discussion, hands-on activities, and research assignments. Traditional and digital sociolinguistics research methods and ethics will also be explored.

Of interest to:

This course is of interest to students in TESL/Applied Linguistics; Applied Linguistics and Technology; Education; English Education; Education and Social Justice; Rhetoric and Professional Communication; Sociology; and World Languages.

Course number: ENGL/LING 516
Course title: Methods of Formal Linguistic Analysis
Course topic: Introduction to Natural Language Processing
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: 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: Kim Becker

Prerequisites:

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

Course description:

Discourse analysis (DA) covers theoretical frameworks, methodologies, and disciplinary traditions to understand the broader communicative context of text construction. This course offers a survey approach intended to overview several major approaches to DA, including genre analysis, systemic functional linguistics, conversation analysis, critical DA, and multimodal DA, along with corpus-based approaches commonly used to enhance these research traditions. Students will explore a wide-ranging overview of concepts and discourse phenomena to examine how patterns of language construct discourse in oral contexts, such as conversations and pedagogic discourse, and in written texts, such as genres (especially those valued in academic settings). We will examine multimodal/new media communication and the affordances that modern technology can bring to DA. The course will combine explorations of theories, methods, and empirical research articles through discussions, hands-on activities, and a research project.

Of interest to:

Course number: ENGLISH 531

Course title: Topics in the Study of Literature

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

Course instructor: **Matthew W. Sivils**

Prerequisites:

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

Course description:

Emily Dickinson wrote, “Nature is a Haunted House—but Art—a House that tries to be haunted.” With this cultural linkage between the spectral and natural worlds in mind, we will explore a number of American ecoGothic texts to better understand the anxieties that haunt this influential facet of environmentally conscious literature. How do these tales portray environments that are not only realms of great beauty and enlightenment but that are also home to madness, violence, and the grotesque?

Readings will include formative ecoGothic fiction by the likes of Nathaniel Hawthorne, Edgar Allan Poe, Harriet Prescott Spofford, and Charlotte Perkins Gilman. We will also read works by contemporary novelists such as Stephen Graham Jones, LaTanya McQueen, and Silvia Moreno-Garcia. To better inform our discussion and writing about these texts, we will likewise examine the works of several literary and cultural theorists, including Eugenie Brinkema, Charles Crow, Simon Estok, Greta Gaard, Teresa Goddu, Tom Hillard, Toni Morrison, Eric Savoy, Eve Kosofsky Sedgwick, and others. Assignments will include critical response papers; discussion-leading sessions; and a well-researched, article-length seminar paper of a quality suitable for publication in a scholarly literary journal.

Nota bene: In this course we will study disturbing works of Gothic and horror fiction (including occasional clips from films of those genres). We will also study select works of high-level literary and cultural theory, which you will be expected to engage with in class discussions and incorporate meaningfully into assignments.

Of interest to:

This course is for graduate students interested in American fiction spanning the 19th- to 21st-centuries, as well as to those with an interest in the environmental humanities, posthumanism, animal studies, ecocriticism, affect theory, and other forms of literary theory and criticism. This course will also be of interest to those who wish to learn how to write literary criticism of publishable quality.

Course number: **ENGLISH 537**

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

Course topic:

Course instructor: Bethany Gray

Prerequisites:

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 will balance research and practice in technical editing and document design. We will analyze research that tests technical editing and design practice. We will study the process of document production, from information planning to usability testing. We will study levels of edit and differences among proofreading, copymarking, copyediting, and comprehensive editing, and we will practice conventions of copyediting and proofreading—both online and on paper copy. We will examine differences among style guides (e.g., *Chicago Manual of Style*), particularly differences in their advice about usage items (e.g., singular *they* and *male/female* for connector ends). We will work on editing (using Word’s advanced features) and design activities (using Adobe InDesign) that develop editorial and design judgment. Throughout the course, we will discuss ways to develop more accessible and translatable documents.

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 developing clear and usable documents will enjoy this class.

Course number: ENGLISH 545

Course title: Women’s Literature

Course topic:

Course instructor: Rochelle Zuck

Prerequisites:

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

Course description:

This course will focus on women and empire in the circum-Atlantic world of the eighteenth and nineteenth centuries. It will explore literary works from a variety of genres that consider constructions of race, gender and sexuality, class, nationhood and citizenship, and authorship that circulated in the contact zones created by colonial projects throughout the Atlantic world. Readings may include works by Mary Rowlandson, Phillis Wheatley, Jane Austen, Leonora Sansay, Mary Prince, Jane Johnston Schoolcraft, Charlotte Brontë, and Harriet Beecher Stowe. These readings will be informed by critical and theoretical works by Sadiya Hartman, Felicity Nussbaum, and more. Assignments will include reading response papers, an abstract and annotated bibliography, presentation, and a final scholarly research paper.

Of interest to:

This course is of interest to students with interests in eighteenth- and nineteenth-century literature, transatlanticism, gender and sexuality studies, and constructions of race, nationhood, and empire.

Course number: **ENGLISH 549**

Course title: **Multimedia and Interaction Design**

Course topic:

Course instructor: **Geoff Sauer**

Prerequisites:

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

Course description:

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

Of interest to:

Course number: **ENGLISH 554**

Course title: **Workshop - Fiction**

Course topic:

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

Prerequisites:

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 share their best work in small groups and full-class workshops and revise based on the feedback.

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:

Course instructor: Romeo Oriogun

Prerequisites:

English 556: 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 thinking of poetry, how it works, and how it interrogates truth and wonder. We will be doing this by reading and analyzing the works of poets whose concerns are the environment, wonder, language, history and its implications in our lives. In class, we will explore how these concerns may overlap and intersect. We will also approach the subject of craft, observation, influence in poetry, and witnessing using John Berger's *Camera Lucida* and Harold Bloom's *The Anxiety of Influence*. The central image of the graduate poetry workshop will be the circle. Every week, in large or small round-table workshops, we will discuss poems generated by members of the class. Throughout the semester, we will also take time to read, discuss and write critically about anthologized poems, poetic theory, and books of poetry by contemporary writers. In addition to submitting the weekly workshop poems, class members will often write a second poem that will be read and commented on by the instructor only, allowing writers in the class to generate and get additional feedback on work that might be risky, fresh, or experimental. The created poem arises out of the poet's consciousness, memory, and intellect, but parts of the poem are drawn from the converging environment through which the poet walks each day—a world that includes such things as newspaper headlines and the difficult stories they report; conversations participated in or overheard; the complex histories of place; agricultures and the foods and byproducts they produce; photographs of lost or forgotten ones; words heard in passing. In class, we will spend time thinking about the poem's generative environment (social, political, emotional, economic,

historical, ecological, geological, to name a few) in order to understand the forces that shape our aesthetics as writers.

Of interest to:

This course is also applicable to scriptwriters, creative nonfiction writers, and fiction writers interested in developing their understanding of the techniques of poetry. Permission of instructor is required for students outside the MFA program.

Course number: ENGLISH 557
Course title: Studies in Creative Writing
Course topic: Reading and Writing the Apocalypse
Course instructor: Charissa Menefee

Prerequisites:

Graduate classification. Open to graduate students outside MFA Program in Creative Writing & Environment with permission of instructor.

Course description:

Special topics course on ideas, issues, and techniques in creative writing. Subject matter may include specific genres, aspects of the creative writing process, or themes of particular interest. Significant readings and written work required; previous workshop experience helpful.

Topic: Reading and Writing the Apocalypse

Climate change, wars, pandemics, resource scarcity, natural or human-caused disasters: all intertwined social and environmental justice issues that could lead to apocalyptic scenarios. Many authors have imagined the worst and written about it—sometimes with despair, sometimes with hope. In this course, we'll study versions of the apocalypse in different genres, and write some of our own. Texts may include *Parable of the Sower*, *Station Eleven*, *The Great Derangement*, *The Unplugging*, *The Children*, *The World Without Us*, *Nausicca*, *The Last Man*, *Vesper*, *The Book of Eli*, *Don't Look Up*, and others.

Of interest to:

Course number: ENGLISH 559
Course title: Creative Writing Teaching Internship

Course topic:

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

Prerequisites:

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

Course description:

In this one-credit internship course, graduate students gain hands-on experience teaching creative writing. It is 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 MFA students an opportunity to teach creative writing.

While some MFA 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 exercises designed to help students generate original material in multiple genres. While the primary English 207/559 professor will lead the large-lecture classes on Tuesdays, English 559 interns will facilitate or co-facilitate workshops (consisting of 10-12 students) each Thursday afternoon and will serve as the primary contact for the students in these small groups, providing feedback on student 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 and cumulatively count as a full 3-course elective. The workload is contained and manageable and is meant to be easily added to MFA students' standard semester course load.

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:

The Environmental Field Experience requirement of the MFA Program in Creative Writing and Environment is in

tegral 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 587

Course title: Internship in Professional Communication

Course topic:

Course instructor: Gloria Betcher

Prerequisites:

Three graduate credits in professional communication, 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.

Of interest to:

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:

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 602A
Course title: Research Methods in Rhetoric and Professional Communication
Course topic: Qualitative
Course instructor: Tina Coffelt
Prerequisites:

None

Course description:

Theory and application of qualitative research for rhetoric and professional communication studies.

Of interest to:

The course begins by situating qualitative research within the larger academic community of inquiry, then drills down to the best practices of research design, data collection, data analysis, and reporting results. Ethical considerations are reviewed as they apply to qualitative methods. Specific research designs will include interviewing, focus groups, ethnography, case study, and grounded theory. Analytical procedures will include thematic analysis, grounded theory, and a host of other coding methods. Students will read from traditional methods textbooks to establish an understanding of the concepts, and discuss the application of concepts in academic research articles. Students should end the course with a group, conference presentation and an individual research proposal.

Course number: ENGLISH 611
Course title: Seminar in Rhetorical Theory
Course topic: Rhetoric of Space, Place and the Environment: Exploring Locations of Community, Identity, Connection and Transgression
Course instructor: Maggie LaWare
Prerequisites:

ENGL 547

Course description:

How do suburbs provide topoi for modern life, for the good life? How do we interpret native mounds in parks around the upper Midwest? How does Civil Rights tourism transform the way people interact with places and historical figures and memories? In what ways are places gendered? What do memorial sites reveal about the power of material rhetoric? Places have histories and evoke memories. What histories become visible and what are hidden?

In this graduate class we will look at the ways physical or material spaces and places as well as digital places provide symbols that shape identities, memory as well as meaningful engagement in community. We will also consider how we can reorient, redefine places to make them more inclusive. We will read articles and books grounded in rhetorical studies and the classical rhetorical cannon as well as books and articles by geographers, architects, anthropologists, planners and communication specialists. Books we will read include Dave Tell's *Remembering Emmett Till*, Greg Dickinson's *Suburban Dreams*; Tim Cresswell's *Place: A Short Introduction*; Blair, Dickinson and Ott, *Places of Public Memory: The Rhetoric of Museums and Memorials*; Andrews and LaWare, *Art and the Global City*; Sections from Anna Lowenhaupt Tsing's *The Mushroom at the End of the World*; Adrienne Rich's "A Woman-Centered University," as well as journal articles. We will be thinking about topoi (the commonplaces or resources for reasoning and argument) as both metaphorical and real. Further we will consider how we might create new symbols that both reflect the transformations of place in late capitalism and that might help us to reimagine community, foster racial reconciliation, and survive environmental degradation.

Assignments include a presentation on one of the readings, reflection papers/discussions, an article review, a research paper proposal and a final research paper.

Of interest to:

Course number: ENGL/LING 630 A
Course title: Seminar in Applied Linguistics
Course topic: Project-Based Learning
Course instructor: Gulbahar Beckett

Prerequisites:

Graduate standing.

Course description:

This course covers the origin and development of Project-Based Learning (PBL) and Project-Based Language Learning (PBL); philosophical, theoretical rationale and models of PBL; empirical research on technology-mediated PBL; and research-based frameworks for technology-mediated PBL pedagogy and assessment. Students expand their intellectual

capacity by engaging in readings actively and thoughtfully and by applying their knowledge in various weekly activities and other assignments such as a doctoral dissertation review and writing/developing philosophically and theoretically informed and empirically supported publishable PBL research articles, or projects, or portfolio exam papers that contribute to existing knowledge. Students will also benefit from international scholar guests to the course.

Of interest to:

Applied Linguistics and Technology; TESL; Education

Course number: ENGL/LING 630 B

Course title: Seminar in Applied Linguistics

Course topic: Accentedness, Intelligibility and Comprehensibility: The Role of Perception

Course instructor: John Levis

Prerequisites:

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

Course description:

This seminar will explore research on the role of perception in evaluations of accentedness, intelligibility and comprehensibility. Spoken perception research crosses the disciplinary boundaries of phonetics and phonology, second language pronunciation, speech sciences, engineering, computer science and psycholinguistics. Perception is affected by familiarity, competition from noise and other competing factors in the speech signal, background knowledge, the native language, the second or third language, the segmental system, word and phrase-level prosody and many other factors. In this seminar, we will give special emphasis to how research on L1 perception informs what we know of perception of L2 speech.

Of interest to:

This seminar is of interest to anyone who has an interest in spoken language research related to pronunciation, listening and speaking.