Course Offerings in the Department of English  
Summer-Fall 2013

Summer 2013

ENGL 200.02 Sherlock Holmes in Fiction and Film. C Term. Koster. MTWR 6-8 PM. A survey of the character's appearance in fiction and film over the last century, with an emphasis on characterization, gender and class issues, and the evolution of narrative genres. Students will engage in debates, write critiques of stories and episodes, and compose an original research paper.

ENGL 203: Major British Authors. “B” term. Hecimovich. English 203 covers significant and representative British literary works spanning from approximately the late eighth century to the early twentieth century. The goal of the course is to allow students to become familiar with significant British literary works and to place these works within their historical contexts, creating a deeper understanding of how literature both shapes and reflects culture and history. Students will engage in close readings of literary works, will become familiar with literary terms and types of literary criticism, and will learn how to read texts in light of their historical and cultural contexts. Along the way we will read a number of the "great works" in the British canon, including Shakespeare's Othello, Milton's Paradise Lost, Blake's Songs of Innocence and Experience, Keats's famous Odes, Bronte's Jane Eyre and Dickens's Great Expectations. Online class.

ENGL 328 Expressive Arts & Military Veterans. Maymester. Martin. MTWR 3:30-6:50. This class introduces students of any background during the first half of the semester to various expressive arts modalities through research and in-class workshops while reading an anthology of nonfiction and poetry by Iraqi Veterans. Non veteran students as well as those who are vets will engage in understanding how the expressive arts can help transform lives that have experienced the trauma of war. The second half of the session will emphasize service learning when students enrolled in the class will engage with veterans in the Rock Hill community with expressive arts activities. These experiences range from writing and to expressing truths through drawing, painting, and music. The class will culminate in a sharing of what participants have created in an informal showing.

ENGL 510.01 Reading the American Landscape. B Term. TR 6-8:10 PM. Richardson. Examination of a range of writers representing various "landscape perspectives" from throughout American literature, focusing largely on 19th and 20th century writers and using ecocriticism as a theoretical framework.

ENGL 510.02 Modern Adolescent Literature and Diversity. C Term. Internet Course. Prickett. Examination of "the darker elements" raised by contemporary adolescent literature, with particular focus on diversity issues and representation. Subject will be studied from literary critical, pedagogical, and rhetorical perspectives.
ENGL 200.02. The Butler Didn't Do It: Detective Fiction (3). Cothran
This course will look at two centuries worth of fictional thefts and murders, as well as a host of quirky, crazy, charming, and brilliant detectives. Specifically, we will be looking at texts by Wilkie Collins, Sir Arthur Conan Doyle, Agatha Christie, Patricia Cornwell, and others. The class will explore the evolution of the detective character as a unique literary type and also get a sense of the historical development of the crime novel. In addition to a paper based on a mystery novel (of your choice) read outside of class, students will be required to take essay tests, a final exam, and will write at least one formal, researched critical essay. Three credits of ENGL 200 may be applied to undergraduate degrees in English (LLAN & SCED).

ENGL 203.001. Major British Authors (3). Hecimovich. English 203 covers significant and representative British literary works spanning from approximately the late eighth century to the early twentieth century. The goal of the course is to allow students to become familiar with significant British literary works and to place these works within their historical contexts, creating a deeper understanding of how literature both shapes and reflects culture and history. Students will engage in close readings of literary works, will become familiar with literary terms and types of literary criticism, and will learn how to read texts in light of their historical and cultural contexts. Along the way we will read a number of the "great works" in the British canon, including Shakespeare's Othello, Milton's Paradise Lost, Blake's Songs of Innocence and Experience, Keats's famous Odes, Bronte's Jane Eyre and Dickens's Great Expectations. Online class.

ENGL 203.002. Major British Authors (3). Derochi. A study of major British writers: Chaucer, Shakespeare, Milton, and representative figures from the Neoclassical, Romantic, Victorian, Modern, and Postmodern eras. We will attempt to represent the major literary genres and to get a sense of both the historical development of British culture and some major critical approaches to the works under study.

ENGL 208.001. Foundations of World Literature (3). Naufftus. This course considers some of the most important literary works produced before 1615 A.D. in the Mediterranean world and East Asia. The most ancient texts we will examine are The Epic of Gilgamesh and the biblical book of Genesis. After these two, we will look at texts from Homeric and classical Greece, the Roman Empire, the European Middle Ages, and the European Renaissance. Outside Europe, we will read influential literary works from the Islamic world, China, and Japan. Historical and cultural contexts will be considered, as will historical innovations and continuities. There will be two tests, one final exam, one critical essay and one creative essay.
ENGL 211.01 Major American Authors (3). Richardson. Study of the major periods, literary forms, and issues that characterize American literature, with a consideration of representative major works and authors over the course of American literary history.

ENGL 291 001. Introduction to the English Major (3). Hiner. This course is designed to familiarize English majors with the methods, terminology, and critical approaches of the discipline. The course helps students to identify important differences between the three tracks within the major and to understand the student’s role in the advising process. The course explains interpretive strategies and contexts such as critical theory, periodicity, and historicity, and covers research strategies, documentation styles, and evaluation of databases and secondary sources. Emphasis is placed on interpreting and understanding written works in multiple genres using a variety of critical approaches. In addition, the course allows students to build a strong resume and to explore the many professional and academic options open to English majors, such as careers, graduate programs, scholarships, internships, clubs, organizations, awards, and peer tutoring opportunities. Students will construct a resume and will write two short (1 – 2 pp) analytical papers, two short (2 – 3 pp) literary analyses, one annotated bibliography, and one analytical/argument essay supported by research (6 pp). Other requirements include a cumulative final exam and one brief oral presentation.

ENGL 300.01. Approaches to Literature (3). Bickford. This writing intensive course required of all English majors and minors introduces students to the evolving study of literary criticism. The course covers critical approaches from the past and present as well as looks toward possible future developments in criticism. We begin with a study of formalism and then move to detailed examinations of the dominant critical schools of the twentieth century, including reader response, psychoanalysis, structuralism, feminism, new historicism, deconstruction, gender studies, and postcolonialism. Students choose a primary text on which to base their major written assignments – an annotated bibliography, a review of literature, a casebook, and a critical essay. Other requirements include short essays and a cumulative final. Textbooks support all aspects of the course and are a casebook made up of a primary work and five essays displaying varying critical approaches, an introduction to critical theory, the most current MLA handbook, and a handbook to literature. Note: Writing Intensive Course. Restricted to English majors and minors. Prerequisite: sophomore standing.

ENGL 305.01. Shakespeare (3). Fike. English 305 surveys eight plays representing the major trends in Shakespeare’s work (comedy, history, tragedy, and romance). Supplementary readings on Shakespeare's life and times will be assigned in The Bedford Companion to Shakespeare. The requirements include midterm and final examinations, a term project written in multiple stages, and class participation. Many theoretical approaches will be sampled, and you should feel free to construct an interdisciplinary research project, especially if you are not majoring in English.
ENGL 307/307H.01. The Arthurian Tradition (3). Koster. This course investigates the Arthurian tradition from its earliest historical roots in Celtic Britain through its major literary and artistic representations up to the present century. In addition to works of literature, we will be exploring the Arthurian tradition in art, music, film, politics, bad Japanese TV shows and even worse TNT adaptations, artifacts (not limited to the Holy Hand Grenade of Antioch), and other cultural media. Several in-class tests, two out-of-class papers, and a group oral presentation will be required. Opportunity for student research projects will abound. Non-literature majors are welcome. Counts in the Medieval Studies Minor.

ENGL321.01 Holocaust Literature. Jordan. This course will focus on the literature of the Holocaust, both fiction and non-fiction, and on the impact this literature has had on modern thinking. Additionally, students will expand their knowledge of the Holocaust itself as well as the history of anti-Semitism. In so doing, they will engage with texts that may be emotionally challenging, yet have enormous historical significance. Travel to Amsterdam, Berlin, and Munich in mid-December will be an integral part of the class. The trip will include the Anne Frank House, Dachau Concentration Camp, and other sites relevant to the subject matter of the class.

ENGL 323.01 The Nineteenth-Century American Novel (3). Richardson. This course will give you an opportunity to study several key canonical novels. We will consider these works not only for their individual stories, but also for what they reveal about the American literary tradition. Texts will include James Fenimore Cooper’s The Last of the Mohicans, Nathaniel Hawthorne’s The Scarlet Letter, Herman Melville’s Moby-Dick, Harriet Beecher Stowe’s Uncle Tom’s Cabin, Henry James’ The Portrait of a Lady, Mark Twain’s Adventures of Huckleberry Finn, Stephen Crane’s Maggie or The Red Badge of Courage, and Kate Chopin’s The Awakening. Students will complete three short papers, one long critical paper, a midterm, a cumulative final, and reading quizzes/discussion activities.

ENGL 328.01. Expressive Arts & Military Veterans. Martin. This class introduces students of any background during the first half of the semester to various expressive arts modalities through research and in-class workshops while reading an anthology of nonfiction and poetry by Iraqi Veterans. Non veteran students as well as those who are vets will engage in understanding how the expressive arts can help transform lives that have experienced the trauma of war. The second half of the session will emphasize service learning when students enrolled in the class will engage with veterans in the Rock Hill community with expressive arts activities. These experiences range from writing and to expressing truths through drawing, painting, and music. The class will culminate in a sharing of what participants have created in an informal showing.

ENGL 491.01 Departmental Seminar (0). Brownson. This course assesses student mastery of English coursework. Students complete several assessment measures--including content knowledge tests, an essay test, and the Senior Opinionaire. Although the tests are individually graded, students receive an S
or U for the course. The results are then summarized anonymously and used to improve instruction in the English Department. Prerequisite: Should be taken in the first semester of the senior year (after the student has completed 90 hours).

**ENGL 501.01 Modern British Poetry (3).** Brownson. In this course we will study poetry of England, Ireland, Scotland, and Wales from the 20th century, including--but not limited to--Thomas Hardy, G. M. Hopkins, W. B. Yeats, Dylan Thomas, D.H. Lawrence, T.S. Eliot, Robert Graves, W.H.Auden, Katherine Mansfield, Philip Larkin, Eavan Boland, Nuala Ni Dhomhnaill, and others. Since the focus of the course is the study of poetry, we will spend significant time analyzing poems, as well as exploring their context and significance. Many modern poets from England and the Celtic nations borrow from earlier poets both in form and style, while the subject matter may differ radically. Students will be expected to read carefully and write clearly. Over the course of the semester, students will write several one- to two-page critical response papers and one longer study (10-12 pages) that may derive from a shorter paper. We will have three tests and a comprehensive final exam. Graduate students will have one or two additional assignments, one of which will involve presenting new material in an oral report. Prerequisite: English 203 or graduate status.

**ENGL 502.01. Studies in Non-Western Literature (3).** Naufftus. This year the course will be a study of the modern fiction of the Middle East, a region which is constantly in the news but remains rather mysterious for most Americans. I define the region as stretching from Morocco in the west to Pakistan in the east, from Turkey in the north to Sudan in the South. It is a region that has produced two winners of the Nobel Prize for Literature (Naguib Mahfouz and Orhan Pamuk) and many other distinguished authors who have won other international prizes. Beyond being good writers they have one other trait in common: most American college graduates have never heard of most of them. We will read a few short stories and view several films, but most of our time will be spent with novels, beginning with Lawrence Durrell’s *Mountolive*, which deals with a Westerner who (like us) is trying to understand the Arabs. We then move on to a number of Arab novels (from Egypt, Sudan, Morocco, Lebanon, and Iraq) and others from non-Arab cultures: Israel, Turkey, Iran, and Pakistan. The author whose name may be most familiar to you is Salman Rushdie, whose novel *Shame* is a tragicomic history of Pakistan. We will have a midterm and a final, several short papers and one long one.

**ENGL 507.01 History and Development of Modern English (3).** Koster. This course is an introduction to the major changes in the English language from the Old English period to the present, and it operates like a language class; you’ll be talking about sounds, parts of speech, syntax, dictionaries, and similar materials. Primary emphasis will be on the kinds of changes that have taken place in our pronunciation, grammar, and word meanings, and how they have affected the language we speak today. Secondary emphasis will be on the historical causes of these changes, since this course satisfies the Historical Perspectives requirement (yes, you will have to learn names and dates). Students will participate in daily class discussions, write several papers, discuss LOLcats, complete three exams, and participate in group work and a book club. If circumstances permit, you may be handling real examples of writing as old as 2300 B.C.E., which may be interesting to some of you.
ENGL 530.01 Grammar in Theory and Practice (3). Jones. This course reviews traditional grammar with an emphasis on descriptive methodology (how our language functions) and introduces transformational and structuralist grammars. Students will be required to write a "problem" paper or prepare a lesson plan and take three exams. Primarily intended for students planning to teach.

ENGL 600.01. Materials and Methods of Research in English (3). Bird. This course introduces graduate students to how those in English studies pursue their discipline by outlining the how and what of the discipline as well as major approaches to the study of literature. Texts include a casebook, the MLA handbook, and an overview of literary theories. In addition, students will choose a primary text on which to base their major assignments: an annotated bibliography, a review of literature, a critical essay, and a conference paper, culminating in a class conference, with formal presentations.

ENGL 622.01 Milton in Context. Fike. A survey of 17th-century literature with emphasis on the major works of John Milton. Assignments include a term paper in stages and short presentations.

English Education

ENGE 391.01. Principles of Teaching English in Middle and Secondary Schools (3). Prickett. This methods class examines special problems encountered in the teaching of Language Arts. Activities range from role-playing to presenting videotaped micro lessons, and topics covered include dealing with students with exceptionalities, ESL matters, gender balance in the English curriculum, multiculturalism, learning styles, developing lesson and unit plans, exploring alternate assessment methods such as portfolios, and implementing technology in the classroom. Enrollment is limited to students admitted to the Teacher Education Program in English. Corequisites ENGE 392 and EDUC 390.

ENGE 392.01. Field Experience in Teaching English (1:0:8). Gerald. Students will spend 8 hours per week in the classroom under the supervision of a mentor teacher and a university supervisor in preparation for the final internship experience. Students will be able to apply principles of planning, instruction, management, assessment and professionalism in directed field-based situations in English language arts. Notes: A grade of S or U is recorded. Offered in fall. Prerequisites: Admission to Teacher Education Program. Co-requisites: ENGE 391 and EDUC 390.

ENGE 392.02. Field Experience in Teaching English (1:0:8). Prickett. Students will spend 8 hours per week in the classroom under the supervision of a mentor teacher and a university supervisor in preparation for the final internship experience. Students will be able to apply principles of planning, instruction, management, assessment and professionalism in directed field-based situations in English language arts. Notes: A grade of S or U is recorded. Offered in fall. Prerequisites: Admission to Teacher Education Program. Co-requisites: ENGE 391 and EDUC 390.

ENGE 591.01. Principles of Teaching English in Middle and Secondary Schools (3). Prickett. This methods class examines special problems encountered in the teaching of English Language Arts. Topics
and methodologies introduced, modeled, and discussed include dealing with students with exceptionalities, ESL matters, gender balance in the English curriculum, multiculturalism, learning styles, developing lesson and unit plans, exploring alternate assessment methods such as portfolios, and implementing technology in the classroom. These topics are presented in a variety of activities including role-playing, micro lessons, and so on. Enrollment is limited to graduate students admitted to the Teacher Education Program in English. Corequisite ENGE 592.

**ENGE 592.01. Field Experience In Teaching English (1:0:8).** Gerald. Students will spend 8 hours per week in the classroom under the supervision of a mentor teacher and a university supervisor in preparation for the final internship experience. Students will be able to apply principles of planning, instruction, management, assessment and professionalism in directed field-based situations in English language arts. Notes: A grade of S or U is recorded. Offered in fall. Enrollment is limited to graduate students admitted to the Teacher Education Program in English. Corequisite ENGE 591.

**ENGE 592.02. Field Experience In Teaching English (1:0:8).** Prickett. Students will spend 8 hours per week in the classroom under the supervision of a mentor teacher and a university supervisor in preparation for the final internship experience. Students will be able to apply principles of planning, instruction, management, assessment and professionalism in directed field-based situations in English language arts. Notes: A grade of S or U is recorded. Offered in fall. Enrollment is limited to graduate students admitted to the Teacher Education Program in English. Corequisite ENGE 591.

**Writing**

**WRIT 307.01. Fiction Writing (3).** Ely. This class is a workshop. Students will submit their work to the workshop and participate in workshop discussions. Students will write two stories and make extensive revisions. Students will learn to read like writers. Also students will read at least two books: a short story collection and one of the following: a biography, a collection of letters, or a book on the creative process, all with the aim in mind of examining their own creative process.

**WRIT 316.01. Poetry Writing (3).** Weeks. The focus of this course is on student poetry, which will be discussed and critiqued in a workshop format. In addition to working on class poems, students will read the work of contemporary published poets and will do oral reports on recent collections of poems. A public reading of poems written in the class will be given at the end of the semester. Grades will be based on a portfolio of poems (with revisions) as well as on workshop participation and oral reports.

**WRIT 350.01. Introduction to Composition Theory and Pedagogy (3).** Gerald. Students in this class will gain knowledge about their own writing process, about theories of composition and rhetoric, and about the teaching of composition in the schools. This is an intensive writing class, so students should be prepared to write on an almost daily basis as well as discuss the readings and participate in small group activities. Students will write in a variety of formats for a variety of purposes. Also there will be a
midterm, a final, and an oral presentation. The class is primarily discussion; there are also assignments specifically geared toward teaching writing (for example, lesson planning, writing assessment, ESOL field component). Note: This class is designed primarily for students who are considering teaching careers.

**WRIT 351.01. Advanced Non-Fiction Writing Workshop (3).** Smith. In this creative non-fiction course, students will write four essays aimed at different audiences as well as a final exam. We will read and discuss creative non-fiction essays from a variety of authors of different nationalities and from different literary periods, analyzing their rhetorical and stylistic strategies. Students will focus on improving their voices and writing styles.

**WRIT 500.01. The Theory and Practice of Tutoring Writers (3:3:1).** Smith. The main purpose of this class is to train students to tutor in our Writing Center; students will be expected to spend two hours a week in the Center as well as to attend class. Over the fifteen-week semester, students will observe tutorials, tutor with an assigned "mentor" tutor in the Writing Center, and then qualified students will tutor on their own. The students who enroll will gain knowledge about the writing process, composition and rhetorical theory, and writing center theory and practice. Students will be required to write three reflective papers, two more formal papers, and a final examination in this class. The class is primarily discussion; there are also assignments specifically geared toward tutoring (for example, role playing tutorials and assessing student writing). This course will count in the forthcoming M.A. concentration in Rhetoric and Composition. Prerequisites: Completion of CRTW 201, or permission of department chair, or graduate standing.

**WRIT 501.01. Writing for New Media (3).** Spring. A discussion of and hands-on workshop in writing for electronic publication, including the rhetorical, contextual, legal and ethical issues involved in creating such publications; the criteria for evaluating such publications; and the skills needed to create such publications. Students will create original materials for various kinds of media [not limited to web pages, blogs, videos, podcasts, and tweets] and participate individually and collectively in producing electronic publications and projects using industry-standard tools and work environments. This course meets the GNED technology requirement for ENGL majors and minors. Prerequisites: HMXP 102 and a previous WRIT course above 199 with a grade of C- or better, or graduate status.

**WRIT 507. Short Story Writing (3).** Ely. Students will write two stories of any length. The stories must go through a number of revisions. The workshop method will be used as beginnings of stories, revisions of stories, and completed stories are examined. Graduate students will write a report on a collection of stories. All students will write reports on stories. Prerequisite: HMXP 102 with a grade of C- or better and ENGL 307, or graduate status.