

SPRING 2018 ENGLISH DEPARTMENT COURSE DESCRIPTIONS

| Course | Professor | Requirements Fulfilled | Description |
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| EN 102/HEN 102 Shakespeare and Film MF 3:30pm | Martin | WCH, Stacked Honors | This course will be a study of four plays by Shakespeare and modern films based on these plays. We will explore the culture of Renaissance England and consider how the films negotiate with modern cultural expectations. Possible plays include <i>The Tempest</i> , <i>Much Ado About Nothing</i> , <i>Hamlet</i> , <i>Macbeth</i> , <i>Richard III</i> or <i>Coriolanus</i> . |
| 185 Introduction to Professional Writing TH 11:00am | Dolson | English major/minor | This course is designed to introduce students to a variety of research, writing, and editing tasks most common to professional writers. We will discuss guidelines, contexts, and good and bad models of writing in the worlds of journalism, webpage design, and writing for the media. Students will also have a chance to network in their field and practice writing in their discipline. The course will partner with both the Office of Marketing and Communications and Elizabethtown's Career Services. |
| 200 Major British Writers TH 2:00pm | Adams | English major/minor | Major British Writers is a survey of the literature of Britain from the Romantic period to the present day. The Romantic writers (1785-1830) will be William Blake, William Wordsworth, Percy Bysshe Shelley, and Mary Shelley. The Victorians (1830-1901) will be Thomas Carlyle and Charles Dickens. We will then focus on the twentieth-century break-up of the British empire and contemporary authors such as Rafey Habib, Salman Rushdie, and Hanif Kureishi, whose work explores complex multinational identities (Indian-British-American, British-Pakistani). Mary Shelley's <i>Frankenstein</i> will be the central text of the course, helping us to identify the monsters that fascinate and horrify each age—monsters such as dehumanizing technology, industrialism, imperialism, discrimination, and the violence found within. |
| 220 WCH British Literature: Renaissance-Woman & Man MF 9:30am | Martin | English major/minor; WGS minor WCH; GWR | This course explores the cultural heritage of the English Renaissance through the literature of the period. We will discuss widely different aspects of the time such as cosmology, political issues, sex roles, and aesthetics. We will also consider how Queen Elizabeth, William Shakespeare, Sir Walter Raleigh, John Donne, Andrew Marvell and other important figures shaped the Renaissance, and how the Renaissance contributed to the shaping of modern attitudes. |
| 230 WCH British Literature: British Romanticism, 1770-1835: The Nature of Revolution WF 12:30pm | Webster | English major/minor; WCH; GWR | This course examines seminal works of poetry and prose from the British Romantic period (c.1770/1789–1835). Works explored include representative examples of this dynamic era's most popular genres and forms, including lyric poems, magazines, ballad stanzas, and blank verse. Bound together by a broadly interpreted idea—"The Nature of Revolution"—the texts on this syllabus cover a wide range of subjects and themes, from social justice and revolution to Self-consciousness and the Sublime. |

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| 240 WCH Am Lit. Realism- Gender, Race & Money TH 11:00am | Rohrkemper | English major/minor; WGS minor; WCH; GWR | This course will examine the literature of the United States from about 1865 till 1914, from the end of the Civil War to the beginning of the First World War. We will consider this writing in the context of the social, cultural, and political history of one of the most tumultuous and formative periods of American history. We will read the work of such writers as Mark Twain, Emily Dickinson, Henry James, Stephen Crane, W.E.B. DuBois, and Kate Chopin. |
| 245 HUM Growing Up in America MW 2:00pm | Helb | English major/minor; HUM; GWR | America is an idea, an experiment, a dream, an idealized vision, and a nation. To grow up in America is to grow up in a vaguely interconnected, yet diverse culture defined by socio-economic, geographical, ethnic, religious, generational, and familial ties to realities, mythologies, moralities, and identities. Common grounds exist, but there is no normalcy. Families are structured differently, look differently, and act differently. Utilizing fictional novels, short stories, memoirs, film, and the cultural and commercial products of childhood and adolescence, this course will explore what it means to grow up in America. |
| 251 HUM Multicultural Lit MW 9:30am | Rohrkemper | English major/minor; WGS minor; HUM; GWR | This course will focus on the rich diversity of contemporary American culture and literature with a special emphasis on the experiences of recent immigrants. Sample text: Sandra Cisneros' <i>The House on Mango Street</i> |
| 281 Writing and Analyzing the Short Story MF 9:30am TH 12:30pm | Waters (MF) Fellinger (TH) | English major/minor; CE; GWR | Some say short fiction is dying – but is it dead? Most people don't read short stories unless they have to, or have the genre thrust upon them by another person. Still, short stories can be powerful, and convenient – they often pack a powerful punch, be it emotional, intellectual or psychological, and they're economic in the sense that a short story can (usually) be read in its entirety in one sitting. English 281 is an introduction to the analysis and creation of short stories, and the classic components of what a short story is. Students will exploit concepts of literary criticism in order to discuss and write about short fiction, and will exercise their understanding of the elements of fiction to generate a variety of topic papers, including (but not limited to) a research paper and one original, new short story. Through these various approaches, students will increase their comfort level in working with the genre. |
| 285 Business and Public Relations Writing WF 12:30pm | Moore | English major/minor | Students will learn the most common writing tasks in business and public relations: messaging strategies, newsletters, social media plans, and crisis management. We'll be working with clients to learn about writing briefs and creating materials for business needs. |

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| 286 Creative Non-Fiction MF 11:00am | Waters | English major/minor | Where does the word 'essay' come from? Loosely translated, it comes from the French phrase, 'j'essai' I try. In this class, that's just what we'll do...we'll make our own attempts at crafting that ultimate expression of ourselves, the personal essay, and tackle other sophisticated expressions of the form itself -- the investigative, persuasive and lyric essays. Additionally, we'll see if we can peel back the layers of some of the most (in)famous examples of essays, and see what makes them tick and tock. Throw in a few workshop dates in which we bang around our own writing, and you've got EN 286! |
| 301 English Grammar and Linguistics MW 8:00am | Biever-Grodzinski | English major, Secondary Education Concentration | This course is dedicated to the study of the English language system. Students enrolled in the course will gain new insight and understanding on the language and learn how to pass on their passion for the language to others. |
| 306 Seminar in Teaching Language and Composition TH 2:00pm | Kantz | English major, Secondary Education Concentration | This course is a seminar on how to teach writing and language to students in both secondary and post-secondary settings. As the best writing teachers are writers too, the course is also designed to help future teachers develop a more extensive writing craft. |
| 307 TESOL Methods and Assessments M 5:30-7:10pm | Krimmel | TESOL Certificate | This course will cover fundamental principles and theories of language instruction and acquisition to prepare students to work with English language learners in many contexts. Through a variety of exploratory activities, accompanied by an extensive reading and discussion of the research and practices related to language instruction, students will form a strong foundation to build a communicative teaching practice while learning how assessment can inform language instruction. The course provides opportunities for peer-teaching, TESOL class observation, and tutoring or teaching English to non-native speakers. <i>*Prerequisite(s):</i> Modern or Ancient Languages 112 or higher, EN201, and EN301. |
| 319 Bad Romance? TH 12:30pm | Adams | English Major/Minor-Genre/Themes; WGS minor | "Oh-oh-oh-oh-oh! Oh-oh-oh-oh-oh-oh! Caught in a bad romance" (Lady Gaga). So many bad romances, so little time. We will focus on relationships that start with love and passion and usually go very wrong. The likely literary texts and films (a number of them sexually explicit) include Euripides' <i>Medea</i> , Emily Bronte's <i>Wuthering Heights</i> (with Bunuel's film), Oscar Wilde's <i>The Picture of Dorian Gray</i> (with the film <i>Wilde</i>), James Baldwin's <i>Beale Street</i> , some of Angela Carter's fractured fairytales, and films such as <i>Body Heat</i> , <i>Women on the Verge of a Nervous Breakdown</i> (dir. Pedro Almodovar), <i>The Crying Game</i> (dir. Neil Jordan), and/or <i>Fire</i> (dir. Deepa Mehta). Some course materials will be of LGBTQ interest. Recommended prerequisite: GWR literature course. |

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| 420 Coleridge and the Wordsworths WF 2:00pm | Webster | English major/minor Authors | This course will explore some of the key works of poetry and prose composed by Samuel Taylor Coleridge and William Wordsworth between 1797 and 1800—their most fruitful collaborative period. During the course, we will consider the impact of the men’s lives, times, and relationship upon their respective works, and also the crucial role that Wordsworth’s sister, Dorothy Wordsworth, played in the production of those works. In turn, we will consider, too, the impact that Coleridge’s and the Wordsworths’ poetry and prose had upon subsequent authors' and artists' creative expressions. |
| IC 205: Disease and Disability: The Science and the Stories TH 9:30am | Dolson and Hagan | NPS, Creative Expression Core | This Interdisciplinary Colloquium seeks to give voice to the human condition of chronic disease and disability through the synergistic examination of narrative and science. Through study of both the literature and science of disability and chronic disease, students will establish a foundation of the biological origins of these specific medical conditions, and a sense of how those origins can contribute to our understanding and perception of those illnesses and disabilities. It is our hope that through reading, researching, and writing about disability, students will develop a sense of empathy for those living with an illness or disability. We seek to create a dialogue with students, establishing the connections between various chronic diseases and disability, the biological basis of these conditions, and the ability to incorporate this into original works of creative writing. |
| CW386 Word, Web, and Design TH 2:00pm | Moore | English major; Creative writing minor RBI | We read so much on the web, but it takes a special knack to become someone who writes for web readers. This class will instruct students in web writing and design strategies so that they can be flexible writers for their future job placements. Students will learn about print publishing, content management systems, and social media. The course is run as a lab, devoting time to guided skills work with the software (InDesign, Canva, WordPress). This course counts as the capstone course for the Creative Writing minor and the Professional Writing concentration, and an elective for the Graphic Design, Journalism and Interfaith Studies majors. NOTE: This course is for juniors and seniors. Students enrolled in this course are expected to have a portfolio of creative and professional writing and/or graphic design projects with which to work. RBI |
| LAT 112 Elementary Latin 2 MWF 2:00pm | Besse | Power of Language Core | This course is designed for students to continue their study of the Latin language and the history, philosophy, religion, literature, and sentiments expressed by it. Students will build on the knowledge learned in Latin 1 by exploring more advanced concepts in the structure and grammar of the language. Additionally, this course will provide students with an understanding of Roman history and culture in order to further their ability to make informed translations of Latin into English. Class sessions will include discussion of new grammatical concepts, reading practice, review of homework assignments, and discussion of cultural nuances. Because the course is designed to develop the ability to read Latin, quizzes and exams will emphasize translation from Latin into English. Some homework exercises, however, will ask students to translate English into Latin. After completing this course, students will have a good foundation for the reading and study of authentic texts by Latin authors. |