

SPRING 2027

English Course Descriptions

(except for ENG 1000, 1001, 1002, 1091, 1092)

ENG 2000-001 CRN 30793

Introduction to Creative Writing

MWF 2:00-2:50 PM

Instructor: McClelland

This course will introduce students to reading for craft and writing creatively across poetry, fiction, nonfiction and dramatic genres. Students will participate in workshops of their creative work and read writing in each genre

ENG 2706G-001 CRN 33034

Latin American and Latinx Literatures

TR 3:30–4:45 pm

Instructor: Martínez

This course is designed to be an introduction “to Latin American and Latinx literatures in their sociocultural and historical contexts, with emphasis on such writers as Anzaldúa, Borges, Cisneros, García Márquez, Machado, Mistral, Neruda, Paz.” In this course, we will consider the innovative strategies that Latin American and Latinx writers bring to the novel, short story, popular music, and cinema to address problems of existence, political strife, and nationhood—from the excitingly bizarre literary experiments of “magic realism” to the current re-invigoration of gritty social realism and crime/mystery fiction. This course counts towards the Latin American and Latinx Studies minor.

ENG 2760-600 CRN 34762

Introduction to Professional Writing

Online

Instructor: Binns

This course introduces the principles and practices of communication in professional settings. In this course, you will learn and then apply professional communication concepts. Specifically, by the end of the semester, you will be asked to demonstrate the following objectives:

1. Use effective communication strategies, including appropriate research techniques, to solve hypothetical and real-world problems (i.e., critical thinking and problem solving)
2. Adapt general professional writing principles (related to content, organization, and tone) to specific audiences, purposes, and contexts—including online and global contexts
3. Use revision and editing strategies to improve your own and others’ writing
4. Show basic principles of effective visual and document design
5. Share effective collaborative strategies to create a positive work environment
6. Demonstrate understanding of basic ethical and legal considerations related to professional communication
7. Demonstrate college- and professional-level writing produced through the process of prewriting, drafting, revising, editing, and proofreading (WC

ENG 2901-001

CRN 30240

Structure of English

TR 9:30–10:45 AM

Instructor: Smith

This course is an introduction to the grammar of English. It is designed to help you learn to describe and analyze the structure of sentences in English and, as such, focuses primarily on syntax. However, phonology (pronunciation), morphology (word forms), and semantics (meaning) will also come up from time to time. Although we will consider grammar from both traditional and modern perspectives, we will take a rhetorical rather than rules-based approach. In other words, we will treat grammar as a tool for reflecting on possible stylistic choices, not as a set of inflexible rules. Ideally, this course will heighten your understanding of the complexity of the English language and help you develop strategies for communicating clearly and effectively in speech and writing.

ENG 2901-002

CRN 30241

Structure of English

TR 12:30-1:45

Instructor: Smith

This course is an introduction to the grammar of English. It is designed to help you learn to describe and analyze the structure of sentences in English and, as such, focuses primarily on syntax. However, phonology (pronunciation), morphology (word forms), and semantics (meaning) will also come up from time to time. Although we will consider grammar from both traditional and modern perspectives, we will take a rhetorical rather than rules-based approach. In other words, we will treat grammar as a tool for reflecting on possible stylistic choices, not as a set of inflexible rules. Ideally, this course will heighten your understanding of the complexity of the English language and help you develop strategies for communicating clearly and effectively in speech and writing.

ENG 3000-001

CRN 34784

Multigenre Writing Workshop

TR 12:30–1:45

Instructor: Abel

Speculative literature asks "what if?" What if the past were different? What if the future holds something terrible—or wonderful? All four writing genres—dramatic writing, poetry, creative nonfiction, and fiction—use the speculative power of the imagination to build worlds. Through the lens of "speculative literature," this course will be devoted to reading in those four genres with students able to pursue writing and workshopping at an intermediate level in the genre or genres of their choice. This course believes that practicing in a variety of modes strengthens our work in all of them.

ENG 3001-600

CRN 31415

Advanced Composition

Online

Instructor: Binns

Advanced Composition centers on advanced applications of the principles of writing analyses and arguments. This course offers opportunities to explore a variety of research sources and genres of

writing. Attention will be given to analyzing writing situations, including contexts, purposes, assumed audiences, appropriate styles, and correctness. Active participation in online class activities is required. In addition to major writing projects, discussion assignments will include analytic reading responses. Students will also evaluate and provide feedback on one another's writing assignments. (WC)

ENG 3005-001 CRN 31416

Technical Communication

MWF 11:00-11:50 PM

Instructor: Fredrick

Technical Communication involves instruction and practice in creating documents used in professional settings. The focus of the course is on communicating complex information to specialized and non-specialized audiences. Students will complete case-based projects in multiple genres and media and at least one client-based project that students can add to their professional portfolios. The course will also address ethical communication, document design, intercultural/global communication, collaboration, accessibility, and document presentation.

ENG 3011-001 CRN 33057

Literary Editing and Publishing

TR 9:30-10:45 AM

Instructor: Abel

In this course, students will learn the ins and outs of producing a literary magazine by completing an issue of EIU's award-winning student-run magazine, *The Vehicle*. We will combine discussion of best practices in literary editing, print, and digital publishing, with nuts-and-bolts production of a full issue. Students will solicit and evaluate work, as well as produce, promote, and distribute the final product.

ENG 3064-001 CRN 34274

Intermediate Dramatic Writing

TR 11:00 AM – 12:15 PM

Instructor: Wixson

This course provides further opportunity to develop, diversify, and deepen the craft of the playwright. Exercises, applied techniques, and reading/discussion of contemporary scripts will work collaboratively to unveil the possibilities of stage storytelling. Like theatre itself, the course is as invested in *process* as it is in *product*.

ENG 3401-001 CRN 34787

Methods of Teaching Composition in the Middle and Secondary Schools

TR 12:30–1:45 PM

Instructor: Tacke

Approaches to the teaching of composition in middle and senior high schools. Requires completion of observation/interview clinical experience hours

ENG 3405-001 CRN 31143

Children's Literature

TR 2:00–3:15 PM

Instructor: Nance-Carroll

Children's literature, it's *Where the Wild Things Are*! This course examines classic and contemporary children's texts through a variety of critical lenses. Whether soaring through the skies with superheroes or watching Charlotte spin a web on the Zuckerman's farm, we will see how the texts work, who they are trying to reach, and what they are trying to teach.

ENG 3604A-001 CRN 34785

Special Topics in Literature and Language Before 1800

TR 9:30-10:45 AM

Instructor: Campbell

For many, it comes as a surprise to learn that over 200 women's works were in print in Italy by the end of the sixteenth century, that noble women in sixteenth-century France were avidly involved in literary society, and that Renaissance Englishwomen, especially those of the noble class, were being held up to their continental contemporaries with pride for their learning and literary production.

Specifically, we will look at the lives and texts of several women writers who participated in the literary society of their times, and we will examine their writing in tandem with texts by their often more-famous male contemporaries. To examine literary works by women and men who collectively take part in literary society—whether in private circles or in more public venues such as academies, courts, or the public stage—is to explore the products of writers who are assimilating their social/religious/political culture into their work, expressed in poetry, dialogue, drama, and romance.

An important area of study we will address is the discontinuity of received notions regarding Renaissance women, i.e., notions that women were to be silent, chaste, and obedient, and were to be objects of spiritual and artistic inspiration for men vs. the facts that women were actively and vocally participating in court, salon, and academic society, writing, publishing, and circulating in manuscript their works, acting as patrons, and searching for ways to represent women's experiences. We will take as our starting point that liminal late medieval figure, Christine de Pizan and the literary quarrel over the nature of women with which her work engaged, the so-called *querelle des femmes*, which would infuse literature for the next few centuries. We will move between Italy, France, and England in our considerations of texts and literary culture, but all of our texts will be in English.

ENG 3705-001 CRN 33947

American Multicultural Literatures

MWF 12:00-12:50 PM

Instructor: Worthington

A study of multicultural literatures of the Americas with emphasis on pluralism (ethnicity, race, language/dialect, religion, socio-economic status, gender, sexuality, ability, among others).

ENG 3902-001

CRN 34277

Second Language Acquisition and the Teaching of English

MWF 9:00-9:50 AM Instructor:

Caldwell

In this class, we will study theories of second language acquisition and strategies for working with English Language Learners, both in classrooms in the US and abroad. In addition to simply learning the course material, you will put that knowledge into practice. The course includes a service-learning requirement wherein you will volunteer for part of the semester as an ESL tutor. Tutoring sites will be made available on/near campus (no transportation required) and in public schools in Charleston. You do not need to be fluent in another language to take this course—you simply need to be willing to use your knowledge of English to benefit others in the community.

ENG 4275-001

CRN 30920

English Studies Internship

Instructor: Fredrick

Students must meet with the internship Coordinator (Dr. Fredrick) to arrange an internship placement before registering for ENG 4275.

A community-based experience featuring practical application of skills developed in the English curriculum, the Internship is open to any student who has taken ENG 2760 or ENG 3005. (Depending on career goals, the prerequisites can be waived.) To the extent possible, placement is matched to career goals with the expectation that students might approach graduation and the job search with writing/editing portfolios to show potential employers. Recent English interns have worked as writers or editors for nonprofit organizations, small businesses, corporations, libraries, local government offices.

English 4275 is a three-hour course offered on a credit/no credit basis. In addition to work created as part of the internship, students will engage in reflective writing about the internship and organizational culture. The coordinator and site-supervisors cooperate in evaluation. Students who have taken English 4275 previously may repeat it again as an elective; students who repeat the course will be placed at a different internship site.

ENG 4742-001

CRN 34788

Studies in Genre

MWF 1:00-1:50 PM

Instructor: Beebe

Playing With Perspective: Truth, Lies, and Storytelling

Stories don't always tell us the truth nor do they always give us all the information we need to figure out the whole story, the truth. This course explores the many ways writers play with perspective, including unreliable narrators, deception, missing information, nonlinear narration, and/or unexpected shifts in point of view. Through a selection of primarily young adult fiction, short stories, graphic narratives, and film (supplemented by works from outside the YA tradition), we will examine how storytellers shape what we know, what we believe, and what we sometimes get wrong. To aid our study, we will learn some of the basic concepts used in narrative theory to describe how narratives work. While enjoying an assortment of compelling stories, we will use these narrative concepts to better understand what makes

puzzling, ambiguous, and sometimes deliberately misleading stories so interesting to read. Course work will include informal responses, discussion, short writing assignments, and a final project.

Courses numbered 4750 through 4999

These classes are open to juniors, seniors, and graduate students. Graduate students are limited to 12 hours of coursework in this category.

ENG 4762-600 CRN 34779

Advanced Poetry Writing

Online

Instructor: Whittemore

Extensive practice in the writing and revising of poetry, with an emphasis on the development of the student's individual style.

ENG 4763-001 CRN 33082

Advanced Fiction Writing

TR 2:00-3:15 PM

Instructor: Whittemore

Short fiction is a vast and surprisingly varied genre, and in this course we will investigate and practice a number of different executions, considering issues of length, form, and genre conventions. We will read short stories and craft essays by contemporary masters of the form on our journey to crafting our own aesthetics and narrative voice. The course will involve a mix of generative writing, workshopping of work, and culminate in a chapbook of fiction.

ENG 4775-600 CRN 34780

Studies in Literature, Culture, Theory

Online

Instructor: Smith

Science Fictions, Literature and Culture

Dark Suvin defines Science Fiction (SF) as the literature par excellence of "cognitive estrangement". By disrupting normal frames of reference, Suvin argues, SF tends to complicate the distinction between self and other but also to open out the possibility of seeing contemporary reality from a fresh and unexpected angle. In this course, we will consider science fiction stories, novels, and films that raise questions about selfhood and identity in precisely these terms and that complicate the very notion of "genre" in the process. Topics for the course will be wide-ranging but will include identity and culture; media, technology, and popular culture; and science and the environment.

ENG 4776-600

CRN 33912

Research and Rhetoric in Professional Writing and Composition

Online

Instructor: Ryerson

How is new knowledge about writing, reading, and teaching developed? What questions do researchers ask about how writing and reading work in classrooms, in professional organizations, and in society in general? How do we choose the right methods to answer our questions? What makes interview, observation, or survey research effective? What ethical concerns should English researchers have? In this course, we will explore some of the core issues in qualitative research in writing studies and in the teaching of English. We'll cover a lot of the content that will prepare you to be a more critical consumer of English Studies or pedagogical research. We'll also take the opportunity for some hands-on research experience through small-scale research studies designed to address real problems/questions.

ENG 4801-600

CRN 34763

Integrating the English Language Arts in Middle and High Schools Online

Instructor: Binns

This course centers on connecting pedagogical theory and its practical applications for integrating the English language arts, including reading, writing, speaking, listening, critical thinking, and media analysis. Future teachers will have the opportunity to learn how to integrate a variety of methods grounded in theories in the teaching of English language arts, as well as strategies for teaching non-traditional texts from popular culture. Adapting written and oral communication to audience and situation; recognizing components of effective oral and written communication; and integrating technology and media into the language arts classroom will be key elements of this course. Course work will include pedagogical research, lesson plans, unit design, authentic assessments, and various presentations. Prerequisites include English 2901.

ENG 4903-600

CRN 32495

Young Adult Literature

Online

Instructor: Nance-Carroll

This course examines young adult literature through a variety of critical lenses. In our discussions, analytical papers, and research projects, we will explore the boundaries of young adult literature and the core issues that drive contemporary studies and discussions of these texts. The reading list focuses primarily on recent texts with special attention on those that explore the issues of identity, representation, and community. As the young adult characters grapple with the questions of who they are and how they fit into the world, we will consider how the authors construct adolescence, young adulthood, and adulthood.

ENG 4904-600

CRN 34789

Studies in Film

Online

Instructor: Martínez

English 4904 is in-depth study of major periods, genres, history, criticism and/or theory of film. Topics in the course may include the following: representations of family and youth culture, the problem of evil in society, crime and punishment, selfhood/identity, and technology. We will explore these thematic ideas (listed above) and pay special attention to how schools of film criticism and film genre theory affect our interpretation of cinematic meaning.

ENG 4906-600

CRN 34781

Issues in the Teaching of English

Online

Instructor: McClelland

Creative Writing Pedagogy

This is an advanced pedagogy course on various topics in the teaching of writing, literature and language. This semester's topic is the teaching of creative writing. The course may be taken twice for credit as long as it's taken with different topics; this semester's topic has not been offered for several years, so if you have taken ENG 4906 before, you are almost certainly eligible to take it this semester—but if you aren't sure, just check with Dr. Worthington.

Graduate Seminars

ENG 5009-600

CRN 34791

Studies in Nineteenth Century American Literature

Online

Instructor: Vietto

Early American Gothic

This course will examine short and long fiction, and some verse, by several practitioners of the Gothic in the United States. The three predictable names will be represented: Charles Brockden Brown, Edgar Allan Poe, Nathaniel Hawthorne. But we will also check in with Louisa May Alcott (yes, the author of *Little Women* also wrote Gothic fiction), as well as three essential African American voices: Charles Chesnutt, Hannah Crafts, Harriet Ann Jacobs. The works of these writers reveal how American writers adapted the Gothic tradition to perform cultural work essential to nineteenth-century U.S. society. They also offer touchstones for understanding contemporary expressions of the genre in writing and film. Seminar participants will be encouraged to pursue final projects that actively support their individual needs and goals as students of literature and writing.

ENG 5011-001

CRN 33948

Studies in Composition and Rhetoric

R 3:30-6:00pm

Instructor: Ryerson

This course will introduce students to the major conversations within the field of multilingual and second language writing. Multilingual writing studies has grown a great deal in the last twenty years, and our course will consider a small slice in exploring how we can design writing courses, centers, and programs that are accessible to multilingual writers. Some questions we might consider are who are multilingual writers? What are their needs and what resources might they bring to the writing classroom? How might our writing pedagogy attend to the needs of multilingual writers? What do inclusive writing programs and writing centers look like? How can we support all of our students in developing a perspective that is more globally oriented? We will begin by examining the history of the field of multilingual and second language writing, and its ties to mainstream composition and applied linguistics. We will then trace the history of key discussions in the field, mapping the connections (and tensions) between research on second language writing and the goals of writing programs and classrooms.

ENG 5011-600

CRN 31188

Studies in Composition and Rhetoric

Online

Instructor: Ryerson

This course will introduce students to the major conversations within the field of multilingual and second language writing. Multilingual writing studies has grown a great deal in the last twenty years, and our course will consider a small slice in exploring how we can design writing courses, centers, and programs that are accessible to multilingual writers. Some questions we might consider are who are multilingual writers? What are their needs and what resources might they bring to the writing classroom? How might our writing pedagogy attend to the needs of multilingual writers? What do inclusive writing programs and writing centers look like? How can we support all of our students in developing a perspective that is more globally oriented? We will begin by examining the history of the field of multilingual and second

language writing, and its ties to mainstream composition and applied linguistics. We will then trace the history of key discussions in the field, mapping the connections (and tensions) between research on second language writing and the goals of writing programs and classrooms.

ENG 5019-600 CRN 34782

Studies in Creative Writing

Online*

Instructor: Wixson

This seminar provides an opportunity to develop further a key component of a creative writer's practice: research. We will together analyze texts from five contemporary American writers working in four different genres (Rachel Kushner, Victor LaValle, Charlotte Pence, Sarah Ruhl, and Dana Spiotta) who together form a case study in the ways in which research animates and informs craft and infuses practice. When possible, we will read their writing alongside the source materials from which those pieces grew. We will also be attentive to the ways in which they re-purpose history as a space of imaginative transformation and community and how they enact (and sometimes even depict) research as an act of reclamation. As we read and discuss, each seminarian will develop and execute a research plan to obtain primary and secondary sources that will in turn animate, inform, and infuse a short creative project.

****This course meets during the first half of the semester, January 11-March 24, 2027.***

ENG 5021-600 CRN 33953

Responding to and Evaluating Student Writing

Online

Instructor: Fredrick

For most writing teachers, evaluating students' writing takes the majority of the time we spend on our courses and represents a significant amount of the one-on-one communication we have with our students. Despite the amount of time spent grading, teachers often don't take time to critically analyze their approaches to evaluation or to plan an effective method for handling a stack of papers. This course will examine evaluation broadly, from establishing evaluation criteria for assignments to giving feedback on drafts to assigning a final grade on the paper.

Throughout the course, we will examine a wide range of questions related to the evaluation of students' writing: How do our beliefs about teaching and what makes good writing affect how we evaluate students? What can research tell us about the types of feedback and grades that are most useful for students? How can we use different types of evaluation at different stages in the writing process? How can we prepare students and ourselves for the evaluation process through our assignment designs? What role should correctness play in the grades we give? How do we evaluate papers that take positions we disagree with? What roles do technologies such as LLMs, Turnitin, etc. play in the evaluation of student writing? What methods can we find for handling a stack of papers efficiently, while still providing quality feedback?

In addition to readings and discussions related to issues involved in evaluation, you will have the opportunity to evaluate sample pieces of student writing and to develop evaluation criteria and grading rubrics. As part of this course, you will also develop a position statement that describes your approach to

evaluation of student writing. At the end of the semester, you will research and write a paper on a topic related to evaluating students' writing.

ENG 5025-600

CRN 34281

Creative Writing Professional Development

Online

Instructor: Abel

There's more to being a writer than just sitting down in front of a blank page or screen. What does it mean to be a part of the creative writing professional community? How does one go about getting published anyway? How are literary publications run? How do I continue to learn, grow, and be part of a literary network once I've graduated from EIU? This course will help students chart a path as a literary citizen and learn how to put their work into the world.

ENG 5061A-600

CRN 34282

Special Topics in Literature and Literary Theory

Online*

Instructor: Beebe

This is an 8 week course

On the Road to Villa Diodati:

Mary Shelley and *Frankenstein* in Context

How did Mary Shelley come to write *Frankenstein*? In this 8-week seminar, we will take a close look at this question by placing the novel in the personal, literary, and historical contexts from which it emerged. Although *Frankenstein* has an extraordinary and enduring cultural legacy, its creation is also part of a complicated story of Mary Shelley herself. While our primary focus will be on reviewing the novel as we closely track Shelley's life, leading up to the famous summer of 1816 at Villa Diodati (and the creation of *Frankenstein*), we will also get acquainted with the lives and works of her famous parents, her husband (Percy Bysshe Shelley), and her wider circle of friends. In the latter part of the course, we will look beyond *Frankenstein* to Shelley's later life and writing, exploring her continued development as a writer and the remarkably rich intellectual and literary world she participated in. Students will develop a final project that draws on the materials and ideas of the seminar to present some aspect of Mary Shelley's life and the creation of *Frankenstein*. Projects may take the form of a written report, presentation, teaching resources, or creative/digital work. In these projects, students will also be encouraged to bring their own interests into the seminar through outside reading and research, film and adaptation, contemporary retellings, and other explorations of the continuing afterlife of *Frankenstein*.

****This course meets during the first half of the semester, January 11-March 4, 2027.***

ENG 5502-001

CRN 30248

Mentored Composition Teaching

R 3:30-6:00 PM

Instructor: Taylor

This course provides a foundation for the effective teaching of first-year composition and other writing classes. Building from theory and pedagogy covered in English 5007 and English 5500, we will immerse ourselves in the praxis of teaching writing at the college level. Students should be prepared to engage vigorously in discussion, analysis, reflection, and performance.

The seminar will address these topics and activities:

- Exploring various research strands related to the teaching of writing
- Designing writing assignments
- Crafting lesson plans
- Facilitating peer review and workshops
- Implementing strategies for effective conferences
- Responding to and evaluating writing
- Facilitating productive discussions and small group work
- Using in-class assessment practices
- Observing mentors teaching
- Teaching writing with feedback and guidance from mentors in a college classroom
- Reflecting on teaching experiences
- Establishing *ethos* as an instructor
- Building a course policy and syllabus
- Constructing a persuasive and visually appealing curriculum vitae
- Assembling a teaching portfolio—curriculum vitae, teaching philosophy, sample course policy, ENG 1001 course syllabus, sample assignments, and sample handout

ENG 5960-001 CRN 30989

Professional Writing Internship

By arrangement

Instructor: Fredrick

A community-based experience featuring practical application of skills developed in the English curriculum, to the extent possible, placement is matched to career goals with the expectation that students might approach graduation and the job search with writing/editing portfolios to show potential employers. Recent English interns have worked as writers or editors for nonprofit organizations, small businesses, corporations, libraries, local government offices.

English 5960 is a three-hour course offered on a credit/no credit basis. Internship work is part time (an average of 10 hours per week over a 15-week semester) and can be completed while enrolled in other courses and/or while holding a graduate assistantship. In addition to work created as part of the internship, students will engage in reflective writing about the internship and organizational culture. The coordinator and site-supervisors cooperate in evaluation.

Courses taught by English faculty outside the English Department this semester

HIC 2100

HIC 2190

FILM 2759