

FALL 2026

English Course Descriptions

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

ENG 1105-001 CRN 92264

English Major Forum

MW 12:00–12:50 PM* (First half of the semester)

Instructor: Caldwell

What makes English such a great major? And how can students be empowered to get the most of out their studies and time at EIU? These are the main questions we will be answering in English Forum this semester as this 1-credit hour course acquaints you with practical advice and important information about your home department at EIU. Whether you've known you wanted to be an English major for years or still aren't quite sure, this is the course for you!

*This course meets during the first half of the semester, from Aug. 24-Oct. 14, 2026.

ENG 2000-001 CRN 93045

Introduction to Creative Writing

TR 11:00 AM–12:15 PM

Instructor: Abel

Our course is divided into the two most important activities in learning to become a better writer: reading and writing. We will read in four genres—fiction, poetry, creative nonfiction, and dramatic writing—and then you will be asked to synthesize all that you have learned by writing your own creative and critical work. In addition to reading texts by published writers, you will also read your classmates' work through the workshop process, giving and getting feedback on your own creative pieces.

ENG 2205-001 CRN 93047

Introduction to Literary Studies

MWF 10:00 AM–10:50 AM

Instructor: Beebe

This course is designed for students beginning the English major as we consider together what it is that serious students of literature do, how we do what we do, and why we do literary studies at all. Regardless of your selected concentration, English majors share many things in common all of which are based around the study of language. We will explore problems of textuality, interpretation, research, and context. We will study language and stories in their historical and cultural contexts. Above all, we will study the “how” of texts—how they are constructed, how they work, and, most importantly, how they mean.

ENG 2504G-001 CRN 97990

Film and Literature

TR 2:00–4:00 PM

Instructor: Martínez

“An introduction to practical and theoretical relations between film and literature.” In this course, we will study a variety of film and literary approaches to and appropriations of real-life social and political incidents that had a profound impact on the body politic. We will encounter historical moments, novels, poetry, and films from around the world (specifically, for this course, in the U.S., Mexico, Chile, Colombia, Argentina, and Britain) in order to study how different practitioners of literature and film work to explore and make sense of human experience during times of personal or national difficulty.

ENG 2705G-600 CRN 99873

African American and Africana Literatures

Online

Instructor: Martinez

In this course, we will study literature by African-American writers, from the earliest known texts through the present day. We will read and discuss fiction, nonfiction, poetry, film, music, and to a lesser extent, drama. The literary and artistic qualities of these works as well as their historical, social, and political context will be our focus. We will study a wide range of authors, filmmakers, and some musicians (e.g., Douglass, Washington, DuBois, Hurston, Hughes, Wright, Baldwin, Lee, Baraka, Morrison, Adjei-Brenyah, Cliff, Ndegeocello, and Walker).

ENG 2760-001 CRN 91527

Introduction to Professional Writing

TR 12:30 PM –1:45 PM

Instructor: Fredrick

This course introduces students to the principles and practices of communication in professional settings. Students will complete case-based and/or client-based projects in multiple genres and media. The course will also address ethical communication, document design, intercultural/global communication, collaboration, basic copyediting, and oral presentation.

ENG 2901-001 CRN 91233

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 90333

Structure of English

TR 12:30–1:45 PM

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 2901-003 CRN 90334

Structure of English

MWF 1:00–1:50 PM

Instructor: Caldwell

In *Structure of the English Language*, we will closely examine the English language at the level of syntax—that is, how and why sentences are put together the way they are. In doing so, we will seek to better understand how English is constructed as a language. We will examine the so-called “rules” of grammar, but we will also think about why these rules exist, where they come from, what it means when we don’t follow these rules in either written or oral expression, and why we might not want to, anyway. This course should be of interest to anyone interested in language and should be particularly useful if you are planning for a career in teaching, a career that will require you to do writing of any kind, or editing.

ENG 3001-001 CRN 99489

Advanced Composition

TR 11:00 AM–12:15 PM

Instructor: Tacke

Exploring Educational and Community Justice

This course will build on and refine research and argumentation skills introduced in *Composition II*. Effective writers understand the importance of critical inquiry as a tool for entering academic conversations. As such, in this composition-based course we will begin with critical questions about ourselves, one another, and the society in which we live. Specifically, we will grapple with tensions and

contradictions at the heart of educational practice and theory. As Paolo Freire contends, there is no such thing as “neutral education”; rather, education functions to reinforce conformity or create pathways to freedom. While we will share a number of course readings to begin our inquiry process, your own interests will drive your research and writing. Possible topics and themes to explore include communitybased organizing and education, the role of standardized testing and standards in equitable education, disability and accessibility in the classroom, the school-to-prison pipeline, or race and restorative justice.

ENG 3008-001 CRN 93344

Digital Writing and Multimodal Texts

TR 2:00–3:15 PM

Instructor: Ryerson

Addresses digital writing and multimodal theory and production through the lens of one or more areas of English Studies. Course engages the history of digital and multimodal literacy.

ENG 3009G-001 CRN 99915 and

ENG 3099G-099 CRN 99532

Myth and Culture: American Mythmaking and the Stories that Shape Us

TR 3:30–4:45 PM

Instructor: Tacke

If we understand myths, in part, as the stories that help us to understand how societies are formed, knowledge is created, and norms are produced, then it is important to ask: What are some of the myths that have constructed America as we know and experience it today? Whose story is told? Who does the telling? Whose voices are silenced? In this course, we will explore the myths that have been woven into the fabric of our daily lives and how those myths relate to issues of identity, epistemology, language, beliefs, and other systems of privilege and oppression. We will read and interrogate a diverse arrange of texts, including novels like *Circe* by Madeline Miller and *Chain-Gang All-Stars* by Nana Kwame AdjeiBrenyah; long-form journalism projects like *The 1619 Project*; and other poems, short stories, art, and essays.

ENG 3063-001 CRN 93962

Intermediate Fiction Writing

MWF 11:00–11:50 AM

Instructor: McClelland

This course serves as an introduction to the creative aspects of fiction writing through studying the work of published authors and producing original work discussed in an open forum throughout the semester. For this course, we will read short stories intensely to determine how they “work,” covering issues of craft and technique. We will also read a variety of craft essays concerning the nuts and bolts of fiction writing. This course also focuses extensively on our own writing; students will complete exercises, workshop polished pieces, and participate regularly in entire class workshops, submitting drafts, revisions, and more polished works. This semester, we will be paying special attention to fiction written by refugees, immigrants, and people writing under oppressive regimes.

ENG 3405-001 CRN 95580

Children's Literature

TR 3:30–4:45 PM

Instructor: Nance-Carroll

A study of the rich variety of texts written for or primarily read by children, including picture books, chapter books, fairy tales, graphic novels, and more! The texts are explored through historical, cultural, pedagogical, critical, and theoretical perspectives.

ENG 3604B-001 CRN 99899

Special Topics in Literature and Language After 1800

MWF 9:00–9:50 AM Instructor:

Beebe

Mary Shelley and Her Monsters: The Invention of Frankenstein

Long before modern fantasy, zombies, and sci-fi filled our pages and screens, there was Frankenstein, where a teenage Mary Shelley imagined a creature that would redefine the modern monster. This course takes a deep dive into Mary Shelley's groundbreaking novel, looking closely at Shelley's famously dramatic life, her other writing, and writing of her literary circle. In the second part of the course, we will study Frankenstein's legacy across literature, film, and popular culture, tracing how Shelley's creature helped shape the imaginative worlds that modern audiences now associate with fantasy and speculative storytelling. By the end of the course, students will better understand why Frankenstein remains a foundational text for thinking about monsters, creators, and the enduring appeal of the fantastic. Students from all English concentrations (ELA, creative writing, and professional writing) will find the course directly relevant through its emphasis on close reading, narrative craft, and the cultural power of storytelling across genres.

ENG 3802-001 CRN 99878
and ENG 3892-099 CRN 99879 (Honors Section)

Shakespeare

TR 9:30–10:45 AM

Instructor: Campbell

This year we mark the 410th anniversary of Shakespeare's death (b. 1564-d. 1616), and as we move through the twenty-first century, interest in his works shows no sign of abating. So, the questions arise: Why are Shakespeare's works still among the most vibrant and exciting areas of English Renaissance literature to pursue? Why do they inspire global popular culture today more directly than just about any other work from the period? There are as many answers to these questions as there are readers, actors, directors, and audience members, but we might posit that at least part of Shakespeare's success in his own time and now is due to his ability to be a great synthesizer of the most popular trends in Renaissance literature, philosophy, and drama, while critiquing his own social and political contexts. This blend of provocative and entertaining early modern touchstones still resonates

with modern/contemporary audiences in a variety of cultures, and it intrigues scholars interested in better understanding both the early modern world and the English stage. This semester we will especially consider Shakespeare as a great recycler and synthesizer of his own culture and the past.

Note: for the Honors section of the course, assignments will differ from those for the regular section of the course.

ENG 4060-001 CRN 93965

English Studies Career Development

MW 12:00–12:50 PM* (First half of the semester) Instructor:

Fredrick

This course is designed to prepare English majors for post-graduation, including the job market and graduate school. In this course, you will research job openings and professional organizations, participate in discussions with professional guest speakers, analyze your own professional skills and abilities, read course materials related to career development, and make plans for future. As part of the class, you will create materials that will assist you in applying for jobs or graduate school.

*This course meets during the first half of the semester, from Aug. 24–Oct. 14, 2026.

ENG 4275-001 CRN 94048

Internship in Professional Writing

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 4300-001 CRN 97989
and ENG 4390-099 CRN 98675 (Honors section)

English Studies Capstone

MWF 2:00–2:50 PM

Instructor: Vietto

Research, Writing and Your Rights

In 2026, the United States celebrates the 250th anniversary of the Declaration of Independence: two and a half centuries since we began a long conversation, one of the most important conversations in world history, about the idea of universal human rights. Reading, writing, and access to information are key in these discussions and foundational to many other human rights. Today, despite living in an “information age,” we find these rights endangered and debated anew. In this course, we will use this theme to focus our collective reading and discussion as we explore the goals of this class: to review and assess the research skills you’ve developed so far as an English major; to consider how good research skills can be applied in wider public contexts; and to practice and refine your research and writing skills. Over the course of the semester, students will undertake, individually or in small groups, a self-designed research project and an accompanying public communication 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 4760-600 CRN 94049

Special Topics in Professional Writing: Proposal and Grant Writing

Online

Instructor: Binns

Focused study of professional writing, designed to enhance understanding of workplace writing and provide experience in producing it. This course may be repeated once for credit with change of topic.

ENG 4761-600 CRN 99911

Advanced Nonfiction Writing

Online

Instructor: McClelland

Advanced practice in the writing and revising of creative nonfiction, with an emphasis on the development of the student’s individual style. This course may be repeated once (that is, it may be taken twice for credit).

ENG 4764-600 CRN 99463

Advanced Dramatic Writing

Online

Instructor: Wixson

This course offers further opportunities to unlock the possibilities of stage storytelling, providing advanced creative practice combined with reading/discussion of contemporary American plays in order to continue to develop, diversify, sharpen, and deepen the craft of the playwright. Like theatre itself, the course is as invested in process as it is in product. This course may be repeated once (that is, it may be taken twice for credit).

ENG 4765-001 CRN 91238

Professional Editing

MWF 10:00–10:50 AM Instructor:

Spear

Advanced practice and theory in professional editing, beginning with proofreading and copyediting then advancing to comprehensive editing for style, organization, content, and design. Focus on working effectively with writers, publishers, and audiences. Discussion of the production process and the role of technology in editing and information design. Course will also address ethics and liability in editing, editing in global contexts, and editing for accessibility.

ENG 4903-001 CRN 96541

Young Adult Literature

TR 2:00–3:15 PM

Instructor: Nance-Carroll

Study of literature written for and about adolescents with emphasis on various genres, movements, themes, and major writers. From fiction to non-fiction, traditional novels to comics, the field of young adult literature has been expanding for the past few decades. In this course, we explore how literature for young adults has changed, where it is now, and what trends are emerging to match the changing interests and tastes of young adults today.

Graduate Seminars

ENG 5000-001 CRN 90361

Introduction to Methods and Issues in English Studies

M 3:30–6:00 PM

Instructor: Worthington

A required course for all MA students, this course provides a foundation for the MA in English, serving as an introduction to methods and issues of advanced-level research and scholarship in English Studies. In addition to short readings that profile the changing nature of English studies in the 21st century, we will

use Toni Morrison's *Beloved* (1987) as our core text, using it to identify and evaluate scholarly resources and using it as the basis for our discussions about how the many fields in English studies cohere and connect. Students will also gain practical experience in developing a professional research, creative, or applied project, while they study and practice some of the primary means of communication in the discipline of English Studies, such as conference proposals, statements of purpose and curriculum vita.

ENG 5000-600

CRN 95165

Introduction to Methods and Issues in English Studies

Online

Instructor: Worthington

A required course for all MA students, this course provides a foundation for the MA in English, serving as an introduction to methods and issues of advanced-level research and scholarship in English Studies. In addition to short readings that profile the changing nature of English studies in the 21st century, we will use Toni Morrison's *Beloved* (1987) as our core text, using it to identify and evaluate scholarly resources and using it as the basis for our discussions about how the many fields in English studies cohere and connect. Students will also gain practical experience in developing a professional research, creative, or applied project, while they study and practice some of the primary means of communication in the discipline of English Studies, such as conference proposals, statements of purpose and curriculum vita.

ENG 5004-600

CRN 99909

Studies in Restoration and 18th Century British Literature

Online

Instructor: Smith

Encompassing a wide range of cultural forms from illustrated street ballads to stage spectacle, Restoration and eighteenth-century visual culture is a rich counterpart to the literature of the period. Approaches to the long eighteenth century emphasizing visual culture largely grew out of cultural studies, a field of study that according to Paul Gilroy, "directed scholarly attention toward areas hardly taken seriously elsewhere as objects of sustained academic interest." Practitioners of cultural studies tend to break down the high and low art distinction, and to look at how individual texts emerge and circulate within larger historical networks of production and consumption. Our work in the course will follow this pattern, for instance, approaching Aphra Behn's *Oroonoko*; or, *The Royal Slave* alongside illustrated travel literature, John Gay's *The Beggar's Opera* alongside William Hogarth's paintings and engravings, and William Blake's *Songs of Innocence and of Experience* alongside illustrated broadside hymns, manuals, and subscription tickets related to the charity school movement. Our main learning objective in this course will be to develop an understanding of what visual culture means in the context of eighteenth-century British art and literature.

ENG 5005-600

CRN 99914

Studies in 19th Century British Literature

Online

Instructor: Beebe

“We Are Three Sisters”: The Brontë Myth and Its Afterlives

This graduate seminar centers on the enduring fascination with the Brontë sisters (Charlotte, Emily, and Anne) beginning with the historical moment Charlotte revealed to her publisher that “we are three sisters.” The course examines both the novels and the powerful mythos that has grown around the Brontës from the 19th century to the present day. In the first part of the seminar, we will read each sister in turn, situating *Jane Eyre*, *Wuthering Heights*, and *The Tenant of Wildfell Hall* within their historical and cultural contexts. The second part of the course turns to the making (and remaking) of the so-called Brontë myth. We will explore biography, adaptation, film, and popular culture to ask how the sisters have been repeatedly reimagined across time and media. What narrative patterns structure the “Brontë story”? Why do these novels continue to generate such powerful cultural afterlives? And how do contemporary adaptations reshape our understanding of the original works?

Students in all graduate concentrations are welcome. Coursework will support a range of approaches, including literary analysis, book history, adaptation studies, cultural history, pedagogy, and creative practice.

ENG 5007-001

CRN 91407

Composition Theory and Pedagogy

T 3:30–6:00 PM

Instructor: Taylor

This seminar focuses on theories and pedagogies of teaching college writing. Students will explore diverse composition pedagogies, be introduced to the various theoretical influences that have shaped the teaching of college writing, and learn about the history of Composition/Rhetoric as a discipline.

The official student learning objectives are the following:

- Demonstrate breadth and depth of knowledge about the history, theories, and movements within Rhetoric and Composition
- Analyze and synthesize diverse composition theories
- Demonstrate preparation to apply composition theories and pedagogies to one’s own teaching
- Demonstrate effective oral and written communication through leading discussions and formal presentations
- Demonstrate the ability to produce a research article that could lead to presentation or publication
- This seminar consists of in-class writing activities, discussions of assigned works, small writing assignments, formal and informal presentations, and two inquiry-based writing projects.

ENG 5007-600 CRN 95588

Composition Theory and Pedagogy

Online

Instructor: Binns

This online course focuses on theories and pedagogies related to teaching writing. Students will explore diverse composition pedagogies, discover various theoretical influences that have shaped the teaching of writing, and reflect upon their own teaching/potential teaching in relation to course materials.

The student learning objectives are as follows:

- Demonstrate breadth and depth of knowledge about history, theories, and movements within Rhetoric and Composition
- Analyze and synthesize diverse composition theories
- Demonstrate preparation to apply composition theories and pedagogies to one's own teaching
- Demonstrate effective written communication through discussions and peer feedback
- Demonstrate the ability to produce a research article about a chosen aspect of the course topic

ENG 5010-600 CRN 99877

Studies in 20th Century American Literature

Online

Instructor: Wixson

“Unlikely is a door ajar”: Witchcraft, Memory, and Ecology in Contemporary American Writing

This literature seminar explores contemporary multi-genre depictions of witchcraft to engage urgent American questions surrounding the intersections of storytelling, authority, identity, history, activism, environment, and community. Slow, close reading of River Solomon's *The Deep* (2019), adrienne maree brown's *Fables and Spells* (2022), Jen Silverman's *Witch* (2022), Victor LaValle's *Lone Women* (2023), and Karen Russell's ambitious epic *The Antidote* (2025) – in dialogue with secondary sources from various fields – will provide meaningful animation, direction, and provocation for our own independent and collaborative academic/creative writing endeavors.

ENG 5020A-600 CRN 99464

Graduate Workshop in Creative Writing: Fiction

Online

Instructor: McClelland

Why do we workshop? “Workshop” methodology – particularly for fiction – is evolving as a practice, as the traditional “Iowa” model has been updated or even abandoned. In this course, we will write and share our short fiction, and we will also read about and discuss how we want our work to be read by our peers. Taking ownership of the workshop process will help set students up for further study or informal writing groups or careers in the academy. This course will be online and asynchronous, which will allow

students to tailor their experience to their specific creative goals, which they will do in collaboration with the instructor.

ENG 5022-600 CRN 99147

Grammar/Linguistics and the Teaching of Writing

Online

Instructor: Fredrick

Official EIU Course Description: Graduate seminar that explores, analyzes, and synthesizes research about grammar/linguistics and the teaching of writing

My Personal Take

One of the most famous statements about grammar and writing instruction is Braddock, Lloyd-Jones, and Shoer's conclusion in *Research in Written Composition* (1963) that "the teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in composition, even harmful effect on the improvement in writing" (37-38). To some composition instructors, that statement acts as a threat to their belief systems. To other writing teachers, that conclusion validates their experiences. To yet other writing instructors, they are conflicted and confused.

What's a writing teacher to do?

In an attempt to answer that question, this graduate seminar will explore the research about grammar and the teaching of writing. We will discuss practical solutions for helping students learn and implement grammatical principles to improve their writing.

ENG 5061A-600 CRN 99193

Special Topics in Literature and Literary Theory

Online

Instructor: Ames

**From 9/11 to Covid-19 and Beyond:
Using Affect Theory to Study How Narratives Remediate Cultural Tragedies**

Situated at the 25th anniversary of the September 11th terrorist attacks, this course studies narratives of the past two-and-a-half decades to interrogate how cultural artifacts have been directly (or indirectly) influenced by the events surrounding this tragedy. During the first two-thirds of the course, students will analyze texts (fiction and non-fiction alike, literary works and popular media) that attempt to re-present the events of that day, as well as texts that remediate (intentionally or not) those very same events in other narrative spaces. These works from across genres will prompt discussion concerning how mediated format affects thematic development. Turning to more recent narratives, we will also attend to how we have arrived at the point where 9/11 has come to be used as a device for character backstory and narrative exposition and we will discuss how this differs (or does not) from how other historical traumas have been used similarly. The cultural trends of the early-to-mid 21st century will be studied through the lens of affect theory, with special attention paid to thriving genres (e.g. dystopia). Through various activities, students will interrogate a range of cultural constructs and narratives in order to determine

how texts may be read as manufacturing, manipulating, and/or working through post-9/11 issues. During the final third of the semester, students will apply the course study to more recent national events have been represented through fictional/media narratives (e.g. incidents of police brutality, conflict-fueled presidential elections, immigration enforcement, etc.). The course will close by attending to one of the most impactful natural tragedies of the past quarter-century: Covid-19. Students will analyze contemporary narratives featuring pandemic storylines, considering how they mediated and impacted cultural sentiments (or attempted to do so) while the epidemic was still ongoing. Students will be able to customize their study in this course to best fit their disciplinary needs, professional goals, and/or personal interests (e.g. novel choice/selection, an applied English Studies Project, etc.). Coursework will entail discussion board leadership, regular online participation, and analysis/research essays/projects/presentations.

ENG 5802-600 CRN 99462

Integrating the English Language Arts in the Middle and Secondary Classroom

Online

Instructor: Ames

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. Assignments include discussion board posts, short exploratory activities, lesson plans, unit plans, pedagogy research, teaching philosophy statements & professional reflections. Enrollment in this course is limited to candidates taking part in EIU's Accelerated MAT program. Candidates must successfully pass ENG 5800 prior to taking this course.

ENG 5960-001 CRN 94145

Professional Writing Internship

Instructor: Fredrick

Students must meet with the Internship Coordinator (Dr. Fredrick) to arrange an internship placement before registering for ENG 5960.

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.