



Undergraduate Course Descriptions

Fall 2021

Department of English
Northern Illinois University



Northern Illinois University

Requirements for English Subplans And English Minor

The information on this page is for students who will be new to NIU during the 2020-2021 academic year. If you are a **continuing student**, please see an English advisor for information regarding requirements.

English Studies in Literature, Language, and Film Track (39 hours)

- **Literary Study – Research and Criticism (3)**
 - 200
 - **Fundamentals of English Grammar (3)**
 - 207 (or GEE*)
 - **Analytical Writing (3)**
 - One of the following: 300, 304, 305 or 308
 - **Linguistics (3)**
 - One of the following: 261X, 318, 320, 321, 322, 432, 433, 434X
 - **Literature to 1660 (6)**
 - Two of the following: 337, 340, 405, 406, 407, 408, 409, 410, 420
 - **Literature 1660-1900 (6)**
 - Two of the following: 330, 331, 332, 338, 412, 413, 414, 470
 - **Literature Since 1900 (3)**
 - One of the following: 333, 334, 339, 363, 376, 377, 471, 475, 476
 - **Diverse Literature (3)**
 - One of the following: 335, 381, 382, 383, 474, 477
 - **Additional Courses (9)**
 - One additional English course at the 300-400 level in literature, linguistics or film (3).
 - Two additional English courses at the 300-400 level (6).
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English Studies in Secondary Teacher Licensure Track (39 hours)

- **Literary Study – Research and Criticism (3)**
 - 200
- **Fundamentals of English Grammar (3)**
 - 207
- **Advanced Essay Composition (3)**
 - 300C
- **Language in American Society (3)**
 - 322
- **Western Literature, Classical and Medieval (3)**
 - 337

- **Shakespeare (3)**
 - 407
 - **Literature 1660-1900 (3)**
 - One of the following: 330, 331, 332, 338, 412, 413, 414, 470
 - **Literature Since 1900 (3)**
 - One of the following: 333, 334, 339, 363, 376, 377, 471, 475, 476
 - **Diverse Literature (3)**
 - One of the following: 335, 381, 382, 383, 474, 477
 - **Methods (9)**
 - 404A, 479, 480A and co-requisite clinicals
 - **Education**
 - SESE 457, EPS 406, EPFE 400/410, LTRE 311, LTIC 420
 - **Additional Course (3)**
 - One additional English course at the 300-400 level.
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English Studies in Writing Track (39hours)

- **Literary Study – Research and Criticism (3)**
 - 200
 - **Fundamentals of English Grammar (3)**
 - 207 (or GEE*)
 - **Analytical Writing (3)**
 - One of the following: 300, 304, 305 or 308
 - **Writing (12)**
 - Four of the following: 300, 301, 302, 303, 304, 305, 308, 350, 398, 401, 402, 403, 424, 426, 493, 496
 - **Literature to 1660 (3)**
 - One of the following: 337, 340, 405, 406, 407, 408, 409, 410, 420
 - **Literature 1660-1900 (3)**
 - One of the following: 330, 331, 332, 338, 412, 413, 414, 470
 - **Literature Since 1900 (3)**
 - One of the following: 333, 334, 339, 363, 376, 377, 471, 475, 476
 - **Diverse Literature (3)**
 - One of the following: 335, 381, 382, 383, 474, 477
 - **Additional Courses (6)**
 - Two additional English courses at the 300-400 level (6).
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Minor in English (18 hours)

(Six or more semester hours in the minor must be taken at NIU.)

- **Literary Study: Research and Criticism (3)** ENGL 200
- **Fundamentals of English Grammar (3)** ENGL 207 *
- **Advanced Essay Composition (3)** ENGL 300
- **Three additional courses at the 300-400 level (9)**

* Students with a major or minor in English must demonstrate competence in the fundamentals of English grammar by successfully completing ENGL 207 or by passing an examination. Those who pass the grammar exemption exam will not receive 3 hours of academic credit; therefore, they must select some other English class (taken at NIU or elsewhere) to satisfy this requirement. Those who pass the examination should see an advisor to make the appropriate substitution.

Northern Illinois University

Department of English

Undergraduate Course Description Booklet

Fall 2021

This booklet contains descriptions of undergraduate (110 through 497) courses to be offered by the Department of English in the fall semester 2021. The arrangement is by course and section number. While every effort will be made to abide by the information given here, some last-minute changes may be unavoidable. Check the [MyNIU](#) website and the bulletin board outside of RH 214 for up-to-date information.

Registration

For fall 2021, registration for most English courses is not restricted to majors and minors. However, honors classes, directed study, internships, and educator licensure courses require permits from the Undergraduate Office. If you intend to register for 491 Honors Directed Study or ENGL 497 Directed Study, you must have a proposal form signed by the instructor and the Undergraduate Director before you will be given a permit. Proposal forms for departmental honors may be picked up in RH 214, and proposals should be approved before the start of the semester. Forms for university honors are available at the University Honors Program office, CL 110.

Grammar Competency Requirement

English majors and minors must demonstrate competence in the fundamentals of English grammar by passing an exemption examination, or by successfully completing ENGL 207 Fundamentals of English Grammar.

General Education Courses

- ENGL 110 - Literature and Popular Culture
- ENGL 350 - Writing Across the Curriculum
- ENGL 361 - Literature of Health Care

Honors Courses/Sections

- ENGL 383 - Gay and Lesbian Literature
- ENGL 475 - British Poetry since 1900
- ENGL 491 - Honors Directed Study

Undergraduate Schedule

Fall 2021

Course	Sect	Class #	Title	Day	Time	Faculty	Location
110	0Y01	3750	Literature and Popular Culture			Burris	Online
110	0Y02	3749	Literature and Popular Culture			Clayburn	Online
110	0Y03	8488	Literature and Popular Culture			Erickson	Online
200	0Y01	2414	Literature Study: Research & Criticism			Gorman	Online
200	0002	2415	Literature Study: Research & Criticism	TTh	2:00-3:15	Newman	RH 202
207	0Y01	2416	Fundamentals of English Grammar	MW	2:00-3:15	Aygen	Online
261X	0Y01	6338	Language, Mind and Thought	MW	2:00-3:15	Birner	Online
300A	0Y01	2420	Advanced Essay Composition-General			Hibbett	Online
300A	0002	8189	Advance Essay Composition-General	MW	2:00-3:15	De Rosa	RH 302
300C	00P1	Perm	Advanced Essay Composition-Teacher Licensure	TTh	9:30-10:45	Staff	RH 301
301	0001	3265	Writing Poetry I	TTh	3:30-4:45	Newman	RH 201
302	0001	3929	Writing Fiction I	M	6:00-8:40	Staff	RH 205
302	0Y02	6090	Writing Fiction I	Th	6:00-8:40	Staff	Online
303	0001	2421	Writing Creative Nonfiction I	TTh	2:00-3:15	Bonomo	RH 202
305	0001	8257	Principles of Writing Literary Criticism	MW	9:30-10:45	Ryan	RH 301
308	0001	5106	Technical Writing	MW	11:00-12:15	Staff	RH 302
308	0Y02	2422	Technical Writing			Crundwell	Online
321	0Y01	5724	Structure of Modern English			Birner	Online
331	0Y01	6004	American Literature: 1830-1860			Einboden	Online
334	0Y01	8258	American Literature: 1960-Present	MW	3:30-4:45	Gomez-Vega	Online

337	0Y01	8259	Western Literature: Classical and Medieval	TTh	9:30-10:45	T. Crowley	Online
350	0001	3930	Writing Across the Curriculum	MWF	10:00-10:50	Staff	RH 201
350	0002	2419	Writing Across the Curriculum	MWF	11:00-11:50	Staff	RH 202
350	0003	8679	Writing Across the Curriculum	TTh	2:00-3:15	Pennington	RH 302
361	0Y01	8489	Literature of Health Care	TTh	9:30-10:45	Bennett	Online
374	0Y01	6006	The American Short Story	MW	2:00-3:15	Gomez-Vega	Online
377	0001	8260	American Poetry since 1900	TTh	2:00-3:15	Van Wienen	RH 301
381C	0001	6007	African American Literature	MW	9:30-10:45	De Rosa	RH 302
383 383H	0Y01 0YH1	8261 8665	Gay and Lesbian Literature: Modern Global LGBTQ+ Drama	TTh	11:00-12:15	Bennett	Online
402	0001	8263	Writing Fiction II	Th	6:00-8:40	Staff	RH 205
404A	00P1	perm	Theory & Research in Written Composition (ELA)	TTh	2:00-3:15	McCann	RH 205
404B	PY01	perm	Theory & Research in Written Composition (Middle Level)	TTh	9:30 - 10:45	Peters	Online
407	0Y01	2424	Shakespeare	MW	2:00-3:15	L. Crowley	Online
412	0Y01	8264	Restoration & 18 th Century English Literature			Gorman	Online
413	0001	6009	The Romantic Period	MW	3:30-4:45	May	RH 201
420	0001	6010	Arthurian Literature	TTh	11:00-12:15	Clifton	RH 201
426	0Y01	8427	Digital Writing			Reyman	Online
475 475H	0001 00H1	8266 8666	British Poetry since 1900	TTh	9:30-10:45	Hibbett	RH 202
479/646	00P1	perm	Theory and Research in Literature for ELA	T	6:00-8:40	Kahn	RH 201
480A/648	00P1	perm	Methods & Materials in ELA- Secondary	TTh	3:30-4:45	Kahn	RH 202
480A/B	00P2 00P1	perm	Methods & Materials in ELA- Secondary	TTh	3:30-4:45	McCann	RH 301
482/645	PY01	perm	Clinical Experience	T	5:00-5:50	Staff	Online
482	PY02	perm	Clinical Experience	T	5:00-5:50	Staff	Online

485	00P1	perm	Student Teaching				
491	0HP1	perm	Honors Directed Study				
494	00P1	perm	Writing Center Practicum				
495	00P1	perm	Practicum in English				
496	00P1	perm	Internship in English				
497	00P1	perm	Directed Study				

NOTE: Classes that indicate a time and day(s) for meeting will meet synchronously. All others meet asynchronously.

110 – Literature and Popular Culture

Exploration of drama, fiction, film, graphic novels, poetry, and television adaptations to see how writers convince readers to enter the worlds and believe in the characters they create. Survey with selected authors.

Section	Day and Time	Location	Faculty
Section 0Y01	Asynchronous	Online	Burris

Description:

Immigrant Voices and the Journey to Find Belonging in America

Discover the complexity of America and its promise through the eyes of immigrants. Transcending race, ethnicity, gender, and socioeconomic status, this asynchronous course examines a wide spectrum of texts that demonstrate how new arrivals seek acceptance in America’s mainstream culture. Students will engage in online discussions and exercises, write essays, and create projects to understand what immigrants experience when making America their home.

Requirements:

- Three short essays
- Final research project
- Discussion board interactions as well as weekly free-write exercises to correspond with assignments
- Attendance of brief, TBA online class sessions is strongly encouraged.
- Participation is required through the completion of graded assignments and weekly Blackboard activities.
- Texts to be supplied via Blackboard

Section	Day and Time	Location	Faculty
Section 0Y02	Asynchronous	Online	Clayburn

Description:

Love, Sex, and Romance

The theme of this class is “Love, Sex, and Romance” and will explore some of the many ways love has appeared in creative works in English spanning more than 600 years. We will look at how ideas of love have changed over time (or have they?) and early traditions still influence the ways we talk about love today. We will explore

a variety of genres, such as novel/novella, poetry, feature-film, YouTube video, and more.

Requirements:

This asynchronous online class will generally consist of weekly readings/viewings, video lectures, and discussions on Blackboard. In addition to regular participation activities on Blackboard (students should probably plan on checking in at least twice a week), this class will require two short presentations and two short essays. Some required film viewings will necessitate digital rental through a streaming service such as Amazon or YouTube.

Text (Required):

- *The Wife of Bath’s Tale* (~1400)– Geoffrey Chaucer – PDF version on Blackboard
- *Carmilla* (1782) - Sheridan Le Fanu – Any version (free versions are available online)
- *Passing* (1929) – Nella Larsen – Any version (free versions are available online)
- *The Bromance Book Club* (2019) – Lyssa Kay Adams
- One additional novel (each student will select a different text from a list)
- Other short readings available on Blackboard

Section	Day and Time	Location	Faculty
Section 0Y03	Asynchronous	Online	Erickson

Description:

Vampires, Bodies, and the Modern Imagination

Since the middle of the nineteenth century vampire stories have periodically passed in and out of popularity, recently culminating in a pop culture vampire revival around the time of *Twilight*. This course will explore some of the most popular vampire literature since before *Dracula* all the way up to the present, looking at similarities and differences among stories across time, genre, and medium and considering the ways these stories represent dominant and marginalized identities.

Requirements:

- Online discussion participation
- Weekly reading responses
- 3 analysis essays

Texts (Required):

- Butler, Octavia. *Fledgling*. Grand Central Publishing, 2007. ISBN: 9780446696166
- Meyer, Stephenie. *Twilight*. Little, Brown & Co, 2005. ISBN: 9780316015844
- Other required readings to be supplied via Blackboard

200 – Literary Study: Research and Criticism

Introduction to methods and terms used in the study of literature from a broad range of historical periods. Emphasis on a variety of approaches to literary analysis; terminology used in the study of literary genres of poetry, prose, and drama. Intensive practice writing analytical essays on literature. Required of all majors and minors no later than the first semester of upper-division work in literature.

Section	Day and Time	Location	Faculty
Section 0Y01	Asynchronous	Online	Gorman

Description:

An introduction to the reading of literary works, with attention to the writing of college-level essays on literature. The course focuses on the elements of literature, and aims to acquaint students with critical terminology. Works to be studied come from various periods of British and American literature.

Course goals:

- familiarizing yourself with the conventions of academic writing about literature;
- gaining experience in reading and thinking about sophisticated literary works; and
- improving your writing.

Requirements:

Final exam (no midterm), weekly reading quizzes, four essays (3-5 pp.), plus discussion boards.

Texts:

William Harmon, ed., *The Classic Hundred Poems* (Columbia University Press); Henry James, *The Turns of the Screw and Other Stories* (Oxford World's Classics); William Shakespeare, *A Midsummer Night's Dream* (Norton Critical Edition); Virginia Woolf, *To the Lighthouse* (Vintage); a glossary of literary terminology TBA

Section	Day and Time	Location	Faculty
Section 0002	TTh 2:00-3:15 pm	RH 202	Newman

Description:

In this class we think, talk, and write about literature. Becoming an astute reader and thinker-about-lit requires the understanding of the techniques and approaches to literature, both intrinsic and extrinsic, as well a desire to consider the complexities of being human in the world. We're going to sample some fabulous literature, discover ways of entering the works, write significantly and clearly about some texts, and familiarize ourselves with terms to assist our understanding. Responsibilities include reading responses, midterm, final. Attendance is mandatory.

Requirements:

Regular class attendance and participation, thoughtful reading and critical/interpretive reading responses, exams.

Texts: TBA

207 – Fundamentals of English Grammar

Introduction to modern English pedagogical grammar. Traditional terminology and analytical tools used to describe the grammar and use of written Standard English.

Section	Day and Time	Location	Faculty
Sections 0Y01	MW 2:00-3:15 pm	Online	Aygen

Description:

An introduction to modern English grammar from a linguistic perspective. This course is designed to make the

student thoroughly familiar with the rules of writing prescriptively correct and stylistically effective English as well as with the terminology relevant for the grammatical structure of written English. We will use the analytic tools of modern descriptive linguistics in order both to critique and to make clear the sometimes inconsistent and vague rules of prescriptive grammar. Lectures will cover all relevant grammatical structures and identify discriminating use of grammar and language, such as sexist use of pronouns or racist use of passives. The student will gain a variety of analytic skills that will be of use in the production and discussion of not only expository prose but also literary prose and verse. Such analytical skills are also transferrable to any field of study and practice. The course aims to empower students in their academic and professional lives. A part of this course is dedicated to discussions on sociolinguistic implications of language use: the relationship between language at large as well as specific grammatical structures and racism, sexism, and other discriminatory social attitudes. Students participate in discussions on Discussion Board on blackboard on topics including but not limited to passive voice and racism/sexism, pronoun use and sexism, prescriptive grammar and racism, linguistic racism, accent and prejudice.

Although this is a synchronous online course, students who cannot attend synchronous class lectures can still take the course and succeed because class lectures are videorecorded to be viewed asynchronously for students who cannot attend synchronous classes, and weekly office hours, review sessions and individual appointments are offered to assist students.

Requirements:

Weekly assignments, quizzes, discussion board participation, and three exams.

Texts (required):

Aygen, G. 2019. *English Grammar: A Descriptive Linguistic Approach*. 3rd Edition with the APP. Kendall Hunt: Dubuque.

261X – Language, Mind and Thought

Crosslisted as ANTH 261X and ILAS 261. Functioning of the human mind from the perspectives of anthropology, computer science, linguistics, neuroscience, philosophy, and psychology. Interdisciplinary consideration of perception, language, reasoning, artificial intelligence, culture, and models of cognition.

Section	Day and Time	Location	Faculty
Section 0Y01	MW 2:00-3:15 pm	Online	Birner/Bennardo

Description:

This course introduces theories of cognition from the perspective of multiple disciplines, including linguistics, computer science, psychology, philosophy, and anthropology. We will discuss the structure and processes of the human brain, focusing on language as a central issue in cognition. We will consider language and cognition from the point of view of computer science and artificial intelligence, and ask to what extent human intelligence can be modeled on a machine. Students will acquire an appreciation for the different disciplinary approaches and how they complement each other. Mixed synchronous/asynchronous.

Requirements: Four exams

Text (Required): Jose Luis Bermudez, *Cognitive Science: An Introduction to the Science of the Mind* (required)

300A – Advanced Essay Composition: General

Writing expressive, persuasive, and informative essays and developing appropriate stylistic and organizational techniques. Open to majors, minors, and non-majors.

Section	Day and Time	Location	Faculty
Section 0Y01	Asynchronous	Online	Hibbett

Description:

This course is designed to help student writers edge closer to professional standards. Students will write and revise three formal essays, including a personal narrative, a review, and a formal research or current events analysis; complete exercises for improving style, clarity, and precision; become acquainted with the professional model for submitting and reviewing others' work; and read and discuss models of contemporary nonfiction prose. Participation will also be a significant part of the course grade.

Text (Required): The Contemporary Essay, 3rd edition, Ed. Donald Hall.

300A – Advanced Essay Composition: General

Writing expressive, persuasive, and informative essays and developing appropriate stylistic and organizational techniques. Open to majors, minors, and non-majors.

Section	Day and Time	Location	Faculty
Section 0002	MW 2:00-3:15 pm	RH 302	De Rosa

Description:

Advanced Essay Composition, an intensive writing course, will give you the opportunity to improve your writing skills. Please note that we will NOT do creative writing. Nor will this class focus on grammar (207 does that). Enrolling in this course means that desire to refine your skills to craft concise, precise, and elegant prose. The class utilizes small group workshop and whole class discussion during which you will critically and constructively comment on papers by professionals and peers. Prepare to give and receive constructive criticism, to listen with an open mind, and to use your best judgment.

Requirements:

You will meticulously plan, write, and revise five projects: from a resume to an academic argument.

Texts (Required):

Joseph Williams & Gregory Colomb, Style: Lessons in Clarity and Grace (10th edition); A Pocket Style Manual, Diana Hacker (most recent edition if possible)

300C – Advanced Essay Composition: Licensure in Teaching

Designed to advance the writing proficiencies especially important to students seeking licensure in either middle or high school English Language Arts. Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts.

Section	Day and Time	Location	Faculty
Section 00P1	TTh 9:30-10:45 am	RH 301	Staff

Description:

Advanced Composition 300C is designed to advance the writing proficiencies especially important to students seeking licensure in either middle or high school English Language Arts. Course objectives are aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts.

Requirements: TBA

Texts (Required): TBA

301 – Writing Poetry I

Beginning course in writing poetry.

Section	Day and Time	Location	Faculty
Section 0001	TTh 3:30-4:45 pm	RH 201	Newman

Description:

An introductory class in the craft and discipline of writing poetry, the workshop will focus on the study of poetry and, though intensive poetic practice, to work toward developing poetic voice. This is a writing course, not a course in light verse or children's verse, spoken/slam/performance, or song lyric. You'll read widely, studying and applying poetic techniques including image, metaphor, line, and stanza, and examine a number of traditions, including the sonnet, and the villanelle. You will read and respond to a number of books and essays, write poems, continually revise these outside of class toward the final project..

Requirements:

Response papers to weekly assignments in reading and writing, poetry drafts, regular attendance, thoughtful balanced critique participation, application of reading material to your own work and to other's works, revision, exams, portfolio.

Texts: Poems and books of poetry TBA

302 – Writing Fiction I

Beginning course in writing fiction.

Section	Day and Time	Location	Faculty
Section 0001	M 6:00-8:40 pm	RH 205	Staff

Description:

This class will introduce you to the theory and technique of fiction writing. Beginners are welcome, but all students must be willing to work diligently, to give and receive frank criticism in workshop, and to explore

serious literary fiction. You'll be discouraged from writing genre fiction and prohibited from writing fan fiction.

Requirements:

Weekly written creative exercises, readings, and written critiques of classmates' work, two short stories over the course of the semester, and a final portfolio. Workshops require attendance and participation by definition. Note: This is an electronic free class, no laptops or phones allowed during class time, and you will be required to print student work each week.

Texts: *The Art of Fiction* by John Gardner

Section	Day and Time	Location	Faculty
Section 0Y02	Asynchronous	Online	Staff

Description:

This class will introduce you to the theory and technique of fiction writing. Beginners are welcome, but all students must be willing to work diligently, to give and receive frank criticism in workshop, and to explore serious literary fiction.

Requirements: TBA

Texts (Required): TBA

303 – Writing Creative Nonfiction

Writing informal and formal nonfiction essays, emphasizing a literary approach to language and flexibility of form. Essay models include memoir, personal essay, nature essay, segmented essay, and travel essay, and may include biography and history.

Section	Day and Time	Location	Faculty
Section 0001	TTh 2:00-3:15 pm	RH 202	Bonomo

Description:

Introductory creative writing workshop in the essay. We'll read personal essays spanning centuries, discussing a first-person voice that combines autobiography, dramatizing, and reflection, and you'll draft your own essays. Crucial to your success in the course is a commitment to thorough and reflective reading, in-class exercises and drafting, revision, and active participation in a generous and serious workshop environment.

Requirements:

Regular class attendance; full preparation for workshops; three personal essays (approx. 15-20 pages total); regular reading responses; one critical/interpretive essay (approx. 5-7 pgs.) at end of semester

Texts: *The Art of the Personal Essay*, Phillip Lopate, ed., and various essays

305 – Principles of Writing Literary Criticism

Composing essays on literary works based on readings in literary theory. Applying literary theories, critical methods and modes, principles of evaluation, appreciation, and interpretation.

Section	Day and Time	Location	Faculty
Section 0001	MW 9:30-10:45 am	RH 301	Ryan

Description:

In this class, we will explore what professional literary scholars *really* do—and then produce some professional literary criticism of our own. We will engage with such areas, issues, and skills as research, reviewing scholarship, defining an original contribution, the revision process, and presentation. Together, we will establish an inclusive and supportive community of scholars.

Requirements:

The primary product of the semester will be a professional “conference paper”: the result of an extensive process of development, workshopping, and revision. We will also present our papers in the style of a professional academic conference at the end of the semester. Other requirements include attendance and participation in our twice-weekly class sessions and contributions to peer-review workshops.

Ideally, you will bring to the class a pre-existing critical paper on literature (or film) that you have written for another college-level English class, but this is not a prerequisite.

Required Texts:

Carson McCullers. *The Heart Is a Lonely Hunter*. 1940. Mariner, 2004.

(Hard copy preferred, but this novel will also be available for free as an e-book PDF).

Other texts will be available as electronic reserves on Blackboard.

For additional details, about the class, please e-mail Professor Ryan at tryan@niu.edu.

308 – Technical Writing

Principles and strategies for planning, writing, and revising technical documents common in government, business, and industry (e.g., manuals, proposals, procedures, newsletters, brochures, specifications, memoranda, and formal reports). Topics include analysis of audience and purpose, simplifying complex information, document design, and project management.

Section	Day and Time	Location	Faculty
Section 0001	MW 11:00-12:15	RH 302	Staff
Section 0Y02	Asynchronous	Online	Crundwell

Requirements: TBA

Text (Required): TBA

321 – Structure of Modern English

Survey of Modern English and contemporary linguistic methods of analyzing and describing its major structures and their functions.

Section	Day and Time	Location	Faculty
Section 0Y01	Asynchronous	Online	Birner

Description:

In this course, we will examine structure and meaning in Modern English using the tools and methodologies of linguistic analysis. We will cover phonetics, phonology, morphology, syntax, semantics and pragmatics, and will emphasize problem solving and analysis. The focus will be on understanding the structures and functions of language in general and English in particular.

Requirements: Three exams; occasional homework

Text (Required): *An Introduction to Language*, by Fromkin, Rodman, and Hyams (required)

331 – American Literature: 1830 - 1860

Literature of the American Romantic period, including such writers as Emerson, Hawthorne, Poe, Fuller, Stowe, Thoreau, and Melville.

Section	Day and Time	Location	Faculty
Section 0Y01	Asynchronous	Online	Einboden

Description:

ENGL 331 surveys the celebrated literatures of America's Romantic Age. Balancing between the idealist and the ominous, our course spans Romantic standards – from E.A. Poe to Walt Whitman – while also reading rich sources authored by Native American and West African writers, studying texts composed in Arabic as well as Algonquian languages. Reflecting on the linguistic and literary diversity of the early nation, ENGL 331 culminates with sustained treatment of America's 19th-century epic, Herman Melville's *Moby-Dick*.

Evaluation:

- i) *Reading Responses*: 20%
- ii) *Thesis Draft*: 10%
- iii) *Final Paper*: 35%
- iv) *Final Examination*: 35%

Texts:

All assigned texts for ENGL 331 will be provided to students via PDF handouts and/or online links posted to our course's Blackboard website.

334 – American Literature: 1960-Present

Includes such writers as Bellow, Rich, Morrison, Pynchon, Ashbery, and Kushner.

Section	Day and Time	Location	Faculty
Section 0Y01	MW 3:30-4:45 pm	Online	Gomez-Vega

Description:

This class will examine some of the most representative works from different periods of American literature since 1960. Poetry will be provided through PDF documents.

Requirements:

Two analytical essays (5-7 pages) typed using the MLA style (30% each)
10 Quizzes (40% of grade)

Texts:

Diana Abu-Jaber's *Arabian Jazz* (1993)
John Barth's *The Floating Opera* (1967)
Ana Castillo's *The Guardians* (2008)
Sandra Cisneros's *The House on Mango Street* (1984) (pdf)
Joan Didion's *Play It As It Lays* (1970)
Louise Erdrich's *Tracks* (1988)
Philip Kan Gotanda's *The Wash* (1991) (pdf)
Tony Kushner's *Angels in America: Perestroika* (1993)
Tony Kushner's *Angels in America: Millennium Approaches* (1992) *
Lucia Nevai's *Salvation* (2008)
Lynn Nottage's *Fabulation* (2005) (pdf)
Walker Percy's *The Moviegoer* (1961)
Tomás Rivera's . . . *And the Earth Did Not Devour Him* (1971) (pdf)
Anne Tyler's *Dinner at the Homesick Restaurant* (1982)
Kurt Vonnegut's *Slaughterhouse Five* (1969)
August Wilson's *Fences* (1983) * (pdf)

337 – Western Literature: Classical and Medieval

Intensive study of representative selections translated from the works of Greek, Roman, and other European writers, such as Homer, Sappho, Aeschylus, Sophocles, Plato, Virgil, Ovid, Dante, Tasso, Rabelais, and Cervantes.

Section	Day and Time	Location	Faculty
Section 0Y01	TTh 9:30-10:45 am	Online	T. Crowley

Description:

This course explores 2,000 years of European and Middle-Eastern literature in diverse forms: epic poetry, stage drama, lyric poetry, and prose narratives ranging from Judeo-Christian sacred Scripture to a Viking short story. Central themes spanning the selected works entail love, sex, erotic desire, friendship, honor, revenge, politics, and the nature of humanity in relation to the divine. Works from various languages and cultures will be studied in English translations.

Synchronous class discussion, weekly contribution to asynchronous research-discussion board, short analysis essay, research essay.

Required Text:

The Norton Anthology of Western Literature, 8th Edition, general editor Sarah Lawall, *Volume 1: The Ancient World through the Renaissance*, eds. William G. Thalmann, Lee Patterson, and Heather James (Norton, 2005). ISBN: 9780393925722.

350 – Writing Across the Curriculum

Practice in writing skills, conventions, organization, and structuring of prose forms appropriate to the humanities, social sciences, and sciences (e.g., proposals, lab reports, case studies, literature reviews, critiques). Open to majors and non-majors.

Section	Day and Time	Location	Faculty
Section 0001	MWF 10:00-10:50 am	RH 201	Staff
Section 0002	MWF 11:00-11:50 am	RH 202	Staff
Section 0003	TTh 2:00-3:15 pm	RH 302	Pennington

Description:

Writing Across the Curriculum familiarizes students with the forms and conventions of the academic disciplines, provides practical writing skills in these disciplines, and prepares students to become successful writers in their chosen fields and professions.

NIU Learning Outcomes addressed in this course

Analyze issues that interconnect human life and the natural world; Demonstrate critical, creative, and independent thought; Communicate clearly and effectively; Collaborate with others to achieve specific goals; Use and combine quantitative and qualitative reasoning; Synthesize knowledge and skills relevant to your major and apply them to an innovative outcome.

Text: TBA

361 – Literature of Health Care

Thematic exploration of disease, health care, and medicine in works from various literary periods and cultures. Survey of fiction, nonfiction, drama, and poetry by selected British, postcolonial, and American authors.

Section	Day and Time	Location	Faculty
Section 0Y01	TTh 9:30-10:45 am	Online	Bennett

Description:

In this course we will focus on imaginative literature about health care, disease, and medicine from a wide range of places, genres, and time periods. How do writers explore some of the many complex issues entailed in health care? What effects do social, cultural, and other contexts have on the depictions of those who practice medicine and those who are practiced on? We will look at short stories, poems, graphic novels, memoirs, and plays in this course, and consider some of the ways in which stories and storytelling are essential patients, family members, and health-care professionals.

Requirements:

Written assignments for the course include participation in an online weekly discussion board debate, two short papers, one longer paper, one team project, and a final exam. Our online synchronous class discussions will also be lively and engaging.

Texts: TBA

374 – The American Short Story

Shaping and development of the modern short story as a literary form by American writers, from the early 19th century to the present.

Section	Day and Time	Location	Faculty
Section 0Y01	MW 2:00-3:15 pm	Online	Gomez-Vega

Description:

Students in this class will study the American short story from its beginning to the present, although the emphasis is on contemporary stories.

Requirements:

Two analytical essays (5-7 pages) typed using the MLA style (30% each)
 10 Questionnaires (40% of grade)

Text: No text is required because the professor will send PDF copies of the short stories to be read this semester.

377 – American Poetry Since 1900

Selected works by representative American playwrights since 1900.

Section	Day and Time	Location	Faculty
Section 0001	TTh 2:00-3:15 pm	RH 301	Van Wienen

Description:

English 377 seeks to describe the range of American poetry written in the twentieth century and, now, the beginning of the twenty-first century. Such a project demands an understanding of Modernism and Postmodernism in American poetry. It also demands an engagement with trends that escape, or cut across, these categories: the persistence of the “genteel” tradition; the “New Negro” Renaissance; the Beats; and recent trends in multiculturalism. Throughout the course, close readings of individual poems will be counterpointed by explorations of the cultural, social, and political contexts of American poetry.

Requirements:

Class attendance and active participation in class discussion; regular journal writing; a group presentation; one shorter and one longer essay; midterm and final exams.

Possible Texts:

Cary Nelson, ed., *Anthology of Modern American Poetry* (1 volume, 2000 edition); Mark Van Wienen, ed., *Rendezvous with Death*; one additional collection of poetry published in 2000 or later.

381C – American Ethnic Literature

African American Literature. Historical survey of the fiction, drama, poetry, and prose of African American writers such as Wheatley, Douglass, Chesnutt, Cullen, Hughes, Baldwin, and Morrison.

Section	Day and Time	Location	Faculty
Section 0001	MW 9:30-10:45 am	RH 302	De Rosa

Description:

- English 381c will survey African American literature and film from its beginnings to the contemporary moment. Students will develop analytical reading and thinking skills, trace the themes, recognize the range of writing by African American authors, and explore how historical moments impact authors. Students will read poetry, short stories, novels, a play, and film (where appropriate). The class will meet face-to-face and will consist primarily of small and large class discussion and activities.

Requirements:

- Students will take on-line quizzes on the reading materials before class, annotate shorter texts in Hypothes.is, complete unit exams, and write 2-3 analytical papers. Effort, regular attendance, and constructive participation will be key to success.

Text(s): required or optional

- Tentative novels & play: *Their Eyes Were Watching God*; *The Hate You Give*; *The Piano Lesson*, and *A Lesson before Dying*.
- All other texts will be available on Blackboard as Word or PDF documents.

383/383H – Gay and Lesbian Literature: Modern Global LGBTQ+ Drama

Historical survey of lesbian and gay fiction, drama, poetry, and prose by American and British writers such as Shakespeare, Behn, Whitman, Hall, Forster, Ortiz-Taylor, Kushner, Leavitt, and Winterson.

Section	Day and Time	Location	Faculty
Section 0Y01/0YH1	TTh 11:00-12:15	Online	Bennett

Description:**Modern Global LGBTQ+ Drama**

In this course we will focus on plays written by, and about, members of the LGBTQ+ community from around the world. What stories do they tell about what it means to be human in these rapidly-changing times? What purposes does the genre of “drama” serve? We will explore a wide range of dramatic works from a broad range of geographical, social, and cultural contexts to unpack some of the questions and issues that playwrights engage with in both writing and performance.

Requirements:

Written assignments for the course include participation in an online weekly discussion board debate, two short papers, one longer paper, one team project, and a final exam. Our online synchronous class discussions will also be lively and engaging. Honors students will replace their longer paper with an interest-specific project.

Texts: TBA

402 – Writing Fiction II

Advanced course in writing fiction. Prerequisites & Notes: PRQ: ENGL 302.

Section	Day and Time	Location	Faculty
Section 0Y01	Th 6:00-8:40 pm	RH 205	Staff

Requirements: TBA

Text (Required): TBA

404A– Theory and Research in Written Composition for English Language Arts

A. English Language Arts. Theory and research applied to principled practices in teaching and evaluating composition in English Language Arts with emphasis on meeting Common Core Standards for writing in the multicultural classroom. Aligned with the Illinois Professional Teaching Standards and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites and Notes:** PRQ: ENGL 300C or consent of department. CRQ: ILAS 201.

Section	Day and Time	Location	Faculty
Section 00P1	TTh 2:00-3:15 pm	RH 205	McCann

Description:

Participants in the class will examine theory, research, and practice in the teaching of writing for students in middle schools and high schools. Participants will evaluate a variety of approaches to teaching writing with diverse student populations and in a variety of classroom settings. Students will create, co-create, and evaluate lessons for teaching various kinds of writing. Participants will study ways to connect literature and writing, help students learn how to interpret and write about literature, and how to use technology to help students think, read, and write.

Requirements:

The course requires regular attendance, the completion of assigned readings, and preparation for active participation in class discussions and demonstrations. The series of short papers require responses to the readings and case studies and the synthesis of thought about the instructional issues explored in class. Each class participant will prepare instructional plans that will support clinical experiences.

Texts:

Smagorinsky, P. Johannessen, L. Kahn, E. & McCann, T.M. *The Dynamics of Writing Instruction*. Portsmouth, NH: Heinemann, 2010.

404B – Theory and Research in Written Composition for English Language Arts

B. Middle Level Content Areas. Theory and research applied to principled practices in teaching and evaluating composition in middle school content areas other than English Language Arts, with emphasis on meeting Common Core Standards for writing in the multicultural classroom. Aligned with the Illinois Professional Teaching Standards

Section	Day and Time	Location	Faculty
Section PY01	TTh 9:30 – 10:45	Online	Peters

Description:

Theory and research applied to principled practices in teaching and evaluating composition in Middle School content areas of math, science, and social studies, emphasizing meeting the Common Core Standards for writing in the multicultural classroom. Aligned with the Illinois Professional Teaching Standards and the Teacher Performance Assessment (edTPA). Workshop format includes video-recorded co-facilitations and demonstration lessons.

Requirements:

- Maintain regular attendance (2 weeks of missed classes and coursework risks failure of course)
- Participate in daily impromptu writing in class and short assignments out of class, e.g., reading notes (15%)
- Plan and present co-facilitations that demonstrate writing activities in class—including a final mini-lesson (15%)
- Outline and design plans for a 2-week syllabus (25%)
- Design a digital writing assignment & mentor text in your subject area (10%)
- Outline and design plans for a 1-week syllabus for edTPA evaluation (20%)
- Observe lessons, conduct an interview, plan, present, collect, and assess a class writing activity at the school where you're doing your clinical (15%)
- Develop a Teaching Licensure Portfolio, selecting required and/or appropriate items from materials generated for class (portfolio submitted through Blackboard at the end of semester; required to pass)

Texts (also on reserve at Founders Library):**Required for everyone:**

- Angela Peery. *Writing Matters in Every Classroom*, Houghton-Mifflin Harcourt, ISBN-13: 978-1933196794
- Kristen Turner & Troy Hicks, *Argument in the Real World: Teaching Adolescents to Read and Write Digital Texts*. Heinemann. ISBN: 978-0-325-08675-0
- Selected articles & online sources

Required for your content area (choose 1 textbook):

- Jo Boaler, *Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages, and Innovative Teaching*. Jossey-Bass, ISBN:978-0-470-89452-1
- Brian Hand, Lori-Norton-Meier, Jay Staker, and Jody Bintz. *Negotiating Science: The Critical Role of Argument in Student Inquiry*, Heinemann, ISBN: 978-0-325-02607-7

Thomas McCann, Rebecca D'Angelo, Nancy Galas, and Mary Greska. *Literacy and History in Action: Immersive Approaches to Disciplinary Thinking, Grade3s 5-12*, Teachers College Press, ISBN: 978-08077-5734-5

407 – Shakespeare

Representative comedies, tragedies, and historical plays. Attention given to Shakespeare's growth as a literary artist and to the factors which contributed to that development; his work evaluated in terms of its significance for modern times.

Section	Day and Time	Location	Faculty
Section 0Y01	MW 2:00-3:15 pm	Online	L. Crowley

Description:

This online synchronous course will explore a number of Shakespeare’s plays within their historical contexts, as we also consider their continued impact on modern society. Our study will include clips from film versions and adaptations of his plays. We will attend to influences on his writing, including theatrical, political, and religious factors in Shakespeare’s England, as well as the significance of the hot new technology of his day: the printing press.

Requirements:

Two essays, a group project, some homework assignments, and class participation.

Optional Textbook:

William Shakespeare, *The Complete Works* [*The Complete Pelican Shakespeare*], general editors Stephen Orgel and A. R. Braunmuller (London: Penguin, 2002). ISBN: 978-0141000589.

(If you’d prefer, instead of purchasing a printed anthology of all of Shakespeare’s plays, you can purchase printed or eBook editions with scholarly notes of the specific plays that we cover, as we will discuss in class.)

412 – Restoration and 18th Century English Literature

Later 17th and 18th century literature, including selections from such representative writers as Dryden, Swift, Pope, and Johnson.

Section	Day and Time	Location	Faculty
Section 0Y01	Asynchronous	Online	Gorman

Description:

The period covered by this course is a long one: from 1660 to 1789. Rather than trying to survey everything superficially, we will focus on a few key works and authors, representing poetry, drama, fiction and other genres during the period. Literary language and literary conventions will be our primary concern.

Course goals:

- acquiring some familiarity with a main period of British literature; and
- improving your writing.

Requirements:

Final exam (no midterm), weekly reading quizzes, four or five essays (3-5 pp.).

Texts:

Daniel Defoe, *Robinson Crusoe* (Penguin); Henry Fielding, *Tom Jones* (Oxford World’s Classics); David Hume, *Selected Essays* (Oxford World’s Classics); Alexander Pope, *Selected Poetry* (Oxford World’s Classics); Clara Reeve, *The Old English Baron* (Oxford World’s Classics); *Restoration and Eighteenth-Century Comedy*, ed. Scott McMillin (Norton Critical Edition); Jonathan Swift, *Gulliver’s Travels* (Broadview)

413 – The Romantic Period

Earlier 19th-century English literature, including selections from such representative authors as Blake, Wollstonecraft, Wordsworth, Austen, Byron, the Shelleys, and Keats.

Section	Day and Time	Location	Faculty
Section 0001	MW 3:30-4:45 pm	RH 201	May

Description:

We will study the so-called “Romantic period” in British literature, 1780-1830, with the requisite emphasis on the poetry and prose of Blake, Wordsworth, Wollstonecraft, Coleridge, Keats, the Shelleys, Smith, and Byron. Though we will read two novels, beware! Unquestionably, this is chiefly a poetry course. Our aims will be to acquire a fairly comprehensive and sympathetic working knowledge of the era’s defining claims and concerns as well as to explore some of the critical, in the lay sense of the term “critical” (less sympathetic and more unfavorable), attitudes towards them that have emerged in recent years. Those chief Romantic claims and concerns include, among others, the following:

- the unacknowledged but crucial role of the poet in society;
- the vital, moral, ethical, etc., significance of poetry and art;
- the nature of aesthetic experience (most especially the beautiful and the sublime);
- the relative virtues of the imaginative, the fanciful, and the rational;
- the nature of the natural, itself;
- the cult of the child;
- the worth of the individual life;
- the beauty and worth of the common and the humble (man, woman, “idiot boy,” animal, bird, thorn tree, fly, “clod and pebble”);
- the limitations of Christianity;
- the triumph of life (Shelley).

In addition to a good deal of reading, you will also do a fair amount of writing, both informal and formal; the more formal assignments I will read carefully and comment upon pointedly. Thus an ancillary aim of the course will be to provide you with opportunities to build what the rhetorician Steven Mailloux calls “rhetorical power.”

Requirements:

1. (20%) Reports: two five- to seven-minute monologues that, if constructed appropriately, will lead to good discussion;
 2. (20%) Squib: a five-page “close” analysis of some significant episode in one of our texts (I have an elastic sense of “episode”); the due-date will be specified on the schedule;
 3. (20%) Essay-exams: an after-mid-term take-home essay-exam in two parts (two two-page essays; see the schedule for due dates); the due-dates will be specified on the schedule;
- (40%) Paper: still “close” but more substantial (12+ pp.) and more critically engaged; it will be due the M of exam week.**

Texts:

Greenblatt, Stephen, General Editor. M. H. Abrams, Founding Editor. The Norton Anthology of English Literature, Eighth Edition, Volume D, The Romantic Period, Ed. by Jack Stillinger and Deidre Shauna Lynch. New York and London: W. W. Norton & Co., 2009.

Shelley, Mary. Frankenstein (Signet Classics) 1818. Douglas Clegg, Intro.; Harold Bloom, Afterword. New York: Signet, 2013. [978-0451532244]

Wollstonecraft, Mary. Maria: or, The Wrongs of Woman. 2nd Edition. 1798. Anne K. Mellor, Intro.. New York: W. W. Norton & Company, 1994. 978-0393311693.

420 – Arthurian Literature

Representative medieval works, in both Middle English and translation from European languages, with consideration of their influence on later Arthuriana.

Section	Day and Time	Location	Faculty
Section 0001	TTh 11:00-12:15	RH 201	Clifton

Description:

We will read a variety of medieval and later literature focusing on King Arthur and his court. Middle English texts will be read in the original language, with translations for non-English texts. Classes will typically include some combination of lecture, discussion, and a participatory activity.

Requirements:

There will likely be three short papers (2 pages each), one longer paper, two translation quizzes, and weekly homework or in-class writing exercises designed to help you understand the reading and prepare for the quizzes and papers. Regular attendance and participation are also required.

Text(s):

Geoffrey of Monmouth. *The History of the Kings of Britain*. Ed. Faletra (Broadview edition).

Malory, Sir Thomas. *Le Morte D'Arthur*. Ed. Janet Cowen (Penguin). 2 vols.

Tolkien, J. R. R. *The Fall of Arthur*. Ed. Christopher Tolkien.

Other texts TBA; shorter texts will be available online or posted to Blackboard.

426 – Digital Writing

Study of the principles and strategies for writing in digital environments, including relevant issues such as ethics, usability, accessibility, utilizing social media, ownership, and privacy. Practice writing web-based genres such as blogs, wikis, social media, and websites.

Section	Day and Time	Location	Faculty
Section 0Y01	Asynchronous	Online	Reyman

Requirements: TBA

Texts (Required): TBA

475/475H – British Poetry Since 1990

Includes works by such representative authors as Hopkins, Yeats, Sitwell, Eliot, Smith, Thomas, and Heaney.

Section	Day and Time	Location	Faculty
Section 0001/00H1	TTh 9:30-10:45 am	RH 202	Hibbett

Description:

Covers a wide and varied range of British, Irish, and post-colonial authors, with special attention given to topics including British masculinities and subcultures, Brexit, Jamaican dub-poetry, and imperial decline.

Requirements:

Students will write a formal essay in addition to several short response papers, take a midterm and final exam, deliver a short presentation, and participate in class discussion.

Honors students will write longer, research-based essays, and deliver a short presentation on an author not listed on the syllabus.

Texts:

Some authors covered not mentioned below are: W.B. Yeats, Binta Breeze, Charlotte Mew, W.H. Auden, Tony Harrison, and Wole Soyinka.

Anthology of Twentieth-Century British and Irish Poetry. Ed. Keith Tuma. New York: Oxford UP, 2001.

Selected Poems of Linton Kwesi Johnson. Penguin, 2006.

Philip Larkin: Collected Poems. Ed. Anthony Thwaite. New York: Farrar, 2004.

479 – Theory and Research in Literature for English Language Arts

Theory and research applied to principled practices in teaching the reading of complex texts, including canonical, multicultural, young adult, and informational literature in English Language Arts. Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites & Notes:** ENGL 404A, 9 semester hours of literature at the 300 and 400 level, or consent of department. CRQ: ILAS 301.

Section	Day and Time	Location	Faculty
Section 00P1	T 6:00-8:40 pm	RH 201	Kahn

This class will meet with ENGL 646

Description:

This course equips prospective teachers with the procedures for the planning and delivery of instruction related to the reading and analysis of literature for students in middle school and high school. Participants will study the competing approaches to the study of literature and the diverse perspectives that influence critical judgment, and will plan experiences that will involve adolescent learners in joining the conversations about the interpretation and evaluation of texts. Course participants will work with a variety of literary genres and literary environments, and examine both the texts that are most commonly taught in middle schools and high schools and other texts of high literary merit that are under-represented in the schools.

Requirements:

The course requires regular attendance, the completion of assigned readings, and preparation for active participation in class discussions and demonstrations. The series of short papers require responses to the readings and case studies and the synthesis of thought about the instructional issues explored in class. Each class participant will prepare instructional plans that will support clinical experiences and student teaching.

Texts (required):

Beers, K. & Probst, R. *Note and Notice.* Heinemann, 2012; McCann, T.M., Bouque, A., Forde, D., Kahn, E.A., & Walter, C.C. (Eds.). *Raise Your Voices: Inquiry, Discussion, and Literacy Learning.* Lanham, MD: Rowman & Littlefield, 2019; additional materials contained in the course pack on Blackboard.

480A – Materials and Methods of Teaching English Language Arts

A. At the Secondary Level. Methods, curriculum materials, and technologies essential to the teacher of English Language Arts. Emphasis on designing coherent and integrated units of instruction, including the strategic use of assessments to foster learning. Developing a variety of activities and multiple representations of concepts to accommodate diverse students’ characteristics and abilities, especially for learners at the high level (9-12). Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites & Notes:** PRQ: ENGL 479 or consent of department. CRQ: ENGL 482.

Section	Day and Time	Location	Faculty
Section 00P1	TTh 3:30-4:45 pm	RH 202	Kahn

This class will meet with ENGL 648

Description:

English 480A prepares prospective teachers of middle and high school students for the contemporary English language arts classroom. The class draws from current theory, research, and practice related to the teaching of English. Students will have several opportunities to apply theory and research in practical, concrete ways. English 480A serves prospective teachers in two general ways: to assist candidates in continuing the transformation from student to professional English language arts teacher and to develop the knowledge base that will serve as the foundation for successful application of pedagogical knowledge and skills. In addition, candidates will become familiar with the academic language and expectations of the Stanford/Pearson Teacher Performance Assessment (edTPA).

Requirements:

The course requires regular attendance, readings from the required texts, reflective statements about the readings and discussions, collaboration on instructional activities and assessments, thorough instructional unit plans, appropriate progress on the teacher licensure portfolio, and the completion of the final examination.

Required Texts:

Smagorinsky, Peter. *Teaching English by Design (2nd Edition)*, Portsmouth, NH: Heinemann, 2019. Additional articles and materials posted on Blackboard.

Section	Day and Time	Location	Faculty
Section 00P2	TTh 3:30 – 4:45 pm	RH 301	McCann

This class will meet with ENGL 480B-00P1

Description:

English 480 prepares prospective teachers of middle and high school students for the contemporary English language arts classroom. The class draws from current theory, research, and practice related to the teaching of English. Students will have several opportunities to apply theory and research in practical, concrete ways. English 480 serves prospective teachers in two general ways: to assist candidates in continuing the transformation from student to professional English language arts teacher and to develop the knowledge base that will serve as the foundation for successful application of pedagogical knowledge and skills.

Requirements:

The course requires readings from the required texts, reflective statements about the readings and discussions, collaboration on instructional activities and assessments, thorough instructional unit plans, appropriate progress on the teacher licensure portfolio, and the completion of the final examination.

Required Texts:

McCann, T.M., Bouque, A., Forde, D., Kahn, E.A., and Walter, C.C., Eds. *Raise Your Voices: Inquiry, Discussion, and Literacy Learning*. Lanham, MD: Rowman & Littlefield, 2019.
Smagorinsky, Peter. *Teaching English by Design*, Portsmouth, NH: Heinemann, 2007.

480B – Materials and Methods of Teaching English Language Arts

B. At the Middle Level. Methods, curriculum materials, and technologies essential to the teacher of English Methods, curriculum materials, and technologies essential to the teacher of English Language Arts. Emphasis on designing coherent and integrated units of instruction, including the strategic use of assessments to foster learning. Developing a variety of instructional activities and multiple representations of concepts to accommodate diverse students' characteristics and abilities, especially for learners at the middle school level (5-8). Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. **Prerequisites & Notes:** PRQ: ENGL 479 or consent of department. CRQ: ENGL 482.

Section	Day and Time	Location	Faculty
Section 00P1	TTh 3:30-4:45 pm	RH 301	McCann

This class will meet with ENGL 480A-00P2

Description:

English 480B prepares prospective teachers of middle level students for the contemporary English language arts classroom. The class draws from current theory, research, and practice related to the teaching of English. Students will have several opportunities to apply theory and research in practical, concrete ways. English 480B serves prospective teachers in two general ways: to assist candidates in continuing the transformation from student to professional English language arts teacher and to develop the knowledge base that will serve as the foundation for successful application of pedagogical knowledge and skills.

Requirements:

The course requires readings from the required texts, reflective statements about the readings and discussions, collaboration on instructional activities and assessments, thorough instructional unit plans, appropriate progress on the teacher licensure portfolio, and the completion of the final examination.

Required Texts:

McCann, T.M., Bouque, A., Forde, D., Kahn, E.A., and Walter, C.C., Eds. *Raise Your Voices: Inquiry, Discussion, and Literacy Learning*. Lanham, MD: Rowman & Littlefield, 2019.
Smagorinsky, Peter. *Teaching English by Design*, Portsmouth, NH: Heinemann, 2007.

482 – Clinical experience in English Language Arts

Discipline-based clinical experience for students seeking educator licensure in English Language Arts. Practicum in teaching methods, assessment, problem solving, and on-site research. Minimum of 50 clock hours of supervised and formally evaluated experiences in the setting likely for student teaching. **Prerequisites & Notes:** PRQ: Consent of department. CRQ: ENGL 480A.

Section	Day and Time	Location	Faculty
Section PY01	T 5:00-5:50 pm	Online	Staff
Section PY02	T 5:00-5:50 pm	Online	Staff

482-PY01 will meet with 645-PY01

485 – Student Teaching in Secondary English Language Arts

Student teaching for one semester. Assignments arranged through the office of clinical experiences in the College of Liberal Arts and Sciences, in consultation with the coordinator of educator licensure in English Language Arts. Ongoing assessment of candidate's development. Candidates must satisfactorily complete a formal teacher performance assessment. Monthly on-campus seminars. Not available for credit in the major. S/U grading. **Prerequisites & Notes:** PRQ: ENGL 480A, ENGL 482, and consent of department.

Section	Day and Time	Location	Faculty
Sections 00P1-00P3			Staff

491 – Honors Directed Study

Directed study in an area of English studies. Open to all department honors students. May be repeated once. **Prerequisites & Notes:** PRQ: Consent of department.

Section	Day and Time	Location	Faculty
Section 0HP1			Staff

[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

494 – Writing Center Practicum

Cross-listed as ILAS 494X. Theoretical and practical instruction in tutoring, required for all undergraduate writing consultants in the University Writing Center. Includes research on cross-curricular writing tasks in a supervised, on-the-job situation. S/U grading. May be repeated to a maximum of 3 semester hours with consent of department.

Section	Day and Time	Location	Faculty
Section 00P1			Staff

[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

495 – Practicum in English

Practical writing and other professional experience in supervised on-the-job situations. May be repeated to a maximum of 3 semester hours. S/U grading.

Section	Day and Time	Location	Faculty
Section 00P1			Staff

[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

496 – Internship in Writing, Editing, or Training

Involves primarily writing, editing, or training in business, industry, or government setting, and that is jointly supervised by the English department's internship coordinator and an individual from the sponsoring company or organization. May be repeated to a maximum of 6 semester hours. Up to 3 semester hours may be applied

toward the English department's program requirements. S/U grading. **Prerequisites & Notes** PRQ: Prior approval by the Department of English, a minimum of 120 contact hours, and other requirements as specified by the department.

Section	Day and Time	Location	Faculty
Section 00P1			Staff

[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu

497 – Directed Study

Directed study in any area of English Studies. Prerequisites & Notes: PRQ: Consent of department. 1-3 hours.

Section	Day and Time	Location	Faculty
Section 00P1			Staff

[Permission Number Required] Please contact Dawn Sibley at dsibley@niu.edu