ENGLISH

ENGL 2030 W01
Literary Heritage
Lichtenwalner
Prerequisite(s): ENGL-1010 and 1020 or equivalents. This course satisfies the requirement for three hours in the “Heritage” area of familiarity, but does not meet requirements for a major or minor in English. This course offers an introduction to literature revolving around the theme of heritage, particularly as heritage is illustrated in short fiction, poetry, and drama from around the world. Required text: Literature and Ourselves. Henderson. Longman, 6th ed. ISBN: 0205606385.

ENGL 2110 W01
American Literature I
Russell
Prerequisite(s): ENGL-1010 and 1020 or equivalents. This survey of important American writers and writing from Colonial times through the Civil War includes works from early explorers and settlers, Native Americans, and significant literary figures such as Bradstreet, Franklin, Jefferson, Hawthorne, Stowe, Douglass, Whitman, and Dickinson. Required text: Norton Anthology of American Literature, (Set 1: Vols. A & B) ed. Baym. 8th ed. ISBN: 0393913090.

ENG 2120 W01
American Literature II
Whaley
Prerequisite(s): ENGL-1010 and 1020 or equivalents. ENGL 2120 is a survey of American Literature covering the years since the Civil War. Students will read important works that defined the various literary periods into which these years may be usefully classified: Realism, Naturalism, Modernism, and, since the 1960s, a Contemporary literature that, due to its range of voices, defies easy labels. Major figures from each period (e.g., Henry James, Stephen Crane, T. S. Eliot, and Toni Morrison) will be read and discussed. Students will consider the literature for the themes which answer our questions about the human condition: our nature (desires, fears, attitudes, etc.) and, ultimately, our need to understand

**ENGL 2220-W01**  
British Literature II  
Westover  
Prerequisite(s): ENGL-1010 and 1020 or equivalents. British Literature II is designed to introduce students to men and women British authors from the Romantic through Modern periods, emphasizing primary texts and their political and social significance in Britain. It will also help students understand the relationship of these writers and their works to their period. Required text: Norton Anthology of English Literature (Set 2: Vols. D, E, F). Greenblatt. 9th edition ISBN: 0393913015. *This course is writing intensive.*

**ENGL 3150-W01**  
Literature, Ethics, and Values  
Vaughn  
Prerequisite(s): ENGL-1010 and ENGL 1020 or equivalent. This online course offers readings and discussions (through D2L) which reveal ethics and values in literature. Contexts of philosophy, history, and art will be included to enable students to form their own ethical positions and social values. Required text: Making Literature Matter, Schilb. ISBN: 0312474911. *This course is writing intensive.*

**ENGL 3290-904 W01**  
Introduction to Film  
Briggs  
Prerequisite(s): ENGL-1010 and 1020 or equivalents. “As good a way as any towards understanding what a film is trying to say to us is to know how it is saying it” (André Bazin). This course serves as an introduction to the study of film, providing students with a basic set of tools for analyzing moving images in order to learn how films communicate meaning. For this purpose, we will break down the complex processes of filmmaking in order to understand the many different aspects that determine the meaning of a finished shot, scene, or film. We will look at the basic components of film style—from mise-en-scène through cinematography to editing and sound—and we will consider different principles of narration as well as the construction of non-narrative films. We will also familiarize ourselves with the basic terminology for film analysis, and we will explore the relation between film form and culture in selected case studies. *This course is writing intensive.*

**SPRING SESSION**  
(01/19/16 – 04/28/16)

**ENGLISH**

**ENGL 1028-088**  
Honors Course Comp II: Identity in Play (Cross)dressing, (Class)passing, and (Black/white)facing
Grinberg

Prerequisites: ENGL-1010, ENGL-1018 or equivalent and permission of the English Honors Director. English 1028 is a special topics composition course designed to develop students’ academic writing skills, with emphasis on critical thinking, research, and argument. In this class, we will examine (ethnic/racial, sexual/gender, and class/social status) identity as performance in literature and film. Drawing from selections from Stuart Hall’s *The Spectacle of the Other*, Judith Butler’s *Undoing Gender*, Gwendolyn Foster’s *Class-passing: Social Mobility in Film and Popular Culture*, and Marjorie Garber’s *Vested Interests*, we will explore the use of clothing and physical adornment to represent a different social identity. Readings will include a selection from Giovanni Boccaccio’s *Decameron*, selections from *Hic Mulier* and *Haec Vir*, Eliza Haywood’s *Fantomina*, and Hans Christian Anderson’s *The Little Mermaid*. We will also watch some clips from films, among them Agnieszka Holland’s *Europa, Europa*, Steven Spielberg’s *Catch Me If You Can*, and Sally Potter’s *Orlando*. Required text: Hacker, Dianna and Nancy Sommers. *A Writer’s Reference*, 8th edition. Boston: Bedford/St. Martin’s, 2015. ISBN 978-1319042806.

ENGL 2030 (various sections)
Literary Heritage
(various instructors)

Prerequisite(s): ENGL-1010 and 1020 or equivalents. This course satisfies the requirement for three hours in the “Heritage” area of familiarity, but does not meet requirements for a major or minor in English. This course offers an introduction to literature revolving around the theme of heritage, particularly as heritage is illustrated in short fiction, poetry, and drama from around the world. Required text: *Literature and Ourselves*. Henderson. Longman, 6th ed. ISBN: 0205606385.

ENGL 2110 (various sections)
American Literature I
(various instructors)

Prerequisite(s): ENGL-1010 and 1020 or equivalents. This survey of important American writers and writing from Colonial times through the Civil War includes works from early explorers and settlers, Native Americans, and significant literary figures such as Bradstreet, Franklin, Jefferson, Hawthorne, Stowe, Douglass, Whitman, and Dickinson. Required text: *Norton Anthology of American Literature*, (Set 1: Vols. A & B) ed. Baym. 8th ed. ISBN: 0393913090.

ENG 2120 (various sections)
American Literature II
(various instructors)

Prerequisite(s): ENGL-1010 and 1020 or equivalents. ENGL 2120 is a survey of American Literature covering the years since the Civil War. Students will read important works that defined the various literary periods into which these years may be usefully classified: Realism, Naturalism, Modernism, and, since the 1960s, a Contemporary literature that, due to its range of voices, defies easy labels. Major figures from each period (e.g., Henry James, Stephen Crane, T. S. Eliot, and Toni Morrison) will be read and discussed. Students will consider the literature for the themes which answer our questions about the human condition: our nature (desires, fears, attitudes, etc.) and, ultimately, our need to understand the mystery of our existence. Required text: *Norton Anthology of American Literature*, (Set 2: Vols. C, D, E). Baym. 8th ed. ISBN: 0393913104.
ENGL 2210 (various sections)
British Literature I
(various instructors)
Prerequisite(s): ENGL-1010 and 1020 or equivalents. British Literature I is designed to introduce students to men and women British authors from the Old (in translation) and Middle period through the 18th century. Emphasis is on primary texts and their link with historical Britain and helping students understand the relationship of these writers and their works to the genre, politics, intellectual movements, gender roles, and cultural and class distinctions of their period. Required text: Norton Anthology of English Literature (Set 1: Vols. A, B, C). Greenblatt. 9th ed. ISBN: 0393913007. *This course is writing-intensive.

ENGL 2220 (various sections)
British Literature II
(various instructors)
Prerequisite(s): ENGL-1010 and 1020 or equivalents. British Literature II is designed to introduce students to men and women British authors from the Romantic through Modern periods, emphasizing primary texts and their political and social significance in Britain. It will also help students understand the relationship of these writers and their works to their period. Required text: Norton Anthology of English Literature (Set 2-Vols. D, E, F). Greenblatt. 9th edition ISBN: 0393913015. *This course is writing intensive.

ENGL 2220-001
British Literature II
Sawyer
Prerequisite(s): ENGL-1010 and 1020 or equivalents. British Literature II is designed to introduce students to men and women British authors from the Romantic through Modern periods, emphasizing primary texts and their political and social significance in Britain. It will also help students understand the relationship of these writers and their works to their period. Required text: The Norton Anthology of English Literature (Set 2-Vols. D, E, F). Founding editor, M.H. Abrams. Jane Eyre: Case Studies in Contemporary Criticism, Charlotte Bronte, ed. Beth Newman (Bedford/St. Martin’s). *This course is writing intensive.

ENGL 2330-001
World Literature
Glass
Prerequisite(s): ENGL-1010 and 1020 or equivalents. Our wi-fi gets faster, our cell phones get smarter, and with every new technological advance the world feels smaller. We have never been closer to (or more dependent on) our global neighbors as we are today. World Literature is an opportunity to read great writing from across the globe, including Asia, Africa, Latin America and the Middle East. We will explore diverse and thriving literary traditions from the early moments of recorded history through present day. Assigned readings will include sacred and secular texts, epic poetry, hero tales, mythology, as well as fiction, poetry and drama from a wide range of modern cultures. The required text is the Norton Anthology of World Literature, Shorter 3rd Edition [ISBN13: 978-0-393-91962-2].
ENGL 2330-904
World Literature
Buck
Prerequisite(s): ENGL-1010 and 1020 or equivalents. One school of thought sees literature as a window into history and the cultural particulars of its place of origin. Another prizes literature for its ability to reveal universal concerns that apply to human beings in any time and place. We will explore the tension between these two truths by studying great storytelling and poetry from around the world, beginning in ancient Mesopotamia and ending in 20th century Nigeria. The reading list includes: The Epic of Gilgamesh, the Ramayana, classic Chinese poetry, The Arabian Nights, Death and the King's Horseman, plus an array of modern poems and short stories. This class is taught entirely online. Expect frequent short writing assignments, one longer paper, and frequent deadlines.


ENGL 2338-088
Honors Survey of World Literature
Cody
Early in the semester we will read excerpts from some of the world’s foundational religious texts: Old and New Testament, Qur’an, Bhagavad Gita and so on. Then we’ll leap forward to the modern world and study key elements of literary thought related to world literature. The remainder of the semester will be spent in the study of poetry and prose from around the world: Africa, Japan, New Zealand, Native America, Colombia and India.

ENGL 2430 (various sections)
European Literature
(various instructors)
Prerequisite(s): ENGL-1010 and 1020 or equivalents. This course offers a historical survey of European works, beginning with antiquity, as basis for Western culture. We will read a range of exciting texts and genres, considering their historical and cultural contexts. Students are expected to engage in creative thinking and develop writing skills in our academic journey together. *This course is writing-intensive.

Required texts:

ENGL 3010-001
Poetry
Graves
Prerequisite(s): ENGL-1010 and 1020 or equivalents. This course is a study of poetry as a genre with attention to its form and techniques. Reading and analysis of poems written by acknowledged masters
of the genre will be included. **Required texts:** *The Norton Introduction to Poetry, 9th Edition*, edited by Hunter, Booth, and Mays; *Collected Poems*, Sylvia Plath. *This course is oral-intensive.*

**ENGL 3030-001**  
**Drama**  
**Weiss**  
If you are still nostalgic of your youth when playing cops and robbers, if you have always preferred the dialogues in novels to lengthy descriptions of nature, or if you daydream yourself into fanciful situations, then English 3030 is for you. In this course we will study plays beginning with the Greeks and move or way to modern times to examine the origins, developments and techniques in drama. We will also examine our roles as spectators as we watch (through reading) Medea slay her children for the love of her husband Jason (*Medea*), Nora slam the door on her marriage and children (*A Doll's House*), those loveable tramps, Gogo and Didi, wait endlessly for Godot (*Waiting for Godot*), and Mama Nada struggle to survive the terror arising from unrest in the Congo (*Ruined*). Join me in being a spectator and scholar of Drama. *This course is oral-intensive.*

**ENGL 3050-001**  
**Literature & the Environment**  
**O'Donnell**  
This course is about nature and environment as theme and subject in imaginative literature. Students will read from Bill McKibben’s anthology, *American Earth: Environmental Writing Since Thoreau*, for a survey of classic texts in the American tradition. Most of the other texts are recent works in English, including fiction, nonfiction, and poetry. Students will also read contemporary science and nature writing that addresses and responds to modern environmental concerns. **This course is writing intensive.** It also satisfies a requirement for the environmental studies minor.  
For more information: faculty.etsu.edu/odonnell/2016spring/engl3050/

**ENGL 3128-088**  
**“Transatlantic Romanticism”**  
**Lichtenwalner**  
What is the purpose of government? What role should women play in society? What should be done about slaves and the slave trade? How are we to understand our relationship to the world around us in the face of urbanization on one side of the ocean, and vast wilderness on the other? These were the questions facing inhabitants of North America and Britain in the late eighteenth and early nineteenth centuries. This course will explore the ways that interactions between writers in the new world and the old influenced one another and stimulated challenges to conventional ways of thinking about gender, race, politics, and nature, by crossing not only geographic but also intellectual boundaries.

**ENGL 3130-001**  
**Advanced Composition**  
**O'Donnell**  
Assignments include five nonfiction pieces, of about 1500 words each. Students will write in a variety of modes and genres, choosing topics in consultation with me. The course is “revision-oriented”: You will participate in draft workshops, and the grading policy allows you to drop a low grade, and to revise for
new grades. This course emphasizes readability, creativity, and writing for real audiences. I will encourage you to develop a readable voice, and to incorporate narrative elements—character, setting, plot—along with information from source materials, into your writing. Readings include recent nonfiction from an American magazine-writing anthology. For more information: faculty.etsu.edu/odonnell/2016spring/engl3130

ENGL 3132-001
Digital Literary Research and Writing
Briggs
Prerequisite: ENGL 1020. This course provides students with guidelines and practical experience for engaging with emerging technologies that support literary research. It is designed around the central core idea of the digital humanities. Students will investigate the role of traditional literary studies with an ever-expanding digital environment. It is important for students to understand how digital literacy both expands their engagement with literature and challenges many of the research standards they have been taught. In essence, the course prepares students to function within a constantly evolving digital culture that is, at once, very much like and very different from the academy as we know it. Students will use Research and Documentation in the Digital Age (6th edition) by Hacker and Fister, as well as Harvard’s Digital Humanities Café and the MLA Common series, Literary Studies in the Digital Age, both of which are available online.

ENGL 3134-001
Computers, Writing, and Literature
Haley
Prerequisite: ENGL 1010 and 1020. The focus of this *Info Tech-intensive course is the exploration of connections among computers, writing, and literature—the implications that the Internet and computers have for writing, literacy, and uses of texts. We will begin by examining a variety of texts available in full or in part on the Internet; then we’ll proceed to the rhetorical and technical aspects of these texts; and we will conclude with the production of student text resources. Format and layout of documents (whether they’re prepared in HTML or as word-processed texts) are important aspects of this course and will be considered among the graded activities and in the broader context of good writing. *This course is ITEC intensive.

ENGL 3142-001
Creative Writing I – Fiction
Baumgartner
Prerequisites: ENGL 1020 or equivalent; and one 2000-level literature course. Students will read contemporary short fiction from a range of cultures and traditions, and have an opportunity to write and submit new work of their own. Special emphasis will be given to issues of form and technique in the short story. We will begin the semester by examining some of the finest published stories around, and then shift our attention to exploring outstanding student fiction submitted for workshop. Although we will dedicate a significant portion of the semester to student writing, you should come prepared to read and write critically (as well as creatively) on a weekly basis. Required texts: The Ecco Anthology of Contemporary American Short Fiction, ed. Joyce Carol Oates, 2008 (ISBN-13: 978-0061661587); The Making of a Story: A Norton Guide to Creative Writing, reprint edition, ed. Alice LaPlante, 2010 (ISBN-13: 978-0393337082)
ENGL 3150-001
Literature, Ethics, and Values
Grover
Prerequisite(s): ENGL-1010 and 1020 or equivalents. In English 3150, we will examine several authors’ handling of such subjects as justice, the environment, “good v. evil,” gender issues, war, and identity in both fiction and nonfiction. Coursework includes readings, discussions, several short papers, and one in-depth study of a topic in literature relating to ethics and/or values. This study will result in a paper of about ten pages and an in-class presentation. For example, a student concerned with literature about war may read several pieces (such as The Iliad, Red Badge of Courage, Killer Angels, The Quiet American) and examine the values each reflects and/or challenges. **Because this course is writing-intensive, papers will be revised.** A major purpose for this course is “to enable students to form their own ethical positions and social values.”

The texts for the course are:


There are no tests for this section of English 3150.

ENGL 3150-900
Literature, Ethics, and Values
Vaughn
Prerequisite(s): ENGL-1010 and ENGL 1020 or equivalent. This online course offers readings and discussions (through D2L) which reveal ethics and values in literature. Contexts of philosophy, history, and art will be included to enable students to form their own ethical positions and social values. **Required text: Making Literature Matter. Schilb. ISBN: 0312474911. *This course in writing intensive.**

ENGL 3200-001
History of the English Language
Michieka
This course traces the development of the English language from its origins to the present. We will start with a brief introduction to language in general and the English language in particular. We will then examine the structural changes the English language has undergone beginning from its remote ancestry to the present.

**Required Texts**

  Wadesworth ISBN 1-4282-6303-9
ENGL 3270-001
Literature of Popular Culture – Animals in Literature
Grover

In “Animals in Literature,” we’ll examine how animals permeate our literature as they share our lives. We’ll study the functions of animals in 20th and 21st century writings to examine how authors use animals in literature, both writings in which animals are the primary focus and works in which animals may seem to appear incidentally. We will examine non-fiction, fiction, and poetry. We will explore different authors’ views of relationships between humans and animals, how authors view and depict animals intrinsically, and what they say about animals’ roles in the environment. We will see how understanding functions of animals in a writing may help us understand the work as a whole. We may increase our appreciation of both the animals we share the world with and animals as literary elements.

Texts:


Our literature will be distributed as the semester proceeds.

ENGL 3280-001, 900
Mythology
Holland

Prerequisite(s): ENGL-1010 and 1020 or equivalents. Mythology from the world over will be our first topic. Then we will move to a study of five particular figures from ancient Greek mythology, stopping along our way to examine literary works, ancient and modern, that develop mythological themes, situations, dilemmas. This course is Writing Intensive.

ENGL 3290-001
Introduction to Film
McManus

“As good a way as any towards understanding what a film is trying to say to us is to know how it is saying it” (Andre Bazin). This course serves as an introduction to the study of film, providing students with a basic set of tools for analyzing moving images in order to learn how films communicate meaning. For this purpose, we will break down the complex processes of filmmaking in order to understand the many different aspects that determine the meaning of a finished shot, scene or film. We will look at the basic components of film style – from mise-en-scene through cinematography to editing and sound – and we will consider different principles of narration as well as the construction of non-narrative films. We will also familiarize ourselves with the basic terminology for film analysis, and we will explore the relation between film form and culture in selected case studies. *This course is writing-intensive.

ENGL 3290-900
Introduction to Film
Briggs
Prerequisite(s): ENGL-1010 and 1020. This Online course introduces students to the aesthetics of film. After learning the basic concepts of film form and considering the artistic possibilities of film techniques, students analyze specific films, both inside and outside of class, to sharpen their perception of conceptual skills. Although films are primarily analyzed as artworks, attention is paid to film production, including the concept of authorship. This course also surveys the most noteworthy periods and movements in film history. **Required text:** *Film Art, An Introduction*. Bordwell and Thompson. McGraw-Hill, 10th Ed. *This course is writing-intensive.*

**ENGL 3300-001**  
**Literary Criticism**  
**Sawyer**  
English 3300 is a survey of contemporary literary criticism and theory, and it is also an oral intensive course. The goals for students in the course are the following:  
*Accomplish an overview of the various critical approaches to literature;*  
*Read some of the central texts of contemporary literary theory;*  
*Practice applying critical approaches to literature in oral presentations;*  
*Improve your ability to communicate orally in several speaking situations;*  
*Enlarge your vocabulary of critical and theoretical language;*  
*Learn new ways to think about and enjoy literature;*  
*Think about the political and social stakes of literary criticism;*  
*Gain confidence as a speaker of professional literary discourse.*  
Because English 3300 **is oral intensive**, everyone will give three short presentations--30% of your course grade will be based on these oral intensive assignments. **Required texts:** *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd or 4th ed. Peter Barry. Manchester Press, 2002 (ISBN: 0-7190-6268-3)  

**ENGL 3650-001**  
**American Folklore**  
**Lloyd**  
This course is an introduction to American folklore: storytelling, fiddling, banjo playing, ballad singing, building log cabins and barns, quilting, pottery making, and many other types of folk production. Our readings will include Lynne S. McNeil, *Folklore Rules: A Fun, Quick, and Useful Introduction to the Field of Academic Folklore* Studies (ISBN 978-0-87421-905-0) and many interesting articles from *The Journal of American Folklore* and other online sources. We will also consider the literary use of folklore as we read a classic collection of African American short stories, Charles Chesnutt’s *The Conjure Woman* (ISBN 0472061569). Sound recordings, slides, and films will supplement the readings. Students will get first-hand experience in a traditional folk skill, explore the recordings and films in ETSU’s Archives of Appalachia, and interview a tradition-bearer. There will be several papers and oral presentations based on field and archival work. **The course carries oral intensive credit.**

**ENGL 4010-001**  
**British Novel**
Jones
A must-have course for those that want to be culturally well-rounded and informed, the British Novel will chart the history of the novel as a story of human voices developing inside the enormous and violent changes that continue to make our modern world: international trade, industrialization, and our own information age. By tracing the novel from the eighteenth to the twentieth centuries, we will see how human choices and possibilities are shaped by their relationships to a rapidly changing British and global history. We will see how individual voices navigate, disrupt, and are tragically overwhelmed by the historical storm of economic collapse, world wars, and national decline. The story of these novels will also connect to the ideological fantasies that organize our own culture – from our own concept of true love to our cherished ideas of material success. Readings will include:

Jane Austen, *Persuasion* (Modern Library 978-0375757295)
Charlotte Bronte, *Jane Eyre* (Penguin 978-0141441143)
Charles Dickens, *Hard Times* (Penguin 978-014143967X)
Virginia Woolf, *To Lighthouse* (Harcourt Brace 978-0156907399)
Graham Greene, *The End of the Affair* (Penguin 978-0142437980)
Kazuo Ishiguro, *Never Let Me Go* (Vintage 978-1400078776)

ENGL 4017-001
Children’s Literature
Thompson
This semester we will take a historical approach to our study of children’s literature as we consider literary content, illustration, social values, cultural contexts, and publishing. We will read fairy tales (and a few modern appropriations), instructional and moral texts from the eighteenth century, nursery rhymes, fanciful novels from the nineteenth century, realistic novels that emerged in the mid-twentieth century, traditional and post-modern picture books, and the 2015 winner of the Newberry Medal – *The Crossover* by Kwame Alexander. We will also attend a Barter Theatre production and participate in a “talkback” with the actors back stage after the show to discuss the role of theatre in Children’s Literature. For more details about the course, please email me at thompsope@etsu.edu.

ENGL 4020-001
British Poetry
Westover
The theme for this semester’s section of British Poetry will be “Britain De-Centered: Region and Nation in Postwar British Poetry.” We will begin examining the dominant, Anglo-centric mode in postwar British poetry, locating its roots in the “Movement” poets of the 1950s and Robert Conquest’s influential *New Lines* anthology. We will also explore divergent, countercultural, and experimental movements that emerged around the same time. We will then move to the so-called peripheries and fringes of the poetic landscape, where regionalisms and nationalisms in the British Midlands, Wales, Scotland, and Northern Ireland complicate and challenge the “English” mode and its depictions of British-ness. Emphasizing a de-centered, postcolonial Britain, we will pay close attention to the voices of poets who have historically been pushed to the margins of literary narratives.

Required texts:
ENGL 4032-001
African Literature
Michieka
This course explores the exciting and extremely diverse literature from Africa. One of the main objectives of the course is to help students develop a greater appreciation of cultural, thematic, and aesthetic representations in African Literature. The course also aims at equipping students with skills to enable them to make accurate judgments of both style and meaning in three genres of African literature – fiction, drama, and poetry. Readings will range from classics and founding texts such as Achebe’s *Things Fall Apart* to more contemporary works like Ogola’s *The River and the Source*. While the course will concentrate on works written in English, translations from other languages (e.g. French & Arabic) will be considered. **This course is writing intensive.**

ENGL 4057-001
Writing: Theory/Teaching
Honeycutt
*Prerequisites: ENGL 1010 and 1020.* In this course, students will investigate contemporary attitudes toward and uses of writing in the classroom. They will explore historically influential and current theories of rhetoric and composition, and then use composition theory to understand and develop classroom practices. By the end of the course, students will be able to articulate their teaching philosophies, to design effective writing assignments, and to practice responsible but efficient methods of responding to student writing. **This course is writing-intensive. Required Texts:** Lindemann, Erika. *A Rhetoric for Writing Teachers* (4th edition). Oxford UP; Rose, Mike. *Lives on the Boundary*. Penguin Books, any edition.

ENGL 4117-001
Grammar and Usage
Elhindi
*Prerequisite(s): ENGL-1010 and 1020 or equivalents.* This class introduces the system of rules that underlie English usage. Our task would be bringing these rules that you already learned as a native speaker of English from a subconscious to a conscious level. If you speak English as a second language, you probably have a good focal grasp of these grammatical rules. This course introduces the structure of words, phrases, clauses, and sentences. We will examine the distribution of these linguistic units and investigate the rules determining their classification and combination. This class is essential to students who want to develop their confidence as English writers and teachers. The textbook for this class is *Analyzing English Grammar, 7th* Edition (2012), by Klammer et al. Should you need further information regarding this course, you are welcome to stop by my office, call, or e-mail me. I am in 310 Burleson Hall; my telephone is 439-5992; and my electronic address is Elhindi@etsu.edu.
ENGL 4117-900
Grammar and Usage
McGarry

Prerequisite(s): ENGL-1010 and 1020 or equivalents. The course takes a descriptive approach to English grammar, i.e. we examine the rules by which English speakers form phrases, clauses, and sentences. Among the topics we will address are word classes (nouns, verbs, etc.) and their properties, types and structure of phrases and clauses, principles of grammatical analysis and description, and grammatical variation among varieties of English. The course provides essential understanding for future teachers of English and also increases the ability to speak and write English effectively, and heightens critical thinking and analysis skills. The text is A Student's Introduction to English Grammar by Rodney Huddleston and Geoffrey Pullum, ISBN 0521612888.

ENGL 4120-001
Descriptive Linguistics
Elhindi

This course investigates the nature of language through the framework of descriptive linguistics with emphasis on the role of phonology, morphology, and syntax in language systems. The purpose of this course is to provide students with an understanding of the assumptions and issues in the core subfields of linguistics and the main methods of investigating theme and simulate students’ thinking about the role of linguistics in society. By the end of the course the students should be able to do the following:

- Define “linguistics” and explain what linguists do
- List and explain fundamental properties of human language
- Explain what constitutes data in linguistic study
- Define central concepts in linguistic study
- Name and define the core subfields of linguistics
- Explain the basis of language typology and give examples of families
- Contrast intra-variety and inter-variety variation
- Define Universal Grammar
- Collect a limited sample of naturally occurring language and analyze it with regard to lexicon, phonology, morphology, syntax and semantics
- Discuss some ways in which linguistic issues affect various parts of society

The required textbooks are The Language of Language by Cruz and Abraham, ISBN: 9781456458638 & Thinking Linguistically by Honda and O’Neil, ISBN: 9781405108324. If you have questions about this course, contact me. Yousif Elhindi, 310 Burleson Hall, tel 439-5992, Elhindi@etsu.edu

ENGL 4200-001
Shakespeare and His Age
Sawyer

This course examines a wide range of Shakespeare’s plays, including two comedies, four tragedies, and one romance. We will also read one play by Christopher Marlowe, comparing his most important work, Dr. Faustus, to the plays of Shakespeare. While we will focus on interpretation of the text itself, we will also consider the cultural context of the plays and apply various critical theories to them. Although I will present some lectures, class discussion is also an important part of this course. Required texts: The Norton Shakespeare, general editor, Stephen Greenblatt (ISBN: 0-393-97087-6) 1st or 2nd edition.
ENGL 4320-001
Film Criticism
McManus
Since the beginnings of film history, there has been a body of work that has considered the uniqueness and complexity of film narrative, the psychological intricacy and instruction involved in film viewing, the relation of filmic representations to reality, and the role that technology plays in the construction of films. This body of work is what we know as film criticism and theory. In this course, we will identify and analyze how the basic concepts and preoccupations of film criticism and theory have changed (or not) over film history. We will read texts ranging from “classical film theory” to more contemporary approaches. *This course is writing intensive.*

ENGL 4340-001
Topics in Film: American Politics in Film
Briggs
Prerequisite: ENGL 1020. Groucho Marx had it right: “Politics is the art of looking for trouble, finding it everywhere, diagnosing it incorrectly and applying the wrong remedies.” This course will feature films about American politics, including drama, comedy, melodrama, farce, and action-adventure. Students will view a selection of films both inside and outside class and discuss how directors approach the idea of politics from a cinematic perspective. In a year of great political hullabaloo, it will be interesting to consider how the American system of politics has been portrayed through the Hollywood lens.

ENGL 4340-002
Topics in Film: Japanese Cinema
Hall
Prerequisite: ENGL 1020 or equivalent. A study of Japanese cinema.

ENGL 4350-001
National Cinema
McManus
This course offers an in-depth exploration of the changing socio-political, industrial, artistic and technological dimensions of Indian cinema from the early 20th century until today. Indian cinema is interrelated with Indian history, and it offers a lens by which to examine and negotiate complex social issues and upheavals of such a history involving colonialism, partition and postcolonialism, and the economic boom that propelled India into the global market. We will focus on various filmic tendencies and film movements that define and have defined Indian cinema. All the while, we will also consider how Indian cinema has participated in the ongoing imagination of what defines the national community India and its national identity.

ENGL 4917-001
Creative Writing II: Poetry
Graves
This course is a creative writing workshop which requires students to submit a poem a week on topics and ideas designed by the student or assigned by professor. Sometimes specific forms will be required. Poems will be offered rigorous criticism both by other students in the class and by the instructor. Regular readings will come from required texts. The final assignment in the workshop will be an in-class reading of a portfolio you have created over the semester.

ENGL 4930-001
Creative Writing Capstone
Baumgartner
Prerequisites: ENGL 3141 and ENGL 3142. This capstone course in creative writing allows juniors and seniors in the Creative Writing minor to gain valuable professional knowledge and experience. This is a cross-genre class focusing on poetry and fiction; work in drama, screenwriting and creative nonfiction is also welcome. Coursework will go beyond traditional workshop curriculum to focus on publishing, copy editing, memorization and performance, as well as guided instruction in developing professional materials necessary for the creative job market. A key project in the class will be the development of an edited, cohesive portfolio of each student’s best work. Feel free to contact Dr. Mark Baumgartner (baumgartnerm@etsu.edu) if you would like more information about the course. Required texts: The Creative Writer’s Survival Guide, by John McNally (ISBN -13: 978-1587299209); The Poet’s Companion, by Kim Addonizio and Dorianne Luax (ISBN-13: 978-0393316544); The Best American Poetry 2015, eds. David Lehman and Sherman Alexie (ISBN-13: 978-1476708201); The Best American Short Stories 2015, eds. Heidi Pitlor and T. C. Boyle (ISBN-13: 978-0547939414)

ENGL 4957-001
Special Topics: “World Englishes”
McGarry
The English we speak in the U.S. is only one example of the many varieties that have resulted from the spread of the English around the world. This course examines local Englishes and also English as a Lingua France from two perspectives. From the theoretical perspective, we examine the ways in which Englishes differ from one another, regarding grammar, phonology, lexicon, and other structural aspects. From the applied perspective, we consider relevant pedagogical and social issues related to the use of learning of Englishes by real people in real places. The main text is Global Englishes by Jennifer Jenkins, ISBN 978-0-415-63844-9.

ENGL 5017-001
Children’s Literature
Thompson
See ENGL 4017

ENGL 5020-200
Medieval Literature
Crofts
In English 5020 we attempt the impossible: a thorough examination of the English literary monuments – greater and lesser – from the early to the late Middle Ages. In the process, students will read English
prose and poetry from the thirteenth to the fifteenth centuries in the original Middle English, with an emphasis on Geoffrey Chaucer and the Gawain-poet. While most of the reading will be in English, we will also read (in translation) texts from Late Antiquity—notably St. Augustine and Boethius—whose influence on literature and philosophy was felt throughout the medieval period. We will in addition pay special attention to some largely under-represented writing by medieval women. This course will cover many of the medieval texts on the M.A. reading list.

ENGL 5057-001
Writ:Theory/Tchg
Honeycutt
See ENGL 4057-001

ENGL 5117-001
Grammar and Usage
Elhindi
See ENGL 4117-001

ENGL 5117-901
Grammar and Usage
McGarry
See ENGL 4117-900

ENGL 5150-200
Sound Systems of English
McGarry
This course gives a phonetic and phonemic overview of the sound system of Standard English and some other common varieties. We discuss the fundamentals of phonological analysis, study the vowels, consonants, syllables, and stress and intonation patterns of English, and briefly encounter acoustic analysis with spectrographs. We also examine the phonology of speakers of English as a second language and discuss approaches to teaching pronunciation. Students choose a course project focusing on either pronunciation teaching or dialect analysis. The textbooks are *Applied English Phonology*, 2nd edition, by Mehmet Yawas, ISBN 9781444333220, and *How to Teach Pronunciation*, by Gerald Kelly, ISBN 9780582429758.

ENGL 5170-200
Teaching English as a Second Language
Elhindi
This graduate-level course equips students to evaluate approaches and methodologies for teaching English to speakers of other languages. We examine traditional and newer approaches in light of learning principles supported by second language acquisition research and analyze our own and others’ teaching practices and materials in light of these principles. Students will define their own teaching philosophies, choose or design teaching units suitable for applying those philosophies, teach those units in class, and evaluate their own and other students’ teaching. The required textbook is *Teaching by

ENGL 5180-001
Teaching English as a Second Language Internship
McGarry
The students in this course will teach at least 30 hours of ESL. They will receive guidance and practice in lesson planning, teaching, self-evaluation, and other relevant aspects of teaching. The student’s interests in teaching will be taken into consideration when the specific placement is decided. Those wishing to take the course should meet with the instructor in fall 2015.

ENGL 5300-200
Romantic Literature
Lichtenwalner
Imagination, revolution, nationality: these are but a few of the issues which drove writers of the Romantic Era. This course will examine the major social, political and intellectual concern of British Romantic writers from Smith and Blake through Shelley and Landon. An exploration of the poetry and prose of the period will ground and investigation of the changing critical understanding of Romanticism as it affects both cannon formation and scholarly approaches to the period. As our primary text, we will be using Anne K. Mellor’s and Richard Matlack’s anthology British Literature 1780-1830, which we will supplement with novels from Austen, Lewis, and Scott.

ENGL 5500-200
19th Century American Poetry
Holland
This course offers a survey of 19th century poetry in all its variety. Special emphasis will be given to the works of Melville, Whitman and Dickinson.

ENGL 5650-001
20th Century American Fiction
Holmes
The novels we will study together for this course have helped to shape how Americans think about being American. Our course will take a seminar format, where each student will be responsible for making the primary presentation for one novel and a secondary presentation for a second novel. Each student will write three essays; one of the two research essays will be a further development of the work performed to prepare for the primary presentation, and the second essay will be a topic of the student’s choice. The third essay will serve as a comprehensive exam. If in the list you see some titles of books you have already studied, then consider what new ideas you will find this time through as you share them with different people. Join us for a long conversation about some books you will enjoy for the rest of your life. For more information, contact Prof. Holmes at holmest@mail.etsu.edu.

Required texts:

All the Pretty Horses, Cormac McCarthy, ISBN: 978-0679744399 (Vintage)
The Awakening, Kate Chopin, ISBN: 978-0142437322 Penguin
The Color Purple, Alice Walker, ISBN: 9780156028356 (Harvest Books)
The Human Stain, Philip Roth, ISBN: 9780375726347 (Vintage)
Invisible Man, Ralph Ellison, ISBN: 9780679732761 (Vintage)
The Sun Also Rises, Ernest Hemingway, ISBN: 9780743297332 (Scribner)
Their Eyes Were Watching God, Zora Neale Hurston, ISBN: 9780060838676 (Harper Perennial Modern Classics)

ENGL 5670-200
Seminar in Folklore: Folklore and Literature
Lloyd

Read classics of English, Irish, Scottish, and American literature in a new way. This course, of interest to students of both literature and folklore, will look at the relationship between the two disciplines. In some instances, we will look at texts by authors who were both collectors and writers—William Butler Yeats’s collection of Irish folk tales and his poetry and drama, Sir Walter Scott’s ballad collections and his poetry, and Zora Neale Hurston’s African American folklore collection Mules and Men and her novel Their Eyes Were Watching God. The class will also consider folklore’s influence on literary authors as we pair classic British ballad collections such as Percy’s Reliques with poetry by Wordsworth, Coleridge, Blake, and Burns. From Appalachia and the South, we will read three literary selections—Lee Smith’s Oral History, Fred Chappell’s I Am One of You Forever, and Koch’s edition of Carolina Folk Plays—in the context of Leonard Robert’s fine study of mountain folklore Up Cutshin and Down Greasy. To develop a solid understanding of folkloristics, we will read Lynne S. McNeill’s Folklore Rules: A Fun, Quick, and Useful Introduction to the Field of Academic Folklore Studies.

ENGL 5750-200
Seminar in American Literature ("Native American Literature")
Cody

Tribal America doesn’t get much attention from our political realm, our news media or our entertainment industry, but literature written by Native Americans has experienced a tremendous renaissance since the late 1960’s. This course explores historical and developing literary traditions that are part of Native American culture in an effort, first, to dispel the damaging stereotypes – both negative and positive – that have long affected views of “Indians” and, second, to discover how contemporary authors, especially, are writing to create a more accurate image of native peoples and cultures as they exist. We will begin with Native American oratory in creation myths, trickster tales, and narratives of contact with Europeans; documents related to the 19th century Indian removal and the contest over the American West; literature of the “Native American Renaissance” in the late 20th and early 21st centuries. Film might be incorporated periodically as well. Readings include foundational texts of the genre: N. Scott Momaday’s House Made of Dawn, Leslie Marmon Silkos’s Ceremony, and Louise Erdrich’s Love Medicine. We’ll follow these with poetry and prose by other authors such as Sherman Alexie, Susan Power, Stephen Graham Jones, Deborah A. Miranda and Diane Glancy.
ENGL 5917-001
Creative Writing II: Poetry
Graves
This course is a creative writing workshop which requires students to submit a poem a week on topics and ideas designed by the student or assigned by professor. Sometimes specific forms will be required. Poems will be offered rigorous criticism both by other students in the class and by the instructor. Regular readings will come from required texts. The final assignment in the workshop will be an in-class reading of a portfolio you have created over the semester.

ENGL 5957-001
World Englishes
McGarry
See ENGL 4957-001

LANGUAGES

FREN 3110-001
French Conversation and Composition II
Davis
This course focuses on the four basic language skills: reading, writing, speaking and understanding of the French language with special emphasis devoted to oral and written skills. Through cultural readings and guided exercises, students will develop their ability to discuss timely events, to give their opinion, and to take a stand on issues. Topics for oral work may include group and individual discussions, role-playing, debates, defending a position, oral reports or presentations. To improve their writing skills, students will write on subjects that require analysis and synthesis and will study grammar through compositions and essays. Students will also become familiar with how foreign language professionals use a variety of information technologies in studying other languages and cultures. *This course is writing, oral, and technology intensive.

FREN 3610-001
French Literature after 1700
Harrington
FREN 4957-001
French Poetry and Music
Harrington
This course aims to develop students’ skills in understanding works in the target language that may be conceptually abstract and/or linguistically complex. With language as our point of departure, we will explore strategies and practices that will facilitate learning and understanding of the material covered. French poems and songs will be accompanied by guided exercises, video clips, web-based resources and other activities in an effort to create an interactive learning environment that will encourage student participation and engagement.

FREN 5957-001
French Poetry and Music
Harrington
See FREN 4957

GERM 3141-001
German Conv/Comp II
Negrisanu
This is a three-credit advanced German course designed for students with a good to excellent knowledge of German. The course stresses practice in conversation, with emphasis on idioms, syntax, and current expressions and class time will be used for discussions, group activities, short writing exercises, listening to audio material and student-created conversations. Course topics include social, economic, religious, political, and cultural aspects of the German speaking countries. Grammar will be practiced through written compositions with diverse writing assignments: essay, letter, play-script, brochure, flyer, etc. This course satisfies the University requirements for writing, conversation and technology. The prerequisite for this course is German 2020 or similar in case of transfer students.

GERM 4167-001
Advanced German Grammar
Negrisanu
The primary focus of this course is to expand and deepen the students’ knowledge of the German grammar. In this course, class time will be used to discuss, practice, and solve problematic topics from the German grammar. The objective of this course is to enhance the students’ overall language skills from intermediate to advanced by improving especially the students’ writing and speaking skills. The students will write, translate and discuss a variety of texts. The students’ speaking abilities will be improved through group work and other conversational interactions. The instruction is exclusively in German. The course is designed for students who completed at least 5 semesters of German or with prior knowledge of German.

GERM 4957-001
German Literature Topics
Nolan
Post WW2 German Literature (1945-1960); so called “Truemmerliteratur” (Rubble Literature; “Zero Hour Literature”) During this time period, German authors such as Wolfgang Borchert (1921-1947) and
Nobel Prize Winner Heinrich Boell (1917-1985) explored in their works the physical and (often hidden) emotional devastation wrought by war. The reading material used in this course consists of short stories and a play. The fictional characters and situations depicted in the “Truemmerliteratur” are often understated and portrayed in simple, everyday images which tends to make the moral and psychological insights they transport even more powerful. The best of “Truemmerliteratur” endures because, on a more general level, it portrays human responses to adverse conditions.

GERM 5167-001
Advanced German Grammar
Negrisanu
See GERM 4157

GERM 5957-001
German Literature Topics
Nolan
See GERM 4957

JAPN 3015-001
Japanese Conversation and Composition I
Arnold
“Japanese Conversation and Composition I” is the first semester of the third year in Japanese. It is designed for students who have mastered basic grammatical structures and who wish to develop productive ability with linguistic accuracy in conversation and speech as well as in writing at an intermediate level. Students are required to participate in various classroom activities in Japanese, such as group discussions, pair-works, role-plays, presentations, etc. Students are also required to write short compositions on a bi-weekly basis on topics related to the classroom conversations or reading materials. Increasing student’s knowledge about Japanese culture will also be encouraged in this course.

JAPN-3025-001
Japanese Conversation and Composition II
Arnold
Prerequisite(s): JAPN3015 or equivalents. Japanese Conversation and Composition II is the second semester of Japanese three. It is designed for students who have mastered basic grammatical structures and who wish to develop productive ability with linguistic accuracy in conversation and speech as well as in writing at an intermediate level. Students are required to participate in various classroom activities in Japanese, such as group discussions, pair-works, role-plays, presentations, etc. Students are also required to write short compositions on bi-weekly basis on topics related to the classroom conversations or reading materials. Increasing student’s knowledge about Japanese culture will also be encouraged in this course.

JAPN-4025-001
Advanced Japanese II
Arnold
Prerequisite(s): JAPN4015 or equivalents. Advanced Japanese is the second semester of Japanese four. This course is designed to prepare students’ linguistic and cultural competency for advanced Japanese courses. In this course, students will learn how to communicate effectively both in spoken and written language. It will focus particularly on improvement of comprehension skills grounded in real life conversation and reading essays on contemporary cultural issues. Various topics such as speech style, food culture, education system, pop cultures and consumer issues will be discussed throughout semester. Japanese TV shows or movies will be shown to improve the students’ listening and speaking skills. Students are also required to write short compositions on bi-weekly basis on topics related to classroom conversations or reading materials. Class instruction will be done in Japanese language as a general rule.

JAPN 4975-001
Topics in Japanese: Japanese Cinema
Hall
A study of Japanese cinema.

LATN 4910
Special Topics in Classical Studies: Medieval Latin Prose and Verse in Translation
Crofts
This survey of the Latin literature of the European Middle Ages will begin with Saint Augustine and Boethius – two late-Roman writers whose activity defined the cultural role of the philosopher, and the political subject, for the following thousand years. We will then sample the prose and poetry of the sixth-century Merovingians and Franks, which includes the history of Gregory of Tours and the poetry of Venantius Fortunatus as well as the great scholars and poets of Charlemagne’s court. We will then explore the Latinity of Anglo-Saxon England in the writings of the Venerable Bede and others. Finally, we will read the great Latin lyrics of the twelfth century, including the Carmina Burana and the works of Hildegard Von Bingen. This course satisfies the Special Topics requirement for the Minor in Classical Studies. Taught in English, this class is open to all; but since Classical Studies minors have priority registration is by instructor’s approval. See Dr. Crofts with questions.

SPAN 3003-001
Basic Grammar
Detwiler
Prerequisites: SPAN 2020 or equivalent, or permission of instructor. This is a high-intermediate grammar course intended for students who have completed beginning and intermediate Spanish. This is a review of basic Spanish structures. Students are exposed to the more technical aspects of grammar, while practicing speaking, listening, reading and writing skills. The objectives of this course are: to enhance intermediate language skills through detailed focus on Spanish grammar; to improve students’ speaking ability through group work and conversational interaction; to broaden students’ cultural perspectives of Spain, Spanish America, and Hispanics living in the United States through readings and other class activities; to use writing and discussion in Spanish to explore the relationship of the course materials to students’ own lives and values with a view to understanding the perspectives of others.

SPAN 3033-001
Hispanic Readings & Composition
This course is an introduction to Hispanic literature with an emphasis on writing literary analysis in Spanish and becoming more familiar with Hispanic culture. We will look at a wide variety of authentic literature and build various skills in producing well-written literary analysis in Spanish. In addition, we will improve the grammatical accuracy of papers written in Spanish through compositions oriented towards literary analysis. We will become better acquainted with Hispanic culture through examples of literature using regional dialects from many different Spanish-speaking countries.

SPAN 3113-001
Spanish Conv/Comp
Fehskens
Practice in conversation, with emphasis on idioms, syntax, and current expressions. Study of grammar through written compositions.

SPAN 3133-001
Spanish Speaking Communities
Detwiler

SPAN 3213
Phonetics and Pronunciation
Mwinyelle
Prerequisite: SPAN 3113. This course is an introduction to the study and practice of the sounds of Spanish. It is designed to acquaint and equip students with basic concepts necessary to further pursue linguistic studies and to help them improve their pronunciation skills in Spanish. This course is also of interest to those considering teaching Spanish as a second language in the elementary and high schools or with an interest in Hispanic linguistics. This course will cover the components and function of the articulatory system, the differences between letters and sounds, the classification of sounds, transcription, and phonetic alphabets, and the similarities and differences between Spanish and English sounds. The course will be conducted mostly in Spanish. Required text: ¡Que bien suena! Mastering Spanish Phonetics and Phonology, Jeffery D. Stokes, ISBN 978-0618235025

SPAN 3313
Civilization of Spain
Heil
This course will be conducted entirely in Spanish, except when the need for clarification requires English. All coursework will be done in Spanish. Spanish Civilization will examine the major socio-historical events and movements in the Iberian Peninsula from pre-history to the modern age, with a focus on both the events that characterize Spain’s history as well as the cultural and political movements that characterize the people of Spain. Every chapter of Culturas de Espana provides a useful chronological outline to reinforce the sequence of major events of history. The “Textos y contextos” sections of every chapter help to contextualize these historical moments from a cultural perspective and to flesh out their significance.

SPAN-3613-001
Survey of Spanish/American Literature
Fehskens
Prerequisites: SPAN 3033 and 3113. This course will be conducted in Spanish, except when the need for clarification requires English. SPAN 3613 studies representative works of Spanish America, from the colonial period to the modern day, covering all dominant literary genres. We will also learn the techniques and vocabulary associated with intelligent literary analysis in Spanish.

SPAN 4107-001
Cervantes
Hall
Prerequisite: SPAN 3313 or SPAN 3513. A study of the great novel Don Quijote by Miguel de Cervantes.

SPAN 4133
Translation and Outreach
Nelson

SPAN 4207-001
Spanish Literature: 19th Century
Gomez Sobrino
This course focuses on Spanish literature of the 19th Century. We will read different genres such as novellas, short stories, essays, plays and poetry. The student will become familiar with the authors and masterpieces of this time and the distinguishing characteristics of the varied genres. The student will develop his/her writing, reading, listening, oral and critical skills. By the end of the semester, the student will be able to identify the different literary movements during the 19th century in Spain.

SPAN 5107-001
Cervantes
Hall
See SPAN 4107

SPAN 5207
Spanish Literature: 19th Century
Gomez Sobrino
See SPAN 4207