

The Clarion

Descriptions of English and Foreign Language Courses Offered at East Tennessee State
University, Spring 2024

Winter
(12/20/23 – 1/14/24)

ENGLISH

ENGL 1010 | Critical Reading and Expository Writing | TBA

Writing paragraphs and essays based on close readings of various texts, with an emphasis on clear, grammatically correct expository prose. Students must take this course during the first eligible semester at the university.

ENGL 1020 | Critical Thinking and Argumentation | TBA

Prerequisite(s): A grade of C or above in ENGL 1010 or equivalent. Writing essays based on critical analyses of various literary texts. Emphasis on sound argumentative techniques. Requires documented research paper. Students must earn a grade of C or above to pass this course.

ENGL 2030 | Literary Heritage | Lichtenwalner

Prerequisites: A grade of C or above in ENGL 1020; or equivalent. 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: A Portable Anthology. Ed. Gardner et al. 5th ed. ISBN: 9781319215033.

ENGL 2120 | American Literature since 1865 | TBA

Prerequisite(s): ENGL 1020 or equivalent. 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) ed. Levine. 10th ed. ISBN: 9780393884432.

Spring
(1/16/24 – 4/26/24)

ENGLISH

ENGL 1010 | Critical Reading and Expository Writing | Various Sections

Writing paragraphs and essays based on close readings of various texts, with an emphasis on clear, grammatically correct expository prose. Students must take this course during the first eligible semester at the university.

ENGL 1020 | Critical Thinking and Argumentation | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1010 or equivalent. Writing essays based on critical analyses of various literary texts. Emphasis on sound argumentative techniques. Requires documented research paper. Students must earn a grade of C or above to pass this course.

ENGL 2030 | Literary Heritage | Various Sections

Prerequisites: A grade of C or above in ENGL 1020; or equivalent. 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: A Portable Anthology. Ed. Gardner et al. 5th ed. ISBN: 9781319215033.

ENGL 2110 | American Literature to 1865 | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. 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. Levine. 10th ed. ISBN: 9780393884425.

ENGL 2120 | American Literature since 1865 | Various Sections

Prerequisite(s): ENGL 1020 or equivalent. 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) ed. Levine. 10th ed. ISBN: 9780393884432.

ENGL 2138 | Honors Survey of American Literature: Poe and His Legacy | Graves

Prerequisite(s): ENGL 1020 or equivalent. More than 200 years after his birth, Edgar Allan Poe remains one of the most widely read, and is still regarded as perhaps the most inventive, and most controversial, of American writers. This Honors survey of American literature will explore Poe’s own multivarious

work, including his poems, literary criticism, short stories, and longer fictions, as well as examples of scholarship and biographical writing about his life and work. We will also immerse into the seemingly inexhaustible legacy of Poe's work on literary and popular culture, with forays into music, films, paintings, and other artistic expressions of Poe's influence. Other writers considered may include H.P. Lovecraft, Toni Morrison, Stephen King, Jeff VanderMeer, and Carmen Maria Machado.

ENGL 2210 | British Literature to 1785 | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. British Literature I is designed to introduce students to 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) ed. Greenblatt. 10th ed. ISBN: 9780393603125.

ENGL 2220 | British Literature since 1785 | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. 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) ed. Greenblatt. 10th ed. ISBN: 9780393603132.

ENGL 2330 | World Literature | Various Sections

Prerequisites: ENGL 1020 or equivalent. 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.

Required Text:

Norton Anthology of World Literature, Shorter 4th Edition. ISBN: 9780393656022

ENGL 2430 | European Literature | Various Sections

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. 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.

Required text:

The Norton Anthology of World Literature (Volumes 1 and 2). Puchner. Shorter 4th Edition. ISBN: 9780393656022

ENGL 3010 | Poetry | Grice

Prerequisites: ENGL-1010 and 1020 or equivalent. This course is an introduction to the art of poetry. Through reading, discussion and collaborative activities, students learn how to analyze, evaluate and take pleasure in poems by a wide-range of established masters. We talk about form, technique, themes, social and historical influences while considering what distinguishes poetry from other kinds of creative writing. Moreover, we explore the ideas and perceptions weaved into poems and how they speak to our lives and the larger world.

ENGL 3030 | Drama | Mazzara

Prerequisites: ENGL-1010 and 1020 or equivalent. This class will be a study of drama as a genre with attention to its form, development, and techniques. We will also consider how theatrical performance influences the composition of plays. Readings will include ancient Greek and Roman drama as well as subsequent works that show the ongoing influence of classical tragedy and comedy. All readings will be assigned in English.

ENGL 3050 | Literature and the Environment | O'Donnell

Prerequisites: ENGL-1010 and 1020 or equivalent. Environmental literature has a bad image in some circles. When students ask me what environmental literature is, they seem to imagine an environmental novel that preaches to the choir about climate change. We won't read anything like that in this course. There's a vital American tradition of literature that engages environmental themes and subjects in ways that will surprise and astonish you. Readings include contemporary novels by Barbara Kingsolver and Ron Rash, poems from the past few decades, and classic nonfiction from Bill McKibben's anthology, *American Earth: Environmental Writing Since Thoreau*. The course satisfies a requirement for the environmental studies minor.

ENGL 3065 | Southern Appalachian Literature | Holmes

Our study of Southern Appalachian literature begins with key texts from the early 20th century and builds to the present day, exploring Appalachian identity in the wake of extractive industries, political exploitation, devotion to kinship and place, and resultant social tensions. The course follows a lecture/discussion format, including regular student presentations. Each student will write two essays, as well. Please feel free to contact Professor Holmes via email should you have any questions: holmest@etsu.edu. We will study the following texts in the indicated editions:

- Agee, James, *A Death in the Family*, 978-0143105718, 2009, Penguin Classics
- Arnow, Harriette, *The Dollmaker*, 978-1439154434, 2009, Scribner
- Gilliam, Diane, *Kettle Bottom*, 978-0966045970, 2004, Perugia Press
- Hooks, Bell, *Appalachian Elegy: Poetry and Place*, 978-0813136691, 2012, University Press of Kentucky
- Kingsolver, Barbara, *Demon Copperhead*, 978-0063251922, 2022, Harper
- Manning, Maurice, *The Common Man*, 978-0544303393, 2010, Ecco
- Pancake, Ann, *Strange as This Weather Has Been*, 978-1593761660, 2007, Shoemaker & Hoard (This is the current publisher)
- Range, Melissa, *Scriptorium: Poems*, 978-0807094440, 2016, Beacon Press
- Still, James, *River of Earth*, 978-0813113722, 1978, University Press of Kentucky
- Walker, Frank X., *Affrilachia: Poems*, 978-0967542409, 2020, Ohio University Press Distributed Titles
- Wilkinson, Crystal, *The Birds of Opulence*, 978-0813174990, 2018, University Press of Kentucky

ENGL 3128 | Honors Special Topics: Rock Is Lit | Cody

Permit required. Like Christy Alexander Hallberg's podcast from which it derives its name, this course will take students "on a quest to find the very best rock novels and explore the propulsive energy and raw

power of these stories about music, the people who make it, and the characters who love it.” We will read award-winning and award-nominated rock-n-roll novels from recent years such as Dana Spiotta’s *Eat the Document* (nominated for the National Book Award), Franz Nicolay’s *Someone Should Pay for Your Pain* (named by Rolling Stone as one of its “Best Music Books of 2021”), Sarah Pinsker’s *A Song for a New Day* (winner of the Nebula Award), Jessamyn Violet’s *Secret Rules of Being a Rock Star* (named on many “Most Anticipated” and “Recommended” lists), and Alan Parks’s *Bobby March Will Live Forever* (winner of the 2022 Edgar Award for Best Paperback Original). Along the way, we’ll talk with Christy and other authors, enjoy excerpts of Christy’s podcast, read some “rock” short stories and poems, listen to some music, and more.

ENGL 3130 | Advanced Composition | Tweedale

Prerequisite(s): ENGL-1010 and 1020 or equivalents. Presents skills of exposition with emphasis on traditional grammatical principles, and methods of organizing reviews, articles, and sketches.

ENGL 3142 | 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 Text:

The Making of a Story: A Norton Guide to Creative Writing, Reprint edition, ed. Alice LaPlante, 2010 [ISBN-13: 978-0393337082]

ENGL 3150 | Literature, Ethics, and Values: Ambiguity, Apathy, and Action | Lichtenwalner

Often in life we are faced with choices, big and small, that affect how we move through and interact with the world. Through a variety of nineteenth and twentieth century texts we will explore the complexities of how we find our way when what is “right” might not be clear, how we surmount our own reluctance or apathy, and how those who have taken effective action in the face of injustice have found their way.

ENGL 3150 | Literature, Ethics, and Values: Medicine in Literature/Literature as Medicine | Reid

“Illness is the night-side of life, a more onerous citizenship. Everyone who is born holds dual citizenship, in the kingdom of the well and in the kingdom of the sick. Although we all prefer to use only the good passport, sooner or later each of us is obliged, at least for a spell, to identify ourselves as citizens of that other place.”

-Susan Sontag, “Illness as Metaphor”

In this course we will explore the kingdom of the sick with literature as our guide, ranging from classics (Kafka’s *Metamorphosis* and Tolstoy’s *The Death of Ivan Ilyich*), to plays (Margaret Edson’s *Wit*), to short stories (Jay Baruch’s *Fourteen Stories: Doctors, Patients, and other Strangers*) to memoirs (Abraham Verghese’s *My Own Country: A Doctor’s Story* and Paul Kalanithi’s *When Breath Becomes Air*), to science fiction (Kazuo Ishiguro’s *Never Let Me Go*). Stories will focus on individual experiences with illness and its treatment, from both the patient’s and the medical professional’s perspectives, as well as the effects of pandemics—from the Black Death to Covid-19—on society. As we have all been and will all be visitors—

and perhaps residents—of the kingdom of the sick, literature can prepare us for those journeys and provide the solace and healing we need most once we arrive there.

ENGL 3150 | Literature, Ethics, and Values: Social Justice and Human Rights | Briggs

Would the world be a better place if we all just read more books? Research does seem to indicate that reading increases one's sense of empathy and emotional intelligence, but what about ethics and values. This course will explore questions of ethics and values in works of fiction from the 19th and 20th centuries with an emphasis on social justice and human rights. We will be asking questions such as: What responsibilities do humans have to their environment and to their creations within that environment? What rights do we have as human beings and citizens of this nation? Do citizens have the right to live as they desire? Where does social justice fit into our sense of ethics and values? What responsibilities do we have to one another in a functioning society? For more information, please contact Dr. Briggs at briggsm@etsu.edu

ENGL 3200 | History of the English Language | Michieka

Prerequisite: ENGL 1010 and 1020. 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. Assignments will include D2L discussion posts, an etymology paper and short bibliographies on key characters who have influenced the development of the English language.

Required Text:

A History of the English Language, 6th edition by Baugh & Cable: ISBN 9780415655965

ENGL 3270 | Literature of Popular Culture: Supernatural Literature | Briggs

This section of ENGL 3270 is designed to introduce students to literature and film that include elements of the supernatural. We will read and discuss several novels and other forms of literature that build upon the supernatural as a distinct force. We will also view films and clips that use the supernatural to induce mystery and fear in the viewing audience. The main objective for this course is to define literature of the supernatural as a distinct genre within the larger literary canon. As such, we will spend time discussing specific elements associated with this type of literature, including the treatment of fear, mystery, psychological reactions, monsters, etc. Please contact Dr. Michael Briggs (briggsm@etsu.edu) for a reading list and a copy of the syllabus.

ENGL 3280 | Mythology | Various Sections

In Spring 2024, sections taught by Mazzara will address Greco-Roman mythology, and sections taught by Stoll will address global mythology. A survey of mythology as it appears in literature, visual art, drama, and popular culture. Readings may also include selected mythology from additional cultures as well as examples of noteworthy approaches to the analysis, interpretation, and reception of myths.

ENGL 3300 | Literary Criticism | Sawyer

English 3300 is a survey of contemporary literary criticism and theory. 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.

All students will give three short presentations - 30% of your course grade will be based on these 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)

The Bedford Glossary of Critical and Literary Terms. 3rd ed. Ross Murfin and Supryia M. Ray (ISBN: 978-0-230-22330-1) **Ebook available through the Sherrod Library**

Hamlet: Case Studies in Contemporary Criticism, ed. Susanne Wofford (ISBN: 0-312-05544-7)

ENGL 3400 | Survey of African American Literature | Holmes

This course offers a survey of key and influential African American authors from the colonial period to the contemporary era. Students take objective reading quizzes and submit brief essay responses to fulfill test requirements in this online, asynchronous course. Send queries to holmest@etsu.edu.

Required Text:

Gates, et. al., *The Norton Anthology of African American Literature*, third edition, 978-0-393-91155-8, W. W. Norton

ENGL 4020 | British Poetry | Westover

We often hear the names Great Britain, the British Isles, the United Kingdom, and even England used interchangeably, and the descriptor “British” has historically (and problematically) been used to refer to each of these. In truth, none of these names means the same thing, and using them synonymously creates an Anglo-centric idea of Britishness that has historically been used to center some voices and marginalize others.

In our section of British poetry, we will focus on diverse 20th- and 21st-century voices. Specifically, we will explore divergent, countercultural, and experimental voices from 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 an “English” mode and its depictions of Britishness. 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. For more information, contact Dr. Daniel Westover, westover@etsu.edu.

ENGL 4057 | Writing: Theory and Teaching | Honeycutt

Prerequisite(s): ENGL 1020. In this course, students will investigate contemporary attitudes toward and uses of writing in the secondary 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.

ENGL 4087 | Themes in Women’s Literature: Creative Nonfiction | Grice

Creative nonfiction is an umbrella term for a wide-range of non-fiction literature that often uses the techniques of poetry and/or fiction. In this course, we’ll explore creative nonfiction through the personal narratives of women writers, poets and other established artists, work that includes memoir, personal

essays, prose poems, lyric essays, graphic text, video and audio essays. Part seminar, part writing workshop, students will have an opportunity to write short works of creative nonfiction on a range of topics assigned by the professor or designed by the student. Each piece will be offered rigorous criticism both by classmates and by the instructor. Through reading, discussion and assignments, including the option of a final creative project, we'll discover and reflect on a variety of voices, forms and strategies by masters of this genre.

ENGL 4117 | Grammar and Usage | McGarry

This 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 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, 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 | Descriptive Linguistics | McGarry

This course is taught asynchronously online. It addresses how it is possible to characterize human language. In what ways are all human languages similar to each other and different from other communication systems? Along what dimensions can they vary? We will concentrate on describing languages in four core areas: syntax, phonology, morphology, and semantics. Activities will include much analysis on data provided, and students will also collect and analyze data. The textbooks are *The Language of Language: A Linguistics Course for Starters*, by Madalena Cruz-Ferreira and Sunita Anne Abraham, ISBN 9781456458638, and *Thinking Linguistically: A Scientific Approach to Language*, by Maya Honda and Wayne O'Neil, ISBN 9781405108324.

ENGL 4200 | 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, W.W. Norton & Company, 3rd ed. (2015). ISBN: 978-0-393-93863-0

Hamlet: Case Studies in Contemporary Criticism, ed. Susanne Wofford. ISBN: 0-312-05544-7

Dr. Faustus, ed. David Bevington and Eric Rasmussen. ISBN: 0-719-01643-6

ENGL 4360 | Screenwriting | Baumgartner

Prerequisites: ENGL 1020 or equivalent; and one 2000-level literature course. This workshop course will focus on an intensive study of screenwriting for feature-length movies, with a secondary emphasis on adapting fiction into film. The screenwriter is often author, architect and inventor of a film, yet in American cinema the writer of a script rarely receives due credit. In this class we will discuss the difficult role of the screenwriter, paying particular attention to issues of process and technique that differentiate writing for the screen from other narrative forms. Students will be introduced to screenplay format and structure through reading assignments, in-class discussions, film analysis and writing exercises. Students will be required to write and revise an original short script of approximately 35 to 50 pages. This can be a self-contained piece, but could also serve as the first part of a feature-length (90-120 minute) script; alternatively, students can elect to adapt an existing work of fiction into film. Other assignments will

include a critical analysis of an existing script, film or adaptation, a film treatment, a synopsis, and various exercises on character/scene development. Films featured in the course will include *Eternal Sunshine of the Spotless Mind* (film and script), *No Country for Old Men* (film and novel), and others. Students should come to each class prepared to write both critically and creatively, and to share their work with fellow students in a workshop setting.

Required texts:

Screenplay: The Foundations of Screenwriting, by Syd Field, Revised edition, 2005 [ISBN-13: 978-0385339032]

Essentials of Screenwriting: The Art, Craft, and Business of Film and Television Writing, by Richard Walter, Revised edition, 2010 [ISBN-13: 978-0452296275]

No Country for Old Men (novel), by Cormac McCarthy, 2006 [ISBN-13: 978-0375706677]

Eternal Sunshine of the Spotless Mind: The Shooting Script, by Charlie Kaufman, 2004 [ISBN-13: 978-1557046109]

ENGL 4896 | Studies in English: Linguistics of Comedy | Boteilho

In this course, students will study the English language through the lens of comedy. Explore questions like “Why are some jokes funny while others aren’t?”, “Why might one’s sense of humor vary drastically from another’s?”, and “What is this *Benign Violation Theory* anyway?”. Through exploring comedy in various mediums via semantics, pragmatics, rhetoric, wave theory, language shifts, and slang, students will develop skills to analyze the intricacies of the art of comedy, the role language plays in humanity’s levity, and continue to learn about the world through others’ experiences.

End your day with a laugh.

ENGL 4917 | Creative Writing II: Poetry | Grice

Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. This course is a poetry writing workshop which requires students to submit poems on a range of topics assigned by the professor or designed by the student, including some traditional forms. Each student poem is offered rigorous criticism both by classmates and by the instructor. Regular reading assignments from required texts are discussed in class. The final assignment for the workshop is an in-class reading from a portfolio the student has created over the course of the semester.

ENGL 4930 | 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

The Poet’s Companion, by Kim Addonizio and Dorianne Laux

The Best American Poetry 2023, eds. David Lehman and Elaine Equi

The Best American Short Stories 2023: The O. Henry Prize Winners, eds. Lauren Groff and Jenny Minton Quigley

ENGL 4957 | Special Topics: The Origins of Fantasy Literature: Romance Epic | Reid

Knights. Dragons. Wars. Wizards. Hippogriffs. Our class will journey through one of the most popular literary genres of its day, foundational for the contemporary genre of fantasy literature, but now sadly neglected: the romance epic. Fusing the genres of epic and chivalric romance, the romance epic thrived in the 16th century of Europe in the poetic works of Ludovico Ariosto's *Orlando Furioso*, Torquato Tasso's *Jerusalem Delivered*, and Edmund Spenser's *The Faerie Queene*. These are some of our best and most beautiful stories, sweeping narratives of male and female knights questing a landscape populated with romance and danger. They are wild and wonderful, and our ignorance of them "robs us of a whole species of pleasures and narrows our very conception of literature" (C. S. Lewis). While we will delight in the bizarre joys of the romance epic, we will also read the genre with a contemporary eye, as these poems have much to say about monster studies, the fraught relationship between East and West, the construction (and deconstruction) of gender, and the very process and purpose of narrative art.

ENGL 5057 | Writing: Theory and Teaching | Tweedale

This class examines theories and practices of teaching composition in higher education contexts. We will reflect on our own experiences as writers, teachers, and learners in conjunction with our reading of texts written by experienced writing instructors and researchers, addressing key concepts in composition, such as writing processes, language politics, reflection, and multimodality. During this course, students will develop their own philosophies of teaching and generate teaching materials that reflect that emerging philosophy.

ENGL 5087 | Themes in Women's Literature | Grice

See ENGL 4087

ENGL 5117 | Grammar and Usage | McGarry

See ENGL 4117

ENGL 5170 | Teaching English as a Second Language | Michieka

This course is an overview of the different approaches to teaching English to speakers of other languages. In addition to surveying the various teaching methodologies that were dominant during the last century, we will discuss the different variables that influence language teaching/learning. Moreover, the course also surveys the techniques of teaching individual language skills; and it also introduces the principles of lesson design and implementation, interactive language teaching, and assessing language skills. Guided by the different perspectives discussed in our textbook, 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.

Required Text:

Brown, H. & H. Lee (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Fourth Edition. Pearson. ISBN: 978-0133925852

ENGL 5550 | 19th Century American Fiction | Cody

This course is a blend of traditional major and little-known fiction from 19th-century America. We'll read novels and short stories by Charles Brockden Brown (*Wieland*), Catharine Maria Sedgwick (*Hope Leslie*), Nathaniel Hawthorne (stories & *The Scarlet Letter*), Edgar Allan Poe (stories), Herman Melville (*Moby-Dick*), Frances E.W. Harper (*Iola Leroy*), Kate Chopin (*The Awakening*), Charles W. Chesnutt (*The Marrow of Tradition*), and a variety of prose pieces about writing fiction from throughout the period.

ENGL 5600 | 20th and 21st Century American Poetry | Jones

Offers in-depth study of major 20th- and 21st-century American poets.

ENGL 5917 | Creative Writing II: Poetry | Grice

See ENGL 4917

ENGL 5940 | Creative Writing | Graves

This course is a graduate level creative writing workshop which requires students to submit a chapbook-length manuscript at the end of the term (18-24 pages). The chapbook is a longstanding literary form, and while the readings will focus on poetry, students are permitted to submit a final project in poetry, fiction, creative non-fiction, or a literary hybrid genre. Some assignments may be associated with required texts, and each student will give a presentation on some aspect of the readings. The final assignment in the workshop will be an in-class reading from a portfolio of original work created during the semester.

ENGL 5957 | Special Topics: The Origins of Fantasy Literature: Romance Epic | Reid

See ENGL 4957

FILM STUDIES**FILM 3200 | Post-War Global Film | Wessels**

This course surveys the cinematic landscape post-World War II. Each week focuses on a particular nation in order to highlight developments in the history of that location's film production, such as New Waves or innovative formal expressions. Films such as *The 400 Blows* (François Truffaut, 1959), *Tokyo Drifter* (Seijun Suzuki, 1966), *Nashville* (Robert Altman, 1975), and *Lagaan* (Ashutosh Gowariker, 2001) are drawn from defining moments.

We start by looking at Italian Neorealism and the French New Wave for critical models of film historiography. Italian Neorealism formed in the wake of World War II and responded directly to the postwar environment. The relationship between political, cultural, and historical contexts and film production will provide our first approach. The French New Wave responded to the "Tradition of Quality" in France that preceded it, providing a reactionary break from an earlier industry. Other films we examine will provide a similar break from previous traditions in establishing 'New Waves' of cinematic practice. Looking to these models as ways of understanding the development of cinema globally, we will explore the ways cinematic production has interacted with global politics, cultures, and histories.

Required Text:

Traditions in World Cinema, Linda Badley and R. Barton Palmer

Note: free e-book access is available via the library, but you may choose to purchase a paper copy

FILM 4000 | Film Theory | Wessels

Pre-requisite: FILM 3000 or ENGL 3290. This course introduces a range of political, philosophical, and cultural approaches to the cinema, centering on the key insights and breakthrough critical ideas that have informed the study of film and its role in society. The cinema -- as a new and revolutionary art form -- attracted many of the most powerful thinkers of the 20th century. And with every technological advance in film -- including sound, color, and computer animation -- new theories of "what is cinema" emerged, contributing to core theoretical frameworks that have been used to understand film historically. Theories and films will be drawn from around the world, to illustrate how theories of film have developed differently depending on cultures and contexts, which in turn shapes the form the films

take. Films screened may include: *Modern Times* (Charlie Chaplin, 1936), *The Battle of Algiers* (Gillo Pontecorvo, 1966), and *Girlhood* (Céline Sciamma, 2014). Readings will be available via D2L and the library.

LANGUAGES

FREN 1010 | Beginning French I | Nichan

Introduction to the French language and to the culture, geography, and history of French-speaking countries.

FREN 1020 | Beginning French II | Labbé

Prerequisite(s): A grade of at least a C- in FREN 1010, credit received from CLEP exam, or with consent of the coordinator for French. Introduction to the French language and to the culture, geography, and history of French-speaking countries.

FREN 2010 | Second-Year French I | Nischan

Prerequisite(s): A grade of at least a C- in FREN 1020, credit received from CLEP exam, or with consent of the coordinator for French. A continuation of first year, with an introduction to French literature.

FREN 2020 | Second-Year French II | Labbé

Prerequisite(s): A grade of at least a C- in FREN 2010 or with consent of the coordinator for French. A continuation of first year, with an introduction to French literature.

FREN 3610 | French Literature after 1700 | Labbé

This course covers French literature and thought from 1700 to today. It highlights the strong ties that connect social and political change with literary innovation and experimentation. It aims to improve students' knowledge of the French literary canon and its evolution and offers an opportunity to bolster reading, speaking, and writing abilities in French. The class will alternate lectures, class discussions and student-led activities in order to help students familiarize themselves with literary materials, develop their critical thinking skills and gain confidence in French and in presentational activities.

FREN 4957 | Special Topics: North African Literature | Nichan

Provides opportunities to explore a wide variety of specialized topics in the French-speaking world in order to develop a deeper understanding of the language and culture.

FREN 5957 | Special Topics: North African Literature | Nichan

See FREN 4957.

GERM 1010 | Beginning German I | Negrisanu

Introduction to the German language, and to the culture, geography, and history of German-speaking countries.

GERM 1020 | Beginning German II | Jost-Fritz

Prerequisite: A grade of at least a C- in GERM 1010 or with consent of the coordinator for German. Introduction to the German language, and to the culture, geography, and history of German-speaking countries.

GERM 2020 | Second-Year German II | Jost-Fritz

Prerequisite: A grade of at least a C- in GERM 2010 or with consent of the coordinator for German.

A continuation of first year, with an introduction to German literature.

GERM 3220 | Germany Today | Negrisanu

GERM 3220 further deepens your proficiency in all four linguistic skills (speaking, writing, reading, and listening) on the intermediate level (see ACTFL guidelines), with an emphasis on speaking and writing. We will discuss events between 1945 and the present that shaped contemporary German culture and society. Readings of narrative texts, poetry, non-fiction, and journalistic writings as well as three feature films and various audio and visual materials will provide us with extensive information on Germany and the Germans in this time period, information that we discuss and use in carefully crafted writing and speaking assignments.

GERM 4137 | Age of Goethe | Jost Fritz

Prerequisite: GERM 3120 or approval by instructor. Studies selected works of the principal authors of the Storm and Stress, Classical, and Romantic periods in German Literature.

GERM 4167 | Advanced German Grammar | Negrisanu

Prerequisite: A grade of at least a C- in GERM 2020 or with consent of the coordinator for German. 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 5137 | Age of Goethe | Jost Fritz

See GERM 4137.

GERM 5167 | Advanced German Grammar | Negrisanu

See GERM 4167.

GREK 1020 | Introductory Ancient Greek II | Crofts

Prerequisite(s): GREK 1010. Brings students up to the intermediate stage in learning the grammar and syntax of the Greek language as it was used in fifth-century (B.C.E.) Athens.

GREK 2020 | Intermediate Ancient Greek II | Crofts

Prerequisite(s): GREK 2010. Acquaint students with the language and meter of Greek epic poetry, with special emphasis on Homer's Iliad.

JAPN 1010 | Beginning Japanese I | James

Introduction to the Japanese language, both spoken and written, and to the culture and customs.

JAPN 1020 | Beginning Japanese II | Various Sections

Prerequisite(s): A grade of at least C- in JAPN 1010 or with consent of the coordinator for Japanese. Introduction to the Japanese language, both spoken and written, and to the culture and customs.

JAPN 2010 | Second-Year Japanese I | Boteilho

Prerequisite(s): A grade of at least C- in JAPN 1020 or with consent of the coordinator for Japanese. A continuation of the first year.

JAPN 2020 | Second-Year Japanese II | Arnold

Prerequisite(s): A grade of at least a C- in JAPN 2010 or with the consent of the coordinator for Japanese. A continuation of the first year.

JAPN 3025 | Japanese Conversation and Composition II | James

Prerequisite(s): JAPN 3015 or equivalent. Japanese Conversation and Composition II is the second semester of Japanese year 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 4020 | Reading in Modern Japanese | Arnold

This course will provide students with opportunities to practice rapid reading of a variety of Japanese texts. They will develop your ability to read quickly and accurately by practicing different ways of reading best suited to your specific objectives and to the reading material at hand. They will sharpen their scanning and skimming skills, together with practice in prediction, anticipation, and deduction. Mastery of these techniques will increase reading speed and significantly improve reading comprehension. This course is conducted mostly in Japanese.

JAPN 4025 | Advanced Japanese II | Arnold

In this class, students will learn about Japan's cultural development and how that relates to modern Japanese society. Working through subjects such as history, pop culture, societal norms, and mannerisms, the class will come to understand how Japan has evolved as a nation culturally, and historically. By the end, students can expect to have knowledge of Japanese ideals and well-rounded understanding of the country's society.

JAPN 4975 | Topics in Japanese: | James

Gives opportunity to study special topics in the field of Japanese.

LATN 1020 | Beginning Latin II | Toye

Introduction to Latin vocabulary, syntax, conjugations, and declensions, working toward prose and poetry.

LATN 2020 | Second-Year Latin II | Toye

Prerequisite(s): A grade of at least a C- in LATN 2010 or with consent of the coordinator for Latin. A continuation of first year, with reading from Latin prose and poetry and some prose composition.

SPAN 1010 | Beginning Spanish I | Various Sections

A study of the four language skills of speaking, listening, reading and writing. Includes introduction to Hispanic culture.

SPAN 1020 | Beginning Spanish II | Various Sections

Prerequisite(s): A grade of at least C- in SPAN 1010 or with consent of Spanish coordinator. A study of the four language skills of speaking, listening, reading and writing. Includes introduction to Hispanic culture.

SPAN 2010 | Second-Year Spanish I | Various Sections

Prerequisite(s): A grade of at least C- in SPAN 1020 or with consent of Spanish coordinator. Intermediate Spanish: grammar review, oral practice, and writing. Emphasis on Hispanic culture and literature.

SPAN 2020 | Second-Year Spanish II | Various Sections

Prerequisite(s): A grade of at least C- in SPAN 2010 or with consent of Spanish coordinator. Intermediate Spanish: grammar review, oral practice, and writing. Emphasis on Hispanic culture and literature.

SPAN 3010 | Spanish Grammar | Heil

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.

Required text:

Jordon, Isolde, and José Manuel Pereiro-Otero. *Curso de gramática avanzada del español: comunicación reflexiva*. Pearson Education Inc., New Jersey. 2006.

SPAN 3020 | Spanish Conversation and Composition in Contemporary Hispanic Culture | Fehskens

Prerequisite(s): SPAN 3010. The objective of this course is to perfect the student's speaking and writing abilities in Spanish through a variety of activities that provide examples of authentic Spanish in context. There will be multiple short writings assigned, as well as brief video conversations conducted via Flipgrid. The coursework and conversations will be based on the short films, activities, readings and essays from the book *Revista (Vista)*. This work will prepare the student for success in higher-level Spanish courses at the 3000 and 4000 levels.

SPAN 3030 | Hispanic Literary Criticism | Gómez-Sobrino

Prerequisite(s): SPAN 3010 and SPAN 3020, or by permission of instructor. This course is an introduction to Hispanic literature with an emphasis on literary analysis in Spanish and becoming more familiar with Hispanic culture. We will look at a wide variety of authentic literature in Spanish while simultaneously learning some of the main approaches to literary criticism in the field. In addition, we will improve grammatical accuracy in written work and greatly expand vocabulary through examples of literature using regional dialects from many different Spanish-speaking countries.

SPAN 3133 | Introduction to Latinx Studies | Fiuza

Prerequisites: SPAN 2020 or equivalent. Introduces Latinx studies with a focus on disambiguation of terms, Hispanic, Latino, Latinx, Chicax etc., as well as Latinx identity in the US context in literature, art, culture, society etc. A community-based course that provides knowledge and skills to effectively interact with members of Spanish-speaking communities in both social and professional contexts. Finally, this

course teaches cultural competence and diversity through an interdisciplinary approach involving students and faculty in the promotion of cordial, supportive, and meaningful relationships between Latinx immigrants, their heritage, and native Appalachia community members.

SPAN 3213 | The Sounds of Spanish | Korfhagen

Prerequisite(s): SPAN 3010 and SPAN 3020. May be taken concurrently. An introduction to the sound system of Spanish and its spoken varieties throughout the world. Through comparisons with English, equal emphasis will be put on understanding the way that sounds are produced in Spanish and on the student's individual pronunciation.

Required text:

Morgan, Terrell A. *Sonidos en contexto*. Yale University Press. 2010. ISBN: 978030021443

SPAN 4157 | Spanish for Health Professions | Korfhagen

Prerequisites: SPAN 3123. Further develops students' skills in interpreting and translating in a variety of healthcare settings. Topics include advanced medical terminology, ethics and standards of practice for healthcare interpreters, language access laws that pertain to patient rights and provider obligations, and cultural norms that may require mediation and cultural brokering in a healthcare setting.

Required texts:

Ofri, Danielle. *Medicine in Translation: Journeys with My Patients*. Beacon Press. 2010. ISBN: 9780807001264

Mikkelson, Holly. *Interpreter's Rx Spanish/Eng Medical Interpreting (W/3 CD'S)*. Acebo. ISBN: 9781880594117

SPAN 4167 | Spanish for Law and Business | Fiuza

Studies different aspects of the relationship between Law and Business professionals and the Spanish language by providing linguistic and cultural skills.

SPAN 4607 | Literary Modernism in Spanish | Fehskens

Focuses on the transatlantic literatures of Spanish and Spanish American modernity, specifically works written between 1885-1920. Studies Rubén Darío, his contemporaries, and followers and their participation in a global response to modernization. Topics may include modernity, tragedy, art for art's sake, and existentialism.

SPAN 4737 | Art in the Imperial City | Gómez-Sobrino

The objectives of this course are to engage the students with the art of the Imperial City, Toledo, contextualized in a socio-critical approach based on Spain's Golden Age, Empire and Decline. Students are expected to acquire an understanding and criticism of the principal literary works of Toledo, their writers, and the socio-historical and art milieu that brought them forth. The course will be administered in Spanish, and the improvement/perfecting process of verbal and written language production in Spanish are likewise objectives of the course.

By the end of the course, students will have learned:

- The role of the city of Toledo in some of the most important works of literature from the Golden Age to Romanticism.
- The role of the city of Toledo in the discussion of Spain as an Empire and its Decline through painting, architecture, and literature.
- The impact of the history, art, and literature of the Imperial city on the people that inhabit the city in the present.
- Writing and speaking skills through various essays and presentations in class.

SPAN 5011 | Intensive Healthcare Spanish I for Graduate Students | Korfhagen

An intensive online beginning Spanish course—intended for students in healthcare-related fields with little-to-no experience using Spanish—focused on cultural competency, grammar structures, and vocabulary most relevant to a healthcare setting, with an emphasis on building oral proficiency. The course enables healthcare professionals to converse with Spanish-speaking patients in Spanish and to interact with all patients of Hispanic origin with a higher level of cultural competency.

Required text:

Chase, Robert O. & Clarisa B. Medina de Chase. *An Introduction to Medical Spanish: Communication and Culture* 5th ed. Yale University Press, 2019. ISBN: 9780300226027

SPAN 5011 | Intensive Healthcare Spanish II for Graduate Students | Korfhagen

This online course is focused on more advanced grammar structures and vocabulary most relevant to a healthcare setting, with an emphasis on cultural competency and expanding oral proficiency to include independent practice interpreting. 3 credit hours.

Required text:

Chase, Robert O. & Clarisa B. Medina de Chase. *An Introduction to Medical Spanish: Communication and Culture* 5th ed. Yale University Press, 2019. ISBN: 9780300226027

SPAN 5157 | Spanish for Health Professions | Korfhagen

See SPAN 4157

SPAN 5167 | Spanish for Law and Business | Fiuza

See SPAN 4167

SPAN 5607 | Literary Modernism in Spanish | Fehskens

See SPAN 4607

SPAN 5737 | Art in the Imperial City | Gómez-Sobrino

See SPAN 4737

TECHNICAL AND PROFESSIONAL WRITING

TECW 2100 | Introduction to Technical and Professional Writing | Bocchi

The purpose of this course is to introduce the field of technical and professional writing. It serves as an overview of the various concepts, skills, and technologies required for its practice. Students will learn how to write and design digital content by tailoring textual genres and technological applications.

TECW 3134 | Digital Research and Writing | Mitchell

The course provides an overview of the knowledge and skills required for digital research and writing as they are applied across academic and professional landscapes. Students will learn how to research primary and secondary sources in online environments and databases, and use multimodal authoring tools to create, share, and reflect on original content.

TECW 4100 | Writing for Government | Bocchi

The purpose of this course is to provide students opportunities to identify, discuss, and apply different types of textual genres, writing styles, and digital platforms that are common in government and the public sector. Students will learn how to research and write various kinds of texts, such as releases,

proposals, and policy documents, that are essential to writing for government agencies and organizations.

TECW 4200 | Introduction to Grant & Proposal Writing | Mitchell

Prerequisite: TECW 2100. The course introduces and explores the contexts, purposes, and applications of grant and proposal writing across sectors and industries. Students will learn how to research, write, and report on grants and proposals in the public, private, and nonprofit sectors.