ENGLISH

ENGL 3270 | Literature of Popular Culture: Graphic Narration | Honeycutt
The groundbreaking graphic artist Will Eisner once prophesized that “the comic strip is no longer the comic strip, but in reality an illustrated novel. It is new and raw in form just now, but material for limitless intelligent development. And eventually and inevitably it will be a legitimate medium for the best writers and artists.” Using Eisner’s prescient words as a guide, ENGL 3270 Graphic Narration: The Literature of Popular Culture will explore one of the most widespread and influential literary genres. This pre-summer online course will trace how graphic novels developed from their inception late in 1960s to contemporary culture. Along the way, we will learn how to read and decode graphic novels, interrogate the medium as a method of storytelling, and interpret the complex relationship between image and language. Although graphic novels are illustrated, they should by not be considered exclusively young adult literature; in fact, many of the genre’s most powerful texts grapple with mature contents like racial identity and injustice, violence, sexuality, and class issues. Because this course is offered in the accelerated pre-summer semester, please be aware that it will be both reading and writing intensive.

Required Texts:
Ba, Gabriel and Fabio Moon. Daytripper
Bechdel, Alison. Fun Home: A Family Tragicomic
Carroll, Emily. Through the Woods
Eisner, Will. A Contract with God and Other Tenement Stories
Kindell, Mikki. Amazons, Abolitionists, and Activists: A Graphic History of Women's Fight for Their Rights
McCloud, Scott. Understanding Comics: The Invisible Art
Backderf, Derf. Kent State
Moore, Alan and Dave Gibbons. Watchmen
Spiegelman, Art. Maus: A Survivor's Tale I & II.

LANGUAGES

JAPN 3005 | Japanese Language and Culture in Japan (Study Abroad) | Arnold
Prerequisite(s): JAPN 1010 or equivalents. The dates for this Study Abroad are May 15-June 2. This course is taught in Japan. It is based on new communicative approaches rather than traditional methods of language education that focus purely on grammar and sentence structure. It uses the Marugoto Course books, new textbooks published by the Japan foundation. The aim of this course is to use Japanese language skills to get to know people, order in Japanese restaurants, and take part in many other Japanese related events. At the end of each session, participants will be able to perform specific,
practical tasks in Japanese. The students will try to do these tasks by communicating with Japanese people in Japan as assignments in each chapter. Learning about Japanese culture and people is a very important part of this course. The students will learn about them by communicating with Japanese college students, visiting historical places and museums, and watching traditional Kabuki theater and traditional Japanese sports, Sumo, and so forth.

SPAN 1010 | Beginning Spanish I | Heil
A study of the four language skills of speaking, listening, reading and writing. Includes introduction to Hispanic culture.

SPAN 3123 | Introduction to Translation and Interpretation (Study Abroad) | Korfhagen
Prerequisite(s): SPAN 3010 Basic Spanish Grammar and SPAN 3120 Spanish Conversation and Composition, 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.

Required text:
Aproximaciones al Estudio de la Literatura Hispánica by Carmello Virgillo, Valdivieso & Friedman. 7th ed.
ISBN: 978-0073385372

SPAN 4377 | Language and Culture in Equador (Study Abroad) | Fehskens
The course objectives are to increase the student’s language proficiency in Spanish through cultural content including literature, music, archaeology, and live interpretation from Spanish to English. The student will obtain a knowledge of Ecuador’s political history, its ethnic diversity, its religious and ideological history, and its rich geography. Ecuador will be the center of a larger education concerning Latin-American identity, as well as colonialism and its effects today. The course will be administered in Spanish, and the improvement of verbal and written language production in Spanish are likewise objectives of the course.

Many on-site activities are planned to give back to the Ecuadorian community that will be hosting us; we will be working in collaboration with the non-profit organization Hombro a hombro, a program that provides health-care to underprivileged communities, in the form of interpretation, school visits, and other community building activities.

SUMMER SESSION I
(6/5/23 – 7/7/23)

ENGLISH

ENGL 1010 | Critical Reading and Expository Writing | Campbell
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 | Stoll
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 | Martin
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:

ENGL 2120 | American Literature to 1865 | Cody
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:

ENGL 2120 | American Literature since 1865 | French
Prerequisite: 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 that 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:

ENGL 3280 | Mythology | Cody
Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. Mythology from the world over will be our semester-long topic. Along the way, we will first pay particular attention to selected figures from the Greek pantheon and then examine literary works, ancient and modern, that develop mythological themes, characters, and situations.

ENGL 4077 | Young Adult Literature | Thompson
This course explores the exciting, multi-cultural field of literature written by, for, and about adolescents. Students will read widely in YA literature; explore various genres and formats; investigate a variety of teaching resources; become familiar with current scholarship; discover the usefulness of an intersectional approach, discuss best practices in digital pedagogies, and develop online curriculum for teaching adolescent literature. Our reading will no doubt yield additional discussions on topics such as literacy, multiculturism, gender identity, sexuality, diversity/inclusion, censorship, bullies and bullying, and the use of film and new critical media in the literature classroom. In short, we will explore the value
of adolescent literature for young adult readers and, hopefully, re-discover the pleasures found in reading young adult literature for ourselves. For more information about course content, texts, and requirements, you may email the instructor at thompsop@etsu.edu.

**ENGL 4117 | Grammar and Usage | Michieka**
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 5077 | Young Adult Literature | Thompson**
See ENGL 4077.

**ENGL 5117 | Grammar and Usage | Michieka**
See ENGL 4117.

**FILM STUDIES**

**FILM 4200 | Topics in Film: Hollywood and American Film History | Wessels**
This course will trace the economic, social, and aesthetic history and influence of the Hollywood studio system, while simultaneously examining the rise of independent cinema in America. Considering film as ideology, we will examine the ways that issues of race, ethnicity, gender, class, sexuality, religion, and nationality figure within American film.
This course may count toward the history requirement for the Film and Media Studies minor.
**Required text:**
*Screen Ages: A Survey of American Cinema*, John Alberti

**LANGUAGES**

**FREN 2010 | Second-Year French I | Bundy**
*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.

**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.

**SPAN 1020 | Beginning Spanish I |**
*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 | Korfhagen**
*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.
ENGLISH

ENGL 1010 | Critical Reading and Expository Writing | Briggs
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:

ENGL 2110 | American Literature to 1865 | Cody
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:

ENGL 3020 | Fiction | Baumgartner
Prerequisites: ENGL 1020 or equivalent. This course will focus on the study of fiction as a genre. Special attention will be given to form and technique in the short story and novel. We will read and discuss fiction from a range of cultures and traditions, including stories by Ambrose Bierce, Kate Chopin, Anton Chekhov, James Baldwin, Flannery O’Connor, Ursula K. Le Guin, Gabriel Garcia Márquez, Amy Hempel, and many others.

Required Text:

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:
LANGUAGES

FREN 2020 | Second-Year French II | Bundy
Prerequisite(s): A grade of at least a C- in FREN 1010 or with consent of the coordinator for French. A continuation of first year, with an introduction to French literature.

JAPN 2020 | Second-Year Japanese II | James
Prerequisite(s): A grade of at least a C- in JAPN 1010 or with the consent of the coordinator for Japanese. A continuation of the first year.

JAPN 4230 | Japanese Manga and Anime Translation | Tezuka-Arnold
Prerequisite(s): JAPN 3015. Introduces translation theories used to produce practical translations mainly from Japanese to English. This course teaches basic translation skills for Japanese manga and animation through an interdisciplinary approach by including translations from various authentic materials from Japanese manga, books, videos, and movies.

SPAN 1020 | Beginning Spanish II | Fehskens
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 | Korfhagen
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 2020 | Second-Year Spanish II | Gómez-Sobrino
Prerequisite(s): A grade of at least C- in SPAN 2010 or with consent of the coordinator for Spanish. Intermediate Spanish: grammar review, oral practice, and writing. Emphasis on Hispanic culture and literature.

DUAL SESSION
(6/5/23 – 8/11/23)

ENGLISH

ENGL 2330 | World Literature | Buck
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:
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:

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:

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:

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:**

**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:**

**ENGL 2238 | Honors Survey of British Literature | Sawyer**
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:**

**ENGL 2330 | World Literature | Elhindi**
At the beginning of the semester, we will study the literary terms used in analyzing and evaluating literature. And then we will survey the basic principles of literary criticism. Afterwards, we will study texts from Asia, Australia, Africa, and Latin America. The goal of this class is to introduce you to diverse cultures and literary traditions. If you need further information regarding this course, please stop by, call, or e-mail. I am in Room 310 Burleson Hall; my telephone number is 439-5992; and my electronic mail address is Elhindi@etsu.edu

**Required Texts:**

**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:**
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:

ENGL 3020 | Fiction | Baumgartner
Prerequisites: ENGL 1020 or equivalent. This course will focus on the study of fiction as a genre. Special attention will be given to form and technique in the short story and novel. We will read and discuss fiction from a range of cultures and traditions, including a novel by Jeff VanderMeer, stories by Ambrose Bierce, Kate Chopin, Anton Chekhov, James Baldwin, Eudora Welty, Flannery O’Connor, Ursula K. Le Guin, Gabriel García Márquez, Andre Dubus, Amy Hempel, and many others.
Required Texts:

ENGL 3040 | Literary Non-Fiction | O'Donnell
"Literary Nonfiction" is an oddly apologetic term. (Literary... as opposed to that other kind of nonfiction.) At the very least, the term sounds earthbound and prosaic, betraying a persistent suspicion that you can't really stick to the facts and create high art. Well, can you? Yes, you can. In this course, we'll read acknowledged literary masterpieces, including T. Capote's In Cold Blood, and D.F. Wallace's great essays from the 1990s. We'll also read some works that perhaps don't rank as first-rate literature, but that sure provide compelling reads. Along the way, we'll explore the sometimes arbitrary boundaries between fiction and non. The course addresses nonfiction subgenres including the essay, literary journalism, "New Journalism," memoir, sports writing, travel writing, true crime writing, and others. Most of the texts are 20th-century American works, written in English, but we'll take forays into the 19th century, and we'll read a few short translations. For more info, see faculty.etsu.edu/odonnell/2020fall/engl3040/

ENGL 3070 | Native American Literature | Cody
Indigenous America doesn't receive much attention from the U.S. political realm, news media, or entertainment industry. Literature and other cultural expressions by American Indians, however, have experienced a tremendous renaissance since the late 1960s. ENGL 3070 explores historical and developing literary traditions that are part of America's indigenous cultures in an effort, first, to dispel the damaging stereotypes—both negative and supposedly 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 the lives they lead today. We will experience Native American oratory in creation myths, trickster tales, and narratives of contact with Europeans; documents related to 19th-century Indian removal and the war over the American West; literature of the "Native American Renaissance" in the late 20th and early 21st centuries.
Required Texts:
Ceremony (Leslie Marmon Silko)  
The Grass Dancer (Susan Power)  
Living Nations, Living Words: An Anthology of First Peoples Poetry (Joy Harjo, ed.)
Even as We Breathe (Annette Saunooke Clapsaddle)
Elatsoe (Darcie Little Badger),
Winter Counts (David Heska Wanbli Weiden)
Where We Belong (drama by Madeline Sayet)
Shutter (award-winning novel by Ramona Emerson)
Night of the Living Rez (short stories by Morgan Talty)

ENGL 3100 | Intro to Linguistics | McGarry
This course introduces students to the scientific study of human language and to the similarity and the diversity of the languages of the world. We will start with linguistics views on what language is and how it can and should be studied, then ground these concepts in an examination of how language relates to power and privilege in society. The next section of the course will address the core areas of sounds and their patterns (phonetics and phonology), word structure (morphology), sentence structure (syntax), and language meaning (semantics). Finally, the course will introduce other subfields and applications, including pragmatics, reclamation of indigenous languages, sociolinguistics, language change, language acquisition, and psycholinguistics. The main text is the Open Educational Resource Essentials of Linguistics (2nd edition) at https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/.

ENGL 3130 | Advanced Composition | O'Donnell
Prerequisite(s): ENGL-1010 and 1020 or equivalents. You will write in a variety of modes and genres, choosing your own topics in consultation with me. Assignments include five nonfiction pieces, of about 1500 words each. 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 an engaging, readable voice. You will learn to incorporate narrative elements, along with information from source materials, into your own writing. Our working hypothesis in this class is that all human experience -- even academic work, research, and reportage -- is, in some sense narrative, which is to say that it's all about people, in particular places and times, doing things (i.e. character, setting, plot). Readings include a range of recent, prize-winning nonfiction, from a magazine-writing anthology.

ENGL 3141 | Creative Writing I: Poetry | Graves
Prerequisite(s): ENGL 1020 or equivalent; and one 2000-level literature course. Creative Writing I will focus on poetry this fall. This class is designed to help you learn the techniques, habits, and discipline of writing literary poems. We will study in the whole craft of writing poetry, generally based on the model used successfully in the other arts, and will learn by observing, imitating, and practicing the approaches used by accomplished poets. It is not simply a “writing workshop,” though we will spend a good deal of time considering and discussing poems that you write and submit to the class. We will read great poems from the past and present, and do our best to write some great poems of our own.

Required texts:

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 3150 | Literature, Ethics, and Values: Here Be Monsters: Monstrosity and the Monstrous in Literature and Film | Reid and Wessels
Frankenstein. Medusa. Vampires. Godzilla. Grendel. Zombies. The Xenomorph. They horrify us, they fascinate us, they stalk the dark boundaries of our subconscious. In this course we will use the ideas of monstrosity, the grotesque, and otherness to explore topics including gender, sexuality, race, class, science, violence, and culture. Our journey into the monstrous will cover literature (The Faerie Queene, Zone One, Borne), graphic novels (My Favorite Thing Is Monsters), and film (Alien, Night of the Living Dead, Let the Right One In, Jennifer’s Body, Bride of Frankenstein, Gojira, etc.). Join us if you dare.

Required texts:
The Faerie Queen, Book One – Edmund Spenser
Zone One – Colson Whitehead
Borne – Jeff VanderMeer
My Favorite Thing is Monsters - Emil Ferris

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 | TBA
Prerequisite(s): A grade of C or above in ENGL 1020; or equivalent. Mythology from the world over will be our semester-long topic. Along the way, we will first pay particular attention to selected figures from the Greek pantheon and then examine literary works, ancient and modern, that develop mythological themes, characters, and situations.

ENGL 3500 | Women Authors | Byington
This course will examine literature by women from the ancient world to the twenty-first century while implementing a dichotomy of what Eva C. Keuls calls the splitting of the feminine psyche, the housewife and the hetaera--essentially the Madonna and the prostitute. ENGL 3500 will cover major authors such as Sappho, Mary Shelley, and Sylvia Plath, as well as less-often read women like early modern martyr Anne Askew, Harlem Renaissance writer Angelina Weld Grimké, and trans woman author Casey Plett. Each week's assigned readings will also include a critical essay to further assist students in analyzing the course's literature.

ENGL 4010 | British Novel | Jones
The British novel was born in the 18th century, but the novel as we know it—the modern novel of human psychology and interior emotional space—emerged from the 19th. Set amidst class divisions, industrial revolutions, human rights struggles, devastating wars, and continually changing political and social
structures, these novels register the impact of history at the level of the individual. They also talk to each other in surprising ways, and we will follow the inter-textual threads through the 19th, 20th, and 21st centuries.

**ENGL 4012 | American Novel | Holmes**
“The American Novel” offers a representative survey of influential works where authors offer outsider perspectives to “afflict the comfortable.” If you are thinking you have read these novels before, you have not read them before with the rest of us in this context. Besides, you have not really read Moby-Dick until you have read it again—which we can say about every book on this list. Each student will make one oral presentation to the class and write three essays. For your convenience, please review the booklist and specified editions. For more information, contact Dr. Holmes at holmest@etsu.edu.

**Required Texts:**

**ENGL 4032 | 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 make accurate judgments of both style and meaning in the various genres of African literature – fiction, drama, and poetry. Readings will range from Africa’s rich pre-colonial oral traditions to its contemporary fiction, poetry, and drama and will include works by such well-known figures as Chinua Achebe, Ngugi wa Thiong’o, Nawal el Saadawi, Mariama ba as well as fiction and poetry by less known writers across the continent.

**Required Text:**

**ENGL 4077 | Young Adult Literature | Honeycutt**
*Prerequisite(s): ENGL-1010 and 1020 or equivalents.* This course explores popular, exciting, and ever-expanding literature written for and about adolescents. Students will read widely in YA literature; study various genres and formats, including realistic fiction, romance and adventure, science fiction/fantasy, poetry, graphic novels, and film; and become familiar with current scholars and scholarship. The course is designed primarily for students interested in teaching English in high school; therefore as our class reads these works, we should consider their appropriateness, role, and value (or lack thereof) to the secondary classroom. For more information about course content and texts, you may email the instructor at honeycut@etsu.edu.
ENGL 4117 | Grammar and Usage | Elhindi
This class will introduce the system of rules that underlie English usage. Our task in this course would be bringing these rules that you have already learned as a native speaker of English from a subconscious or tacit level to a conscious or focal level. We will study the structure of words, phrases, clauses, and sentences. Moreover, we will examine the distribution of these linguistic units and investigate the rules that determine their classification and combination. This class is essential to students who want to develop their confidence as English writers and teachers. Should you need further information regarding this class, you are welcome to stop by, call, or e-mail. I am in room 310 Burleson Hall; my telephone number is 439-5992; and my electronic address is Elhindi@etsu.edu
Required Text:

ENGL 4117 | Grammar and Usage (Online) | 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, 2nd edition, by Rodney Huddleston and Geoffrey Pullum, ISBN 9781316514641.

ENGL 4137 | Dialectology | Elhindi
This class will introduce the system of rules that underlie English usage. Our task in this course would be bringing these rules that you have already learned as a native speaker of English from a subconscious or tacit level to a conscious or focal level. We will study the structure of words, phrases, clauses, and sentences. Moreover, we will examine the distribution of these linguistic units and investigate the rules that determine their classification and combination. This class is essential to students who want to develop their confidence as English writers and teachers. Should you need further information regarding this class, you are welcome to stop by, call, or e-mail. I am in room 310 Burleson Hall; my telephone number is 439-5992; and my electronic address is Elhindi@etsu.edu
Required Text:

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

ENGL 4217 | Irish and Scottish Literature | Crofts
This course studies the texts and literary cultures of Ireland and Scotland, whose combined tradition dates from the fifth century AD, and incorporates many languages: Latin, Irish, Scots Gaelic, Old Norse, Middle Scots, and English. This tradition has, as is well known, produced some of the greatest modern
writers of English. In the present iteration—under the rubric 'The Medieval Years’—this course begins with the mission of St. Patrick and poetry and prose of the early medieval period, including the sagas and legends of Ireland’s pagan past. Following the eastward spread of Ireland’s cultural influence, the course will gradually shift its focus to the later medieval world of Scotland, whose literature and culture were colored by its Celtic affinities on the one hand, and, on the other, by the hegemonic and militant policies of the English. (Yes, we shall be watching Braveheart.) The courtly poetry of late medieval Scotland—especially that of the three great makars Henryson, Dunbar and Douglas—will round out the period. Throughout the course we will also read modern Scottish and Anglo-Irish poets—especially Robert Burns and William Butler Yeats, who, in different ways, modulate the bardic inheritance. Texts in Latin, Irish, Gaelic, and Norse will be read in translation, whereas we shall learn to read and translate texts in the original Middle Scots—of which no previous knowledge is required. (This course may be taken as a Special Topics (or elective) for the Minor in Classical and Medieval Studies.)

**Texts:**

Yeats, W.B. *Selected Poems and Four Plays* 4th ed. (Collier, 1996)
(recommended)

**ENGL 4417 | Residency I: Teaching English in Middle and High Schools | Honeycutt**

*Prerequisite(s): ENGL-1010 and 1020 or equivalents.* This course explores methods of teaching Secondary English. Its aim is to provide class participants with practical teaching strategies and concrete curriculum that will prepare them well for their student teaching experience. Discussions will be grounded in current theories about effective classroom practices and the teaching of writing, literature, and language and will address reading strategies versus readicide, passion for poetry, effective uses of film in the ELA classroom, lesson plans that matter, the first days of school, classroom management, and the paper load. Class activities will include designing supplementary instructional materials, constructing a full unit of study, and teaching mini-lessons on poetry, fiction, film, or graphic novels. This course takes a “hands-on” approach to methodology and is geared toward individuals interested in becoming secondary English teachers.

**ENGL 4507 | Literature in Film: Weird Fiction | Holtmeier**

Weird fiction is a difficult genre to characterize. It has features in common with horror, but ‘weird’ is often a categorization used to position it as separate from the genre of horror. Perhaps the best known contemporary author of weird fiction, Jeff Vandermeer, suggests that weird fiction is marked by “some indefinable and perhaps maddeningly unreachable understanding of the world.” Similarly, Mark Fisher argues that it centers on “a fascination for the outside, for that which lies beyond standard perception, cognition and experience.” The literary techniques used to express the inexpressible will be the focus of this course.

Weird fiction might also be defined historically, as a type of fiction emerging from *Weird Tales*, a legendary pulp dating back to 1923, which has been published off and on to the present. Many well-known writers got their start writing stories for the magazine, including H.P. Lovecraft, Ray Bradbury, and Tennessee Williams.
In this course we will read stories that span the last century, from Robert Chambers' *King in Yellow* to the work of contemporary local author Nathan Ballingrud. The literature will be accompanied by films such as *Whistle and I’ll Come to You* (1968), *Stalker* (1979), *Under the Skin* (2013), and *Midsommar* (2019).

**ENGL 4896 | Studies in English: Jane Austen and Her World | Lichtenwalner**
Jane Austen is one of Britain’s most famous and influential writers. A master of social satire, Austen offers an incisive look into the manners and social proprieties of her time, and the values they reflect. This course will investigate the world of early nineteenth-century Britain—Jane Austen’s world through her written work.
This is an asynchronous online class.

**ENGL 4907 | Creative Writing II: Fiction | Baumgartner**
*Prerequisites: ENGL 3142 or permission of the instructor.* In this advanced workshop 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 advanced issues of form and technique in the short story. We will observe—and attempt to emulate—the process used by writers of successful literary fiction. After we’ve examined some of the finest published stories around, we’ll 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 Girl in the Flammable Skirt: Stories*, by Aimee Bender [978-0385492164]

**ENGL 5077 | Young Adult Literature | Honeycutt**
See ENGL 4077

**ENGL 5117 | Grammar & Usage | Various Sections**
See ENGL 4117

**ENGL 5137 | Dialectology | Elhindi**
See ENGL 4137.

**ENGL 5190 | Second Language Acquisition | Michieka**
The purpose of this course is to introduce the various theories of second language acquisition. In addition to surveying the current research in this important discipline, the course also overviews the variables that affect second language acquisition and it examines the relationship between learning theory and teaching methodology.

**Required Text:**

**ENGL 5200 | Restoration and 18th Century Literature | Thompson**

**ENGL 5217 | Irish and Scottish Literature | Crofts**
See ENGL 4217
ENGL 5300 | Romantic Literature | Lichtenwalner
This class will attempt to provide a comprehensive introduction to British literature written around the turn of the nineteenth century. We'll take a multi-dimensional view of this body of literature by asking all kinds of questions about "Place." For example, What place does the study of Romantic literature have in the study of literature in general? What aspects of literary composition place some writing in the category of Romantic literature while others remain outside that category? Where, in particular, does Romantic writing take place and in what light does it place the things about which it speaks? What places do Romantic writers describe? How might ways of depicting place be linked with the place of Romantic literature in the canon? How do Romantic writers navigate issues of knowing one's "place" within society, particularly when that society is itself in flux?

ENGL 5417 | Research I: Teaching English in Middle School and High School | Honeycutt
See ENGL 4417

ENGL 5440 | 20th and 21st Century British Novel: | Westover
Postmodern fiction represents a shift away from realism's epistemological questions (How can I interpret this world? What is my place in it? What are its truths? How can I best describe reality?) to more ontological questions (Which world is this? Which modes of narration created it? Which of my selves exist here? How can I re-narrate my experience?). Postmodern fiction is aware of itself as an aesthetic construction, and it draws our awareness to our own interpretive process as we read. It often creates meaning by destabilizing relationships between author, text, and reader and by critiquing (implicitly or explicitly) the idea that texts can ever be anything more than simulations of the "real world.”
In this graduate seminar, we will explore key elements of postmodernism in the 20th/21st-century British novel, including historiographic metafiction, temporal distortion, spatial reconfiguration, intertextuality, defamiliarization, pastiche, parody, subjectivism, unreliability, and disjunctive form.

ENGL 5500 | 19th Century American Poetry | Cody
We'll begin with Phillis Wheatley and Joel Barlow and read through Stephen Crane and Paul Laurence Dunbar. Our focal points, of course, will be Walt Whitman and Emily Dickinson, two of the few 19th-century American poets who survived the demands of 20th-century poetics and literary criticism. Along the way we'll read little known poets such as the Cary sisters and Emma Lazarus and try to understand the work and reputations of the 19th century's favorite poets, such as William Cullen Bryant and Henry Wadsworth Longfellow. And don't forget Emerson, Poe, and Melville. And Jones Very. And the Lydias—Lydia Huntley Sigourney and Lydia Maria Child. And Sarah Morgan Bryan Piatt and Zitkála Šá and Edwin Arlington Robinson. And . . .

ENGL 5507 | Literature in Film: Weird Fiction | Holtmeier
See ENGL 4507

ENGL 5800 | Continental Literature | Fehskens

ENGL 5907 | Creative Writing II: Fiction | Baumgartner
See ENGL 4907

ENGL 5950 | Methods of Research | Holtmeier
This graduate course introduces students to the intensive study of literature and language at the graduate level by considering and applying questions of theory, textuality, genre, authorship, reception,
research, and bibliography. It features an introduction to the library, Interlibrary Loan (ILLiad), and print and computer databases (including Internet resources). During the semester, students will develop a sense of the history of the profession and its current structures, norms and functions. This course encourages students to develop professional attitudes toward the study of literature and language, presents forms of study meant to remain useful to students throughout their careers, and offers a common intellectual base and vocabulary to students in the profession.

FILM STUDIES

FILM 3000 | Methods in Film Studies | Wessels
“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 introduces core concepts of film analysis, which are discussed through examples from different national cinemas, genres, and industries. The coursework covers a wide range of styles and historical periods in order to assess the multitude of possible film techniques (camera techniques, editing, shot selection, etc.), organizational principles such as narrative structuring and documentary, and introduces formative film theories. Along with questions of film technique and style, we consider the notion of the cinema as an institution that comprises an industrial system of production, social and aesthetic norms and codes, and particular modes of reception. Required coursework entails both films and readings and requires students to watch, analyze, and write about film in new ways.

Required Text:
The Film Experience: An Introduction, 6th edition, Timothy Corrigan and Patricia White

FILM 3100 | Rise of the Moving Image | Wessels
Emerging in the late nineteenth century, at the height of technological change and imperial politics, cinema is sometimes called one of the first global mediums. This course offers a historical survey through World War II, treating all kinds of cinema, including narrative, documentary, and experimental films and their hybrids. We will range widely in time and space, watching films made in a variety of styles and genres from the United States, Germany, France, Britain, Italy, the Soviet Union, China, etc. Cautioning against a simple understanding of cinema history as a history of technological progress, the course will explore a variety of ways in which filmmakers in different countries developed different ways of telling stories visually. We will also consider how experimental, documentary, and narrative films responded to contemporary issues, such as urbanization, modern technological innovation accompanied by widespread poverty, changing notions of gender, etc. Together, the films considered in this course do not constitute a comprehensive list, but offer a chronological, geographical, stylistic, generic, and thematic overview.

FOREIGN LANGUAGES

FREN 1010 | Beginning French I | Various Sections
Introduction to the French language and to the culture, geography, and history of French-speaking countries.

FREN 1020 | Beginning French II | TBA
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 | TBA
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 3010 | French Conversation and Composition | Nischan
This course centers on developing students’ competence in the four basic language skills of reading, writing, speaking, and listening, with particular emphasis on conversation and composition. Through the study of texts and films, students will also improve their ability to discuss ideas and events as well as to justify their opinions of them. Oral work will include discussions, role plays, debates, and presentations, while written work will consist primarily of essays on topics that require analysis and synthesis.

FREN 4957 | Special Topics in French: French Children’s Literature | Laws
Although Charles de Gaulle may not have said, « Comment voulez-vous gouverner un pays où il existe deux cent quarante-six variétés de fromage ? » (How can you govern a country where there are two hundred forty-six varieties of cheese?), the expression nevertheless strikingly conveys not only the many

FREN 5957 | Special Topics in French: French Children’s Literature | Laws
See FREN 4957.

GERM 1010 | Beginning German I | Various Sections
Introduction to the German language, and to the culture, geography, and history of German-speaking countries.

GERM 2010 | Second-Year German I | Negrisanu
Prerequisite(s): A grade of at least a C- in GERM 1020, credit received from CLEP exam, or with consent of the coordinator for German. A continuation of first year, with an introduction to German literature.

GERM 3151 | Business German | Negrisanu
Prerequisite(s): GERM 2020 or equivalent. This intermediate level course introduces students to concepts and issues relevant to German business and economics and helps them to develop the language skills necessary to succeed in the German business world. We will concentrate on the basic elements of the German economic system and geography, looking at Germany as a site of production and exchange, the legal structure of German firms, the relations between labor and management, and general corporate culture. We will also focus on a variety of hands-on activities, such as writing a CV, job applications, or designing a business portfolio. Students will learn business vocabulary, writing skills for business correspondence, oral presentation techniques, and reading and comprehension strategies for German newspapers and news reports. All discussions, readings, and assignments will be in German.

GERM 3210 | Germany: Myth and Nation | Jost-Fritz
Prerequisite(s): GERM 2020 or equivalent. This course explores how history between 1800 and 1945 shaped contemporary German culture and society. How, for instance, did romantic poets of the early 19th century shape current discussion on nature and ecology? How did Germany become a nation, and what does nationalism and patriotism mean in the light of 20th century German history? To tackle questions like these, we will read a variety of materials, such as poems, newspaper articles, excerpts from books on
German history, and online texts, as well as listen to music, look at paintings and artworks, and discuss three films that deal with German history. Along the way, we practice conversation and composition with an emphasis on idioms and syntax, and we will expand your scope of active vocabulary.

GERM 4147 | German Short Narrative: Witches, Rebels, and Detectives. Readings in German Children’s Literature | Jost-Fritz

Prerequisite(s): GERM 2020 or permission from the instructor. When one browses through the children’s book section of a bookstore or recommendation lists for books online, it quickly becomes obvious that children’s literature does not simply provide a form of entertainment. Children’s literature rather always was and still is a reflection of the social norms, expectations, and values of a culture at a given point in history. Reading and discussing German children’s and young adult’s books, thus, will allow us to explore the intersection of literary imagination and social as well as cultural issues. In this class, we will focus on several classic books of this genre, such as Erich Kästner’s Emil und die Detektive, Kurt Held’s Die rote Zora, or Otfried Preussler’s Die kleine Hexe. Beyond social and cultural aspects, we will discuss narrative structures and strategies, the relationship between realism and imagination, affirmation and critique of social norms, as well as adaptations of books in film, and attempts to reimagine older stories in contemporary contexts.

GERM 5147 | German Short Narrative | Jost-Fritz

See GERM 4147.

GREK 1010 | Introductory Ancient Greek I | Crofts

Acquaints students with the phonetics, grammar, and morphology of the Greek language as it was used in fifth-century (B.C.E) Athens.

GREK 2010 | Intermediate Ancient Greek I | Crofts

Acquaints students with the phonetics, grammar, and morphology of the Greek language as it was used in fifth-century (B.C.E) Athens.

JAPN 1010 | Beginning Japanese I | Various Sections

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

JAPN 1020 | Beginning Japanese II | Tezuka-Arnold

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 | Tezuka-Arnold

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

JAPN 2020 | Second-Year Japanese II | James

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 3015 | Japanese Conversation and Composition I | James

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 4015 | Advanced Japanese I | Tezuka-Arnold
Advanced Japanese is the first semester of the fourth year in Japanese. 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 | Topics in Japanese: Japanese Linguistics | Boteilho

JAPN 4975 | Topics in Japanese: Japanese Manga as Literature | James

LATN 1010 | Beginning Latin I | Toye
Introduction to Latin vocabulary, syntax, conjugations, and declensions, working toward prose and poetry.

LATN 2010 | Second-Year Latin I | Toye
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 the coordinator for Spanish. Intermediate Spanish: grammar review, oral practice, and writing. Emphasis on Hispanic culture and literature.

SPAN 3010 | Basic Spanish Grammar | Korfhagen
Prerequisites: SPAN 2020 or equivalent. 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:

**SPAN 3020 | Spanish Conversation and Composition | Gómez-Sobrino**

*Prerequisite: SPAN 3010.* The objective of this course is to perfect the student’s speaking and writing abilities in Spanish through a variety of activities – including short films and readings – that provides examples of authentic Spanish in context. The coursework and conversations will be based on the materials in the textbook *Revista.* This work will prepare the student for success in higher-level Spanish courses at the 3000 and 4000 levels.

**SPAN 3123 | Introduction to Translation and Interpretation | Fiuza**

*Prerequisite(s): SPAN 3010 Basic Spanish Grammar and SPAN 3120 Spanish Conversation and Composition, 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.

Required text:
Aproximaciones al Estudio de la Literatura Hispánica by Carmello Virgillo, Valdivieso & Friedman. 7th ed. ISBN: 978-0073385372

**SPAN 3413 | Nuestra America Mestizaje | Fehskens**

*Prerequisites: SPAN 3020. Geography, history, and culture of Latin America.*

Required text:

**SPAN 3713 | Hispanic Poetry | Gómez-Sobrino**

*Prerequisite(s): SPAN 3030 and SPAN 3020.* SPAN 3713 is an introduction to the history, principal authors, aesthetics, and tradition of poetry in the Spanish language. The student will become acquainted of the specialized vocabulary and skills used to discuss and enjoy poetry in the Spanish-speaking world while placing this poetic tradition in dialogue and context with other poetic traditions. Although the chronology of the development of poetry is given a general outline, the focus of the course is to instill a love and appreciation for poetry in the student and capacitate them to carry on a lifelong enjoyment of the rich poetic tradition of the Spanish language. Special emphasis will be given to the creation of the discourse of identity, self-representation, and aesthetics through the writing process. The course will be taught in Spanish.

**SPAN 4287 | History of the Spanish Language | Korfhagen**

This course explores the historical development of the Spanish language from a number of approaches and perspectives. We will look at the complex social and demographic background that gave rise to the “birth” of Spanish, starting in pre-Roman times, leading up to the Middle Ages. We will then move on to
developments that occurred after the establishment of Spanish as a distinct language from other Romance languages, leading up to the present day, and touch on some differences that have arisen between different varieties (or “dialects”) of Spanish, in a first approach toward the discipline of dialectology.

SPAN 4407 | Contemporary Spanish Literature | Heil
What stories do you tell about your past? How have your memories changed over time? Have you had experiences you would prefer to forget? In this class we are going to explore the relationship between art and memory through a selection of short stories, plays, popular music, films, and two novels from contemporary Spain and Latin America. These works explore the transformation of memories about recent history in the Spanish-speaking world, such as the Mexican Revolution, the Spanish Civil War, and Argentina’s “Dirty War,” into unforgettable stories that memorialize the past and reveal universal life lessons for the present. All readings assigned are available for free on D2L. Class will be conducted in Spanish.

SPAN 5011 | Intensive Healthcare Spanish I | 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:

SPAN 5287 | History of the Spanish Language | Korfhagen
See SPAN 4287.

SPAN 5407 | Contemporary Spanish Literature | Heil
See SPAN 4407.

TECHNICAL AND PROFESSIONAL WRITING

TECW 2100 | Introduction to Technical and Professional Writing | Pumroy
The course is an introduction to the theory and practice of technical and professional communication. It serves as an overview of the various concepts, skills, and technologies required for its practice. Students will learn how to write and design content by authoring texts considering rhetorical contexts, genre conventions, and digital applications. The course also examines the discipline's relevance and applicability across various sectors, industries, and careers, and provides students opportunities to create professional development materials.

TECW 3132 | Digital Texts and Networked Worlds | Mitchell
The course explores the history, theory, and discourse surrounding communication technologies, digital literacy, and networked media. Ubiquitous and fast-moving cultural and technological changes continually present readers and writers with various new ways to consume, produce, and interact with media. Students will read canonical and contemporary thinkers in the field of media ecology, such as Marshall McLuhan, Neil Postman, Elizabeth Eisenstein, Walter Ong, Sherry Turkle, Jacques Ellul, Dennis Cali, and Nicholas Carr, among others, and apply their ideas to discuss and write about mediated texts in
networked worlds. Students will consider how contemporary literacies and media ecologies emerged from former paradigms—oral/aural, visual, written/script, and typographic/print.

TECW 3200 | Technical Editing and Style | Haley
The course identifies and applies the concepts, practices, and tools required to edit technical documents and employ appropriate style. Students will discuss the theories, methodologies, and application of technical editing in various genres and contexts. They will learn how to edit their own and others' writing in genres such as proposals, reports, instructional documentation, and more.