

English Department Fall 2014 Undergraduate Course Descriptions

- *Students are strongly advised to consult with their faculty advisor regarding their course choices. Please refer to the requirement checklist for your major to confirm the requirement(s) that each course you select fulfills.*
- ENGL 401 IS A PREREQUISITE FOR ALL ENGLISH CLASSES EXCEPT ENGL 405 and 444.
- **WI** Indicates Writing Intensive.
- # Indicates an undergraduate/graduate split-level course: open to juniors and seniors only.
- Cross-listed courses are essentially “sections” of the same course. If one is filled, there may be room in the other, so students should check both when registering.
- Please note: American Studies courses may not be taken to satisfy English major requirements unless specifically indicated as a cross-listed course in this packet.
- The courses that fulfill **DISCOVERY** or **GENERAL EDUCATION** requirements can be found on the Registrar’s website: <http://www.unh.edu/registrar/timeroom/timeandroom.html>.
- *A complete list of graduate course offerings is available on our website, www.unh.edu/english or contact Janine Wilks at janine.wilks@unh.edu, or 603/862-3963.*
- **EFFECTIVE FALL 2014:** new students at UNH (freshman; transfer) may **NOT** double-count any English courses approved for Discovery towards their English major.

401 First-Year Writing (sections .01-.55, H.01) See the *Time and Room Schedule* for days and times. Training to write more skillfully and to read with more appreciation and discernment. Frequent individual conferences for every student. **Honors students must go to the Honors Program in Hood House 211 for permission.** Special fee. **GNI, WS, WI**

405/LING 405 Introduction to Linguistics Overview of the study of language: universal properties of human language, Chomsky's innateness of hypothesis, language acquisition in children, dialects and language variation, language change. Includes introduction to modern grammar (phonology, syntax, semantics) and to scientific linguistic methodology. [Also listed as LING 405.] **SS, INQ, GN7**

405.01/LING 405	Medeiros	MW, 11:10-12:30	218
405.02/LING 405	Medeiros	MW, 9:40-11:00	218

415A Literature and Law How does reading shape our expectations of and interaction with the law? For more than 10 years now, popular speculation and studies have examined how jurors are impacted by the CSI effect and how the law is depicted in fictional worlds. Others, over the decades, have argued whether this is beneficial or harmful. In this course, we will consider this argument and other issues (such as justice, equity, sentencing and prison, remorse) as we read the fiction of such authors as Melville, Grisham, Shirley Jackson, Jimmy Santiago Baca, and Truman Capote. **Prereq: ENGL 401 (with a B or better).** **HUMA, WI**

415A.01	Valdez	MWF, 11:10-12:00	19
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415D Literature and the Animal World Animals are workers, companions, entertainers, family members and food. Our relationship with the animal world touches every aspect of our lives, and forces us to ask fundamental questions about who we are, how we think, and what we feel. This course will address fictional and non-fiction portrayals of human animal relationships with particular attention to scientific study, madness, childhood, spirituality, eating, and being eaten. Works by Temple Grandin, Charles Darwin, Angela Carter, Barabara Ehrenreich, and Beatrix Potter, among others. **Prereq: ENGL 401 (with a B or better).** **HUMA, WI**

415D.01	Krasner	TR, 11:10-12:30	MURK 202
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- **ENGL 415 COURSES MAY NOT BE USED TO SATISFY AN ENGLISH MAJOR REQUIREMENT.**
- **ENGL 415 COURSES MAY NOT BE USED TOWARDS ENGLISH MINOR OR WRITING MINOR REQUIREMENT.**

419 Introduction to Literary Analysis Critical analysis of fiction, non-fiction, poetry, and drama. Frequent short papers. **This course is a prerequisite, with a minimum grade of C, for those intending to declare one of the four majors offered in the English department. GN8, INQ, WI**

419.01	Britton	MW, 2:40-4:00	139
419.02	Harzewski	MW, 4:10-5:30	126
419.03	Freedman	TR, 3:40-5:00	41
419.05* (description below)	Watters	MW, 1:10-2:30	140
419.06	Cheney	TR, 5:10-6:30	139
419.07	Sheckler	MW, 5:40-7:00	126

419.05 Introduction to Literary Analysis English 419 is a course designed to introduce students to literary analysis through close reading, engaged conversation, informed interpretation, and critical writing. A primary focus is practice in the rudiments of writing analytically about literature in the major genres. In addition, English 419 is specifically designed to establish a foundation for the study of literature in the UNH English Department. Because English 419 is our department's only required course for the English major, it is directed toward introducing students to specific analytic and writing skills essential for their success in more advanced coursework within the major; it also offers the student a sampling of the kinds of literature they might study within the department.

The overarching purpose of literature courses is to enhance students' abilities to enjoy and understand literature. In 419, we can approach this goal in several ways. We introduce students to various literatures in English. We build on the reading and writing repertoire developed in English 401: specifically, we enable students to explore critically their responses to the texts they read and to develop their ability to read those texts closely; and we extend students' writing skills to include the analytic essay on literary texts. English 419 has two basic curricular goals: first, to teach students the joys and challenges of "close reading" (variously construed), and second, to teach students how to write an analytic essay on a literary text.

This section of English 419 will use an anthology that specializes in setting literature in historical, social, and generic contexts, and there will be an intensive section on racial and ethnic diversity. There will be two kinds of assignments to hone the skills of close reading and analytic writing: a daily assignment to annotate a passage from one of the readings and to answer questions about it, and a series of analytical papers, 2-4 pages in length, and a final longer paper of 7 pages in length. **This course is a prerequisite, with a minimum grade of C, for those intending to declare one of the four majors offered in the English department. GN8, INQ, WI**

419.05	Watters	MW, 1:10-2:30	140
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501 Introduction to Creative Nonfiction *Digital & Visual Essay Edition* Focused on creative uses of multimedia in composition, this course will cover traditional nonfiction elements such as sensory details and narrative, while also including visual and electronic text. Like an artist's paintbrush, the computer can be a creative tool in the writing process. Exploring methods, forms, and functions of works of multimedia nonfiction will provide students with context and the foundational skills for projects such as visual narratives, photo and video essays, and web-based hypertexts. Special fee. ***WI***

501.01	White	MW, 12:40-2:00	MUB DL
501.02	Williams, L	MWF, 10:10-11:00	42

501 Introduction to Creative Nonfiction A writing course that explores types of creative nonfiction such as nature writing, the profile, the memoir, and the personal essay. Extensive reading of contemporary authors to study the sources and techniques used in creative nonfiction. Regular papers, conferences, and workshops. Special fee. ***WI***

501.03	Webster	MWF, 9:10-10:00	19
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501 Introduction to Creative Nonfiction *Writing The War Experience* How do we write about war when it is notorious for its difficulty to recollect and share? This course will attempt to answer this question (and many more) by penetrating the fog of war: giving focus to the various forms in which it has been presented in composition. Through the reading and discussion of classic and modern texts from various genres, we will attempt to tell our own war experiences—be it literal or figurative—through the use of creative non-fiction, in such forms as literary journalism, the lyric essay, and personal memoir. Priority registration will be given to those directly/indirectly affected by war: military veterans and/or dependents, as well as ROTC, Journalism and English major/minors. Special fee. ***WI***

501.04	Folmar	MW, 2:40-4:00	126
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501 Introduction to Creative Nonfiction *Writing about Nature & the Environment* At its heart, nature writing is concerned with the relationship between the natural world and the human beings who live within it. Contemporary nature writers write to preserve, sustain, and encourage these relationships, as well as to introduce vital new ways of seeing our world. This course will introduce students to the techniques and traditions of writing in this genre so that they can produce their own creative nonfiction, such as travel writing, writing about place, literary journalism, and profile pieces. Regular papers, conferences, and peer review. Special fee. **WI**

501.05	Cogbill	TR, 3:40-5:00	125
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501 Introduction to Creative Nonfiction *Discovering the Unknown/Writing About Nature and Place* In this section, we will write essays that explore the outside world. Whether writing a travel memoir about your last adventure, a nature essay detailing the wonders of your backyard, or a lyric essay on the strange mysteries of humans and animals, you will draw upon personal experience to explore and tell true stories of nature and place. To aid this process of discovery, we will take several field trips. The descriptive and reflective narrative skills you develop in this course will prepare you for professions ranging from medicine to marketing, field science to teaching. Special fee. **WI**

501.06	Ver Ploeg	MW, 4:10-5:30	41
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502 Professional and Technical Writing A writing course focusing on effective communication of technical information. Writing of various technical documents, such as business letters, proposals, reports, brochures and web pages. Special emphasis on document design usability, visual rhetoric, and the use of technology in writing. Special fee. **WI**

502.01	Elliott	MW, 9:40-11:00	MUB DL
502.02	Swittliski	MW, 11:10-12:30	MUB DL
502.03 (ceps majors only)	Campbell	TR, 8:10-9:30	HEW 301
502.04 (ceps majors only)	O'Keefe	TR, 11:10-12:30	KINGS N134
502.05 (ceps majors only)	Campbell	TR, 4:10-6:00	HEW 301
502.06 (ceps majors only)	O'Keefe	TR, 12:40-2:00	KINGS N134
502.07 (ecs, C&EP majors only)	Howland	MW, 8:10-9:30	HEW 301

503 Persuasive Writing Writing of all types of persuasive nonfiction prose, including argumentative essays and position papers. Special attention to argumentative structures and analysis of audiences. Weekly papers of varying lengths and formats, frequent conferences. Special fee. **WI**

503.01	Dittrich	MW, 1:10-2:30	126
503.02	Fernandes	TR, 5:10-6:30	125
503.03	Del Hierro	MWF, 9:10-10:00	42

512 Survey of British Literature I *Anglo-Saxons to the Elizabethans* Selected works in poetry and prose considered in chronological order and historical context. Attention to the works and to the ideas and tastes of their periods. Extensive reading and various kinds of writing. *This course fulfills a pre-1800 literature requirement for the English major.* **WI, HUMA, GN8**

512.01	Mello	MWF, 12:10-1:00	18
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513 Survey of British Literature II *The Stuart Monarchy to the Age of Enlightenment* Selected works in poetry and prose considered in chronological order and historical context. Attention to the works and to the ideas and tastes of their periods. *This course fulfills a pre-1800 literature requirement for the English major.* **GN8, HUMA, WI**

513.01	Welter	TR, 3:40-5:00	42
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514W Survey of British Literature *1800 to the present* Selected works in poetry and prose considered in chronological order and historical context. Attention to the works and to the ideas and tastes of their periods. *This course fulfills a post-1800 literature requirement for the English major.* **GN8, HUMA, WI**

514W.01	Stelmok	TR, 5:10-6:30	129
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515W Survey of American Literature *From the beginning of American literature to the Civil War* English 515 fulfills a Group 4 General Education requirement for everyone except English majors. *This course fulfills a post-1800 literature requirement for the English major.* **GN4, HUMA, WI**

515W.01	Zoeller	MW, 2:40-4:00	42
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516 Survey of American Literature *From the Civil War to the present.* Selected works in poetry and prose considered in chronological order and historical context. Attention to the works and to the ideas and tastes of their periods. *This course fulfills a post-1800 literature requirement for the English major.* **GN8, HUMA, WI**

516.01	Chiu	MWF, 11:10-12:00	140
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516 Survey of American Literature *From the Civil War to the present.* Selected works in poetry and prose considered in chronological order and historical context. Attention to the works and to the ideas and tastes of their periods. *This course satisfies a post-1800 literature requirement for the English major.* **GN8, HUMA, WI**

516.02	Sherman	TR, 11:10-12:30	126
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521 The Nature Writers Literary writings on the natural environment by naturalists and observant, concerned others. What is the nature of nature to us and our authors: what has been valued, visited, exploited, abused? Who has had access and ownership and how? What can writing or reading about the environment achieve or relieve? We'll also get some chances to work, think, and dream outdoors. Our main text is *The Norton Book of Nature Writing*, to be supplemented by one single-author book and the writing and research guides *Rules for Writers* and *The MLA Handbook for Writers of Research Papers*. Readings include selections by such authors as Gilbert White, Henry David Thoreau, Annie Dillard, Jamaica Kincaid, Ralph Waldo Emerson, John Muir, John Burroughs, Aldo Leopold, Rachel Carson, Terry Tempest Williams, Bill Bryson, and other materials from time to time, such as news articles. Writings include place journals, reading journals, analytical essays, and other efforts at "nature writing." **In fall 2014, students with FR status or who are entering as a UNH transfer student may count 521 as a Writing Intensive and/or Discovery course OR they may count it towards their English major requirements; it may not be double-counted towards both major and Discovery requirements.** For other students, please note that this course may be counted towards the English and/or Women's Studies majors or minors, and/or the sustainability dual major in development. For further information, write the instructor at Diane.Freedman@unh.edu. **GN8, HUMA, WI**

521.01	Freedman	TR, 2:10-3:30	140
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526 Beginning Fiction Writing: From Personal Experience to Fiction Introduction to aspects of fiction writing.: Specific detail, description, point of view, tense, dialogue, the arc of the story, showing versus telling, structure, and an understanding of how voice and language can be powerful tools in constructing a story. As writers learn to shape their personal experiences into narratives, fictional aspects will be nudged forward. Frequent in class exercises, reading responses and revisions. **Prereq: ENGL 401, with a grade of B or better.** Special fee. **WI**

526.01	Parker	MW, 5:40-7:00	42
526.02	Schofield	MW, 11:10-12:30	42

Introduction to Poetry Writing Workshop in the fundamental techniques of poetry writing. Class discussion and criticism of poems written by students. Individual conferences with instructor. **Prereq: ENGL 401, with a grade of B or better.** Special fee. **WI**

527.01	Burton	TR, 8:10-9:30	218
527.02	Girdner	MW, 1:10-2:30	41

Course cancelled, as of 7/29/14:

530 Introduction to Poetry

530.01	Freedman	TR, 3:40-5:00	139
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Course cancelled, as of 8/19/14:

531 Introduction to Drama

531.01	Murphy	MW, 4:10-5:30	48
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533 Introduction to Film Studies A survey of the international development of film from the early and silent periods to the present. The course examines films and filmmakers from various nations, periods, movements, and genres, including German Expressionism, Soviet Montage, French New Wave, American Independent Cinema, Film Noir, etc. Special attention will be given to the Classical Hollywood system as well as methods of close formal analysis based on the critical and technical vocabulary of the field. Topics include film history, economic/commercial aspects of the film industry, basic film analysis, and film as both an artistic and popular medium. Students **must attend weekly screenings on Tuesday afternoons from 4 to 6:30 PM, MUB II**. This course requires extensive use of Blackboard. Special fee. **GN8, HUMA**

533.01	Konzett, D	TR, 11:10-12:30	MUB 1
533.02	Konzett, M	TR, 9:40-11:00	MUB 1
533.01/screening	Konzett, D	T, 4:10-6:30	MUB 2
533.02/screening	Konzett, M	T, 4:10-6:30	MUB 2

534 21st Century Journalism: How the News Works This class explores how new technology, including social media, is affecting the practice of journalism, and it examines journalism past and present. Students discuss libel law, ethics and how to define plagiarism in the digital age. This survey is meant not only to lay a foundation for prospective journalists, but also to provide a broad understanding of the news media for any student curious to know more about how he or she gets news each day. **Prereq: ENGL 401. This course is a prerequisite for those intending to declare an English journalism major. ETS, GN3T**

534.01	Haines	TR, 9:40-11	129
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581 Introduction to Postcolonial Literatures from Asia and Africa This course is a broad survey of contemporary writing in English from Africa and Asia. It aims to give students a chance to study nonwestern literary works in ways that will equip them to become thoughtful and worldly interpreters of written texts and cultural contexts. Specifically, the investigation of postcolonial or contemporary nonwestern literatures will help students understand the production of *English* literature today as a worldwide intellectual and cultural practice that involves a range of writers, cultures, and themes, not, typically, covered in traditional western literature courses. Students will have the chance to sample some work in poetry, drama, and film, but because twentieth- and twenty-first century writers of nonwestern origin are best known for their transformative work in the category of prose fiction, we'll be reading mostly long and short works in this genre. In addition to world-famous writers like Salman Rushdie and Chinua Achebe, we will also study women writers from the Sudan and Zimbabwe, protest drama from apartheid South Africa, narratives of love and longing in Bombay, stories about the Partition of British India and the lives of Pakistan's feudal rich, and much more. In the course of absorbing an array of unfamiliar experiences, you will also learn something about the historical and social worlds that structure them and the writers who represent them. While the texts and writers studied will extend your imagination beyond the familiar cultural and political confines of the West, they will also help you grasp all the ways in which many spheres of nonwestern experience and thought (whether in Asia or Africa) are linked, sometimes quite intimately, to Euro-American pasts and presents, not to mention futures. In light of these interconnected pasts, presents, and futures, this course's chief aims are to help students develop their understanding of the global dimensions of English literature and to prepare students across majors to engage insightfully and knowledgeably with "the foreign" or "the global" in any field or practical form. *This course fulfills a post-1800 literature requirement for the English major.* **GN5, WC, WI**

581.01	Shetty	MW, 4:10-5:30	125
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585 Introduction to Women in Literature *Dreamgirls: 'Dancing on the Pages of Diva (Auto)biographies'* This course is devoted to the study of beauty norms in contemporary culture and their particular impact on black women and the (auto)biographies they write for a diverse audience of readers. Focusing on celebrity and cultural icons in literature, music, dance, and film, we will begin by defining and deconstructing the term "diva" and its cultural implications. Students will be introduced to some cultural theory and criticism before applying them to the academic study of literary/musical divas like Anna Julia Cooper, Zora Neale Hurston, Nina Simone, and Mary Wilson of the Supremes. We will also perform musical analyses of legendary divas like Aretha Franklin, Patti Labelle, and Whitney Houston, and contemporary icons like Beyonce. Ntozake Shange's *For Colored Girls . . .* and Sapphire's *Push* will complete our literary course of study. Preliminary writing assignments will focus on the analytical paragraph and build up to the completion of a 6-8 page essay of literary/cultural analysis. This class especially welcomes students possessing a "spirit of discovery," who are equally invested in enhancing their critical thinking, reading, and writing skills. Assignments will include oral projects, informal writing, two essays, and a research paper. **Students should either be acquainted with or open to learning about "white ignorance," "white racism," and race, class, gender, and sexuality as interlocking forms of oppression. This class fulfills requirements for the minors in American Studies, African American and Africana, and Race, Culture, and Power, and Women studies. Satisfies the Race requirement in FA14. GN8, WI**

585.01	Wilburn	MW, 10:40-12:00	126
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605/LING Intermediate Linguistic Analysis This is a workshop class in which you will learn how to analyze phonological, morphological and syntactic data from many different languages. As we analyze linguistic data, we will keep asking basic theoretical questions about the nature of human language. This course is recommended as preparation for the advanced linguistics courses. **Prereq: ENGL/LING 405, or permission of instructor.** [Also listed as LING 605.]

605.01/LING 605	Lieber	TR, 9:40-11:00	139
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616B Studies in Film: Authorship *American Indie Film* This course examines and analyzes the works of recent popular American indie filmmakers such as Quentin Tarantino, Wes Anderson, Kathryn Bigelow, the Coen Brothers, Lee Daniels, Spike Lee, Robert Rodriguez, Sofia Coppola, and David O’Russell. Independent film, operating both from within and outside of Hollywood norms, allows for a broader and more creative range of narrative and cinematography. Attention will be given to its originality in screenplay and filmic style, as well as its use of unique locations and offbeat characters. We will also discuss the ambivalent role of indie film as a commercial product. To what extent do recent indie films accommodate Hollywood norms so as to secure wider audiences? How do indie films negotiate the boundaries between a capitalist film industry and their own imaginative counter-worlds to these practices of commercialism? We will further look at the ability of independent cinema to capture subcultural environments and their commodification for a mainstream audience. All examples will be screened in class. **No prior requisites. WI**

616B.01	Konzett, D	TR, 9:40-11:00	218
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616C Studies in Film: Sci-Fi Cinema This course examines the emergence of sci-fi films from cheaper and sensational B genre productions into ambitious and costly A genre films raising serious social and cultural questions. As imagined utopian or dystopian spaces, sci-fi films address contemporary issues of technology, standardization, authoritarian rule, legal and penal systems, invasion of privacy and surveillance. From within worlds of seemingly sanitized order, they focus on troubling questions of health and immunology, genetics, eugenics, race, class, and gender. On a conceptual level, sci-fi films challenge perceptual notions of space and time and erase the difference between simulation and reality in their imagined cyber worlds. We will explore the relation of future oriented cinematic worlds to the cultural present in which they are screened. Classic sci-fi films (*2001: A Space Odyssey, Solyaris*) will be examined along with more recent films (*Children of Men, District 9*). Particular attention will be paid to the variety of genres invoked by sci-fi films ranging from horror (*Alien*), to thriller (*Minority Report*) epic superhero (*The Matrix; Terminator*) noir (*Blade Runner*), and comedy (*Men in Black*). Close analysis will involve cinematography and the function of soundtrack in the construction of utopian/dystopian space. **No prior requisites. Required mandatory screening Tuesdays 5:10-7:30 Murkland G 17.** Special fee. **WI**

616C.01	Konzett, M	TR, 2:10-3:30	218
616C.01/screening	Konzett, M	T, 5:10-7:30pm	Murk G-17

618 Film Theory In this class we will examine basic theories of film and their relationship to the practice of close analysis. We will study how film theorists discuss the experience of film, spectatorship, apparatus, and production in a variety of theoretical contexts and explore major film theories such as formalism, realism, *auteurism*, star/celebrity culture, gender, psychoanalysis, genre, race, cultural and media studies. Theories are meant to provide students with a vocabulary for close analysis of film and will stress the many ways of seeing and experiencing film. Our primary responsibility will be finding ways to speak and write about film and its significance as a complex aesthetic and social sign. Film excerpts, particularly those discussed in the assigned texts, will be screened and discussed in class. **No prior requisites. Required for Film Minor.**

618.01	Konzett, M	TR, 11:10-12:30	218
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Course cancelled, as of 4/25/14:

619 Critical Approaches to Literature

619.01	Ramadanovic	MWF, 10:10-11:00	125
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620 Applied Experience [credits: 1.00 to 4.00] English department majors who have an opportunity for appropriate career-oriented work experience may arrange with a faculty sponsor to add an academic component. The work must be related to the English major, and the employer must be an established organization approved by Career Services. Research and writing will be required in addition to the job experience. Registration requires permission of employer, faculty sponsor, major advisor, and department chairperson. Applications are available in the main English department office, Hamilton Smith #113. *ENGL 620 does not count toward the English major.* May be repeated with permission to a maximum of 8 credits. Cr/F.

620.01	dept. coordinator	Hours Arr.	Dept. Office
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621 Writing & Reporting the News I (previous title: *Newswriting*) Students get a strong journalistic foundation with hands-on experience reporting and writing compelling news stories for print and digital platforms. Skills taught include finding news stories and tracking down sources; conducting interviews and verifying facts; and drafting and revising stories. **Prereq: ENGL 401, and ENGL 534; also permission of the instructor.** Note: may be taken more than once for credit, up to a maximum of 8 credits, especially with two different instructors. Students must fill out a *Permission to Repeat an English Course for Credit* form, available in the department office. Special fee. **WI**

621.01	Heckman	M, 1:10-3:00	103
621.02	Heckman	W, 10:10-12:00	103

622 Writing and Reporting the News II (previous title: *Advanced Newswriting*) Think of this course as subtitled “Beyond the Inverted Pyramid.” In *Writing and Reporting the News II*, you will expand on all of the skills you gleaned in *Writing and Reporting the News I* and learn to spin the facts you collect into lively, thorough, compelling stories. You will dig deeper and wider to gather more background, more details, more perspectives. You will learn how to interview more effectively and completely, studying different tactics and techniques to elicit thoughtful, surprising answers that provide insight into a subject. You will play with many kinds of leads and structure. During the semester, we will write a variety of stories ranging from news features to profiles to trends and we will work as a team to create an online journal featuring your work. **Prereq: B or better in ENGL 621 and written permission of instructor.** Special fee. **WI**

622.01	Miller	T, 3:40-5:30	103
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623 Creative Nonfiction In this course we will study the craft of making facts dance, of telling true stories with the imagery of a poet, the drama of a novelist, and the content drive of a journalist. We will write and read the variety of forms that fall under the umbrella title of creative nonfiction, including memoir, personal essay, travel writing, and literary journalism. If this genre is anything, it is versatile. Prepare to stretch your narrative talents. During class we will discuss craft elements and the weekly reading, but the backbone of this workshop is student writing. **Prereq: B- or better in English 501 and permission from the instructor.** Note: may be taken more than once for credit, up to a maximum of 8 credits, especially with two different instructors. Students must fill out a *Permission to Repeat an English Course for Credit* form, available in the department office. Special fee. **WI**

623.01	Hertz	M, 9:10-12:00	103
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625 Intermediate Fiction Workshop Students continue to explore the aspects of fiction writing. Through short exercises students learn to create visual scenes, integrate exposition with dramatic scene, and construct convincing characters in believable situations. We'll continue to explore the basic elements of what makes a short story, such as point of view, dialogue, dramatization, voice, meaning, language. Students write short stories and significantly revise them. Through discussion of student writing in a workshop format, as well as reading and responding to short stories by published authors, we'll address the questions: What is a short story? How do we create a world in which the reader is fully involved? Where does the story evoke emotion or meaning? **Prereq: B or better in ENGL 501 or ENGL 526, and written permission of the instructor.** Note: may be taken more than once for credit, up to a maximum of 8 credits, especially with two different instructors. Students must fill out a *Permission to Repeat an English Course for Credit* form, available in the department office. Special fee. **WI**

625.01	Knowles	TR, 2:10-3:30	129
625.03	Knowles	TR, 3:40-5:00	129

625 Intermediate Fiction Writing Workshop A continued study of fiction, with emphasis on shorter forms. As readers, we'll look at a wide diversity of stories, written by authors who speak to the vast fabric of American history, culture, and identity. Through close examination of style and voice, and structure and form, we'll discuss how a good story is “built,” and seek to understand how different writers employ the many elements of fictional craft. As writers, we'll venture into our own memories and imaginations to generate fictional works. Much of our class time will be spent in a workshop format, discussing and critiquing each other's work in a constructive but rigorous manner. **Prereq: B or better in ENGL 501 or ENGL 526, and written permission of the instructor.** Note: may be taken more than once for credit, up to a maximum of 8 credits, especially with two different instructors. Students must fill out a *Permission to Repeat an English Course for Credit* form, available in the department office. Special fee. **WI**

625.02	Coffin	MW, 2:40-4:00	18
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627 Intermediate Poetry Workshop Workshop discussion of poems written by students, with focus on more complex techniques and forms. Individual conferences with instructor. **Prereq: B or better in ENGL 527, and written permission of the instructor.** Note: may be taken more than once for credit, up to a maximum of 8 credits, especially with two different instructors. Students must fill out a *Permission to Repeat an English Course for Credit* form, available in the department office. Special fee. **WI**

627.01	Rioux	MW, 11:10-12:30	125
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631 Introduction to Digital Journalism This course immerses students in the digital news landscape and teaches them to report across multiple platforms. Students learn reporting tools and strategies for producing dynamic digital journalism. **Prereq: B or better in ENGL 621, and written permission of the instructor. WI**

631.01	Haines	TR, 2:10-3:30	103
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650 Studies in American Literature and Culture *Land/Text/Image in the 19th Century* What are the connections among these terms in a period that linked nation building with territorial expansion? We will study the rapid growth in print culture, visual images, and land acquisition from 1820 to 1900 in order to understand the role of textual and visual representations of land in the formation of national identity. The course will focus on five areas of inquiry: Euro-American concepts of wilderness, New England perspectives on nature, land and labor in the North and South, the city, and the West. Topics will include the invention of regional identities, pastoral ideals, connections between the Indian Removal Act and white paintings of “wilderness,” conjunctions of painting and nature writing and land policy in shaping “The West,” the concepts of “free land” and “free soil,” issues of race and labor and landownership, the birth of the national park movement, and urban and industrial spaces. This is a lot of ground to cover, and we won’t be able to consider all these topics in depth. But we will use these areas of inquiry to read and view a range of literary texts, historical documents, and visual images; the proportion will be about 3/4 texts and 1/4 images. Texts include a variety of genres: journals, romances, a dime novel, political speeches, autobiographical accounts, Congressional Acts, documentary reporting, geological perspectives, environmental writing, and, as a coda, 1930s folk song lyrics (what did Woody Guthrie mean by “This land is your land, this land is my land?”). Authors include John James Audubon, James Fenimore Cooper, Henry David Thoreau, Solomon Northrup, Rebecca Harding Davis, Horatio Alger, Charles Chesnutt, Edward Wheeler (the author of *Deadwood Dick*), John Muir, Jacob Riis, Zitkala-Sa, Abraham Cahan, Mary Austin, and others. We’ll study landscape paintings, popular prints, genre images, photographs of trains and canyons and urban neighborhoods, and Native American souvenir art. We’ll read some ecocriticism and art history. And we’ll talk about the place of evolving concepts of citizenship, race, gender, class, and rural and urban identities within the “national landscape.” *In fall 2014, this is a Writing Intensive course that fulfills an upper-level post-1800 literature requirement for English majors and an upper-level course requirement for American Studies minors. WI*

650.01	Bailey	TR, 9:40-11:00	126
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650 Studies in American Literature and Culture *Sustaining Latin@ Culture* This course will draw on student activists, mystery novels, Oscar winning films, TV shows on FX, book-smuggling radicals, fiberglass sculptures, graphic novels, armed political protests, and book worms in order to ask the question: How does one sustain Latina/o culture? To start to navigate this question, we have to entertain the idea that “sustainability” isn’t just about building wind farms and recycling soda bottles. It includes how Latinas/os are impacted by environmental movements, but it isn’t just about protecting environmental integrity or nurturing an arboretum. It can also be about nurturing a culture, a people, and a language. While we might be tempted to think of this as merely a clever metaphor (predicated upon a degrading threat), the stakes are real, immediate, and life-threatening. And while we might be tempted to exclude déclassé objects (like the Homies figurines you can buy at the supermarket in the quarter-operated machines near the registers), in this course, alongside novels we will “read” and study a broad array of cultural texts, social movements and organizations. May be repeated for credit, barring duplication of topic. *Satisfies the Race requirement FA14. WI*

650.02	Valdez	MW, 4:10-5:30	42
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657 Shakespeare Ten major plays representative of the main periods of Shakespeare's career and the main types of drama which he wrote (tragedy, comedy, history). Live and filmed performances included as available. Restricted to undergraduates and designed for both English majors and students majoring in other fields. *This course fulfills a pre-1800 literature requirement for the English major. GN8, WI*

657.01	Britton	MW, 4:10-5:30	139
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657 Shakespeare An introduction to the college-level study of Shakespeare's plays. We will examine nine representative works chosen from the dramatic genres within which Shakespeare worked (comedy, tragedy, history, romance), examining the works within the social, political, literary and performance contexts of early modern England. Plays may include *The Taming of the Shrew*, *The Merchant of Venice*, *I Henry IV*, *Henry V*, *Much Ado about Nothing*, *Othello*, *Coriolanus*, *The Winter's Tale* and one other play. We will also have occasion to discuss modern performances and adaptations of Shakespeare's works on stage and on screen. Assignments will include reading quizzes, short writing assignments, three major essays, and a creative project, as well as attendance at two film showings or live performances. *This course fulfills a pre-1800 literature requirement for the English major. GN8, WI*

657.02	Lanier	TR, 2:10-3:30	125
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690 Introduction to African American Literature in America This survey course in contemporary African American Literature course will explore the aesthetics of signifyin(g), call and response, and “double consciousness” as contexts for cultivating a greater appreciation for contemporary texts comprising this exciting literary tradition. Building on skill sets cultivated in English 419, we will

read texts artistically and responsibly spanning from the early 1900s (W. E. B. Dubois, James Weldon Johnson), through the Harlem Renaissance (Zora Neale Hurston and Nella Larson) and the Black Arts Movement (Baraka) before turning to Black post-modernism (Toni Morrison and August Wilson). We will read and study texts aided by the “beautiful science” of literary study and will interrogate works in the tradition with particular sensitivity to theme, literary form, and figurative language. This class especially welcomes students possessing a “spirit of discovery,” who are equally invested in enhancing their critical thinking, reading, and writing skills. Assignments will include oral projects, informal writing, two essays, and a research paper. **Students should either be acquainted with or open to learning about “white ignorance,” “white racism,” and race, class, gender, and sexuality as interlocking forms of oppression. This class fulfills requirements for the minors in American Studies, African American and Africana, and Race, Culture, and Power. Satisfies the Race requirement FA14. This course fulfills a post-1800 literature requirement for the English major. WI**

690.01	Wilburn	MW, 1:10-2:30	42
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#710/810 Teaching Writing This course will introduce you both to the theories and practices of teaching writing in middle and high school at a time of increased accountability. The course is designed for students who are interested in exploring teaching as a possible career. In the course we will try out varied literacy activities and study teaching writing using a process approach. We discuss different approaches to planning instruction and various forms of writing assessment, including state-wide tests. OPEN TO JUNIORS AND SENIORS only. **WI**

710.01	Magnifico	MW, 4:10-5:30	19
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711 Editing This class gets students to think like editors, to envision and edit stories that will educate and involve readers on the Web and in print. Editors do much more than just insert commas. They edit for style, fairness and tone. They coach writers. They determine how their publication looks and what it covers. This course will expose you to the wide range of responsibilities included in the term “editing,” emphasizing a firm grasp of mechanics (spelling, grammar, usage). Most of the stories edited will be news stories.

Prereq: B or better in ENGL 621, and written permission of the instructor. Special fee. CLASSES NOT ALLOWED: freshman. **WI**

711.01	Miller	TR, 11:10-12:30	103
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#715/815 Teaching English as a Second Language: Theory and Methods This is the first of a two-course sequence for pre-service teachers of English to speakers of other languages. It is a “theory” course – it deals with our understanding of how people learn/acquire first and second language and how this understanding informs our approach to the teaching of English. The counterpart to this course is ENGL 716/816 Curriculum, Materials, and Assessment in English as a Second Language which has a more hands-on approach to developing ESL/EFL curriculum and course material.

Students enrolled in this course usually share a common interest in language learning and teaching, but often have a variety of situations for which they are preparing. With this variation in mind, the course is designed to provide some basic insights into the process of language acquisition, along with an introduction to the approaches/methods that have been, or are being used, to teach languages in various circumstances.

By the end of this course, students should be familiar with the history of language teaching, and be able to explain the approach and philosophy of several major language teaching methodologies. Students should also come away with an understanding of first and second language acquisition, bilingualism, and the difference between learning a second language and learning a foreign language. In addition, students should be able to talk knowledgably about individual differences in language learning, for example, differences in age, aptitude, and learning styles, and based on this knowledge, make informed decisions about their language teaching approaches. The ultimate goal of this course is to help pre-service teachers develop a teaching philosophy and a repertoire of approaches that they can apply in their own situation. That is, they should be able to articulate a general approach to language teaching that makes sense for the particular students and the particular context in which they hope to teach. OPEN TO JUNIORS AND SENIORS only. **WI**

715.01	Kim	MW, 9:40-11:00	139
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#719/819/LING Sociolinguistics Survey This course offers an introduction to the role of language in society. We’ll examine the way spoken language varies according to the social characteristics of its speakers, focusing on age, sex, ethnicity, style, social status, and geography. We will also explore topics such as politeness theory and language planning and policy. Topics will be explored through a combination of field projects and student presentations on readings. Methods for quantitative analysis of linguistic variation will be introduced. In addition to the aforementioned projects and presentations, requirements will include a final exam and a final term paper. **Prereq: ENGL 405 or permission of instructor.** OPEN TO JUNIORS AND SENIORS only. [Also listed as LING 719.]

719.01	Ravindranath	TR, 11:10-12:30	139
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720 Journalism Internship [credits: 1.00 to 16.00] Students intending to pursue careers in journalism spend a semester working full or part time for a daily newspaper under close supervision of editors. Reporting is stressed, but students may do some editing as well. The number of internships is very limited. **Prereq: B or better in ENGL 621, plus permission of instructor in ENGL 622 or ENGL 631; permission required.** *CLASSES NOT ALLOWED: Freshman. WI*

720.01	Miller	Hours Arr.	Dept. Office
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724 Sports Journalism This class will immerse students in all aspects of professional sports writing. Using in-class exercises and real-world assignments, the class will expose students to such practical applications as writing on tight deadlines; covering live events; feature writing; interviewing; covering breaking news; sports column writing/blogging; and writing a running game story and game wrap story on real-time deadline. Students will also enhance their writing/editing skills through one-on-one conferences with the instructor. Using lectures, class discussion, and assignments, the course will also explore sports journalism issues such as sports writing and society; the evolution of sports writing; the nature of sports writing; the ethics and culture of sports beat reporting; myth-making and hero creation/destruction; sports writing and new media; and sports journalism and gender/race/religion issues. **Prereq: B or better in ENGL 621, and written permission of the instructor.** *CLASSES NOT ALLOWED: freshman. WI*

724.01	Cataneo	W, 4:10-600	103
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#725/810S.01 Seminar in English Teaching This two-semester secondary school English methods course integrates the teaching of reading, writing, speaking, listening, and viewing, and addresses both theoretical and practical issues of teaching. In this course, we will review current standards and assessments and discuss what these requirements suggest about literacy teaching and literacy learning. Working collaboratively in a year-long seminar community, you will have the chance to analyze instruction, to compare different philosophies of English teaching, and to develop your own units and lesson plans. Over the first and second terms, you will need to devote thirty hours to a mini-internship teaching in a local school or to researching the literacy practices of a young adult case study. This year-long seminar (including both 725 and 726) fulfills the requirements for English 710 and 792. **Prereq: written permission of the instructor.** *OPEN TO JUNIORS AND SENIORS only. WI*

725.01	Magnifico	MW, 1:10-2:30	139
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735 Entrepreneurial Journalism This class prepares journalism students to enter the exciting but fluid world of digital publishing. Students will learn how to innovate within existing news organizations and how to join – or create – startups that balance journalistic integrity with sustainable business models. **Prereq: B or better in ENGL 621 and written permission of instructor.** *CLASSES NOT ALLOWED: Freshman. WI*

735.01	Heckman	M, 4:10-6:00	103
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741 Literature of Early America: Early American Peoples, Places, and Things This course will focus on the narratives early Americans used to express their beliefs and recount their experiences in a "new" and a very "old" world. With a particular emphasis on New England, we will examine the cultural traditions of early Americans, including Europeans, Africans, and Native Americans. We will read the kinds of literature produced--Native American accounts, spiritual autobiographies, histories, poetry, slave narratives, Indian captivity narratives, sermons, and novels. Some of the writers and themes featured in the course are: William Bradford, Anne Bradstreet, Edward Taylor, Phyllis Wheatley, Susanna Rowson, King Philip's War, Salem Witchcraft, the Great Awakening, and the American Revolution. We will also look at the ways in which concepts of place shaped early American settlement by examining domestic space, community planning, images of wilderness, and ideas about the supernatural realm. Students will study a variety of artifacts from early America to investigate how such things embodied the technological practices and conceptual patterns of early Americans. Artifacts studied, in texts and in fieldwork projects, will include: architecture, needlework, portraiture, and gravestones. Gravestone study will form a significant part of the course, with fieldwork opportunities in New Hampshire and Massachusetts graveyards. Short papers, discussion group, fieldwork, and a final paper or project. *This course fulfills a pre-1800 literature requirement for the English major.* *CLASSES NOT ALLOWED: Freshman. WI*

741.01	Watters	MW, 2:40-4:00	140
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743 America at the Turn of the Century This course will explore U. S. literature and culture at the turn from 19th to the 20th century. Among other topics, we will discuss realism and naturalism, local color and regional writing, literary experimentation and the beginnings of modernism, work by women writers and writers of color. Other issues will include rural and urban life, social and political reform, imperialism and Native American resistance, segregation and African-American history, immigration and national identity, challenges to religious faith and their implications, women's rights and new insights into the human psyche. Writers we will study include: Henry James, William Dean Howells, Sarah Orne Jewett, W. E. B. Du Bois, Charles Chesnut, Samuel Clemens, Abraham Cahan, Charlotte Perkins Gilman, Zitkala-Sa, Sui-Sin Far, Kate Chopin, Stephen Crane, Harold Frederic, and Edith Wharton. Course requirements will include four 7-8 page papers, at least one of which must include research. With permission, two of

these papers may be combined into a 15-page research essay. *This course fulfills a post-1800 literature requirement for the English major. CLASSES NOT ALLOWED: Freshman. WI*

743.01	Sherman	TR, 2:10-3:30	41
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751 Medieval Epic & Romance This course will explore tales of war, devotion, love, magic, and cruelty from the Middle Ages in a comparative and historical context. Texts will include Beowulf, Sir Gawain and the Green Knight, The Song of Roland, the Arthurian Romances of Chrétien de Troyes, and the work of Geoffrey Chaucer. The course will also offer students the opportunity to learn how to read Middle English. When considering continental or Anglo-Saxon texts, translations will be used. *This course fulfills a pre-1800 literature requirement for the English major. CLASSES NOT ALLOWED: Freshman. WI*

751.01	Beemer	TR, 11:10-12:30	125
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~~753 Old English --- COURSE CANCELLED ---~~

753.04	Duffy	R, 2:10-4:30	49
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759 Milton John Milton lived during a period of great cultural turmoil, intellectual and artistic exploration, and political change. He witnessed a series of intense political and military conflicts pitting the Parliamentarians against the Royalists, the execution of King Charles I, the institution of a Commonwealth under Oliver Cromwell, and the restoration of the monarchy in 1660. During this same moment, Anglicans (or the Church of England), Presbyterians, and radical Protestant groups such as the Quaker, the Ranters, and the Diggers battled against one another, vying for supremacy. It is nearly impossible to read Milton's poetry and prose without attending to this turbulent historical context. Milton actively contributes to lively debates on public affairs and frequently comments on contemporary social and religious issues in his literary works. Milton's Satan, one of the most complex and perversely alluring literary figures ever created, also embodies many of the period's tensions. Additionally, he helps us to see how a morally defective but self-defensive personality can disavow its own glaring defects through escapist fantasies, theatrical spectacles, and psychological defense mechanisms, among many other means. With his internal conflicts, haunting melancholia, and seemingly heroic determination to "win" (even if the price of winning means losing one's soul), Satan makes the character of evil seem incredibly compelling. *This course fulfills a pre-1800 literature requirement for the English major. CLASSES NOT ALLOWED: Freshman. WI*

759.01	Trubowitz	R, 2:10-4:30	19
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769 English Romantic Period We will read some of the major shorter poems of English and Continental Romantic poets, including Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Goethe, Schiller, Hölderlin, Hugo, Vigny, Foscolo, Leopardi, and Pushkin, as well as a few poems by less well-known women poets such as Smith, Robinson, Hemans, Droste-Hülshoff, Desbordes-Valmore, and Castro. *This course fulfills a post-1800 literature requirement for the English major. CLASSES NOT ALLOWED: Freshman. WI*

769.01	Ferber	TR, 3:40-5:00	140
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Course cancelled, as of 8/11/14:

~~773 Brit Lit of 20th Century Modernists~~

773.04	McKinsey	MW, 4:10-5:30	140
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777 Postcolonial Novel This course offers students a chance to study contemporary writers of Asian and African origin, best known for their achievements in the field of novel-writing. Without sacrificing literary or philosophical subtlety, these writers have taken on some of the most challenging political and ethical issues generated by "the nightmare of history," witnessed in the past and current century. It has been said that in the hands of writers such as Mahasweta Devi, Salman Rushdie, Arundhati Roy, Amitav Ghosh, Ben Okri, J.M Coetzee, V.S. Naipaul, Zoe Wicomb, Yvonne Vera, and Zakes Mda, a new kind of novel has emerged today, "a postcolonial novel, a decentered, transnational, interlingual, cross-cultural novel." In this course, students will focus on a selection of novels in order to test this thesis regarding the thematic range and formal possibilities realized by postcolonial writers engaged in novelizing the globalization (benign and violent) of modern experience. The texts we will discuss are from diverse national and cultural contexts that were fashioned into complex formations by (among other things) the forces of colonialism, decolonization, nationalism, and globalization. Through readings, lectures, and discussion, we will investigate the way each text we study constitutes a unique narration of the gross and subtle, routine and exceptional aspects of these "macro" political and cultural forces. *This course fulfills a post-1800 literature requirement for the English major. CLASSES NOT ALLOWED: Freshman. WI*

777.01	Shetty	MW, 2:40-4:00	125
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784 English Novel of the 19th Century *American Anglophilia and the English Novel of the 19th Century* Nineteenth-century England produced a surprising number of novels that remain popular in 21st-century America. Dracula, Sherlock Holmes, Alice in Wonderland and Dr. Jekyll and Mr. Hyde are all characters we recognize without, perhaps, knowing the social and artistic context from which they emerged. In this course we will investigate how similarities between our culture and that of England 125 years ago keep these works entertaining. We will also discuss the phenomenon of American anglophilia in general. *This course fulfills a post-1800 literature requirement for the English major. CLASSES NOT ALLOWED: Freshman. WI*

784.01	Krasner	TR, 2:10-3:30	42
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785 Major Women Writers *Contemporary British and American Women Writers* This course surveys distinguished achievement by contemporary (1970-) British and American women writers, with an emphasis on fiction and memoir. We will examine representations of the figure of the artist and writer; the institution of marriage; the romantic quest; and connections between sexuality and creativity. Together we will investigate how experiments in form and the act of revisiting earlier narrative, whether classic myth, a canonical Victorian novel, or one's personal history, offer an optic into questions of nationalism, sexual politics, and self-formation and discovery. Texts may include *Weight: The Myth of Atlas and Heracles* (Jeanette Winterson); *Bastard Out of Carolina* (Dorothy Allison); *On Beauty* (Zadie Smith); *Sula* or *Beloved* (Toni Morrison); *The Trick Is to Keep Breathing* (Janice Galloway); *Eat, Pray, Love* (Elizabeth Gilbert); *The Year of Magical Thinking* (Joan Didion), and *In Praise of Messy Lives: Essays* (Katie Roiphe). Requirements for this writing intensive course consist of regular attendance; active class participation; paper conferencing; occasional blog posts; a class presentation; 3 short papers, from close-reading to imitative pieces or op-ed in nature; and a longer, final essay. *This course fulfills a post-1800 literature requirement for the English major. CLASSES NOT ALLOWED: Freshman. WI*

785.01	Harzewski	MW, 1:10-2:30	125
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Revised course description, as of 4/23/14:

787 English Major Seminar *On Race* This semester, we will apply several different critical approaches to explore and understand what race is. Of our special concern will be the claim that race is a culturally (not biologically) constructed category. The reading list will include literary texts (Toni Morrison's "Recitatif"), works of African American comedians (Bill Cosby, Richard Pryor, Eddie Murphy, etc.), philosophical texts (Kant, W. E. B. Du Bois, K. A. Appiah, etc.) as well as some legal documents (recent U.S. Supreme Court decisions concerning affirmative action). **Prereq: ENGL 419 with a grade of B or better.** *This course fulfills a pre-1800 literature requirement for the English major. Satisfies the Race requirement in FA14. CLASSES NOT ALLOWED: Freshman. WI*

787.01	Ramadanovic	MW, 11:10-12:30	139
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788 Senior Honors Open to senior English majors who, in the opinion of the department, have demonstrated the capacity to do superior work; permission required. An honors project consists of supervised research leading to a substantial thesis or writing of poetry or fiction portfolio. Required of students in the honors in major program. **See instructor for permission.** OPEN TO SENIOR ENGLISH MAJORS ONLY. **WI**

788.01	Konzett, D	Hours Arr.	Dept. Office
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#789/889 Special Topics in English Teaching *Teaching Young Adult Literature* Adolescence, for many students, seems to be a period during which love of reading dies. Literacy scholars warn that "only 16 percent of high school students" "classif[y] themselves as high frequent readers" (Newkirk 117) and "less than one-third of 13-year-olds read daily" (Gilmore 47). But there is hope in the burgeoning field of popular young adult literature—from *Harry Potter* to *The Hunger Games*—including lesser-known and award-winning works, in which young adults can find books that match their interests and reading levels. In this course, we'll explore how young adult literature—both contemporary works written for young adult readers as well as canonical literary works written for an adult audience but deemed appropriate for secondary reading—can be used to foster lifelong readers. We will read widely among genres of young adult literature, focusing on the particular skills of literary criticism and theory required to establish a developmentally appropriate literature curriculum at the secondary level and to link young adult literature to canonical literary traditions. Students should prepare themselves for quick-paced reading and assignments in varied formats, from written responses to booktalks. OPEN TO JUNIORS AND SENIORS only.

789.01	Smith	TR, 3:40-5:00	18
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#790/890 LING Special Topics in Linguistic Theory *Morphology* Have you ever wondered if 'to podium' is really a word? Whether it's OK to say 'bananadom' or 'blockbusterology'? These are things that linguistic morphologists might think about. This class will be a comprehensive introduction to the field of linguistic morphology. Topics covered will include the relationship between dictionaries and the mental lexicon, ways of forming new words (affixation, compounding, conversion, blending, reduplication, etc.), the difference between inflection and derivation, methods of analyzing word formation (including corpus based studies), the relationship of morphology to syntax and phonology, and the kinds of morphology that are found in the languages of the world. We will explore word formation both in English and in other languages, and our approach will be both practical and theoretical. Course

requirements will include weekly problem sets, take home midterm and final exams, and two short research projects. **Prereq: ENGL/LING 405. OPEN TO JUNIORS AND SENIORS only. [Also listed as LING 790.] WI**

790.01	Lieber	TR, 2:10-3:30	139
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#790/890 **Special Topics: First Language Acquisition** Humans are unique among animals in that we are able to attain native speaker competency in any language(s) we receive a sufficient amount of exposure to during our development. The path of acquisition is remarkably stable regardless of the language(s) being acquired, and is believed to yield insights into the nature of human language. In this course, we explore children's capacity to acquire language, with a focus on its implications for linguistic theory. Topics include acquisition of phonology, morphology, syntax, and semantics, and acquisition in extraordinary circumstances. **Prereq: ENGL/LING 405. OPEN TO JUNIORS AND SENIORS only. [Also listed as LING 790.] WI**

790.02	Medeiros	MW, 2:40-4:00	218
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#791/891 **English Grammar** This is a course about English grammar: how words, phrases, and sentences are constructed and used in spoken and written English. It is an introduction to the terminology and concepts in English grammar, and will cover descriptive vs. prescriptive grammar, parts of speech, phrase structure, clause types, and basic sentence patterns. In addition, the course will also touch upon issues such as the history of English and how it affects the language we use today, challenges for learners of English as a Second Language, different registers and regional variation in English, and other linguistic features that serve as markers of ethnicity and social class. One of the major goals of this course is to help you become a more skillful observer of language. Also, the course is designed to help pre-service teachers gain the background knowledge necessary to make informed decisions about the teaching of grammar. **OPEN TO JUNIORS AND SENIORS only. WI**

791.01 [ET majs only]	Kim	MW, 2:40-4:00	41
791.02 [all majs]	Kim	MW, 2:40-4:00	41

#793/893 **Phonetics and Phonology** This course provides an introduction to two related fields: phonetics and phonology. Phonetics is a scientific field that studies the physical properties of speech sounds. Phonology is a theoretical field that studies how speech sounds function within the grammars of human languages. In this course, students will analyze data from English and other languages, and will gain some experience in using laboratory instruments to analyze speech. Student work will consist of (almost) daily homework assignments plus a midterm exam, a final exam, and a term paper on the phonological system of a language other than English. **Prereq: ENGL/LING 605 or permission of instructor. OPEN TO JUNIORS AND SENIORS only. [Also listed as LING 793.]**

793.01	Ravindranath	TR, 9:40-11:00	140
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795 **Independent Study** Open to highly qualified juniors and seniors. To be elected only with permission of the department chairperson and of the supervising faculty member or members. Applications are available in the main English department office, Hamilton Smith #113. Barring duplication of subject, may be repeated for credit up to a maximum of 8 credits. **CLASSES NOT ALLOWED: Freshman. WI**

795.01	dept. coordinator	Hours Arr.	Dept. Office
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➤ **LINGUISTICS COURSE OFFERINGS**

LING 405 **Introduction to Linguistics** *See description for ENGL 405.*

405.01/LING 405	Medeiros	MW, 11:10-12:30	218
405.02/LING 405	Medeiros	MW, 9:40-11:00	218

LING 605 **Intermediate Linguistic Analysis** *See description for ENGL 605*

605.01/LING 605	Lieber	TR, 9:40-11:00	139
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LING 620 **Applied Experience in Linguistics** Students who have an opportunity for appropriate career-oriented work experience may arrange with a faculty sponsor to add an academic component. The work must be related to the linguistics major, and nonacademic employers must normally be an established organization approved by Career Services. Research and writing required in addition to the job experience. Registration requires permission of employer, faculty sponsor, and major adviser. May be repeated with permission to a maximum of 8 credits. Up to 4 credits may count toward the linguistics major requirements, with permission of the program coordinator. **Prereq: LING 405; permission.** Cr/F.

620.01	Lieber	Hours Arr.	Dept. Office
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LING 695 **Senior Honors** Open to senior LING majors who, in the opinion of the department, have demonstrated the capacity to do superior work. **Prereq: permission.**

695.01	Lieber	Hours Arr.	Dept. Office
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LING 719 **Sociolinguistics Survey** *See description for ENGL 719*

719.01	Ravindranath	TR, 11:10-12:30	139
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LING #790/890 **Special Topics in Linguistic Theory Morphology** *See description for ENGL 790*

790.01	Lieber	TR, 2:10-3:30	139
790.02	Medeiros	MW, 2:40-4:00	218

LING #793/893 **Phonetics and Phonology** *See description for ENGL 793*

790.01	Lieber	TR, 2:10-3:30	139
790.02	Medeiros	MW, 2:40-4:00	218

LING 795 **Independent Study** A) Synchronic Linguistics, B) Diachronic Linguistics, C) Linguistic Theory. For students showing a special aptitude for linguistics who desire to pursue a line of inquiry for which no appropriate course is offered. All requests must be forwarded by the faculty sponsor to the director of the Inter-departmental Linguistics Committee. **Prereq: permission.**

795.01	Lieber	Hours Arr.	Dept. Office
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Please see the online Time & Room schedule or the Linguistics website www.unh.edu/linguistics/index.html for other courses that fulfill the Linguistics major or minor requirements.

Students with questions about Linguistics should contact Professor Rochelle Lieber at 862-3964, or rochelle.lieber@unh.edu.

➤ **INTERDEPARTMENTAL COURSE OFFERINGS**

WS 401 **Introduction to Women's Studies** Interdisciplinary survey of the major areas of women's studies: women's history, cross-cultural perspectives, women in literature, psychology of women, etc. Basic principles and concepts fundamental to more advanced women's studies research. In this section we will read the graphic novel, Persepolis, study the borderlands femicide and the FX series "The Bridge," and emphasize the development of writing in regular workshops. Required for major and minor. **GN7, INQ, SS, WI**

WS 401.02	Valdez	TR, 11:10-12:30	TBA
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798 **Colloquium** Intensive study of specialized topic for advanced students. Topics vary with instructor. Prereq: permission. Required for WS minors. Barring duplication of topic, may be repeated for credit. **WI**

WS 798.01	Marshall	W, 12:10-3:00	202
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HUMA 512B **Renaissance and Early Modern: An Interdisciplinary Introduction** Explores the interrelationship of art, literature, philosophy, and science from the High Renaissance into the 18th century. Study of the works and ideas of such influential figures as Shakespeare and Milton, Raphael and Rembrandt, Galileo, Descartes, Newton, and Hume. **GN8, WC, WI**

HUMA 512B.01	Ferber	TR, 11:10-12:30	HS 216
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<u>ENGLISH AS A SECOND LANGUAGE COURSE OFFERINGS</u>

Students enrolled in ESL courses are eligible to receive up to 16 hours of University of New Hampshire credit upon meeting admission requirements to the University.

ESL 410/610: Elementary Reading and Writing.

Intensive English, with a focus on reading and writing, for English language learners at an elementary level. Students will develop a basic vocabulary in English and sufficient proficiency in the language to conduct essential business in an English-speaking environment. M-F 2hours/day

ESL 411/611: Elementary Speaking and Listening

Intensive English, with a focus on speaking and listening, for English language learners at an elementary level. Students will develop a basic vocabulary in English and sufficient proficiency in the language to conduct essential business in an English-speaking environment. M-F 2hours/day

ESL 420/620: Intermediate Reading and Writing

Intensive English, with a focus on reading and writing, for English language learners at an intermediate level. Students will expand their vocabulary and develop sufficient English proficiency to communicate with English speakers who have little experience with English language learners. M-F 2hours/day

ESL 421/621: Intermediate Speaking and Listening

Intensive English, with a focus on speaking and listening, for English language learners at an intermediate level. Students will expand their vocabulary and develop sufficient English proficiency to communicate with English speakers who have little experience with English language learners.
M-F 2hours/day

ESL 430/630: Advanced Reading and Writing

Intensive English, with a focus on reading and writing, for English language learners at an advanced level. Students will develop an extensive vocabulary in English, facility with complex sentence structures, and an ability to write coherent, comprehensible essays in English. M-F 2hours/day

ESL 431/631: Advanced Speaking and Listening

Intensive English, with a focus on speaking and listening, for English language learners at an advanced level. Students will develop an extensive vocabulary in English and sufficient English proficiency to function successfully in American university courses that do not rely heavily on language. M-F 2hours/day.

ESL 434/634: High Advanced Reading, Writing, Speaking and Listening

Intensive English with a focus on incorporating, analyzing and synthesizing information from lectures and readings into academic writing. This course is intended for students, whose skills are uneven in the reading, writing, listening, and speaking modalities. Students enrolled in ESL 434/634 will be simultaneously enrolled in ESL 430/630 or ESL 431/631. M-F 2hours/day

ESL 440/640: English as a Second Language "Bridge" level

This course is intended for speakers of other languages who have already achieved a 500 score on the TOEFL (or an equivalent score on another standardized test of English proficiency). Students will learn to read academic materials, write coherent essays on academic topics, and participate in group work and class discussion. Students enrolled in ESL 440/640 are also eligible to enroll in one University of New Hampshire course. M-F 2hours/day

ESL 450/650: Academic English

This course is intended for speakers of other languages who have already achieved a score of 525 or higher on the TOEFL (or an equivalent score on another standardized test of English language proficiency). Students will learn to read academic materials, do basic library research, write short papers in standard academic form, understand academic lectures, and participate in group work and class discussion. Writing Intensive. Students enrolled in 450/650 are also eligible to enroll in two University of New Hampshire courses. MW or TR 2 hours per day

ENGL 400/600: English for International Students

This course is intended for fully matriculated international students who are new to University work. The course is customized to meet the needs of individual students in supporting their University course work as well as focusing on development of communication skills (reading, writing, listening, and speaking) and cultural competencies within the University settings. This class meets two days per week MW, variable credit and may be repeated for up to 4 credits.

ENGL401A: Writing for International Students

This is a specially designed first-year writing section for students whose native language is not English. Training to write more skillfully and to read with more appreciation and discernment, with special attention to the writing in a second language. Supplemental work on listening and speaking as necessary. Frequent individual conferences for every student. Students may not take both ENGL 401 and ENGL 401A for credit. Special fee. Writing intensive. This class meets two days per week, MW or TR, 2 hours per day.

Please note: *There are courses in addition to these which may be available. Please visit the ESL office in Hamilton Smith Hall (HS B06) if you want permission to register for one of the classes listed above, or if you want to know about other possible options.*

Contact names: Katherine Earley, Director, ESL Institute, Department of English, Hamilton Smith B06B, UNH, Durham, NH 03824. Telephone: 603-862-3714. Chris Berger, ESL Office, Hamilton Smith B06A. Telephone: 603-862-0083. E-mail: esl@unh.edu.

Web site: <http://cola.unh.edu/esl-institute>