Undergraduate Classics

CLAS C205: Classical Mythology
P: W131 or equivalent. This course serves as an introduction to Greek and Roman myths, legends, and tales, especially those that have an important place in the Western cultural tradition. We will examine the sources and significance of a range of classical stories.

Evaluation methods and required texts to be announced.

CLAS L150: Elementary Latin II
This course will be the second in a four-semester sequence, and can thus be used to fulfill the College of Arts and Sciences Language Requirement.

Evaluation methods and required texts to be announced.

CLAS L250: Second Year Latin II
Prerequisite: CLAS-L200 or instructor’s approval. Reading from select authors, emphasizing the variety of Latin poetry. Particular focus will be on Vergil’s Aeneid.

Evaluation methods and required texts to be announced.

Undergraduate Comparative Literature

CMLT 217-01I, -02I: Detective and Mystery Literature
Internet Only
P: ENG W131 or equivalent. Call 481-6111 for enrollment information. Internet access required. Origins, evolution, conventions, criticism, and theory of the detective and mystery story; history of the Gothic novel; later development of the tale of terror; major works of this type in Western fiction, drama, and film. This course is offered only over the Internet. Students must have an Internet connection either at home or at IPFW.

Evaluation methods and required texts to be announced.
Undergraduate Folklore

FOLK F101-01I, 02I and -03I: Introduction to Folklore
P: W131 or equivalent and ENG R150 or exemption. For English majors meets additional course in folklore requirement. The word "folklore" conjures notions of myths and legends, but it really involves much more. Folklore encompasses all the oral traditions that allow a community to maintain their culture and history, providing a means for one generation to share with the next. In this course, we'll explore the different types and forms of folklore and the way in which it functions in our lives, including family stories and community legends, as well as how it influences the books, films, and music we enjoy. We'll also discuss oral narratives, fairy tales, and urban legends and the role they play in our lives.

Evaluation methods and required texts to be announced.

FOLK F111: Intro to World Folk Music
P: Placement at or above ENG W131 or equivalent and ENG R150 or exemption. Study of the interrelationship of music, sound, and behavior. Focus on music events in life and year cycles of selected cultures.

Evaluation methods and required texts to be announced.

FOLK F254: Social History of Rock N Roll
P: Placement at or above ENG W131 or equivalent and ENG R150 or exemption. A survey of rock and roll music as a uniquely and American art form, traced from its roots in Anglo-American folk and country music and African American gospel and blues through its sundry subsequent phases, each viewed within its defining aesthetic, sociocultural, historical, political, and technoeconomic contexts.

Evaluation methods and required texts to be announced.

FOLK F352: Native American Folklore
P: placement at or above ENG W131 (or equivalent) and exemption from or completion of ENG R150. Comparative examination of various verbal, musical, and dance forms of native American societies. Consideration of cultural systems of native Americans within the context of general American culture. May be repeated once when topics vary.

Evaluation methods and required texts to be announced.
**Undergraduate Language and Linguistics**

**ENG G301: History of the English Language**  
P: ENG G205 or LING L103. HEL covers the development of the English language from its Indo-European roots, and Germanic cousins, through Beowulfian Old English, Chaucer’s Middle English, Shakespeare’s Early Modern English all the way to the diversity of varieties of English in the world today: Scots and Australian, African-American and British.

Evaluation methods and required texts to be announced.

**ENG G432: Second Language Acquisition**  
P: LING L103. This course provides an overview of the field of second language acquisition. Students will gain a basic understanding of theories, research findings and various issues, examining multiple perspectives and different approaches to second language acquisition. We will also discuss how insights from research can inform classroom instruction.

Evaluation methods and required texts to be announced.

**LING L103: Introduction to the Study of Language**  
P: W131 or equivalent and ENG R150 or exemption. Introduction to the basics of the study of language, including topics such as phonetics, phonology, morphology, syntax, pragmatics, and language acquisition.

Evaluation methods and required texts to be announced.

**LING L103: Introduction to the Study of Language (Internet only)**  
P: W131 or equivalent and ENG R150 or exemption. Description: LING L103 is an online course conducted entirely on Blackboard. Internet required; access course through Blackboard. This course fulfills prerequisites for advanced language study courses and for admission to the TENL Program.

LING L103 is an introduction to the various topics and concerns of language as a study. We examine phonology, morphology, syntax and semantics. We analyze language variation and use in social contexts, explore contemporary approaches to understanding language acquisition in early childhood and later, and investigate the development of English, and American English in particular. Coursework includes active posting and replying in discussion together with linguistic exercises for each topic. All work is based on real-world data drawn from a variety of languages and language families.

Evaluation methods and required texts to be announced.

**LING L303: Introduction to Linguistic Analysis**  
P: LING L103. Focused introduction to the theories and analytic approaches of core areas of linguistics, specifically phonetics, phonology, morphology, syntax, semantics and pragmatics. Course work emphasizes informed Discussion and hands-on analysis of real-world language data drawn from languages and language families world-wide. This course fulfills the LING
L505 Professional Scholarship requirement for graduate students. This course also fulfills the language study requirement for English majors, and the language study prerequisite for the TENL Program for both undergraduate and graduate students.

Evaluation methods and required texts to be announced.

**LING L322: Methods and Materials for TESOL II**

Internet only

P: LING L103 and LING L321. This course provides students with an understanding of theoretical principles and practical skills for course design and the preparation of instructional materials for English language teaching. In addition, students will learn approaches and strategies for teaching reading and writing effectively to English learners as well as appropriate ways to assess language development and content learning.

Evaluation methods and required texts to be announced.

**LING L360: Language in Society**

P: LIG L103 or L303. A general introduction to sociolinguistics, for the nonspecialist. Topics covered include the regional and social dialects, the politics of language use in social interaction, language and social change, and men’s and women’s language, as well as issues in applied sociolinguistics such as bilingualism and black English in education.

Evaluation methods and required texts to be announced.

**Undergraduate Literature**

**ENG L101: Western World Masterpieces I**

P: Placement at or above ENG W131 (or equivalent) and exemption from or completion of ENG R150. The purpose of this course is to survey important authors, works, genres, and movements of Western literature from roughly the fifth century BC Greece to the Renaissance. Our emphasis will be on the analytical reading of texts, especially formal analysis, within the larger historical, social, and cultural ideas of the time. In addition to shorter works, we will read Homer’s *Odyssey*, Sophocles’ *Antigone*, Dante’s *Inferno*, and Shakespeare’s *The Tempest*.

Evaluation methods and required texts to be announced.

**ENG L102: Western World Masterpieces II**

P: Placement at or above ENG W131 (or equivalent) and exemption from or completion of ENG R150.

Plays, poems, and fiction from the 16th century to the present, including works by Shakespeare, Ibsen, Shaw, Wordsworth, Whitman, Yeats, Dostoevsky, Faulkner, Hemingway.

Evaluation methods and texts to be announced.
ENG L102-03I: Western World Masterpieces II
OCIN
P: Placement at or above ENG W131 or equivalent. English L102 offers a survey of world masterpieces from roughly the 18th century to the 20th century. We begin with Shakespeare’s tragedy *King Lear* as a way to refresh your knowledge of Renaissance literature; we will then read representative works from each of the three periods, including works by non-Western authors. Our emphasis is on the close reading of the texts, and through closing reading you will gain a better understanding not only of the ideas, forms, and techniques embodied in literature, but of the connections between and commonality of Western and non-Western literatures and cultures.

Evaluation methods and required texts to be announced.

ENG L202: Literary Interpretation
P: W131 or equivalent. Close analysis of representative texts (poetry, drama, fiction) designed to develop art of lively, responsible reading through class discussion and writing of papers, including a documented research paper. Attention to literary design of critical method. May be repeated once for credit by special arrangement with Department of English & Linguistics.

Evaluation methods and required texts to be announced.

ENG L251: American Literature Since 1865
OCIN
P: W131 or equivalent. This survey course examines representative and major literary works written in America from 1865 to the present. Through lectures, organized class discussions, and reading and writing assignments, this course not only helps students improve their critical reading, thinking and writing abilities, but also develop a more comprehensive understanding of significant critical issues in the texts under consideration.

Evaluation methods and required texts to be announced.

ENG L302: English Literature Survey II
Prerequisite: L202 or equivalent. The purpose of this course is to survey the important authors, works, and movements of English literature from the Romantics to the present. Our emphasis will be on the analytical reading of texts, especially formal analysis, within the larger historical, social, and cultural ideas of the time. In addition to shorter works, we will also read Shelley’s *Frankenstein*, Dickens’s *A Christmas Carol*, and McEwan’s *Atonement*.

Evaluation methods and required texts to be announced.

ENG L348: 19th Century British Fiction
P: L202, W233, or equivalent. The purpose of this course is to give you a deeper understanding of the history of English fiction from about 1800 to 1900. The nineteenth century was a time of unprecedented social, political, and cultural change in Britain, especially influenced by the effects of industrialism and urbanization, the rise of democracy through the reform acts, and the consolidation of the British Empire. These larger events and the debates over religion, evolution, and women’s rights permeate the literature of the period and will provide the
contexts for our readings. In literary terms, the nineteenth century saw an explosion in mass literacy and a blizzard of print, especially the novel. Our emphasis will be on the analytical reading of texts, especially formal analysis ("close reading") and a variety of critical approaches, within the larger historical, social, and cultural discourses of the time. We will read a variety of novels from the period, including works by Austen, Dickens, Brontë, Gaskell, Collins, Schreiner, Doyle, and Stoker.

Evaluation methods and required texts to be announced.

**ENG L358: 20th Century American Fiction**
P: ENG L202 or ENG W233 or equivalent. In this course we will explore the America's fictional representation of itself in its dominant literary forms of short story and the novel. The United States prides itself on innovation and that innovation is reflected in its art. In addition to seeking an understanding the literary forms, we will be finding how American fiction reflects the social changes occurring from the beginning of the century to the present.

Evaluation methods and required texts to be announced.

**ENG L390: Children’s Literature**
P: L202, W233, or equivalent. This course is designed for anyone planning on a career as children's librarian, elementary education teacher, or children's author/illustrator, as well as anyone with an interest in the rich and varied literature composed for or set aside for children. We will consider how definitions of childhood have changed over time and how such changing definitions have shaped what adults have thought children should and should not read; how the purposes for children's literature have changed and what benefits adults have thought children would derive from their reading. We will read literature of different genres: picture books, poetry, traditional literatures, historical fiction, realism, fantasy, etc. Readings may include Louis Sachar’s Holes, picture books by Maurice Sendak and others, fairytales, Lewis Carroll’s Alice’s Adventures in Wonderland, Richard Peck’s A Year Down Yonder, and Sharon Creech’s Walk Two Moons. Format: Lecture/discussion/workshops, exploring community resources; projects.

Evaluation methods and required texts to be announced.

**ENG L392: World Children’s Literature**
This course will survey the literature for children and young adults available from selected cultures around the world. We will begin by examining European fairy tales and comparing them to fairy tale versions from Asia, Africa, the Middle East, and North America. We will consider how differing cultural assumptions about and definitions of childhood have influenced the literatures of various countries and peoples, and we will examine how translation and selection play a part in what books American children have made available to them. Readings may include the fairy tales of Hans Christian Andersen, Naomi Shihab Nye’s 19 Varieties of Gazelle, René Goscinny’s Nicholas, Kazumi Yumoto’s The Friends, Bodil Bredsdorff’s The Crow-Girl, David Chotjewitz’s Daniel Half Human : And the Good Nazi, Astrid Lindgren’s Pippi Longstocking, and others.

Evaluation methods and required texts to be announced.
Undergraduate Writing

ENG W103: Introduction to Creative Writing
P: Placement at or above ENG W131 or equivalent. The course introduces a variety of forms and techniques to help you begin creative composition and to enable you to understand more clearly your own writing processes. You'll learn how to begin, write, and revise creative material in order to express yourself and communicate with readers. Emphasis on the composition and discussion of student-written poetry, fiction, other creative work, and on the development of skills for critically reading and responding to creative writing. You will produce much creative material, review the writing of class members and assigned authors, and develop skills for composing, understanding, and analyzing.

Evaluation methods and texts to be announced.

ENG W203: Creative Writing Poetry
P: W131 or equivalent. This class we will emphasize the practice and development of poetry writing. This class introduces you to forms and techniques that will help you begin to process poetic composition, which will enable you to understand the origin of your own poetic processes. We will read poetic texts as well as write poetry, all the while reading, commenting, and discussing the writing of your peers, as well as the writing from our readings and handouts. You will develop skills to deepen your understanding on reading and discussing contemporary poetry: the form, technique, and the content of poetry composition. You will also deepen your understanding of how to write contemporary poetry by demonstrating your abilities through your own poetic compositions.

Evaluation methods and required texts to be announced.

ENG W234: Tech Report Writing
P: Placement at or above ENG W131, W135, or W140 with a grade of C or better. Technical Report Writing will help you develop communication skills, which will enrich your understanding of how to prepare technical documents like investigation reports, instructions, and proposals, as well as in- and out-of-class assignments and exercises. English W234 teaches you to adapt to writing situations you are likely to encounter in the work place, and plays an important part in engineering and technology education.

Evaluation methods and required texts to be announced.

ENG W331: Business and Administrative Writing
P: W233 or equivalent. English W331 is the study of the principles and practices of business writing, with an emphasis on style, organization, and conventions appropriate to different kinds of business communications. In this course, you will learn how to apply rhetorical principles, such as audience, purpose, and context, in order to compose persuasive messages in various genres. You will also learn how to respond to and edit documents produced by others in the class. This course is different from others classes that employ a standard lecture format. English W331 is modeled after a workplace environment in which close collaboration with coworkers is expected.

Evaluation methods and required texts to be announced.
ENG W331 (Internet): Business and Administrative Writing
Internet only
P: W233 or equivalent. This course addresses the varieties of genres and audiences students may encounter in a business or administrative environment. Students will investigate how their writing can be used to inform or influence within an organizational setting. Collaborative writing, and all its joys and pitfalls, will be a component of his course as well.

Evaluation methods and required texts to be announced.

ENG W403: Advanced Poetry Writing
P: W203 (in poetry) or submission of acceptable manuscript to instructor in advance of registration. Focus on the practice and development of poetry writing, emphasizing the composition and discussion of student texts. You not only write and revise a substantial amount of poetry, but you also read and comment on the writing of class members and poets from class texts, developing your critical skills in composing, understanding, and responding to poetic texts. Class time will include discussion of peer work, close examination of poetry from texts, informal writing, and exercises to generate and revise work.

Evaluation methods and required texts to be announced.

ENG W405: Writing Prose Nonfiction
P: ENG W233 or equivalent. Creative Nonfiction has been termed “the fourth” genre, outside the more known genres of poetry, fiction, and nonfiction. Yet, it uses elements from the three above-mentioned genres, along with its most important attribute, “truth,” to help establish its distinction as a stand only genre that continues to push boundaries. Due to creative nonfiction blurring the lines by using such elements as “lyricism,” “story arc,” and “dialogue” from the other three genres, but maintaining truth as its foundation, it will encompass many forms: nature and science, culture and society, creativity and the arts, place, portrait, memoir, process analysis, segmented writing, and literary journalism. We will read examples from the forms of creative nonfiction above, and examine and explore through class assignments which of the forms you will choose when creating and compiling your portfolio. While this is not a beginning class, it is not necessary to have previous experience writing within this genre, as long as the student has developed her/his overall abilities as a writer and reader in other forms.

Evaluation methods and required texts to be announced.

ENG W421-01M: Technical Writing Projects
OCIN
Prerequisite: Junior or Senior class standing and W234 or W331. The goal of English W421 is to help you develop and practice types of communication skills you will use during your career, much like W234, Technical Report Writing. In this way, W421 plays an important part of your technology education as defined by the Accreditation Board for Engineering and Technology (ABET). Instead of focusing on many short genres of technical writing like W234, this course is built around a large design or research project.
Evaluation methods and required texts to be announced.

**ENG W460: Intro Literacy Studies**
Prerequisite: L202, W233, or equivalent. Literacy has, for at least the past 30 years, been one of the leading buzzwords in the popular press's discussions of education. The way the term literacy is often used in these conversations is not the way most literacy scholars use the term, however. These popular conceptualizations of literacy typically define literacy as the ability to decode or encode written text—i.e., the ability to read and write. In these conversations, literacy is an either/or possession: either one “has it” or one doesn’t.

This course will move us beyond reductive discussions of literacy by introducing us to a range of literacy studies scholarship that challenges these popular notions. We’ll also explore the literacy practices of marginalized groups, such as African-Americans, Appalachians, Latino, and Native Americans—groups whose literacy is often deemed to be “lacking” in popular conversations—as well as literacy practices which are themselves marginalized.

Evaluation methods and required texts to be announced.

**ENG W462: Intro to Classical Rhetoric**
P: ENG W233 or equivalent and junior or senior standing. Many of the strategies and processes we engage in when we write are based on practices developed by classical rhetoricians—Aristotle, Isocrates, Cicero, and Quintilian. These ancient rhetoricians, faced with the challenge of teaching citizens how to participate in the civic forums and legislative bodies that emerged in ancient Greece and Rome, developed theories which still speak to citizens of today’s global culture with its vast, electronic forums. Yet these rhetoricians were more than simply philosophers or theorists. At its most basic, rhetoric was a practical art, an art of composition, and of critical analysis.

In this course we will follow the course charted by these classical thinkers. We will explore rhetorical concepts such as *kairos, stasis theory, topics and commonplaces, logos, ethos, pathos, arrangement, style, memory* and *delivery*. However, we will do more than simply memorize terms and learn theories. In every case we will engage in activities which require us to practice critical analysis and composition in light of these theories. In most writing classrooms these “activities” are minor work, which fill the gap between major writing assignments. In this class we place less emphasis on the academic “paper,” the final product of rhetorical activity, and more emphasis on these activities for their own sake. This emphasis on constant activity and practice will help writers and thinkers of all abilities—from the struggling undergraduate to the skilled graduate student working on her thesis—to improve their skills of analysis and composition.

Evaluation methods and required texts to be announced.
Graduate Folklore

FOLK F640: Native American Folklore
Students will learn about verbal art from all of the culture areas of Native North American, from the Arctic to the Southwest. The genres discussed will include traditional narratives (myths and legends), oratory, and song. The oral literature will be discussed for both knowledge and critical analysis. The cultural context of the folklore will receive special emphasis.

Evaluation methods and required texts to be announced.

Graduate Language and Linguistics

ENG D600: History of the English Language
HEL covers the development of the English language from its Indo-European roots, and Germanic cousins, through Beowulfian Old English, Chaucer’s Middle English, Shakespeare’s Early Modern English all the way to the diversity of varieties of English in the world today: Scots and Australian, African-American and British.

Evaluation methods and required texts to be announced.

LING L532: Second Language Acquisition
Instructor Permission. A survey of the major theories of first and second language learning and their potential applications to language development strategies.

Evaluation methods and texts to be announced.

LING L575: Introduction to Linguistic Theory
Focused introduction to the theories and analytic approaches of core areas of linguistics, specifically phonetics, phonology, morphology, syntax, semantics and pragmatics. Course work emphasizes informed discussion and hands-on analysis of real-world language data drawn from languages and language families world-wide.

Fulfills LING L505 Professional Scholarship requirement for graduate students. Also fulfills language study requirement for English majors and language study prerequisite for TENL Program for both undergraduate and graduate students.

Evaluation methods and required texts to be announced.

LING L619: Language and Society
A general introduction to sociolinguistics, for the nonspecialist. Topics covered include the regional and social dialects, the politics of language use in social interaction, language and social change, and men’s and women’s language, as well as issues in applied sociolinguistics such as bilingualism and black English in education.

Evaluation methods and required texts to be announced.
LING P512-01I: Methods and Materials for TESOL II
Internet only
P: LING P511. This course provides students with an understanding of theoretical principles and practical skills for course design and the preparation of instructional materials for English language teaching. In addition, students will learn approaches and strategies for teaching reading and writing effectively to English learners as well as appropriate ways to assess language development and content learning.

Evaluation methods and required texts to be announced.

Graduate Literature

ENG B502: Intro Literacy Studies
Prerequisite: Graduate. Literacy has, for at least the past 30 years, been one of the leading buzzwords in the popular press’s discussions of education. The way the term literacy is often used in these conversations is not the way most literacy scholars use the term, however. These popular conceptualizations of literacy typically define literacy as the ability to decode or encode written text—i.e., the ability to read and write. In these conversations, literacy is an either/or possession: either one “has it” or one doesn’t.

This course will move us beyond reductive discussions of literacy by introducing us to a range of literacy studies scholarship that challenges these popular notions. We’ll also explore the literacy practices of marginalized groups, such as African-Americans, Appalachians, Latino, and Native Americans—groups whose literacy is often deemed to be “lacking” in popular conversations—as well as literacy practices which are themselves marginalized.

Evaluation methods and required texts to be announced.

ENG B645: 19th Century British Fiction
The purpose of this course is to give you a deeper understanding of the history of English fiction from about 1800 to 1900. The nineteenth century was a time of unprecedented social, political, and cultural change in Britain, especially influenced by the effects of industrialism and urbanization, the rise of democracy through the reform acts, and the consolidation of the British Empire. These larger events and the debates over religion, evolution, and women’s rights permeate the literature of the period and will provide the contexts for our readings. In literary terms, the nineteenth century saw an explosion in mass literacy and a blizzard of print, especially the novel. Our emphasis will be on the analytical reading of texts, especially formal analysis (“close reading”) and a variety of critical approaches, within the larger historical, social, and cultural discourses of the time. We will read a variety of novels from the period, including works by Austen, Dickens, Brontë, Gaskell, Collins, Schreiner, Doyle, and Stoker.

Evaluation methods and required texts to be announced.

ENG B656: 20th Century American Fiction
Prerequisite: ENG W233 or equivalent second-semester writing course. Description:
In this course we will explore the America's fictional representation of itself in its dominant literary forms of short story and the novel. The United States prides itself on innovation and that innovation is reflected in its art. In addition to seeking an understanding the literary forms, we will be finding how American fiction reflects the social changes occurring from the beginning of the century to the present.

Evaluation methods and required texts to be announced.

**ENG B666: Survey Children’s Literature**
This course is designed for anyone planning on a career as a children’s librarian, an elementary education teacher, or a children’s author/illustrator, as well as anyone interested in the rich and varied literature composed or set aside for children. We will consider how definitions of childhood have changed over time; how such changing definitions have shaped what adults have thought children should and should not read; how the purposes for children’s literature have changed and what benefits adults have thought children would derive from their reading. We will read literature in a number of different genres: picture books, poetry, traditional literatures, historical fiction, realism, fantasy, etc. Readings may include Louis Sachar’s Holes, picture books by Maurice Sendak and others, fairytales, Lewis Carroll’s Alice’s Adventures in Wonderland, Richard Peck’s A Year Down Yonder, and Sharon Creech’s Walk Two Moons.
Format: lecture/discussion/workshops; exploring community resources; projects.

Evaluation methods and required texts to be announced.

**ENG B668: Topics in Children’s Literature**
This course will survey the literature for children and young adults available from selected cultures around the world. We will begin by examining European fairy tales and comparing them to fairy tale versions from Asia, Africa, the Middle East, and North America. We will consider how differing cultural assumptions about and definitions of childhood have influenced the literatures of various countries and peoples, and we will examine how translation and selection play a part in what books American children have made available to them. Readings may include the fairy tales of Hans Christian Andersen, Naomi Shihab Nye’s *19 Varieties of Gazelle*, René Goscinny’s *Nicholas*, Kazumi Yumoto’s *The Friends*, Bodil Bredsdorff’s *The Crow-Girl*, David Chotjewitz’s Daniel Half Human : And the Good Nazi, Astrid Lindgren’s *Pippi Longstocking*, and others.

Evaluation methods and required texts to be announced.

**Graduate Writing**

**ENG C515: Writing Prose Nonfiction**
"Creative Nonfiction" is an emerging form in literary writing, one that has, in the last decade, gained a great deal of popularity in not only newspaper and magazine writing, but also commercial and small press publications of what used to be exclusively poetry and fiction. Creative Nonfiction refers to any number of genres, including memoir, personal essay, travel writing, nature writing, science essay, and cultural criticism. While the rhetorical contexts for such writing are ordinarily quite different than "imaginative" works, many of the forms and techniques are quite similar, causing some readers to question whether the categories of "fiction" and "nonfiction" hold up under closer scrutiny. We will consider this question of
"fiction vs. nonfiction" in some early writing exercises. We will then read some examples of these genres and explore some of them in assigned writing. However, students will choose among these genres to compile their semester's portfolios. While this is not a beginning class, it is not necessary to have previous experience writing within this genre, as long as the student has developed her/his overall abilities as a writer and reader in other forms.

Evaluation methods and required texts to be announced.

**ENG C613: Writing Poetry**

Prerequisite: W103 or W203, or permission of instructor. For English majors meets writing requirement. P: W203 (in poetry) or submission of acceptable manuscript to instructor in advance of registration. Focus on the practice and development of poetry writing, emphasizing the composition and discussion of student texts. You not only write and revise a substantial amount of poetry, but you also read and comment on the writing of class members and poets from class texts, developing your critical skills in composing, understanding, and responding to poetic texts. Class time will include discussion of peer work, close examination of poetry from texts, informal writing, and exercises to generate and revise work.

Evaluation methods and required texts to be announced.

**ENG C682-02: History of Rhetoric**

Prerequisite: ENG W233 or equivalent and junior or senior standing. Many of the strategies and processes we engage in when we write are based on practices developed by classical rhetoricians—Aristotle, Isocrates, Cicero, and Quintilian. These ancient rhetoricians, faced with the challenge of teaching citizens how to participate in the civic forums and legislative bodies that emerged in ancient Greece and Rome, developed theories which still speak to citizens of today's global culture with its vast, electronic forums. Yet these rhetoricians were more than simply philosophers or theorists. At its most basic, rhetoric was a practical art, an art of composition, and of critical analysis.

In this course we will follow the course charted by these classical thinkers. We will explore rhetorical concepts such as *kairos, stasis theory, topics and commonplaces, logos, ethos, pathos, arrangement, style, memory* and *delivery*. However, we will do more than simply memorize terms and learn theories. In every case we will engage in activities which require us to practice critical analysis and composition in light of these theories. In most writing classrooms these “activities” are minor work, which fill the gap between major writing assignments. In this class we place less emphasis on the academic “paper,” the final product of rhetorical activity, and more emphasis on these activities for their own sake. This emphasis on constant activity and practice will help writers and thinkers of all abilities—from the struggling undergraduate to the skilled graduate student working on her thesis—to improve their skills of analysis and composition.

Evaluation methods and required texts to be announced.