Graduate Courses

E 507.001 Special Topics in Linguistics: Corpus Linguistics
3 Credits
Tatiana Nekrasova-Beker
2:00-2:45pm TR

This course will focus on introducing students to corpus linguistics as an approach to conducting language research and augmenting teaching techniques in their TEFL/TESL classrooms. Specifically, this course will apply corpus methods to large databases of English language used in natural communicative settings to supplement more traditional ways of linguistic analysis. Students will gain hands-on experience working with different types of commercially-available corpora and corpus software. Finally, the course will explore the potential of using corpus analysis techniques to drive language instruction and learning in a variety of pedagogical contexts.

Upon completion of this course, students will be expected to be able to:

(a) identify the uses of text corpora in research and language teaching.
(b) understand the aims and methods used to analyze corpora; and
(c) use different software programs to extract data from a corpus and analyze language.

Required Text:


E515.001 – Syntax for ESL/EFL
3 Credits
Luciana Marques
4:00-4:50pm MWF

Teachers of English as a second or foreign language must be familiar with the major syntactic patterns of English, their typical meanings and uses, and with the inflectional and derivational morphology they entail. Teachers must also be familiar with typical stages of acquisition of these patterns and with their presentation in current classroom materials. This knowledge will enable you to appropriately select and present this material in a variety of teaching circumstances, as well as to read and make use of grammatical descriptions of English and other languages. In E515, you will understand linguistic concepts in ESL/EFL pedagogical materials and in SLA research; you will become familiar with variant terminology; you will become proficient in basic linguistic analysis and its application to learner data. The course will focus on topics in English syntax and relevant morphology, but comparative/contrastive data from other languages will be
introduced, especially from those languages whose native speakers our graduates are most likely to teach or are spoken by students in the class. The topics are selected so as to maximize the overlap with the topics, constructions, and terminology current in the major ESL/EFL grammar texts.

**E527.001 Theories of Foreign/Second Language Learning**
3 Credits
Tatiana Nekrasova-Beker
11:00am-12:15pm TR

This course provides an introduction to the field of second language acquisition (SLA) focusing specifically on how humans learn a second (or third) language in addition to their native language and the factors that affect variability in their language development. Areas covered in this course include background on the historical development of the field, universal features of the L2 learner, interlanguage development and variability, individual differences, and social factors affecting L2 learning. In addition, the course introduces a variety of experimental methods used in SLA research and highlights the implications of SLA findings for L2 teaching. Student will read and discuss research articles in SLA and engage in the analysis of learner data.

Required Textbook:

**E528: Professional ESL Teaching: Theory to Practice**
3 Credits
Fabiola Ehlers-Zavala
4:00-5:15pm MW

This graduate-level course offers pre-service teaching professionals in TEFL/TESL a guided opportunity to learn about and apply principles for planning, designing, and delivering effective classroom language instruction and assessment. The main goal of the course is to ensure that participants have an opportunity to establish connections between theory and practice in a supportive environment with peers. Participants will have an opportunity to develop lessons plans and practice English language teaching as well as critically reflect on their experiences with the goal of continuous improvement for professional growth.

*Prerequisites:* E514, E515, E526, & E527.
E600B.001 Research Methods, Theory & Design
3 Credits
Doug Cloud
2:00-3:15pm TR

This course introduces research methods used in English studies, with particular emphasis on those methods used in qualitative research pertaining to the creation, circulation, and reception of texts, in both classroom and public spaces. The course builds on two assumptions:

1) Research shapes both theory and practice.
2) All research—introspective or empirical, quantitative, qualitative, or mixed—is an act of selecting and interpreting information.

Throughout the course, we will explore a number of qualitative research methods used in writing studies. The approach in this course will be to analyze selected examples for their use of research methods to answer questions, with special attention to how research methods are applied to different kinds of data and used to support arguments. Simultaneously, students will craft their own research questions and begin to collect sources and data. Students will have additional opportunities to develop their critical reading and analytic skills by commenting on manuscript submissions. Students will also try out varied research methodologies and consider how their studies would change based on the differing methods.

E605.001 Critical Studies in Reading and Writing: Critical posthumanist approaches to reading and writing
3 Credits
Erika Szymanski
11:00-12:15pm TR

Humanist traditions have encouraged attention to the individual writer and reader and their experiences. However, many scholars now find focusing on the individual human actor unproductive in a world characterized by mass denials of human and more-than-human interdependence. Posthumanist scholars have responded by rethinking reading and writing as interconnected beyond and outside the individual, as interdependent assemblages, or ecologies, necessarily products of community and environment, involving humans and other-than-humans living and otherwise. In this class, we will investigate theories (and some practices) of posthumanist reading and writing across feminist, science, and technology studies, digital, cyborg, indigenous, ecological, and environmental trajectories, asking how they respond to various manifestations of social (including environmental) injustices. We will each choose a related contemporary question or issue of interest so that collectively, through the semester, we can ask: what do these various methods of reconfiguring “the writer,” reading, and writing, do in practice? How do they configure questions or problems of interest to us, and what can (and cannot) be gained as a result? Substantial time will be reserved to workshop major assignments and for students to contribute additional readings, experiences, and traditions germane to their own interests. Students from all programs are welcome.
E630A.001 Special Topics in Literature: Area Studies – Viking-Age Myth.

3 Credits
William Marvin
3:00-3:50 MWF

Research in Germanic myth has come a long way in the last 20 years, especially in the case of Scandinavia. The Migration Age is now considered in terms of immigration through frontier and borderlands, and climactic disturbance. The impact of the Huns and the circumpolar Sami people on Germanic culture is now better understood. Cultural Materialism in link with archaeology of the late Iron Age has cast brighter light on women, sexuality, and “magic” of distinctly Scandinavian character. The Ragnarök, End-Destiny of the Gods, seems all the more grounded in experience as we better understand the catastrophic volcanism of the 6th century C.E., which lay all Scandinavia under a 3-year pall of darkness and famine.

We will preface our study of myth and saga by first discussing methodologies, then by looking at the Germanic migrations and the Vendel Age that followed the long winter. Then we’ll turn to the major Icelandic texts of Viking-Age myth proper. This course may be relevant to any student with an interest in modern critical myth studies, pre-Christian northern Europe, interdisciplinary study including archaeology, or Valkyries.

E633.001 Special Topics in Writing and Rhetoric

3 Credits
Lisa Langstraat
9:30-10:45am TR

“Feeling Things” merges two highly interdisciplinary areas of inquiry: critical emotion studies and material culture studies. These fields of investigation ask questions that challenge popular (and scholarly) notions of feelings and material things: Critical emotion studies asks not, “What are emotions?” but, “What do emotions do as they circulate through affective economies?” (Ahmed). And material culture studies asks not, “How do people make use of things?” but, “How do things make use of people in cultures where the boundaries between object and subject blur?” (Brown). “Feeling Things” will provide graduate students with opportunities to understand contemporary critical emotion studies and material culture theory, as well as to make sense of their own affective identifications with material culture.

“Feeling Things” is divided into several interrelated sections: Section one of the course will focus on providing an overview of major theoretical approaches to critical emotion studies and material culture studies, and will examine intersections between these areas of inquiry. Texts in this section will also represent a variety of genres: traditional academic monographs, memoir, film, and performative research (e.g., Walker and Glenn’s “Significant Objects” project on eBay). Section two will focus on particular emotional economies and the “thing-y” practices associated with them, e.g., works that concentrate specifically on taste and curating, obsession and collecting, anxiety/fear and hoarding; and social movements whose political and economic raison d’être depends on constructing affective identifications with
the things associated with each movement, e.g., histories of slavery and the raced artifacts associated with them.

**E634.001 – Special Topics in TESL/TEFL: Second Language Literacy**  
3 Credits  
Fabiola Ehlers-Zavala  
12:30-1:45pm TR

The goal of this course is to guide participants in developing the knowledge, skills, and dispositions needed to effectively design and implement second/foreign language literacy instruction for a diverse group of English language learners. That is, participants will learn how to develop and enhance the reading/writing skills of learners of English namely in academic contexts, with emphasis on higher education (but with opportunities to cover other contexts, based on students’ interests and professional goals, such as K-12). Special/contemporary topics of interest (e.g., translingualism) will also be covered.

This course’s primary audience is graduate students in the TEFL/TESL program, but other graduate students who are in Rhetoric/Composition and English Education, in particular, are welcome. Opportunities for tailoring some of the contents to their specific interests / professional needs will be provided.

Prerequisites for Course  
Grad student in TEFL/TESL or instructor’s consent

**E635.001 Critical Studies in Literature and Culture: Narrative Theory and Experimental Narrative**  
3 Credits  
Ryan Claycomb  
4:00-6:50pm R

Near the origins of the study of literature lie the questions, “What is a story? How does it get told?” Thus, narrative theory begins. This course will take on innovative and intriguing texts (mostly fiction, but also drama, film, and other narratives) to suss out those simplest of literary questions and some more complex ones: what place does context have in discussions of form? Do formal features have any relevance in this cultural-studies-dominated era of literary criticism? Is there an ethics of form? Is narrative form relevant to social movements, or complicit in impeding them? Both critical and creative work will be welcomed.
E638.001 Assessment of English Language Learners–Assessment in the TEFL/TESL Classroom  
3 Credits  
Anthony Becker  
4:00-5:15pm MW

This course prepares language teaching professionals with the knowledge and skills they need to design, implement, and utilize language assessments that are reliable, valid, and ethically-based. Specifically, the course familiarizes students with the fundamental concepts and principles involved in the language assessment of second/foreign language learners, and it engages students in the planning and construction of both traditional and alternative language assessments. Furthermore, the course develops students’ ability to analyze and interpret statistical results, for the purposes of guiding instruction and improving language program effectiveness. Finally, the course invites students to investigate the ways in which assessment results can be used to account for and evaluate student performance, as well as improve language teaching practices.

E640A.001 Graduate Writing Workshop – Fiction  
3 Credits  
EJ Levy  
4:00-6:50pm T

This graduate workshop aims to help you find your material as writers and learn ways to develop its fullest potential, so as to realize your vision on the page and develop your aesthetic. It’s my hope that our workshop will equip you with strategies and techniques to generate new work and to improve on what you have. We will explore formal possibilities—from realism to meta-narratives, auto-fiction to irrealism (magical realism, fabulism, sci fi, eco-speculative & more). Becoming a writer is always a matter of becoming the writer you are—discovering your obsessions, aesthetics, material, methods, work habits, strengths, and the like. To that end, we will work together to cultivate a range of tools and techniques to help us discover our strengths and passions as writers, to generate new work, to move beyond what we think may be our limits, and to keep evolving as writers. We’ll read published works for inspiration and to hone critical skills, and we'll read one another’s manuscripts with generous honesty and informed intelligence to help identify strengths, challenges, and to help the author know when a piece is done. We’ll also engage in an on-going conversation about publishing options and aesthetics.

E640B.001 Graduate Writing Workshop – Poetry  
3 Credits  
Dan Beachy-Quick  
4:00-6:50pm T

Our course will be divided into two primary considerations—first, a set of books, ranging across time and field, that will help us think towards a poetics of primary encounter; second, the writing, reading, and discussion of your own poems.
E640C.001 Graduate Writing Workshop - Nonfiction Essay  
3 Credits  
Harrison Fletcher  
4:00-6:50pm M

This course, taught in the workshop format, is intended to deepen your critical knowledge and creative production of literary nonfiction, with a particular emphasis on the essay, which, at its French root, *essai*, means to attempt, to endeavor, to try. We will read extensively, both shorter and book-length works, with an eye toward theme, intention, style, and position of the narrative “I” toward its subject. Readings will be drawn primarily from contemporary writers, but we will place those writers within historical context. Participants are expected to write extensively, read extensively, revise extensively, and respond thoughtfully and respectfully to peer submissions. During the last third of the class, we will delve more deeply into a subgenre of nonfiction, the “speculative essay,” which uses imaginative digression as a tool of factual inquiry.

E643.001 Special Topics in Literary Craft -The Next American Essay  
3 Credits  
Harrison Fletcher  
4:00-6:50pm W

The course is inspired by nonfiction writer John D’Agata, who advocates a controversial approach to the essay, which at its French root, *essai*, means to attempt, to endeavor, to try. According to D’Agata, writers should be free to use any and all methods at their disposal in pursuit of their intellectual, spiritual, cultural, or aesthetic endeavors, including the blurring of genre, form, fact, and fiction. Drawing from such sources as “The Law of Genre” by Jacques Derrida, *The Art of the Personal Essay* edited by Phillip Lopate and *The Next American Essay* anthology series edited by D’Agata himself, the course will examine that assertion. We will discuss what makes an essay and essay as well as how events, places, memories and social, cultural, environmental landscapes influence approach and content. In addition to active discussion and critical work, we will write our own lyric essays and creative imitations to experiment with form, technique, voice, and audience. During the last third of class, we will also delve into the image essay, video essay and graphic essay. This course will appeal to students of creative writing, literature, rhetoric, and composition in its consideration of emerging hybrid literary forms.