Spring 2012 English Department Graduate Courses

English 4/652 History of the English Language
Professor: Bruce Maylath
Meets T/Th 3:30 – 4:45 p.m.

Course Description:
Tracing the development of the English language from its Germanic origins to the present day, this course examines key episodes in the history of a small, tribal language expanded through colonialism to become today’s global lingua franca for business, science, and even entertainment. Events such as the blending of Anglo-Saxon with Old Norse, the infusion of French following the Norman Conquest, the Great Vowel Shift between Chaucer’s and Shakespeare’s eras, the proliferation of linguistic varieties through geographic and social isolation, the status of English(es) in the 21st century—all come into focus as students are asked to contemplate the question, How did English get this way?

Students will also be asked to examine emerging linguistic features in English at present and to consider where English is headed. All students, undergraduate and graduate, will read David Crystal’s The Stories of English. In addition, graduate students will read Crystal’s English as a Global Language, 2nd ed., and take turns leading discussions of it with the rest of the class. All students will be assigned to read various topical articles and Websites posted on Blackboard. A primary research project will be a major assignment as graduate students lead undergraduates in teams investigating linguistic changes identified by the teams as currently unfolding.

English 4/659: Researching and Writing Grants and Proposals
Professor: Betsy Birmingham
Meets W 5:30-8:00

Course Description:
The course employs a rhetorical approach to writing academic and business proposals and grant proposals, focusing on creating the best possible persuasive argument for a given audience and context. In addition, the course creates opportunities for collaborative writing, oral presentation, document and presentation design, and the critique of an independent grant or proposal project of the student's choice. During the first unit, students develop skills in proposal writing by collaboratively responding to a case. During the second unit, students develop an individual project—this could be an individual academic grant, a collaborative project developed and carried out with a community non-profit agency or campus client, or a workplace proposal or recommendation report. Students will leave the course with a portfolio of polished, professionally designed and edited documents, as well as a vocabulary for discussing grants and proposal research and writing during the job search.
**English 4/671: American Realistic Literature**  
Professor: Gary Totten  
Meets: T/Th 2:00-3:15

**Course Description:**  
This course will explore late nineteenth- and early twentieth-century American literature, considering the aesthetic strategies and cultural contexts of literary realism and naturalism in the United States. The course will examine the processes, assumptions, and contradictions that are involved in defining literature, writers, and a historical period as realist or naturalist as well as issues related to the canonization of such works. Because the course is linked with Dr. Taggart’s Authorship course, English 671 will also consider issues of authorship in the work and careers of writers during the late nineteenth- and early twentieth-century in the United States. Course assignments may include short papers, abstracts for potential papers (one of these will be for the final paper), student presentations, proposal and annotated bibliography for final paper, and final seminar paper. This course fulfills the MA Literature track requirement for a course in pre-1900 American literature.

**English 4/683: Topics in British Literature: Masterworks of Fantasy from Morris to Tolkien**  
Professor: Bob O’Connor

**Course Description:**  
We will read and discuss ten volumes of British fantasy from William Morris’s *The Wood Beyond the World* to J. R. R. Tolkien’s *Lord of the Rings* trilogy in order to explore the social, psychological, and theological implications of British fantasy in general and to examine the influence of these particular works on each other and on later fantasy, including the fantastic fiction being written today. Because of its importance as the culmination of one tradition and the inspiration for another, *The Lord of the Rings* will occupy our attention during several weeks of the semester. Students who register for the course will be required to take a midterm and a final examination and to write two essays, each contributing 25% toward the course grade. Undergraduate papers will be 5 to 7 pages in length, and graduate papers 10 to 12 pages. With the instructor’s permission, students may undertake one double-length paper counting 50% of the course grade instead of two shorter papers.

**English 751: Multi-Disciplinary Academic Writing**  
Instructor: Enrico Sassi  
Meets T/Th 12:30 – 1:45 p.m.

This course is designed to help students from all departments at NDSU become successful writers in their academic and post-academic careers. While addressing elements that are shared across the disciplines (e.g. literature reviews, academic honesty),
this course emphasizes learning to write academic and research texts within different disciplines. Students will analyze discourse practices in their own fields and produce written work in their own disciplines. A portion of the course will be dedicated to developing clear, correct, and audience-appropriate documents.

The objectives of the course are for students to do the following:

1. to learn to see academic publications in their field of study from a writer's point of view and to understand what steps they need to take to become successful academic writers;

2. to learn the writing process as it applies to academic writing and to develop a working understanding of issues around audience, style, and readability in academic writing;

3. to practice engaging in oral and written academic discourse; and

4. to gain some insight into approaches to, and expectations of, academic writing in other disciplines.

**English 756: Composition Research**
Professor: Kelly Sassi
Meets Th 5:00-7:30 pm

**Course Description:**
In Composition Research we will explore issues in the field of composition, learn how to formulate and revise productive research questions, understand how to design a study, experiment with theoretical frames, practice analytical skills, and consider how to situate our work within broader conversations. The major assignment for the course is to compose a new research proposal for dissertation work or complete a scholarly paper on a research project already in process.

We will examine different methods of collecting data and will have access to the data from several IRB-approved studies on various writing issues for hands-on application of the methodological approaches we will study. We will practice collaborative approaches to analyzing data, such as member-checking and triangulation, for the purposes of validity.

While this course will provide a basic overview of research approaches in composition, there will be an opportunity to develop an understanding of qualitative research and discourse analysis in more depth. Skills in close reading of texts are particularly applicable to discourse analysis of data, and we will experiment with the various theoretical perspectives, such as conversation analysis, critical discourse analysis, cohesion analysis, speech act theory, etc. Throughout the course, we will consider the connections between theory, teaching, and research in composition, as well as how our work matters in broader contexts. Furthermore, we will consider the ethics of the choices we make in carrying out research in composition.
In order to be prepared for this work, students should have completed IRB training prior to the start of the course.

**English 758: Topics in Rhetoric and Writing: Authorship**
Professor: Amy Taggart
Meets W 2:00-4:30

**Course Description:**
Authorship is an area of English Studies that is shared by composition, rhetoric, and literature. Many of its major theories and theorists are cited across the areas of English Studies. In this course, we will study some of those intersections and will consider more specifically the implications of authorship theory and practice for composition and rhetoric. We will read some of the leading scholarship in composition and rhetoric dealing with authorship issues such as remix; collaboration; plagiarism; imitation or mimesis; textual appropriation; citation; intellectual property; ghostwriting; translation; agency; and the interactions of reader, writer, text, and context. Central questions of the class include:

- How does the notion of what an author is change through history?
- How are authorship and ownership tied together?
- What does authorship look like? What are its forms?
- What types of authorship are authorized by the culture at this time?
- How are notions of authorship changing and what forces contribute to this change?
- Can readers be authors?
- Can students be authors?
- What kinds of authority and responsibility come with being labeled an author?

In this class, we will attend to theory and practice. We will

- read texts by some of the theorists who have most shaped notions of authorship
- develop a sense of the history of authorship
- consider the implications of authorship theory and research for teaching writing
- consider the implications of authorship theory and research for publication and the economies of publication
- conduct research studies to apply authorship theory and research to areas of concern and interest (including the analysis of literature, if that is your area)
English 762: Critical Theory
Professor: Gary Totten
Meets T 5:00-7:30

This course will explore major critical theories from Formalism to the present, using the Norton Anthology of Theory and Criticism (eds., Leitch et al.) and Critical Theory Today (Tyson), which is a concise and readable introduction to the major schools of critical theory. Grad student teachers may also find Tyson’s text useful in their undergraduate teaching when they want to introduce students to theoretical concepts.

Students will apply various critical theories to literary texts (short stories or novellas). Course assignments will include short papers, explications of theoretical terms/concepts, at least two abstracts for potential papers (one of these will be for the final paper), and a final seminar paper. Students also will select a theory text to read and present to the class. These texts will be related to various developments in contemporary theory such as ecocriticism, critical race theory, post-humanist theory, globalization, and so forth.

English 795: Field Experience
Instructors as needed, by arrangement

English 797/797R: Master’s Paper
Professor: Kevin Brooks, by arrangement

English 798: Master’s Thesis
Professor: Kevin Brooks, by arrangement

English 799: Doctoral Dissertation
Professor: Kevin Brooks, by arrangement
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English 758: Topics in Rhetoric, Writing, and Culture: Genres
(Summer Scholar Course)
Professor: Heather Dubrow of Fordham University
Meets M-F 9:00 a.m.-4:00 p.m.
(1-week course: 6/11–6/15 and possible additional days the following week)

Course Description:
This course introduces students to the concept of genre with definitions, history of discussions, brief allusions to genre in comp/rhet, and debates about significance and relevance to contemporary criticism. Possible texts include Marlowe’s “Passionate Shepherd” and/or Marvell, Shakespeare’s As You Like It, Sidney or Wyatt, Wordsworth, Wojahn, or Cole, and Deliverance. Students will learn how concepts of genre can be extended in comp/rhet, in literary new formalism, and in pedagogy. Attention will be given to possible new directions for genre study.

English 766: Teaching Literature
Professor: Verena Theile
Meets daily at times TBA
(4-week course: 5/15–6/8)

Course Description:
This course is aimed at introducing graduate and professional students to successful teaching strategies for the literature classroom. This course follows a genre-oriented approach and focuses on integrating student-teacher experiences in the reading and teaching of literary texts. That means that we will study literature alongside literary and pedagogical theory and practice the teaching of literature in front of peers.