ENGL 101: Tools of Textual Analysis  
Section 010: MW, 8:40-9:55 a.m. with Professor Martin Brueckner  
Section 011: MWF, 9:05-9:55 a.m. with Professor James Dean

The purpose of this course is to introduce you to several literary genres. While exploring short fiction, poetry, and drama, we shall analyze various techniques that writers use in creating and communicating their vision. We shall also discuss the significance of literature, the way it represents reality, the way it becomes reality. You will learn to identify the elements of fiction, poetry, and drama; develop skills in close readings of texts; and respond to those readings in discussions, online postings, and formal papers. This course satisfies the Group A: Creative Arts & Humanities requirement.

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ENGL 202: Biblical & Classical Literature  
“GODS and HEROES”  
TR, 12:30-1:45 p.m. with Professor Miranda Wilson

“Ancestral texts,” are those myths and story cycles that we return to again and again in our culture as we quest to understand who we are and what our place in the world might be. We will explore the four different (and at times related) traditions of the Hebrew Bible, the New Testament, of Greece, and of Rome which will raise many fascinating questions: What are the values these works and traditions establish? What do they say about the relationship between men, women, and the forces that shape our lives? What are the conceptions of the world that these texts make possible? How did later writers boldly revise and add to the stories found in older texts in order to fit new modes of experience and understanding? The answers to these important questions strengthen our understanding about the relationships between literary representation, reality, culture, and society. Ancestral texts live on in many ways in the present, 21st century moment such as the “Bible Heroes” app pictured at left. Come join us in brief lectures, class discussion, group work, exams, short papers, and a creative project.

This class fulfills:

- the university’s Multicultural requirement
- the Group A: Creative Arts & Humanities Breadth requirement
- the “Literary History” component of the new English major.
ENGL 204: AMERICAN LITERATURE
Section 010: TR, 11:00 a.m.-12:15 p.m. with Professor Heyward Brock
Section 011: MWF, 9:05-9:55 a.m. with Professor Michael Cotsell
Section 012: MWF, 10:10-11:00 a.m. with Professor Michael Cotsell

A soldier returns to the mid-West scarred by war, a woman loses her child while in captivity, a sleep-walker commits a crime, a woman discovers her sexuality, a sensitive man cannot make a decision, a woman poisons her lover, a drunken man takes a gangster’s girlfriend outside at a party: from the first American woman poet to Hemingway and the hungover fiction of the 1930s, this course traces major themes in American literature such as women’s narratives of captivity by Native Americans, the Gothic and horror writing, the emergence of the feminist heroine in the nineteenth century, writing slavery, writing the Civil War, the city in fiction, literature from the deep South, and others. Together these themes build up a vision of the American imagination and its history giving you a close and inner look at American life over time. ENGL 204 fulfills the Group B: History & Cultural Change Breadth requirement.

ENGL 205: BRITISH LITERATURE TO 1660
Section 010: TR, 2:00 p.m.-3:15 p.m. with Professor Julian Yates
Section 011: MWF, 12:20-1:10 p.m. with Professor Chris Penna
Section 012: MWF, 11:15 a.m.-12:05 p.m. with Professor James Dean

Imagine a world in which it was okay to write on walls; in which you might leave someone a message by scratching it on their desk, their door, or on a pane of glass, but the only book you had was, perhaps, a Bible; when books, let alone a library, were something you had heard of, but seen only at a distance. Writing was everywhere; but books were not. Imagine also that just because you knew how to read did not mean that you knew how to write—but that if you did, you might know how to write in several different scripts or “hands” that you would use for different purposes. Mind you, writing was painful. Your hands would be covered in cuts from having to sharpen your own pens from a quill. Writing was messy - you had to mix your own ink; and you’d re-use every last scrap of paper because there was so little of it, writing in all directions. Imagine also that you were brimming over with ideas, stories, plots, and somehow had to get them out. How might you do it? Where might you go? Who would ever know? Or stranger still, what if you didn’t even care if anyone ever knew your name—all you wanted was for someone to remember the story you had written. The world you are asked you to imagine is essentially the world writers inhabited from 900-1660 C. E., close to a thousand years of what today we call British Literature. You will inhabit the world of writing from this period, and investigate what writing was, how it came to be, who and what it was for, and why we should care about it today. ENGL 205 fulfills the Group B: History & Cultural Change Breadth requirement.
This course gives you an overview of the development of British literature from the 18th through 20th Centuries. As it is impossible to read all the important work by every major author in this period, we will instead be reading a selection of significant short stories, poems, novels and plays. As these works were not produced in a vacuum, we will be taking into account both the influence of previous literary texts and the influence of historical and political movements. By the end of this class you will: 1) be conversant in some of the major British works from 18th-20th centuries; 2) be able to recognize and explain key literary characteristics from 18th C, 19th C, and 20th C British writing ; 3) be able to analyze texts using close reading and situate literary works within their social and historical context. ENGL 206 fulfills the Group B: History & Cultural Change Breadth requirement.

This course involves descriptive study of patterns and structures of language use, with an emphasis on standard written and spoken English; attention to punctuation, mechanics, and style. PREREQ: ENGL110. RESTRICTIONS: Intended for prospective English teachers.
ENGL 303: SCRIPT WRITING  
TR, 11 a.m.-12:15 p.m. with  
Professor Jeanne Murray Walker  
Do you enjoy connecting and cooperating with other students both in and outside of class? This workshop will be intensely collaborative which mirrors the group activity in a theatre. Together, we will read plays and understand how they are structured. We will craft dialogue to articulate meaningful conflict; structure scenes; and create characters. We will intelligently critique plays and work supportively as a dramaturge. We will develop a one-act play good enough to be produced by a professional theatre. We will develop an appreciation for theatre and a lasting interest in attending the theatre, particularly new plays.

ENGL 304: POETRY WRITING  
with Professor Devon Miller-Duggan  
Section 010: MW, 3:35-4:50 p.m.  
Section 011: MW, 5:00-6:15 p.m.  
We will read, commit to memory, and recite poems. We will examine and discuss poetic techniques. Over the semester, you will draft, workshop, revise, and complete a portfolio of 12 poems. Revision emphasis will be on shaping and opening your poems to make art with words.

ENGL 305: FICTION WRITING  
with Professor Viet Dinh  
Section 010: TR, 3:30-4:45 p.m.  
Section 011: TR, 5:00-6:15 p.m.  
You will create and improve your fiction writing—the short story in particular—and receive guidance in both writing and revising your work. In addition to writing short stories, you will also read and respond to the writings of workshop peers. You will work towards developing the sensibility to offer tactful and valuable aesthetic responses to the writing of others, both published writers and your peers in the workshop. You will learn to respond to your own writing as objectively as possible. You will grow in your knowledge of contemporary writings, authors, and journals in the field.
ENGL 307: NEWS WRITING & EDITING
Section 010: TR, 12:30-1:45 p.m. with Professor Dawn Fallik
Section 011: MWF, 12:20-1:10 p.m. with Professor Paul Davies

Welcome to a basic introduction to journalism through practice and discussion of four, main components: interviewing, reporting, writing and editing stories. By the end of the semester, you should have the skills to be able to write the basic stories required of all reporters: breaking news, weather, meeting coverage and a feature story. You will be ready for a beginning internship at any publication. You will learn how to pitch your stories to The Review or any other newspaper and know what to expect from the editing process. You can also expect to read any newspaper story or watch any broadcast news report and understand and evaluate the decisions that brought it to print or air.
ENGL 307 satisfies the university’s Second Writing requirement.

ENGL 306: Topics in Writing, “Personal Scholarly Narrative”
TR, 12:30-1:45 p.m.
with Professor Deborah Alvarez

“Personal experience is the basis of all real literature.”
George Henry Lewis

This course helps you to explore a new way to write an academic research paper. We will take your personal stories and use them to investigate scholarly subjects. You have been taught to write objectively in an abstract manner that distances you from the subject. In this class, you and your life experiences are as much a part of the work as the academic topics. You will learn how to creatively express yourself with a passionately engaged and unique voice.
This course fulfills the university’s Second Writing requirement.
**ENGL 308: REPORTER’S PRACTICUM**

**Section 010L: TR, 11:00 a.m.-12:15 p.m. with Professor Dawn Fallik**  
**Section 011L: T, 3:30-6:30 p.m. with Professor Mark Bowden**

This class takes your reporting and writing skills to the next level. You will develop the skills, habits and mindsets of a professional reporter. During class sessions, we will explore specific journalistic topics and review excerpts from recent, award-winning newspaper, magazine and television broadcasts and discuss what makes them work (or why not.)

We have these main goals:

- Create stories and offering them in multi-modal publication platforms.
- Find and pitch stories.
- Increase source depth using FB/Twitter/Crowdsourcing as well as other conventional means.
- Improve leads, quotes and nut grafs

ENGL 308 satisfies the university’s Second Writing requirement.

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**ENGL 309: FEATURE and MAGAZINE WRITING**

**Section 010: M, 3:35-6:35 p.m. with Professor Ben Yagoda**

A good feature writer is curious, alert, and interested meaning fully present. This class is about feature writing for blogs, newspapers, and magazines. You will search for topics that interest you using journalistic reporting techniques. You will then write about them in a clear, concise, accurate, precise and enjoyable manner. Sounds simple, right? Well, not so much. But it’s doable and fun.

ENGL 309 fulfills the university’s Second Writing requirement.
ENGL 324: Shakespeare  
TR, 9:30-10:45 a.m. with Professor Miranda Wilson

This course allows you to explore the diversity and richness of Shakespearean works. We will read representative poems, comedies, histories, and tragedies with an eye to how poetic or dramatic works alter the ways we understand elements of culture such as family, political power, or the uses of the imagination. As we read each play, we will also consider how Shakespeare’s plays reflected and promoted aspects of the English Renaissance such as the emerging notions of individualism, representations of war, ideal relationships between men and women, and the appropriate uses of violence. Along the way, we will consider the larger question, why is “Shakespeare” as an institution so important for us? The course format will be a combination of brief lectures, discussion, small group work, writing, and performance. This course satisfies the Group AL Creative Arts & Humanities Breadth requirement.

ENGL 348/JWST 348: Contemporary Jewish American Literature  
“Modern Jewish American Writing”  
TR, 3:30-4:45 p.m. with Professor Jay Halio

The course includes readings of works by major Jewish American authors, such as Bernard Malamud, Chaim Potok, Anne Roiphe, Saul Bellow, Philip Roth, Arthur Miller, and short stories from an anthology of Jewish American woman writers. This course fulfills the Group A: Creative Arts & Humanities Breadth requirement and fulfills the university’s Second Writing requirement.
ENGL 376: WORLD LITERATURE
MWF, 12:20-1:10 p.m. with Professor Michael Cotsell

Featuring novels, short stories and films from countries and regions as diverse as Egypt, the Sudan, England, Lebanon, Canada, Palestine, Pakistan, Afghanistan and others we will read and view stories of exile, passion, the repression of women, homosexuality, terrorism, religious fundamentalism, civil war, faith and other subjects. The course takes a close look at countries we have read about in the newspapers or seen on the news, taking us beyond the headlines to the real lives of people. Be prepared to be touched, aroused, shocked, saddened and made to laugh. The course is ideal for those looking for a breadth requirement or who have an interest in global literature and post-colonialism, or who are simply interested in reading great literature and seeing great films from around the world.

ENGL 380/WOMS 380: Women Writers
“Jane Eyre and its Legacies”
TR, 11:00 a.m.-12:15 p.m. with Professor Margaret Stetz

This course examines how Charlotte Bronte’s classic 1847 novel, Jane Eyre, was read, received, and rewritten by audiences in the 19th and the 20th centuries, as well as how it continues to be reinterpreted today. We will focus in particular on how later novelists and filmmakers have taken “marginalized” figures from the novel—the orphan, the schoolgirl outsider, the governess, the madwoman in the attic, and the feminist rebel, for instance—and recreated them to address issues of marginalization and outsider status in terms of race, ethnicity, class, and gender, in other contexts. Among the texts we will study are Jean Rhys’s Wide Sargasso Sea, Helen Oyeyemi’s Icarus Girl, and Sandra Goldbacher’s film, The Governess.
ENGL 382/WOMS 382: Studies in Multicultural Literature in English

“Contemporary Asian American Literature: Sex and Violence”
TR, 9:30-10:45 a.m. with Professor P.X. Feng

“I stare and stare, and even when her lights go off, when I start to tell myself-
go to sleep, forget it, you’ll never do this again... - it dropped like a plummet in my conscience:
No, no, no, no. You cannot stop...”
excerpt from David Mura’s poem:
Notes on Pornography Abandoned

Through contemporary Asian American Literature, we will focus on two literary themes: sex and violence. Does violence always indicate hatred? We examine these themes in light of historical traumas associated with migration (particularly connected with U.S. wars in Asia) and as figures of the Contemporary American cultural landscape. How does sexual politics work within minority communities, and what happens when people reach across divisions of gender, race, and sexual orientation? Texts will likely include: Hwang’s M. Butterfly, Cha’s Dictee, Mura’s The Colors of Desire and Yamaka’s Blu’s Hanging.

This course fulfills the university’s:
- Second Writing requirement
- Multicultural requirement
ENGL 394: English Language: Rhetorical and Cultural Contexts
MWF, 11:15 a.m.-12:05 p.m. with Professor Michael McCamley

ENGL 394 inquires into the English language: age; how it evolves; how it affects and is affected by socio-cultural, economic, political, and historical factors; and how we can use this knowledge productively when interacting with others and with all manner of texts. You will gain an appreciation of diversity in language across time periods, cultures, ethnic groups, geographic regions, and social roles. This knowledge is essential for any aspiring professional; for example, teachers need this awareness when planning for instruction and responding to student work. In a project designed to help you put your knowledge into practice, we will examine the notion of culturally relevant pedagogy and consider how it can guide us in crafting critical readings of and response to student writing. Course requirements include homework assignments such as conducting rhetorical analyses; co-teaching class; researching and making an oral presentation on an aspect of the English language that is of particular interest to you; and compiling a course portfolio and end-of-semester reflection.

- English Education students are urged to take LING101 and ENGL294 before ENGL394
- ENGL394 fulfills a Group C: Social & Behavioral Sciences requirement.

ENGL 395: Literacy and Technology
TR, 11:00 a.m.-12:15 p.m. with Professor Jill Ewing Flynn

You will receive an overview of the relationships among media, literacy, and technology. We will explore different forms of instructional technology, and you will gain proficiency in multimodal practices. You will learn about how literacy practices relate to media and technology and apply these skills while working at a field placement at Newark High School. By the end of this course, you will be able to

- Observe and document adolescent literacy practices centered on technology and/or popular culture;
- Demonstrate basic knowledge of assessment and unit planning;
- Engage in and evaluate a variety of current technologies that can deepen literacy development;
- Determine how to use media tools effectively, including in the development of a personal learning network (PLN); and
- Work with the English department at Newark High School to provide support for the use of technology/media as well as other skills and knowledge in the ELA classroom.
ENGL 491: Methods in Teaching Secondary English
with Professor Jill Ewing Flynn
Section 010: TR, 2:00-3:15 p.m.
Section 011: TR, 3:30-4:45 p.m.

This course is designed to accompany upper-level English Education majors’ fall school placements and help prepare for student teaching in the spring. In the class, you will learn to design instruction that integrates all the English Language Arts, including reading, writing, speaking, listening, and viewing. The purpose of ENGL 491 is to equip you with an understanding of theory and methods for teaching English in the middle and high school classroom. Readings, assignments, and activities aim to help you consider the following essential questions:

- What is the current context of English education in U.S. schools and how can we support the literacy learning of a culturally and linguistically diverse student population?
- How do we effectively and creatively execute curriculum and unit design, using standards (the NCTE/IRA and Common Core Standards) as resources to develop objectives and assessments?
- How do we create lesson plans that draw on a range of different reading, writing, listening, speaking, media, and drama tools designed to foster students’ literacy practices, including critical stances?
- What are the practices and expectations associated with being a professional educator?

EDUCATION COURSES
c with Professor William Lewis

EDUC 320: Reading and Writing in the Middle Grades: W, 5:30-8:30 p.m.
Focuses on methods and materials for developing literacy from grades four through eight. Explores practices suited to adolescent development. Includes a practicum in a fourth through eighth grade classroom.

EDUC 403: Literature for Adolescents: Multimedia Texts: TR, 3:30-4:45 p.m.
Explores classic and contemporary reading materials and non-print texts pervasive in lives of adolescents. Addresses selection of texts for middle school classes as well as techniques for developing and promoting critical reading and informed interpretation of non-print texts.

EDUC 420: Reading in the Content Areas: R, 5:00-8:00 p.m.
Overview of reading comprehension issues at middle and high school levels based primarily upon task analyses of content-area materials (math, social studies and science). Students apply current theories of reading comprehension to texts in their areas of interest.

EDUC 422: Teaching Reading in Secondary English: TR, 12:30-1:45 p.m.
Focuses on reading comprehension issues and differentiated reading instruction for secondary English teachers. Students learn how to determine the reading level of adolescents and the readability of texts, integrate contextualized vocabulary instruction and word study, develop adolescents’ orality, and use strategies that develop independent reading.