English 3302.001

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.

This course offers a survey of the literature of medieval England, from circa 1066 to 1400 AD, from King Arthur to Chaucer, from battle to love, from saints to lovers. In this course we will read literary works analytically, paying particular attention to the overlap between the features of history, romance, and saint’s life. We will explore the cultural contexts of early writings, including their original placement in handwritten manuscripts. Assignments include: In-class writing/ discussions/ quizzes, MLA article analysis report, OED/MED report, two essays, a presentation, midterm exam, and final exam. I have a strict attendance policy that begins on the first day of class: students have 3 free absences to use as needed. Three absences should cover illnesses and other contingencies. Each subsequent absence, excused or not, will result in a .5 deduction from the participation grade. 6 or more undocumented absences in a semester will result in failure for the course.

Texts:


English 3302.002

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.

This course will examine Old English literature (c. 730-1066) in the context of the major events of the period, the Viking invasions and the Benedictine reforms, which
began to establish the idea of England as a nation and to define it as a “self” against foreign “others.” Genres will be Anglo-Saxon history (Bede's Ecclesiastical History, the Anglo-Saxon Chronicle); saints’ lives (Ælfric’s Lives of Saints, the Life of St. Margaret) homilies and sermons (Ælfric, Wulfstan); allegory (Panther, Phoenix, Whale); riddles; heroic poetry (Beowulf, Judith, The Battle of Maldon, Dream of the Rood); elegies (The Wanderer, The Seafarer, The Husband’s Message, The Wife’s Lament, Wulf and Eadwacer); and monster texts (The Letter of Alexander to Aristotle; Wonders of the East). We will also examine several Anglo-Norman and Middle English texts (Hali Meiðhad, Lanval, Equitan, the Bayeux Tapestry, Sir Gawain and the Green Knight) to examine how the genres changed in England after the Norman Conquest. Requirements: participation; two short essays; one annotated bibliography; midterm exam; final exam. This course, when taken in conjunction with Dr. Couch’s 3302 class that focuses on Middle English, will give students a well-rounded view of medieval English literature.

**English 3304**

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.
Course not offered this semester. OR No description available. Please contact teacher.

**English 3305**

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.
Course not offered this semester. OR No description available. Please contact teacher.

**English 3307**

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.
Course not offered this semester. OR No description available. Please contact teacher.
English 3308.001

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.

The course introduces students to British literature of the Victorian age that engaged with the profound social, political, and technical transformations that marked the period. The Industrial Revolution led to rapid economic and social changes, including demands for labor reform, Darwin’s theory of evolution challenged religious faith, and developments in medicine and psychology introduced new ways of understanding mental illness. Revolutions in social and political thought also led to debates about a woman’s place in society. Advances in technology and communication radically altered how and what Victorians read, and the rapid growth of the British Empire spread Victorian values globally and introduced foreign cultures and concepts at home. In this course, students survey a variety of Victorian works including Charlotte Bronte’s Jane Eyre and Arthur Conan Doyle’s Sherlock Holmes stories, Stevenson’s Jekyll and Hyde, as well as some of the earliest examples of film. As part of the class, students will also have the opportunity to do original research on miscellanies—journals aimed at working class and middle class readers—that will allow students to explore how Victorians covered, as well as how Victorian literature portrayed, the transformations altering British society. Student will be developing content related to the miscellanies for a website under construction, www.victorianmiscellany.com/vm. Students will receive credit for all work published on the site.

Course website: english3308.wordpress.com

Texts: (Subject to Change) All Texts Will Be Available Online


Modern and Contemporary British Literature

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.
Course not offered this semester. OR No description available. Please contact teacher.

English 3323.001

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.

American novels begin with the foundation of the Early Republic following the end of the Revolution. They can be divided into two subgenres, novels of domestic life and novels of adventure: the former generally examine gender relationships and the latter deal with external conflicts on the frontier, with Indians, and against foreign powers. Students will write daily responses to the readings, three analytical essays (one including research), and a final essay exam.


English 3324.001

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.

This course will focus on the period of the nineteenth century, from the movements of early expansion and removal that produced voices from Native Americans and Spanish Americans, to the cultures of New England that inspired Emerson, Fuller and Thoreau. We will read Hawthorne’s Puritan tales, Poe’s Gothic stories and the atmospheric precedents in Washington Irving. Then the course will center upon the Civil War, through the writings of Harriet Jacobs Incidents in the Life of a Slave Girl, Narrative of the Life of Frederick Douglass, A Slave, the observations of Louisa May Alcott as a Civil War Nurse in “My Contraband,” and the Civil War stories of Ambrose Bierce. Next we will read Charles Chestnutt, other black authors, and the critical visions of post bellum America in Charles Eastman and Henry James. The Naturalists Stephen Crane, Jack London and Upton Sinclair will be succeeded by Mary Austin, Maria de Burton and Edith Eaton. Major and minor poets of the century will be included as well. Coursework will include weekly quizzes on the readings, an oral presentation, a midterm, a final, and a paper with research component on the Civil War, based upon a Bierce film/fiction character contrast. Attendance starts on the first day of class. Two absences are allowed without penalty except on presentation or exam days; after that, documentation will be required for any absence due to medical, automotive or personal reason such as an employment interview. Five absences, for any reason, will require the student to drop the class.

Text: Heath Anthologies of American Literature, Volumes B and C: Early and Late Nineteenth Century; The Civil War Stories of Ambrose Bierce
English 3325.001

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.

This course will introduce students to a range of poetry, fiction, and drama published by American writers between 1900 and 1945, to chart the early onset and development of American literary modernism. Among the topics to which we will be attentive are frustration over traditional modes of representation and radical experimentation in literary style; assertive reconceptualizations of racial, gender, and sexual identity during the period; the influence of technology, urban space, and mass culture to artistic expression; and an ongoing aggressive attempt at American cultural self-definition in relation to the world at large.

Tentative Reading List:
F. Scott Fitzgerald, The Great Gatsby (1925)
Nella Larsen, Passing (1929)
Dashiell Hammett, The Maltese Falcon (1930)
Djuna Barnes, Nightwood (1936)
Carson McCullers, The Heart is a Lonely Hunter (1940)

Modern and Contemporary American Literature
American Literature from 1900-1945

TR 2:00-3:20PM

Michael Borshuk
michael.borshuk@ttu.edu
English/Philosophy 425

English 3325.D01

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.

This course explores how contemporary American authors articulate their own visions and understandings of American culture and society in response to the social, political, cultural, and technological changes since the 1960s. Focusing on what has been known as postmodern American literature in its domestic and global contexts, we begin by reading texts that engage the technological changes in American society and discuss the ways in which these authors question and negotiate this new sense of humanity manifested in these changes. We then scrutinize writings of racial minorities and women and explore the new critical vigor and sensibilities that have enriched American literature, culture, and language. As a gesture of conclusion, we finally investigate texts that speculate upon the possibility of a post-ethnic and post-human society in the

Modern and Contemporary American Literature
From the Postmodern to the Posthuman

W 6-8:50PM

Yuan Shu
Americas in the twenty-first century. Coursework includes two essays, five quizzes, a midterm and a final. There is a strict attendance policy that kicks in from the first day a student is registered in the class.

**Texts:**
- Don DeLillo, *White Noise.*
- David Henry Hwang, *M. Butterfly.*
- Jane Smiley, *A Thousand Acres.*
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<td>English 3351</td>
<td>Prerequisite: Two sophomore English courses or, if a student’s major does not require those courses, completion of English courses required by the student’s major. May be repeated once, under a separate genre, from Fall 2002. If course taken prior to Fall 2002, may not be repeated.</td>
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<td>Creative Writing</td>
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<td>Rhetorical Criticism</td>
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| InstructorName |                                                                        |
| InstructorEmail |                                                                       |
English 3365

Professional Report Writing

Notes: Prerequisite: Junior standing.

The purpose of English 3365 is to prepare you for writing as a professional person. It focuses on gathering information and presenting it to specific audiences. The assignments include a library/internet guide, an annotated bibliography, a recommendation report, a progress report, a proposal, and an oral report. You will learn uses, purposes, conventions, and structures for the reports and the proposal. You will also learn strategies for producing such documents, including analyzing purpose, gathering data, managing time, and revising. You will also develop your options, including visual and oral presentation and formatting verbal texts, for presenting information. You will review grammar and principles of effective style. All of your work will be on topics of your choosing, preferably related to your major or intended career. For further information please contact the teacher.

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English 3365.017

Notes: Prerequisite: Junior standing.

This is an advanced Technical Communication Course. The course assumes you are familiar with the basics of Technical Communication as taught in English 2311. The textbook provides practical heuristics for workplace communication. We will be writing and thinking about technical communication as a workplace activity and developing our own documents to convey technical ideas. This class will take a practical look at technical and professional writing as a workplace activity. Students will write 3-4 short assignments and a major project at the end of the semester. Attendance is important in this class but limited allowances are made for absences related to jobs, student organization activities, or unforeseen maladies and calamities.

Text: J. Johnson-Eilola and S. A. Selber (Eds.), Solving problems in technical communication (pp. 50-74). Chicago, IL: The University of Chicago Press.

English 3365.D21
Notes: Prerequisite: Junior standing.
This is a synchronous distance course. Students and Professor will meet online Mondays from 6:00 to 8:50 pm. We will use Lync software (available for free download to TTU students) to converse textually, and on occasion we will use skype or other video chat software to meet as a class or to conduct small group projects. Some videos or video lectures will be provided online. Students should have appropriate computing and internet access to join the class and interact online.

This is an advanced Technical Communication Course. The course assumes you are familiar with the basics of Technical Communication as taught in English 2311 or similar course. Our textbook for this course provides practical heuristics for workplace communication. We will be writing and thinking about technical communication as a workplace activity and developing our own documents to convey technical ideas. This class will take a practical look at technical and professional writing as a workplace activity. Students will write 3-4 short assignments and a major project at the end of the semester. Attendance is important in this class but limited allowances are made for absences related to jobs, student organization activities, or unforeseen maladies and calamities.

Text: J. Johnson-Eilola and S. A. Selber (Eds.), Solving problems in technical communication (pp. 50-74). Chicago, IL: The University of Chicago Press.

English 3366
Notes: Prerequisite: Junior standing.
Course not offered this semester. OR No description available. Please contact teacher.

English 3366.D21
Notes: Prerequisite: Junior standing. This is a Distance Course.
The assignments and activities of the course are designed to serve multiple learning outcomes:
• recognize the variety of styles of technical communication analyze documents for elements of style
• determine propriety of style to a rhetorical situation
Based remotely

- articulate valid arguments for proposed revisions to documents
- adapt style for different aims, audiences, and media
- revise efficiently and appropriately

Texts:
- additional readings supplied to you as pdfs or links

Assignments:

Discussion Postings

You will compose a 250-word comment on the assigned reading for each week, posting it to the online discussion. Once you have posted your comments on the readings, you will propose a revision to the comment of the student who posted immediately after you.

Synchronous Class Sessions

You will work in class, individually and collaboratively, on the analysis and creation of a variety of technical documents. You will compose and revise answers during class to designated exercises in Understanding Style. Twice during the semester, you will be asked to bring to class a sample of effective/ineffective style that you have located and discuss it briefly with the class. This could be a sign, flyer, e-mail message, website page, or other document that you consider noteworthy for its style.

Revision Exercises

You will prepare revisions of three brief passages that I will provide to you.

Adaptation

This project asks you to demonstrate your understanding and application of the elements of style in relation to a specific audience and purpose. You will take a piece of writing that I will provide to you and adapt it as a 2-page flyer for a training session for technical writers on the job. In addition, you will compose a reflective analysis essay of at least 500 words that explains and justifies your rhetorical choices in adapting this information for a new audience and purpose.

Slide Presentation

You will prepare a slide presentation of 12 slides (including title slide and final list of resources slide) on one of the 20 most common errors in writing. Your audience for this presentation will be students and instructors in first-year writing classes. In a cover memo of 250 words, you will explain your rhetorical decisions about how and why you prepared the slide presentation as you did.

Multimedia Project

This project will demonstrate your understanding of the elements of style in relation to multiple media. For this project you will be assigned one of the "Rules of Thumb" from Chapter 12 of Understanding Style and will prepare a 3-minute video that teaches this same information to a college student. You will submit with a 500-word cover memo addressed to the textbook author that identifies and justifies the style decisions you
made in transmediating the information from text to video and that explains to the
author why this video would be a valuable addition to the book's companion website.

Attendance Requirements:
• You must submit all written assignments: failure to do so will result in a failing
grade for the course.
• You must submit all assignments on time: failure to do so will result in a failing
grade on the assignment.
• You must be altogether scrupulous about academic integrity, citing sources for
all borrowed words and illustrations, including material that you quote, paraphrase,
summarize, incorporate, duplicate, or adapt, (i.e., acknowledging anything that isn't
yours): failure to do so will result in a failing grade for the course.
• You must contribute conscientiously and productively to synchronous and
asynchronous class discussions, offering insights and asking questions. Failure to do so
will result in a failing grade for the course.
• If you miss a synchronous class session, you must submit a memo of at least
250 words that briefly explains your absence and summarizes the material covered
during the session you missed. Submit the memo as an e-mail attachment within 48
hours of the missed class. Completion of this memo constitutes partial satisfaction of
the course requirement.

English 3367

Notes: Prerequisite: ENGL 2311 or 3365.
Course not offered this semester. OR No description available. Please contact
teacher.

English 3368

Notes: Prerequisite: ENGL 2311 or 3365.
Course not offered this semester. OR No description available. Please contact
teacher.
Information Design

**CallNumber:** 52487

**Notes:** Prerequisite: ENGL 2311 or 3365.

ENGL 3369, Information Design, focuses on visual design skills such as typography, page layout, and color management for electronic and paper documents. It also covers the principles of agile design and applied usability testing. In spring 2015, students in the class will collaborate with students at a school in Milan, Italy on a project preparing a document for visitors at the world’s fair, Expo 2015. Assignments include completing design exercises and an experiential learning project. There is a strict attendance policy, and students must attend from the beginning of the semester.

Text: Kimball and Hawkins (2008), Document Design

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**English 3371.D21**

**CallNumber:** 49634

**Linguistic Science**

**Notes:** Prerequisite: 6 hrs of 2000-level English. **This is a Distance Course.**

This online offering of English 3371 will provide an introduction to the fascinating subject of linguistics, which is the study of language. Our primary objective will be to learn what language is and how language systems work.

No prior knowledge of linguistics will be needed for success in this class, as we will begin the semester with essential definitions and background information. Next, we will compare and contrast human language with animal communication systems. Most of the semester will then be devoted to exploring the primary components of human language – sounds, word forms,
and syntactic structures – but we’ll also take a look at other linguistic issues such as how languages change and how language is used to construct social identity. Along the way, we’ll talk about biological factors in language, theories of meaning, ethical concerns, endangered languages, and linguistic issues in the courts and in the news. Students will also have opportunities for independent explorations into additional linguistic topics of their own choosing.

Students will be expected to:

- complete listening, reading, and writing assignments each week;
- access materials online through the library and through web links on Blackboard; and
- participate in interactive discussions.

The two required books for the class are:


Because this is an online course, students will need reliable Internet access, and students’ computers must be configured to use the university’s official online learning platform, Blackboard. (Guides can be found at www.Blackboard.ttu.edu, and personal assistance is available through IT Help Central.) Students will also need Skype (a free program that can be downloaded from the internet) to communicate with their professor; students with older computers may need an external microphone in order to use Skype.

Anyone is welcome to enroll in this section of English 3371 who meets the basic prerequisites for an upper level English class. This is an excellent course for students of all majors who wish to learn about language, for University Studies or General Studies students, for teacher certification students, linguistics minors, and, of course, English majors and minors of all kinds (that is, literature and language, creative writing, and/or technical communication students).

For more information about the class, please contact Dr. Hurst at maryjane.hurst@ttu.edu. Before the semester begins, Dr. Hurst will e-mail welcome messages to all enrolled students, providing detailed information about how to get ready for and how to begin the class.

**English 3372**

**Notes:** Prerequisite: 6 hrs of 2000-level English.

Course not offered this semester. OR No description available. Please contact teacher.

**History of the English Language**
Reviewers argued gothic and sensation novels “preach[ed]… to the nerves instead of the judgment” and castigated the popular works as dangerous drivel for women and by women. This course examines the rise of genres such as the gothic and sensation fiction in the long nineteenth century, and why contemporary critics considered novels by Ann Radcliffe, Jane Austen, Emily Bronte, Rhoda Broughton, and Louisa May Alcott were morally dangerous. Students will explore how books like The Italian, Northanger Abbey, and Wuthering Heights were spaces where women discussed womanhood and the bending, if not transgression, of gender norms. Moreover, the sensation novel and its precursors were a place where the connections between gender and mental health were tested and women debated diverse topics such as property rights, divorce, and bigamy. Students will also read and work with the periodical The
Ladies Companion that reviewed these novels and debated many of the same issues. Student will be developing content relating to The Ladies Companion for a website under construction, www.victorianmiscellany.com/vm. Students will receive credit for all work published on the site.

Course website: english3382.wordpress.com

Assignments will include response papers (4); research essay (includes draft, peer review, and evaluation); annotations and index assignments related to the analysis of the journal Ladies Companion; presentation; participation.

Absences accrue from the first day of class and each student is allowed four unexplained absences. After four, each absence reduces the final grade by five percentage points and more than seven absences may result in failure of the course, regardless of other grades earned. Attendance will be taken regularly in class.

Texts: All Texts Will Be Available Online

Students will read The Italian by Ann Radcliffe, Northanger Abbey by Jane Austen, Wuthering Heights by Emily Bronte, Lady Audley’s Secret by Rhoda Broughton, East Lynne by Ellen Wood, and Behind a Mask by Louisa May Alcott. This list is subject to change before the start of the semester.
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<th>Course Number</th>
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<tr>
<td>English 3385</td>
<td>Course not offered this semester. OR No description available. Please contact teacher.</td>
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opportunity to explore the relationships between the films, the filmmaking, and the cultures they engage. Our study will include not only the American road film, but also occurrences of the road in both international cinema and in other narrative forms. We will be reading critical and analytical studies of these films and this genre specifically, as well as theoretical considerations of film genre more generally (Altman, Neale, Frow). Films we will study specifically include Easy Rider, Two-Lane Blacktop; Kings of the Road, Thelma and Louise, Natural Born Killers, and Motorcycle Diaries. Course work may include a viewing diary; a midterm exam; one short essay; a presentation; and one longer, final paper.

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.

This course will approach cinemas of horror and the fantastic from multiple perspectives, including audience studies, feminist criticism, psychoanalytic theory, cognitive psychology, studies of film sound, the history of censorship, and the relationship between genre development and both social and technological change. Students will develop skills of formal analysis specific to film studies, explore a variety of theoretical approaches to cinema, and become familiar with multiple modes of filmmaking, including fictive narrative, documentary, and experimental film. Assignments will include two assignments and two exams. Students may have four absences – no questions asked. If you are absent more than four times, each absence will result in a lowered grade (i.e. if your grade is an A- and you have six absences in total, your final grade will become a B). If you have more than seven absences you will receive a failing grade.

English 3389

Notes: Prerequisite: 6 hrs of 2000-level English.
Course not offered this semester. OR No description available. Please contact teacher.

English 3390

Notes: Prerequisite: 6 hrs of 2000-level English. Fulfills the Multicultural requirement.
Course not offered this semester. OR No description available. Please contact teacher.

English 3391

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.
Course not offered this semester. OR No description available. Please contact teacher.

English 3393.001

Notes: Prerequisite: 6 hrs of 2000-level English. May be repeated once when topics vary.
3393 introduces students to 20th century U.S. Latina/o literatures and film and focuses on topics and trends relevant to Latino/a culture and identity from the late nineteenth - twenty-first centuries. Moving from the private places of the home to the public narratives of history, this course brings literature and introductory theoretical models into dialogue about the competing definitions of the relationship between Latino/a populations and the U.S. cultural sphere. Topics to be discussed include the construction of identity in terms of race, gender, sexuality, and class; faith and spirituality; hegemonic power structures; the experiences of the exile, the immigrant,
the refugee and the colonial subject; diaspora, and the marketing of the Latino/a identity. Assignments include: weekly journals, two short research projects, a midterm and a final. Attendance policy kicks in second day of class.

Readings and films will focus on writers from various Latino/a groups, including Chicana/os, Mexican-Americans and Dominican Americans. These may include authors such as Junot Díaz, Gloria Anzaldúa, Carlos Fuentes, Americo Paredes, and Jovita Gonzalez. Films include: Touch of Evil, Sleep Dealer, Machete, Maquilopolis

English 4300
Individual Studies in English

Notes: Prerequisite: 6 hrs of 3000-level English. May be repeated once when topics vary.

Course number normally used for individual/independent studies arranged between an English professor and a student. Students must have already completed a course with the instructor. The instructor is not obligated to agree to supervise the independent study. The student will normally have a topic in mind and will approach the instructor for feasibility. A form, which may be picked up in English/Philosophy 211C, must be filled out and approved by the Chair of the English Department. The form is then delivered to 211C and the advisor enrolls the student. The teacher submits the grade to the Chair for posting.

English 4301.001

Notes: Prerequisite: 6 hrs of 3000-level English. May be repeated once when topics vary.

This course introduces students to John Milton, the great English epicist, religious radical, and Civil War revolutionary. In the first half of the semester, we will explore Paradise Lost, Samson Agonistes, and Areopagitica amid seventeenth-century debates over the roles of women, censorship and banned books, apocalypticism, and the separation of church and state. How does Milton use literature as a means of political resistance? What are his contributions to proto-feminism? How do his writings advocate religious freedom and even heresy? In the second half of the course, we will consider Milton’s place in English and American popular culture. We will focus on Milton’s fallen figures—Satan, Adam, Eve, and Samson—and modern society’s abiding fascination with Miltonic notions of fallenness. Our guiding questions include, how do authors like Salman Rushdie, Margaret Atwood, and Philip Pullman reinvent Milton’s heroes, and to what ends? How do they use Milton’s works to navigate issues of gender, belief, sexuality, and government in our own day? Course assignments consist of a team debate, a research paper proposal, a research paper outline, an annotated bibliography, and a final research paper. There will be four film showings in the basement auditorium of the English building. Attendance is required.

Texts:

Milton, Paradise Lost
---, Samson Agonistes
---, Areopagitica
Margaret Atwood, Oryx and Crake
Salman Rushdie, The Satanic Verses
Phillip Pullman, The Golden Compass
English 4311

Notes: Prerequisite: 6 hrs of 3000-level English. May be repeated once when topics vary.

Course not offered this semester. OR No description available. Please contact teacher.

Study in Poetry

DAY MEETING TIME

Instructor Name

Instructor Email

English 4312.001

Notes: Prerequisite: 6 hrs of 3000-level English. May be repeated once when topics vary.

Imagining dogs, horses, camels actually on the London stage with performers in the early nineteenth century. Imagine spectacular demonstrations of the day’s cutting-edge science and medicine on the stages of Drury Lane and Covent Garden. Imagine dramas featuring ghosts, grotesques, vampires, and mythical creatures. Imagine beautiful actresses cross-dressing as men, disguised characters creating mistaken identities, exotic setting both real and fictive, music and dance routines. Imagine huge audiences (often 2,500 to 3,000 spectators) participating in the theatrical presentations, running interference with the action onstage.

No wonder that the theatre was the most popular form of entertainment in the Romantic period. Theatre as you never expected it to occur—that’s what we will explore in English 4312: Studies in Drama: British Romantic Drama.

We will discover what both legitimate and illegitimate drama offered theatergoers of the late eighteenth and early nineteenth centuries, the full array of dramatic genres—comedy, farce, burlesque, historical tragedy, gothic, circus acts, pantomime. We will examine the cultural impulses contributing to the diverse drama and theatre of the day.

When the curtain rises on this course, we will have ample fun as we consider how important drama was to our understanding of British Romantic literature and culture.

Here are some of the plays that you will encounter in this seminar:

A Bold Stroke for a Husband by Hannah Cowley,
Everyone Has His Faults by Elizabeth Inchbald,
Remorse by Samuel Taylor Coleridge,
The Cenci by Percy Bysshe Shelley,
Blue-Beard by George Colman the Younger,
Harlequin and Humpo by Thomas John Dibdin,
In the early eighteenth century, as the genre of the novel began to grow popular, it was at first considered dangerous and salacious trash; by the end of the century, though, novels were being reviewed in polite critical journals just as much as they were being condemned for their frivolousness. How did this happen? And what defines novels anyway—where did they come from, and how did they get that way? We’ll survey the early history of the British novel in the eighteenth century, and we’ll consider how and why the novel could have been transformed from junk to high art. What qualities do novels have that allow them to straddle such divides? And how did the genre’s development respond to the cultural context of the eighteenth century?

Assignments will include a presentation, a shorter paper, a longer researched paper, and exams. Absences will accrue from the first day of class regardless of registration status.
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<td>Course not offered this semester. OR No description available. Please contact teacher.</td>
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<td>English 4342</td>
<td>Prerequisite: 6 hrs of 3000-level English. May be repeated once when topics vary.</td>
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<td>Course not offered this semester. OR No description available. Please contact teacher.</td>
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<tr>
<td>English 4351</td>
<td>Prerequisite: 3 hrs of ENGL 3351 in the same genre and consent of instructor. May be repeated.</td>
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<td>Please email instructor for permission to enroll in the course.</td>
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<td>Course not offered this semester. OR No description available. Please contact teacher.</td>
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<tr>
<td>English 4360</td>
<td>Prerequisite: 6 hrs of 3000-level English. May be repeated once when topics vary.</td>
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<td>Course not offered this semester. OR No description available. Please contact teacher.</td>
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English 4365
CallNumber 51677
Special Topics in Technical Communication
Applied Visual Communication
MW 12:30-1:50PM
Abigail Selzer King
AS.king@ttu.edu
English/Philosophy 474

Notes: Prerequisite: ENGL 3365 or consent of instructor. May be repeated once when topics vary.

In this course you will learn how to use drawing as a tool to improve your critical thinking and your communication. Specifically, we will explore the role of drawing in three rhetorical settings: invention, memory, and audience. In the Drawing as Invention unit you will learn how sketching, wireframing, and idea mapping can help you to create clear, persuasive communication. Our Drawing as Memory unit focuses on recording communication through visual note taking as a critical listener. Finally, in the Drawing and Audience unit you will learn how to share these drawing techniques in group communication settings to build strong teams, generate collaboration, and manage organizational change. The assignments will revolve around a portfolio of your drawings as well as creating a user-tested idea page. Through these explorations, you gain practical skills for improving your own communication and for getting others involved in this process.

BUT I CAN'T DRAW: This class is accessible to people who think they can’t draw. Each week will include an Open Drawing session where students learn how to expand their drawing repertoire from seed shapes like lines, squares, and triangles through combinations (e.g. square with a triangle on top = house) and by expanding their seed shape collection to include forms like spirals, arrows, and people. This style of rudimentary drawing will propel the course by staying focused on drawing as a thinking and collaborating skill. Unlike a studio art drawing class, our primary goals here aren’t aesthetic nor do we engage with artistic issues like line quality, illusion of depth, and technical competence with drawing media. And unlike an illustration or graphic design course we don’t aim to create elegant, polished communication products. Instead we will use paper, ink, and crayon to develop visual literacies and whiteboards with markers for cooperative learning.

All assignments will include a combination of a drawing and a written text that explains what the student’s goals and intentions for the drawing were. The major assignment will be the sketchbook that students will work on in class and as homework. We will also have in-class exams during which students create a drawing.

I will report students who have excessive absences to the Dean of Students as required via university operating procedures. In this class, excessive absences is defined as 7+ missed days. I will take attendance in class every day. This policy kicks in when a student registers however the student is responsible for making up what they have missed.

Texts:

+ Selected research articles/chapters available through TTU library
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<th>Prerequisite: 6 hrs of 3000-level English.</th>
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<td>Technical and Professional Editing</td>
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<th>Prerequisite: 6 hrs of 3000-level English.</th>
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<tr>
<td>English 4367</td>
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<td>English 4367 is a course on developing technical training materials using a variety of methods and delivery media. You will learn strategies for teaching users procedures, concepts, facts, processes, and principles. You will produce instructional materials for both instructor-led training sessions, and asynchronous, computer-based self-study training sessions. You will use software programs like Adobe Captivate to develop professional e-learning content. You will also pay close attention to the differences between print-based and video-based training as you develop a portfolio in the course that contains a variety of examples of your work based on course assignments and workshop prompts. After 3 absences, your grade will be docked.</td>
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<td>Develop</td>
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<tr>
<td>Instructor Name</td>
<td>Joyce Carter</td>
<td><a href="mailto:joyce.carter@ttu.edu">joyce.carter@ttu.edu</a></td>
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<tr>
<td>Instructor Email</td>
<td><a href="mailto:joyce.carter@ttu.edu">joyce.carter@ttu.edu</a></td>
<td>English/Philosophy 363C</td>
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<td>CallNumber</td>
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<td>Advanced Web Design</td>
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<td>CallNumber</td>
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<td>Interaction Design</td>
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<tr>
<td>English 4371</td>
<td>Studies in Linguistics</td>
<td>Prerequisite: 6 hrs of 3000-level English. May be repeated once when topics vary. Course not offered this semester. OR No description available. Please contact teacher.</td>
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<td>English 4373</td>
<td>Studies in Linguistics</td>
<td>Prerequisite: 6 hrs of 3000-level English. May be repeated once when topics vary. Course not offered this semester. OR No description available. Please contact teacher.</td>
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<tr>
<td>English 4374</td>
<td>Senior Seminar</td>
<td>Prerequisite: 15 hrs junior or senior English. Required of English majors doing either Literature &amp; Language or Teacher Certification specializations. Please contact English undergraduate advisor (<a href="mailto:lindsay.inscore@ttu.edu">lindsay.inscore@ttu.edu</a>, 834-0587, EN 211C) for permission to enroll in the course. One assignment will require a review or analysis of all previous papers written for Texas Tech English classes. Course not offered this semester. OR No description available. Please contact teacher.</td>
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<td>English 4378</td>
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<td><strong>Internship in Technical Communication</strong></td>
<td><strong>Notes:</strong> Prerequisite: Junior or senior standing, ENGL 3365, declared specialization in technical communication, and approval of director of technical communication. Course number used for internships in technical writing. Internship proposals may be submitted to the director of the Technical Communication program, Dr. Kellie Cargile-Cook (<a href="mailto:kelli.cargile-cook@ttu.edu">kelli.cargile-cook@ttu.edu</a>, 742-2500 ext 237 or 279, EN 211A or 363E) on a form that may be obtained from her.</td>
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<td><strong>English 4380</strong></td>
<td><strong>Notes:</strong> Prerequisite: Senior standing, declared specialization in technical communication, 3 hours of 4000-level English courses, or approval of the technical communication director. Course not offered this semester. OR No description available. Please contact teacher.</td>
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