

## Summer I LCWL and TCR 3000-level courses

### **3309.D01 Modern and Contemporary British Literature**

**ONLINE T 6-8:50 PM**

**Dr. Jen Shelton**

**CRN 36634**

### **3351.180 Creative Writing: Poetry \*In Junction, Texas\* TBA**

**Dr. Katie Cortese**

Spend fifteen days in a Maymester course at Tech's campus in Junction (trees, water, wide open spaces!) studying contemporary fiction and writing some of your own. We'll read stories by Junot Diaz, Gish Jen, ZZ Packer, and more, while writing multiple stories of our own. You'll have the chance to read some of the best writers working today, and to leave with several pieces to revise and send out to magazines, all while earning three credits in two short weeks. Come study in Junction to kick off your life in letters!

### **3337.D01 Modern and Contemporary World Literature: “The City through the lens of Poetry”**

**ONLINE M 6-8:50 PM**

**Dr. Curtis Bauer**

**CRN 38022**

This course will introduce you to the ways in which cities have been imagined and revealed in poetry. Our study will focus on both the literal and imagined, the present and past. Although our reading will focus primarily on writers from North and South America, we must also consider that globalization nestles writers from across the globe on our two continents. The readings encourage you to think about the histories, cultures and ethnicities comprising the cities of our focus. We will read poems—mostly in translation, but also in English—by various contemporary authors to develop a conceptual vocabulary and understand key ideas used in the representation of cities. These include analyses of the urban landscape and accounts of globalization. This will be supplemented by selections of poetry by authors writing from Canada, Mexico, Chile, Argentina, the U.S. and places in between, authors such as Derek Walcott, T.S. Eliot, Pablo Neruda, Czeslaw Milosz, Adam Zagajewski, Michael Ondaatje, among others. We will also look at non-fictional representations of cities such as Adam Zagajewski's *Two Cities* in which he writes about exile, history and the imagination.

Some of the questions we will be attempting to answer through our readings are those central to the creative and critical practice of scholars and poets: What does it mean to inhabit a city? Is it necessary for an author to inhabit a city to successfully represent it in writing or can an outsider status more likely yield an objective account? What does it mean to be an outsider? How does the city emerge as 'character' in literature? How do cities contribute to the global landscape of the late twentieth and early twenty first century? By addressing these questions, this course uses

the city as a lens to examine the multicultural ethos of the world we inhabit; the course fulfills the multicultural requirement of TTU's Core Curriculum.

### **3371.D21 Linguistic Science**

**ONLINE M 6-8:50 PM**

**Dr. Mary Jane Hurst**

**\*\*Prerequisite: 3 hours of 2000-level English courses\*\***

**CRN 34835**

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:

- Clark, Virginia, Paul Eschholz, Alfred Rosa, and Beth Lee Simon. *Language: Introductory Readings*. 7th Edition. New York, NY: Bedford/St. Martin's, 2008. ISBN 9780312450182.
- O'Grady, William, John Archibald, Mark Aronoff, and Janie Rees-Miller. *Contemporary Linguistics: An Introduction*. 6th Edition. New York, NY: Bedford/St. Martin's, 2010. ISBN 9780312555283.

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](http://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](mailto: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.

## **TCR**

**3365.001 Professional Report Writing MTWRF 2-3:20 PM**  
**Brandon Strubberg**

**3366.D01 Style in Technical Writing ONLINE TR 6-8:50 PM**  
**Dr. Sean Zdenek**

This course focuses on effective writing style. It will cover topics such as: developing an effective and personal voice, avoiding overwriting and underwriting, choosing effective and fresh words, avoiding clichés, choosing and foregrounding clear subjects and lively verbs, naming definite actors and actions, making sentences connect, assigning emphasis, controlling rhythm, achieving grammatical variety, and applying rules of thumb. You will have numerous opportunities to analyze the work of professional writers, analyze your own writing style, adapt writing for multiple situations and audiences, and develop a personal style of writing.

Text: Glaser, Joe (2015) *Understanding Style: Practical Ways to Improve Your Writing*. 3rd Edition. <http://www.amazon.com/Understanding-Style-Practical-Improve-Writing/dp/0199342628/>

Examples of Possible Assignments:

- Weekly homework exercises. Our textbook is full of exercises designed to help you work through problems and topics in the chapters. Each week, you will be assigned a small number of the exercises in the book to complete along with the reading assignment. The course notes (posted to Moodle) will list the specific exercises you will need to complete.

- **Style artifact.** In order to complete some of the homework exercises, you will need a sample of your own writing. Choose an essay that you wrote for another college class. The essay should be at least 500 words.
- **Analyzing their style.** Take an example of professional writing, such as an essay, editorial, or article from a popular website like Slate, and analyze it using the strategies and suggestions in our textbook. The length of your analysis should be 1250 words. Your essay will be written for a popular audience that is interested in the same style topics that are covered in our textbook.
- **Reflect & revise: an analysis of your writing style.** For this assignment, you will analyze your style of writing in your “analyzing their style” assignment. You will use the guidelines for effective style in our textbook to analyze your own writing. The length of your analysis will be about 1000 words.
- **Recast/popularize.** You will take a technical or scientific article/topic and rewrite it for multiple audiences. One rewrite will be a summary for young children. Another will be a news-style report for a general audience. A third rewrite will be up to you, perhaps a parody or argumentative piece. Each recast will be approximately 500 words for a total of 1500 words.
- **Showcasing your style: an essay on style + reflection.** You will write an essay on style. The essay will answer a significant question on style. See the course notes for sample questions. The audience will be other college students who are highly motivated to learn some advanced writing techniques and tips. The length of your essay (Part 1) will be 1000 words. Part 2 of this assignment will be a reflection of about 500 words in which you discuss the stylistic choices you made and how they fit the guidelines in the textbook. Your essay will require some outside research.
- **Skype participation.** You will be expected to participate on Skype during class time. Be ready for class by doing the assigned reading and weekly exercises. Expect to be called on during class.

**Attendance:** Attendance and participation required on Skype. We only meet two night a week for 5 or 6 weeks. Exact attendance policy still TBD. Students will probably be allowed 1 or 2 absences before penalties kick in.

### **Summer II LCWL and TCR 3000-level courses**

**3381.001 Literature of the Fantastic: “The Works of J.R.R. Tolkien” MTWRF 10-11:50 AM**  
**Dr. Brian McFadden**

Note – this class entails a great deal of reading. Students are strongly encouraged to have read at least *The Hobbit*, *The Lord of the Rings*, and *The Silmarillion* before the start of class.

With the release over the last decade of the film adaptations of *The Lord of the Rings* and *The Hobbit*, there has been a renewed interest in the life and work of J.R.R. Tolkien. Tolkien was a noted medieval scholar and philologist, but he was also a World War I veteran and a modern author writing *The Hobbit* and *Lord of the Rings* between the 1930's and the 1950's, and his *Silmarillion* was left unfinished at his death in 1973. Although his work reflects a number of postwar themes – distrust of technology, the senselessness of war, the loss of heroes, the passing of a perceived golden age – it also reflects a great deal of his personal and professional study of classical and medieval language, myth, religion, and literature, and it appeals to readers and scholars of both medieval and modern literature. This course will examine Tolkien's major fantasy works – *The Hobbit*, *The Lord of the Rings*, and *The Silmarillion* – in addition to many of his medieval sources, some of which he translated: *Beowulf*, the Exeter Book riddles, *Sir Gawain and the Green Knight*, *Pearl*, *Sir Orfeo*, the Prose and Poetic Eddas, the *Volsunga Saga*, and the *Kalevala*. The course will also examine some of Tolkien's scholarly works, such as “*Beowulf: The Monsters and the Critics*” and “*On Fairy-Stories*” to illuminate the use of the marvelous or the monstrous in medieval literature. Topics of discussion: What literary traits did Tolkien share with the World War I generation of authors? How did Tolkien's scholarship provide an impetus for his creative fiction? What did Tolkien feel that language was invented for narrative, and why did he feel he had to invent languages in which to tell his stories? What is “sub-creation”? Why does the children's-story tone of *The Hobbit* shift to the serious epic quality of *Lord of the Rings*? What does the genre of fantasy fiction allow an author to do that realistic fiction does not, and why is fantasy not always treated as a serious literary genre? How did Tolkien's Catholicism shape his depiction of a world that is for the most part without explicit religious practice or belief? Why has Tolkien been able to bridge the gap between medieval and modern literature?

Requirements: Three short response papers; annotated bibliography and short essay; final examination.

Tentative Texts:

J.R.R. Tolkien, *The Hobbit*; *The Lord of the Rings*; *The Silmarillion*; *The Tolkien Reader*; ed. and trans., *Sir Gawain and the Green Knight*, *Pearl*, *Sir Orfeo*; *The Children of Hurin*; ed. and trans., *Beowulf: A Translation and Commentary*. Students may use their own editions of Tolkien's texts if they have them. NOTE: I am requiring Tolkien's *Beowulf* in addition to another translation of the poem (Liuzza) because Tolkien only translated the first two-thirds of the poem, which was the requirement for Oxford undergraduates at the time. Liuzza is a more modern and complete translation.

Jackson Crawford, trans., *The Poetic Edda*

Jesse Byock, trans., *The Saga of the Volsungs* (Penguin) and *The Saga of King Hrolf Kraki* (Penguin)

Elias Lonnrot and Keith, Bosley, trans. The Kalevala (Oxford World Classics)  
Additional shorter works to be delivered electronically

**TCR**

**3365.001 Professional Report Writing MTWRF 10-11:50**

**Timothy Elliott**

**3365.D11 Professional Report Writing TR 6-8:50**

**Dr. Amy Hanson**