

# English Courses

## Winter 2009

Unless otherwise indicated, the prerequisite for a 200- or 300-level course is English 110 or an equivalent.

Unless otherwise indicated, the prerequisite for a 400- or 500-level course is two English courses at the 200- or 300-level (a 367 course in any department can substitute for one of the English courses) or permission of the instructor.



**Jean Rhys**

See English 543,

"Sex and Religion: Coming of Age in the Modernist British Novel," within.

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<b>English 109.01:</b>	<b>Intensive Writing and Reading I</b>	<b>5 Credits</b>
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This course is part of the program designed to improve students' writing and analytical skills, preparing them for more advanced courses. For that purpose, students construct writing assignments through various stages, working on them both in class and at home. When in class, they often get some feedback from other students and from the instructor so that they are able to revise their essays. Also, they have to read critically the texts on the reading list to discuss issues that these texts raise. **Prerequisite: English Placement Test score of 6. Not open to students with credit for 052, 060, 110W, 110, or 111. The two-course 109 sequence is for students whose writing skills are underdeveloped, and prepares them for enrollment in the mainstream English 110 course.**

MW 10:20-12:20

Gosia Gabrys

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<b>English 109.02:</b>	<b>Intensive Writing and Reading 2</b>	<b>5 Credits</b>
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This course emphasizes close reading followed by an analytical writing. Instruction will give repeated opportunities to students to develop an effective writing process, including steps for brainstorming, thesis forming, gathering supporting detail, planning, drafting, revising, and editing. The student will also participate in peer-editing exercises. Assignments will include such topics as autobiography, examining cultures, investigating the workplace, evaluating, debating freedom of expression, and proposing solutions to community problems. **Prerequisite: English Placement Test score of 6. Not open to students with credit for 052, 060, 110W, 110, or 111. English 109.02 is a continuation of 109.01. The two-course 109 sequence is for students whose writing skills are underdeveloped, and prepares them for enrollment in the mainstream English 110 course.**

MTWR 3:50-4:50

James Werchan

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<b>English 110.01:</b>	<b>First-Year English Composition</b>	<b>5 Credits</b>
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Practice in the fundamentals of expository writing, as illustrated in students' own writing and in the essays of professional writers. Genres of writing will include autobiography, exposition, persuasion, and argumentation. Assignments will follow this process: reading and analyzing samples, finding a topic of one's own, brainstorming to focus that topic, researching to support it, planning the likely arrangement of the draft, drafting, and revising. Research may involve simply reflecting on one's own experience, interviewing and observing primary sources, or gathering published sources of information. The objective of the course is to prepare students for engaging in the kinds of communication that will be vital for their further education and for citizenship itself. **Satisfies GEC requirement for first writing course.**

MTWR 11:30-12:30

James Werchan

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<b>English 110.01:</b>	<b>First-Year English Composition</b>	<b>5 Credits</b>
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English 110.01 is the basic composition course required by this university. Students will learn how to improve their skills at expository and analytical writing. Students will be required to produce satisfactory drafts of at least five papers and complete a number of grammar exercises and quizzes. The main topic of this course will be the War on Terror as seen through the eyes of the soldiers fighting that war. We will be reading across media and genre (personal essay, novel, poetry, music, documentary film, etc). **Satisfies GEC requirement for first writing course.**

TR 2:40-4:40

Kelly Anspaugh

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<b>English 110.01:</b>	<b>First-Year English Composition</b>	<b>5 Credits</b>
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English 110 is an introductory level composition course designed to help you improve and develop your writing skills. First, we will be reading personal narratives, discussing the ways these narratives may appeal to an audience. Then, we will examine argumentative texts, discussing their content and analyzing writers' rhetorical strategies. In particular, we will pay attention to the ways writers construct convincing arguments. Finally, we will explore a number of short stories, discovering their purpose and attempting to read these stories as arguments. In addition, we will watch a couple of films and see if filmmakers adopt any rhetorical strategies analogous to those we identify in written texts. **Satisfies GEC requirement for first writing course.**

MW 2:40-4:40

Gosia Gabrys

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<b>English 110N01:</b>	<b>First-Year English Composition</b>	<b>5 Credits</b>
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Practice in the fundamentals of expository writing, as illustrated in students' own writing and in the essays of professional writers. Genres of writing will include autobiography, exposition, persuasion, and argumentation. Assignments will follow this process: reading and analyzing samples, finding a topic of one's own, brainstorming to focus that topic, researching to support it, planning the likely arrangement of the draft, drafting, and revising. Research may involve simply reflecting on one's own experience, interviewing and observing primary sources, or gathering published sources of information. The objective of the course is to prepare students for engaging in the kinds of communication that will be vital for their further education and for citizenship itself. ***Satisfies GEC requirement for first writing course.***

TR 5:30-7:30 p.m.

James Werchan

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<b>English 110N01:</b>	<b>First-Year English Composition</b>	<b>5 Credits</b>
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In this basic composition course required by the university, the student is required to complete four essays and a journal. The course goal is to improve writing, reading, and critical thinking skills. ***Satisfies GEC requirement for first writing course.***

MW 5:30-7:30

Putnam County

Marilyn Carder

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<b>English 110.03:</b>	<b>First-Year English Composition</b>	<b>5 Credits</b>
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In this basic composition course required by the university, the student is required to complete four essays and a journal. The course goal is to improve writing, reading, and critical thinking skills. Substantial help is offered to students in the form of small class size, increased teacher/student interaction, and individual tutorials. ***Satisfies GEC requirement for first writing course.***

MW 1:30-3:30

Marilyn Carder

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<b>English 193.03:</b>	<b>Individual Studies</b>	<b>2 Credits</b>
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A two hour tutorial required for English 110.03 students. Tutors meet with students for two hours per week, and the tutorials are scheduled based on the student's free time and the availability of tutors.

By arrangement

Marilyn Carder

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<b>English 110.03:</b>	<b>First-Year English Composition</b>	<b>5 Credits</b>
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English 110.03 is the basic composition course required by this university. Students will learn how to improve their skills at expository and analytical writing. Students will be required to produce satisfactory drafts of at least five papers and complete a number of grammar exercises and quizzes. The main topic of this course will be the War on Terror as seen through the eyes of the soldiers fighting that war. We will be reading across media and genre (personal essay, novel, poetry, music, documentary film, etc). ***Satisfies GEC requirement for first writing course.***

TR 8:00-10:00

Kelly Anspaugh

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<b>English 193.03:</b>	<b>Individual Studies</b>	<b>2 Credits</b>
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English 193.03 is a tutorial required of English 110.03 students. Students will meet with tutors in the Writing Center for two hours a week, these meetings scheduled by students and tutors to accommodate both.

By arrangement

Kelly Anspaugh

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<b>English 202:</b>	<b>British Literature: 1800 to Present</b>	<b>5 Credits</b>
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English 202 is designed to give a wide overview of British literature from the turn of the nineteenth century through the twentieth century. We will look at literature identified with the movements known as Romanticism, Victorianism, and Modernism, combining traditional literary history with the study of relationships between literature and society. This course is required of English majors because one of its goals is to communicate some of the trends, issues, and the historical sweep of this literature. By the same token, it can be a useful General Education course, because it exposes students to many major works of literature, thus broadening your "cultural literacy." Readings will include works by authors such as Wordsworth, Keats, Dickens ("A Christmas Carol"), Tennyson, and Woolf. Requirements: two papers, a midterm, and a final. **English 202 is required of English majors and is a GEC Arts and Humanities literature course.**

TR 1:30-3:30

Beth Sutton-Ramspeck

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<b>English 261:</b>	<b>Introduction to Fiction</b>	<b>5 Credits</b>
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This course will examine the elements of fiction--plot, character, setting, point of view, theme, symbol, etc.--in an effort to determine the part each element plays in creating the overall effect of a short story or novel. We'll read mostly short stories in this class so that students will have the opportunity to read a wide variety of fiction written in the nineteenth and twentieth centuries by authors from around the world. This variety will help highlight the social and historical aspects of literary meaning. **GEC arts and humanities literature course.**

TR 8:00-10:00

David Adams

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<b>English 263:</b>	<b>Introduction to Film</b>	<b>5 Credits</b>
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In this course we will watch and study a diverse selection of films while acquiring knowledge of how major elements of film contribute to overall effect and meaning. Each week we will examine one film in connection with a chapter in the textbook on such topics as photography, arrangement of elements on the screen, editing, sound, acting, and writing. Likely films include *Before Sunrise*, *Gun Crazy*, *All That Jazz*, *Strangers When We Meet*, *The Searchers*, *The Right Stuff*, and *4 Months, 3 Weeks and 2 Days*. Requirements: Two examinations; one paper of two-three pages. **GEC Arts and Humanities VPA Course.**

M 1:30 – 4:30 & W 1:30-3:30

John Hellmann

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<b>English 304:</b>	<b>Business and Professional Writing</b>	<b>5 Credits</b>
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The primary goal of English 304 will be to introduce students to the basic principles of business and professional writing. To do this we will focus on some of the common modes of written communication in the business and professional worlds: the memo, the report, the business letter, the email, the résumé, the job application letter, and the presentation. Students will prepare the majority of these materials while developing their own small businesses that might, conceivably, be established and maintained on a web site. These projects will help us focus on the important task of gearing writing toward an audience. English 304 will be useful for any student contemplating a job in the business or professional worlds. ***Fulfills one of the central requirements of the English minor.***

MW 1:30-3:30

Doug Sutton-Ramspeck

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<b>English 364:</b>	<b>Special Topics in Reading Popular Culture: Harry Potter</b>	<b>5 Credits</b>
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In this class we will study the Harry Potter books both as literary texts and as social phenomena. We will examine the literary techniques and cultural roots of the novels, exploring such themes as the quest, coming of age, and the nature of heroism. In addition we will consider why the books are so popular, as well as why they have been condemned as dangerous, addressing them as social commentaries and as reflections of contemporary attitudes towards religion, rule-breaking, power, race, class, gender, education, sports, celebrity, and so on. We will read all seven books. To help us get through the reading, students will be expected to come to the first class having (re)read part (TBA) of the first volume. Requirements: Two papers, final exam, brief response papers, group exercises. ***GEC Arts and Humanities Cultures and Ideas Course. This course satisfies English Majors' requirement for a course in literature written after 1900.***

TR 10:20-12:20

Beth Sutton-Ramspeck

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<b>English 367.02:</b>	<b>Intermediate Essay Writing</b>	<b>5 Credits</b>
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In this class we will discuss, analyze, and write about issues presented through the diverse voices of U.S. Literature. We will read short stories by James Baldwin, Shirley Jackson, Joyce Carol Oates, Bernard Malamud, Kurt Vonnegut, Jr., and others, write four essays and keep a journal. ***Satisfies GEC requirements for a second writing course and a course in social diversity.***

TR 1:30 – 3:30

Marilyn Carder

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<b>English 367N02:</b>	<b>Intermediate Essay Writing</b>	<b>5 Credits</b>
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In this course, students work extensively and intensively on developing their writing skills. For that purpose, they read and discuss a variety of texts, exploring the ways these texts deal with the concepts of American identity related to the issues of race, ethnic origin, class and gender. In the course of the quarter, students write four formal papers, reviews of the movies, and journals.

***Satisfies GEC requirements for a second writing course and a course in social diversity.***

MW 5:30 – 7:30 p.m.

Gosia Gabrys

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<b>English 367.06:</b>	<b>Intermediate Essay Writing</b>	<b>5 Credits</b>
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English 367 is designed to assist students in advancing their analytical writing skills beyond those developed in freshman composition. Central to this course is the acquisition of skills necessary to produce research papers with parenthetical documentation and works cited lists. In this section we will focus on the issue of torture since 9/11. We will be reading history, memoir, philosophical essays and watching documentaries. **Satisfies GEC requirements for a second writing course and a course in social diversity.**

MW 8:00 – 10:00

Kelly Anspaugh

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<b>English 543:</b>	<b>20<sup>th</sup> Century British Fiction</b>	<b>5 Credits</b>
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"Sex and Religion: Coming of Age in the Modernist British Novel": In the *Bildungsroman* (coming-of-age novel), trauma and humor overlap in experiences of sexual initiation and religious crisis. D. H. Lawrence's *Sons and Lovers*, James Joyce's *A Portrait of the Artist as a Young Man*, Virginia Woolf's *To the Lighthouse*, and Jean Rhys's *A Voyage in the Dark* show young characters achieving self-awareness by passing through a series of social and sexual encounters. **This course satisfies English Majors' requirement for a course in literature written after 1900.**

TR 10:20 – 12:20

David Adams

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<b>English 578N:</b>	<b>The Sixties</b>	<b>5 Credits</b>
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The special topic in film this quarter will be the Sixties, a watershed decade marked by the civil rights struggle, antiwar protests, political assassinations, and changes in sexual mores. Hollywood struggled to deal with these topics and with a new audience as the postwar baby boom generation came of age. Our text, James Monaco's *The Sixties: 1960-1969*, will provide us with an overview of the major changes in the culture, the film industry, and the contributions of key actors and directors. We will view such films as *The Hustler*, *From Russia with Love*, *Tom Jones*, *Darling*, *Blow-Up*, *In the Heat of the Night*, *Primary*, *Monterey Pop*, *Medium Cool*, and *The Wild Bunch*. Requirements: Three one-page position papers, one research-based critical analysis of seven-ten pages. **English majors note: fulfills the requirement for a course in an area of English study other than literature.**

M 5:30 – 8:30 W 5:30 – 7:30 p.m.

John Hellmann