

DEPARTMENT OF ENGLISH

UNIVERSITY OF NEBRASKA

COURSE DESCRIPTION BOOKLET

SUMMER 2005

Revised April 20, 2005

Available on the World Wide Web at <http://www.unl.edu/english/courses/courses.html>

Because of the long lead time, the descriptions should be considered to be rather tentative. Although it is assumed that most instructors will be offering the courses as described here, students should be aware that some changes are possible.

TABLE OF CONTENTS

	Page #
How to Use This Booklet	3
Level of Courses	3
Independent Study	3
English Majors	3
Student Appeals Committee	3
Guide to The English Department's Curriculum	4
Course Descriptions	6

HOW TO USE THIS BOOKLET

This booklet should be used with the Schedule of Classes issued by the Office of Registration and Records. The English Department Course Description Booklet contains as many descriptions of courses as were available as of April 20, 2005. The Booklet may include descriptions of some courses that are not found in the official Schedule of Classes. If the course is described in this Booklet, but not in the Schedule of Classes, it should be assumed that the course will be offered as

described in this Booklet. In every case the student should remember that in the interval between now and the start of the next semester, changes are inevitable, even though every effort is made to describe accurately in this Booklet what the Department intends to offer.

LEVEL OF COURSES

Students should not take more than six hours at the 100 level. These courses are intended for beginning students; upperclass students should take courses on the 200, 300, and 400 level. Course numbers with a middle digit of 5 mark writing courses, which are required in some colleges. Consult your college bulletin.

INDEPENDENT STUDY

Independent Study is intended for students who want to undertake readings or similar projects not available through regular course offerings. Students may do up to six credit hours of Independent Study with a member of the professorial staff, but not with lecturers or graduate assistants. Before registering for Independent Study, students must complete an Independent Study Contract form, available from the English Advising Office, 123 Andrews, which describes the reading list, written work, times of meeting and the basis of the grade. The Contract Form must be signed by both the student and the supervising professor and a copy submitted to the Chief Advisor for department records. The student may then obtain the call number for the appropriate Independent Study course -- 199, 299, 399, 399H, or 497. The registration of any student who has not filed the contract with the Chief Advisor by the end of Drop/Add period will be canceled.

[To Table of Contents](#)

[To Course Descriptions](#)

ENGLISH MAJORS

All Arts & Sciences College English majors (including double majors) should see their advisors every semester. For further information see the Chief Advisor, in Andrews 123A.

STUDENT APPEALS COMMITTEE

Students wishing to appeal a grade may address their grievances to the Department of English Appeals Committee. Under ordinary circumstances, students should discuss problems with their teachers before approaching the Committee. Committee chair is Franz Blaha, 355 Andrews.

Students may inform the Chair of the Department, Andrews 204A, of cases where the content of courses materially differs from the description printed in the Course Description Booklet. Questions or complaints concerning teachers or courses should also be addressed to the Chair of the Department.

The University of Nebraska-Lincoln, an Affirmative Action/Equal Opportunity Employer, supports equal educational opportunity and offers the courses listed herein without regard to race, color, sex, religion, national origin, age, disability, marital status, sexual orientation, or political affiliation. Complaints, comments, or suggestions about Affirmative Action/Equal Opportunity matters should be addressed to the Chair of the Department.

GUIDE TO THE ENGLISH DEPARTMENT'S CURRICULUM

The English Department offers a great many courses, more than are listed by title in the University Bulletin. These include courses in British and American literature, women's literature, other literatures in English, some literatures in translation, minority literatures, composition, creative writing, linguistics, film, popular literature, and English as a Second Language.

Knowing something about the organization of the curriculum may help majors or non-majors who are trying to find courses. The numbering system provides some guidance, first by levels:

Courses numbered from 100 to 151 are first-year composition courses.

English 180 and 200-level courses are considered entry-level courses, for majors and non-majors alike.

300-level courses are historical surveys of literature, advanced author courses, or advanced writing or rhetoric or linguistics courses.

4/800-level courses are combined senior/graduate classes and are more professional in their approach.

The numbering system provides additional guidance to types of courses. For example, middle-digit 5 courses, like 150, 252, 354, are all writing courses, including creative writing. Here is a quick guide to the numbering system:

A middle digit of "0" indicates courses in types of literature, such as short story (303), poetry (202), drama (4/801), or fiction (205).

A middle digit of "1" indicates special thematic courses or courses examining literature in relation to particular issues (several women's literature courses, Plains Literature, Literature of War and Peace, for example).

A middle digit of "2" indicates language and linguistics courses.

A middle digit of "3" indicates courses focusing on authors (Shakespeare, The Brontës, Major American Authors).

A middle digit of "4" indicates ethnic minority courses, courses in translation, and courses that represent literature written in English in countries other than the U.S. and Britain (Judeo-Christian Literature, Canadian Literature, African-American Literature, for example).

A middle digit of "5" indicates creative writing or composition courses.

A middle digit of "6" indicates a historical survey of literature.

A middle digit of "7" indicates courses in criticism, theory, rhetoric (Literary/Critical Theory, Film Theory and Criticism).

A middle digit of "8" indicates interdisciplinary courses (Contemporary Culture).

A middle digit of "9" indicates special and professional courses.

Note: Film courses are spread throughout the numbering system, by analogy with literature courses. Thus Writing for Film and TV is numbered 259; Film Directors, 239; and so on.

The practical lesson from this numbering system is that if you find one course that interests you, you may be able to find others by looking for similar numbers at different levels. As may be clear from these examples, there is a lot of repetition in the English Department curriculum. (Anyone interested in a list of English courses by categories can obtain one from the Chief Advisor in 123 Andrews Hall.)

[To Table of Contents](#)

[To Course Descriptions](#)

DEPARTMENT OF ENGLISH
University of Nebraska-Lincoln
SUMMER SESSIONS 2005

Curriculum Committee Evaluation of Courses for Major Requirements Beginning Fall 1999

NOTE: This list contains only those courses offered this semester that will automatically be credited for the area requirements indicated below. For the possibility of counting any other course, check with the Chief Advisor. The list does not exclude any course not listed from counting for the English major.

		Historical Literature Core						
Course	Title	Required for Engl major [3 hrs.]	Linguistics, writing, rhetoric [3 hrs.]	Literary/rhetorical theory [3 hrs.]	Culture, ethnicity, gender [3 hrs.]	British literature [3 hrs.]	Literature before 1800 [3 hrs.]	American literature [3 hrs.]
Engl 215E	Intro Women's Lit				X			
Engl 215J	20C Women Writers				X			
Engl 244	African American Lit				X			
Engl 254	Rhetorical Practice		X					
Engl 261B	Intro Late American Lit.							X
Engl 315B	Women in Pop Culture				X			
Engl 364	Intro Restoration & 18th C Lit					X	X	

COURSE DESCRIPTIONS

Summer 2005

First-year English SUMMER 2005 – Pre-Session	SUMMER 2005 – First 5-Week Session	SUMMER 2005 – Second 5-Week Session
Engl 205 - 20th Century Fiction Engl 215E - Intro Women's Lit Engl 254 – Rhetorical Practice Engl 303 – Short Story Engl 315B - Women in Pop Culture Engl 364 - Rest & 18th C Lit Engl 4/839 - Film Directors -- "Film Noir" Engl 4/859 - Writing for Film & TV	Engl 215J – 20th C Women Writers Engl 244 - African American Lit Engl 252 – Writing of Fiction Engl 254 – Rhetorical Practice Engl 315B - Women in Pop Culture Engl 4/803A - American Short Story Engl 4/830A - Shakespeare I Engl 957B - Nebraska Writing Project Engl 991 - Nebraska Literature Project	Engl 215J – 20th C Women Writers Engl 239 - Film Directors -- "Science Fiction, Horror, & Film Noir" Engl 254 – Rhetorical Practice Engl 261B - Intro Late American Lit Engl 303 - Short Story Engl 315B - Women in Pop Culture Engl 973 - Literacy Studies -- "Teacher Research & Classroom-Based Inquiry"

[To Table of Contents](#)

[To Course Descriptions](#)

First-year English

NOTE: 100-LEVEL ENGLISH COURSES WILL BE OPEN ONLY TO FRESHMAN AND SOPHOMORE

STUDENTS. Students in Arts and Sciences who have not completed the Communication requirement and have 65 credit hours or more must choose English 254 or 354 (or both) to complete this requirement. (In unusual cases, exceptions to this rule may be granted by the Chief Advisor, English Department.) Advanced students in other Colleges who want or need a composition course should also choose 254 or 354.

English 101, including ethnic and honors variations, English 150, and English 151 are first-year English composition courses, designed to help students improve their writing by study and practice. Since reading and writing are closely related, several of the courses involve reading, and students can expect to do a substantial amount of writing -- some formal, some informal, some done in class and some at home. Ordinarily students take 100-level courses in the first year.

Students registered in the College of Arts & Sciences are required to take any two of the following courses. Students in other colleges should check their college's bulletin or with an advisor, since different colleges have different requirements.

NOTE: ENGLISH 101, 150 AND 151, INCLUDING ETHNIC AND HONORS VARIATIONS, ARE SELF-CONTAINED COURSES. THEY ARE NOT DESIGNED TO BE TAKEN IN ANY PARTICULAR SEQUENCE.

English 101 – Writing from Literature

This is a first-year English composition course that focuses on composing practices and critical reading strategies through the analysis of literature. Students can expect to produce the equivalent of 25 double-spaced pages of polished prose (a minimum of three writing projects) during the semester. The kinds of writing may vary from section to section, but all sections assume that reading and writing well are closely connected. This course is recommended for students who wish to improve their writing and reading skills through the study of literature.

English 101A – Writing from Literature - "African American Literature"

This course is identical to English 101 (as described above) in the expectations concerning the amount and nature of writing and reading, except that all of the material to be read will be by or about African-Americans.

English 101B - Writing from Literature - "Chicano Literature"

This course is identical to English 101 (as described above) in the expectations concerning the amount and nature of writing and reading, except that all of the material to be read will be by or about Mexican-Americans.

English 101D - Writing from Literature - "Native American Literature"

This course is identical to English 101 (as described above) in the expectations concerning the amount and nature of writing and reading, except that all of the material to be read will be by or about Native Americans.

English 101H - Honors Writing from Literature

NOTE: This course is intended for students who have had significant prior experience and success in English classes. Admission is by invitation or application only. See the Department of English Chief Advisor, Andrews 123A, for more information. This course shares the same focus and goals as English 101 and requires an equivalent amount of reading and writing.

English 150 – Writing: Rhetoric as Inquiry

This is a first-year English composition course that engages students in using writing and rhetorical concepts such as purpose, audience, and context to explore open questions -- to pose and investigate problems that are meaningful in their lives and communities. Students can expect to produce the equivalent of 25 double-spaced pages of polished prose (a minimum of three writing projects) during the semester. This course is recommended for students who wish to improve their writing, reading and inquiry skills (such as learning to identify relevant and productive questions, learning to synthesize

multiple perspectives on a topic, etc.)

English 150H - Honors Writing: Rhetoric as Inquiry

This course is intended for students who have had significant prior experience and success with English classes and/or contexts that require writing, revision and analysis. Admission is by invitation or application only. Contact the Department of English Chief Advisor for more information. This course shares the same focus and goals as English 150 and requires an equivalent amount of reading and writing.

[To Table of Contents](#)

[To Course Descriptions](#)

English 151 - Writing: Rhetoric as Argument

This is a first-year English composition course that engages students in the study of written argument: developing an informed and committed stance on a topic, and using writing to share this stance with particular audiences for particular purposes. Students can expect to produce the equivalent of 25 double-spaced pages of polished prose (a minimum of three writing projects) during the semester. This course is recommended for students who wish to improve their writing and reading skills through the study and practice of argument.

English 151H – Honors Rhetoric as Argument

This course is intended for students who have had significant prior experience and success with English classes and/or contexts that require writing, revision and analysis. Admission is by invitation or application only. Contact the Department of English Chief Advisor for more information. This course shares the same focus and goals as English 151 and requires an equivalent amount of reading and writing.

English 180 - Introduction to Literature

NOTE: This course does not fulfill any part of the freshman composition requirement in the College of Arts and Sciences.

This course is intended to introduce first and second-year students to examination of reading, especially the reading of literature. In order to examine the process of reading, students can expect to explore literary works (poems, stories, essays, and drama), some works not usually considered literary, and the students' own reading practices. The course will deal with such questions as how do we read, why do we read, and what is literature and what are its functions.

English 186 - English as a Second Language/Language Skills (3 credits)

English 187 - English as a Second Language/Introduction to Writing (3 credits)

English 188 - English as a Second Language/Advanced Communication Skills (3 credits)

NOTE: Admission to these courses is by placement examination required of all newly admitted non-native speakers. See the Coordinator of ESL Program, Michael Harpending, Nebraska Hall Rm. 513E, for more information.

English 188 applies to the composition requirement in Arts and Sciences, and in some other colleges.

SUMMER 2005 – Pre-Session

Engl 205 - 20th Century Fiction

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Reynolds, G	1938

Aim: This course aims to introduce students, in a brief but wide-ranging survey, to some of the major fiction written in the last century. The emphasis is on the broad sweep of literary history, and also on some of the key formalistic and technical features of modern fiction, especially the development of complex narrative voices. By the end of the course you will hopefully have gained some thematic understanding of what '20th Century Fiction' was about, and you should also have begun to develop your own critical idiom to discuss that work.

Teaching Method: The classes will be taught in an open-ended way, with short 'mini-lectures' from me, and lots of discussions with you. There will be regular but reasonable reading, and this will form the basis of class work rooted in close textual analysis of specific books.

Requirements: You will be required to write a paper at the end of the course – some 10 pages, based on your own research. Alongside this, students will all be expected to make a class presentation of some five minutes, which will also form part of the basis for evaluation.

Tentative Reading List: There will be four main texts for this course; they represent in miniature some of the major developments in the field during the 20th century: Joseph Conrad, *Heart of Darkness*; F. Scott Fitzgerald, *The Great Gatsby*; Virginia Woolf, *To the Lighthouse*; Chinua Achebe, *Things Fall Apart*. We will also look at some modern short stories, by figures including Franz Kafka, Flannery O'Connor and Raymond Carver. I will supply copies of these.

[To Table of Contents](#)

[To Course Descriptions](#)

Engl 215E - Intro Women's Lit

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	White, L	3665

Aim: This course provides an introduction to women writers in English, emphasizing fiction, but also treating poetry. Feminist and other critical perspectives will come into play, and we will attend with some care to the relationship between women's history and women's literature.

Teaching Method: Lecture, discussion, and group work.

Requirements: Two papers, one final (take-home), quizzes, group project.

Tentative Reading List: Novels by Jane Austen, Charlotte Brontë and Frances H. Burnett; short stories by Eudora Welty, Flannery O'Connor, Charlotte Perkins Gilman, Sandra Cisneros, Joyce Carol Oates; poetry by Emily Dickinson, Christina Rossetti, Elizabeth Bishop, Sylvia Plath, and Anne Sexton, among others.

Engl 244A - Intro African Lit - **CLASS CANCELED**

Engl 254 – Rhetorical Practice

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Staff	1949

Further information unavailable at this time.

Engl 270 - Literary/Critical Thry - CLASS CANCELED[To Table of Contents](#)[To Course Descriptions](#)**Engl 303 – Short Story**

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Spencer	1956

Further information unavailable at this time.**Engl 315B - Women in Pop Culture**

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Dreher, K	1958
0930-1220p	MTWRF	302	Staff	1959

Dreher – 301

Aim: This course takes a multi-cultural approach to the study of the Star/The Icon/The Actress. We will discuss the making of these American emblems of fame and success via readings and films, and speculate on what the print and media images might be telling us about women's role in society. More important, we will investigate the impact of the subtle, though powerful, modes of suggestion the media and print culture make about particular women's body types and examine what messages may circulate within our society about them. Personalities to be studied include Marilyn Monroe, Jacqueline Kennedy Onassis, Dorothy Dandridge, Whoopi Goldberg, etc.

Teaching Method: Lecture/discussion**Requirements:** Reader responses, one 3-5 page theme paper, pop quizzes.**Staff - 302****Further information unavailable at this time.****Engl 364 - Rest & 18th C Lit**

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Stock, R	1963

Aim: To read some major late 17th-century and 18th-century British authors in the literary, historical, intellectual context of the times.

Teaching Method: Informal lecture/discussion; probably some small-group work.**Requirements:** Midterm, final examinations, 8-10 in-class writing exercises, one outside critical paper.**Tentative Reading List:** Behn, *Oroonoko*; Defoe, *Robinson Crusoe*; Swift, *Gulliver's Travels*; poems by Pope; Johnson, *Rasselas*; plus a selection of essays and other poems.**Engl 4/839 - Film Directors -- "Film Noir"**

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Dixon, W	1971/1982

Aim: An examination of "film noir," the quintessential 1940s post-war genre, using key "noir" films, and relating their sense of societal rupture to the events of the era.

Teaching Method: Lectures, screenings, discussions, readings in text. Films screened include *Danger Signal* (1945); *Mildred Pierce* (1945); *The Grifters* (1990); *The Killing* (1956); *The Big Sleep* (1946); *Cape Fear* (1962); *Postman Always Rings Twice* (1946); *Blue Dahlia* (1946); *L.A. Confidential* (1997); *Lady in the Lake* (1946); *Gun Crazy* (1949); *Scandal Sheet* (1952); *Cry Wolf* (1947); and *The Night Walker* (1965).

Requirements: Three papers, five pages each, on the films we see in class, plus daily attendance, readings in the text, class participation.

Tentative Reading List: Silver, Alain and Elizabeth Ward, *Film Noir: An Encyclopedic Reference to the American Style*, 3rd ed. (Overlook Press); Corrigan, Timothy, *A Short Guide to Writing About Film*, 5th paperback ed. (Longman).

[To Table of Contents](#) [To Course Descriptions](#)

Engl 4/859 - Writing for Film & TV

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Foster, G	1973/1984

NOTE: Use of computers required. Fee - \$10.

Aim: This class is designed to combine creativity with professionalism in order to serve the needs of student writers working on a variety of types of short film screenplays. A basic understanding of the mechanics of cinema is necessary to master the format of screenwriting. Students also learn how to analyze their own work.

Teaching Method: Most of the class period will be devoted to writing and writing exercises. In addition, students will share ideas in small groups. We view film clips to demonstrate film language and grammar.

Requirements: The ability to write in a computer lab environment is essential. Students will complete and revise a portfolio of short films. Students will write approximately six pages per day.

Tentative Reading List: *Writing Short Films*, by Cowgill.

SUMMER 2005 – First 5-Week Session

Engl 201B - Modern Drama - **class canceled**

Engl 211A - Plains Literature - **CLASS CANCELED**

Engl 215J – 20th C Women Writers

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235p	MTWRF	501	Staff	1942

Further information unavailable at this time.

Engl 244 - African American Lit

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050a	MTWRF	501	Owomoyela	1945

Aim: This course will introduce students to the spectrum of African American writing from the period of slavery to the present, and also to the theories that have been advanced about the literature.

Teaching Method: Occasional lectures, but mostly group discussions based on assigned texts.

Requirements : I will assign some journals on certain works, and there will be an essay test at mid-term, and a research project at the end of the semester.

Tentative Reading List : *The Norton Anthology of African American Literature.*

[To Table of Contents](#)

[To Course Descriptions](#)

Engl 252 – Writing of Fiction

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235p	MTWRF	501	Staff	1948

Further information unavailable at this time.

Engl 254 – Rhetorical Practice

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050a	MTWRF	501	Staff	1951

Further information unavailable at this time.

Engl 315B - Women in Pop Culture

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235p	MTWRF	501	Staff	1960

0630-1045p	MW	502	Staff	1961
1100-1235p	MTWRF	503	Staff	4428
0530-0945p	MW	504	Staff	4429

Further information unavailable at this time.

Engl 4/803A - American Short Story

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050a	MTWRF	501	Ford, J	1970/1981

Aim: To experience the development of the American short story and raise questions about the short story, specifically the American short story, as a literary form.

Teaching Method: Discussion, student reports, lecture.

Requirements: Informed discussion, a short story, one short unresearched and one longer researched paper; maybe a midterm.

Tentative Reading List: Current-Garcia and Patrick, *The American Short Story* and handout materials.

Engl 4/830A - Shakespeare I

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235p	MTWRF	501	Buhler, S	3775/3776

Aim: To explore in detail how performance-based strategies can help in understanding and in teaching Shakespeare's plays. We will consider historical and contemporary stage practices, the performance history of these plays, and recent criticism that engages with the insights of both Performance Theory and Semiotics. We will be mindful of practical applications in the classroom, as well as on the stage and screen; we will also be alert to the richness, historicity, and artistry of the play texts.

Teaching Method: Lecture, discussion, small-group work, in-class presentations and performances. Each class session will have at least one performance-based exercise that will require reading material aloud or enacting the text in some way. In addition, students will have the opportunity to serve as scholar-observers for the Flatwater Shakespeare Company production of *Henry V*.

Requirements: a) Journals, collected weekly, that document your encounters with Shakespeare, with the class, and with the issues we've raised and explored together. b) Statement of Purpose and a revision thereof, specifying the topic or material you wish to explore in your final project. c) Group research report. d) Final project: for undergraduates, a major paper (8 pp.) or creative work; for graduate students, a conference-style paper (10-12 pp.), creative work, or teaching unit (running approximately 20 minutes) on an aspect of Shakespearean drama/stagecraft. e) Attendance and participation, as all of the above implies.

Tentative Reading List: William Shakespeare, *Antony and Cleopatra*; *Henry V*; *The Merchant of Venice*; *Othello*; and *Twelfth Night*. Stephen M. Buhler, *Shakespeare in the Cinema*. Patsy Rodenburg, *Speaking Shakespeare*.

Engl 957B - Nebraska Writing Project

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0900-1230p	MTWRF	501	Gallagher, C	****
0900-0400p	MTWRF	591	Brooke, R	****

Aim: This course is an invitational summer institute open only by application to the Nebraska Writing Project. The institute brings together up to 20 teachers, kindergarten through college, with expertise to share in the teaching of writing. **Section 501** will be held on the UNL campus. **Section 591** will be offered in Papillion-La Vista and is only open

to teachers from the Papillion-La Vista school district. Interested teachers should contact the Nebraska Writing Project director, Robert Brooke, at 472-1807 or rbrooke1@unlnotes.unl.edu. Further information about the institutes, and application materials, can be found on the NeWP website at <http://www.unl.edu/newp>.

[To Table of Contents](#)

[To Course Descriptions](#)

Engl 991 - Nebraska Literature Project

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0900-1230p	MTWRF	591	Ritchie, J	*****

Aim: This course is an invitational summer institute open only by application to the Nebraska Writing Project. The institute brings together up to 20 teachers, kindergarten through college, with expertise to share in the teaching of literature and writing. Note this section will be offered in Lincoln for three weeks, from June 6 - 24, Monday - Friday. Interested teachers should contact the Nebraska Writing Project director, Robert Brooke, at 472-1807 or rbrooke1@unlnotes.unl.edu. Further information about the institutes, and application materials, can be found on the NeWP website at <http://www.unl.edu/newp>.

SUMMER 2005 – Second 5-Week Session

Engl 215J – 20th C Women Writers

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235p	MTWRF	601	Homestead	1943

Further information unavailable at this time.

Engl 239 - Film Directors -- "Science Fiction, Horror, & Film Noir"

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050a	MTWRF	601	Dixon, W	3975

Aim: An examination of three of the most popular and durable genres of film from the 20th century, with screenings of key examples of each genre on a daily basis.

Teaching Method: Lectures, screenings, discussions, readings in texts. Films screened include *The Cabinet of Dr. Caligari* (1919); *Ladies of the Big House* (1931); *Invisible Creature* (1960); *A Stolen Face* (1952); *The Old Dark House* (1963); *In a Lonely Place* (1950); *House of Dracula* (1945); *La Jeteé* (1962); *Meshes of the Afternoon* (1943); *Un Chien Andalou (An Andalusian Dog)* (1929); *The War Game* (1965); *The Raven* (1963); *The Stranger* (1946); *The Gorgon* (1964); *The Pit and the Pendulum* (1961); *Paranoiac* (1963); *Maniac* (1963); *20 Million Miles to Earth* (1957); *Cry of the Werewolf* (1944); *Crime Wave* (1954); *Walk a Tightrope* (1964); *The Earth Dies Screaming* (1964); *Weird Woman* (1944); and *The Most Dangerous Game* (1932).

Requirements: Five papers, five pages each, due each week on Friday; daily lecture attendance, readings in the texts, class participation.

Tentative Reading List: Clarens, Carlos, *An Illustrated History of Horror and Science-Fiction Films* (Da Capo Press); Spicer, Andrew, *Film Noir* (Longman); Corrigan, Timothy, *A Short Guide to Writing About Film*, 5th paperback ed. (Longman)

Engl 254 – Rhetorical Practice

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050a	MTWRF	601	Staff	1952

Further information unavailable at this time.

Engl 261B - Intro Late American Lit

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235p	MTWRF	601	Blaha, F	3976

Aim: A survey course of the second half of American Literature roughly from the Civil War to the present. Students will gain insight into the main authors and movements in American Literature of that period. The approach will be essentially chronological/historical.

Teaching Method: Lecture/discussion; the class is based on the Blackboard web system.

Requirements: Weekly journal entries/essays on the assigned readings. One paper. The quality of writing will be considered in the evaluation of the journals/essays. Strict adherence to the departmental attendance policy. E-mail address and access to the web is absolutely necessary; familiarity with the Blackboard system is very helpful.

Tentative Reading List: *Heath Anthology of American Literature*, 4th ed. vol. 2.

[To Table of Contents](#) [To Course Descriptions](#)

Engl 303 - Short Story

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050a	MTWRF	601	Blaha, F	1957

Aim: An introduction to and overview of the short story as a distinct literary genre; a number of the authors included in the syllabus will be read in translation.

Teaching Method: Lecture/discussion.

Requirements: Class presentations, one short paper, one exam.

Tentative Reading List: One or two anthologies of short fiction (the precise titles have not yet been decided upon). There will also be a package of critical material.

Engl 315B - Women in Pop Culture

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235p	MTWRF	601	Foster, G	1962

Aim: In this class, we will study images of women in popular culture such as film, television and mass media. We will look at images of women in TV shows such as "Wife Swap" and "The Swan" as well as images of women in films made by and about women. We will contrast images of women that are made by women filmmakers with those made by male filmmakers and producers. We will also study women's images in the context of class, race, and sexuality.

Teaching Method: Mostly discussions. Some lectures. Small-group discussions and large group discussions. In-class screenings of films, videos and clips.

Requirements: Weekly journals and one final paper.

Tentative Reading List: Handouts on gender, race, class, and sexuality in film and popular culture.

Engl 973 - Literacy Studies -- "Teacher Research & Classroom-Based Inquiry"

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0900-1215p	MTWRF	601	Goodburn, A	3977

Aim: This course is designed for k-12 teachers, teacher educators, and graduate students in English/Language Arts interested in learning methods and theories of teacher research and classroom-based inquiry. My goals for this course are threefold: 1) to examine the history of the teacher research movement in k-12 education and to consider the pedagogical and theoretical rationale for why teachers should research their own classrooms; 2) to outline systematic approaches for collecting, interpreting, and publishing data from one's own classroom; and 3) to read and discuss teacher research scholarship from a wide range of English/Language Arts classrooms, focusing on what we can learn from this work as teacher/researchers. Some of the central questions we will ask include:

- What do we understand the act(s) of teaching to be? What counts as research into teaching and learning? Why has the teacher research movement emerged and what are its goals? What has this movement contributed to the fields of English/Language Arts more generally?
- What does it mean to view our classrooms as teacher/researchers? How can we identify important issues or questions to study? What approaches can we use to carry out our investigations? How do we analyze the data that we collect? What are the formative and summative uses of such research? What political or ethical issues are involved in studying one's own classroom?

- How can we integrate teacher research into our daily teaching lives? How can we work collectively across areas and grade levels through teacher research? How can we develop individual or collective teacher

research projects that will make a difference in our students' lives? In the educational contexts in which we work?

Teaching Method: Our seminar meetings will have two components: 1) discussion of the texts we are reading and the ideas we are developing together and 2) workshop/discussion activities planned by members of the seminar. For this component, the leader will actively engage us in his/her teacher research project, or in discussion of a subject s/he wishes us to explore more deeply. For instance, you might ask class members to help you do one or more of a number of things: shape a project, analyze data, interpret data, compose a research report or article, examine concepts from our reading that are of special interest to you, introduce new topics into our discussion, etc. We will discuss further ideas in class as we plan our schedule together.

Requirements: Writing responses to assigned readings; developing and leading a workshop/discussion activity for part of a class session; designing a teacher research/classroom inquiry project; contributing to small group and full class discussions; writing a "midterm" and "final" course narrative

Tentative Reading List:

I am still deciding upon texts but am planning to draw from two forms of scholarship:

1) "Practitioner" guides for how to conduct teacher and classroom-based research, such as *The Reflective Educator's Guide to Classroom Research*; *Composing Teacher Research: A Prosaic History*; *Living the Questions: A Guide for Teacher Researchers Composing a Teacher Study Group*; *Teacher Researchers at Work*; *Collaborative Action Research for English Language Teachers*; *Teachers Doing Research: Practical Possibilities*; and/or *Teachers Doing Research: An Introductory Guidebook*; and

2) "Representative" models of teacher/classroom based-research which focus on English/Language Arts classrooms. I plan to choose these texts based on the interests and teaching levels of the class members and welcome your input. If you have particular interests/topics you would like represented, please contact me at agoodburn1@unl.edu.

[To Table of Contents](#)

[To Course Descriptions](#)