

DEPARTMENT OF ENGLISH
UNIVERSITY OF NEBRASKA

COURSE DESCRIPTION BOOKLET
SUMMER 2006

Updated May 8, 2006

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.

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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 Feb. 27, 2006. 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.

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, Illness and Health in Literature, 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 United States 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.)

DEPARTMENT OF ENGLISH
University of Nebraska-Lincoln
SUMMER 2006

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		
		Required for Engl major	Linguistics, writing, rhetoric	Literary/ rhetorical theory	Culture, ethnicity, gender	British literature	Literature before 1800	American literature
Course	Title	[3 hrs.]	[3 hrs.]	[3 hrs.]	[3 hrs.]	[3 hrs.]	[3 hrs.]	[3 hrs.]
Engl 200	Intro to English Studies	X						
Engl 215E	Intro Women's Lit				X			
Engl 215J	20C Women Writers				X			
Engl 244	African American Lit				X			
Engl 245B	Native American Lit				X			
Engl 254	Rhetorical Practice		X					
Engl 315A	Survey Women's Lit				X			
Engl 315B	Women in Pop Culture				X			
Engl 364	Intro Restoration & 18th C Lit					X	X	
Engl 373	Film Theory & Criticism			X				

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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 should 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 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.

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.

English180 - 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 2006 – Pre-Session

ENGL 200 - INTRO ENGL STUDIES

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Minter, D	3948

Aim: This course is designed to orient English majors early in their program of study to the wide range of work in English studies. We can't, in the space of a pre-session course, do every area of English studies justice in terms of a deep introduction. But we will do some of the following:

- Explore the variety of topics and basic analytical tools of English studies;
- Engage in reading and writing, exploring the full complexity of relationships among writers, readers, texts, and contexts;
- Develop a deeper understanding of our own literacy practices and those valued (or devalued) in our communities;
- Explore the opportunities and challenges presented by multiple critical perspectives; and
- Further develop the kind of cultural and historical awareness that enhances our study texts and textual practices.

Teaching Method: This is, primarily, a discussion and activity-based course. Both group- and individually authored work will be required. The quality of student learning will depend heavily on the quality of students' preparation for class.

Requirements: Attendance and informed, intelligent participation are essential for this pre-session course. Careful reading of all texts is required and may be enforced with pop quizzes. We will do a wide variety of writing (including reflective writing).

Tentative Reading List: While course readings are not yet determined, you can plan on reading and writing across multiple genres (poetry, fiction, drama and non-fiction).

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	1838

Aim: To introduce students to some recent, late 20th-century writing, to show them how the novel has developed recently and why it remains an exciting form.

Teaching Method: Class discussions, mini-lectures and small-group work. I will use a variety of teaching methods so that, hopefully, you will stay awake.

Requirements: You will write a short paper (5-7 pages) to demonstrate basic critical thinking, then a longer paper (12-15 pages) based on research and independent analysis.

Tentative Reading List: Michael Ondaatje, *The English Patient*; Margaret Atwood, *Oryx and Crake*; Don DeLillo, *Mao II*; Zadie Smith, *White Teeth*.

ENGL 215J - 20TH C WOMEN WRITERS

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Khan, R	3642

Aim: To read, discuss, and explore a wide variety of fiction by 20th- and 21st-century American women writers. We will read the authors' work in historical and cultural contexts.

Teaching Method: Mainly whole-class discussion; some small-group work; some in-class writing.

Requirements: Regular 1-2 page response journals on the work assigned; regular quizzes; a take-home midterm and final exams; regular attendance and participation (including one day of leading the discussion with a partner or small group).

Tentative Reading List: One anthology, *Women and Fiction: Stories by and About Women*; as well as the following: Plath, *Ariel*; Roy, *God of Small Things*; Kingston, *Woman Warrior*; and Saadawi, *Woman at Point Zero*.

ENGL 245B - NATIVE AMERICAN LIT

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Kaye, F	3643

Aim: The purpose of this class is to introduce students to several genres of literature in English by Indigenous writers of the United States and Canada.

Teaching Method: Primarily discussion, some lecture, student reports, and group work.

Requirements: Seven reading journals; one or two out-of-class experience writings; reading quizzes if necessary.

Tentative Reading List: We will read poetry by Simon Ortiz, Joy Harjo, Chrystos, and others; essays by Ward Churchill, Vine Deloria, Lenore Stiffarm and others; fiction by Ella Deloria, Richard Wagamese, Jim Northrup, Leslie Silko, and others; a play by Drew Hayden Taylor, a film by Sherman Alexie.

ENGL 254 - RHETORICAL PRACTICE

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Reese, J	1845

Aim: English 254 extends students' opportunities for writing and inquiry by engaging them in the study of writing within "communities" (such as the academic disciplines, the campus, on-line communities, hometowns, the professions, etc.). The uses of writing within a community that could be studied include negotiating and representing community identity, claiming one's identity in relationship to the community, decision-making, civic participation and deliberation, and researching and disseminating information. This course provides students with extended practice in writing and rhetorical practice in a supportive, student-centered environment.

Further information unavailable at this time

ENGL 303 - SHORT STORY

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Spencer, N	1852

Aim: In this course we will assess the literary history and cultural meanings of the modern short story. By reading a wide range of 19th- and 20th-century short stories we will examine the significance of influential trends in literature, such as romanticism, realism, naturalism, modernism and postmodernism. Our discussions will seek to identify the relationships between the meanings of the literary short story and other forces in culture and society. As part of these discussions we will address the ways in which women and ethnic minorities have used the short story to address various social issues. Many of our conversations will focus on American literature, but we will also investigate the significance of short stories written in the United Kingdom and other parts of the world.

Teaching Method: Discussions among the entire class and in small groups.

Requirements: Three exams, reading assignments, and class participation.

Tentative Reading List: The *Norton Anthology of Short Fiction*. Seventh Edition. Edited by Richard Bausch and R. V. Cassill. We will read stories from this anthology by Nathaniel Hawthorne, Mary Wilkins Freeman, James Joyce, Toni Cade Bambara, Helena Maria Viramontes, Vladimir Nabokov, and many others.

ENGL 315A - SURVEY WOMENS LIT -- "AFRICAN WOMEN WRITERS"

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Owomoyela, O	3646

Aim: To familiarize students with the works of Africa's women writers, the conditions of their creativity and the issues that have been of interest to them.

Teaching Method: I will give introductory lectures and presentation as necessary, but for the most part we will engage in discussion of assigned works, with students taking turns to lead.

Requirements: Apart from regular attendance and active participation on the discussions, each student will be required to submit reading reports on each of the works, as well as doing a final assignment whose nature will be determined early in the session.

Tentative Reading List: Atta, *Everything Good Will Come*; Bedford, *Yoruba Girl Dancing*; Dangarembga, *Nervous Conditions*; Ngcobo, *And They Didn't Die*; Vera, *Butterfly Burning*; Wicomb, *You Can't Get Lost in Cape Town*.

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	1854

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.

ENGL 349 - NATIONAL CINEMAS

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0100-0350p	MTWRF	301	Abel, M	3647

Special fee=\$30.

Aim: To examine the development of German cinema throughout the 20th century, with a special emphasis on German cinema between 1970 and the present.

Teaching Method: In-class film screenings; lecture and discussion.

Requirements: Two or three 5-page papers; response papers; participation.

Tentative Reading List: One book on 20th-century German cinema; essays.

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	Page, M	1861

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 -- "CLASSIC 20C DIRECTORS" CLASS CANCELED

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0930-1220p	MTWRF	301	Dixon, W	1869/1879

Special fee=\$30.

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	1870/1880

NOTE: Use of computers required. Special fee = \$10.

Aim: Students can expect to develop skills in screenwriting such as flashbacks, episodic narrative, silence, sound, dialogue, and shot composition, in a series of several short film scripts that will be completed and revised in this course. Students can expect to be fluent in script format. Emphasis is on *revision* techniques as well as

giving and receiving *feedback*.

Teaching Method: Students can expect to write almost every day in screenplay format on the computer using Final Draft software. Students will try some new technique every day. Some time will be spent watching and discussing professional and avant-garde short films which will be screened for class. Students also spend time discussing their work with other students in workshops. Some time will be spent reading aloud.

Requirements: Students write and revise at the pace of five to six pages per day. At the end of the term a portfolio of your work will be due. It will include several scripts of five to 10 pages. All work must include an author's note.

Tentative Reading List: No text required. Optional – students may wish to purchase Final Draft software.

SUMMER 2006 – 1st Five-Week Session

ENGL 211A - PLAINS LITERATURE

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0530-0815p	MTW	501	Eaton, K	3648

Aim: This class will introduce students to multicultural experiences of residents of the Great Plains. The focus will be on diverse communities, the representation of these communities in literature, and the formation of the communities in relationship to North America's own racial history.

Teaching Method: The class will consist of lecture, active class discussion, and an occasional film. Students will be required to actively participate in the class discussions.

Requirements: Students will write short 2-3 pg. essays (due weekly), and a final 7-9 page paper. In addition, may be required to visit a regional museum or cultural center.

Tentative Reading List: Rudolfo Anaya, *Bless Me, Ultima*; Willa Cather, *Oh, Pioneers!*; N. Scott Momaday, *Way to Rainy Mountain*; Esi Edugyan, *The Second Life of Samuel Tyne*; Lee Martin, *Quakertown*; Wayne Hung Wong, *American Paper Son*

ENGL 215E - INTRO WOMENS LIT

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235p	MTWRF	501	White, L	3649

Aim: This course provides an introduction to women writers in English, emphasizing fiction, and also treating poetry and some non-fiction prose. Our emphasis historically will be the 19th and 20th centuries. Feminist and other critical perspectives will come into play, and we will give significant attention to the relationship between women's history and women's literature.

Teaching Method: Mostly discussion, with some lecture; some group work.

Requirements: Two short papers; one oral presentation; quizzes; one take-home final.

Tentative Reading List: Short stories by Oates, Cisneros, Welty, and Gilman; poetry by Dickinson, Bishop, Plath, Sexton, Olds, and Lorde; Austen, *Pride and Prejudice*; Brontë, *Jane Eyre*; Burnett, *The Secret Garden*; and Woolf, *To the Lighthouse*.

ENGL 215J - 20TH C WOMEN WRITERS

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050a	MTWRF	501	Gandara, K	1840

Further information unavailable at this time

ENGL 253 - WRITING OF POETRY

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235p	MTWRF	501	Stewart-Nunez, C	3650

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	Davis, F	1846

Aim: English 254 extends students' opportunities for writing and inquiry by engaging them in the study of writing within "communities" (such as the academic disciplines, the campus, on-line communities, hometowns, the professions, etc.). The uses of writing within a community that could be studied include negotiating and representing community identity, claiming one's identity in relationship to the community, decision-making, civic participation and deliberation, and researching and disseminating information. This course provides students with extended practice in writing and rhetorical practice in a supportive, student-centered environment.

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	Gandara, K	1856
0630-1045p	MW	502	White, L	1857
1100-1235p	MTWRF	503	Ianno, L	1858

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	1867/1877

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 957B - NEBR WRITING PROJECT

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-0330p	MTWRF	501	Brooke, R	****

PREQ: Permission. Class meets June 5 - June 30, 2006.

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. Interested teachers should contact the program director, Robert Brooke, at 472-1807 or rbrooke1@unlnotes.unl.edu. Further information about the institute and application materials can be found on the NeWP website at <http://www.unl.edu/newp>.

ENGL 991 - NEBR LITERATURE PROJ

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

PREQ: Permission. Class meets June 5 – June 23, 2006.

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. Preference for enrollment will be given to teachers who have participated in a past Nebraska Writing Project institute. This year, a special focus will be on multicultural literature. Interested teachers should contact the program director, Robert Brooke, at 472-1807 or rbrooke1@unlnotes.unl.edu. Further information about the institute and application materials can be found on the NeWP website at <http://www.unl.edu/newp>.

SUMMER 2006 – 2nd Five-Week Session

ENGL 205 - 20TH CENTURY FICTION

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
1100-1235p	MTWRF	601	Blaha, F	3653

Aim: An introduction to and overview of some of the most important authors of prose fiction of this century. We will read both Anglo-American and European writers.

Teaching Method: Lecture/discussion

Requirements: Reading quizzes; two exams. E-mail address and access to the web is absolutely necessary; familiarity with the Blackboard system is required.

Tentative Reading List: We will read roughly two novels (or equivalent) a week, beginning with Conrad's *Heart of Darkness* and read novels in roughly historical sequence by such authors as Remarque, Conrad, Knowles, Chopin, Heller, Morrison, Burgess, etc. Exact reading list to be decided.

ENGL 254 - RHETORICAL PRACTICE

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050a	MTWRF	601	Summers, W	1847

Aim: English 254 extends students' opportunities for writing and inquiry by engaging them in the study of writing within "communities" (such as the academic disciplines, the campus, on-line communities, hometowns, the professions, etc.). The uses of writing within a community that could be studied include negotiating and representing community identity, claiming one's identity in relationship to the community, decision-making, civic participation and deliberation, and researching and disseminating information. This course provides students with extended practice in writing and rhetorical practice in a supportive, student-centered environment.

Further information unavailable at this time

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	1853

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, two exams, terminology quizzes.

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	1860
1100-1235p	MTWRF	602	Leichner, A	3949

Foster, G - 601

Aim: This class will focus on gender and class roles in popular cultural images, especially those in film and television. Expect to see women in classical comedy films, film noir, and reality television programs.

Teaching Method: Screenings of films, brief lectures, small-group and large-group discussions. Analysis of films.

Requirements: Four papers of about 5-10 pages in length, due weekly.

Tentative Reading List: Readings in gender, race and class as they are exhibited in popular culture. Handouts and/or material on e-reserve at Love Library.

Leichner, A - 602

Further information unavailable at this time

ENGL 373 - FILM THRY & CRITICISM -- "FORBIDDEN HOLLYWOOD: PRE-CODE CINEMA"

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
0915-1050a	MTWRF	601	Dixon, W	3654

Special fee=\$30.

Aim: A detailed exploration of Hollywood cinema before the Production Code, when filmmakers could deal with controversial subjects with freedom and intelligence, before the 1934 code changed the cinema.

Teaching Method: Daily lectures, screenings, five papers, discussion. Films screened include *Three on a Match*, *Public Enemy*, *Duck Soup*, *Heat Lightning*, *She Had to Say Yes*, *She Done Him Wrong*, *Wild Boys of the Road*, *Horse Feathers*, *Big City Blues*, *Murder in the Zoo*, *Mask of Fu Manchu*, *The Raven* (1935), *Pardon Us*, *Black Cat* (1934), *The Mouthpiece*, *One Hour with You*, *The Thin Man*, *International House*, *Island of Lost Souls*, *Ex-Lady*, *Union Depot*, *Freaks*, *Teenage Doll*, and *The Great Armored Car Swindle*. **Note: All screenings are during class lectures – there are no outside screenings.**

Requirements: Five papers, five pages each, typed, on the films we see each week. These papers are due on the Friday of each class week.

Tentative Reading List: Doherty, Tim. *Pre-Code Hollywood* (New York, Columbia University Press, 1999); Corrigan, Timothy. *A Short Guide to Writing About Film* Fifth Edition (paperback).

ENGL 857B - NEBR WRITING PROJECT

<u>Time</u>	<u>Days</u>	<u>Sec</u>	<u>Faculty</u>	<u>Call#</u>
ARR	MTWRF	601	Staff	****

PREQ: Permission.

Aim: This course is a special section of the invitational summer institute open only by application to the Nebraska Writing Project. This special section is restricted to teachers in the Ralston School District, and will meet at times to be arranged at a building in Ralston. The institute brings together up to 20 teachers, kindergarten through college, with expertise to share in the teaching of writing. Interested teachers should contact the program director, Robert Brooke, at 472-1807 or rbrooke1@unlnotes.unl.edu. Further information about the institute and application materials can be found on the NeWP website at <http://www.unl.edu/newp>.