FALL 2019 UNDERGRADUATE COURSE LIST

English 201-01: Euro Lit Classics
English 208- 01WI & 02WI: Topics in Global Lit
English 211- 01 & 02 - British Survey I (British Authors: Med-18th Century)
English 212-01: British Lit Survey 2
English 215-01WI & 02WI: Lit and Film
English 219- 01WI, 02WI & 03WI: Journalism 1
English 221- 01 & 02: Writing of Poetry: Intro
English 225-01, 02 & 03: Writing Fiction: Intro
English 230-01SI: Writing/ Workplace and Public Audience
English 235-01: Speculative Fiction
English 251-01: American Lit Survey 1
English 252-01: American Lit Survey 2
English 303:01WI, 02WI & 03WI- Critical Approaches to the Study of Lit
English 304-01WI: History/ Theory of Rhetoric
English 305-01SI & WI: Contemporary Rhetoric
English 306-01SI: Digital Rhetoric
English 307-01: Public Advocacy and Argument
English 310-01SI: Young Adult Lit
English 315-01: Postcolonial Lit
English 321-01: Linguistics for Teachers
English 322-01SI: Teaching of Writing
English 324-01: Elementary and Middle Grades
English 325:01- Intermediate Fiction
English 326-01SI: Intermediate Poetry Workshop
English 327-01WI, 02WI & 03WI: Writing for Professionals
English 230-01: Writing/ Workplace and Public Audience
English 331-01: Women in Lit: Dangerous Bodies
English 332-01: English Women Writers Before 1800

English 336-01: Intro to Chaucer

English 339-01 & 02. Shakespeare: Early Plays & Sonnets

English 357-01 & 02H: Modernism

English 359-01: Contemporary Poetry

English 372-01W: Early American Literature

English 373-01: American Romanticism

English 374-01 & 02: Early African American Writers

English 376-01W: African American Post 1920

English 378-01W: American Life- Writing: Intimate Selves

English 390-01W: Writing Center Theory and Practice

English 391-01W & Sl: Studies in Digital Theory

English 401-01 Internship in journalism

English 402-01: Internship in English

English 493-01H Honors Work

English 513-01: History of English

**UNDERGRADUATE COURSE DESCRIPTIONS**

*English 201-01: Euro Lit Classics*
*Mrs. Bonnie Yarbrough*
*WEB*

In this course we will read and study classic texts from *Gilgamesh* to Chaucer's *Canterbury Tales*, focusing upon enduring, recurring themes such as the heroism, hospitality, revenge, pride, love, justice, and friendship, and how these concepts change in response to varying socio-historical contexts

*English 201-21: Euro Lit Classica*
*Dr. Steve Yarbrough*
*WEB*

In this course we will read and study classic texts from *Gilgamesh* to Chaucer's *Canterbury Tales*, focusing upon enduring, recurring themes such as the heroism, hospitality, revenge, pride, love, justice, and friendship, and how these concepts change in response to varying socio-historical contexts

*English 208-01WI: Topics in Global Literature*
*TT 8:00am- 9:15am*
Variable topics, with emphasis on regional interconnections. Offerings may include Europe at War, World Women Writers, Literature and Revolution, and Holocaust Literature.

**English 208-02WI: Topics in Global Literature**
- **TT 2:00pm-3:15pm**

Variable topics, with emphasis on regional interconnections. Offerings may include Europe at War, World Women Writers, Literature and Revolution, and Holocaust Literature.

**English 211-01 & 02:**
**Dr. Matt Carter**  
**MWF 9:00-9:50am and 11:00-11:50am**

This course will offer a broad survey of early British Literature, from the fall of Rome through the end of the early modern period (roughly 476 A.D. to 1800 A.D.). The course will take a historically-oriented approach to literary analysis, placing emphasis on the various cultural, religious, artistic, and political realities of the periods under examination.

**English 212-01: British Lit Survey 2**
**Dr. Ben Clarke**  
**MW 15:30-16:45**

This course surveys British literature from the late eighteenth to the late twentieth century. Students will read texts by major authors who worked in this period and analyze developments in literary technique and genre. They will also consider the relationship between these texts and the historical conditions within which they were produced.

**English 215-01WI: Lit and Film**
- **TT 2:00pm-3:15pm**

Selected short stories, novels, plays, film scripts and their film versions, with emphasis on rendering literary values into film.

**English 215-02WI: Lit and Film**
- **TT 3:30pm-3:45pm**

Selected short stories, novels, plays, film scripts and their film versions, with emphasis on rendering literary values into film.

**English 219-01WI: Journalism 1**
**Ms. Elma Sabo**  
**W 18:00-20:50**

Introduction to newspaper journalism. Emphasis on basic newswriting and reporting. Combines writing workshop and lecture.

**English 219-02WI: Journalism 1**
**Mrs. Rosemary Roberts**  
**T 14:00-16:50**
This writing-intensive course focuses on building the skills needed to report and write for print and online forms of journalism. It also examines legal and ethical issues that journalists face. Subjects include accuracy, attribution, newsworthiness and audiences. Students will write inverted pyramid stories, listicles, headlines and photo captions. They will live report at least one event. Associated Press style is part of the course.

**English 219-03WI: Journalism 1**  
Mr. Byron Woods  
R 14:00-16:50

Introduction to newspaper journalism. Emphasis on basic newswriting and reporting. Combines writing workshop and lecture.

**English 230-01SI: Writing/Workplace and Public Audience**  
Ms. Kristie Ellison  
MW 3:30pm-4:45pm

Reading and writing multiple genres of expository prose, focusing on the products of different writing communities in workplace and public settings. Prerequisite: ENG 101 or RCO 101 or FMS 115

**English 235-01: Speculative Fiction, “Tolkien’s Middle Ages”**  
Dr. Amy Vines  
TR 15:30-16:45pm

The fantastic world J.R.R. Tolkien created in *The Lord of the Rings* is full of constructed languages, peoples, cultures, and creatures; yet many of the most amazing aspects of Tolkien’s works are not completely creations of his own, but are reflections of the world of medieval European literature well-known to Tolkien. This course will consider many of the literary texts of the European Middle Ages from which Tolkien drew in writing his trilogy. Although Tolkien was familiar with a wide variety of popular medieval literature (such as *Beowulf* and *Sir Gawain and the Green Knight*) and drew on all of these for *The Lord of the Rings*, this course will focus primarily on medieval heroic poems and romances from England, Scandinavia, and the Continent with which students might not be familiar from previous coursework; the second half of the semester will be a reading and close analysis of the entire LotR trilogy itself.

**English 251-01: American Lit Survey 1 –Colonial to Romantic**  
Dr. Maria Sanchez  
MW 15:30-16:45pm

This course will survey important authors and genres leading up to the U.S. Civil War, focusing on penny dreadfuls, dime novels, bodice rippers, conversion narratives, homesteading tales, captivity stories, "a damned mob of scribbling women," ghosts, rakes, rogues, coquettes, ravens, scriveners, a founding father or two, and other interesting and estimable persons.


**English 252-01: American Lit Survey 2**  
Dr. Noelle Morrissette  
MWF 15:00-15:50
This course provides a survey of American literature from 1865 to the present, focusing on the representational strategies employed by authors and ranging across historical periods and literary genres. We will examine how authors contribute to a national literary tradition by reworking ideas of literature and nationhood. Along the way, we will consider questions about the boundaries and various functions of both literature and nation, as well as the ways in which literary texts have addressed (or failed to address) America’s critical struggles over the extension of democratic principles across lines of race, class, and gender. Authors include Chesnutt, Stein, Du Bois, Hemingway, Wright, Ellison, and Morrison.

English 303-01 & 02WI: Critical Approaches to the Study of Lit
Dr. Gary Lim
MWF 12:00-12:50pm and 1:00-1:50pm

What are some of the assumptions that inform how we analyze texts? Did we always read as we do today? Is there a difference in reading a text for pleasure and studying it for college credit? Why will two English professors have vastly different interpretations of the same poem? What defines English as a discipline? By studying several major areas of literary and critical theory we will begin to formulate answers to these questions. We will consider several major approaches to the study of literature that came to the forefront of the American literary studies from the mid-twentieth century: New Criticism, structuralism, deconstruction, psychoanalytical theory, feminism and queer theory, and cultural-historical approaches. While we will spend a good deal of the course considering these theories in their own right, we will also study scholarly articles with an eye to exploring how they are applied to spark literary insight and develop arguments about interpretation.

English 303-03WI: Critical Approaches to the Study of Lit
Dr. Ben Clarke
MW 2:00-3:15pm

This course explores some of the major ideas and theories that have shaped critical practice from the mid-nineteenth century to the present day. It provides an introduction to fields such as psychoanalysis, Marxism, feminism and post-colonialism and examines some of the ways in which these have informed the response to art and in particular literature. In so doing, raises questions about the definition of literature, its function, and the purpose of literary studies.

English 304-01WI: History/ Theory of Rhetoric
Dr. Stephen Yarborough
TT 11:00am-12:15pm

An introduction to major rhetorical theories and philosophies in their socio-historical context from the ancient Greeks through the twentieth century. Prerequisite

English 305-01SI & WI: Contemporary Rhetoric
Dr. Heather Adams
TR 9:30-10:45 am

This SI and WI course introduces students to major trends and developments in rhetorical theory (or the ways we communicate and influence) since the 20th century. Special emphasis is given to visual rhetoric and human/animal communication. No prior knowledge of rhetoric needed. Students work on one major writing project over the course of the semester in addition to speaking intensive activities.

English 306-01WI: Digital Rhetoric
Dr. Aaron Beveridge
TR 15:30-16:45
Digital Rhetoric focuses on the circulation and design of digital artifacts in 3 primary areas: web design, social network attention, and content production (text, audio, images, video, etc.). In this course, students will design and write the content for a website to provide resources or information for/about a professional/vocational organization, a campaign/social movement, a hobby/maker area of interest, or for a creative/artistic endeavor. In other words, students will (1) produce digital content that is (2) shared through a website and (3) promoted through a social network. These pragmatic activities provide the framework for understanding rhetorical theory as it relates to digital environments, and how rhetorical theory informs the design, circulation, and attention economics of digital production.

**English 307-01: Public Advocacy and Argument**  
Dr. Heather Adams  
TR 2:00-3:15 pm

Open to all students; required in the Rhetoric and Public Advocacy Minor

Open to students in any major, ENG 307 will help you build confidence and skill in communicating about those issues that you care about. In this course you will learn how to craft more compelling and effective positions/arguments and will practice identifying and evaluating the strengths of the arguments you encounter in your daily life. As a group, we will learn about prominent advocates in the public realm (including those who YOU identify as important) and study the communication decisions they make and the speaking and writing habits we can learn from them. We will balance "traditional" argument/persuasion with other persuasive forms such as storytelling in order to consider the varied ways that public advocates can prepare to share their positions with others. Additionally, we will consider the role of self-advocacy, an important aspect of workplace communication. Our focus will remain on communication strategies, but along the way we will all learn a great deal about various advocacy issues and public advocates that are shaping our local and global communities. Course activities will include writing assignments and in-class sharing (formal and informal).

**English 310-01SI: Young Adult Lit**  
Dr. Jeanie Reynolds  
T 12:30-1:45pm

This course focuses on the critical study and evaluation of the YA genre; examination of modes and themes found in the literature; ways to write about and support your classroom choices in contemporary YA literature; strategies of effective reading; and discussion techniques for teachers. This is a speaking intensive course designed for educators which will engage students in reading, writing and discussion so that we may better understand the role of literature in our classrooms.

**English 321-01: Linguistics for Teachers**  
Dr. Nancy Myers  
TR 11:00-12:15pm

This course focuses on the power and politics of the English language in classrooms, communities, the nation, and the world. Across the semester we explore the interrelationships of language and contexts, examining such issues related to language and language learning as dialects, multilingualism, language standards and conventions (correctness/error), language stigmas and violence, language variations/varieties, gender, technology and language, oral/literate traditions, direct/indirect speech acts, etc. We investigate language structures and systems, including an understanding and application of phonology, morphology, and syntax as well as a review of school grammar and the ways it enables and silences students in English Language Arts classrooms. Daily class activities and assignments balance theory, application, and pedagogical practices.

**English 322-01WI: Teaching of Writing**
The primary focus of this course is on writing and teaching writing in the secondary English Language Arts (ELA) classroom. We will focus on the interconnected and lifelong relationship between reading and writing and use that to build pedagogic tools for working with ELA learners. This is a writing intensive course which will engage students in reading, writing, and discussion so that we may better understand the challenges faced by ELA students in the ELA classroom when they are required to write. It is my belief that teachers who actively engage in the literate processes such as writing are better able to teach those processes.

**English 324-01: Elementary and Middle Grades**  
**Dr. Jeanie Reynolds**  
**TH 14:00-15:15pm**

Principles of written discourse with a survey of techniques of teaching composition in the middle and elementary grades. Instruction in composing, editing, and criticizing written discourse. Prerequisite: and ELED majors

**English 325-01: Intermediate Fiction**  
**Dr. Holly Jones**  
**TR 11:00-12:15pm**

Continuation of introductory workshop in writing fiction for students beyond the freshman year. Prerequisite: ENG 225 or permission of instructor

**English 326-01SI: Intermediate Poetry Workshop**  
**Ms. Emilia Philips**  
**MW 2:00-3:15pm**

Continuation of introductory workshop in writing poetry for students beyond the freshman year. Prerequisite: ENG 221 or permission of instructor

**English 327-01WI, 02WI & 03WI: Writing for Professionals**  
**Mrs. Bonnie Yarborough**  
**TR 3:30pm-4:45pm**

This writing intensive course helps prepare students for writing activities typical of the kinds encountered as a professional or an entrepreneur. The assignments are designed to provide experience in writing for various workplace settings and adapting modes of communication to specific audiences for specific purposes, including business, communication, management, journalism, government, technology, media, entrepreneurship, or academics. As a practical course, it helps students develop effective communication skills required and valued by employers, including small group collaboration, problem-solving, and presentation. Examples of both formal and informal assignments include routine correspondence, ads, reports, critical analyses, peer reviews, product pitches, summaries, and a project proposal or a business model. Using business and professional scenarios and samples, the course emphasizes principles and strategies for the comprehensive writing process: drafting, revising, editing, giving and receiving extensive critique and feedback, revisions, and evaluating. Each stage engages students in the activities as well as the products of professional writers.

**English 331: Women in Lit: Dangerous Bodies**  
**Dr. Karen Kilcup**
What makes women, and their bodies, dangerous? How do male and female writers portray women differently? How do readers perceive them differently? Who decides what “dangerous” means? How do writers treat young women? Older women? Differently-abled women? Working women? Sex workers? Lovers, friends, mothers, sisters? Seeking responses to these questions, this course samples a wide range of American literary work, including Euramerican, African American, Native American, Asian American, and Latina authors. Classes will typically include some lecture but student participation and discussion will direct our focus. Representative writers: Emily Dickinson, Nathaniel Hawthorne, Kate Chopin, Alice Dunbar-Nelson, Zitkala-Sa, Stephen Crane, Maria Cristina Mena, Amy Lowell, Paule Marshall, Edith Wharton, Tillie Olsen, Sylvia Plath, Sandra Cisneros, Alice Walker, Nancy Mairs, Katharine Forrest, Marie Lu, Marilyn Hacker; various magazines (nineteenth- to twenty-first century); websites.

**English 332 English Women Writers Before 1800**

**Dr. Amy Vines**

**TR 14:00-15:15**

This class will offer students a survey of an important, though often sadly neglected, part of the English literary canon. Although we will focus on literature written by women during these early periods, we will occasionally read poems written by men in order to place these female authors in the literary and social context of their time. It is important to remember that women have never written in a vacuum — some of the most popular and influential literature written by women was composed in response to the traditions, beliefs, and suppositions of their male contemporaries. The readings for this course combine more popular or well-known material, such as Marie de France, Margery Kempe, and Mary Wollstonecraft, with lesser known yet still important works.

**English 336-01: Intro to Chaucer**

**Dr. Gary Lim**

**MWF 10:00-10:50am**

Geoffrey Chaucer’s place in the English literary canon has always been assured. Soon after his death in 1400, Chaucer’s near contemporaries hailed him as the finest poet composing in the English language and sought to imitate his style. This course is an attempt to understand why. Beyond the simple assertion that Chaucer was a gifted writer with “genius-like” qualities, how can we understand Chaucer’s accomplishment as a product and response to the complex literary, social, and political contexts that made up late 14th C. English society? We begin with Chaucer’s early works, a series of ornate dream visions, and then focus our studies on Chaucer’s masterpiece, The Canterbury Tales. In the process, we will encounter a range of genres and reflect on these works’ enduring thematic relevance to us, reading more than six centuries after their composition. We will also read critical scholarship on these texts to understand how modern literary studies interprets Chaucer. We will study Chaucer in the original Middle English but prior knowledge of Middle English is not assumed. Students will be guided towards attaining fluency in reading Chaucer’s language.

**English 339-01 & 02 Shakespeare: Early Plays & Sonnets.**

**Dr. Christopher Hodgkins**

**TR 8:00- 9:15am & 11:00-12:15pm**

**English Major: Before 1800.**

We will read and discuss nine plays (The Taming of the Shrew, Richard III, Romeo and Juliet, A Midsummer Night’s Dream, The Merchant of Venice, I Henry IV, Much Ado About Nothing, Henry V, Hamlet), beginning with selections from the Sonnets. During the semester you will write three papers—a short analysis of a sonnet; a 2-page annotation of published critical articles on a play studied; and a final research essay on a play. There will be regular reading quizzes and two exams—the first at midterm and the second (covering the latter half of the course) at the scheduled final examination time. We will emphasize close reading, scene
analysis, and oral presentation. Texts: Any well-edited, carefully annotated edition of the complete works such as Pelican, Signet, Riverside, or Norton editions, or David Bevington, ed., *The Complete Works of Shakespeare*, which I will use in class; *MLA Handbook for Writers of Research Papers*, 6th through 8th editions.

**English 357: Modernism**  
*Dr. Anthony Cuda*  
*TR 15:30-16:45*

This course is a study of the exciting, avant-garde literature of the early twentieth century, focusing on the work of writers like Marcel Proust, Virginia Woolf, Ezra Pound, T. S. Eliot, James Joyce, and others. We will also consider related innovations in visual arts and in the fields of music and dance, exploring the cubist art of Picasso and Braque, the dissonant symphonies of Stravinsky, and the explosively controversial productions Sergei Diaghilev and the Russian Ballet. The class will take as its starting point the early, striking pronouncements of Friedrich Nietzsche about art and history, and it will use them to guide a discussion of how modernist artists rethink conventional ideas about art, personality, religion, and memory.

**English 359: Contemporary Poetry**  
*Mr. Terry Kennedy*  
*TR 11:00-12:15pm*

American poetry 1945 to present. Emphasis on themes and styles, with particular attention given to chapbooks authored by UNCG alumni as well as those published by North Carolina presses.

**English 372-01/W: Early American Literature**  
*Dr. Karen Weyler*  
*TR 12:30-1:45pm*

Long before there was a United States, there was a New World in which the indigenous peoples, Europeans, and Africans interacted and intermingled, sometimes peacefully and sometimes violently. Although we will focus in English 372 on the writings of British America, we’ll begin our study of the literatures of the New World by reading European exploration writings. We’ll consider such important topics as competing models of colonialism and colonization, Native American responses to exploration and settlement, the ways in which religion shaped responses to the New World and its inhabitants, changing understandings of race, and the rise of modern nationalism. After acknowledging the contingent, contested status of Europeans in the New World, we’ll be equipped to read the texts produced by the American experience with fresh eyes, receptive to unfamiliar forms of writing such as the sermon, the captivity narrative, and the spiritual autobiography, as well as more familiar genres such as drama and the novel. Assignments will include a series of small projects in both digital and physical archives, as well as one longer research essay.

**English 373-01: American Romanticism**  
*Dr. Karen Weyler*  
*TR 14:00-15:15pm*

The Romantic era in the United States was rife with ironic contrasts: a magnificent natural landscape celebrated in literature but devastated by settlers; a self-culture movement that advised its collective followers how to become individuals; a literary culture that mourned the death of the Indian and used this grief to fuel some of its most enduring literary tropes—even as Native Americans struggled to become citizens, rather than icons; a political culture that prized individual freedom, even as it enslaved millions of African Americans and denied basic human rights to women and people of color. This course explores these contradictions in the romantic literary movement in the United States. We’ll explore romanticism as an aesthetic and ideological category that will enable us to examine literary responses to such fraught issues as slavery, labor reform, westward expansion, Indian removal, and the "woman question." Class participation and group discussions will be essential components of our class.
English 376-01WI: African American Post 1920  
Dr. Noelle Morrissette  
MWF 11:00-11:50am

This upper-level, writing intensive course provides an examination of modern and contemporary African American literature, concentrating on novels, essays, and drama, and emphasizing humor and popular culture in relation to race, gender, and sexuality. We’ll consider major historical periods of African American experiences and literary responses to them: the Depression and Realism; Black nationalism and Black Aesthetics (the Black Arts Movement), Black feminism; and the “post” Civil Rights era and post-Soul aesthetics. We’ll consider whether there are distinct male and female experiences represented in the literature we read, and consider the development of interdependent and/or distinct black male and female literary traditions over the course of the twentieth (and twenty-first) century; we’ll also probe the ways that other categories, especially class and sexuality, intersect with the category of gender, sometimes troubling the very idea that there are actually “male” and “female” experiences at all. Visual art and film may accompany the introduction of texts.

English 378-01WI: American Life- Writing: Intimate Selves  
Dr. Karen Kilcup  
W 15:30-18:30PM

Emily Dickinson famously wrote, “I’m Nobody! Who are you?” Dickinson’s words suggest how life-writing invites readers to develop relationships with authors. Those authors might seem shy (like Dickinson), boastful (like Walt Whitman), energizing (like Audre Lorde), intimate (like Marilyn Hacker), angry (like Ida B. Wells-Barnett), or funny (like Tina Fey), but they all start conversations that can open us to others’ perspectives. Our reading and listening journey will travel widely, and we will sample autobiographies, biographies, diaries, letters, journals, tribal history, speeches, poetry, and travel writing by authors with widely disparate experiences and perspectives. In addition to those mentioned above, writers may include Christopher Columbus, Anne Bradstreet, Harriet Jacobs, Abraham Lincoln, Frances Harper, Zitkala-Ša (Sioux), Charles Alexander Eastman (Sioux), Robert Frost, Edward Abbey, Elizabeth Bishop, Martin Luther King, Jr., Annie Dillard, Jamaica Kincaid, Alice Walker, Noel Perrin, Sonia Sotomayor, Barack Obama, and Lorene Cary. We will view at least one film, probably RBG. Student participation and discussion will direct our focus; students will have an opportunity to compose their own life-writing.

English 390-01WI: Writing Center Theory and Practice  
Dr. Jennifer Whitaker  
TR 9:30-10:45am

This class introduces you to the theories behind writing center practice, and prepares you to work as a consultant in our University Writing Center. In this class, we will focus on the principles of writing center theory, including writing center history, philosophy, and pedagogy, as well as training of writing center consultants and experience in teaching writing in individual or small-group sessions. This class includes a three-hour-per-week practicum in addition to class meetings. Because of the nature of this course, entry is by application and permission of instructor only.

English 391-01SI & WI: Studies in Digital Theory  
Dr. Vaughn Stewart  
TR 12:30-1:45pm

This course provides students with valuable professional development opportunities. Students will learn how to collaborate, provide and receive constructive feedback, explore principles for
digital composition, visual communication and multimodal design. Together, we will discuss what it means to effectively communicate through digital environments. This course provides the opportunity to build better public speaking and conference presentation skills. If hired for the Digital ACT Studio, it is an excellent credential for their resume. This course is Writing Intensive and Speaking Intensive. This course is by application only.

*English 401-01: Internship in English*
*Dr. Karen Wyler*
*Field*

Field experience for junior and senior English majors and minors with a newspaper or magazine publisher. Academic supervision provided by Internship Coordinator and direction in field provided by job supervisor. Prerequisite: ENGL major or minor; junior or senior standing; 3.0 cumulative GPA; recommendation of UNCG English faculty member and permission of the Internship Coordinator.

*English 402-01: Internship in English*
*Dr. Karen Wyler*
*Field*

Field experience for junior and senior English majors and minors in jobs related to English studies. Academic supervision provided by Internship Coordinator and direction in field provided by job supervisor. Prerequisite: ENGL major or minor; junior or senior standing; 3.0 cumulative GPA; recommendation of UNCG English faculty member and permission of the Internship Coordinator.

*English 493-01H: Honors Work*

*English 513-01: History of English*
*Dr. Nancy Myers*
*T 6:30-9:20pm*

Origins and development of the English language, methods of historical language study, and competing theories of linguistic change. Practical emphasis on reading and analysis of texts in Old, Middle, and Early Modern English.

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**Winter Course Description List**

*English 209-WINTER: Topics in Nonwestern Lit, Post-Colonial Development*
*Mrs. Shanna Scudder*
*Web*

Variable topics, with emphasis on regional interconnections. Offerings may include South Asian Diaspora, Comparative Indigenous Writings, Postcolonial Childhood, Afro-Caribbean Writers, and Australasian Writers.
English 327-WINTER  
Mrs. Bonnie Yarbrough  
WEB

Principles of written communication emphasizing clarity, precision, audience analysis, arrangement, and collaboration applied to a variety of professional and entrepreneurial writing tasks and workplace settings; includes elements of summaries, reports, and proposals. Prerequisite: General Education Reasoning and Discourse requirement (GRD) must already have been met; Notes: May be repeated for credit; Same as ENT 327.