### Course/Section | Course Title | Instructor | Course Description |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 6151-001 (CRN 84741)</td>
<td>TESOL Theories</td>
<td>Herron</td>
<td>An exploration of some of the major accomplishments in English literature during the 17th century, including four masterpiece works by William Shakespeare, Lady Mary Wroth, John Donne and John Milton. Works will be read in the context of their political and publishing history, with an eye towards emphasizing their aesthetic beauty and psychological complexity. Students taking this course will be asked to critically analyze original versions of the works.</td>
</tr>
<tr>
<td>ENGL 6270-001 (CRN 84743)</td>
<td>Literature and the Environment: 20th-century American</td>
<td>Feder</td>
<td>If you haven’t heard, the world isn’t just warming. It’s on fire. We will begin with the first Hollywood film about anti-Semitism, the 1947 film Gentlemen’s Agreement (an adaptation of the bestselling novel of the same title, by Laura Z. Hobson, the novel on which it’s based), moving on to Philip Roth’s Portnoy’s Complaint, Rebecca Goldstein’s The Mind-Body Problem, Jamaica Kincaid’s Lucy, and other works, including Cathleen Schine’s funny rewriting of Austin’s Sense and Sensibility. The Three Weissmanns of Westport. Along the way, we will read interviews with some of the living authors we’re reading and consider various questions of pertaining to Jewish ethnicity, religions, culture, and sustainability in relation to twentieth-century American literature (and related cinematic and theoretical texts). Students will read a variety of important works – including realism novels, postmodern fiction, science writing, and science fiction.</td>
</tr>
<tr>
<td>ENGL 6270-601 (CRN 84746)</td>
<td>Literature and the Environment: 20th-century American</td>
<td>Feder</td>
<td>If you haven’t heard, the world isn’t just warming. It’s on fire. We will begin with the first Hollywood film about anti-Semitism, the 1947 film Gentlemen’s Agreement (an adaptation of the bestselling novel of the same title, by Laura Z. Hobson, the novel on which it’s based), moving on to Philip Roth’s Portnoy’s Complaint, Rebecca Goldstein’s The Mind-Body Problem, Jamaica Kincaid’s Lucy, and other works, including Cathleen Schine’s funny rewriting of Austin’s Sense and Sensibility. The Three Weissmanns of Westport. Along the way, we will read interviews with some of the living authors we’re reading and consider various questions of pertaining to Jewish ethnicity, religions, culture, and sustainability in relation to twentieth-century American literature (and related cinematic and theoretical texts). Students will read a variety of important works – including realism novels, postmodern fiction, science writing, and science fiction. <strong>Contact <a href="mailto:putnamt16@ecu.edu">putnamt16@ecu.edu</a> if you want to register for a full section of ENGL 6270.</strong>*</td>
</tr>
<tr>
<td>ENGL 6460-601 (CRN 84751)</td>
<td>Studies in African American Literature</td>
<td>Watson</td>
<td>The Black American Literature tradition has, in the past, been largely overlooked on all levels of American education. If it has only been recently that efforts have been made to increase public and educational awareness of African Americans’ contributions to literature. This course is designed to present a few of the many, black-authored works so that a thorough and critical analysis can be made. In this course, you will learn how to read, write, and think critically so that you can read competently through either written or verbal expression. The goal of this course is to help you gain a full appreciation and understanding of the African American tradition.</td>
</tr>
<tr>
<td>ENGL 6475-601 (CRN 84754)</td>
<td>Multicultural Women’s Literatures</td>
<td>Gueye</td>
<td>Have you ever wondered what alliphones of the same phoneme and Clark Kent/Superman have in common? Have it ever occurred to you that “silly” and “sadly” have much more in common than “friendly” and “silly”? Having taken this course, you will be able to answer these and other relevant questions about English phonology, the distribution of sounds in a language and how they interact, and English morphology, the component of mental grammar that deals with types of words and how words are formed out of smaller meaningful pieces and other words.</td>
</tr>
<tr>
<td>ENGL 6526-001 (CRN 84757)</td>
<td>The Structure of English: Phonology and Morphology</td>
<td>Sudina</td>
<td>Have you ever wondered what alliphones of the same phoneme and Clark Kent/Superman have in common? Have it ever occurred to you that “silly” and “sadly” have much more in common than “friendly” and “silly”? Having taken this course, you will be able to answer these and other relevant questions about English phonology, the distribution of sounds in a language and how they interact, and English morphology, the component of mental grammar that deals with types of words and how words are formed out of smaller meaningful pieces and other words.</td>
</tr>
<tr>
<td>ENGL 6530-001 (CRN 84762)</td>
<td>Descriptive Linguistics</td>
<td>Sudina</td>
<td>This course is an introduction to the field of linguistics, provides a general overview of the study of language. Students are introduced to various subfields of linguistics including phonetics, phonology, morphology, syntax, pragmatics, first and second language acquisition, and sociolinguistics. Students examine major assumptions about language in addition to common misconceptions about language(s), people who speak those languages, and language in general. This course acquires students with the basic tools and techniques used by linguists for analyzing language and organizing principles of language.</td>
</tr>
<tr>
<td>ENGL 6625-001 (CRN 84764)</td>
<td>Teaching Composition: Theory and Practice</td>
<td>Banks</td>
<td>This course helps graduate students in English Studies to understand the complexities surrounding the teaching of writing (particularly essays and other nonfiction genres relevant to academic and public life) so that they might offer their future students the most pedagogically sound and rewarding experience with writing that they can. We take a rhetorical approach to language, writing, and culture to explore how people write and revise with key audiences in mind.</td>
</tr>
<tr>
<td>ENGL 6702-601 (CRN 84765)</td>
<td>Research Methods in Technical and Professional Communication</td>
<td>Dighton</td>
<td>This course introduces theory, methods, and ethics of conducting research in Rhetoric and Technical and Professional Communication (TPC). Students learn to conduct and evaluate research that may include rhetorical analysis, discourse analysis, historical methods, ethnography, user-centered design, document and usability testing, and others. The course seeks to prepare graduate students to engage in both semester-long and long-term research projects. Major assignments involve (1) preparing analytical presentations on two separate works of scholarship that use a methodology you’d consider employing and (2) formulating a research project proposal and research design prototype of your own.</td>
</tr>
<tr>
<td>ENGL 6715-001 (CRN 84876)</td>
<td>Foundations of Technical and Professional Communication</td>
<td>Cox</td>
<td>This course focuses on effective, ethical, responsible theories, strategies, and conceptual frameworks (TPC) (technical and professional communication) that are needed to address a variety of communication tasks across contexts. A part of how we’ll do this is through the use of emerging technologies as tools for communication.</td>
</tr>
<tr>
<td>ENGL 6721-001 (CRN 84880)</td>
<td>Technical Editing</td>
<td>Henze</td>
<td>You’ll learn principles and strategies used by editors in professional settings. You’ll develop expertise in editing print and digital documents to improve clarity, precision, integrity, substance, correctness, and style. You’ll practice techniques used by editors to work more efficiently, to produce more consistent results, and to coordinate work with others involved in the documentation process using a distributed workflow.</td>
</tr>
</tbody>
</table>
You can earn 3–6 credits in an internship field experience. Dozens of field sites and types of activity are available in the Greenville area and elsewhere. Contact the internship coordinator, Dr. Brent Henze, at TPC@ecu.edu, to discuss options that fit your goals, interests, and schedule.

Sample Texts:

- Green, E. (2013). Critical digital rhetoric and feminist new media: Women and men building a professional portfolio? If so, an internship might be the right choice for you!

Course Description

This course will survey the theoretical perspectives that have informed, currently inform, and will inform technical and professional communication (TPC) research, practice, and teaching. It will involve historical research that traces theories of TPC as well as current and future understandings of theories that inform TPC research and practice. We’ll also investigate how cultural and social contexts have always influenced TPC practices, from technological advances to the “rules of the game” to the extent we can determine them—the “geography” of an emerging discipline. We will engage in a series of projects illustrative of the kinds of work professionals in the discipline perform.

Method: The organizing principle for this course is collaborative inquiry. Scholars, both as individuals and as a community, need to know how to approach questions, how to investigate, and how to frame responses to those questions so that they contribute to an ongoing professional discourse. I will ask many of the questions that I believe are central to critical inquiry (literary, writing about books) and to understanding professional methodologies (how to do things in English). I believe that my function should not be to serve as a front of knowledge, but as an instigator and organizer; that is, someone who can help spark the inquiry, help to organize it, and respond critically to the results. As apprentice professionals, your role is to find out what you need to know to prepare yourselves professionally—to investigate and respond as individuals and as a community.

Key Theoretical Frameworks: Teaching Technical Communication in the 21st Century


Course/Section  | Course Title  | Instructor  | Course Description  | Potential Texts (bookstore will show final list)  | Scheduled
---|---|---|---|---|---
ENGL 6745-601  | Research Methods in Rhetoric, Writing, and Professional Communication  | Haywood  | This course introduces graduate students to a variety of research methods in rhetoric, writing, and professional communication. We will study the relationship between methodology and research methods, and we will examine how technical success and ethics of research. Discussions of research ethics, and discussions of research methods across the fields of rhetoric, writing, and professional communication.  | Sample Texts:
- Green, E. (2013). Critical digital rhetoric and feminist new media: Women and men building a professional portfolio? If so, an internship might be the right choice for you!  | Campus Mon/Wed 2:00–3:15pm
|  |  |  |  |  | Online

ENGL 7250-601  | Seminar in Professional Development I  | Frost  | This course supports first-year PhD students in acclimating to the rigors of doctoral studies, directs them to the field, and helps them prioritize life goals.  | N/A  | Campus Mondays 1:00–1:50pm
|  |  |  |  |  | Online

ENGL 7005-601  | Thesis Hours  | [varies]  | Master's degree students who choose to complete a thesis will take thesis hours. Students who choose a Comprehensive Assessment Project (CAP) instead of a thesis will take extra electives instead of thesis hours. Please review the registration instructions from administrative assistant Timothy Putnam or contact putnamt16@ecu.edu.  | Depends on student’s thesis/CAP topic.  | Campus or Online
|  |  |  |  |  |

ENGL 7620-001  | History and Theory of Rhetoric II  | Sharer  | We will explore key texts and concepts in the history of rhetoric since the Enlightenment, with a particular focus on 20th and 21st-Century rhetorical theories and practices that consider multiple subjectivities. Application of contemporary rhetorical theory to pedagogy and social justice work with be an emphasis.  | Materials will primarily be available online.  | Campus or Online

ENGL 7745-601  | Teaching Professional Communication  | Frost  | This course prepares students to teach an introductory undergraduate course in technical communication, including theoretical preparation and hands-on syllabus development.  |  | Campus Tues/Thurs 3:30–4:45pm

ENGL 7750-601  | Writing Public Science  | Henze  | This semester we will read, discuss, and write about several genres of “public science writing,” provisionally defined as writing that helps scientific ideas circulate across the real and perceived borders between expert and non-expert readerships for scientific, civic, social, pragmatic, and other purposes. In particular, we will consider:
- work written by professional scientists for consumption by non-specialist audiences, including segments of the public;
- work written by science writers or science journalists who are not scientists but who specialize in communicating about science;
- work that draws upon scientific findings or perspectives in the service of other rhetorical goals (e.g., to sell products, to entertain, to guide behavior, or to influence policy-making).  |  | Online

ENGL 7780-001  | Theory of Professional Communication  | Eble  | This course will survey the theoretical perspectives that have informed, currently inform, and will inform technical and professional communication (TPC) research, practice, and teaching. It will involve historical research that traces theories of TPC as well as current and future understandings of theories that inform TPC research and practice. We’ll also investigate how cultural and social contexts have always influenced TPC practices, from technological advances to the “rules of the game” to the extent we can determine them—the “geography” of an emerging discipline. We will engage in a series of projects illustrative of the kinds of work professionals in the discipline perform.

Method: The organizing principle for this course is collaborative inquiry. Scholars, both as individuals and as a community, need to know how to approach questions, how to investigate, and how to frame responses to those questions so that they contribute to an ongoing professional discourse. I will ask many of the questions that I believe are central to critical inquiry (literary, writing about books) and to understanding professional methodologies (how to do things in English). I believe that my function should not be to serve as a front of knowledge, but as an instigator and organizer; that is, someone who can help spark the inquiry, help to organize it, and respond critically to the results. As apprentice professionals, your role is to find out what you need to know to prepare yourselves professionally—to investigate and respond as individuals and as a community.

Key Theoretical Frameworks: Teaching Technical Communication in the 21st Century

- Other books and articles TBD

ENGL 8650-001  | Advanced Fiction Writing  | Whisnant  | This course is a workshop designed for people who take themselves seriously as writers of fiction. It is a continual iteration of the Intro to Fiction Writing class, and will emphasize the following skills: developing a story idea from beginning to finished draft; decoding story structure and analyzing structural strategies to your work; reading from the writer’s perspective as “stealing like an artist”; recognizing and using a half-dozen common narrative structures; understanding writing as a recursive process of rehearsal, drafting, revising, and editing; and submitting your work for publication. We’ll read and write and revise a number of flash fiction pieces using established flash forms.  | Materials will primarily be available online.  | Campus (991) Mon/Wed 3:30–4:45pm

ENGL 8665-001  | Creative Writing: Special Topics Seminar: CW as a Profession  | Thomas  | This course explores creative writing as a profession, including exploration into publication, career paths, life as a writer, the nature of creativity, and writers on the stage. This course is specifically for creative writing students; however, other students are welcome as long as they understand that alternative assignments will not be provided.  |  | Campus (991) Mon/Wed 3:30–4:45pm

Course/Section  | Course Title  | Instructor  | Course Description  | Potential Texts (bookstore will show final list)  | Scheduled
---|---|---|---|---|---
ENGL 7471-001  | Development I  | Henze  | Do you want to learn how your abilities translate to workplace settings? Practice your writing, editing, designing, and research, and other skills in the real world? Receive support and mentoring while building a professional portfolio? If so, an internship might be the right choice for you!  |  | Campus or Online

ENGL 84885  | Henze  |  | You can earn 3–6 credits in an internship field experience. Dozens of field sites and types of activity are available in the Greenville area and elsewhere. Contact the internship coordinator, Dr. Brent Henze, at TPC@ecu.edu, to discuss options that fit your goals, interests, and schedule.  |  | Campus or Online
<table>
<thead>
<tr>
<th>Course/Section</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Course Description</th>
<th>Potential Texts (bookstore will show final list)</th>
<th>Scheduled</th>
</tr>
</thead>
</table>
| ENGL 8615-001 | Seminar in Rhetorical Theory | Morse | This class is about becoming a better rhetorician by exploring disability rhetorics as embodiment, critical modality, and site of reclamation and protest in past and present moments. Our explorations will take us through rhetorical theory and theories of affect and embodiment. We may explore multimodal technologies and intersectional discourses on disability, race, gender, sexuality, and class. We will consider the topics, commonplaces, and rhetorical affordances of disability. | Possible texts:  
Tues/Thurs  
11am–12:15pm |
| ENGL 8300-001 | Seminar in Professional Development I  
1st-year PhD students | Frost | This is part 1 of 3. Each instance of ENGL 8300 is 1 credit, for 3 credits total. This course supports first-year PhD students in acclimating to the rigors of doctoral studies, orients them to the field, and helps them prioritize life goals. | N/A | Contact Dr. Frost for details: froste@ecu.edu |
| ENGL 9000-### | Dissertation or Exam Hours  
diss/exam director's permission required | varies | Doctoral students preparing for comprehensive exams or working on a dissertation will register for dissertation hours. Your advisor can guide you on the timeline for starting ENGL 9000 credits as you progress through your degree. Please review the registration instructions from administrative assistant Timothy Putnam or contact putnamt16@ecu.edu. | Depends on student's exam or dissertation topic | Campus or Online |

Note: Always check Banner for up-to-date information on course scheduling.