

Spring 2025

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Course/Section	Course Title	Instructor	Course Description	Potential Texts (bookstore will show final list)	Scheduled
ENGL 5350-001 (CRN 31847)	Special Studies in Film: The American Horror Film [crosslisted with FILM 4985-001]	Amanda Klein	[May be repeated for credit by graduate students.] The purpose of a horror film is to scare the audience. If what we see in the horror film is a reflection of our own nightmares and anxieties, then what can the history of American horror films tell us about our country's fears and anxieties? This course is a survey of the American horror film, beginning with its origins in the "creature features" of the 1930s (Frankenstein) and ending with its contemporary manifestations (Get Out and Midsommar). Specifically, this course will explore how the narrative frameworks, themes, and stylistic details of the American horror film are established, repeated, and reinvented over time, and what they reveal about the history of American fears. We will study each text individually, in the context of the horror genre and in the context of American culture.	Frankenstein (1931), Psycho (1960), Night of the Living Dead (1968), Texas Chainsaw Massacre (1974), Poltergeist (1982), Candyman (1992), The Blair Witch Project (1999), Hostel (2005), Halloween II (2009), Cam (2018), Nope (2022)	Campus Wed 6:00–8:30pm
ENGL 6250-001 (CRN 35983)	Topics in American Literature After 1865: Contemporary North Carolina Literature [crosslisted with ENGL 4230-001]	Margaret Bauer	[May be repeated for a maximum of 9 s.h. with change of topic.] As longtime editor of the <i>NC Literary Review</i> , your professor reads the newest and best fiction by North Carolina writers from across the state, and she loves introducing these writers and their works to this class. She is still developing the reading list, so stay tuned.	• Marjorie Hudson, <i>Indigo Field</i> • David Joy, <i>Those We Thought We Knew</i>	Campus Tues/Thurs 12:30–1:45pm
ENGL 6350-601 (CRN 31848)	Studies in Native American Literature: Contemporary Native American Women's Writing	Kirstin Squint	This course will explore fiction, poetry, drama, and criticism by Native American women writers of the late twentieth and early twenty-first century. We will begin with critical frameworks including tribalography, decolonial spatial restructuring/remapping, and Indigenous feminism. As we read creative texts by authors including Louise Erdrich, Joy Harjo, and LeAnne Howe, we will note the resonance of certain themes: Indigenous land claim, environmental justice, violence against Native women, and the impact of settler colonialism on languages, cultures, and gender roles.	The Round House (Erdrich); Even As We Breathe (Clapsaddle); An American Sunrise (Harjo); Evidence of Red (Howe); The Thanksgiving Play (Fasthorse); Girl Gone Missing (Rendon)	Online Asynchronous
ENGL 6360-601 (CRN 31849)	World Literature Written in English	Seodial Deena	This course provides the unique experience of a postcolonial, transnational, and multicultural perspective of the world through literary exploration of fiction and theory from British, Russian, African, Indian, South African, Latin American, Middle Eastern, and Caribbean works. We will examine diverse perspectives and portrayals of world issues and cultures; characters in a variety of social and economic situations; landscapes and environments; themes relevant to the past, present, and future; and styles ranging from traditional to modern to postmodern. Through cross-sectional references, the course intends to produce a rich and universal experience of intertextuality, interdisciplinarity, and multiculturalism. Our focus, though, will be a comparative study of the peoples and perspectives of relationship as portrayed in world literatures—with special emphasis on works from Africa, Asia, and the Caribbean.	• Dangerebanga, Tsitsi. <i>Nervous Conditions</i> . Seal Press, 1996. • Danticat, Edwidge. <i>Claire of the Sea Light</i> . Knopf, 2013 • Desai, Anita. <i>Fasting, Feasting</i> . Houghton Mifflin Company, 1999. • Ghosh, Amitav. <i>The Shadow Lines</i> . 1988. Houghton Mifflin Company, 2005. • Gordimer, Nadine. <i>The Pickup</i> . Penguin Books, 2002. • La Guma, Alex. <i>A Walk in the Night</i> . Northwestern UP, 1967. • Mernissi, Fatima. <i>Dreams of Trespass: Tales of A Harem Girlhood</i> . Basic Books, 1995. • Morrison, Toni. <i>Home</i> . Vintage, 2013. • Phillips, Caryl. <i>A Distant Shore</i> . Knopf, 2003. • Roy, Arundhati. <i>The God of Small Things</i> . Harper, 1998.	Online Asynchronous
ENGL 6370-601 (CRN 31851)	Caribbean Literature	Seodial Deena	This course explores the complex and diverse form and content and the multicultural and transnational setting of Caribbean literatures. We will explore the socio-economic, political, cultural, social, and literary dynamics of the literatures of the Caribbean. The focus will be on the central concerns of Caribbean literatures, through the exploration of the following themes: slavery, indentureship, race, class, gender, colonialism, postcolonialism, migration, history/past, change, escapism, identity crisis, displacement, fragmentation, alienation, and strong mother figure.	• Deena, Seodial Frank H. <i>Situating Caribbean Literature and Criticism in Multicultural and Postcolonial Studies</i> . Peter Lang, 2009. • Edgell, Zee. <i>Beka Lamb</i> . Heinemann, 1992. • Garcia, Cristina. <i>Dreaming in Cuba</i> . Ballantine Books, 1992. • Harris, Wilson. <i>The Palace of the Peacock</i> . Faber, 1960. • Kincaid, Jamaica. <i>Autobiography of My Mother</i> . Plume, 1997. • Mittelholzer, Edgar. <i>My Bones and My Flute</i> . Longman, 1955. • Naipaul, V. S. <i>Mimic Men</i> . Penguin, 1969. • Rhys, Jean. <i>Wide Sargasso Sea</i> . W. W. Norton, 1983. • Selvon, Samuel. <i>The Lonely Londoners</i> . Longman, 1983. • Walcott, Derek. <i>Omeros</i> . Three Continents, 1983.	Online Asynchronous
ENGL 6527-001 (CRN 31852)	The Structure of English: Syntax and Semantics	Ken Tseng	This course offers a comprehensive overview of the structure of English, focusing primarily on standard written American English and its related vernacular dialects. The approach to syntactic analysis considers the role of morphology, the internal structure of words and phrases, and semantics, the study of meaning, important to an understanding of how English works. Ultimately, students will develop analytical skills to understand how certain morphosyntactic structures are built and why native speakers accept or reject them. This course is suitable for all students interested in learning more about the underlying explanations for how English operates. The class has no prerequisites but does require lots of curiosity about language and critical minds open to analytical approaches to language study.	• Wardhaugh, R. (2003). <i>Understanding English grammar: A linguistic approach</i> . 2nd edition. Blackwell Publishing. ISBN: 0-631-23291-5 (alk. paper). ISBN: 0-631-23292-3 (pbk.: alk. paper) • Any additional required course readings will be provided on Canvas.	Campus (001) Mon/Wed 2:00–3:15pm Online (601) Synchronous Mon/Wed 2:00–3:15pm
ENGL 6527-601 (CRN 32072)	[crosslisted with LING 3740-001]				
ENGL 6531-601 (CRN 31854)	TESOL: Methods and Practicum [crosslisted with LING 4740-001]	Mark Johnson	This course links the theory and practice of teaching English to speakers of other languages. Students will learn about approaches, methods, techniques, and strategies for teaching English as a second language (ESL) and/or English as a foreign language (EFL) at various educational levels, develop teaching materials, observe ESL teachers' instruction, and practice/continue teaching ESL.	• Brown, H. D., & Lee, H. (2015). <i>Teaching by principles. An interactive approach to language pedagogy</i> (4th ed.). NJ: Pearson Education. • Larsen-Freeman, D., & Anderson, M. (2011). <i>Techniques & principles in language teaching</i> (3rd ed.). Oxford: Oxford University Press.	Online Asynchronous
ENGL 6575-001 (CRN 31856)	Special Topics in Literature: Romanticism Now! [crosslisted with ENGL 4530-001]	Brian Glover	[May be repeated for credit.] In this course we'll consider the Romantic Period (1789–1832) as a time of political, social, and technological change that produced some major classics of English-language writing. We'll also consider what those works can do for us now. What does "revolution" mean in the age of #MeToo and #MAGA? What does "solitude" mean in the age of social media? What does "imagination" mean in the age of AI? What does "nature" mean in the Anthropocene?	Poems by William Wordsworth, Samuel Taylor Coleridge, Anna Laetitia Barbauld, Felicia Hemans, and others; fiction by Jane Austen and Ann Radcliffe; contemporary writing by Neil Gaiman, Brandon Brown, Rachel Feder, and more!	Campus Mon 6:00–8:30pm
ENGL 6700-601 (CRN 31858)	Information Design and Production	Erin Clark	Students will study methods for transforming complex information into accessible, compelling, and rhetorically appropriate formats. From artificial intelligence to ethics, this course will take on the ways we approach designing information in a variety of contexts. By the end of this course, students will not only have a strong theoretical foundation in information design but also practical skills to produce user-centric communication solutions.	The Information Design Handbook (Visocky O'Grady)	Online Asynchronous
ENGL 6740-### (CRN #####)	Internship in Technical and Professional Communication	Brent Henze	[Instructor permission required for registration.] Do you want to learn how your abilities translate to workplace settings? Practice your writing, editing, design, research, and other skills in the real world? Receive support and mentorship while building a professional portfolio? If so, an internship might be the right choice for you! You can earn 3–6 credits in an internship field experience. Many field sites and types of activity are available, including remote internship placements. Contact the internship coordinator, Dr. Brent Henze, at TPCIntern@ecu.edu to discuss options that'll fit your goals, interests, and schedule.	N/A	Campus or Online
ENGL 6741-### (CRN #####)					
ENGL 6740-### (CRN #####)	Internship in Technical and Professional Communication	Lyra Thomas	[Instructor permission required for registration.] Graduate students in English, Graphic Design, Communications, and other relevant degree programs may contact the managing editor, Lyra Thomas, at thomasaly24@ecu.edu about interning with the <i>North Carolina Literary Review</i> , either in person for daily staff experience or for working with the editor remotely on a special project.	No texts, but familiarity with <i>NCLR</i> is encouraged: explore the website at https://nclr.ecu.edu/ .	Campus or Online
ENGL 6741-### (CRN #####)					
ENGL 6840-001 (CRN 31869)	Advanced Poetry Writing [crosslisted with ENGL 4840-001]	John Hoppenthaler	[Graduate students may repeat for a maximum of 9 s.h.] This graduate/advanced undergraduate level course provides advanced instruction in the writing of poetry and poetic practice. The course content includes the discussion of essays, reviews, and two collections of poetry, with the main emphasis being on the workshoping of poems in class.	All Its Charms by Keetje Kuipers, Postscripts by Renee Nicholson	Campus Thurs 6:00–8:30pm

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ENGL 6850-001 (CRN 31878)	Advanced Fiction Writing [crosslisted with ENGL 4850-001]	Rebecca Bernard	[May be repeated for a maximum of 9 s.h.] Advanced fiction is designed to build on the principles of craft developed in Intro to Fiction. This semester, in addition to traditional workshop, we will spend the semester examining how time functions in short fiction, looking at classical interpretations of fictional time as well as those on the experimental end which make us question the nature of time itself. Beyond your workshop stories, you will experiment with narratives spanning seconds, hours, and millennia.	Joan Silber's <i>The Art of Time in Fiction</i>	Campus Tues 6:00–8:30pm
ENGL 7000-### (CRN #####)	MA Thesis Hours	[varies]	[Thesis director's permission required for registration.] 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 7465-601 (CRN 31879)	Folklore: Urban Legends	Andrea Kitta	[May be repeated for credit.] In this class, we'll be studying urban legends and conspiracy theories, including their origins, content, and effect on society.	<ul style="list-style-type: none"> Tom Mould's <i>Overthrowing the Queen, Telling Stories of Welfare in America</i> Bill Ellis' <i>Lucifer Ascending</i> The special issue of the <i>Journal of American Folklore</i> on Fake News Diane Goldstein's <i>Once Upon a Virus</i> 	Online Asynchronous
ENGL 7620-001 (CRN 31880)	History and Theory of Rhetoric II	Wendy Sharer	This course explores approaches to the study of rhetoric and writing from the 20th and 21st centuries, with particular attention to the intersections of race, gender, class, and sexuality as created by and manifested in those approaches.	<ul style="list-style-type: none"> Glenn, Cheryl. <i>Rhetorical Feminism and this Thing Called Hope</i>. Southern Illinois UP, 2019. ISBN 978-0-8093-3694-4 Hsu, Jo. <i>Constellating Home: Trans and Queer Asian American Rhetorics</i>. Ohio State UP, 2022. ISBN: 978-0-8142-5845-3 Martinez, Aja. <i>Counterstory: The Writing and Rhetoric of Critical Race Theory</i>. NCTE, 2020. ISBN: 978-0-8141-0878-9 	Campus Tues/Thurs 3:30–4:45pm
ENGL 7702-601 (CRN 31881)	Research Methods in Empirical Inquiry	Desiree Dighton	This course focuses on understanding and developing rigorous research methodologies for technical communication and rhetorical studies research. By surveying a variety of established and emerging methodological approaches, students will develop a project-based research design within their area of interest. Students should expect to conduct and test a prototype version of their designed study, one that adapts established social-science, empirical, and data-driven methodological modes to the unique expertise and priorities of rhetorical studies and technical communication.	<ul style="list-style-type: none"> Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Sixth Edition, John W. Creswell & J. David Creswell, 320 pages October, 2022 SAGE Publications, Inc Case Study Research in the Digital Age, 1st Edition, John R. Gallagher, Sage Publications, 2024 	Online Asynchronous
ENGL 7712-601 (CRN 31882)	Grant and Proposal Writing	Brent Henze	In this intensive, project-driven course, you'll work with a client to produce a complete grant application for a real client. Along the way, you'll learn all phases of the grant development process, including planning, researching, writing, reviewing, and editing. You'll also cultivate the relational, analytical, and decision-making skills necessary to lead a grant development team. The course focuses on grant-seeking for non-profits and other organizational contexts. However, students may find the course to be good preparation for research grant-seeking as well.	Miner & Miner (2016), <i>*Proposal Planning and Writing,*</i> 6th ed.	Online Asynchronous
ENGL 7770-601 (CRN 31883)	New Media and Digital Literacies	Will Banks	In this course, we explore theories of new media while practicing strategies for evaluating and creating our own multimedia projects. Special focus will be on how new media are functioning in professional contexts, from social media marketing/campaigns to more typical work communication and presentation of information, to the impact that various generative AI tools are having on the creation and proliferation of new media. No previous tech experience required.	<ul style="list-style-type: none"> Bolter, <i>Digital Plenitude: The Decline of Elite Culture and the Rise of New Media</i> Brock, <i>Distributed Blackness: African American Cybercultures</i> Gee, <i>What Video Games Have to Teach Us About Learning and Literacy</i> Steele, <i>Digital Black Feminism</i> 	Online Asynchronous
ENGL 7780-001 (CRN 31884)	Theory of Professional Communication	Matt Cox	Introduction to theoretical perspectives behind technical and professional communication and writing studies. We will also explore the relationships of these topics within the field of rhetoric and writing studies as well as how they relate to other fields (in particular: critical theory, gender studies, queer theory, philosophy, critical race theory, etc.). The major focus of our readings and discussions will be on conversations in the late 20th and early 21st Centuries (though we may visit/revisit disciplinary boundaries and works going back much further).	<i>Key Theoretical Frameworks: Teaching Technical Communication in the Twenty-First Century</i> (Eds: Angela M. Haas and Michelle F. Eble)	Campus Mon 6:00–8:30pm
ENGL 7790-601 (CRN 31885)	Public Interest Writing: Crisis and Risk Communication	Erin Clark	This course focuses on writing for the public interest, broadly construed. We will begin with an inquiry into public intellectualism—what it means for rhetoric, composition, and technical communication, and how it is often taken up. Students will either take on a client project or opt for a theoretical engagement (term paper) with public interest writing.	<i>Power to the Public: The Promise of Public Interest Technology</i>	Online Asynchronous
ENGL 7950-601 (CRN 31886)	Issues in Teaching Composition	Nikki Caswell	[May be repeated for a maximum of 6 s.h. with a change of topic.] We will explore one of the more time intensive activities in composition courses: responding to student writing.	<i>Reconstructing Response to Student Writing, A National Study from across the Curriculum</i>	Online Asynchronous
ENGL 8300-001 (CRN 31887)	Seminar in Professional Development II	Michelle Eble	[This is part 2 of 3. Each instance of ENGL 8300 is 1 credit, for 3 credits total.] [Requires admission to the PhD program or consent of the program director.] 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.	[TBD]	Contact Dr. Eble for details: eblem@ecu.edu
ENGL 8615-001 (CRN 31888)	Seminar in Rhetorical Theory: Black Feminist Rhetorics	Constance Haywood	[May be repeated for maximum of 6 s.h.] [Requires admission to the PhD program or consent of the program director.] This course approaches rhetorical theory from a Black feminist position, primarily focusing on the rhetorical practices of African American women and their intellectual traditions. Looking at the ways Black women have used writing, speech, and numerous other practices to build arguments, communicate, and make meaning in the world, this course engages students with a rhetorical theory that forwards/values community-building, resistance/survival, and on-going critiques of cishetero, patriarchal, capitalist, and colonial ways of knowing.	[TBD]	Campus Mon/Wed 2:00–3:15pm
ENGL 9000-### (CRN #####)	PhD Exam or Dissertation Hours	[varies]	[Exam/Disseration director's permission required for registration.] 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