

## 1st Summer Session 2024

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

Course/Section	Course Title	Instructor	Course Description	Potential Texts (bookstore will show final list)	Scheduled
ENGL 6360-601 (CRN 40461)	World Literature Written in English	Gueye	This graduate course will focus on literature around the world from the twentieth century to the present. It emphasizes studying and considering the literary, cultural, and human significance of interesting works of Western and non-Western literary traditions. A major goal of this course is to facilitate an understanding of the works in their cultural/historical contexts and of the enduring human values that unite the different literary traditions. The course's approach gives special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.	<ul style="list-style-type: none"> <li>Ninh, Bao. The Sorrow of War</li> <li>Gordimer, Nadine. July's People</li> <li>Allende, Isabel. The House of the Spirits</li> <li>Suzak, Markus. The Book Thief</li> <li>Adichie, Chimamanda Ngozi, Purple Hibiscus</li> <li>Edwidge Danticat, Create Dangerously</li> </ul>	Online Asynchronous
ENGL 6450-601 (CRN 40462)	Studies in World Indigenous Literatures: Literature of the Fourth World	Squint	This course will explore oral narratives, poetry, fiction, and non-fiction produced by Indigenous or "Fourth World" writers. "Fourth World" is a term that came into widespread use following the formation in the 1970s of the World Council of Indigenous Peoples (WCIP) to identify Indigenous nations existing within First and Third World nation-states and build a global presence and solidarity. The increasingly visible global presence has been accompanied by cultural resurgence and burgeoning literary and artistic production.	<ul style="list-style-type: none"> <li>I, Rigoberta Menchu: An Indian Woman in Guatemala (Menchu)</li> <li>Kiss of the Fur Queen (Highway)</li> <li>The Marrow Thieves (Dimaline)</li> <li>Indigenous Pacific Islander Eco-Literatures (Jetnil-Kajiner, Kava, and Perez, eds.)</li> <li>[amot] (Perez)</li> </ul>	Online Asynchronous
ENGL 6480-601 (CRN 40463)	LGBTQ+ Theories and Literatures	Banks	This summer, explore award-winning queer novels by writers who are pushing the boundaries of storytelling. We will take an intersectional approach to examine how queer-of-color authors are building worlds that center complex and shifting identities and experiences.	<ul style="list-style-type: none"> <li>Cemetery Boys, by Aiden Thomas</li> <li>Edinburgh, by Alexander Chee</li> <li>The Summer We Got Free, by Mia McKenzie</li> <li>Only This Beautiful Moment, by Abdi Nazemian</li> </ul>	Online Asynchronous
ENGL 7705-601 (CRN 40464)	Ethical Issues in Professional Communication	Cox	This course is designed to help develop an understanding of both of ethics and ethical concerns generally and specifically to understand how ethics and ethical issues operate within the professional/applied spaces and disciplinary/academic spaces of technical and professional communication. As a six-week summer session online course, you will be expected to keep up with the heavy quick-paced reading, writing, and production.	<ul style="list-style-type: none"> <li>Ethics in Technical Communication. The Allyn &amp; Bacon Series in Technical Communication by Dombrowski. Allyn and Bacon.</li> <li>'I Do This for Us': Thinking Through Reciprocity &amp; Researcher-Community Relationships by Constance Haywood. Digital Rhetoric Collaborative</li> <li>Rachels: The Elements of Moral Philosophy.</li> <li>Colton, J. S., &amp; Holmes, S. A social justice theory of active equality for technical communication. Journal of Technical Writing and Communication.</li> <li>"Euphemisms and Ethics: A Language-Centered Analysis of Penn State's Sexual Abuse Scandal" by Lucas and Fyke.</li> <li>"Decolonizing decoloniality: considering the (mis)use of decolonial frameworks in TPC scholarship" by Cana Uluak Itchuaqiyaq and Breeanne Matheson.</li> </ul>	Online Asynchronous
ENGL 7975-601 (CRN 40465)	Developmental English in the Two-Year College	Morse	This course will focus on concepts, issues, and approaches related to the teaching of developmental English in the two-year college. It will incorporate study of the definition and characteristics of writing and the writing / composing process. Students will gain a familiarity with the field of Composition Studies (Composition and Rhetoric), specifically basic writing.	[TBD]	Online Asynchronous

## 2nd Summer Session 2024

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Course/Section	Course Title	Instructor	Course Description	Potential Texts (bookstore will show final list)	Scheduled
ENGL 6460-601 (CRN 60300)	Studies in African American Literature	Watson	The Black American Literature tradition has, in the past, been largely overlooked on all levels of education. 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 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 respond 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.	<ul style="list-style-type: none"> <li>The Norton Anthology of African American Literature (3rd ed.). Eds. Henry Louis Gates and Nellie McKay</li> <li>The Color of Water by James McBride</li> <li>Race Matters by Cornel West</li> <li>Uncle Tom's Children by Richard Wright</li> <li>The Third Life of Grange Copeland by Alice Walker</li> <li>Reckoning with Our Roots by Joan Wynne</li> </ul>	Online Asynchronous
ENGL 7005-601 (CRN 60301)	Research Methods in Literary and Cultural Studies	Deena	<p><b>Purpose:</b> This course serves as a professional orientation for graduate students of multicultural and transnational literatures, organized around the types of research in which professionals in the field are engaged. We will explore the historical development of multicultural/transnational literature as a field, analyze exemplary and foundational pieces of criticism, and familiarize ourselves with the terminology, theoretical positions, outlets for publication, and 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 types of work professionals in the discipline perform.</p> <p><b>Method:</b> The organizing principle for this course is collaborative inquiry. Scholars, both as individuals and as a community, need to know how to ask productive 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 bibliography (literally, 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 fount 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.</p>	[TBD]	Online Asynchronous
ENGL 7721-601 (CRN 60302)	Managing Editing and Publication Processes	Kain	This course offers a broad view of editing as a profession and focuses in particular on editors as communication project managers. Through readings and case studies, we'll consider theory and practice of project management, the position of communication groups within organizations, and the responsibilities of group managers/editors within and outside the groups they manage. Participants will also learn about the roles of editors in various contexts including work groups, organizations, small presses, and publishing houses.	MANAGING WRITERS : A REAL WORLD GUIDE TO MANAGING DOCUMENTATION BY HAMILTON, RICHARD L. ISBN-13: 9780982219102; other readings provided.	Online Asynchronous
ENGL 7960-601 (CRN 60303)	Methods of Teaching English in the Two-Year College	Sharer	This course focuses on teaching writing (and the very closely related area of reading) in the two-year college, with particular attention to the needs and interests of the diverse students who attend community colleges and to preparing those students looking to transfer to four-year institutions. You will also have the opportunity to learn more about other courses (literature, creative writing, business writing, etc.) that are important components of English departments in community college settings.	<ul style="list-style-type: none"> <li>Giordano, Hassel, Heinert, and Phillips. Reaching All Writers: A Pedagogical Guide for Evolving College Writing Classrooms. Utah State UP, 2023. ISBN: 978-1-6462-536-5.</li> <li>Sullivan and Toth, eds. Teaching Composition at the Two-Year College: Background Readings. Bedford/St. Martins, 2017. ISBN 978-1-319-02257-0</li> </ul>	Online Asynchronous

# Fall 2024

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ENGL 5350-001 (CRN 84939)	Special Studies in Film: Trash Cinema and Taste  [crosslisted with FILM 4980-001]	Klein	[May be repeated for credit by graduate students.] Though most film studies courses strive to provide students with the accepted canon of "quality films" like Citizen Kane and Casablanca, this course is focused on those texts existing on the margins of good taste: "trash cinema." As a course on film aesthetics we will discuss what qualities categorize a film alternately as trash—as "bad," "low brow" or "cult"—and how taste cultures and taste publics are established. We will discuss why certain films are believed to have "cultural capital" and why and how trash cinema rewrites the rules about which films are worth watching.  <b>TRIGGER WARNING:</b> Nearly every film screened in this course contains at least one of the following elements: • full-frontal (and often pointless) nudity • graphic violence and unrealistic gore • bizarre sex acts with humans • bizarre sex acts with animals [yes, the animal was hurt during the making of this particular movie] • offensive and foul language • images of incest, rape and sexual assault • coprophagia (eating of poop) • overtly misleading claims • painfully regressive views on race, gender and sexual orientation  The offensiveness of these films, in terms of their aesthetics, content, skill-level, etc. is central to the work of this course, which is to understand what it means for a movie to be considered "trash." Therefore, unlike in other courses I teach, I cannot offer substitutions for films on the syllabus. The point is the offensiveness. If you think it will be triggering to watch, study, and discuss the above content, this is not a course you should take.	• Freaks (1932, Tod Browning) • The Room (2003, Tommy Wiseau) • Reefer Madness (1936, Louis J. Gasnier) • Bad Girls Go to Hell (1965, Doris Wishman) • 2000 Maniacs (1964, Herschell Gordon Lewis) • Sweet Sweetback's Baadasssss Song (1971, Melvin Van Peebles) • Magic Mike XXL (2015, Gregory Jacobs)	Campus Tues/Thurs 2:00–3:15pm
ENGL 6340-601 (CRN 84940)	Ethnic American Literature	Squint	The class examines multi-ethnic fiction and memoir of the U.S. South, exploring themes of racial conflict, internalized racism, Indigeneity, settler colonialism, border crossings, and diasporic community building. We will consider theoretical lenses including the new southern studies, borderlands, the tropical sublime, and tribalogy. The texts we read will represent a diversity of subject matters including North Carolina food culture, werewolves, hurricanes, road trips, and police brutality.	• Bitter in the Mouth (Truong) • Hell of a Book (Mott) • Salvage the Bones (Ward) • Shell Shaker (Howe) • Mongrels (Jones) • Caramelo (Cisneros)	Online Asynchronous
ENGL 6380-601 (CRN 84941)	Studies in African Literature: Movement and Circulation in African Literature	Gueye	This graduate course will focus on literature written from Africa and by Africans, broadly understood. Using works of fiction, we will look closer at how African women writers from different socio-cultural backgrounds, communicate their understanding and vision of their multiple locations, sometimes in displacement. Through interdisciplinary approaches, the course will examine issues of tradition, colonialism, independence, poverty, war, immigration, race, gender, and sexuality.	• Changes: A Love Story, Ama Ata Aidoo • Purple Hibiscus, Chimamanda Adichie • Nervous Conditions, Tsitsi Dangarembga • Woman at Point Zero, Nawal Al Sadaawi	Online Asynchronous
ENGL 6460-601 (CRN 84942)	Studies in African American Literature	Watson	The Black American Literature tradition has, in the past, been largely overlooked on all levels of education. 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 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 respond 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.	• The Norton Anthology of African American Literature (3rd ed.). Eds. Henry Louis Gates and Nellie McKay • The Color of Water by James McBride • Race Matters by Cornel West • Uncle Tom's Children by Richard Wright • The Third Life of Grange Copeland by Alice Walker • Reckoning with Our Roots by Joan Wynne	Online Asynchronous
ENGL 6485-601 (CRN 84943)	Disability Studies Theories and Literatures	Kitta	[TBD]	[TBD]	Online Asynchronous
ENGL 6526-001 (CRN 84944)	The Structure of English: Phonology and Morphology  [crosslisted with LING 3730-001]	Sudina	Have you ever wondered what allophones of the same phoneme and Clark Kent/Superman have in common? Has it ever occurred to you that "softly" 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.	• Applied English Phonology, 4th Edition, by Mehmet Yavas; ISBN: 978-1-119-55744-9 • Morphology: A Distributed Morphology Introduction, by Jeffrey P. Punske; ISBN: 978-1-119-66783-4	Campus Tues/Thurs 12:30–1:45pm
ENGL 6528-601 (CRN 84945)	TESOL: Theories and Principles  [crosslisted with LING 4710-601]	Johnson	TESOL: Theories and Principles introduces undergraduate and graduate students to theories of second language acquisition (SLA). Over the course of the semester, we will compare first language (L1) and second language (L2) acquisition and the factors that impact the process of language learning/language acquisition.	• Lightbown, P. M., & Spada, N. (2013). How languages are learned (4th ed.). Oxford: Oxford University Press. • Ellis, R. (2015). Understanding second language acquisition (2nd ed.). Oxford: Oxford University Press.	Online Asynchronous
ENGL 6530-001 (CRN 84946)	Descriptive Linguistics  [crosslisted with LING 3750-001]	Johnson	Descriptive Linguistics is an introduction to the field of linguistics, providing a general overview of the study of language from a linguistic perspective. Students are introduced to various sub-fields of linguistics including phonetics, phonology, morphology, syntax, pragmatics, psycholinguistics, and sociolinguistics. While exploring these sub-fields, students examine major assumptions about language in addition to common misperceptions about particular languages, people who speak those languages, and language in general.	• Dawson, K., & Phelan, M. (Eds.). (2016). Language Files (12th ed.). Columbus, OH: The Ohio State University Press.	Campus Mon/Wed/Fri 11:00–11:50am
ENGL 6575-001 (CRN 84947)	Special Topics in Literature: Comics and Graphic Novels  [crosslisted with ENGL 4530-001]	Parille	[May be repeated for credit.] [TBD]	[TBD]	Campus Mon/Wed 3:30–4:45pm
ENGL 6625-001 (CRN 84948)	Teaching Composition: Theory and Practice	Sharer	[TBD]	[TBD]	Campus Tues/Thurs 11am–12:15pm
ENGL 6702-601 (CRN 84949)	Research Methods in Technical and Professional Communication	Dighton	[TBD]	[TBD]	Online Asynchronous
ENGL 6715-601 (CRN 84950)	Foundations of Technical and Professional Communication	Cox	This course focuses on effective, ethical, responsible theories, strategies, and conceptual knowledge within 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.	• Technical Communication 13th Edition. Mike Markel & Stuart Selber • Various provided PDFs	Online Asynchronous
ENGL 6721-601 (CRN 84951)	Technical Editing	Henze	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.	• Rude, Carolyn & Angela Eaton (2011). Technical editing; • Chicago manual of style. 17th ed. (2017) [Available for free via Joyner Library Online]	Online Asynchronous
ENGL 6740-### (CRN #####)	Internship in Technical and Professional Communication	Henze or Bauer	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!	N/A	Campus or Online
ENGL 6741-### (CRN #####)	[instructor's permission required for registration]		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 <a href="mailto:TPCIntern@ecu.edu">TPCIntern@ecu.edu</a> to discuss options that'll fit your goals, interests, and schedule.		
ENGL 6850-001 (CRN 84956)	Advanced Fiction Writing  [crosslisted with ENGL 4850-001]	[TBD]	[May be repeated for a maximum of 9 credits.] [TBD]	[TBD]	Campus Tues 6:00–8:30pm
ENGL 6868-001 (CRN 84957)	Advanced Creative Nonfiction Writing  [crosslisted with ENGL 4860-001]	Thomas	[May be repeated for a maximum of 9 s.h. with a change in topic.] [TBD]	[TBD]	Campus Thurs 6:00–8:30pm



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<b>ENGL 7000-###</b> (CRN #####)	Thesis Hours  [thesis director's permission required]	[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 <a href="mailto:putnamt16@ecu.edu">putnamt16@ecu.edu</a> .	Depends on student's thesis/CAP topic.	Campus or Online
<b>ENGL 7005-601</b> (CRN 84958)	Research Methods in Literary and Cultural Studies	Deena	<b>Purpose:</b> This course serves as a professional orientation for graduate students of multicultural and transnational literatures, organized around the types of research in which professionals in the field are engaged. We will explore the historical development of multicultural/transnational literature as a field, analyze exemplary and foundational pieces of criticism, and familiarize ourselves with the terminology, theoretical positions, outlets for publication, and 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 types of work professionals in the discipline perform.  <b>Method:</b> The organizing principle for this course is collaborative inquiry. Scholars, both as individuals and as a community, need to know how to ask productive 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 bibliography (literally, 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 fount 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.	<ul style="list-style-type: none"> <li>• Wide Sargasso Sea, Jean Rhys</li> <li>• Exit West, Mohsin Hamid</li> <li>• The Color Purple, Alice Walker</li> <li>• Native Son, Richard Wright</li> </ul>	Online Asynchronous
<b>ENGL 7365-601</b> (CRN 84959)	Selected Topics in MTL: Synonymy of Multiculturalism & Postcolonialism through Globalization	Deena	[May be repeated for credit.] This course is designed to engage students in an international and intercultural discourse towards the enhancement of global and multicultural understanding, especially in a postcolonial and postmodern context. Through cross-cultural teaching, learning, and references the course intends to produce a rich and universal experience of intertextuality, interdisciplinarity, and multiculturalism. Texts, films, documentaries, lectures, discussions, and Nobel Speeches will be used to enhance the learning experience, especially in the areas of global cultures and worldviews.	<ul style="list-style-type: none"> <li>• Achebe, Chinua. Things Fall Apart. 1959. Anchor Books, 1994.</li> <li>• Gordimer, Nadine. The Pickup. 2001. Penguin Books, 2002.</li> <li>• Hamid, Mohsin. The Reluctant Fundamentalist. Oxford UP, 2007.</li> <li>• Lahiri, Jhumpa. The Namesake. Houghton Mifflin, 2003.</li> <li>• Mukherjee, Bharati. Desirable Daughters. Trade Paperback, 2003.</li> <li>• Naipaul, V. S. Magic Seeds. Alfred A. Knopf, 2004.</li> <li>• Phillips, Caryl. Foreigners. Alfred A. Knopf, 2007.</li> </ul>	Online Asynchronous
<b>ENGL 7605-001</b> (CRN 84961)	Discourse Analysis	Caswell	[TBD]	[TBD]	Campus Mon 6:00–8:30pm
<b>ENGL 7745-601</b> (CRN 84962)	Teaching Professional Communication	Eble	Teaching Professional Communication introduces theories and instructional strategies for teaching technical and professional communication (TPC) in various contexts, from universities to organizations. Foundational to this course is a commitment to social justice and community engagement approaches to teaching technical and professional communication. It incorporates rhetorical theory with an emphasis on audience analysis, user-centered design, and ethics while emphasizing that communication practices are socially-situated. The course emphasizes the knowledge and skills necessary to teach TPC courses including course design, assessment methods, project parameters, textbook selection, and technology tools.	<ul style="list-style-type: none"> <li>• AI and Writing (<a href="https://broadviewpress.com/product/ai-and-writing/">https://broadviewpress.com/product/ai-and-writing/</a>)</li> <li>• Others TBD</li> </ul>	Online Asynchronous
<b>ENGL 7755-601</b> (CRN 84963)	Health and Medical Rhetorics	Clark Frost	[TBD]	[TBD]	Online Asynchronous
<b>ENGL 8300-001</b> (CRN 84964)	Seminar in Professional Development I [1st-year PhD students]	[TBD]	[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. Clark for details: <a href="mailto:froste@ecu.edu">froste@ecu.edu</a>
<b>ENGL 8600-001</b> (CRN 84965)	Seminar in Writing Studies and Pedagogy  [PhD students only, unless approved by dept.]	Banks	[May be repeated for maximum of 6 s.h.] [TBD]	[TBD]	Campus Tues 6:00–8:30pm
<b>ENGL 8780-001</b> (CRN 84966)	Seminar in Professional Communication  [PhD students only, unless approved by dept.]	Cox	[May be repeated for maximum of 6 s.h.] This course will look at intersectional rhetorics and the social justice turn in technical and professional writing studies especially as it relates to the last five years and an increasingly changing and hostile environment in the global and national landscapes of education. We will engage current and new texts in the fields of TPC and writing studies and rhetoric and will also engage with guest scholars and current technologies and controversies/topics.	<ul style="list-style-type: none"> <li>• Equipping Technical Communicators for Social Justice Work: Theories, Methodologies, and Pedagogies - Walton and Agboka</li> </ul>	Campus Mon/Wed 2:00–3:15pm
<b>ENGL 9000-###</b> (CRN #####)	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 <a href="mailto:putnamt16@ecu.edu">putnamt16@ecu.edu</a> .	Depends on student's exam or dissertation topic.	Campus or Online