

Fall Course Descriptions 2026

| Instructor | Subject | Session Offered | Time | Attributes | Title | Description | Texts |
|----------------------|------------------------------|-----------------|---------------|-------------------|---|---|---|
| Anna Froula | ENGL 1500-001 (CRN 81420) | Fall | MWF 1300-1350 | GE:HU | Topics in Words, Images, and Ideas: Taylor's Version | I don't know how it gets better than this. Using Taylor Swift's career as a focal point, we'll explore a range of topics within contemporary media cultures, including star studies, poetry and lyricism, fan studies, girlhood, and parasocial relationships. We'll analyze the texts of her songs along with the paratexts of her music videos, acting roles, documentaries, and public appearances. | Various Taylor Swift music videos: Miss Americana (Netflix, 2020) Taking on Taylor Swift (CNN, 2023) Shut Up and Sing (Barbara Kopple and Cecilia Peck, 2006) Taylor Swift: The End of an Era (Disney, 2025) |
| David Wilson-Okamura | ENGL 2000-001 (CRN 81421) | Fall | MWF 1100-1150 | GE:HU, WI | Poetry by Women | This course has a syllabus and a schedule, but there's no message, program, or even progression. These are just five women authors that I've wanted to teach for a long time, to admire their craft and learn from their wisdom. | We'll probably read works by Emily Dickinson, Sylvia Plath, Audre Lorde, Louise Glück, and Mary Oliver. |
| Ken Parille | ENGL 2000-002 (CRN 81422) | Fall | TR 1100-1215 | WI | Interpreting Literature | A survey of crime and horror stories. | |
| Laureen Tedesco | ENGL 2076-001 (CRN 81427) | Fall | MW 1400-1515 | GE:HU, WI, FAD | Revolutionary American Texts | In this Foundations of American Democracy course, we will explore founding documents of U.S. democracy with creative and nonfiction texts of the colonial, early Republic, and pre-Civil-War periods to discover ongoing conversations about liberty, equality, religion, participation, and race. We'll follow those conversations into the twentieth century by pairing political expressions such as Martin Luther King Jr.'s "Letter from Birmingham Jail" with literature and TV shows engaging those ideas. | Christopher Columbus, Letter of Discovery John Winthrop, A Modell of Christian Charity Harriet Jacobs, Incidents in the Life of a Slave Girl Cherokee Memorials Langston Hughes, "Mother to Son" and "I Too" First episode of Sesame Street (1969) |
| Margaret Bauer | ENGL 2230-001 (CRN 81430) | Fall | TR 1100-1215 | GE:HU | Southern Literature | Are you "southern"? Have you moved to "the South" to attend ECU? Explore southern culture via literature by "Southern" writers. We read mostly short fiction from 19th to 21st century Southern literature that reflects the history and culture of the region. You will be assigned to write short responses to passages or prompts to demonstrate their developing critical reading skills. Opportunities to revise these responses then allow you to demonstrate your developing critical writing skills. | Short fiction by Charles Chesnutt, Kate Chopin, William Faulkner; David Joy's novel The Line that Held Us |
| Gera Miles | ENGL 2260-001 (CRN 81431) | Fall | TR 1100-1215 | GE:HU , EE:DL | Trippin' the Afro-Fantastic: Explorations in Afrofuturism and Afrosurrealism | What does the future look like when Black creators imagine it? This course explores Afrofuturism and Afrosurrealism through film, television, comics, music, and literature from Africa and the African Diaspora. We examine how artists remix history, confront trauma, and build bold futures where Black life is thriving and expansive. Students analyze imagination as a tool for resistance, identity, and world-building across time. | |

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| Helena Feder | ENGL 2480-001 (CRN 81432) | Fall | MW 1400-1515 | GE:HU | Science Fiction | This course is a survey of key works of twentieth and twenty-first-century science or speculative fiction, a genre with an important history and increasingly important future. Kim Stanley Robinson argues it is the realism of our times; we will consider AI, outer space, and life right here on Earth in the distant and immediate future. | Isaac Asimov, I, Robot Philip K. Dick, Do Androids Dream of Electric Sheep? Robert A. Heinlein, The Unpleasant Profession of Jonathan Hoag Ursula K LeGuin, The Word for World is Forest Soylent Green Blade Runner The AI Dilemma Arrival |
| Helena Feder | ENGL 2480-001 (CRN 81432) | Fall | MW 1400-1515 | HU | Science Fiction | Kim Stanley Robinson argues that science fiction is the realism of our times. We will ask one big question throughout this course: how do these writers and film makers think about technological utopianism? We'll consider key works, how they're informed by science, and how they imagine or critique forms power. | Isaac Asimov, I, Robot Philip K. Dick, Do Androids Dream of Electric Sheep? Ted Chiang, "The Story of Your Life" Emmett Rensin, "A Brief History of AI Psychosis" (PDF) They Live The AI Dilemma Arrival |
| Andrea Kitta | ENGL 2570-601 (CRN 81433) | Fall | Online Async Async | GE | The Supernatural | In this class, we'll look at supernatural belief traditions and what they mean to us. | David Hufford's The Terror that Comes in the Night Diane Goldstein, Sylvia Grider, and Jeanie Banks Thomas' Haunting Experiences Jeannie Banks Thomas' Putting the Supernatural in Its Place |
| John Hoppenthaler | ENGL 2815-001 (CRN 81434) | Fall | TR 1400-1515 | GE:FA | Introduction to Creative Writing | Offers an introduction to creative writing in three genres—poetry, fiction, and creative non-fiction—and to practice in basic foundations: image, metaphor, line, form, sound, plot, characterization, and voice. Its focus is on literary genres as they appear on the page. The course acknowledges important relationships between creative writing and literary critique and explication by requiring students to read, analyze, discuss, and write about creative literature. | The Portable MFA in Creative Writing (available online for free). all texts provided free of charge. |
| John Hoppenthaler | ENGL 2815-002 (CRN 81435) | Fall | TR 1530-1645 | GE:FA | Introduction to Creative Writing | Offers an introduction to creative writing in three genres—poetry, fiction, and creative non-fiction—and to practice in basic foundations: image, metaphor, line, form, sound, plot, characterization, and voice. Its focus is on literary genres as they appear on the page. The course acknowledges important relationships between creative writing and literary critique and explication by requiring students to read, analyze, discuss, and write about creative literature. | The Portable MFA in Creative Writing (available online for free). all texts provided free of charge. |

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| Amber Thomas | ENGL 2815-003 (CRN 81436) | Fall | MW 1400-1515 | GE:FA | Introduction to Creative Writing | Students will develop creative writing skills through active participation in individual projects, group discussions, and the study of poetry, fiction, and creative nonfiction. Students will deepen their understanding of the elements of craft and broaden the resources available to them in creative writing. Using strategies that real writers use to produce works of fiction, poetry, and creative nonfiction, this course will guide students to uncover their unique creative perspectives and what they want to express through their writing in a supportive environment. | |
| Brian Glover | ENGL 3010-001 (CRN 81438) | Fall | TR 1230-1345 | N/A | History of British Literature, 1700-1900 | In this course, you'll explore (arguably) the two most important centuries in the development of English literature, and some of the best individual English-language works as well. As you read poetry, drama, and both fictional and non-fictional prose, you'll learn to think about works of art both as timeless human expressions and as parts of historically specific technological and social structures. | Alexander Pope, "An Essay on Criticism"; Daniel Defoe, _Robinson Crusoe_; Jane Austen, _Pride and Prejudice_; Major poems of William Blake, William Wordsworth, and John Keats. |
| Wendy Sharer | ENGL 3030-601 (CRN 81439) | Fall | Online Async Async | WI | Intro to Rhetorical Studies | ENGL 3030 explores rhetoric as part of the things we encounter in our everyday lives, including advertising, clothing, websites, social media, memes, exhibits, and even the Canvas site for the course. First, we'll gain a better understanding of what "rhetoric" means today and how that meaning derives from the past. From there, we'll apply rhetorical principles to the study of current-day texts and use those principles to improve our own writing. | |
| Marianne Marianne | ENGL 3070-001 (CRN 81441) | Fall | MWF 1200-1250 | GE:HU | Shakespeare: Histories | Shakespeare's English history plays are the original Game of Thrones. They raise big questions: about power, politics, good (and bad) government, revolution, violence, war, family bonds, performance and playacting... Together, we'll explore three of the history plays, considering how they both transport us into the past and speak to issues that are important to us in the present. No knowledge of the Wars of the Roses or English history necessary; these are historical fictions, not documentaries! | Richard III, Richard II, Henry IV Part 1 |
| Reginald Watson | ENGL 3260-001 (CRN 81442) | Fall | MW 1530-1645 | WI | History of African American Literature | 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 the African American contributions to literature. This course is designed to present a few of many black-authored works so that a thorough and critical analysis can be made. | Narrative of the Life of Frederick Douglass: An American Slave Written by Himself Their Eyes Were Watching God Zora Neale Hurston Native Son Richard Wright Beloved Toni Morrison The Water Dancer Ta-Nehisi Coates Black Voices: An Anthology of Afro-American Literature Chapman (optional) A Turbulent Voyage Floyd W. Hayes, III |

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| Maramé Gueye | ENGL 3280-001 (CRN 81443) | Fall | TR 0930-1045 | Gen Ed | African Literature | This course is an introduction to African literary practices. Starting from the art of storytelling, poetry, myths, legends, witticisms, and so on, to the contemporary novel, the course will examine how African literature has evolved from oral and aural forms to written ones. Another aspect we will investigate is how African socio-political, religious, economic, and cultural experiences have influenced literary works. | Purple Hibiscus, Chimamanda Adichie We Need New Names, NoViolet Bulawayo The River Between, Ngugi Wa Tchiongo |
| David Wilson-Okamura | ENGL 3600-001 (CRN 81444) | Fall | MWF 1300-1350 | GE:HU | Classics from Homer to Dante | Not just an essential background for modern literature, these three authors -- Homer, Virgil, and Dante -- will give you images and ideas to think with for the rest of your life. | Homer's Odyssey; Virgil's Aeneid; Dante's Divine Comedy (Inferno, Purgatorio, Paradiso) |
| Constance Haywood | ENGL 3810-601 (CRN 81445) | Fall | Online Async Async | N/A | Advanced Composition | In this class, students will explore writing, rhetoric, and composition as on-going practices of resistance. Looking into a number of texts (e.g., books, narratives, journal articles, music, social media writing, etc.), this course engages students with a rich history of writing and rhetorical practice and approaches said practices as methods of existing, surviving, and 'pushing back' in the world. Through the semester, students will practice their own composing within this framework. | Klassen, S., Kingsley, S., McCall, K., Weinberg, J., & Fiesler, C. (2022). Black lives, green books, and blue checks: Comparing the content of the negro motorist green book to the content on black twitter. Proceedings of the ACM on Human-Computer Interaction, 6, 1-22. https://doi.org/10.1145/3492846 Royster, J. J. (2000). Traces of a stream: Literacy and social change among african american women. University of Pittsburgh Press. Williams-Farrier, B. J. (2016). Signifying, narrativizing, and repetition: Radical approaches to theorizing african american language. Meridians (Middletown, Conn.), 15(1), 218-242. https://doi.org/10.2979/meridians.15.1.12 |
| Erin Clark | ENGL 3820-601 (CRN 81448) | Fall | Online Async Async | WI | Scientific Writing | This course asks students to consider the situated nature of scientific writing and to practice engaging in scientific writing for various purposes. We will examine theories, methodologies, and ideologies that provide the foundation for scientific writing with an eye to practicing both critique and imitation of scientific styles. | Writing in the Sciences (provided) |
| John Hoppenthaler | ENGL 3840-001 (CRN 81449) | Fall | TR 1230-1345 | N/A | Introduction to Poetry Writing | An introduction to poetry and basic contemporary poetic practice, focusing poetry's architecture (shape, line breaks, structure), its movement within that architecture (flow), and how content happens. The course focuses on literary poetry as it appears on the page and moving students beyond vague, mistaken or outdated notions of what literary poetry is or does and into an understanding of poetry's mechanisms and potential to matter in contemporary society. | 2 recent collections of contemporary poetry. All other texts will be provided at no charge. |
| Rebecca Bernard | ENGL 3850-001 (CRN 81450) | Fall | TR 1400-1515 | N/A | Intro to Fiction Writing | Enjoy inventing characters? Curious about the strange world we inhabit? Love to imagine What ifs? Feeling that creative itch? Intro to Fiction Writing is a course designed to teach you the basics of crafting fiction through exploration, experimentation, and practice. Over the semester, we'll read a selection of contemporary short stories, and then you'll have the chance to write and workshop your own stories, with plenty of emphasis on wordplay along the way. | |

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| Desiree Dighton | ENGL 3870-601 (CRN 81451) | Fall | Online Async Async | WI | Introduction to Editing & Publishing | This course introduces editing and publishing as professional practice across industries. Students learn editorial standards, workflows, and ethics while collaborating in editorial teams to produce real-world publications in literary, medical/scientific, and workplace contexts. Projects use free downloadable software for text and images. No prior tech experience required—curiosity and willingness to learn digital tools expected. Asynchronous with required synchronous group work. | Amy Einsohn & Marilyn Schwartz, <i>The Copyeditor's Handbook</i> Carol Fisher Saller, <i>The Subversive Copy Editor</i> Various other readings posted on Canvas |
| Laureen Tedesco | ENGL 3950-001 (CRN 81472) | Fall | MWF 1100-1150 | GE: HU | Literature for Children | This face-to-face English course focuses on attentive reading of recent and classic literature for children ages 4 to 14, with emphasis on works with a journey motif. We will read award-winning picture books, an historical/fantasy novel, a graphic novel, several family stories, a sports novel in verse, and a poetry collection. The culturally diverse reading list includes works by African-American and Latino authors and features characters of color and differently abled characters. | <i>The Apothecary</i> by Maile Meloy <i>Last Stop on Market Street</i> by Matt de la Peña <i>Joyful Noise: Poems for Two Voices</i> by Paul Fleischman <i>Shouting at the Rain</i> by Linda Mullaly Hunt <i>The Crossover</i> by Kwame Alexander <i>Mexikid</i> by Pedro Martin |
| Ken Parille | ENGL 3950-002 (CRN 81473) | Fall | TR 1400-1515 | N/A | Literature for Children | A survey of literature for children. | |
| Brian Glover | ENGL 4120-001 (CRN 81474) | Fall | TR 1530-1645 | WI | Eighteenth-Century Literature: The Rise Of The Novel | In this class we'll ask some big questions about the most important literary artform of the modern era: what is a novel? Where did it come from? Why did people in the English-speaking world start writing novels around the end of the 17th or the beginning of the 18th century? Why are early novels so very, very weird? We'll read three novels, and a few shorter fictions, by Daniel Defoe, Eliza Haywood, Samuel Richardson, Henry Fielding, Jane Barker, and other early masters of the form. | Daniel Defoe, <i>_Moll Flanders_</i> ; Samuel Richardson, <i>_Pamela_</i> ; Henry Fielding, <i>_Tom Jones_</i> ; Eliza Haywood, <i>_Love in Excess_</i> ; Jane Barker, <i>_A Patch-Work Screen for the Ladies_</i> |
| Kirstin Squint | ENGL 4340-601 (CRN 81475) | Fall | Online Async Async | EE: DL, WI | Ethnic American Literature: Multi-Ethnic Literature of the U.S. South | The class examines multi-ethnic fiction and poetry 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, and road trips. | <i>Bitter in the Mouth</i> (Truong) <i>Salvage the Bones</i> (Ward) <i>Poet Warrior</i> (Harjo) <i>Mongrels</i> (Jones) <i>Woman Hollering Creek</i> (Cisneros) <i>Anna in the Tropics</i> (Cruz) |
| Rebecca Bernard | ENGL 4850-001 (CRN 81476) | Fall | Tues. 1800-2030 | N/A | Advanced Fiction Workshop: Structure & Form | Advanced fiction builds on principles developed in Intro to Fiction. This semester alongside traditional workshop we will explore the lens of structure in short fiction. Imagine a story in three acts, one act, backwards? How about a choose your own adventure, a spiral, a rhombus? What happens when traditional structures explode? Through a dynamic set of readings, craft essays, and weekly exercises, students will play and experiment with many formal and experimental modes of structuring fiction. | <i>Meander, Spiral, Explode: Design and Pattern in Narrative</i> by Jane Alison |

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| Amber Thomas | ENGL 4860-001 (CRN 81477) | Fall | Mon. 1800-2030 | N/A | Advanced Creative Nonfiction Writing | Students will develop creative writing skills in memoir and personal essay with a focus on forms that fall under the creative nonfiction umbrella, like personal essay, travel essay, lyric essay, the essay of place, flash essay, and some hybrid forms. Students will explore the stories that are important in their lives and discover how to research and present these experiences through imaginative writing. Students will share their writing with peers in workshop. | |
| Constance Haywood | ENGL 4885-601 (CRN 81478) | Fall | Online Async Async | N/A | Digital Writing | This class focuses on the theory, analysis, and production of digital texts. Students will read extensively about how writing in digital spaces happens and what changes in digital composition may mean for our current and our future. More specifically, this class will apply a modern, feminist lens to the study of digital writing and work to improve students' understanding of how digital writing technologies impact the way people compose to communicate, commune, resist, and even heal. | Alexander and Rhodes (What Do We Mean By Digital Writing and Rhetoric) Knight-Steele, C. - Digital Black Feminism Eyman (2015) - Introduction to Digital Rhetoric: Theory, Method, Practice Schaller and Wolf - Digital Composition and Multimodal Texts - https://louis.pressbooks.pub/englishcomp2/chapter/8-3-digital-composition-multimodal-texts/ |
| Margaret Bauer | ENGL 4890-002 | Fall | N/A | WI | Internship: North Carolina Literary Review | (1st Semester) [With Instructor Approval] Students majoring/minoring in English, Communication, Graphic Design, and Marketing would benefit from an internship with ECU's award-winning NC Literary Review. Interns schedule 10 hours/week around their class/work schedule. No experience necessary, just strong writing skills; no set number of interns; applying to be an NCLR intern is not a competition but about whether you have a strong work ethic. More information here: https://nclr.ecu.edu/our-staff/student-staff-opportunities . | N/A |
| Margaret Bauer | ENGL 4891-002 | Fall | N/A | WI | Internship: North Carolina Literary Review | (2nd Semester) [With Instructor Approval] Students majoring/minoring in English, Communication, Graphic Design, and Marketing would benefit from an internship with ECU's award-winning NC Literary Review. Interns schedule 10 hours/week around their class/work schedule. No experience necessary, just strong writing skills; no set number of interns; applying to be an NCLR intern is not a competition but about whether you have a strong work ethic. More information here: https://nclr.ecu.edu/our-staff/student-staff-opportunities . | |

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| Laureen Tedesco | ENGL 4951-601 (CRN 81481) | Fall | Online Async | GE: HU, WI | Advanced Topics in Children's and Young Adult Literature: Mirror Texts from the Golden Age and Present Day | In this synchronous Online Async seminar, we'll read British and American works of children's literature from 1860 to 1920, the "Golden Age of Children's Literature" alongside contemporary texts with similar concerns: The hometown stories of Little Women and Tom Sawyer with Kwame Alexander's The Crossover, Robert Louis Stevenson's colonialist A Child's Garden of Verses with Grace Nichols' postcolonial Come on into My Tropical Garden, and Alice's Adventures Underground with The Phantom Tollbooth. | Louisa May Alcott's Little Women W. E. DuBois and Jessie Fawcett's Harlem Renaissance magazine The Brownies' Book Robert Louis Stevenson, A Child's Garden of Verses Grace Nichols, Come on into my Tropical Garden Norbert Juster, The Phantom Tollbooth Mark Twain, Tom Sawyer |
| Amanda Klein | FILM 2900-001 (CRN 81483) | Fall | TR 0930-1045 | HU | Introduction to Film Studies | The goal of this course is to "introduce" you to the broad field of film studies, including formal analysis, genre studies, film history and theory. By the end of the semester you will have the basic critical tools necessary for understanding and analyzing the language of motion pictures. Ideally, this course will enable you to not only gain a richer understanding of the films you watch but also the television shows, videos, commercials, & other media you encounter on a daily basis. | Do the Right Thing (1989, Spike Lee), The Virgin Suicides (1999, Sofia Coppola), Aftersun (2022, Charlotte Wells), Superfly (1972, Gordon Parks, Jr), My Old Ass (2024, Megan Park), The Substance (2024, Coralie Fargeat) |
| Amanda Klein | FILM 2900-002 (CRN 81485) | Fall | TR 1230-1345 | HU | Introduction to Film Studies | The goal of this course is to "introduce" you to the broad field of film studies, including formal analysis, genre studies, film history and theory. By the end of the semester you will have the basic critical tools necessary for understanding and analyzing the language of motion pictures. Ideally, this course will enable you to not only gain a richer understanding of the films you watch but also the television shows, videos, commercials, & other media you encounter on a daily basis. | Do the Right Thing (1989, Spike Lee), The Virgin Suicides (1999, Sofia Coppola), Aftersun (2022, Charlotte Wells), Superfly (1972, Gordon Parks, Jr), My Old Ass (2024, Megan Park), The Substance (2024, Coralie Fargeat) |
| Amanda Klein | FILM 3900-001 (CRN 81486) | Fall | TR 1100-1215 | N/A | American & International Film History Part I | This course is a survey of the major films, genres, regulatory bodies & economic structures that defined American and international cinema from 1895 through WWII. Students will study the major technological and social changes in film history as well as formal, narrative and rhetorical choices made by the individual films and filmmakers. Students will end the semester by creating their own original Wikipedia entry about early film history. | Within Our Gates (1920, Oscar Micheaux), Der Letzte Mann [The Last Laugh](1924, F.W. Murnau), The Crowd (1928, King Vidor), The Lady Vanishes (1938, Alfred Hitchcock), La Règle du jeu [The Rules of the Game] (1939, Jean Renoir), Ukikusa monogatari [A Story of Floating Weeds](1934, Yaujiro Ozu) |
| Anna Froula | FILM 4980-001 (CRN 81488) | Fall | MW 1400-1515 | Counts toward the film theory cognate of the film studies minor | 21st-Century Film Aesthetics | We will study various films made in this century in our quest to define aesthetics in the 21st Century. This is also a hands-on course on the academic video essay. Students will learn to "write" with moving images and sounds after studying existing video scholarship. We will be following the Middlebury College methods and resources to learn how to edit video in Adobe Premiere. | 28 Days Later... (Danny Boyle, 2002) Civil War (Alex Gardner, 2024) Sinners (Ryan Coogler, 2025) Roma (Alfonso Cuarón, 2018) BlackKklansman (Spike Lee, 2018) Crouching Tiger, Hidden Dragon (Ang Lee, 2000) |

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| Cameron Eigner | LING 2710-001 (CRN 81489) | Fall | MWF 1000-1050 | NA | English Grammar | English Grammar (LING2710) is a descriptive grammar course that provides students with a linguistic framework to analyze language broadly and the English language specifically. The framework students learn can be used to analyze varieties of English, including Standard American English, from various perspectives (e.g., psychology, anthropology, education). The course emphasizes the systematic nature of language and how analyzing varieties of English can help us understand how language is used. | Max Morenberg, Doing Grammar 5th Edition |
| Olga Muranova | LING 2740-601 (CRN 81490) | Fall | Online Async | Foundation/Humanities credit and GE Social Sciences designation | Language in the USA | This course demonstrates a linguistic perspective on the emergence of American English in North America, specifically within the context of the many languages heard in what is today called the United States. It also discusses several varieties and dialects of American English. In addition, the course presents certain issues related to language usage, language variation, linguistic pluralism, and its implications in the United States and its territories. | Wolfram, W., & Shilling, N. (2015). American English: Dialects and Variation (Language in Society) (3rd ed.). Wiley Blackwell. (Required) Baker-Bell, A. (2020). Linguistic Justice. Black Language, Literacy, Identity, and Pedagogy. Routledge. (Recommended) Wardhaugh, R., & Fuller, J. M. (2021). Introduction to Sociolinguistics (8th ed.). Wiley-Blackwell. (Recommended) |
| Mark Johnson | LING 3750-001 (CRN 81491) | Fall | MW 1530-1645 | N/A | Introductory Linguistics | Introductory 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. | Dawson, K., & Phelan, M. (Eds.). (2016). Language Files (12th ed.). Columbus, OH: The Ohio State University Press. |
| Lida Cope | LING 3760-001 (CRN 81493) | Fall | TR 1100-1215 | N/A | N/A | The course introduces prospective speech and hearing clinicians to the methods and techniques of linguistic analysis, especially applied to the phonological, morphological and syntactic structure of English. | Klammer, T. P., Schulz, M. R., & Volpe, A. D. (2013). 7th edition. Analyzing English grammar. New York: Pearson/Longman. 9780205252527 (the text may change) |
| Mark Johnson | LING 4710-601 (CRN 81492) | Fall | Online Async | N/A | TESOL: Theories and Principles | TESOL: Theories and Principles introduces students to theories of second language acquisition (SLA) and second language learning. We will compare first language and second language acquisition and the factors that are thought to impact the process of language learning/language acquisition. | Lightbown, P. M., & Spada, N. (2021). How languages are learned (5th ed.). Oxford: Oxford University Press. |
| Carla Pastor | ETHN 2001-001 (CRN 81482) | Fall | TR 1530-1645 | N/A | Introduction to Ethnic Studies | This course explores race and ethnicity in the United States through the examination of personal experiences and scholarly research to develop a critical understanding of multicultural society. Students engage with questions about race, ethnicity, and perception while examining how these concepts shape identity. The course also fosters global understanding by providing opportunities to learn about diverse cultures while sharing perspectives on American culture. | |

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| Thomas Herron | ENGL 2000-601 (CRN 81423) | Fall | Online Async | N/A | Interpreting Literature: Monsters Within and Without | English 2000 is an exploration of literary genres and techniques, understood through study of modern British literature written in the English language. These texts can teach us about the history of our language, the development of literary aesthetics, themes and genres. They also give us valuable insight into the cultures and individuals who created them. The course theme is MONSTERS. What are they? Where do they come from? Reality? Our imaginations? Individuals? Society? How does literature create them, and how do they reflect who we are as both individuals and as social beings? | |
| Thomas Herron | ENGL 2000-601 (CRN 81424) | Fall | Online Async | N/A | Interpreting Literature: Monsters Within and Without | English 2000 is an exploration of literary genres and techniques, understood through study of modern British literature written in the English language. These texts can teach us about the history of our language, the development of literary aesthetics, themes and genres. They also give us valuable insight into the cultures and individuals who created them. The course theme is MONSTERS. What are they? Where do they come from? Reality? Our imaginations? Individuals? Society? How does literature create them, and how do they reflect who we are as both individuals and as social beings? | |
| Thomas Herron | ENGL 2100-601 (CRN 81428) | Fall | Online Async | N/A | Major British Authors: The Wonderful Sonnet and Other Lyric Poems | This course surveys the history and uses of lyric poetry by British authors over centuries, with a focus on the sonnet. The course will begin by studying the sonnet's Italian and French roots (in translation) and their strong influence on famous sonnet sequences and other lyric poetry from the Renaissance. The course will then explore later famous uses of the form. Our online teaching format includes recorded lectures and Virtual Reality platforms. British and Irish authors studied include Locke(?), Sidney, Spenser, Shakespeare, Wroth, the Brownings, the Rossettis, Yeats, and more. | |
| Michelle Eble | ENGL 3050-601 (CRN 81440) | Fall | Online Async | WI | Intro to Info Design | This course explores how information design shapes attention and communication. Students will learn to capture and sustain attention through visual rhetoric, data visualization, and human-centered design principles and to transform complex data into clear, compelling visuals using industry tools. No prior design or technology experience needed. Ideal for students pursuing careers in tech comm, user experience, or content design—but all majors welcome. | All texts will be provided to you in this course. |