

English Department Course Descriptions – Summer 2013
www.ksu.edu/english/courses

ENGL 100 Expository Writing 1

Section A: MTWUF 9:50-10:50; Section B: MTWUF 11:00-12:00; Section D: MTWUF 12:10-1:10--Staff

Courses meet 10 June 10 – 2 August. Introduction to expressive and informative writing. Frequent discussions, workshops, and conferences. Offers extensive practice in the process of writing: getting ideas, drafting, analyzing drafts, revising, and editing.

ENGL 200 Expository Writing 2

Section A: MTWUF 8:40-9:40; Section B: MTWUF 9:50-10:50; Section C: MTWUF 11:00-12:00; Section D: MTWUF 12:10-1:10 – Staff

Courses meet 10 June 10 – 2 August. Introduction to writing persuasively. As with ENGL 100, uses discussion, workshops, and conferences, and emphasizes the writing process.

ENGL 220 Fiction Into Film

Sect. A: MTWUF 10:30-11:50—Abby Knoblauch

Course meets 28 May – 5 July. Have you ever heard someone say, "The book is always better than the movie"? Well, let's find out. In this course, we'll read short stories and novels and watch the film versions, talking about why writers and directors might have made the choices that they did. When you finish the course, you will be able to use specific film and literary terminology in order to win the "which is better" argument. Readings and viewings will include *Rita Hayworth and Shawshank Redemption*, *Fight Club*, *Watchmen*, and at least one more to be determined text. Assignments will include a terms quiz and two brief essays. Students will also make an original film adaptation. Students will view films for the course outside of class.

ENGL 231 Medieval/Renaissance Humanities

Sect. A: MTWUF 9:50-11:50—Michael Donnelly

Course meets 8 July – 2 August. An introductory survey of some significant developments in the literature, history, philosophy, art, and music of Western Europe, with emphasis on Italy, France, England, and Germany, from the end of the Ancient World to the beginning of the seventeenth century: the course will examine selected landmarks of art and culture in an attempt to understand the character and contributions of the European mind and spirit in the Medieval period and the Renaissance. Requirements: one or two hour exams; identification and comment on slides and musical selections, and a final examination. English 231 is a Primary Texts course. It will also satisfy either the Western Humanities or the Literary/Rhetorical Arts requirements.

ENGL 270 American Literature (non-majors)

Sect. A: MTWUF 9:50-11:50—Lisa Tatonetti

Course meets 10 June – 5 July. "Passion and Change in American Identities" offers a wonderful, but intense, four-week trip through American literature. We'll look at the ways American identities are imagined through the short story. We'll read classic fiction of Jack London and W.D. Howells, who will introduce us to the passionate voices of the U.S. working class and the rising war fever of the American middle class at the turn of the nineteenth century. We'll visit the American South for the gothic fiction of Flannery O'Conner, William Faulkner, and Zora Neale Hurston, where there will be murder most foul. We'll look at the outspoken literature of the Civil Rights era and the Vietnam Conflict and conclude the class with contemporary short stories that highlight the fragmentation and change that marks late twentieth and early twenty-first century texts. Along the way, we will laugh, discuss, debate, and write about both the texts and contexts we study. Requirements include: engaged participation, daily attendance, reading quizzes, group presentation, and exams. Email: Dr. Tatonetti tatonett@ksu.edu with any questions.

ENGL 350 Introduction to Shakespeare

Section A: MTWUF 9:50-11:50—Don Hedrick

Course meets 8 July – 2 August. Why is Shakespeare said to be so great? To help answer this question, we will read, study, and especially discuss selected Shakespearean tragedies, comedies, histories, and romances, with a view toward appreciating Shakespeare's "radical imagination" and artistry. We'll attend to Shakespeare's expressive language by "close-reading" passages, to his unforgettable characters, to his theatricality in moving from "page to stage," and to his historical context and contemporary relevance. Responsibilities include short quizzes and exercises and group projects, two short papers, and two exams.

ENGL 355 Literature for Children

Section A: MTWUF 2:30-4:30--Anne Phillips

Course meets 10 June – 5 July. Permission obtained from English Department, ECS 108, beginning Monday, 11 March 2013. Arranged by genre, this section of Literature for Children is designed to provide an introductory familiarity with children's literature, and to view that literature with some critical perspective. The course includes units on picture books, folk and fairy tales, myths and archetypes, poetry, fantasy, realism, and mystery/detective fiction, among others. Requirements may include reading quizzes, a picture project/essay and one additional project/essay, a midterm and a final exam. Enrollment is by permission only. Priority is given to junior and senior Elementary Education majors, who should have passed a college-level literature course prior to taking this one; spaces gladly given to non-Education majors if available.

ENGL 390 Fable and Fantasy

Section A: MTWUF 12:10-1:30--Robin Mosher

Course meets 28 May – 5 July. In this course we'll read some of the old tales, but our focus will be on the modern, often complex retellings of those old stories. We'll read a short collection of well-known fairy tales; a range of short fables; five theory articles; selections from *The Complete Fairy Tales* by George MacDonald; *The Hobbit* by J.R.R. Tolkien; *Stardust* by Neil Gaiman; *The Princess Bride* by William Goldman; and *The Book of Lost*

Things by John Connolly. Class discussion is an important component in this student-centered class. Course requirements—in addition to the reading—include several 1-page papers, two essays, and a class presentation.

ENGL 395 Editing

Course meets 20 May – 7 June (Interession). An editor is an editor is an editor. This is not completely true. After a manuscript is accepted, it begins quite a journey and gets introduced to many different types of editors, all wrangling the text in a different way and doing their part to take the manuscript from draft to finished book. This class will take a manuscript and edit it. Students will get the chance to wear the hats of developmental editors, assistant editors, copyeditors, and proofreaders. Assignments will include text analysis at all levels of editing, reflective essays, and quizzes.

ENGL 415 Written Communication for Engineers

Sect. A: MTWUF 9:00-10:20--Marcella Reekie; Sect. B: MTWUF 3:10-4:30--Roger Friedmann

Courses meet 28 May – 5 July. Restricted to juniors and seniors in the College of Engineering. English 415 prepares engineering students to gather, use, and present technical information in a professional setting. To that goal, it guides students to understand the importance and rhetorical context of writing, to develop systematic and sound research techniques, to construct/select and integrate visuals and other document design elements, to produce several written genres typical in engineering work environments, to develop editing skills, and to make effective oral presentations.

ENGL 417 Written Communication for the Workplace

Sect. A: MTWUF 9:00-10:20—Anna Goins

Course meets 28 May – 5 July. Permission obtained from English Department, ECS 108, beginning Monday, 11 March 2013. ENGL 417 studies the writing processes and genres that are commonly used in professional workplaces. Students learn to analyze rhetorical situations and learn the function, design, and writing of such documents as resumes, business correspondences, promotional materials, procedural instructions, reports, and proposals. Students will complete reading, research, writing, and presentation assignments as well as participate in class discussions and activities.

ENGL 495 English Internship

Section A: TBA – Karin Westman

Department consent required. Choice between research and professional writing internships. A research internship works with English professor on semester-long research project. A professional writing intern works with a community organization or other external office to develop written and other materials on behalf of that entity. For further directions on how to apply, see http://www.k-state.edu/english/courses//English_Independent_Study_Application.pdf.

ENGL 599 Special Research in English

Section A: TBA – Karin Westman

Department consent required. Individual investigation in authors, genres, periods of literature, or language. Background of preparation needed for investigation undertaken.

ENGL 660: Readings in Major Authors: Spenser and Milton

Sect. A: TU 2:00-5:115—Kim Smith

This is a Major Authors course for people who can't make up their minds. Edmund Spenser and John Milton are arguably, after Shakespeare, the two most influential writers of the English Renaissance. Each is great in his own way. Each is an important figure in the literary canon. And each is someone that you should read. In this course we'll be dividing the summer term between Spenser's *Faerie Queene* and Milton's *Paradise Lost*, offering a close and detailed exposure to what makes each of these poems so important, and so entertaining. There will be sin, of course, and faith, sex and religion, politics and human nature, and some of the finest imaginative writing in the English literary canon. The work will likely include two papers, a midterm, a final, and a great deal of class discussion.

ENGL 710 Dystopias – classic and YA/contemporary

Section A: MW 2:00-5:15—Carol Franko

Course meets 28 May – 5 July. We will explore the genre of dystopian fiction with one of our goals being to put young adult dystopian novels in relation to late 19th and 20th century classics of the genre. We'll study a few theoretical and critical 'maps' of the ideologies and didactic programs of dystopian fiction. We'll pay attention to the game-like elements of the genre and to its typical plots and its method of abstractive modeling of social experience. We'll consider how a young adult orientation for dystopian fictions may affect their delivery of dystopian features. Required work for students will likely include quizzes, short response pieces, an analytical essay (about 8 pages), participation in leading discussion, and a final exam. Required texts will include a Course-pack with critical materials and about eight novels selected from the following: H. G. Wells, *The Time Machine* (1895); Aldous Huxley, *Brave New World* (1932); George Orwell, *Nineteen Eighty-four* (1949); Lois Lowry, *The Giver* (1993); Octavia E. Butler, *Parable of the Sower* (1993); M. T. Anderson, *Feed* (2002); Scott Westerfeld, *Uglies* (2005); Suzanne Collins, *The Hunger Games* (2008); Veronica Roth, *Divergent Book 1* (2011).

ENGL 799 Problems in English

Section A: TBA – Staff

Department consent required. Independent study in major authors, genres, and periods of English and American literature and language. Requisites Pr.: Background of courses needed for problem undertaken.

ENGL 899 Research in English

Section A: TBA – Staff, Department consent required.