

English Department Course Descriptions Summer 2005

ENGL 251 Introduction to Literature (Non-Majors)

Section A: MTWUF 10:20-12:20, 5 July - 29 July--C. Franko

This introductory course in literature is designed for students not majoring in English. The primary goals of the course are 1) to expose you to a variety of literary texts in the genres of fiction, poetry, and drama; 2) to provide you with a vocabulary for analyzing literature; 3) to develop your skill, confidence and enjoyment as a reader of literature. Written assignments include quizzes, homework answers, two exams, and one essay.

ENGL 270 American Lit. (Non-Majors)

Section A: MTWUF 1:00-3:00, 6 June - 1 July--D. Hall

This course, which can count as a Primary Text course, will be a general introduction for non-majors to several of the most important works in American literature. Because this is an introductory course, no prior knowledge of the texts or contexts is assumed. None of the specialized vocabulary of the English major is required for this course. The aims of the course are to have students enjoy and understand the literature itself, but also to learn why they are considered important, why they are so often taught in high school. Close attentive reading of the literature on an everyday basis is expected. Some of the works are Benjamin Franklin's *Autobiography*, Nathaniel Hawthorne's *The Scarlet Letter*, Stephen Crane's *Maggie: A Girl of the Streets*, F. Scott Fitzgerald's *The Great Gatsby*, and J. D. Salinger's *The Catcher in the Rye*. Reading quizzes and class participation will be important. Students will not write a long paper but will write several two-page responses to prompts; a response will be due approximately every six class meetings.

ENGL 320 The Short Story

Section A: MTWUF 10:20-12:20, 6 June - 1 July--L. Chakrabarti

Students will learn to appreciate and critique literary short stories from different cultures and countries around the world. We will start the semester by reading stories that reflect the cultural diversity of the United States of America. We will read mainstream American short stories as well as African American stories, Native American stories, Asian American stories, Asian Indian American stories, and Hispanic American stories. Later in the semester we will read stories from Canada, Australia, New Zealand, Russia, France, Germany, Egypt, South Africa, Nigeria, India, and others. Toward this goal, the class will close read and examine a variety of stories that reflect different styles, voices, values, and themes. We will also learn to use the literary vocabulary of fiction (point of view, plot, conflict, crisis, climax, resolution, characters, irony, theme, etc.). Requirements: Active and dedicated class participation, student-led discussion (one per student), several homework assignments, daily reading quizzes, one short paper, and a cumulative final exam.

ENGL 320 The Short Story

Section B: MTWUF 10:20-12:20, 5 July - 29 July--J. Machor

The purpose of this course will be to help students develop their skills in reading and responding to short fiction to enhance enjoyment and appreciation of different types of stories as well as to facilitate a critical understanding of what fiction is and how it works. We will read a variety of short stories (as well as one novel for comparative purposes) from Europe, the United States, and Latin America, paying special attention to the relation between the structural elements of fiction (e.g., character, plot, point-of-view, narrative discourse) and the stories' contents. In the process, students will discover how writers have used this combination to create different fictional modes and how short fiction has changed historically through experimentations and innovations in literary form. Requirements: three exams including a comprehensive final, short quizzes, an optional analytical paper, and participation in class discussion.

ENGL 350 Introduction to Shakespeare

Section A: MTWUF 10:20-12:20, 5 July - 29 July--M. Donnelly

An introduction to Shakespeare's plays and how to read, interpret, and understand them as drama and literature. We will read some representative examples of Shakespeare's comedies, histories, tragedies, and romances, attending primarily to the ways in which Shakespeare's language and design create and convey meaning and evoke audience response, but glancing at contemporary critical approaches insofar as the class finds

these interesting. Participation in class discussions emphasized. One hour exam, in-class exercises, a comprehensive final examination. Text: Stephen Greenblatt, et al., The Norton Shakespeare (New York and London, 1997)

ENGL 355 Literature for Children

Section A: MW 7:05-9:55, 16 May - 6 July--A. Phillips [**Permission obtained from English Department, ECS 108, beginning 14 March 2005**]

Arranged by genre, this section of Literature for Children is designed to enable students to achieve two particular goals: first, to demonstrate a fairly broad knowledge of children's literature, and second, to view that literature critically. Discussion units on picture books, folk and fairy tales, myths and archetypes, poetry, fantasy, realism, and detective fiction, among others. Authors may include the following: Sendak, the Grimms, Perrault, Lobel, Clements, Baum, Lowry, Raskin, Paterson. Requirements: participation, reading quizzes, one paper, one midterm exam, and a final exam.

Enrollment is by permission only (for info, see <<http://www.ksu.edu/english/courses/>>). 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. English 355 is a General Education course.

ENGL 355 Literature for Children

Section B: MTWUF 1:00-3:00, 6 June - 1 July--N. Wood [**Permission obtained from English Department, ECS 108, beginning 14 March 2005**]

Our challenge is to take children's books seriously as works of art, but also to have fun. We explore characteristic genres of children's literature such as picture books, poetry, folk tales, realistic fiction, adventure stories, and historical fiction in a technology classroom. This is an active, writing-intensive course. You'll construct and analyze a picture, write a poem, and analyze various texts in a small-group discussion format called "literature circles." Enrollment is by permission only (for info, see <<http://www.ksu.edu/english/courses/>>). 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. For more details see web-site <<http://www.ksu.edu/english/naomiw/courses/>>. English 355 is a General Education course.

ENGL 390 Fable and Fantasy

Section A: MTWUF 10:20-12:20, 6 June - 1 July--G. Keiser

We will read animal fables from western European, North American, Asian, and African traditions, with particular emphasis on the figure of the Trickster. We begin with Aesop, *The Complete Fables* (Penguin) and adaptations of them in the medieval and modern world (from a photocopied course packet). We also look at North American Indian coyote fables in Barry Lopez's *Giving Birth to Thunder, Sleeping with his Daughter* (Perennial) and comparable fables from India and Africa. In the second half of the course, we read three modern novels that use animal fables: Kenneth Grahame's *The Wind in the Willows* (Alladin), George Orwell's *Animal Farm* (Signet), and Richard Adams's *Watership Down* (Avon). Students will write four in-class papers and two out-of-class fables.

ENGL 400 Advanced Expository Writing for Prospective Teachers

Section A: MTWUF 5:30-6:45, 23 May - 1 July--R. Mosher

Expository Writing for Teachers invites you to both study and practice **the writing process**. The aim of this class is to help prepare you to teach writing effectively through discussion and study of composition and rhetoric theory and its practical applications and techniques. We will practice the writing process as we work through four writing assignments.

ENGL 415 Written Communication for Engineers

Section A: MTWUF 9:10-10:10, 6 June - 29 July--N. Ransom

Section B: MTWUF 10:20-11:20, 6 June - 29 July--P. Marzluf

Section C: MTWUF 3:00-4:00, 6 June - 29 July--R. Friedmann

Section D: MTWUF 4:10-5:10, 6 June - 29 July--R. Friedmann

Restricted to juniors and seniors in the College of Engineering. Permission is required for enrollment. This preprofessional writing course provides intensive study of and practice in the techniques and forms characteristic of professional practice. See instructors for further course and section details.

ENGL 420 “Horror, Terror, and Violence in Literature and Film”

Section A: MTWUF 9:20-12:20, 5 July - 29 July--D. Hedrick

What is it that makes us afraid? What is a monster? How do terrorists think? We will explore these questions and others, through readings and viewings of stories and films, from “classics” such as *Frankenstein* and *Psycho* to contemporary works (*The Texas Chainsaw Massacre*, *American Psycho*, *Elephant*), and important writers and directors (Shelley, Poe, Hitchcock, Kubrick, Tarantino). There will be collateral readings of criticism and theory, some attention to film technique, and consideration of cultural questions, such as the “problem” of violence in entertainment, the relationship of violence to gender, the “uncanny,” and the question of whether the quintessential American figure is, as has been claimed, the “lone killer.” There will be regular short exercises or quizzes and reports, two hour exams, two papers including a final project. Most films will be shown during class time, which may occasionally be extended in order to accommodate some showings..

ENGL 720 Studies in Tennessee Williams and Film

Section A: TU 1:20-3:50, 7 June - 28 July--D. Smit

We will study the ways seven films based on the work of Tennessee Williams reflect and critique American culture after World War II. The films will be *Summer and Smoke*, *A Streetcar Named Desire*, *Cat On a Hot Tin Roof*, *Sweet Bird of Youth*, *Baby Doll*, *Suddenly Last Summer*, and *Night of the Iguana*. As background for this study, there will be a brief introduction to the analysis of cinematography and editing and readings in postwar American culture and film adaptation theory. Grades will be based on a mid-term and final exam, several quizzes, and a long paper.