All English Department courses satisfy the General Education literature requirement except for the following: 81604 ENGL-25000, 81606 ENGL-30000 through 81628 ENGL-31900. Course descriptions are available from the English Department. All writing courses include a technology component. If students do not have laptop computers, we can usually assist.
SUMMER 2017

22700 and 23000 satisfy the General Education Literature Requirement. Course descriptions are available from the English Department website. Summer courses listed below satisfy the General Education Literature Requirement. The prerequisite for these courses is 11100 (College Writing 1).

50308  ENGL-11100.001  
College Writing 1  
Sharon Thiese  
June/July Session (06/05/2017 to 07/29/2017)  
MW 9:30 AM – 12:30 PM

The focus of this course is on the writing of papers based on single source, with special attention to summary, analysis, argumentation, and personal reflection. The development of a personal and credible voice is one of the main goals of the course. Documentation conventions, as well as search strategies, both print and electronic, are also addressed.

50322  ENGL-11200.001  
College Writing 2  
Susan Mitchell  
June/July Session (06/05/2017 to 07/29/2017)  
TR 9:30 AM – 12:30 PM  
Prerequisite: ENGL-11100

Students receive instruction and practice in the writing of papers based on multiple sources, with special attention to analysis, synthesis, argument, and rhetorical techniques. Document styles and search strategies, both print and electronic, as well as the evaluation and assessment of outside sources are also addressed.

The DISCOVER Initiative is a University-wide effort to facilitate the exploration of vocation and calling in the undergraduate student experience. DISCOVER stands for: Development, Inquiry, Self-Exploration, Calling, Openness, Vocation, Experience, and Reflection. This initiative advances and promotes student understanding of vocation.

The DISCOVER Initiative is inspired by many ideas, however, the one most important to our time together is to seize, “the opportunity the college experience provides, as you search for meaning and purpose in your lives.” Although young, you are standing at the proverbial crossroads between who you are and who you want to become as you begin to travel an independent path. My purpose is to help you think about your goals as you chart your journey by creating assignments around thought-provoking problems and work with you to respond to these assignments in a format and style fitting to your interests and goals.
50462  ENGL-11200.002
College Writing 2
Jasmine Castillo
June/July Session (06/05/2017 to 07/29/2017)- Online
Prerequisite:  ENGL-11100

This course provides instruction and practice in the writing of papers based on multiple sources, with special attention to synthesis, analysis, argument, and rhetorical techniques. Documentation styles and search strategies, both print and electronic, as well as the evaluation and assessment of outside sources are also addressed. The course uses both word processing and networked software to generate and evaluate student writing.

50463  ENGL-22000.001
Special Topics in Literature: Stories of Hope, Desire and Regret
Dr. Christopher Wielgos
May/June Session (05/15/2017 to 06/09/2017)
TWR 9:00 AM – 12:30 PM
Prerequisite:  ENGL-11100

Stories form a foundation for the human experience, and profoundly affect our lives, our perspectives, and our relationships. This course will survey fiction in multiple forms that inspires us and fosters within us a desire to better ourselves and our world. We will study stories that encapsulate the human experience in all of its victories and failures, while sharing our own hopes, dreams, and perspectives with each other in a community of readers.

This course is designed with the general student (non-English major) in mind and conducted in an interactive, multitasking style, enabling students to participate in lively class discussion and activities. Students should have a willingness to find in literature thoughts, emotions, and ideas that are relevant to "real" life.

50464  ENGL-23000.001
Introduction to Fiction
Dr. Jamil Mustafa
June/July Session (06/05/2016 to 07/29/2016) – Online
Prerequisite:  ENGL-11100

This course introduces students to the elements of fiction, to major short stories and their authors, and to the ways and means of analyzing and writing about fiction. We will study the stories of William Faulkner, Charlotte Perkins Gilman, Shirley Jackson, Joyce Carol Oates, Flannery O’Connor, Edgar Allan Poe, John Steinbeck, and many others. Graded assignments will include quizzes, an analytical exercise, and an essay on a story of each student’s choice. One-page analyses of individual stories will be completed for credit.
Writer’s Roundtable: Writing the Young Adult Novel
Kendra Hadnott
F - September 29th 4:00 PM – 7:00 PM and
SA - September 30th 9:00 AM – 4:00 PM

Hunger Games, Divergent, Harry Potter, Twilight, The Fault in Our Stars—If you’re familiar with any of these storylines, you’ve been exposed to the magic of the young adult (YA) novel. If you’ve always dreamed of recreating this magic in your own work, then you’ve come to the right place.

This workshop is designed to aid both beginning and experienced writers in writing their own page-turning YA novels. Whether you’re looking to create a new imaginative world or chronicle the drama that young adults face, you’ll learn tricks of the trade to start or polish your manuscript.

The YA genre is one of the fastest growing and most lucrative genres in the industry. Sign up to learn valuable information about how to construct a story that’ll keep you ahead of the competition.

Writer’s Roundtable: Fiction and Indie Publishing (Basics of Story Development)
Chelsea Ultis
F - October 20th 4:00 PM – 7:00 PM and
SA - October 21st 9:00 AM – 4:00 PM

In this workshop, students will learn the ins and outs of indie publishing as well as strategies for fiction writing. Students will engage in discussion about their own writing, practice and share fiction writing strategies, and learn about the many aspects of fiction writing. In addition, students will learn about the fast-growing and up and coming world of self-publishing from writing, to editing, to formatting.

Writer’s Roundtable: From Blogger to BuzzFeed (Learning to Blog)
Michael Cotter
F - November 17th 4:00 PM – 7:00 PM and
SA - November 18th 9:00 AM – 4:00 PM

With an increasing employer demand, and ever-growing online community, and people’s vast yearning for knowledge, blogs are growing rapidly. From personal opinion pieces to listicles and news briefs to vlogs, blogs are a resource that are connecting, informing, and entertaining people all over the world. This course will explore several different types of blogs, from personal blogs to multiuser and BuzzFeed to YouTube, while examining what accentuates their effectiveness and entertainment. The final project will be for students to create blog pieces of their
own – exemplifying the importance of finding a topic with passion, creativity, and highlights their personal insight.

81492 ENGL-22000.001
Special Topics: Gothic Fiction
Dr. Jamil Mustafa
TR 9:30 AM – 10:45 AM
Prerequisite: ENGL-11100

In this course, we will study authors ranging from Ann Radcliffe to Anne Rice, from Lord Byron to Stephen King. We will concentrate on appreciating and working with the key elements of fiction: characterization, plot, point of view, setting, figurative language, and theme. Graded assignments will include a midterm and a final examination, an analytical exercise, and a single-source essay that develops in stages. One-page analyses will be completed for credit. The course will emphasize small- and large-group discussions, a process approach to writing, and a cooperative approach to assignments.

81493 ENGL-22100.001
The Experience of Literature
Therese Jones
TR 11:00 AM – 12:15 PM
Prerequisite: ENGL-11100

This course, which is introductory and intended for students who have minimal exposure to literature, will explore the three major literary genres of poetry, fiction, and drama. An array of pieces from well-known, international authors will be analyzed according to the reader-response theory, and various literary concepts and terminology will be applied to the works studied. Students will be required to contribute to the learning environment by engaging in class discussion, small group work, oral presentation, and the writing of journal entries, short papers, and one large researched oral presentation. Film will be incorporated into the classroom experience to enhance the course.

81497 ENGL-22100.002
The Experience of Literature
Br. Lawrence Oelschlegel
TR 2:00 PM – 3:15 PM
Prerequisite: ENGL-11100

As a General Education course, Experience of Literature, though introductory, provides students with challenging readings, concepts and terminology meant to strengthen their intellectual grasp of good literature. This course introduces the general student to four literary genres: fiction, poetry, drama, and the literary essay. The emphasis is on studying fewer pieces of literature in fuller depth. By the end of the course, students should be able to comprehend the fundamental concepts and terminology associated with the formal study of literature, as well as
to apply these concepts and terms to specific texts and write short critical analyses of creative texts. Students are given plenty of opportunity to contribute to the learning process through daily quizzes, discussions in large and small groups, individual and group presentations, at-desk activities, brief typed home assignments, three objective tests, and three essay tests. The textbook for the course is the paperback *Literature and the Writing Process* (10th Edition: 2013) by Elizabeth McMahan; Pearson Higher Education: ISBN 10: 0205902278 or ISBN 13: 9780205902279.

81500 ENGL-22700.001
Stories into Film
Dr. Christopher Wielgos
TR 6:00 PM – 9:45 PM
Prerequisite: ENGL-11100

This course explores the multi-faceted relationship between literary texts and their film adaptations. To this end, students will learn a specialized vocabulary, employ "reading" strategies specific to film, and consider a selected body of film criticism. In our course of study, we will focus on several broad areas of inquiry:

- the difference between literary conventions/techniques and cinematic ones
- the influence of cultural and historical conditions on the process of adaptation
- various theories of adaptation: What are the different approaches a filmmaker can take to a literary text? How much does "fidelity" to the source really matter?
- the consequences of adaptation: What meaningful changes result when a particular work is made into a film? How do the ideological implications of the two texts (literary and cinematic) differ, and why?
- questions of interpretation: How do the text and the reader (viewer) "make" meaning?

81510 ENGL-23000.001
Introduction to Fiction
Dr. Wallace Ross
MWF 1:00 PM – 1:50 PM
Prerequisite: ENGL-11100

While other arts have regressed or retreated, fiction has taken on the world. Starting in simple myths, folk-tales, legends and anecdotes, fiction has grown into an endeavor that can represent anything from a child’s simple thoughts to voyages to imaginary worlds. A recent book on this most central literary art lists over 50 different considerations for both writers and readers. To study fiction we will read a wide sample of stories and novellas, all of which illustrate numerous times, cultures, techniques and artistic tempers. Our journals will prepare us for close scrutiny of and debate about the texts. To finalize our exploration of how writers “create a continuous dream in readers’ minds” we will write research papers that show a focus on specific authors, works themes or techniques.
81516  ENGL-23000.002
Introduction to Fiction
Dr. Jamil Mustafa
W 6:00 PM – 8:40 PM
Prerequisite: ENGL-11100

This course introduces students to the elements of fiction, to major short stories and their authors, and to the ways and means of analyzing and writing about fiction. We will study the stories of William Faulkner, Charlotte Perkins Gilman, Shirley Jackson, Joyce Carol Oates, Flannery O’Connor, Edgar Allan Poe, John Steinbeck, and many others. Graded assignments will include mid-term and final exams, an analytical exercise, and an essay on a story of each student’s choice. One-page analyses of individual stories will be completed for credit.

81521  ENGL-23400.001
Introduction to Poetry
Staff
MWF 1:00 PM – 1:50 PM
Prerequisite: ENGL-11100

Poetry is a difficult art form that engages us on many levels, especially the intellectual and emotional. Despite its use of language that is sometimes commonplace and ordinary, it can still baffle us unless we understand how to comprehend its shape and form and how it uses language in an unusual way. The purpose of this course is to introduce the formal elements of poetry to you so that you may begin an exploration into poetic expression, an engagement which, I hope, enrich your life and understanding of self and others around you. This specific course will examine poetry as a form of art and expression. Emphasis will be on mastering the close reading of text by an analysis of the features that make up poetry, such as imagery, figurative language, meter and the like.

In addition to examining these formal elements, the course will examine: form, through an examination of a popular form of poetry, the sonnet, as it has existed over the course of the last several centuries; poetic schools, through an examination of several war poets, whose own life experiences during WWI determined the subject matter of their work; individual modern poets, through thorough examination of two authors, Robert Frost and Elizabeth Bishop, to provide understanding of how an individual author controls the subject matter and form of art, how individual experience gives voice to a collection of verse written over a lifetime.

This course will also examine student reactions to texts, demonstrating how individual readers create meaning based on their own situations in life. It will employ a Reader Response approach to interpretation, which emphasizes that meaning is fluid and changeable, based on the circumstances of the reading.
81525 ENGL-23500.001
U. S. Literature: Beginnings to 1865
Br. Lawrence Oelschlegel
TR 12:30 PM – 1:45 PM
Prerequisite: ENGL-11100

This course satisfies the General Education literature requirement. US Lit 1 is a survey, an overview, of American Literature from its beginnings (not easy to define) through to the Civil War. Tracks, sermons, disquisitions, letters, creative non-fiction, diaries, biographies, rants and raves, short stories, poems, topical essays and more contribute to the make-up of American Literature. US Lit is the source of some very famous American lore: the First Thanksgiving, Captain John Smith and Pocahontas, the Pilgrims with their funny hats, the Salem witch trials, Edwards’ bluster on sinners and spiders, Franklin’s three great puffy rolls, Rip Van Winkle’s long sleep, Poe’s doppelgangers, Hawthorne’s bewitched and bewildered Puritans, Emerson’s optimism, Thoreau’s beans, and Whitman’s obsession with grass. These and other authors have shaped America’s self-perception and self-deception and some would argue, its destiny. Through lecture, documentaries, class discussions, small group panel presentations, perhaps a debate or two, the course provides a foundation for further study in early U.S. literature (and history) as well as a gateway to post-Civil War literature. The course traces key developments of genre, style, themes, and canonical controversies in this literature. The textbook is Anthology of American Literature: Volume I. The editor is George McMichael and others and the publisher is Pearson Prentice Hall. The Lewis Bookstore will carry the latest edition, the 10th (2010), ISBN: 9780205779390 or ISBN: 0205779395. The syllabus will be based on the 10th edition.

81601 ENGL-23700.001
British Literature: Beginnings to 1800
Dr. Mardy Philippian
MWF 9:00 AM - 9:50 AM
Prerequisite: ENGL-11100; Majors/Minors, or Consent of Instructor

This course surveys English literature from the Middle Ages to the eighteenth century. It is an introductory course but should be accessible to both newcomers (as a GEC requirement) and more experienced readers (for English majors and minors). The goals of this course are to acquaint students with some literary major works representative of each historical period, and to trace some broader developments of genre, style, and forms. To this end, we begin with a survey of Old English poetry, including the great epic poem Beowulf, considering in particular the intersection of Christian and Anglo-Saxon conceptions of heroism and the self. Following these readings, we look at representative work by Geoffrey Chaucer (The Canterbury Tales), William Shakespeare, and John Milton (Paradise Lost), along the way learning about the English origins of satire, utopian literature, comedy, tragedy, metaphysical poetry, and mock epic. Student-learning will be assessed through quizzes, exams, and writing assignments.
This course introduces (prospective) English majors and minors to the theories and practices of the field of English and all that English Studies can include—from composition and rhetoric to creative and professional writing, from digital humanities and film study to literary history and theory, and from linguistic diversity to the scope and particulars of literature and literary analysis. We will begin by reviewing the genres of literature, of “text,” in its greatest range. We will then consider the history and practice of literary theories ranging from the relatively straightforward (the New Criticism) to the somewhat provocative (psychoanalysis, feminism) and the seemingly mysterious (deconstruction). As you practice the skills of interpreting texts, we will also examine the relationships that exist and are continuing to develop and to be questioned among literature, rhetoric, and writing. Students who successfully complete this course will be well prepared for future courses in English. Major assignments include a comprehensive exam in week 12 or 13 (based on weekly quizzes), two analytical exercises, and a scholarly essay that develops in stages. You will also complete both free and focused bi-weekly journals, short response papers, or blog posts and be expected to attend several department related events for credit. The course emphasizes small- and large-group discussions, and a collaborative approach to assignments. This course does not satisfy the general education literature requirement. 

This course will cover over 100 years of cinema from its primitive beginnings to the contemporary blockbuster era of such mega-hits as Star Wars and The Lord of the Rings. We will examine various genres such as sexy screwball comedy, horror, and nightmarish film noir. We will view documentary, stop motion animation, and Dogme 95 films. Throughout, we will explore the elements of film form and style, while attempting to teach you how to re-see films in an active and critical manner, instead of merely letting them wash over you in the dark in an act of passive consumption. The class aims to provide you with an understanding of film as an artistic medium and to equip you with the vocabulary for discussing it. The primary methodology of the first half of the course is to break films down into the components of photography (writing in light), mise-en-scène, acting, editing, and sound with the understanding that all of these elements overlap. By analyzing the operation of each of these constituent parts in detail, and finally fusing these parts into a whole, we hope to come to understand how visual and auditory images create meaning and embody ideas worthy of careful analysis and discussion. The second half of the course will consider classical narrative structures, alternative
structures, genre, and ideology with a continuing effort to synthesize everything you’ve learned over the course of the class. Possible films for the course include *The Mascot, Some Like It Hot, The Celebration, Double Indemnity, The Thing, Once Were Warriors, Casablanca, Fallen Angels, The Exorcist, Run Lola Run,* and *It Happened One Night.*

Possible texts for the course include Timothy Corrigan’s *A Short Guide to Writing About Film* and Louis Giannetti’s *Understanding Movies.* Assignments are designed to sharpen your analytic and critical skills as well as to develop your proficiency in written and oral communication.

81606 ENGL-30000.001
Introduction to Professional Writing
Dr. Jennifer Consilio
MW 1:00 PM – 2:15 PM
Prerequisite: ENGL-11200

Intro to Professional Writing (formerly Writing for the Professions) teaches you the rhetorical principles and writing practices necessary for producing effective business documents and individual and collaborative projects in professional contexts. Specifically, this course will enable students to strengthen their writing, technology, and design knowledge and skills, as well as help them become more marketable to potential employers and graduate schools. Class projects teach students valuable professional skills, including: strategies for researching jobs, internships, and graduate schools, as well as crafting and designing resumes, cover letters, and graduate school personal statements.

With other projects, students will have the opportunity to work with non-for-profit organizations, small businesses, and/or campus organizations to create real writing projects with and for authentic audiences and learn how writing can be a real powerhouse for change.

81607 ENGL-30200.001
Writing in the Disciplines: Writing for Law Enforcement
Susan Mitchell
MWF 9:00 AM – 9:50 AM
Prerequisite: ENGL-11200; Laptop needed; Criminal Justice Majors

Writing in the Disciplines: Law Enforcement is an advanced writing course designed for students in criminal justice to develop skills necessary for writing in professional and highly public situations. Expertise in audience analysis and the ethics of report writing are essential elements of police report writing. Excellent police reports are well-written reports. They are written in first person, past tense, active voice, using clear, concise, concrete language, and focused on facts. Learning to write police reports well transfers to professional writing in most fields. Course goals include analyzing social contexts, and audiences; developing and editing documents through process writing; and learning and applying strategies for successful collaboration to create effective documents. Above all, emphasis is on the tone and
style of writing in the discipline, along with the need for correctness. Course responsibilities will include reading assignments and memos and/or quizzes, class discussion, and five major reports.

**81608 ENGL-30200.002**  
**Writing in the Disciplines: Writing for Law Enforcement**  
**Susan Mitchell**  
**MWF 12:00 PM – 12:50 PM**  
**Prerequisite: ENGL-11200; Laptop needed; Criminal Justice Majors**

Writing in the Disciplines: Law Enforcement is an advanced writing course designed for students in criminal justice to develop skills necessary for writing in professional and highly public situations. Expertise in audience analysis and the ethics of report writing are essential elements of police report writing. Excellent police reports are well-written reports. They are written in first person, past tense, active voice, using clear, concise, concrete language, and focused on facts. Learning to write police reports well transfers to professional writing in most fields. Course goals include analyzing social contexts, and audiences; developing and editing documents through process writing; and learning and applying strategies for successful collaboration to create effective documents. Above all, emphasis is on the tone and style of writing in the discipline, along with the need for correctness. Course responsibilities will include reading assignments and memos and/or quizzes, class discussion, and five major reports.

**80374 ENGL-30200.003**  
**Writing in the Disciplines: Writing for Law Enforcement**  
**Staff**  
**M 7:30 PM – 10:00 PM at Moraine Valley location**  
**Prerequisite: ENGL-11200; Laptop needed; Criminal Justice Majors**

This course is intended for students who need to write documents read by an audience with often-conflicting perspectives in the context of law enforcement. The course provides students with instruction in tone and style, as well as format, grammar and mechanics while writing discipline-specific reports, letters, and memorandums.

**81611 ENGL-30200.004**  
**Writing in the Disciplines: Writing for Law Enforcement**  
**Carl Roach**  
**TR 9:30 AM – 10:45 AM**  
**Prerequisite: ENGL-11200; Laptop Needed; Criminal Justice Majors**

This course is intended for students who need to write documents read by an audience with often-conflicting perspectives in the context of law enforcement. The course provides students with instruction in tone and style, as well as format, grammar and mechanics while writing discipline-specific reports, letters, and memorandums.
Writing in the Disciplines: Writing for Law Enforcement
Suzanne Wielgos
W 9:00 AM – 11:30 AM at College of DuPage location
Prerequisite: ENGL-11200; Laptop Needed; Criminal Justice Majors

Writing in the Disciplines: Law Enforcement is an advanced writing course designed for students in criminal justice to develop the writing skills necessary for starting a law enforcement career and writing reports in that field. Multiple law enforcement guest speakers will offer real-life insight into report writing and will provide guidance for landing a great job. Course responsibilities will include assignments from the workbook, creating a law enforcement resume, writing practice reports, quizzes, and researching a policy recommendation paper.

Writing in the Disciplines: Writing for Law Enforcement
Suzanne Wielgos
W 12:00 PM – 2:30 PM at College of DuPage location
Prerequisite: ENGL-11200; Laptop Needed; Criminal Justice Majors

Writing in the Disciplines: Law Enforcement is an advanced writing course designed for students in criminal justice to develop the writing skills necessary for starting a law enforcement career and writing reports in that field. Multiple law enforcement guest speakers will offer real-life insight into report writing and will provide guidance for landing a great job. Course responsibilities will include assignments from the workbook, creating a law enforcement resume, writing practice reports, quizzes, and researching a policy recommendation paper.

Writing in the Disciplines: Writing for Law Enforcement
Suzanne Wielgos
W 7:00 PM – 9:30 PM at College of DuPage location
Prerequisite: ENGL-11200; Laptop Needed; Criminal Justice Majors

Writing in the Disciplines: Law Enforcement is an advanced writing course designed for students in criminal justice to develop the writing skills necessary for starting a law enforcement career and writing reports in that field. Multiple law enforcement guest speakers will offer real-life insight into report writing and will provide guidance for landing a great job. Course responsibilities will include assignments from the workbook, creating a law enforcement resume, writing practice reports, quizzes, and researching a policy recommendation paper.
81616 ENGL-30200.008  
Writing in the Disciplines: Writing for Law Enforcement  
Carl Roach  
TR 12:30 PM – 1:45 PM  
Prerequisite: ENGL-11200; Laptop Needed; Criminal Justice Majors  

This course is intended for students who need to write documents read by an audience with often-conflicting perspectives in the context of law enforcement. The course provides students with instruction in tone and style, as well as format, grammar and mechanics while writing discipline-specific reports, letters, and memorandums.

81618 ENGL-31100.001  
Introduction to Creative Writing  
Dr. Simone Muench  
TR 2:00 PM – 3:15 PM  
Prerequisite: ENGL-11200  

Have you ever been pleased by the sound of words as they bump, stutter, deflect, reflect, slide into/onto/over one another? Language—slang, love letters, car jargon, medical lexicons, song lyrics—is our primary method of communication, and the ability to write effectively and creatively is becoming increasingly important in our growing globalized world—a world in which empathy and imagination are critically needed. This class will provide you with the skills of creative communication, primarily focusing on fiction and poetry as well as an introductory personal narrative. The main objective in this class will be to unlock your imaginative faculties, as well as to give you a fundamental grasp of creative writing. This course is intended for beginning writers with a willingness to read, write, experiment with language, and question why and how conventions exist. The class is designed to give you time to read appreciably; to help improve your writing skills; to learn to meaningfully respond to others’ writing, as well as to engage in the “greater conversation” of the world.

Possible texts for the course include Boisseau, Wallace and Bar-Nadav’s Writing Poems, (8th Ed) and Janet Burroway’s Imaginative Writing, as well as authors Luis Urrea, David Sedaris, Karen Russell, Ernest Hemingway, and Junot Diaz.

81620 ENGL-31600.001  
Teaching Writing  
Dr. Mark Letcher  
M 2:30 PM – 5:20 PM  
Prerequisite: ENGL-11200; Majors/Minors or Consent of Chair  

English 316 is based on the assumption that teachers of writing must be writers themselves, should know the theory and research that informs writing instruction, and should discuss with their colleagues how practices and curricula work in various classrooms. To this end, students in this course will study and discuss composing processes, as they develop and practice their own classroom teaching strategies.
The course aims to develop students’ abilities as writers and writing teachers, who can plan instruction that blends writing, reading and grammar instruction, and coach their students to grow as readers, writers, and thinkers.

81622 ENGL-31800.001
Writing Center Practicum
Dr. Jennifer Consilio
T 2:00 PM – 2:50 PM
Prerequisite: Pre-training and Weekly Tutoring Hours Required. Contact Dr. Consilio at consilje@lewisu.edu or Extension 5727

The Writing Center Practicum offers students the opportunity to learn more about the relationship between writing and collaboration by working one-on-one with writers and their work. Practicum students meet in class for an hour each week to read, write, and talk about how to effectively collaborate with diverse writers working on a variety of projects. Students then apply that knowledge as they tutor for two hours per week in the University’s Writing Center. The Practicum is open to English majors, minors, and other qualified writers who enjoy helping others write.

NOTE: All Practicum Students are required to attend a training session on a Saturday, from 10:00 AM to 4:00 PM. Contact Dr. Jennifer Consilio for the date of the training session. Other prerequisites include: ENGL-11200; Majors, minors, consent of the instructor. For more information about the Writing Center Practicum, contact Dr. Jennifer Consilio, Director of the Writing Center, in the Library; consilje@lewisu.edu or 815-836-5727.

81628 ENGL-31900.001
Publishing Practicum: Jet Fuel Review
Dr. Simone Muench
R 5:00 PM – 8:00 PM
Prerequisite: ENGL-11200

81628 ENGL-31900 Publishing Practicum: Jet Fuel Review (3) will help students understand the principles and practices of editing and publishing, providing them with the requisite skills needed in order to select and sequence material for a nationally known literary journal, while allowing them hands-on experience and both creative and pragmatic insights into the day-to-day production of a literary magazine.

81639 ENGL-33400.001
Non-Western Literature
Dr. Pramod Mishra
MWF 12:00 PM – 12:50 PM
Prerequisite: ENGL-11200

Why do we need to study non-Western literature? Why do you need to know anything about the non-Western world? Specifically about its literatures and cultures? But the first question that ought to be asked is this: What is the West? And then, we can ask, What is the non-West? And then, non-Western literature
and culture. English 334 will introduce you to and take you through all these questions and more. It is a 300-level course, an advanced course on non-Western literature, a literature based on the cusp of the debate about representation between the West and the non-West, between those geographical and cultural spaces previously colonized by the European powers over the last four or five hundred years. In this course, we will study literature as a highly contested site for cultural representation because representation of any culture in the form of discourse, which literature is, finds itself involved with issues of POWER, unequal REPRESENTATION, PLEASURE and DOMINATION. Therefore, we will ask such questions as “What is non-Western literature? What is Anglophone as opposed to English or American? Why and how is Anglophone literature different from English and American literature? What is the difference between Anglophone and Francophone literature? What is culture? What is cultural representation? What is power? How does power work? What is ideology? Why has ideology become so important in the study of literature? What is the sovereignty of the gaze and how does it work? And how power relationships are represented and negotiated through the CHARGED AESTHETICS of literature and other representative forms? Particularly, how have writers of the former European colonies come to represent themselves and why? And how were they represented before their own representation of their cultures? And what are the contested issues involved in their representation of their own cultures? Salman Rushdie has coined the phrase for this literature as “the Empire writes back.” This literature has also been called Caliban’s curse. And we will ask about the modes and methods, and the strengths and weaknesses, of the empire writing back in English. This course will equip you with an understanding of the theoretical and cultural issues of modernity, coloniality and the significance of cultural representation.

This course will also help you understand the literary and aesthetic aspects of the literatures and cultures of the non-Western world, the so-called non-Western world. How such terms as character, plot, setting in fiction and drama, or meter, rhyme and rhythm in poetry different from our understanding of these terms in English or American literature? What does the knowledge of this literature do to us? How does it advance the Lewis University mission of knowledge, fidelity, wisdom, justice and association in order to enable us to live a more fulfilling life? We will ask these and many more questions throughout the semester.
English 338 will focus on the content of young adult literature (YAL), the diversity inherent in the genre, and appropriate strategies for encouraging student literary response to YAL and literature in general. We will also discuss the state of reading at the secondary level, and how teachers can enable struggling readers to succeed with challenging texts. In addition, techniques and principles in the selection, evaluation, and promotion of YAL will be discussed.

Together, we will read common YAL texts, but you will also be encouraged to select additional texts, in order to broaden your expertise within the field. Our goal is for us to read, talk and learn together as we explore the field of young adult literature, and consider how we can apply our knowledge of such texts, as well as more canonical works, to secondary English/Language Arts learning situations.

In this course, students have an opportunity to familiarize themselves with the wealth of literature from Spain. We will explore all of the literary genres (poetry, drama, fiction, nonfiction, and film) and the intersecting, often competing traditions of Castilian, Catalanian, and Galician Spanishes. We will begin our reading journey with contemporary and avante-garde voices (particularly those of women), and then venture back through time to writers of the Spanish Civil War (particularly Lorca) and the generation of 1898, before examining the significant contributions and continuing relevance of Spain’s literary past. Some of those classic texts include the epic poem “El Canto de Mío Cid,” the poetry of Juan Ruiz and Garcilaso de Vega, the mystics, San Juan and Santa Teresa, the picaresque novel Don Quijote, the drama of Lope de Vega, and the philosophies of Miguel Unamuno and José Ortega y Gasset. As suggested, we will seek to identify the unique features of these writers and texts within their historical and cultural contexts. Major assignments include a literary travelogue of journal entries and quiz responses, a midterm and final exam, a film analysis, and a formal essay completed in stages. Attendance and participation also weigh heavily as this course meets only once per week and will be conducted mostly through discussion.

NOTE: While the course will be primarily conducted in English, and English-only readers will read texts in translation, students taking the course toward the Spanish
major will be expected to read, discuss, and write as much as possible in that language.

81636  ENGL-34500.001
Advanced Study in Modern and Postmodern U.S. Literature
Dr. Christopher Wielgos
TR 11:00 AM – 12:15 PM
Prerequisite: ENGL-25000; Majors/Minors

In this course we will read and study the work of several of the most important authors working in prose fiction, nonfiction, and poetry during the first half of the 20th Century. These writers lived during a time of social, political, and ideological upheaval as they worked to come to terms with the most disruptive time of change in Western Cultural history. To make sense of the changing world around them, these writers used art, specifically the art of the written word, to attempt to understand and make sense of “Modern” life.

In this course we will delve deeply into seven novels and some shorter fiction and poetry from the most important figures of the Modern Period. We will take cultural, historical, artistic and other perspectives while gaining a strong knowledge of the important texts, figures, and cultural occurrences that have shaped Western society since.

In planning this course, I have first taken into account those writers who will most likely appear in advanced exams that most English majors will take: the Graduate Record Examination for graduate school admission, and the Illinois Certification test for Language Arts. But, I have also tried to broaden the canon of "major writers" that is usually studied to create an extremely diverse reading list. Diversity should also apply to the way we approach literary texts in this course. I want students to practice reading, interpreting and criticizing texts, but I want to provide opportunities for different ways to do these things. As we begin this course, I might ask: What critical approaches are you familiar with? Which one(s) have you been taught to use or have experimented with on your own? Do you have a preferred approach, and what strengths or weaknesses does it have?

81649  ENGL-36000.001
Shakespeare
Dr. Mardy Philippian
MWF 10:00 AM – 10:50 AM
Prerequisite: ENGL-25000; Majors/Minors or Consent of Instructor

Shakespeare: Power, Sex, and Violence. This edition of the course will explore the role of three organizing concepts in the playwright’s work, namely human sexuality, socio-political power, and violence in a variety of forms. Each of these concepts manifests in Shakespeare’s plays in the form of race relations, constructions of gender, class distinction, and the disabled body. This course is a must for any student interested in how race, class, gender, and disability were understood in Early Modern England and how those understandings relate to lingering social
challenges in the modern state. As we examine Shakespeare’s representations of power, sex, and violence, students will be assigned supplemental primary and secondary materials to enhance their knowledge of Elizabethan theater and Early Modern England. We will read a selection of the playwright’s canon that includes Richard III, Henry IV: Part I, The Rape of Lucrece, Measure for Measure, Julius Caesar, Othello, and Coriolanus.

Shakespeare is required for all students majoring or minoring in English Studies. This course surveys the work of William Shakespeare with attention to his drama, longer narrative poems, and sonnets. The goals of this course are to acquaint students with some major works representative of Shakespeare’s writing (drama and selected sonnets), as well as the historical context of that work and literary terminology used to discuss his work. Because this is a 300-level literature course, student-learning will be assessed primarily through writing assignments. These writing assignments will take the form of informal journal entries, mini essays (microthemes), and a long formal essay that engages with Shakespeare scholarship (Case Study). Students will also be responsible for reading and annotating assigned secondary articles, as well as participating in class discussion (in-class and online) throughout the semester.

81650  ENGL-38000.001
The ePortfolio Seminar
Dr. Jamil Mustafa
Arranged
Prerequisite: Majors/Minors Only

This one-credit-hour seminar offers senior English majors an opportunity to develop an electronic portfolio of their work to share with fellow students, faculty members, prospective employers, and prospective graduate programs. Students design their e-portfolios in consultation with their academic advisors and the English Department Chair. A specific, original research project may be included, and an oral presentation is required. Pass/No Pass.
FOREIGN LANGUAGE COURSES FOR FALL 2017:

82166  FLAN-10300.001
First-Year Spanish 2
Staff
Online

80416  FLAN-10400.001
First-Year Spanish 2
Mary-Lynette Moore
MWF 9:00 AM – 9:50 AM
Prerequisite:  FLAN-10300 or equivalent; Not open for students with more than 1 year of high school/college Spanish or native speakers of Spanish

The second part of the introductory Spanish course. Students completing the course demonstrate Novice Mid/High level of proficiency in speaking, reading, writing, and listening comprehension. In addition to language skills, students explore accepted cultural practices, patterns of behavior and communication, cultural products, and popular beliefs, values, attitudes in the Spanish speaking countries within the scope of themes covered during the semester (e.g. national and religious composition of Spanish speaking countries; attitudes to national and linguistic diversity; educational system, curriculum and grade system in schools in Spanish-speaking countries; meal times, food and attitudes to food etc.).

82167  FLAN-10400.002
First-Year Spanish 2
Staff
Online

80417  FLAN-10700.001
First-Year Arabic 1
Rafah Abuinnab
TR 9:30 AM – 10:45 AM
Prerequisite:  Not Open for Students with Prior Knowledge of Arabic

Introduction to Arabic language. By the end of the course, students are expected to develop Novice Mid proficiency in speaking, the main goal of the course, as well as in reading, writing, and listening comprehension. In addition to language skills, students explore accepted cultural patterns of behavior and communication; cultural products; popular beliefs, values, and attitudes in the Arabic speaking countries as they manifest themselves within the scope of themes covered during the semester (e.g. Arabic-speaking countries on the map, major cities, proper ways to introduce oneself, greetings at different times of the day, indicating age and attitude to age, formal and informal ways of addressing people, common names and their etymology, the writing system etc.).
80418 FLAN-10900.001
First-Year Chinese 1
Lifeng Hu
Online
Prerequisite:  Not Open for Students with Prior Knowledge of Chinese

Introduction to Chinese language. By the end of the course, students are expected
to develop Novice Mid proficiency in speaking, the main goal of the course, as well
as in reading, writing, and listening comprehension. In addition to language skills,
students explore accepted cultural patterns of behavior and communication;
cultural products; popular beliefs, values, and attitudes in the Chinese speaking
countries as they manifest themselves within the scope of themes covered during
the semester (e.g. Chinese-speaking countries on the map, major cities, proper
ways to introduce oneself, greetings at different times of the day, indicating age
and attitude to age, formal and informal ways of addressing people, common
names and their etymology, some elements of the writing system etc.).

80419 FLAN-10900.002
First-Year Chinese 1
Lifeng Hu
MWF 10:00 AM – 10:50 AM
Prerequisite:  Not Open for Students with Prior Knowledge of Chinese

Introduction to Chinese language. By the end of the course, students are expected
to develop Novice Mid proficiency in speaking, the main goal of the course, as well
as in reading, writing, and listening comprehension. In addition to language skills,
students explore accepted cultural patterns of behavior and communication;
cultural products; popular beliefs, values, and attitudes in the Chinese speaking
countries as they manifest themselves within the scope of themes covered during
the semester (e.g. Chinese-speaking countries on the map, major cities, proper
ways to introduce oneself, greetings at different times of the day, indicating age
and attitude to age, formal and informal ways of addressing people, common
names and their etymology, some elements of the writing system etc.).

80420 FLAN-11200.001
First-Year Chinese 2
Lifeng Hu
Online
Prerequisite:  FLAN-10900 or equivalent; Not Open for Students with more
than 1 year of high school/college Chinese or native speakers of Chinese

The second part of the introductory Chinese course. Students completing the course
demonstrate Novice Mid/High level of proficiency in speaking, reading, writing, and
listening comprehension. In addition to language skills, students explore accepted
cultural practices, patterns of behavior and communication, cultural products, and
popular beliefs, values, attitudes in the Chinese speaking countries within the scope
of themes covered during the semester (e.g. national and religious composition of
Chinese -speaking countries; attitudes to national and linguistic diversity;
educational system, curriculum and grade system in schools in Chinese-speaking countries; meal times, food and attitudes to food etc.).

80421 FLAN-11300.001
First-Year Japanese 1
Eiko Alvandi
MWF 10:00 AM – 10:50 AM
Prerequisite: Not Open for Students with Prior Knowledge of Japanese

Introduction to Japanese language. By the end of the course, students are expected to develop Novice Mid proficiency in speaking, the main goal of the course, as well as in reading, writing, and listening comprehension. In addition to language skills, students explore accepted cultural patterns of behavior and communication; cultural products; popular beliefs, values, and attitudes in Japanese culture as they manifest themselves within the scope of themes covered during the semester (e.g. Countries where Japanese is widely spoken, major cities, proper ways to introduce oneself, greetings at different times of the day, indicating age and attitude to age, formal and informal ways of addressing people, common names and their etymology, some elements of Japanese writing system etc.).

80422 FLAN-11400.001
First-Year Japanese 2
Eiko Alvandi
MWF 11:00 AM – 11:50 AM
Prerequisite: FLAN-11300 or equivalent; Not open for students with more than 1 year of high school/college Japanese or native speakers of Japanese

The second part of the introductory Japanese course. Students completing the course demonstrate Novice Mid/High level of proficiency in speaking, reading, writing, and listening comprehension. In addition to language skills, students explore accepted cultural practices, patterns of behavior and communication, cultural products, and popular beliefs, values, attitudes in Japan within the scope of themes covered during the semester (e.g. national and religious composition Japan; attitudes to national and linguistic diversity; educational system, curriculum and grade system in schools in Japan; meal times, food and attitudes to food etc.).

80423 FLAN-11700.001
First-Year Polish 1
Iwona Lech
Online
Prerequisite: Not Open for Students with Prior Knowledge of Polish

Introduction to Polish language. By the end of the course, students are expected to develop Novice Mid proficiency in speaking, the main goal of the course, as well as in reading, writing, and listening comprehension. In addition to language skills, students explore accepted cultural patterns of behavior and communication; cultural products; popular beliefs, values, and attitudes in Polish culture as they
manifest themselves within the scope of themes covered during the semester (e.g. countries where Polish is widely spoken, major cities, proper ways to introduce oneself, greetings at different times of the day, indicating age and attitude to age, formal and informal ways of addressing people, common names and their etymology, etc.).

80424 FLAN-11800.001
First-Year Polish 2
Iwona Lech
Online
Prerequisite: FLAN-11700; Not open for students with more than 1 year of high school/college Polish or native speakers of Polish
The second part of the introductory Polish course. Students completing the course demonstrate Novice Mid/High level of proficiency in speaking, reading, writing, and listening comprehension. In addition to language skills, students explore accepted cultural practices, patterns of behavior and communication, cultural products, and popular beliefs, values, attitudes in Poland within the scope of themes covered during the semester (e.g. national and religious composition Poland; attitudes to national and linguistic diversity; educational system, curriculum and grade system in schools in Poland; meal times, food and attitudes to food etc.).

80425 FLAN-12100.001
First-Year Russian 1
Dr. Serafima Gettys
MWF 12:00 PM – 12:50 PM
Prerequisite: Not Open for Students with Prior Knowledge of Russian
Introduction to Russian language. By the end of the course, students are expected to develop Novice Mid proficiency in speaking, the main goal of the course, as well as in reading, writing, and listening comprehension. In addition to language skills, students explore accepted cultural patterns of behavior and communication; cultural products; popular beliefs, values, and attitudes in the Russia as they manifest themselves within the scope of themes covered during the semester (e.g. countries where Russian is used as lingua franca on the map, major cities, proper ways to introduce oneself, greetings at different times of the day, indicating age and attitude to age, formal and informal ways of addressing people, common names and their etymology, the writing system etc.).

80426 FLAN-12200.001
First-Year Russian 2
Dr. Serafima Gettys
Online
Prerequisite: FLAN-12100; Not open for students with more than 1 year of high school/college Russian or native speakers of Russian
The second part of the introductory Russian course. Students completing the course demonstrate Novice Mid/High level of proficiency in speaking, reading, writing, and listening comprehension. In addition to language skills, students explore accepted
cultural practices, patterns of behavior and communication, cultural products, and popular beliefs, values, attitudes in Russia within the scope of themes covered during the semester (e.g. national and religious composition of Russia; attitudes to national, linguistic, and religious diversity; educational system, curriculum and grade system in schools in Russia; meal times, food and attitudes to food etc.).

80428 FLAN-12500.001  
First-Year Italian 1  
Natasa Glamoclija  
MWF 10:00 AM – 10:50 AM  
Prerequisite: Not Open for Students with Prior Knowledge of Italian

Introduction to Italian language. By the end of the course, students are expected to develop Novice Mid proficiency in speaking, the main goal of the course, as well as in reading, writing, and listening comprehension. In addition to language skills, students explore accepted cultural patterns of behavior and communication; cultural products (architecture, paintings); popular beliefs, values, and attitudes in Italy as they manifest themselves within the scope of themes covered during the semester (major cities, proper ways to introduce oneself, greetings at different times of the day, indicating age and attitude to age, formal and informal ways of addressing people, common names and their etymology, etc.).

80429 FLAN-12600.001  
First-Year Italian 2  
Natasa Glamoclija  
MWF 11:00 AM – 11:50 AM  
Prerequisite: FLAN-12500; Not open for students with more than 1 year of high school/college Italian or native speakers of Italian

The second part of the introductory Italian course. Students completing the course demonstrate Novice Mid/High level of proficiency in speaking, reading, writing, and listening comprehension. In addition to language skills, students explore accepted cultural practices, patterns of behavior and communication, cultural products, and popular beliefs, values, attitudes in Italy within the scope of themes covered during the semester (e.g. national and religious composition of Italy; attitudes to national and linguistic diversity; Italian educational system, curriculum and grade system; meal times, food and attitudes to food etc.).

80430 FLAN-12700.001  
First-Year German 1  
Iwona Lech  
Online  
Prerequisite: Not Open for Students with Prior Knowledge of German

Introduction to German language. By the end of the course, students are expected to develop Novice Mid proficiency in speaking, the main goal of the course, as well as in reading, writing, and listening comprehension. In addition to language skills, students explore accepted cultural patterns of behavior and communication;
cultural products (architecture, paintings); popular beliefs, values, and attitudes in Germany as they manifest themselves within the scope of themes covered during the semester (countries where German is spoken on the map, major cities, proper ways to introduce oneself, greetings at different times of the day, indicating age and attitude to age, formal and informal ways of addressing people, common names etc.).

80431 FLAN-12800.001
First-Year German 2
Staff
Online
Prerequisite: FLAN-12700; Not open for students with more than 1 year of high school/college German or native speakers of German

The second part of the introductory German course. Students completing the course demonstrate Novice Mid/High level of proficiency in speaking, reading, writing, and listening comprehension. In addition to language skills, students explore accepted cultural practices, patterns of behavior and communication, cultural products, and popular beliefs, values, attitudes in Germany within the scope of themes covered during the semester (e.g. national and religious composition of Germany; attitudes to national and linguistic diversity; German educational system, curriculum and grade system; meal times, food and attitudes to food etc.).

80432 FLAN-20400.001
Spanish for Heritage Speakers 2
Br. Paul Joslin
TR 11:00 AM – 12:15 PM
The course is intended for students from Spanish-speaking households.

80433 FLAN-20600.001
Spanish Grammar 2
Br. Paul Joslin
TR 9:30 AM – 10:45 AM
The course is intended for students majoring in Spanish.

80434 FLAN-22300.001
Second-Year Japanese 1
Eiko Alvandi
MWF 9:00 AM – 9:50 AM
Prerequisite: FLAN-11400; Not open for students with more than 2 years of high school/college Japanese or native speakers of Japanese

The third semester of Japanese. Students completing the course demonstrate Novice High/Intermediate Low level of proficiency which manifests in the students’ beginning ability to speak and write in paragraph-length discourse, to ask simple questions and to begin to create with the language. Emphasis on readings reflecting Japanese culture (practices, perspectives, and products) within the range of themes
covered during the semester (dwellings, family structure, family traditions, gender roles and responsibilities).

80435  FLAN-24300.001  
Second-Year Russian 1  
Dr. Serafima Gettys  
Online  
Prerequisite: FLAN-12200; Not open for students with more than 2 years of high school/college Russian or native speakers of Russian

The third semester of Russian. Students completing the course demonstrate Novice High/Intermediate Low level of proficiency which manifests in the students’ beginning ability to speak and write in paragraph-length discourse, to ask simple questions and to begin to create with the language. Emphasis on readings reflecting Russian culture (practices, perspectives, and products) within the range of themes covered during the semester (dwellings, family structure, family traditions, gender roles and responsibilities).

80436  FLAN-28200.001  
Second-Year Spanish 1  
Mary-Lynette Moore  
MWF 10:00 AM – 10:50 AM  
Prerequisite: FLAN-10400; Not open for students with more than 2 years of high school/college Spanish or native speakers of Spanish

The third semester of Spanish. Students completing the course demonstrate Novice High/Intermediate Low level of proficiency which manifests in the students’ beginning ability to speak and write in paragraph-length discourse, to ask simple questions and to begin to create with the language. Emphasis on readings reflecting Spanish culture (practices, perspectives, and products) within the range of themes covered during the semester (dwellings, family structure, family traditions, gender roles and responsibilities).

82168  FLAN-28200.002  
Second-Year Spanish 1  
Staff  
Online

80437  FLAN-28300.001  
Second-Year Spanish 2  
Rocio Rodriguez  
Online  
Prerequisite: FLAN-10400; Not open for students with more than 3 years of high school/college Spanish or native speakers of Spanish

The fourth semester of Spanish. This course is designed to further increase proficiency in Spanish and enhance cultural awareness. Students completing the course demonstrate Intermediate Low/Intermediate Mid level of proficiency which manifests in the students’ ability to speak and write in paragraph-length discourse,
to ask a variety of questions and to create with the language. In addition to this, students will read about and discuss issues pertaining to Spanish touched upon during the semester (leisure and free time in the target language countries, days-off, religion and religious institutions, popular sports and hobbies, rest and recreation, traditional and state holidays).

80438 FLAN-30000.001
Topics in a Foreign Language: Spanish for Health Professions
Rocio Rodriguez
Online
The course is intended for students with not less than 2 years of high school/college Spanish.

80547 FLAN-30000.002
Topics of Foreign Language: Don Quixote
Dr. Neringa Pukelis
MWF 9:00 AM – 9:50 AM
The course is mostly intended for students majoring in Spanish.

82140 FLAN-30000.003
Topics in a Foreign Language: Spanish for Educators
Rocio Rodriguez
Online
The course is intended for students with not less than 2 years of high school/college Spanish.

80439 FLAN-30100.001
Spanish Conversation and Composition 1
Rocio Rodriguez
MWF 11:00 AM – 11:50 AM
The course is intended for students with not less than 2 years of high school/college Spanish.

80548 FLAN-31100.001
Reading and Writing in Chinese 1
Lifeng Hu
MWF 11:00 AM – 11:50 AM
The course is intended for students with not less than 2 years of high school/college Chinese.
Spain and Its Literature
Dr. Jackie White
M 5:00 PM – 7:50 PM
Prerequisites: for Gen-Ed students: ENGL-11200;
for English Majors: ENGL-11200 and ENGL-25000;
for Spanish Majors: completion of or current enrollment in FLAN-30300 or FLAN-29200 or permission of the instructor

In this course, students have an opportunity to familiarize themselves with the wealth of literature from Spain. We will explore all of the literary genres (poetry, drama, fiction, nonfiction, and film) and the intersecting, often competing traditions of Castilian, Catalanian, and Galician Spanishes. We will begin our reading journey with contemporary and avante-garde voices (particularly those of women), and then venture back through time to writers of the Spanish Civil War (particularly Lorca) and the generation of 1898, before examining the significant contributions and continuing relevance of Spain’s literary past. Some of those classic texts include the epic poem “El Canto de Mío Cid,” the poetry of Juan Ruiz and Garcilaso de Vega, the mystics, San Juan and Santa Teresa, the picaresque novel Don Quixote, the drama of Lope de Vega, and the philosophies of Miguel Unamuno and José Ortega y Gasset. As suggested, we will seek to identify the unique features of these writers and texts within their historical and cultural contexts. Major assignments include a literary travelogue of journal entries and quiz responses, a midterm and final exam, a film analysis, and a formal essay completed in stages. Attendance and participation also weigh heavily as this course meets only once per week and will be conducted mostly through discussion.

NOTE: While the course will be primarily conducted in English, and English-only readers will read texts in translation, students taking the course toward the Spanish major will be expected to read, discuss, and write as much as possible in that language.

Advanced Spanish
Dr. Neringa Pukelis
MWF 10:00 AM – 10:50 AM
This course is intended for students majoring in Spanish.

Independent Study in a Foreign Language: Spanish
Staff
ARRANGED