<table>
<thead>
<tr>
<th>Code</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>50123</td>
<td>ENGL-11200.001</td>
<td>College Writing 2 – Online</td>
</tr>
<tr>
<td>50129</td>
<td>ENGL-22700.001</td>
<td>Stories into Film</td>
</tr>
<tr>
<td>50130</td>
<td>ENGL-23000.001</td>
<td>Introduction to Fiction – Online</td>
</tr>
<tr>
<td>50132</td>
<td>ENGL-23000.002</td>
<td>Introduction to Fiction</td>
</tr>
<tr>
<td>80953</td>
<td>ENGL-22100.001</td>
<td>The Experience of Literature</td>
</tr>
<tr>
<td>80954</td>
<td>ENGL-22100.002</td>
<td>The Experience of Literature</td>
</tr>
<tr>
<td>80955</td>
<td>ENGL-23000.001</td>
<td>Introduction to Fiction</td>
</tr>
<tr>
<td>80958</td>
<td>ENGL-23500.001</td>
<td>U. S. Literature: Beginnings to 1865</td>
</tr>
<tr>
<td>80959</td>
<td>ENGL-23700.001</td>
<td>British Literature: Beginnings to 1800</td>
</tr>
<tr>
<td>82045</td>
<td>ENGL-24600.001</td>
<td>Special Topics: Stories of Hope, Desire, and Regret</td>
</tr>
<tr>
<td>80960</td>
<td>ENGL-25000.001</td>
<td>Introduction to English Studies</td>
</tr>
<tr>
<td>80961</td>
<td>ENGL-27000.001</td>
<td>Introduction to Film Studies</td>
</tr>
<tr>
<td>80962</td>
<td>ENGL-30000.001</td>
<td>Introduction to Professional Writing</td>
</tr>
<tr>
<td>80968</td>
<td>ENGL-31100.001</td>
<td>Introduction to Creative Writing</td>
</tr>
<tr>
<td>80969</td>
<td>ENGL-31600.001</td>
<td>Teaching Writing</td>
</tr>
<tr>
<td>80999</td>
<td>ENGL-33901.001</td>
<td>Special Topics: World Authors: Spain and Its Literature</td>
</tr>
<tr>
<td>80972</td>
<td>ENGL-34800.001</td>
<td>African American Literature</td>
</tr>
<tr>
<td>80973</td>
<td>ENGL-36000.001</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>81000</td>
<td>ENGL-36102.001</td>
<td>Special Topics: Film and Literature: Gothic Fiction and Film</td>
</tr>
<tr>
<td>80974</td>
<td>ENGL-37600.001</td>
<td>World/Ethnic Film</td>
</tr>
</tbody>
</table>
SUMMER 2019

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

50123 ENGL-11200.001
College Writing 2
Jasmine Castillo
June/July Session (06/03/2019 to 07/27/2019) – 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.

50129 ENGL-22700.001
Stories into Film
Dr. Christopher Wielgos
May/June Session (05/14/2019 to 06/07/2019 4 weeks)
TWR 9:00 AM – 12:30 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. We will investigate such issues as:
- The difference between literary conventions/techniques and cinematic ones
- The influence of cultural and historical conditions on the process of adaptation
- The 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?
- The questions of interpretation: How do the text and the reader (viewer) "make" meaning?

50130 ENGL-23000.001
Introduction to Fiction
Dr. Jamil Mustafa
June/July Session (06/03/2019 to 07/27/2019) – 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.
In this course, we will gain familiarity with some of the major writers of fiction, while developing critical strategies and the ability to recall important details in the fiction. We will further develop our abilities to summarize, analyze, and evaluate, so that we exercise and develop critical thinking skills necessary in all walks of life. Class time will be generally short lecture time followed by discussions and group activities. We study stories from many literary periods, and coming to new experiences through a multitude of perspectives, we will better understand ourselves, our culture, and our relationships with others.
FALL 2019

80953 ENGL-22100.001
The Experience of Literature
Therese Jones
MWF 8:00 AM – 8:50 AM
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.

80954 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 three literary genres: fiction, poetry, and drama. 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 apply these concepts and terms to specific, creative texts. Students also 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: 0-205-90227-8 OR ISBN-13: 978-0-205-90227-9.

80955 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.
80958 ENGL-23500.001
U. S. Literature: Beginnings to 1865
Dr. Jackie White
TR 2:00 PM – 3:15 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 bewildered 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.

80959 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.

82045 ENGL-24600.001
Special Topics: Stories of Hope, Desire, and Regret
Dr. Christopher Wielgos
MW 1:00 PM – 2:15 PM
Prerequisite: ENGL-11100

This course studies stories from a thematic pursuit, actively reading to find three characteristics of the human experience: Hope, Desire, and Regret. We will study many different authors from many different periods, writing in several different genres. We will consider the centrality of literature to the human experience and discuss how good stories may function in our lives, cultures, and societies.
This course will help students develop skills in critical reading, analysis, evaluation, and writing about imaginative stories, while helping the student gain a greater understanding of culture and an appreciation for literature. We will fulfill our purpose by reading and discussing a wide range of works written and produced by various authors and spanning different genres and cultural traditions.

80960 ENGL-25000.001
Introduction to English Studies
Br. Lawrence Oelschlegel
TR 12:30 PM - 1:45 PM
Prerequisite: ENGL-11100; English Majors/Minors or Consent of Department Chair

This course introduces 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. Students will review the genres of literature and of “text” in its widest range. The course will 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) and perhaps others if time permits. As students practice the skills of interpreting texts, they will examine the relationships among literature, rhetoric, and writing. Students who successfully complete this course will be well prepared for future courses in English. Three examinations (objective and essay), daily quizzes, (daily) home writing assignments, presentations, and short research papers constitute the bulk of graded work. Students are expected to attend several department-related events for credit. The course emphasizes small- and large-group discussions and a collaborative approach to assignments. Texts include McMahon’s Literature and the Writing Process (10th edition), Bressler’s Literary Criticism: An Introduction to Theory and Practice (5th edition, 1st printing), and Shakespeare’s The Tempest. This course does not satisfy the general education literature requirement.

80961 ENGL-27000.001
Introduction to Film Studies
Dr. Simone Muench
W 5:00 PM – 9:00 PM
Prerequisite: ENGL-11100

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.

**80962 ENGL-30000.001**  
*Introduction to Professional Writing*  
Dr. Jennifer Consilio  
MW 1:00 PM – 2:15 PM  
**Prerequisite:** ENGL-11200; Community Engaged Learning Course

If you are looking for a class to help strengthen your writing, technology, and design knowledge and skills? Intro to Professional Writing (formerly Writing for the Professions) is an essential class that will help to strengthen your writing and design skills and will help you become more marketable to potential employers and graduate schools. All class projects will teach you 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. For one of our projects, you will actually have the opportunity to create and design all the necessary employment materials or graduate school materials and apply for the job or graduate school of your choice. Many of the students in previous classes have gained employment or entry into graduate school after completing the project.

As an Engaged Learning class, you will also have the opportunity to work with non-for-profit organizations, small businesses, and/or campus organizations and create real, usable projects for them to implement into their organizations and for you to highlight on your resume, cover letter and graduate school applications.

**80968 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.

80969 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 31600 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.

80999 ENGL-33901.001 cross-listed with FLAN-37200.001
Special Topics: World Authors: Spain and Its Literature
Dr. Jackie White
W 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-39200
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 avant-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.
This course will provide a survey of African American literature from the era of slavery to the present. We will read slave narratives, fiction, speeches, poems and essays that African American experience has helped produce in the United States. When reading about African American expressive forms, we can’t avoid the various forms of music and songs, such as spirituals, gospels, the blues, etc., that this experience has produced. So, we will study them as well.

In the history of slavery, racism, Jim Crow and segregation and exclusion, the African Americans have reacted to the American experience, which emphasizes freedom, equality of opportunity, and happiness. How have the African American writers, poets, artists, and intellectuals responded to this unique and extraordinary experience called the American experience? How has this response evolved from the days of slavery to the time when an African American man has become the president of the United States? How is African American literature similar to and different from American literature?

We will also see how this literature born as a response to both European history and African American experiences and response in the United States communicates with the issues of African diaspora, the scattering of peoples of African origin all over the world, especially the New World, as a result of slavery and colonialism. How is African American literature part of the transatlantic history of commerce and colonialism as well as cultural circulation?

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.

81000 ENGL-36102.001  
**Special Topics: Film and Literature: Gothic Fiction and Film**  
Dr. Jamil Mustafa  
M 5:00 PM – 9:00 PM  
**Prerequisite:** ENGL-11200

“There was much of the beautiful, much of the wanton, much of the bizarre, something of the terrible, and not a little of that which might have excited disgust.” (Edgar Allan Poe, “The Masque of the Red Death”) Poe’s description of Prince Prospero’s polymorphously perverse masque applies equally well to Gothic fiction and film, whose masterpieces not only frighten us but also teach us about our world and ourselves. One basic question of this course will be, “What do Gothic stories and films tell us about the times in which they were made?” We will also consider how Gothic narratives define and exemplify monstrosity. Thus, another question of the course will be, “What do these texts tell us about what it means to be (in)human?” Finally, we will consider the artistry of Gothic fiction and film by drawing on the principles and methods of literary and film criticism. By analyzing and interpreting these texts, we can ask and seek to answer a third key question: “What makes a Gothic narrative great?”

This course also invites you to consider adaptation—specifically, how Gothic fiction translates into film. We will focus on both genre and form, concentrating on working with the key elements of fiction and film. You will thus develop the knowledge and skills needed to become a thoughtful critic of both print and visual texts.

80974 ENGL-37600.001  
**World/Ethnic Film**  
Dr. Christopher Wielgos  
T 5:30 PM – 9:30 PM  
**Prerequisite:** ENGL-11200

This course is an overview of contemporary international and ethnic American cinema, produced in the last twenty years, with an emphasis on the effects of globalization on film cultures. Our goals will be to explore filmmaking traditions and styles from a number of diverse cultures, as well as to foster a critical awareness of how the language of film employs image and sound to produce meaning and elicit spectatorial response.

We will turn to some important films, movements, and authors and locate them historically within national and international frames as we examine their modes of production and distribution, political contexts, and aesthetics. We will pay particular attention to the cultural, political, and economic factors of various national or transnational cinemas, including their systems of production, distribution, and exhibition. Above all, the class is designed to broaden perspectives, strengthen analytical vocabulary, and enhance the student’s critical capacity.
FOREIGN LANGUAGE COURSES:

Students pursuing 18 credits Arabic, Chinese, Russian, and Polish minors as well as Spanish minor or major, can receive up to 6 credits that would count towards their minor/major if they studied them before or are native speakers of these languages. Please contact Dr. Serafima Gettys at gettysse@lewisu.edu.

First-Year foreign language courses are an introduction with an emphasis on oral proficiency. We currently offer courses in Spanish, Arabic, Chinese, Japanese, Polish, Russian, French, Italian, German, and Spanish for Heritage Speakers.

Second-Year foreign language courses are designed to increase proficiency in the language, expanding vocabulary and enhancing clarity and precision in the use of the language. We currently offer courses in Spanish, Arabic, Chinese, French, and German.

80845 FLAN-10300.001
First-Year Spanish 1
Angelica Alvarez
MWF 2:00 PM – 2:50 PM
Prerequisite: Not open to students with prior knowledge of Spanish (i.e. high school Spanish courses). Not open to students with a background in Spanish (i.e. having learned the language at home).

Introduction to Spanish 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 Spanish speaking countries as they manifest themselves within the scope of themes covered during the semester (e.g. Spanish-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 etc.).

The focus of the methodology is language in use. Every unit is organized around specific tasks, and structures increase in difficulty as units progress and tasks become more complex. A specific instructional sequence is used to help master the material.

80846 FLAN-10400.001
First-Year Spanish 2
Angelica Alvarez
MWF 3:00 PM – 3:50 PM
Prerequisite: FLAN-10300 or equivalent; Not open for students with prior knowledge of Spanish (i.e. high school Spanish courses). Not open to students with a background in Spanish (i.e. having learned the language at home).

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.).
The focus of the methodology is language in use. Every unit is organized around specific tasks, and structures increase in difficulty as units progress and tasks become more complex. A specific instructional sequence is used to help master the material.

80863 FLAN-10500.001
Spanish Grammar 1
Neringa Pukelis
MWF 9:00 AM – 9:50 AM
Prerequisite: FLAN-28300 or equivalent

This course is primarily intended for students majoring in Spanish Language and Culture. Its main goal is to consolidate grammatical skills previously attained. The following verb tenses for regular and irregular indicative verbs will be taught: present, preterite, imperfect, future, conditional. In addition the following material will also be included: possessive adjectives and pronouns; demonstrative adjectives and pronouns; interrogative pronouns; por and para; ser and estar; and relative pronouns. The course will be accompanied by a component of readings and discussions.

Students will gain a better understanding of the function and usage of the verbal system.

80347 FLAN-10700.001
First-Year Arabic 1
Faculty TBA
MWF 10:00 AM – 10:50 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.).

80848 FLAN-10800.001
First-Year Arabic 2
Faculty TBA
TBA
Prerequisite: FLAN-10700 or equivalent. Not open for students with more than 1 year of high school/college Arabic or native speakers of Arabic

The second part of the introductory Arabic 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 Arabic-speaking countries within the scope of themes covered during the semester.
80849 FLAN-10900.001
First-Year Chinese 1
Lifeng Hu
MWF 1:00 PM – 1:50 PM
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.).

80850 FLAN-10900.002
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.).

80851 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.).
13

80852 FLAN-11300.001
First-Year Japanese 1
Faculty TBA
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.).

80854 FLAN-11700.001
First-Year Polish 1
Faculty TBA
MWF 10:00 AM – 10:50 AM
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.).

80853 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.).
80855 FLAN-12200.001  
First-Year Russian 2  
Matthew Boyd  
TBA  
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.).

82117 FLAN-12200.002  
First-Year Russian 2  
Faculty TBA  
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.

80857 FLAN-12300.001  
First-Year French 1  
Giovanna Hopkins  
MWF 11:00 AM – 11:50 AM  
Prerequisite: Not Open for Students with Prior Knowledge of French

Introduction to French 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 products (architecture, paintings, major historical dates); values and attitude in France 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 etymology, etc.).
**80858 FLAN-12500.001**  
First-Year Italian 1  
Giovanna Hopkins  
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.).

**80859 FLAN-12700.001**  
First-Year German 1  
Faculty TBA  
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.).

**80861 FLAN-20400.001**  
Spanish for Heritage Speakers 2  
Rocio Rodriguez  
TR 12:30 PM – 1:45 PM  
Prerequisite: Restricted to heritage speakers of Spanish

The course focuses on vocabulary development, literacy skills, grammar, reading and writing and includes consideration of the relationship between language and culture. Students are expected to view films from Latin American and Spain outside of class. In class, students discuss the significance and meaning of the films and examine language patterns. Students discuss, write reports, and give oral presentations in Spanish on the films they have viewed and analyzed. This course does not fulfill the General Education requirement for Humanities.
80865 FLAN-23100.001
Polish for Heritage Speakers
Faculty TBA
TBA
Prerequisite: Restricted to heritage speakers of Polish

This course is designed specifically for native or heritage speakers of Polish with oral proficiency but little or no formal training in the language. Generally, these are learners who were raised in homes where Polish was spoken. The course is designed to build on the language base students already possess. The primary purpose of the course is to develop reading and writing skills, although all of four language skills (listening, speaking, reading, and writing) and development of cultural awareness.

80867 FLAN-24300.001
Second-Year Russian 1
Dr. Serafima Gettys
TBA
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).

82031 FLAN-24400.001
Second-Year Russian 2
Matthew Boyd
TBA
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).

80868 FLAN-24800.001
Second-Year French 1
Giovanna Hopkins
MWF 12:00 PM – 12:50 PM
Prerequisite: FLAN-12300; Not open for students with more than 2 years of high school/college French or native speakers of French

The third semester of French. 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 French culture (practices, perspectives, and products) within the range of themes covered during the semester (dwellings, family structure, family traditions, gender roles and responsibilities).
80869 FLAN-25800.001  
Second-Year German 1  
Faculty TBA  
MWF 11:00 AM – 11:50 AM  
Prerequisite: FLAN-12700; Not open for students with more than 2 years of high school/college German or native speakers of German

The third semester of German. 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 German culture (practices, perspectives, and products) within the range of themes covered during the semester (dwellings, family structure, family traditions, gender roles and responsibilities).

80870 FLAN-28200.001  
Second-Year Spanish 1  
Claudia Rotter de Moran  
MWF 10:00 AM – 10:50 AM  
Prerequisite: FLAN-10400; Not open for students with more than 3 years of high school/college Spanish or native speakers of Spanish

The third 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).

The focus of the methodology is language in use. Every unit is organized around specific tasks, and structures increase in difficulty as units progress and tasks become more complex. A specific instructional sequence is used to help master the material.

80871 FLAN-28300.001  
Second-Year Spanish 2  
Claudia Rotter de Moran  
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).
80872 FLAN-30001.001
Special Topics in a Foreign Language: Spanish for Health Professions
Rocio Rodriguez
Online
Prerequisites: FLAN-10500; FLAN-28300 or instructor's consent.
The course is intended for students with not less than 3 years of high school/college Spanish.

This topics course focuses on issues relevant to the study of a foreign language and the cultures which communicate in it. This course is intended for foreign language minors or any other students who want to enhance foundation skills in reading, writing, and speaking in a foreign language.

The course is designed to increase and improve communication skills in Spanish for (future) health care professionals within the context of the Latino immigration culture in the U.S. in a medical setting. The two main components of the course are language and culture. The course is aimed to develop cultural competency by studying the cultural practices of the Latino patient. The language component will assist students in reaching Intermediate Mid-Proficiency in Speaking/Listening, Reading and Writing Spanish.

Community-based projects are included in the course to give students the opportunity to use the language outside of the classroom and within the professional field, while understanding how Spanish is prevalent in their own community on campus and in the region.

80874 FLAN-30002.001
Special Topics of Foreign Language: Spanish for Criminal Justice Professionals
Rocio Rodriguez
Online
Prerequisites: FLAN-10500; FLAN-28300 or instructor’s consent. The course is intended for students with not less than 3 years of high school/college Spanish.

This topics course focuses on issues relevant to the study of a foreign language and the cultures which communicate in it. This course is intended for foreign language minors or any other students who want to enhance foundation skills in reading, writing, and speaking in a foreign language.

The course is designed to increase and improve Spanish skills for (future) professionals within the context of the criminal justice field. There is a focus on aspects of working with the Hispanic community that relate to the law, both within the U.S. and other Spanish speaking countries. The class will cover a broad mix of legal contexts while building practical legal terminology and written and oral communication skills. In addition, emphasis will be placed on cultural issues that may affect successful interaction with Spanish-speaking individuals and families faced with legal matters.

Community-based projects are included in the course to give students the opportunity to use the language outside of the classroom and within the professional field, while understanding how Spanish is prevalent in their own community on campus and in the region.
**80875 FLAN-30100.001**  
**Spanish Conversation and Composition 1**  
Rocio Rodriguez  
TR 2:00 PM – 3:15 PM  
**Prerequisite:** FLAN-10500 or instructor’s consent. The course is intended for students with not less than 3 years of high school/college Spanish.

This course is primarily intended for students majoring in Spanish Language and Culture. Its main goal is to assist students to reach Intermediate Mid-Proficiency in Speaking/Listening and Writing Spanish.

Students will be guided to develop Spanish literacy skills to be creative with the language when talking about familiar topics related to daily life; combine and recombine learned material to express personal meaning; write short simple communications, compositions and requests for information in connected texts about personal preferences, daily routines, common events and other personal topics.

The material will be studied through readings of short articles, short stories, newspapers, podcasts and other videos available in the Internet in their original format and share both oral and written responses to these works in class, small group work, and written exercises, while also identifying the cultural aspects of the text.

**80876 FLAN-31100.001**  
**Reading and Writing Chinese 1**  
Lifeng Hu  
TBA  
**Prerequisite:** FLAN-10900 and FLAN-21300

This course is primarily intended for students minoring Chinese. Its main goal is to assist students to reach Intermediate level Proficiency in Speaking, Listening Comprehension, Reading and Writing in Chinese. An increased focus will be given to developing skills in reading and writing Chinese characters as they will facilitate access to Chinese literary tradition.

**81005 FLAN-37200.001**  
**Spain and Its Literature**  
Dr. Jackie White  
W 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-39200  
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.

**80877 FLAN-45000.001**
Advanced Spanish
Dr. Neringa Pukelis
MWF 10:00 AM – 10:50 AM
Prerequisite: FLAN-30300; FLAN-20600 or permission of instructor

This course is designed to focus on improving Spanish writing and conversational skills by way of selected texts of Latin American Literature from the “Boom” of era of the 1960’s and 1970’s. The class will be discussion oriented, with equal emphasis placed on oral participation and weekly written observations. By the end of the course, the students will have accumulated a 16pg collection of their own writings in Spanish and will be prepared for further writing and research in the target language.