

Department of English

COURSE DESCRIPTIONS

SUMMER 2016

April 18, 2016

**ENGL
110**

College Composition I

Yvette Koepke

MTWTh 9:00-11:00

3 Credits

May 16-June 24

This is an Essential Studies course and will satisfy your distribution requirement in Communication (1).



This course is designed to introduce students to—and to help them practice—the ways that people in a university setting write, read, and think. Through readings and writing assignments, students will learn to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. By the end of the course, students should:

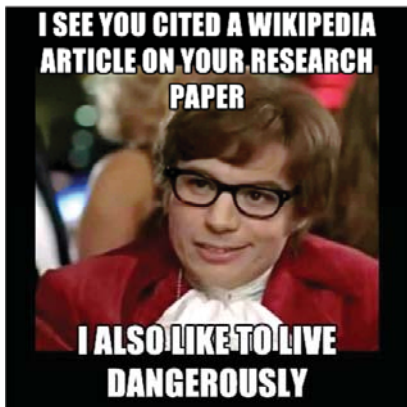
- Use composing and reading for inquiry, learning, critical thinking, and communicating in various contexts
- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, and to how these features function for different audiences and situations
- Use strategies—such as interpretation, synthesis, response, and critique—to compose texts that integrate your ideas with those from our readings
- Develop a writing project through multiple drafts by giving and acting on productive feedback to works in progress
- Reflect on the development of your composing practices and how those practices influence your writing and reading
- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Practice applying citation conventions systematically in your own work*

To promote these outcomes, the course will also engage students in a real, current, and on-going academic project, investigating the problems and potentials of reading, writing, rhetoric, literacy, language, and education writ large. In the process, students will have to engage in serious and sustained work, reading several academic and popular essays, writing four or five formal papers, and working through many stages of drafting and revising.

ENGL 130	Composition II: Writing for Public Audiences
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Section 2	Chris Nelson MTWTh 11:00-1:00 3 Credits	May 16-June 24
Section 3	Lori Robison MTWTh 9:00-11:00 3 Credits	June 27-August 5
Section 4	Eric Wolfe MTWTh 9:00-11:00 3 Credits	June 27-August 5

This course, which builds upon ENGL 110, asks students to take academic writing skills into the public, to work as engaged citizens of the information age. The course begins with readings about an important social issue, after which students will determine how to use this knowledge to serve their communities. To that end, students will conduct primary and secondary research projects, which will lead to a collaboratively-authored project proposal. Then, students will produce documents that will help inform and persuade the public about an issue and project, such as letters, emails, editorials, websites, and promotional materials.



Through all of these projects, the course asks students to work rhetorically—to think carefully about the audience, purpose, persona, genre, and timing of their writing, as well as the impact that writing can have in the community. Like ENGL 110, this course emphasizes active learning through revision, peer review, group projects, and writing workshops. By the end of the course, students should:

- Learn and use key rhetorical concepts through analyzing and composing a variety of texts
- Learn common formats and/or design features for different kinds of texts
- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in

voice, tone, level of formality, design, medium, and/or structure

- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources
- Adapt composing processes for a variety of technologies and modalities
- Experience the collaborative and social aspects of writing processes

ENGL 308	The Art of Writing Nonfiction Kim Donehower MTWThF 9:00-12:00 3 Credits	May 16 - June 3
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This course fulfills the Essential Studies categories of Fine Arts and Advanced Communication, and the Essential Studies goal of Written Communication.

This course concerns the craft of essay writing, which includes genres such as memoir; travel, food, and sports writing; and literary journalism, among others. We will read essays by professional writers and each other to analyze the techniques and styles that contribute to a successful essay. Individually, in small groups, and as a whole class, we will identify and cultivate the stylistic and rhetorical moves that produce engaging and enlightening creative essays. You will have lots of choice of topics and genres to read and write about, and much support to help you stretch and grow as a writer. This class presumes no previous experience in creative writing and is suitable for any student of any major who has completed UND's 100-level composition requirements.



**ENGL
415**

Seminar in Literature: Obscenities

Adam Kitzes

MTWTh 11:00 -1:00

3 Credits

May 16 - June 24

This course is an Essential Studies Capstone Course, and fulfills the goals of Written Communication and Critical Thinking. This course is approved for graduate credit.



First the bad news: this is as much a course about rhetoric as it is about lewd or offensive language and subject matter. In studying obscenity we will take up questions of how the sense of limitations – whether erotic, violent or otherwise – give shape to forms of expression, either establishing or limiting what writers can do with their texts. To that end we will cover as much a range as the six week session allows us, taking cases from early as well as more modern and contemporary writers, with selections from lyric, drama and prose. Our readings therefore will try to balance Shakespeare and his contemporaries (e.g. the satirists, *Coryat's Crudities*), Restoration and eighteenth century novelists, as well as figures like Lautremont, Miller, Lawrence, Nabokov, and Roth. Student work will include daily class activities, short assignments and one longer essay, which develops at least one of the topics that our course raises.