

# *Oklahoma State University English Programs & Instructors*

## *Courses for Fall 2019*

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### **ENGL 5143 Descriptive Linguistics Max Credit:3**

**CRN 61202 - Caplow, Nancy - LECTURE - W 1630-1910 M202 Max Enrollment:12**

This course provides a foundation in core elements of language structure, organization, and meaning. You'll apply what we learn about phonetics, phonology, morphology, syntax, and semantics in a language description project, working with a native speaker of a language you're unfamiliar with. You will gain experience in the collection and analysis of linguistic data, as well as an appreciation of the ways in which languages differ from one another. These skills and concepts are relevant to your on-going coursework, research, and teaching, whether your primary interest is in TESL or Linguistics.

Note: This course is **required** for all MA and PhD students in both TESL and Linguistics (unless you demonstrate that you have completed an equivalent course at the graduate level). You should plan to take this course in your **first year** in the program.

### **ENGL 5153 Syntax Max Credit:3**

**CRN 70135 - Loss, Sara - LECTURE - TR 1400-1515 M207 Max Enrollment:12**

Syntax seeks to understand the largely unconscious patterns ("rules") that determine how speakers combine words and phrases. Most linguists approach this topic from a universalist perspective: they are concerned with determining how structural generalizations hold across all languages. These generalizations can help us understand how human brains work. There are various types of syntactic theories. In this class, we will be adopting a generative approach. In this approach, the goal is to understand the system of knowledge which enables speakers to produce and parse words and sentences. Generative Grammar is a well-established and well-researched model for investigating word and sentence structure. Understanding how Generative Grammar works will help you understand other theories, as well. In this introduction to syntax, we will practice analysis of syntactic data. We will learn how to construct an argument, provide evidence for claims, present information in an organized manner, and understand how findings fit into our current knowledge. This is a course that values effort and critical thinking. Student performance is assessed based on engagement with material – as shown in class, in homework, and in a final project.

### **ENGL 5201 Writing Center Theory and Pedagogy Max Credit:1**

**CRN 61204 - Sicari, Anna - LECTURE - R 1030-1120 M207 Max Enrollment:16**

The study of writing center theory and practice with the goal of application to one-to-one pedagogy.

### **ENGL 5213 Composition Theory and Pedagogy Max Credit:3**

**CRN 61205 - Lewis, Lynn - LECTURE - TR 1230-1345 M208 Max Enrollment:32**

Theory and methods of first-year writing pedagogy.

### **ENGL 5223 Professional Writing Theory and Pedagogy Max Credit:3**

**CRN 70136 - Cheng, An - LECTURE - R 1630-1910 M207 Max Enrollment:12**

This course serves as the introduction to professional writing. It addresses these and other related topics: the definitions of technical writing/professional writing, the differences between professional writing and technical writing, the core competencies of professional writers vs professionals who write, the common genres in professional writing, the foundational skills that lead to common professional writing genres, the approaches to teaching professional writing, and the connections between professional writing and writing studies in general. This course aims to achieve these and other related learning objectives: to build interest, confidence, and skills in self-learning and self-development as professional writers; to lay the foundation for other graduate courses in professional writing; to encourage and facilitate research on topics or genres in professional writing; and to build pedagogical content knowledge of professional writing to enhance future pedagogical activities here or elsewhere. Assignments include responses to readings, a special-topic paper, and a final essay exam.

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### **ENGL 5243 Teaching English as a Second Language Max Credit:3**

**CRN 61223 – Amory, Michael - LECTURE - M 1630-1910 M306 Max Enrollment:12**

This course focuses on the teaching of English to speakers of other languages. Specifically, the course explores the multidimensional nature of the teacher as a learner of teaching, the contexts within which teaching occurs, and the activities and content of second language teaching and learning. Throughout the semester, students will engage in a range of theoretical, pedagogical, and reflective activities that will enable them to: 1) understand their own beliefs and knowledge about language learning and language teaching, and become aware of the impact of such knowledge and beliefs on their classroom practices; 2) recognize the highly situated and interpretative processes involved in language teaching and be able to reflect on, critically analyze, and evaluate their own teaching practices; 3) become sensitive to the complex social, cultural, political, and institutional factors that affect language teaching and students' language learning; 4) come to recognize students' strengths and development as learners and language learners; 5) understand subject matter content from an instructional perspective and learn to anticipate areas that may require additional instructional support; 6) use their knowledge of theory to inform their instructional practices; 7) participate in professional collaborations with other teachers as they learn about language teachers, language teaching, and language learning.

### **ENGL 5353 Studies in the History of Rhetoric Max Credit:3**

**CRN 70137 - Bratta, Phillip - LECTURE - M 1630-1910 M207 Max Enrollment:12**

An exploration of selected topics and texts in the history of Western and non-Western rhetoric from the classical period to the present.

### **ENGL 5420 Tragedy, Comedy, and Masque in Tudor and Stuart England Max Credit:3**

**CRN 70138 - Jones, Edward - LECTURE - MW 1430-1545 M307 Max Enrollment:12**

A study of Renaissance drama involves arguably the high-water mark of dramatic performance in English history (1580-1642), a period not lacking controversy or competition. Besides familiar comedy and tragedy, there are not so familiar performances of masques and other aristocratic entertainments. There is, of course, Shakespeare, but notable early contemporaries (Kyd and Marlowe) and overt competitors (Jonson and Webster). All vie for attention initially on the south bank and then for performances at court and indoor venues. As for titles, how about *The Spanish Tragedy*, *Dr. Faustus*, *A Woman Killed with Kindness*, *Bartholomew Fair*, *The Duchess of Malfi*, and *'Tis Pity She's a Whore*? 2 papers, a presentation, one exam, one tutorial.

### **ENGL 5480 Modernist Fiction Max Credit:3**

**CRN 70139 - Grubgeld, Elizabeth - LECTURE - W 1630-1910 M310 Max Enrollment:12**

This course will include an introduction to narrative theory in conjunction with close readings of British and Irish fiction from the late 1900 to 1935. Much emphasis will be placed on narration, time, and plot construction, although cultural studies approaches are also very welcome. Along with selected essays, we'll read short stories and novels by Joseph Conrad, James Joyce, George Moore, Ford Madox Ford, Jean Rhys, Rebecca West, D.H. Lawrence, Katherine Mansfield, and Elizabeth Bowen. Also required: four two-page papers, a seminar project and presentation, occasional leadership of discussion, and active participation.

### **ENGL 5520 Internship in Professional Writing Max Credit:3**

**CRN 61233 - Cheng, An - IND - Max Enrollment:10**

This course provides a supervised work-and-learning experience in professional writing. It is open only to students in the MA Option or Ph.D. in Professional Writing. Students who wish to enroll must receive prior permission from the instructor. Enrollment is contingent upon the availability of internships. Interns should spend nearly all of their time engaged in writing and writing-related activities such as editing, design, interviewing, or conducting research. They will maintain a daily work-related log that documents what they do on the job and what they are learning about the workplace and the profession. They will write monthly progress reports, meet with the instructor and other internship students regularly, and develop a portfolio that contains significant samples of work completed.

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### **ENGL 5780 Craft and Forms of Poetry Max Credit:3**

**CRN 70140 - Lewis, Lisa - LECTURE - M 1630-1910 M310 Max Enrollment:12**

Theory and practice of the poetic forms.

### **ENGL 6130 Studies in Fiction Writing Max Credit:3**

**CRN 68103 - IND - MW 1430-1545 M310 Max Enrollment:12**

Individual projects in fiction. Offered for fixed credit, 3 credit hours, maximum of 9 credit hours.

### **ENGL 6260 Beyond the Human Limit: Studies in Blackness and Being Max Credit:3**

**CRN 70141 - Belton, Andrew - LECTURE - T 1630-1910 M207 Max Enrollment:12**

This course takes as its point of departure the idea that the human being, as a subject for scientific and humanistic inquiry, has become incompatible with, and exhausted by, the concept of blackness. If black life, as Saidiyah Hartman has suggested, is sustained by remaining in the "position of the unthought," then how do scholarly attempts at understanding black ontology (i.e. all black study) interrupt, disrupt, or otherwise corrupt conceptualizations of being that are tied to the human and its humanism? Asked differently, if modern formulations of the human administer and condition a world violently bound to structural and structuring forms of antiblackness, then how does blackness announce forms of life and being beyond the limits of the human and its exclusionary discourses? That is, how might we begin to understand blackness as tethered to what exists before and beyond the human (in and towards notions of the ahuman, the inhuman, the subhuman, the superhuman, the posthuman, the extra-human, and so forth).

This course engages the very limits of thinking the human as a subject of inquiry in relationship to the inevitable and perpetual escape bound to the im/possible being of blackness. Throughout the semester, we will investigate scholarly writings that attempt to explain the complex relationship between blackness and being, perhaps including (but not limited to) Michelle Wright's *Physics of Blackness* (University of Minnesota Press, 2015), Calvin Warren's *Ontological Terror* (Duke University Press, 2018), Christina Sharpe's *In the Wake* (Duke University Press, 2016), Alexander Weheliye's *Habeas Viscus* (Duke University Press, 2014), Fred Moten's *Stolen Life and The Universal Machine* (Duke University Press, 2018), alongside a few primary texts offering opportunities for intellectual application. Supplementary primary texts may include works such as Octavia Butler's *Bloodchild and Other Stories* (1995), Alexis Gumb's *M: Archive* (2018), Robert Hayden's *American Journal* (1978), Shawnee and Shawnelle Gibbs's web series, *Adopted by Aliens* (2004-2006), and others.

### **ENGL 6360 Hollywood History Max Credit:3**

**CRN 70636 - Menne, Jeffrey - LECTURE - T 1630-1910 M105 & T 1920-2130 Max Enrollment:12**

In this seminar we will consider the ways that Hollywood history can be told by organizing our inquiries around a series of problems: the problem of scale, the problem of Irving Thalberg, the problem of marriage, the problem of machine vision, the problem of race, and so on. We will view everything from D.W. Griffith's *Intolerance* (1916) to Kogonada's *Columbus* (2017), and alongside our viewing we will tease out the methodological assumptions of pioneering historical studies by Stanley Cavell, J.D. Connor, Michael Gillespie, Miriam Hansen, Kara Keeling, and D.N. Rodowick among others.

### **ENGL 6410 Folk Linguistics Max Credit:3**

**CRN 70142 - Preston, Dennis - T 1630-1910 M112 Max Enrollment:12**

This course will look at folk linguistics, the study of what non-specialists (i.e., non-linguists) believe about and how they react to language (its structure, distribution, vitality, use, acquisition, etc.) The major focus of the course will be on the experimental, task-based, and interview techniques that are used to elicit folk responses, and on the techniques that are used to analyze them. Each student will conduct and present (both orally and in writing) the results of a folk linguistic investigation of their own.

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**GRAD 5082 ITA Training - Oral Proficiency Max Credit:2**

**CRN 61562 - Woodford, Laurie - LECTURE - M 1630-1810 M307 Max Enrollment:15**

Communication strategies and oral skills necessary for international teaching assistants. Courses may not be used on a student's plan of study to fulfill minimal degree requirements. Previously offered as GRAD 5981.

**GRAD 5092 ITA Train Pres Skills Max Credit:2**

**CRN 61564 - Nezami Nav, Sara - LECTURE - M 1730-1920 AGH009 Max Enrollment:13**

**CRN 61565 - Woodford, Laurie - LECTURE - W 1700-1840 CLB317 Max Enrollment:12**

Prepares students for the ITA test. Topics include communication strategies, organization of topic, presentation skills. Students will practice making presentations in class. Course may not be used on a student's plan of study to fulfill minimal degree requirements. Previously offered as GRAD 5991.