

Undergraduate Course Description Packet

Fall 2019

Updated: 3-21-2019

ENGL 0013, Reading Strategies

Instructor: Staff

Texts Required:

McWhorter, Kathleen. *Efficient and Flexible Reading*, 10th Ed. ISBN 10: 0-205-90359-2

Description: This course focuses on developing reading skills and strategies essential for college success. The areas of concentration include vocabulary development, advanced comprehension skills, and critical reading. Comprehension is developed primarily through study of main ideas, supporting details, and organizational patterns, while critical reading addresses inference and analytical thinking. University credit is earned, but the course does not count toward a degree. This course is required of students not meeting state reading placement standards of (less than a 19) on the ACT reading score.

Examinations: Five tests and a final examination.

ENGL 1013, Composition I

Instructor: Staff

Texts Required:

Sunstein, Bonnie Stone, and Elizabeth Chiseri-Strater. *FieldWorking: Reading and Writing Research* (4th Ed.) Bedford/St. Martin's. ISBN 9780312622756

Lunsford, Andrea. *St. Martin's Handbook* (8th Ed.) Bedford/St. Martin's. ISBN 9781319088262.

Description: This course teaches students how to draft, revise, and edit their researched essays to demonstrate sound argumentation, development of ideas, clear organization, accurate analysis, awareness of writing conventions, and mastery of standard linguistic forms. The course approaches the teaching of writing skills by conducting primary research on particular discourse communities.

Requirements: Discussion; workshop; lecture; and the writing of papers and exercises. The quality of writing will largely determine the final grade.

ENGL 1023, Composition II

Instructor: Staff

Texts Required:

Lunsford, Andrea. *The St. Martin's Handbook* (8th Ed.) Bedford/St. Martin's. ISBN 9781319088262.

Wardle, Elizabeth and Doug Downs. *Writing About Writing* (2nd Ed.). Bedford/St. Martin's. ISBN 9781457636943.

Description: To continue to teach students the research and writing strategies and processes emphasized in Composition I but doing so through the analysis of the discursive and writing practices in their chosen fields of study. Students will reflect on writing as a communicative practice and will write critical essays that demonstrate sound argumentation, development of ideas, clear organization, effective analysis, awareness of writing conventions, and mastery of standard linguistic forms.

Requirements: Discussions; workshops; lectures; formal and informal analytical writing; exercises and activities that promote metadiscursive awareness. The quality of writing will largely determine the final grade.

ENGL 1023H, Composition II Honors

Instructor: Staff

Texts Required:

Lunsford, Andrea. *The St. Martin's Handbook* (8th Ed.) Bedford/St. Martin's. ISBN 978-1319021375.

Wardle, Elizabeth and Doug Downs. *Writing About Writing* (2nd Ed.). Bedford/St. Martin's. ISBN 978-0312534936.

Description: To continue to teach students the research and writing strategies and processes emphasized in Composition I but doing so through the analysis of the discursive and writing practices in their chosen fields of study. Students will reflect on writing as a communicative practice and will write critical essays that demonstrate sound argumentation, development of ideas, clear organization, effective analysis, awareness of writing conventions, and mastery of standard linguistic forms.

ENGL 1033, Technical Composition II

Instructor: Staff

Textbooks Required:

Markel, Mike. *Practical Strategies for Technical Communication* Bedford/St. Martin's. ISBN 978-1457609404

Martin's. ISBN

Alred, et al. *Handbook of Technical Writing* (11th Ed.) Bedford/St. Martin's. ISBN 978-1-457-67552-2

Description:

The general goal of English 1033 is to teach students in technical fields the principles of effective written communication. The specific goal of this course is to introduce students to particular principles, procedures, and formats used in preparing some common types of documents encountered in technical fields.

Requirements:

Lecture, discussion, exercises, peer-review workshops, exams, and several major writing assignments.

Prerequisite:

ENGL 1013 Composition I

Note: This course is designed for Engineering and Business majors.

ENGL 1213, Introduction to Literature

Teacher: D. Stephens

Textbook Required:

Norton Introduction to Literature, Shorter 13th Edition, ISBN 978-0-393-66494-2

*** **Do not order the “Portable” edition.*****

Description: Anyone who loves to read, has an inquiring mind, and is comfortable with writing paragraphs in clear and accurate English is ready for this course.

We'll begin with some questions: what is literature? (Given that literary scholars have published essays about tweets, what *isn't* literature?) What's the point of reading fiction when we could be reading history, science, and other factual writing? How can we analyze literature without losing the pleasure of it? What hope is there for people who are secretly scared of poetry?

Among others, our selections will include “Why I Live at the P.O.” (a short story about family infighting, fried chicken, and the world's most snarky narrator), “We Real Cool” (a poem that creates its own jazz and then makes us stumble), “Jesus Shaves” (an essay about the hilarious awkwardness of translating religion into another language), *The Yellow Wallpaper* (a hair-raising short novel based on the infamous “rest cure” of physician Weir Mitchell), and “My mistress' eyes are nothing like the sun” (in which the author celebrates his girlfriend's dull hair and bad breath).

Controversial Content: this course will include literature that mentions sexual acts of which some students may not approve, torture, murder, and religious and political controversies. We'll read for understanding instead of imposing our own values on the texts. Please do not take the course unless you intend to engage with all course content. You will not be asked to agree personally with any particular beliefs expressed in the literature, but you must endeavor genuinely to hear what the authors are saying instead of jumping to judgment.

Requirements: students will write frequent reading responses of one-half to one page each. There will be a midterm and a final, with study guides for preparation. Discussion and attendance will count for a large part of the grade. Even shy students usually end up feeling comfortable talking in my classes, and “stupid” questions are encouraged.

ENGL 1213, Introduction to Literature

Teacher: C. Bailey

Description: None provided.

ENGL 2003, Advanced Composition

Instructor: Staff

Texts Required:

Comer, Denise, Writing in Transit. ISBN 978-1-59871-803-4

Bacon, Nora, The Well-Crafted Sentence. ISBN 978-1-4576-0673-1

Students will also need two essays they have written for a previous course, preferably two researched essays.

Description: A course designed to continue to teach students the research and writing strategies and processes emphasized in Composition II by focusing on a variety of document genres, media, and discursive conventions. Students engage in rhetorical analysis, stylistic analysis, and adapting their stylistic choices to suit differing rhetorical situations.

PREREQUISITES: ENGL 1013 and ENGL 1023.

Essays, exams, and other major requirements: four essays (5-6 pages), in-class writing exercises, quizzes, presentations and/or annotated bibliographies may be included as well.

ENGL 2013, Essay Writing

Instructor: Staff

Texts Required:

Textbooks pending

Description: To teach students strategies for analyzing and writing creative nonfiction. Special attention will be given to certain forms that have served creative nonfiction well.

Procedures and Assignments: Discussion, workshop, lecture, and the writing of papers, essay examinations, and exercises. The quality of writing will largely determine the final grades.

Note: Students must possess a sound knowledge of sentence structure, standard usage, and the writing of expository essays. Students who do not have this knowledge should not enroll in the course.

ENGL 2023, Creative Writing I

Instructor: Staff

Textbooks Required:

Varies by instructor.

Description:

A beginning-level lecture and workshop course introducing students to the writing of poetry and fiction.

Requirements:

Students produce both poetry and fiction. Final grade based mainly on a portfolio of writing and revisions produced during the semester, with class participation and attendance a high priority.

ENGL 2173, Literacy in America

Instructor: Staff

Description: This introductory course examines different definitions of literacy and their connections to issues of socio-economic class, occupational status, economic and political structures, educational institutions, cultural organizations, and various media. English Department Undergraduate Course Descriptions Spring 2018 9 Students will examine the social, as well as the cognitive, dimensions of literacy and consider the implications for literacy instruction in school.

ENGL 2303-001 English Literature from Beginning-17th century

Instructor: Staff

Description:

Textbooks Required:

Essays, exams, and other major requirements for undergraduates: regular short papers; one long-term research paper, active prepared attendance and participation in class discussion

ENGL 2313, Survey of British Literature, 1700-1900

Teacher: Lissette Lopez Szwydky-Davis

Texts:

The Longman Anthology of British Literature, Volume 1C: The Restoration and the Eighteenth Century. ISBN 0205655270 | 978-0205655274.

The Longman Anthology of British Literature, Volume 2A: The Romantics and Their Contemporaries. ISBN 0205223168 | 978-0205223169.

The Longman Anthology of British Literature, Volume 2B: The Victorian Age. ISBN 0205655262 | 978-0205655267.

Course Description: This course serves as a general introduction to British Literature from the eighteenth century, Romantic, and Victorian periods. The readings listed in the course schedule below will frame our investigations of how empire, colonialism, race, gender, class, and political movements shaped British literature and culture of the eighteenth and nineteenth centuries. Lectures, class discussions, and assignments will approach the period's writing through its historical, political, and social contexts.

Essays exams and other major requirements for undergraduates: three exams, 1 course blog entry (1000-1200 words), attendance and active class participation.

ENGL 2323: Survey of Modern and Contemporary British, Irish, and Postcolonial Literature
(T-Th 2-3:15)

Teacher: S. Burris

Textbooks Required:

- *The Norton Anthology of English Literature, Volume F, Ninth Edition*, ISBN: 978-0-393-91254-8, 2012.
- *The Quiet American*, Graham Greene, ISBN: 978-0-14-303902-0, 1955.
- *Nervous Conditions*, Tsitsi Dangarembga, ISBN: 978-0-9547023-3-5, 1988.

Description:

- To become a careful & *spontaneous* reader of literature.
- To begin an investigation of the recognizable temperament that characterizes the century.
- To contextualize the literature by examining some of the important historical, cultural, and political forces that helped to shape it.
- To develop a critical vocabulary that is both specific to the twentieth century and cognizant of the historical periods that precede the century.
- To understand the fundamental notion of global citizenship.

Grading:

- 40% 10 reading quizzes (80 points, having dropped the two lowest)
- 25% Mid-term—short answer & discussion (50 points)
- 25% Final—short answer & discussion (50 points)
 - 10% Participation, attendance (20 points)

ENGL 2343, Survey of American Literature from the Colonial Period through Naturalism: Facing East in American Literature

Instructor: S. Teuton

Description: This course seeks to refresh our vision of American literature by facing east. That is, from the perspective of Native Americans, who witnessed the arrival of Europeans and the founding of America. We will place Native American voices in conversation with established authors, from the upheavals prompted by Columbus’s invasion of “India,” to the opening of the American West. Throughout this era in American literature, various authors have sought to forge—through conflict and cooperation—a relationship to lands and peoples across the North American continent. Colonial-era considerations of ethnicity, gender, class, and nation serve to challenge prevailing definitions of “America,” and provide a more complete portrait of what it means to belong to the American land. This course will explore through reading, discussion, and critical essay how traditional as well as alternative narratives enrich our conceptions of self and nation in American literature and culture, from pre-modernity to the middle nineteenth century.

ENGL 2343, Survey of American Literature from the Colonial Period through Naturalism: The Romance of Colonialism

Instructor: K. Yandell

Description: This course examines Romantic American literatures from the era surrounding American colonization. The course places literatures of indigenous American peoples in conversation with the upheavals prompted by Columbus’s invasion of “India,” and ends with literatures of the early Romantic period. Throughout this era in American Literature, various nations’ authors have sought to forge – through conflict and cooperation – a relationship to American lands and peoples across the American continent. Colonial-Era considerations of ethnicity, gender, class, and nation serve to challenge prevailing definitions of “America,” and provide a more complete portrait of what it means to belong to the American land. This course will explore through reading, discussion, and critical essay how traditional as well as alternative narratives enrich our conceptions of self and nation in American literature and culture, from antiquity through the early nineteenth century.

Essays, exams, and other major requirements for undergraduates: enthusiastic participation, three exams, between one and three short essays.

ENGL 2353, Survey of Modern and Contemporary American Literature: Food, Class, and Culture

Instructor: R. Cochran

Description: None provided.

ENGL 2353: Survey of Modern and Contemporary American Literature

T/R 12:30-1:45

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Course Overview

This course will survey modern and contemporary American literature. Issues and themes we will discuss may include, but are not limited to the following: experiments in form and style; literature and the sister arts; gender and sexuality; the role of large-scale violence in shaping literature; the natural world and technology; paranoia; capitalism; and the relationship between high and low art. We will examine how American literature responds to the events of the twentieth century and how it interacts—or fails to interact—with race, ethnicity, class, politics, gender, and history.

Required Textbooks (Please buy these particular editions)

Dove, Rita, ed. *The Penguin Anthology of American Poetry*. 1st Ed.

Penguin: ISBN 978-0143121480

Doctorow, E.L. *Ragtime*

Random House: ISBN 978-0812978186

Johnson, James Weldon *The Autobiography of an Ex-Coloured Man*

Norton Critical Editions: ISBN978-0393972863

McCarthy, Cormac *The Road*

Vintage: ISBN 978-0307387899

Requirements

2 exams, 1 paper, regular quizzes, enthusiastic participation.

ENGL 2353, Survey of Modern and Contemporary American Literature: Food, Class, and Culture

Instructor: C. Kayser

Description: None provided.

ENGL 3013, Creative Writing II

Instructor: Staff

Textbooks Required:

Handouts and weekly worksheets only.

Description:

To develop skills in writing poetry and fiction.

Assignments:

- 1) Writing exercises in both fiction and poetry.
- 2) Self-motivated short story and/or poems. Student writers should complete a portfolio of a few poems and/or a short story before the last week of class.

Prerequisite:

In order to enroll in this course, students must have taken and successfully completed Creative Writing I (ENGL 2023).

ENGL 3203, Introduction to Poetry

Instructor: G. Davis

Texts Required:

Description: None provided.

ENGL 3213, Fiction

Instructor: Staff

Description: None provided.

ENGL 3223, Drama

Instructor: R. Cochran

Description: None provided.

ENGL 3283, Topics in Popular Culture and Popular Genres: Carnival, Television, and New Orleans

ENGL 3863, Literature and Culture of the South: Carnival, Television, and New Orleans

Teacher: R. Roberts

Textbooks Required:

Bignall, Jonathan. *An Introduction to Television Studies*, 3rd Edition. ISBN 978-0-415-59817-0.

Description: This course will introduce you to television studies and how to interpret televisual texts, with a focus on the representation of Carnival in popular shows, including *The Simpsons*, *Cops*, *Bones*, *NCIS: New Orleans*, *Treme* and documentaries, including *All on a Mardi Gras Day* and *By Invitation Only*.

Essays, exams, and other major requirements for undergraduates: class participation, midterm, final, and one essay.

ENGL 3543 Topics in US Latino/Latina Literature and Culture

Instructor: Y. Padilla

Description: none provided.

ENGL 3553, Topics in Native American Literature and Culture

Instructor: S. Teuton

Description: none provided.

ENGL 3593, Topics in Gender, Sexuality, and Literature: Vampires, Voodoo, Ghosts, and Gender
ENGL 4593, Seminar in Gender, Sexuality, and Literature: Vampires, Voodoo, Ghosts, and Gender

Teacher: R. Roberts

Textbooks Required:

Rhodes, Jewell Parker. *Voodoo Dreams*. ISBN 0-312-11931-3.

Hambly, Barbara. *A Free Man of Color*. ISBN 0-533-57526-0.

deLavigne, Jeanne. *Ghost Stories of Old New Orleans*. ISBN 978-0-8071-5291-1.

Rice, Anne. *Interview with a Vampire*. ISBN 978-0-345-33766-5.

Martin, George R.R., *Fevre Dream* ISBN 0-671-43185-4.

Additional readings posted on Blackboard, and videos.

Description: This course will introduce you to the supernatural in literature and on television. Focusing on texts set in America's most supernatural city, New Orleans, the course will explore issues of race, gender, and class. We will analyze the different types of spirits and

monsters, and explore the centrality of gender to their construction.

Essays, exams, and other major requirements for undergraduates: class participation, midterm, final, and one essay.

4593 students: The essay will be a longer research paper.

ENGL 3623 / WLIT 3623, The Bible as Literature

Teacher: L. Walsh

Monday / Wednesday / Friday 9:40-10:30

Texts Required:

Robert Alter, *The Five Books of Moses* ISBN: 978-0393333930

Robert Alter, *The David Story* ISBN: 978-0393320770

Robert Alter, *Strong as Death is Love: The Song of Songs, Ruth, Esther, Jonah, and Daniel* ISBN: 978-0393352252

Amy-Jill Levine, *Short Stories by Jesus* ISBN: 978-0061561030

Bible (Recommended Version: New Oxford Annotated Bible) ISBN: 978-0195289602

Description: This course introduces students to the variety of literary forms found in the Bible, from nation-building narratives, to passionate love poetry, to provocative parables, and more. The course is designed for students encountering Biblical material for the first time as well as for those willing to take a literary approach to a familiar text. We will also examine earlier literary approaches to the Bible, such as midrash and allegorical exegesis, and the historical processes that shaped the Biblical canon into a larger story with a beginning, middle, and end.

Requirements: Dynamic Class Participation, Three Essays

ENGL 3713 Topics in Medieval Literature and Culture: Introduction to Medieval Welsh Literature

ENGL 5713

MRST 3013

Instructor: J. Smith

Description: None provided

ENGL 3743, Topics in Nineteenth-Century British Literature and Culture

ENGL 4743 Studies in Nineteenth-Century British Lit & Culture

ENGL 4593 Studies in Gender, Sexuality, and Literature

ENGL 4933 Studies in Popular Culture and Popular Genres

Frankenstein: A Multimedia Cultural History

Teacher: Lissette Lopez Szwydky-Davis

Required Texts

Mary Wollstonecraft Shelley, *Frankenstein*. (Longman 2nd edition) ISBN 978-0321399533.

Lita Judge, *Mary's Monster* 978-1626725003.

Kiersten White, *The Dark Descent of Elizabeth Frankenstein* ISBN 978-0525577942.

Victor Lavalle's Destroyer ISBN: 978-1684150557.

Gris Grimly's *Frankenstein*. ISBN: 978-0061862984.

Additional readings are available on Blackboard. <http://learn.uark.edu>

Access to streaming movie rental sites such as Netflix, Amazon, etc.

Description

Mary Wollstonecraft Shelley's *Frankenstein; or, The Modern Prometheus* is both an exemplary novel of British Romanticism and one of the most widely recognized cultural narratives. The novel invites interpretive possibilities from literary, historical, cultural, and theoretical perspectives. Much of the narrative's longevity is tied to its adaptation history—which began in 1823, just five years after the novel's appearance in 1818. This course will trace the cultural history of *Frankenstein* from novel to stage to political cartoons to film to television to graphic novels to children's and young adult fiction. We will meet many "Frankensteins" and examine these cultural adaptations in light of their individual historical and cultural moments. Assigned texts, plays, films, etc. will be supplemented by select theoretical and critical readings from varying perspectives including but not limited to adaptation theory, gender and sexuality studies, and postcolonial studies. In addition to giving students an in-depth view of the *Frankenstein* story's cultural evolution over two centuries, the course will serve as an introduction to adaptation studies (an interdisciplinary critical method heavily grounded in film and media studies). The course will provide students with a critical framework for understanding storytelling over a wide range of media, including novel, stage, film, serial television, short-form online video content, comic books, and other visual media. We will discuss the historical contexts of the adaptations in relation to media history and their respective socio-political contexts. Students from a wide range of disciplines and specializations are welcome, including English (Literature and Creative Writing), Communication, Education, History, Theater, Art, and more; assignments will be tailored for student's individual curricular needs. Students will be asked to view films out of class and to discuss them during class meetings.

Essays, exams, and other major requirements: research paper (12-15 pages) or equivalent creative/multimedia project; group podcast; poster presentation; final exam; attendance and participation.

ENGL 3753, Modern and Contemporary British Literature: The Modern British Novel

ENGL 4753, Studies in Modern and Contemporary British Literature: The Modern British Novel

Teacher: M. K. Booker

Textbooks Required: None. Electronic textbook will be supplied free of charge.

Description: This course is intended to provide an introductory survey of the modern British novel, including an investigation of what it means to be “modern,” as well as an introduction to the concepts of modernism and postmodernism. We will look at both “literary fiction” and “genre fiction” and will top off the course with an introduction to James Joyce’s *Ulysses*, widely regarded as the greatest novel ever written, but in many ways more of an “anti-British” novel than a “British” novel, though it was, technically, written by a British subject. We will also watch several film adaptations of novels in order to expand our coverage.

Tentative list of novels to be read and discussed:

H. G. Wells, *The War of the Worlds*
Joseph Conrad, *Heart of Darkness*
Ford Madox Ford, *The Good Soldier*
Virginia Woolf, *To the Lighthouse*
Aldous Huxley, *Brave New World*
Salman Rushdie, *Midnight’s Children*
Zadie Smith, *White Teeth*
James Joyce, *Ulysses*

Essays, exams, and other major requirements: One critical essay (6-10 pages), mid-term exam, final exam, active participation.

ENGL 3833, Topics in American Literature and Culture to 1900

ENGL 4513 Studies in Literary Criticism and Theory

Instructors: K. Yandell

Description: None provided.

ENGL 3903, Special Topics: Shakespeare & Opera

Instructor: J. Candido

Textbooks Required: Students may use any respectable edition of the plays.

Description: This is a course in literary appreciation and adaptation. *No extensive knowledge of music or opera is required.* Our aims will be twofold: 1) to read, understand, and appreciate five of Shakespeare’s

representative plays and 2) to view, discuss, and write about four great operas as artistic adaptations of Shakespeare.

Area of Coverage:

PLAYS

Othello

Macbeth

The Merry Wives of Windsor

A Midsummer Night's Dream/The Tempest

OPERAS

Verdi's *Othello*

Verdi's *Macbeth*

Verdi's *Falstaff*

Sams's *The Enchanted Island*

Papers and Examinations: Four short (roughly 3pp.) in-class reports/papers, one on each operatic production as an adaptation of Shakespeare's play(s), and a final longer paper (roughly 10-15 pp.) on a subject of the student's choice, approved by the instructor. For graduate students the longer paper (roughly 20 pp.) will involve considerable research.

ENGL 3923H: Cool Books about Stuff that Really Happened (Creative Nonfiction)
Tu-Th 4-5:15

Teacher: S. Burris

Textbooks Required:

- *The Year of Living Magically*, Joan Didion
- *Between the World and Me*, Ta-Nehisi Coates
- *The Origin of Others*, Toni Morrison
- *Reality Hunger: A Manifesto*, David Shields
- *This Is Water: Some Thoughts, Delivered on a Significant Occasion, About Living a Compassionate Life*, David Foster Wallace
- *The Wisdom of Insecurity: A Message for an Age of Anxiety*, Alan Watts
- *An Appeal to the World*, The Dalai Lama
- *The River of Consciousness*, Oliver Sacks

Description:

In this class, we will read and thoroughly discuss some of the coolest—the most important critical term I know—books in English. And all of these books are about stuff that actually happened: disease, culture wars, spirituality, graduation, music, love, racism, happiness, and death.

Grading:

Students will be asked to turn in two specifically designed paragraphs (25 points each, **50** total); 5 in-class writing assignments (15 points each, **75** total), and a final essay worth **50** points. Class discussion and attendance are very important and will count for **25** points, making for a total of **200** points.

ENGL 4013, Undergrad Poetry Workshop

Instructor: G. Davis

Description: To develop as poets, we must cultivate a dedicated reading practice and precise study of prosody with an informed appreciation of its craft. Our promise as writers is inextricably linked with our integrity as readers—of people, of relations, and, most certainly, of texts. As such, we will be reading contemporary books of poetry and will explore places where poetry takes place outside of the classroom: namely, in performances like readings. Most importantly, you will write often and in an environment as welcoming as it is demanding.

Major requirements: several new drafts of original poetry, in-class recitations, final portfolio of revised work, regular attendance, and lively participation in workshops and class discussions.

ENGL 4023, Undergraduate Fiction Workshop

Instructor: T. Jensen

Texts Required:

Description: None provided.

Prerequisite: A grade of A or B in Creative Writing I and II.

ENGL 4303, Introduction to Shakespeare

Teacher: L. Walsh

Monday / Wednesday / Friday 10:45-11:35

Texts Required:

Bevington, David. *The Complete Works of Shakespeare* (7th edition).

Description: This course introduces students to Shakespeare's comedies, histories, tragedies, and nondramatic poetry. Students will read and discuss many passages very closely, while also making larger thematic connections within the Shakespearean corpus on issues such as love, death, kingship, gender, and racial difference. In addition, students will recognize the various ways in which interpreters and adaptors of Shakespeare—including themselves—have developed connections to Shakespearean literature from their own social locations. Students will be expected to participate in class activities that include oral performance and group work, and they must make active contributions to a collaborative learning environment in order to succeed in the course.

Requirements: Dynamic Class Participation, Reading Quizzes, Three Essays

ENGL 4303, Introduction to Shakespeare

Instructor: J. Candido

Texts Required: Any respectable edition of Shakespeare or individual editions of the plays. The *Complete Works of Shakespeare* (ed. David Bevington) will be available through the university bookstore.

Area of Coverage: We shall examine the basic contours of Shakespeare's career as a dramatist, drawing upon some of his most representative plays.

Likely works to be read include the following:

Richard II
1 Henry IV
2 Henry IV
A Midsummer Night's Dream
As You Like It
Twelfth Night
Hamlet
The Tempest

Papers and Examinations: Two in-class exams and one (optional) 5-page critical paper. Graduate students will be expected to write a research paper of considerable length (15-25 pp.)

ENGL 4513, Studies in Literary Criticism and Theory: Early American Short Story

Instructor: K. Yandell

Description: None provided.

ENGL 4553, Studies in Native American Literature and Culture: Contemporary Native American Literature

Instructor: S. Teuton

Description: None provided

ENGL 4583, Studies in Arab American Literature and Culture: Arab Women Writers

Instructor: M. Kahf

Description: None provided

ENGL 4903 Studies in Rhetoric and Composition: Writing Center Peer Tutor Pedagogy

ENGL 5973 Advanced Studies in Rhetoric and Composition: Writing Center Peer Tutor Pedagogy

Instructor: K.L. Madison

Texts required:

Bedford Guide for Writing Tutors. Leigh Ryan and Lisa Zimmerelli, 2016. ISBN-13: 978-0-312-56673-9
ESL Writers. Shanti Eds. Shanti Bruce and Ben Rafoth, 2009. ISBN-13: 978-0-86709-594-4

The Oxford Guide for Writing Tutors. Eds. Lauren Fitzgerald and Melissa Ianetta, 2016. ISBN-13: 978-0199941841

St. Martin's Sourcebook for Writing Tutors. Eds. Christina Murphy and Steve Sherwood, 2011. ISBN-13: 978-0-312-66191-5

The Successful High School Writing Center. Eds. Dawn Fels and Jennifer Wells, 2011. ISBN-13: 978-0807752524

Suggested:

The Writing Center Director's Resource Book. Eds. Christina Murphy and Byron L. Stay. 2012. ISBN-13: 978-0805856088

Description: Writing Center peer tutor pedagogy is a unique form of instructional expertise that is informed by both critical theory and learner-based strategies. Classroom teaching may not inform tutorial pedagogy; however, tutorial pedagogy's focus on one-on-one interaction can inform classroom technique or philosophy. Students learn to critically evaluate and effectively articulate writer concerns and to collaborate with writers and other tutors. The course recognizes the complexity of learning effective writing skills in the classroom and the importance of trained tutors in building literacy competency and academic flexibility in students attending Arkansas public schools and in the matriculation of underrepresented Arkansas populations at the University of Arkansas.

While the course is designed to prepare potential teachers to establish writing centers or tutorial programs after graduation with the support of University of Arkansas educational professionals, it is only an introduction to Writing Center theory, which is a rigorous area of scholarship in its own right. In this course, students will explore the theory and practice of peer consulting through class activities, readings, and discussions and through observing and participating in consultations. Students will use the

opportunities offered to tailor their class work to best fit their academic goals and interests, although a heavy focus will be on tutoring writing across the curriculum and literacy issues.

Essays, exams, and other major requirements: Pedagogy Portfolio, Literacy Memoir, Civic Literacy Research Project, Article Review, Article for *Peer Centered* or *The Dangling Modifier*, On-Location WC Space Analysis ; Correspondence with WCA or WPA professionals, Literacy Research Paper, Literature Review Colloquium. Additionally, graduate students will write a publishable article for an appropriate on-line or print journal.

ENGL 4933, Studies in Popular Culture and Popular Genres: Film Noir

ENGL 5923, Advanced Studies in Film and Media: Film Noir

ENGL 5933, Advanced Studies in Popular Culture and Popular Genres: Film Noir

Teacher: M. K. Booker

Textbooks Required: None. Electronic textbook will be supplied free of charge.

Description: Dark, violent, dangerous, cynical, and sexy, film noir has produced some of the most memorable films in American cinematic history. Film noir has been described as the most American of all film genres, yet it has also exercised a broad international influence (such as its crucial influence on the French New Wave), as well as an extensive influence on the works of contemporary American filmmakers (such as Quentin Tarantino). This course is intended to provide a survey of some of the leading works of film noir as well as a look at a few films clearly influenced by film noir. We will examine film noir in its original historical context, exploring its relationship to that context, but also exploring the ongoing appeal of the genre in other contexts.

Essays, exams, and other major requirements for undergraduates: One critical essay (5-6 pages), mid-term exam, final exam, active participation.

Essays, exams, and other major requirements for graduate students at the 5000 level: One critical essay (12-16 pages), final exam, active participation.

MA advisory code: (determined by the Graduate advisors)

World Literature

WLIT 1113, World Literature I

Instructor: Staff

Textbook Required:

Lawall & Mack, eds. *The Norton Anthology of World Literature Norton Vols. A, B, C* (3rd Ed.). Norton. ISBN 978-0393933659.

Description: A study of world literatures from approximately 2500 B.C. to approximately 1650, and from a wide range of cultural traditions that can include Mesopotamia and ancient Egypt, Greece, Rome, China, India, the Middle East, Japan, Europe, Africa and the Americas. The general goal is to provide students with the proper analytic tools and background information that will enable students to appreciate, and to analyze critically, texts from diverse genres, periods, and cultural traditions.

Requirements: Specific procedures will vary with individual instructors, but there will probably be one or two papers, reading quizzes, and midterm and final exams which will include essay questions.

WLIT 1113H, Honors World Literature I

Instructor: Staff

Textbook Required:

Lawall & Mack, eds. *The Norton Anthology of World Literature Norton Vols. A, B, C* (3rd Ed.). Norton. ISBN 978-0393933659.

Description: A study of world literatures from approximately 2500 B.C. to approximately 1650, and from a wide range of cultural traditions that can include Mesopotamia and ancient Egypt, Greece, Rome, China, India, the Middle East, Japan, Europe, Africa and the Americas. The general goal is to provide students with the proper analytic tools and background information that will enable students to appreciate, and to analyze critically, texts from diverse genres, periods, and cultural traditions.

Requirements: Specific procedures will vary with individual instructors, but there will probably be one or two papers, reading quizzes, and midterm and final exams which will include essay questions.

WLIT 1123, World Literature II

Instructor: Staff

Textbook Required:

Lawall & Mack, eds. *The Norton Anthology of World Literature Norton Vols. D, E, F* (3rd Ed.). Norton. ISBN 978-0393933666.

Description: A study of world literatures from approximately 1650 to the present. The general goal of WLIT 1123 is to provide students with the proper analytical tools and background information for a fruitful encounter with great literary works from a wide range of cultural traditions.

Requirements: Specific procedures will vary with individual instructors, but there will probably be one or two papers, reading quizzes, and midterm and final exams which will include essay questions.

WLIT 1123H, Honors World Literature II

Instructor: Staff

Textbook Required:

Lawall & Mack, eds. *The Norton Anthology of World Literature Norton Vols. D, E, F* (3rd Ed.) Norton. ISBN 978-0393933666.

Description: A study of world literatures from approximately 1650 to the present. The general goal of WLIT 1123 is to provide students with the proper analytical tools and background information for a fruitful encounter with great literary works from a wide range of cultural traditions.

Requirements: Specific procedures will vary with individual instructors, but there will probably be one or two papers, reading quizzes, and midterm and final exams which will include essay questions.