

BGSU English

SPRING 2019 Graduate Courses

January 28 – May 17, 2019

Registration for SPRING 2019 will begin on October 15, 2018!!!!

Send your course requests (following the steps below) to Jeanne Berry by 12:00 p.m. on Friday, October 12th.

Important Change in Enrollment Practices (Spring 2019): The English Department will keep all ENG graduate courses closed the first day of enrollment (October 15th) to ensure our that you—our degree-seeking students—can be registered for the courses that you need. However, on October 16th, all ENG courses will become open, which means that **any** BGSU student will be eligible to enroll. Thus, the only way to guarantee a spot in your required courses is to send course requests to Jeanne Berry by October 12th. She will enroll you on October 15th **in the order in which they were received**.

HOW TO ENROLL

Using the form below, send an email to Graduate Secretary Jeanne Berry (jberry@bgsu.edu) with the subject header “Enrollment Request SPRING 2019”.

Your enrollment request must include all of the required information (your name, BGSU ID, program name, total number of course desired, list of courses in order of preference, and whether each course is required or an elective), in the format shown here. Be sure to include alternates in the event a class is full. Please copy and paste the form below into your reply email and replace the sample text with your information:

Name: Joe Gradstudent
BGSU ID#: 0000000000
Program: MA Online, ET (English Teaching)
Total number of courses desired: 2

In order of preference, please enroll me in:

1st: ENG 6150/41325 (REQ)
2nd: ENG 6200/40005 (REQ)
ALT: ENG 6800/40693 (ELEC)
ALT: ENG 6800/40693 (ELEC)

BE SURE TO INCLUDE THE FIVE-DIGIT CLASS CODE. The format should look like this:

ENG 0000/00000 (ENG four-digit Course Number/five-digit Class Code).

Questions about a specific course? Please email the course instructor at the address included below.

Questions about scheduling in general, such as which courses to choose? Please contact your program coordinator, your advisor, Graduate Secretary Jeanne jberry@bgsu.edu, or Graduate Coordinator Ms. Kimberly Spallinger, at spallkk@bgsu.edu.

Online courses are listed below, followed by more detailed descriptions. You can find the list of required courses and recommended electives for your degree program on your program's web page, listed here:

<http://www.bgsu.edu/arts-and-sciences/english/graduate-programs.html>

DEPT	COURSE	SECT	CLASS	CR HR	DAY/TIME	TITLE	INSTRUCTOR
ONLINE							
ENG	6020	501W	15800	3	web	Composition Instructor's Workshop	Cheryl Hoy
ENG	6050	501W	16721	3	web	Visual Rhetoric and Practices of Writing	Gary Heba
ENG	6090	501W	13905	3	web	Teaching of Literature	Kim Coates
ENG	6200	502W	14606	3	web	Teaching of Writing	Heather Jordan
ENG	6420	501W	16722	3	web	Professional/Technical Editing	Jude Edminster
ENG	6800	501W	14337	3	web	Seminar: "Teaching Multilingual Writers"	Lucinda Hunter
ENG	6800	502W	16804	3	web	Seminar: "Multimodal Composition"	Ethan Jordan
ENG	6910	5001	11749	1	web	Master's Portfolio	Kimberly Spallinger

ONLINE/WEB

ENG 6020: Composition Instructor's Workshop (#15800)

ONLINE

Required for MA specialization in English Teaching or the College Writing Certificate. Priority given to these students but open to any interested graduate student. Does not substitute for the on-campus version required for face-to-face MA Lit, MFA, or PhD students.

Dr. Cheryl Hoy

choy@bgsu.edu

Graduate students in *English 6020: Composition Instructors' Workshop* online will read scholarship in the field of rhetoric and writing; examine a variety of composition pedagogies and practices; discover options for teaching first-year writing courses while still adhering to current composition theories, practices, and standards; and develop their own teaching philosophies and teaching portfolios. This course is designed for graduate students and high school teachers participating in or anticipating teaching in dual enrollment and College Credit Plus programs. English department graduate teaching assistants with substantial teaching experience, adjunct instructors, and new full-time instructors of first-year writing courses may also enroll in this online course.

ENG 6050: Visual Rhetoric and Practices of Writing (#16721)

ONLINE

Required for MA specialization in Professional Writing and Rhetoric. Open to any interested graduate student; priority given to students fulfilling a degree/certificate requirement.

Dr. Gary Heba

gheba@bgsu.edu

This course is designed to offer a variety of interdisciplinary perspectives on visual discourse and the rhetorical use of images in contemporary media and visual environments. Although the term, "visual rhetoric," is widely used, definitions of the term, and the ways in which rhetoric is used visually are varied. Thus, a large portion of the class will be devoted to:

- defining the visual
- defining and describing visual rhetoric

- developing a vocabulary for discussing the visual and the rhetorical using methodological frameworks for analyzing visual rhetoric
- understanding the larger semiotic matrix in which visual rhetorics operate
- developing connections between visual rhetoric and multimodal composition

Learning Outcomes/Course Objectives

In order to understand the concept and applications of visual rhetorics, you will learn about definitions of visual rhetoric; social semiotics and visual literacy; one-, two-, and three-dimensional visual rhetorics; the interplay of text, typography and visuals; the rhetorical use of images in print media, television, film, and the world wide web; representations of gender, race, class, and other signifiers of difference; and the politics of visual rhetoric. During the course of the semester, you will demonstrate your ability to understand, discuss, analyze, critique and produce visual discourse.

ENG 6090: Teaching of Literature (#13905)

ONLINE

General introduction to the theory and practice of teaching literature. Required for MA specialization in English Teaching. Open to any interested graduate student as an elective; priority given to students fulfilling a degree/certificate requirement.

Dr. Kimberly Coates

kimbec@bgsu.edu

As interpretive practices, both reading and teaching are clearly related, so we will devote much of the course to a discussion of a few of the key theoretical debates that have preoccupied the disciplines of English and textual studies in recent decades. What makes texts ‘literary’? Why read (and by extension, teach) literature? How, historically, has English studies been constituted as a discipline? What is the connection between reading/teaching literature and the larger contexts of politics and the so-called ‘culture wars’ in which such practices takes place? What texts do we include in a literature course, and why? And what do we do when we ‘interpret’ (and teach) a text? We will focus on how such questions necessarily inform the *why*, *what*, and *how* as they apply to teaching literature through a close examination and practical application of pedagogical practices to a specific text—Margaret Atwood’s *The Handmaid’s Tale* in conjunction with the MLA’s *Approaches to Teaching Atwood’s The Handmaid’s Tale and Other Works*, using the latter as a guide/resource for specific approaches one might take when teaching Atwood’s novel.

We will also address how to: represent/package yourself professionally as a teacher: construct syllabi; organize a literature curriculum; develop teaching objectives/philosophy; teach different literary genres such as fiction, poetry, and drama; evaluate the disadvantages/advantages of different teaching practices; evaluate/assess student progress; handle challenging and/or controversial material; address issues regarding diversity and inclusion; and anticipate common problems and pitfalls that may arise over the course of any given semester.

ENG 6200: Teaching of Writing (#14606)

ONLINE

Required for MA specializations in Professional Writing and Rhetoric or English Teaching and for the Graduate Certificate in College Writing. Open to any interested graduate student; priority given to students fulfilling a degree/certificate requirement.

Dr. Heather Jordan

hjorda@bgsu.edu

What do you remember about learning to write, including moments inside and outside of a classroom space? What are your memories of and experiences with teaching writing? In this seminar course, we will spend our

time together reading, writing, researching, and talking about approaches to teaching writing—or writing pedagogy: what makes for effective writing pedagogy? (there’s debate about that); what doesn’t? (yes, there’s also debate about that). We will discuss writing pedagogy as a historically and rhetorically grounded discipline that continues to evolve, so we will also devote time to considering what it means to teach writing in 2018. Students will identify and explore additional questions related to teaching writing in particular settings across grade levels, academic disciplines, and perhaps even beyond the classroom.

ENG 6420: Professional/Technical Editing (#16722)

ONLINE

No audience restrictions but PWR students will have scheduling priority.

Dr. Jude Edminster

jrhoades@bgsu.edu

Editing is a complicated and tangled process, as hard to define and describe as it is to practice. It involves a mastery of grammar and punctuation as well as knowledge of numerous types of edits, styles, and registers. Editing also involves knowing how to communicate changes to authors so they can understand and be persuaded to incorporate suggestions that will improve their final product. We will also consider the elements of writing style and how they affect the writing and editing process.

This class will help you develop your own editing process throughout the semester. You will receive instruction through the textbook and other materials, class lectures and discussions, and you will gain professional editing experience by editing a variety of documents and developing your own editing portfolio.

Learning Outcomes/Course Objectives

In this class, you will work on attaining the following goals:

- Learn as much as possible about the English language and the structures of professional documents
- Learn a variety of approaches to the editing process
- Apply editing principles to different types or genres of professional documents
- Communicate effectively with authors about ways to incorporate your editing suggestions
- Develop an editing policy
- Compile an editing portfolio

ENG 6800: Seminar: “Teaching Multilingual Writers” (#14337)

ONLINE

Open to interested graduate students. Contact professor with questions. Seminar: repeatable if different topics.

Lucinda Hunter

lhunter@bgsu.edu

This course provides an overview of theories, pedagogies, and debates about multilingual writers in the composition classroom. Topics to be explored include standards, assessment, the role of error correction, contrastive and intercultural rhetoric, and the challenges for L2 learners of writing from sources. The focus of the class will be on practical strategies that can be applied to an ESOL class or a general composition course that is inclusive of multilingual writers.

Tentative Book List:

Ferris, D. and Hedgcock J. (2013). *Teaching L2 Composition: Purpose, Process, and Practice*, 3rd Edition. Florence: Routledge. ISBN-13: 978-0415894722.

Casanave, C. (2017). *Controversies in Second Language Writing Instruction, 2nd Edition*. Ann Arbor: University of Michigan Press. ISBN-13: 978-0472036905.

ENG 6800: Seminar: “Multimodal Composition: Theory and Practice” (#16804)

ONLINE

Open to interested graduate students. Contact professor with questions. Seminar: repeatable if different topics.

Ethan Jordan

ethanj@bgsu.edu

This course will illuminate possibilities and foster deep thinking about the why, how, and what of rhetorical expression in multiple modes, as well as how to foster multiliteracies in your students. As literacy technologies continue to expand and change, our understanding of rhetorical expression must similarly adapt and reflect these changes, and we’ll look at a variety of scholarship in the fields that works to address these concerns. In addition to reading and reflecting on the works of those in the fields of rhetoric and composition, we’ll also be working to build our own digital and multimodal literacies through several programs and tools, from Web 2.0 resources to multimodal composing technologies. By reading, reflecting, and producing our own work, my goal is not only to help you in your own teaching, but also to encourage you to explore your own literacy journey, and I’m excited to undertake it with you! This course requires some knowledge of English Studies as a discipline and a willingness to explore different modes of meaning-making. As the push for multimodal teaching has gained ground, this course is designed to fill in the gaps that many teachers or compositionists feel when dealing with the “visual turn” or the pressures of “new media.” We will explore these areas with both academic writing (responses, papers) and multimodal compositions of our own (literacy narratives, minidocs, visual essays, etc.).

ENG 6910: Master’s Portfolio (#71943)

ONLINE

Required capstone for online MA specializations (English Teaching, Professional Writing and Rhetoric, Individualized) and possible capstone for non-thesis student in the MA in Literary and Textual Studies program.

Kimberly Spallinger

spallkk@bgsu.edu

This is the required course that serves as the capstone project for the online MA in English programs. Each student will produce a Master’s Portfolio that includes four essays or projects from previous classes taken during the MA program (all significantly revised) along with an introductory essay. Ideally, you will take this course in the final semester in which you plan to graduate. The portfolio, including all revisions and new writing, must be completed, approved by the instructor, and submitted to the Graduate Coordinator by the final week of the semester.
