# BGSU English

**Spring 2021 Graduate Courses**  
*January 11 – April 30, 2021*

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**Remote Delivery**  
*M = Monday  T = Tuesday  W = Wednesday  R = Thursday  F = Friday*

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<td>Applied Syntax</td>
<td>Sheri Wells-Jensen</td>
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**ANNOUNCEMENT: CHANGE IN ENROLLMENT PRACTICE EFFECTIVE FALL 2020**

All students will now self-enroll during Open Enrollment (first-come, first-serve).  
The department will only assist for late-adds after Open Enrollment ends.
Courses are listed above, with more detailed descriptions below. You can find the required courses for your degree program on your program’s web page, listed here: [BGSU English Graduate Programs](#).

**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 director, Graduate Secretary Danielle Burkin at [gradenglish@bgsu.edu](mailto:gradenglish@bgsu.edu), or Graduate Coordinator Ms. Kimberly Spallinger, at [spallkk@bgsu.edu](mailto:spallkk@bgsu.edu).

**PROGRAM DIRECTORS:**
MA Online, English Teaching/Individualized Track: Ms. Kimberly Spallinger
MA Online, Professional Writing and Rhetoric/Technical Writing Certificate: Dr. Gary Heba, gheba@bgsu.edu
MFA in Creative Writing/Creative Writing Certificate: Dr. Lawrence Coates, coatesl@bgsu.edu
MA in Literary and Textual Studies: Dr. Stephannie Gearhart, stephs@bgsu.edu
PhD in Rhetoric and Writing/College Writing Certificate: Dr. Dan Bommarito, dbommar@bgsu.edu
TESOL Certificate: Ms. Amy C. Cook, amycook@bgsu.edu

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**ENG 6040: Graduate Writing (#15554)**  
REMOTE – T/TH 1:00-2:15 pm

*Open to any graduate student.*

**Dr. Fernanda Capraro**  
[fcaprar@bgsu.edu](mailto:fcaprar@bgsu.edu)

*ENG 6040* explores academic writing tasks and skills through a genre-based approach. In the course, students explore what effective writing means in their disciplines by analyzing model texts and composing a variety of writing projects. Critical reading and textual analysis are emphasized along with use of academic vocabulary and tone, methods of organization and development of ideas, and style. Students will also refine strategies to locate, synthesize, and cite academic sources. Graded A/F.

Course work includes writing assignments, genre analysis, writer's style guides, writer's blogs, reflection, and peer review.
ENG 6070: Theory and Methods of Literary Criticism (12435)  
REMOTE – W – 2:30-5:20pm  
Required for MA Literature Program students. Open to any graduate student.

Dr. Erin Labbie  
labbie@bgsu.edu

This course introduces theory to students who have not yet read theory, and gives those who have already begun to read theory a broad sense of the relationships among various forms of theoretical discourse and textual criticism. Whether students are teachers seeking to develop their education and achieve an MA; MFA students seeking discourses by which to describe their creative work; or Ph.D. students looking to hone their knowledge of particular theoretical ideas, this course will provide the necessary background to move toward more specialized forms of theoretical inquiry and begin to converse in theoretical languages.

Keeping in mind the needs and backgrounds of both beginning and advanced students, I assign a mélange of foundational readings with theories that extend those fundamental assertions. The ultimate goal is not to provide mastery of a subject, because mastery replicates the very systems that theory seeks to question, but to help one attain the special place in which she knows only that she does not know enough. At the same time, there are certain discussions that appear to be “universal” or at least “global” in our contemporary climate (whether lay or academic), and you should be prepared at the end of this course, if not to participate in, then at least to listen critically to, those discussions.

Topics include: Marxism, deconstruction, psychoanalysis, linguistics, feminism(s), queer theory, race and ethnic studies, canonicity, authorship theories, theories of everyday life, speech acts theory, classical and medieval poetic theory, early modern rhetoric, cultural studies, technology, post-humanism, etc.

ENG 6090: Teaching of Literature (#13134)  
ONLINE  
Required for MA specialization in English Teaching. Open to any graduate student.

Dr. Piya Lapinski  
piyapl@bgsu.edu

This course will cover a range of approaches to teaching literary texts—with a focus on fiction, (both novels and shorter works) and some dramatic works. There have been seismic shifts in educational approaches because of Covid-19, and we will explore related effects, strategies, challenges and approaches. We’ll look at primary texts, secondary scholarly articles and theoretical articles which will introduce us to diverse teaching methods as well as introducing topics related to cultural diversity. Our core texts will include essays from the MLA Guides to teaching literature, along with theoretical essays on individual texts. We’ll also focus on the interdisciplinary aspects of teaching literature and how to include film and the visual arts, for instance. We’ll look at ways to present major works of literature to high school and entering college students-especially in a post-Covid scenario. Some of these texts are challenging, and we will explore ways to make them more accessible to students without sacrificing intellectual complexity. We will also explore why certain texts have become “iconic” and the culture industry built up around them, including the way social media—especially Facebook, Instagram and Twitter are being used to approach these texts.
ENG 6090: Teaching of Literature (#17682)  
Required for MA specialization in English Teaching. Open to any interested graduate student.

Dr. Kimberly Engdahl Coates  
kimbec@bgsu.edu

English 6090 offers a fully online general introduction to both the theory and practice of the teaching of literature. 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 war’ 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 those questions necessarily inform the why, what, and how as they apply to the teaching of literature through a close examination and practical application of pedagogical practices to a specific text—Toni Morrison’s Beloved and Approaches to Teaching the Novels of Toni Morrison Edited by Nellie McKay and Kathryn Earle, using the latter as a guide/resource for specific approaches one might take when teaching Morrison’s novel.

We will also be addressing how to represent/package yourself professionally as a teacher. A few of the areas we will cover in this regard are; constructing syllabi and organizing a literature curriculum; developing teaching objectives and a teaching philosophy; teaching different literary genres such as fiction, poetry, and drama; evaluating the disadvantages/advantages of different teaching practices; evaluating and assessing student progress; and anticipating common problems and pitfalls.

ENG 6200: Teaching of Writing (#13610 and #15867)  
Required for MA in English Teaching, MA in Professional Writing and Rhetoric, and College Writing: Theory and Practice Certificate. Open to any graduate student.

Dr. Chad Iwertz Duffy  
ciwertz@bgsu.edu

Dr. Ethan Jordan  
ethanj@bgsu.edu

This course encourages students to engage with composition scholarship and our classroom community in order to inform and develop their writing instruction pedagogy. In addition to the practical instruction in ENG 6020, this course will help you not only to identify and understand current theoretical approaches to writing instruction, but also to reflect critically upon those approaches. We will develop and try out various approaches to writing pedagogy, along with conceptualizing how we might translate the theories we are learning into classroom policies and practices. This class relies on mentoring and workshopping activities with classmates and the instructor. Upon completion of this course, students will support their teaching of writing at the university level with modern theoretical and pedagogical concepts from the field of Composition and see writing pedagogy as a social, political, and rhetorical act.
ENG 6300: Technique of Poetry (#17200)  ONLINE
Required for students pursuing the Online Certificate in Creative Writing. Open to any graduate student.

Frank Daniel Rzicznek
fdrzicz@bgsu.edu

Our goals for the semester will be to read and write poems (inhale/exhale), while also writing and reading about poems, and to arrive at a deeper and richer understanding of poetic craft, form, and technique through discussion, critique, and revision. The best way to learn about poetry is to read it. The second best way to learn about poetry is to write it. This semester we will read and discuss a number of poetic texts, with short reading responses assigned for each. We will also write a total of eight poems, five of which (“formal” poems) must be in the following received/historical forms: sonnet, sestina, villanelle, pantoum, and prose poem. The remaining three poems (“free” poems) can be in any form you wish, i.e. free verse, other forms, or a repeat of a form listed above. During Finals Week, you will hand in a final portfolio presenting revisions of all eight poems, along with a critical essay tying your writing practice to readings covered over the course of the semester.

ENG 6320: Graduate Writers Workshop: POETRY (#15874)  REMOTE – T – 6-9pm
Restricted to MFA students concentrating in poetry. The graduate secretary will enroll you into the course.

Dr. Larissa Szporluk
slariss@bgsu.edu

This is the graduate workshop reserved for MFA poets and includes weekly workshops of original work with an expected total of 10 poems of "publishable quality" by semester's end.

ENG 6320: Graduate Writers Workshop: FICTION (#15873)  REMOTE – R – 6-9pm
Restricted to MFA students concentrating in fiction. The graduate secretary will enroll you into the course.

Dr. Jackson Bliss
jbliss@bgsu.edu

ENG 6320 will be a collaborative, demanding, and supportive (online) community of fiction and creative nonfiction writers. In addition to workshopping two longer prose pieces and one piece of flash (non) fiction, writers will also read both short and long form work primarily by BIPOC, L+, Latino/x., and women-identifying authors in addition to at least one graphic work and one video game with a particular focus on new forms of narrative (including digital and interactive versions), world-building, characterization, voice, stylization, and diverse narrative modalities. In years past, we have read novels, memoirs, and short story collections by Zadie Smith, Haruki Murakami, Sigrid Nunez, Jamel Brinkley, Mariko Tamaki, Colson Whitehead, Lydia Davis, Maggie Nelson, Tommy Orange, Thi Bui, Lauren Groff, Nam Le, Leslie Jamison, and Jaquira Díaz.
ENG 6330: Publishing Mid-American Review (#12896)  
REMOTE – W 2:30-5:20 pm  
Required for 1st-Year MFA in Creative Writing students and open to all other English graduate students.

Abigail Cloud  
clouda@bgsu.edu

ENG 6330 is an experiential course designed to help students learn about the world of publishing from the inside, particularly for literary journals. Each term, staff works to produce an issue of Mid-American Review (aka MAR, Mid-Am). All of those who are enrolled in and faithfully attend class earn the title of assistant editor of the magazine and are listed in the journal’s masthead. Responsibilities include reading and developing a critical opinion of the work submitted in fiction or poetry, or even nonfiction, as selected by the student. Duties also include copyediting, preparing the mailing, and assisting with event preparation. Fall term students will write a book review of approximately 500 words for MAR.

ENG 6370: Pedagogy of Creative Writing (10600)  
REMOTE – M 6-9pm  
Restricted to first-year MFA students. The graduate secretary will enroll you into the course.

Dr. Sharona Muir  
smuir@bgsu.edu

This is the three-credit-hour course required for all MFA students for completion of the MFA in Creative Writing. In-service training for graduate assistants in Creative Writing prior to and concurrent with teaching creative writing. Classroom experience, observation, visitation, preparation of teaching materials, reading in the pedagogy of Creative Writing, preparation of teaching portfolio.

ENG 6420: Professional/Technical Editing (#17380)  
Required for Technical Writing Certificate and recommended elective for MA in Professional Writing and Rhetoric. Open to any graduate student.

Dr. Heather Jordan  
hljorda@bgsu.edu

All communication exists within systems and institutions that are inherently ideological. How we think about our role as editors within these ideological structures can have a profound effect on what it is we are editing. We will use our time together in this class critically exploring theories of editing while also gaining practical experience and knowledge of the skills and tools needed as professional and technical editors in the 21st century.
ENG 6750: Black Protest & Black Joy (#17209)  
REMOTE – R – 2:30-5:20 pm
Open to any graduate student.

Dr. Jolie Sheffer  
jsheffe@bgsu.edu

This class takes up very current national issues, such as those of the Black Lives Matter movement, to consider the ways that black novelists, playwrights, poets, and essayists have created new modes of representation and protest against anti-Blackness from the 1960s to the present. We will read a variety of works across multiple genres (essays, novels, poetry, film), seeking to recognize the myriad forms of Black activism and resistance, including anger, sadness, laughter, and joy. Theoretical approaches will include intersectionality, misogynoir, Afropessimism and Afrofuturism. Authors may include: James Baldwin, Paul Beatty, Ta-Nehisi Coates, Ross Gay, Toni Morrison, Claudia Rankine, Jesmyn Ward, and others.

ENG 6800s: Filming Terrorism & Traume: 20 Years of Global Film Since 9/11 (#14583)  
ONLINE
Open to any graduate student. ENG 6800s can be repeated if topics differ.

Dr. Khani Begum  
khani@bgsu.edu

In years following the terrorist attacks of 9/11, literary and filmic responses emerged from around the globe trying to make sense of these acts and subsequent trauma. In the wake of the 2020 Pandemic our world has become small, as we see the terror and trauma of COVID 19. We are fast approaching the 20th anniversary of the 9/11 attacks on New York City’s World Trade Center Towers and it will be productive to see through cinematic lens how much our world has changed since 9/11 and what we have learned about dealing with terrorism and trauma. Global film cultures that responded to those unprecedented acts of terrorism have since mediated and moderated their responses. Hollywood and some independent US films, while slow at first in responding to the attacks, have released nuanced, aesthetic and psychological responses in recent years. 9/11 changed the world 20 years ago and we are again at a moment in history facing another such drastic change as we endure through the COVID 19 Pandemic of 2020-21.

We will view select films made since 9/11 to the present to analyze changes in perspective over time by drawing on postcolonial, geopolitical, national, media, and trauma theories. Many global films reflect on the impact of 9/11 and US policies on US and non-US cultures, while others express aesthetic, political, and cultural perspectives that have changed or shifted over the years. The English Department and American Culture Studies students who participated in the first iteration of a course on Global Post 9/11 Film in Spring 2015 organized a small conference on the topic, which show-cased their research in a variety of formats. Should there be an interest, the English Department’s Program in Literary and Textual Studies is willing to support a 20th Anniversary conference in September 2021.
ENG 6800: Convincing Women: Nineteenth-Century US Women's Rhetorical Tactics and Practices (#17465)
ONLINE
Open to any graduate student. ENG 6800s can be repeated if topics differ.

Sue Carter Wood (Wood as surname)
carters@bgsu.edu

How does a person engage in civic discussion when her culture and society tell her that doing so is impossible, immoral, a sign of wickedness, or sure to reveal her innate stupidity? How does a person create persuasive arguments when she is perceived as irrational, unwomanly, an abomination? How does such a person construct a notion of selfhood—of womanhood—of personhood—that permits—indeed obliges—her to work to change her world for the better? And her audiences to listen to her message? What practices sustain her, and other women and girls?

Such questions as these were negotiated by women in the US during the 19th and early 20th centuries as they engaged in sustained and vital activist work. The persuasive tactics they employed and the cultural practices they engaged in are relevant in many ways to contemporary audiences interested in women’s history and writing, in persuasion and argument, in historical recovery and preservation of the contributions of marginalized women, and in understanding both a fuller range of ways of arguing about civic issues and of developing inclusive practices. Course projects include online discussion, tracing connections between national movements and figures to each student's local contexts (both past and present), working with primary sources, and independent research (e.g., traditional seminar paper, analysis of rhetorical strategies/tactics relevant to understanding/teaching argument today).

ENG 6800: Anti-Racist Pedagogy in Rhetoric and Writing Studies: Inclusive Practices for Teaching and Learning (#15867)
ONLINE
Open to any graduate student. ENG 6800s can be repeated if topics differ.

Dr. Cheryl Hoy
choy@bgsu.edu

“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color”-- Maya Angelou (American poet, memoirist, and civil rights activist)

How do we, as educators and as administrators, in English and in rhetoric and writing courses, honor and weave “a rich tapestry” in our classrooms, in which racially diverse students feel valued, supported, engaged, and successful? How do our racial identities, histories, experiences, and biases impact our teaching and assessment practices and how can we address white racial habitus? How can course design and course contents be anti-racist, inclusive, and culturally responsive in racially diverse and non-diverse classrooms? How can we create an equitable learning environment? What are our dominant discourses and how can we embrace anti-racist teaching and learning practices in our English and rhetoric and writing classrooms?
Hoy – Continued

In this course, we will seek answers to these questions. We will read and discuss scholarship focusing on issues of power and privilege and examine strategies for inclusive and antiracist teaching, universal design for learning, and equitable writing assessment. We will examine ideologies and critical race theory as articulated in course readings, counterstories, and course content that includes personal and political approaches to topics of racism, whiteness, Black linguistic justice, and equity in teaching practices. Through this course’s curriculum design, we will model practices for anti-racist and inclusive teaching and learning in English and rhetoric and writing courses. Course work will include weekly readings and online discussions that may include reading responses, collaborations, reflections, short writing assignments or similar activities based on the readings. The final capstone project options include a seminar paper based on a topic drawn from our readings or a focused antiracist, inclusive pedagogical unit that can be used for current or future teaching, in administrative environments, or for the Master’s program completion ePortfolio.

ENG 6890: ENG 6890, Internship in English Studies: Writers in the Community (#11067)
REMOTE – T – 4:00-4:50

Open to all current MFA students (fiction and poetry).

Frank Daniel Rzicznek
fdrzicz@bgsu.edu

This one hour a week internship course will instruct students on how to develop writing prompts, develop lessons, and curate participant writing while providing experiential, community-oriented instruction to area community partners (TBD). Students will be expected to provide and critique writing prompts, visit identified community partners 2-3 times in the semester to deliver said prompts/lessons, and to participate in an end-of-semester virtual reading/presentation of participant and teacher work. Students will also be expected to write a brief (5-10 pages) pedagogy-based reflection essay on their experience as community writing teachers.

ENG 6890: Internship in English Studies: Creative Writing Teachers' Practicum (#17214)
REMOTE – R – 4:00-4:50

Recommended for MFA students who will be teaching Creative Writing during the Spring '21 semester.

Frank Daniel Rzicznek
fdrzicz@bgsu.edu

This one hour, once a week course provides in-service training for graduate assistants in Creative Writing concurrent with teaching creative writing. Activities include class observation and visitation, preparation of teaching materials, reading in the pedagogy of Creative Writing, and preparation of teaching portfolio and CV. Strongly encouraged for all graduate students teaching in the undergraduate creative writing curriculum. Graded S/U only.
### ENG 6910: Master's Portfolio
**ARRANGED**

*Capstone for MA in Literary and Textual Studies program students who choose Plan II non-thesis.*

### ENG 6990: Thesis Research
**ARRANGED**

*Required for graduate students in the MA program.*

Please contact Danielle Burkin (dburkin@bgsu.edu) to enroll you into the course. Please include the name of your committee chair in your email Graded S/U.

### ENG 7220: History of Rhetoric and Writing Studies (#17467)
**ONLINE**

*Required for PhD students in the Rhetoric & Writing Studies program and open to other PhD students with instructor permission*

Sue Carter Wood (Wood as surname)

[carters@bgsu.edu](mailto:carters@bgsu.edu)

It’s useful to consider why people in the field of rhetoric value historical rhetoric. Within an English department program in rhetoric & writing, a course in rhetorical history acquaints writing teachers with the intellectual tradition of their profession. Historical rhetoric may become an area scholarly interest and thus introduce new areas of scholarly inquiry and/or provide historical context to complement other scholarly interests. Whatever a person's specialized research interests, knowledge of rhetorical history serves to help newly credentialed professionals demonstrate their training in a body of knowledge their profession deems important. It has been my experience, as well, that people are perceived as having deeper training in rhetoric and composition or as truly placing themselves within the field based upon knowledge of historical rhetorics and rhetorical theories.

The history of rhetoric is a subject matter that spans--at a bare minimum--two and a half millennia and several language groups and cultures. This course begins with ancient rhetorics, focusing on the contrasting notions offered by Plato, Isocrates, the sophists, and Aristotle, with some consideration of Roman rhetoricians and the Roman rhetoric curriculum. We briefly consider major figures and issues in Medieval and Renaissance rhetoric and rhetorical instruction. We consider as well Eighteenth Century discourse theory as expressed in the works of George Campbell and Hugh Blair, as both the rejection and expression of classical rhetoric in a new context and as precursor to writing/discourse theory and practice.
ENG 7800: Seminar in Rhetoric and Writing, Cultures of Crip Multimodality (#17468)  ONLINE
Open to any graduate student. Priority enrollment will be given to students in the PhD program in rhetoric and writing studies.

Dr. Chad Iwertz Duffy
ciwertz@bgsu.edu

This course invites students to consider how cultural rhetorics and digital media studies collide through interfaces, subjects/objects, and materiality. This course begins with an examination of the power dynamics between culture(s) and technology through the bodies who create, consume, and circulate digital texts and the inherent politics of these interfaces—digital, material, and hybrid. Looking especially to how disability studies informs our analysis of digital media, we’ll discuss foundational concepts that have contributed to more contemporary work on digital embodiment, disability-related design, human/machine interaction, and digital human rights. Further, we’ll explore foundational concepts that bridge digital media and disability studies: access, mode/modality, retrofit, assistive, accommodation, and participation. We will then build upon our exploration of cripping as a tool for analysis and empowerment to consider how, as Robert McRuer writes, the digital has been used to enforce or resist “the demands of compulsory able-bodiedness,” and how our digital identities become intimately linked to our sense of self.

ENG 7820: Advanced Fiction Workshop (#15875)  REMOTE – W- 6-9 pm
Required for graduate students in the Creative Writing Masters programs. This course is restricted to second year MFA students in Fiction. The graduate secretary will enroll you into the course.

Dr. Lawrence Coates
coatesl@bgsu.edu

The Advanced Fiction Writing includes workshops, exam preparation, thesis organization, and professional development. The objectives are as follows:

- to prepare two individual stories for submission, or to work on a segment of a novel at the granular level
- to practice the techniques and methods for truly finishing work
- to discuss various principles of organizing a collection of short fiction
- to define the influences that have gone into your own aesthetic vision
- to discuss publication, fellowships, and further pursuits in fiction writing
ENG 7820: Advanced Poetry Workshop (#15876)        REMOTE – W- 6-9 pm
Required for graduate students in the Creative Writing Masters programs. This course is restricted to second year MFA students in Poetry. The graduate secretary will enroll you into the course.

Dr. Sharona Muir
smuir@bgsu.edu

The MFA thesis is a capstone to the degree, the celebratory conclusion of the MFA experience at BGSU. The MFA thesis is a form of publication, so this capstone course will take you through what working writers do in preparing a longer work for publication: revising, organizing, editing, finalizing.

ENG 7890: “Internship in English Studies” (#11068)        REMOTE – W - 11:30 AM – 12:20 PM
Open to graduate students in the Rhetoric and Writing doctoral program. The graduate secretary will enroll you into the course.

Dr. Dan Bommarito
bommar@bgsu.edu

Supervised professional experience within an educational, disciplinary, or pedagogical setting related to student’s area of academic specialization. Graded S/U.

ENG 7980: “Directed Readings”        ARRANGED
Required for graduate students in the Rhetoric and Writing doctoral program.

Please contact Danielle Burkin (dburkin@bgsu.edu) to enroll you into the course. Please include the name of your chair in your email Graded S/U.

ENG 7990: “Dissertation Hours”        ARRANGED
Required for graduate students in the Rhetoric and Writing doctoral program.

Please contact Danielle Burkin (dburkin@bgsu.edu) to enroll you into the course. Please include the name of your chair in your email Graded S/U.

LING 5100: Methods of TESOL (#15966)        REMOTE – M 6-9pm
Required for TESOL certificate. Open to any graduate student.

Amy Cook, Associate Teaching Professor, T/ESOL Program Director
amycook@bgsu.edu

This course explores how to teach English to speakers of other languages by considering historical perspectives and diverse viewpoints on current methods and practices. We’ll learn about specific theories and applications for the teaching of listening, speaking, vocabulary, syntax, reading, and writing. Additional topics include lesson design, classroom management, cultural implications, assessment, and the use of technology in language teaching.
LING 5170: Applied Syntax (#15967) 
REMOTE - W 6:00 – 9:00 PM
Required for TESOL certificate. Open to any graduate student.

Dr. Sheri Wells-Jensen
swellsj@bgsu.edu

This course will give you the technical grammatical information you need to be able to teach English as a second language. We focus on common errors made by second-language learners and study the grammar of 10 or so of the most widely spoken human languages. We learn how to think through grammar questions and how to answer them accurately without being either useless or boring. It is not a course in theoretical syntax; it is rigorous, practical and applied. You will do some teaching and some analysis of error along with lesson design. The class is part of the graduate TESOL certificate and also designed to appeal to those interested in linguistics in general.