

**DEPARTMENT OF ENGLISH**  
**Washington State University**

**Graduate Studies Bulletin**  
**June 26, 2023**

**Graduate Course Offerings**  
**Fall 2023 \* Spring 2024**

The following 500-level courses will be offered by the Department of English in 2023-24 (all courses are 3 credits unless otherwise specified):

<b>Fall 2023</b>	<b>Spring 2024</b>
501: Teaching of Composition (Watts)	502: Seminar in the Teaching of Writing: Points of Access and Exclusion in Composition (Wilde)
512: Introduction to Graduate Studies (Hegglund, 1 credit)	527: Seminar in the English Literature of the Restoration and 18 <sup>th</sup> Century: Gothic Fiction: The Politics of Horror (McAuley)
514: Seminar in 20 <sup>th</sup> -Century American Literature: African American Literary Movements (Oforlea)	544: Syntax (Thomas)
515: Contemporary Theories of Rhetoric: Cultural Rhetorics (Olson)	548: Seminar in Critical and Cultural Theory: Theorizing Pandemics in Culture (Shahani)
543: Phonology (Thomas)	550: Seminar in Poetry or Non-fiction Prose: Life Writing (Lee)
546: Topics in Teaching English as a Second Language (Bell)	591: Topics in Pedagogy: Anti-Racist Pedagogy (TBD)
573: Seminar in American Literature: Editing in a Digital Age (Campbell)	
597: Special Topics: Public(s) Rhetoric(s) in a Digital Age (Staggers)	

Notes:

- MA students in their first and second semester must register for one credit of ENGL 598 and one credit of ENGL 600 (PDC).
- MA students in their second year must register for one credit of ENGL 600 (PDC) both semesters.
- All MA students must register for at least one credit of 700 or 702 every semester.
- PhD students teaching ENGL 101 or other composition courses must register for one credit of ENGL 600 (PDC).
- PhD students must register for at least one credit of 800 every semester.
- All MA and PhD students holding Teaching Assistantships must register for a total of 10 and no more than 12 credits. For more information, see details below for ENGL 598, 600, 700, 702, and 800.

## Fall 2023

- 501 Seminar in Teaching of Writing: Methodology and Composition (3).** Description not available. Contact instructor for more information. **M 3:10-5:40pm. K. Watts**
- 512 Introduction to Graduate Studies (1).** English 512 is a practical introduction to the materials and methods of graduate study in English. It includes the following topics:
- Introduction to research methods, ethics, and issues
  - Reference management tools (Mendeley, Zotero, Endnote) and their uses
  - Reading scholarly articles (arguments, contexts, theories)
  - Writing seminar papers: finding your voice, making a persuasive argument, literature reviews, and so on
  - Writing for the profession: calls for papers, conference proposals, brief biographies, and other materials
  - Job market preparation: how to assess your goals, read a job ad, create a *curriculum vitae* (cv), and write a cover letter for academic and broader forms of employment

- Conversations with and presentations by faculty and fellow graduate students

Students are expected to complete the following: compose a CV and a conference paper proposal; attend at least one colloquium beyond this class; attend and participate in the class. **M 12:10-1pm. J. Hegglund**

- 514 Seminar in 20<sup>th</sup>-Century American Literature: African American Literary Movements (3).** The New Negro Harlem Renaissance writers (1920s), the Chicago Writers (1930s and 1940s), the Black Arts and Aesthetics Movement writers (1960s and 1970s), Black Womanist/Gender issues writers (1980s), and Hip Hop Artists/Writer mark five distinct periods of heightened literary production among African American writers. Participants in this course will investigate formative themes and concepts (protest/social literature, Pan-Africanism, Afrocentricism, Black Aesthetic, Black Feminism, Neo-Nationalism, NeoSlave Narratives, and AfroFuturism.) that have shaped these movements and will examine the cross-talk—shared concepts, ideas, and ideals—that gives these movements as well as twentieth-century African American literature certain recognizable features that have been shaped and reshaped over time. Students should expect to read widely in 20th and 21st Century African American fiction, non-fiction, and theory. **T 2:50-5:20pm. A. Oforlea**
- 543 Phonology (3).** Description not available. Contact instructor for more information. **MWF 1:10-2pm. M. Thomas**
- 546 Topics in Teaching English as a Second Language (3).** This seminar is designed to prepare you to teach second language (L2) users in composition courses in higher education. The course will provide a brief introduction to literacies and second language acquisition (SLA), but the main focus will be on learning about the experiences of non-native English speaking students in US university settings and ways of teaching academic literacies to these students. Much of the course will be devoted to researching an academic task/genre and designing activities to teach that task/genre to university level ESL students. Observation of at least two weeks of an ESL class will also be required. **Th 2:50-5:20pm. N. Bell**
- 560 Critical Theories, Methods, and Practice in the Digital Humanities (cross-listed with Digital Technology and Culture 560) (3).** Description not available. Contact instructor for more information. **W 3:10-5:40. E. Ortiz Menchaca**

- 573 Seminar in American Literature: Editing in a Digital Age (3).** Editing in a Digital Age asks the following question: "What is a good critical edition, and can, or should, the same features be translated into digital form?" We'll read Stephen Crane, Edith Wharton, Mourning Dove, and Nella Larsen in the publication context of their works both during their own day and will look at digital editions of other authors.

In this course, you'll be introduced to traditional editing practices and to theories of digital humanities and online editions. We will also read literary criticism on the authors we read to understand the historical, interpretive, and publication histories of the author and the texts that he or she produced in a particular cultural moment.

This is not a technical DH class where you'll be expected to use advanced tools and languages, and--very important--you do not need to know any more than basic information that you already have. We'll look at underlying structures online and theoretical material that will help you to frame your understanding conceptually. **TuTh 1:30-2:45pm. D. Campbell**

- 597 Special Topics: Public(s) Rhetoric(s) in the Visual Age (3).** This course explores the production and interpretation of "public" acts of rhetoric ("texts" aimed at persuading, engaging, moving adults in the U.S. and globally), and the implications of a new focus on "public rhetoric" for researchers and teachers of writing. This semester, we'll use the problem of public argument (debate, persuasion) in the age of "truthiness" and "alternative facts" as a frame for analyzing the production and interpretation of "public" acts of rhetoric, considering our own roles as citizen-rhetors and teachers/public intellectuals in our classrooms and in the world beyond our classrooms, and ethically engaging in teaching and research that intersects with a variety of publics and rhetorics. **TuTh 1:30-2:45pm. J. Staggers**

### **Non-seminar courses**

- 590 Research in English Studies**  
(See the *Graduate Manual* for a full description.)

English 590 is a graded independent study designed to provide directed research in English studies for individuals (or small groups) in conjunction with one or more faculty members. English 590 may be taken for 1 credit per semester up to a total of 3 credits altogether. One credit of English 590 is required for the Ph.D. program.

In Option One, the student would prepare least a one-page (typed and double-spaced) bibliography on key primary and secondary works in a specific research field along with a project description or rationale for choosing the works. In Option Two, the student's work might include not only readings but also a practical exploration of other methods of research, including but not limited to learning statistical methods, working with digital technologies, or gaining experience with editorial work.

For both options, students typically meet with their research mentors once a week and at the outset draw up a memorandum of understanding that delimits the relative proportions of readings, discussion, and, if appropriate, practice, along with a clearly delineated set of standards for assessing quality and progress. The student's research goals should be the focus of all work undertaken for the project. Under no circumstances may the instructor allow the needs of a larger project (for data collection, coding, and so forth) to supersede the benefit to the student.

All doctoral students must take at least 1 credit of English 590, but no more than 3 credits total are allowed. English 590 is not intended to be a substitute for a viable graduate seminar. M.A. students may take English 590 but might not find the time to do so in their program of study.

**Students are encouraged to seek out faculty members to learn their research areas and availability for an English 590.**

#### **598 Teaching Apprenticeship (pass/fail)**

All graduate students holding Teaching Assistantships must sign up for a total of **three** credits of English 598; normally **one** credit is taken during each of the first three semesters. The responsibilities for English 598 are as follows:

**First Semester:** Workshops for teaching with Canvas, along with workshops on issues of equity, diversity, and inclusion in the composition classroom.

**Second Semester:** Weekly Colloquium on Freshman Composition, to be attended by all first-time Teaching Assistants (normally held on Mondays from 12:10 – 1:00 p.m.). Arrangements will be made by the Director of Composition. This course occurs in conjunction with English 600 (PDC) on Wednesdays.

**Third or Fourth Semester:** Practical Elements of Teaching in Social Justice Contexts – Focused on the practical elements of teaching, this one-credit course will cover pedagogical strategies such as leading discussions, responding to students, and designing effective classroom experiences, communities, and materials. Guests from the department, university, and the public (as appropriate) will be invited to discuss topics and share their related expertise at various weekly meetings. All conversations will be situated in contexts related to equity, diversity, and inclusion so as to build more socially just classrooms and help students navigate dilemmas of practice as they arise. This course will therefore align with our department's and WSU's goals as a whole to cultivate more EDI values and practices. (Instructor TBD)

Mentored Teaching – Students may work as apprentice teachers with a faculty member of their choice who is currently teaching an undergraduate course. They attend classes, discuss pedagogical strategies, plan assignments, teach occasionally, etc. Precise arrangements are negotiated by the student and faculty member.

**Exceptions to the 598 sequence must be approved by the Director of Graduate Studies.**

## **600 Special Projects or Independent Study (pass/fail)**

**The English 600 designation includes the following selections:**

**1. PDC (Required) (1 credit)** All new Teaching Assistants and returning graduate students who are currently teaching English 101 or 105 must sign up for **one** credit of English 600. This credit compensates their participation in a weekly staff meeting on the teaching of English 101 or 105 (Professional Development Colloquium, or PDC). The meeting normally takes place on Wednesdays from 12:10 – 1:00 p.m.

**2. Preparation for Proficiency Testing (1 credit). (Optional)** This course is designed to prepare students to meet the Foreign Language Requirement and is entirely online. It consists of independent study of a language (typically French or Spanish) combined with five or so Zoom or Skype meetings with the instructor. At the end, the student takes the Foreign Language Proficiency exam (see *Graduate Manual*). May be repeated.

**3. Independent Study (Optional) (1 credit).** Although normally independent study with a faculty member is included under English 590, graduate students may choose to enroll in an ungraded independent study with a faculty member of their choice. In order to do this they must submit an independent study proposal to the Director of Graduate Studies; the proposal should previously have been signed by the faculty member in question. Forms for this proposal are available from the Graduate Program Coordinator.

**700 Master's Research, Thesis and/or Examination** (Variable credit)

English 700 is for a **THESIS DEGREE** program **ONLY** and must consist of at least 4 hours on the M.A. program. Time, place, and instructor by arrangement.

**702 Master's Special Problems, Directed Study, and/or Examination** (Variable credit)

English 702 is for a **NON-THESIS DEGREE** program **ONLY** and must consist of 4 hours on the M.A. program, 2 of which must be in the semester of written and final exams. Time, place, and instructor by arrangement.

**800 Doctoral Research, Dissertation, and/or Examination** (Variable credit)

Time, place, and instructor by arrangement; at least 20 hours are required on the program.