

SUMMER 2025

English Course Descriptions

(except for ENG 1000, 1001, 1002, 1091, 1092)

4-week session: May 19 - June 14, 2025

ENG 3001-600 CRN 60116

[Advanced Composition](#)

Online

Instructor: Binns

Advanced Composition centers on advanced applications and principles of various genres including analysis, reflection, and argument. This course offers opportunities to use a variety of research sources and experience writing for transfer. Attention will be given to analyzing writing situations, including contexts, purposes, audiences, appropriate styles, and correctness. Active participation in online class activities is required. In addition to major writing projects, discussion assignments will include analytic reading responses. Students will also evaluate and provide feedback on one another's writing assignments.

ENG 4761-600 CRN 60117

[Advanced Nonfiction Writing](#)

Online

Instructor: Whittemore

Virginia Woolf writes: "What are you whispering? Sorrow, sorrow. Joy, joy. Woven together, like reeds in moonlight." In this workshop-based course, we will deepen our understanding of creative nonfiction techniques, such as scene, voice, image, and form, through texts that explore the "woven together" nature of joy and sorrow. Together, we'll write about these complex emotions, in light not only of our own experiences, but also through acts of witnessing and research. We will frequently workshop one another's work and offer and receive insightful, honest, and fair critique. At the end of the course, you will create a final portfolio of revised work.

8-week session: June 2nd to July 26th

ENG 4275-001 CRN 60120

[Internship in Professional Writing](#)

Instructor: Fredrick

Students must meet with Dr. Fredrick to arrange an internship placement before registering for ENG 4275. A community-based experience featuring practical application of skills developed in the English curriculum, the Internship is open to any student who has taken ENG 2760 or ENG 3005. To the extent possible, placement is matched to career goals with the expectation that students might approach graduation and the job search with writing/editing portfolios to show potential employers. Recent English interns have worked as writers or editors for nonprofit organizations, small businesses, corporations, libraries, local government offices. English 4275 is a three-hour course offered on a

credit/no credit basis. In addition to work created as part of the internship, students will engage in reflective writing about the internship and organizational culture. The coordinator and site-supervisors cooperate in evaluation. Students who have taken English 4275 previously may repeat it again as an elective; students who repeat the course will be placed at a different internship site.

ENG 4763-600 CRN 60121

[Advanced Fiction Writing](#)

Online

Instructor: McClelland

Why do we workshop? “Workshop” methodology – particularly for fiction – is evolving as a practice, as the traditional “Iowa” model has been updated or even abandoned. In this course, we will write and share our short fiction, and we will also read about and discuss how we want our work to be read by our peers. Taking ownership of the workshop process will help set students up for further study or informal writing groups or careers in the academy. As this is a summer course (and online) special attention will be paid to asynchronous workshop practices and we will also discuss and practice a variety of methods for giving and receiving feedback on short fiction. Specific emphasis will be placed on the development of the student’s personal voice and style in their own fiction writing. This course will be online and asynchronous, which will allow students to tailor their experience to their specific creative goals, which they will do in collaboration with the instructor.

ENG 4904-600 CRN 60250

[Studies In Film](#)

Online

Instructor: Martínez

English 4904 is in-depth study of major periods, genres, history, criticism and/or theory of film. Topics in the course may include the following: representations of family and youth culture, the problem of evil in society, crime and punishment, and selfhood/identity and technology. We will explore these thematic ideas (listed above) and pay special attention to how schools of film criticism and film genre theory affect our interpretation of cinematic meaning.

ENG 4905-600 CRN 60122

[Studies in Youth Literature: Ethics and Literature for Young People](#)

Online

Instructor: Nance-Carroll

Popular discussions of literature for young people tend to focus on the ethical dimensions of the texts at least as much as the aesthetics. This course approaches both the ethical questions posed within fictional worlds as well as the ethical implications of young people’s literature on the real world. While the course will be historically grounded and we will discuss some of the notable ethical dilemmas that have faced literature for children and young people in the past, the focus will be on contemporary texts and issues.

ENG 5061-600

CRN 60123

[Special Topics in Literature and Literary Theory: Research and Creative Writing](#)

Online

Instructor: Wixson

This seminar provides an opportunity to develop further a key component of a creative writer's practice: research. We will together analyze texts from five contemporary American writers working in four different genres (Rachel Kushner, Victor LaValle, Charlotte Pence, Sarah Ruhl, and Dana Spiotta) who together form a case study in the ways in which research animates and informs craft and infuses practice. When possible, we will read their writing alongside the source materials from which those pieces grew. We will also be attentive to the ways in which they re-purpose history as a space of imaginative transformation and community and how they enact (and sometimes even depict) research as an act of reclamation. As we read and discuss, each seminarian will develop and execute a research plan to obtain primary and secondary sources that will in turn animate, inform, and infuse a short creative project.

6-week session: June 16th to July 26th, 2025

ENG 1009G-600 CRN 60251

[Stories Matter 1 - Into the Wild: Stories of Exploration and Escape](#)

Online

Instructor: Beebe

What drives people to leave behind the familiar and venture into the unknown? This course explores the themes of exploration, escape, and self-discovery through literature and film. Using Jon Krakauer's *Into the Wild* as a central text, we will examine the real-life journey of Chris McCandless, a young man who abandoned conventional life to test his limits in the Alaskan wilderness. His story raises essential questions about personal freedom, risk-taking, and the tension between independence and belonging.

We will also explore other narratives that capture the call of the wild, from deeply philosophical reflections (like Annie Dillard's *Pilgrim at Tinker Creek*) to Bill Bryson's entertaining account of hiking the Appalachian Trail in *A Walk in the Woods*, an account that reminds us that not every journey is life-or-death—some are about perseverance, companionship, and the limits of one's knees.

Since this is a short, six-week course, readings and assignments will be designed to be manageable and engaging. Students will have the opportunity to connect readings and themes to their own experiences through short reflective writing and discussion as they unpack what exploration and escape mean in their own lives.

ENG 5000-600 CRN 60126

[Introduction to Methods and Issues in English Studies](#)

Online

Instructor: Worthington

A required course for all MA students, this course provides a foundation for the MA in English, serving as an introduction to methods and issues of advanced-level research and scholarship in English Studies. In addition to short readings that profile the changing nature of English studies in the 21st century, we will use Toni Morrison's *Beloved* (1987) as our core text, using it to identify and evaluate scholarly resources and using it as the basis for our discussions about how the many fields in English studies cohere and connect. Students will also gain practical experience in developing a professional research, creative, or applied project, while they study and practice some of the primary means of communication in the discipline of English Studies, such as conference proposals, statements of purpose and curriculum vita.

ENG 5002-600 CRN 60127

[Studies in Renaissance Literature: Monsters and the Literary Imagination](#)

Online

Instructor: Caldwell

In this course, we will explore how early modern English writers imagined monsters and monstrosity in their prose, poetry, and dramatic works. The word "monster" comes from the Latin verb *monstrare*, which means "to demonstrate or show": in short, monsters tell tales. Often an index of cultural anxiety, representations of the monstrous in literature can tell us something about the fears and values of a culture that often seems far distant from our own. Located at the boundary line between the human, animal, non-human, and/or supernatural, monsters are fundamentally defined by their

relationship to the human. By examining early modern representations of the monstrous, we will seek to better understand literary imagination and the ways in which literature can be used to both codify and violate cultural and social norms.

ENG 5005-600

CRN 60128

[Special Topics in Literature and Language - Searching for Jane Austen](#)

Online

Instructor: Beebe

In this 6-week seminar, we will use Emily Auerbach's *Searching for Jane Austen* as both course title and frame for our study of one of the most influential and popular writers in literary history. Auerbach challenges the sanitized, romanticized image of Austen ("gentle Aunt Jane") by uncovering the sharp-edged social critique, irony, and subversive elements in her works. Auerbach argues that Austen's more radical themes have been softened by popular adaptations and selective critical interpretations.

Due to the compressed time frame of the course, we will dedicate the first three weeks to studying film adaptations of Austen's novels. This approach will help us become familiar with the breadth of her canon, while also providing an opportunity to engage with adaptation theory and reception studies. In addition to examining direct adaptations, we will explore the cultural afterlife of Austen's works by considering spin-offs, reinterpretations, and loosely inspired productions. Students will be encouraged to analyze TV series and films that draw on Austen's novels (e.g., *Bridgerton*, *Sanditon*, or the many other retellings).

During the second part of the course (3 weeks), we will focus exclusively on *Persuasion*, Austen's final novel. We will read the full novel together and view at least two film adaptations. The goal here is to study her narrative technique and gain awareness of her nuanced social commentary. Overall, this course will give students a strong grounding in both the academic and popular conversations about Austen's enduring relevance.

ENG 5007-600

CRN 60129

[Composition Theory and Pedagogy](#)

Online

Instructor: Ryerson

This seminar focuses on theories and pedagogies of teaching college writing. Students will explore diverse composition pedagogies, be introduced to the various theoretical influences that have shaped the teaching of college writing, and learn about the history of composition/rhetoric as a discipline.

ENG 5011-600

CRN 60130

[Studies in Composition and Rhetoric: Believing and Doubting the Essay](#)

Online

Instructor: Taylor

In this online graduate seminar, we will play an extended version of Peter Elbow's believing and doubting game. First, we'll immerse ourselves in the common prose-model approach of reading essays to learn how to write essays in composition classes. We will read belletristic essays spanning from Seneca to Solnit, from Twain to Berry, from Montaigne to Mencken. And then we will think about how

to best implement using essay models to have students “live the examined life” through writing their own essays.

Partway through the course we’ll explore some significant readings that will make us interrogate and question the usefulness of reading and writing essays. We’ll consider the point Erika Lindemann made decades ago in *A Rhetoric for Writing Teachers*: “Despite the long tradition of using essays to teach writing, we ought to question their purpose” (126). Or to put it bluntly, we will basically take this attitude: “Screw the essay.”

During the latter part of the course, we will think about other genres—creative, professional, multimodal, hybrid—that can be used in the composition courses at the middle school, high school, and college levels. To channel George Clinton of Parliament/Funkadelic, the aim of this section of the course is to make the composition classroom “bring the funk.” We’ll consider alternative readings and assignments beyond the traditional essay or academic paper.

Course requirements include daily discussion board posts in response to readings, a belletristic essay writing project, a non-essay writing project, and pedagogy-based writing project (writing assignment paired with a unit plan).

ENG 5025-600 CRN 60131
[Creative Writing Professional Development](#)
Online
Instructor: Abel

There's more to being a writer than just sitting down in front of a blank page or screen. What does it mean to be a part of the creative writing professional community? How does one go about getting published anyway? How are literary publications run? How do I continue to learn, grow, and be part of a literary network once I've graduated from EIU? This course will help students chart a path as a literary citizen and learn how to put their work into the world.

ENG 5585-600 CRN 60124
[Writing Project for K-16 Teachers](#)
Online
Instructor: Fredrick

Based on National Writing Project principles, this workshop focuses on the theory and practice of teaching writing across the disciplines in K-16 schools and provides K-16 teachers across the curriculum with opportunities to experience and apply researched composition pedagogies for use in their own classrooms and in a wider professional community. A separate application is required to enroll in this class.

ENG 5585-601 CRN 60125
[Writing Project for K-16 Teachers](#)
Online
Instructor: Tacke

- Same as Course Description for ENG 5585-600, CRN 60124.

ENG 5800-600

CRN 60225

[Methods of Teaching English Language Arts at the Middle & Secondary Levels](#)

Online

Instructor: Ames

This course centers on connecting pedagogical theory and its practical applications for integrating the English language arts, including reading, writing, speaking, listening, critical thinking, and media analysis. Future teachers will have the opportunity to learn how to integrate a variety of methods grounded in theories in the teaching of English language arts, as well as strategies for teaching non-traditional texts from popular culture. Adapting written and oral communication to audience and situation; recognizing components of effective oral and written communication; and integrating technology and media into the language arts classroom will be key elements of this course. Assignments include discussion board posts, short exploratory activities, lesson plans, unit plans, pedagogy research, teaching philosophy statements & professional reflections. Enrollment in this course is limited to candidates taking part in EIU's Accelerated MAT program.