

# SUMMER 2019 COURSES

## Department of English ◇ Rhode Island College

### First Summer Session

#### **ENGLISH 120:**

**Studies in Literature and Identity (hybrid)**

**Anita Duneer Tu 1-5-20**

This hybrid course, which satisfies the General Education literature category, is organized around the theme of identity, which we will investigate through readings—poetry, fiction, and nonfiction—from the 19<sup>th</sup> to the 21<sup>st</sup> centuries. Students will be required to write several short papers and to participate actively in class and on Blackboard.

#### **ENGLISH 123:**

**Studies in Literature and Genre (hybrid)**

**Zubeda Jalalzai MW 8-12:43**

**Story-Telling and the Self:**

An introduction to literature in Rhode Island College's General Education program, as well as a class that explores the nature of identity, this course examines the relationship between story-telling and the self. How does literature shape people, nations, and the world? The readings for the course are from stories, cultures, and writers that in some way may be termed "Islamic" or associated with a Muslim majority country. To provide some cultural and religious context, we will begin with a brief introduction to seminal works of literature like selections from the *Qur'an* and *The 1001 Nights*. Much of the literature engages significant global issues and represents a long history of contact between various continents. Closer to home, we will follow the long history of Muslims in America including, African Muslims in slavery, immigrant and transnational writers (like Khalil Gibran), Malcolm X and the Nation of Islam in the 1960's, and contemporary comic literature like *Ms. Marvel* (by convert to Islam G. Willow Wilson) featuring the first Muslim female superhero, Kamila Khan.

#### **ENGLISH 205:**

**British Literature to 1700 (hybrid)**

**Russell Potter MW 4-6:10**

This course will both survey the shifting sands of the English canon -- paying homage alike to well-established monuments and the odd, forgotten Ozymandius -- and investigate the strange and diverse forces through which canons themselves take shape. We will begin by looking at the history of English as an academic field, and the cultural histories which have brought the "canon wars" to their current, uneasy truce. We will read a wide variety of primary texts from the full range of historical periods up until 1700, including Beowulf, Chaucer, and Bunyan, along with selected commentaries and a few brief supplemental texts.

#### **ENGLISH 230:**

**Writing for Professional Settings (hybrid)**

**Gary Grund MW 5-9:43**

This course consists of lectures, discussions, and writing (in and out of class). Students will compose letters, memoranda, proposals, and other forms of written communication appropriate to business and industry. There will be 10 assignments equally weighed. Students in ENGL 230 will complete all reading and writing assignments. The single text in the course will be Philip C. Kolin's *Successful Writing at Work* to which all the assignments will refer. The papers will be short, and students will have the opportunity to revise their work. Attendance and class participation are essential. There will also be an on-line component.

#### **ENGLISH 262:**

**Women, Crime and Representation (hybrid)**

**Maureen Reddy TuTh 8-12:20**

This connections course examines representations--in fiction, non-fiction, film, and television--of women as criminals, as crime victims, and as detectives. We will consider texts of several national origins and time periods, paying close attention to the similarities as well as differences in their portrayals of women. We will draw on research and analyses done by scholars from a variety of fields, including film and media studies, gender and women's studies, sociology, history, and literature to help us make sense of these representations and what they might tell us about our society and ourselves. Course format will be discussion, with occasional lectures by the professor and presentations by students. Each student will write two formal papers of varying lengths, participate in a group presentation, and be responsible for frequent assignments in class and on Blackboard. Hybrid course.

**C** **ENGLISH 336:**  
**Reading Globally (hybrid)**

**O** **Anita Duneer Th 1-5:20**  
**Narrative Experimentation and Global Identities**

**U** In our current age of economic and cultural globalization, postcolonial writers have been telling stories that experiment widely with narrative voice, perspective, and form. What do these postmodern narrative choices tell us about the intersections of global, national, ethnic, racial, and gendered identities? And in what ways is the prefix “post” helpful or inadequate as we consider the stylistic experimentation in a range of genres from around the world? Readings will include a sampling of poetry, short stories, novels, memoirs, and films by African, Caribbean, Native American, and Asian writers. This is a hybrid course: 50% in person, 50% online. Requirements include in-class and online participation, quizzes, a presentation, and two critical analyses (6-8 pages each).

**S** **ENGLISH 432:**  
**History of English Language (hybrid)**

**R** **Russell Potter TuTh 4-6-:10**

**B** What is the history of our language? This is a question with both linguistic and political answers, both of which we will actively pursue. Topics will include the phonetic alphabet, the history of English speech in the Old and Middle English periods, the emergence of modern English, and the movement of English to America and other colonies. Among our later topics will be the emergence of Black Vernacular English, the impact of other languages on English, and the changes now occurring due to the emergence of new communications technologies such as the Internet and cellular phones. No previous experience with linguistics is required.

**U** **ENGLISH 477:**  
**Internship in Rhetoric and Writing**

**L** **Mike Michaud TBA**

**L** **What are you doing this summer? How about an internship?**

**E** English majors can register for ENGL 477: Internship in Rhetoric and Writing during the summer. Internships stretch over both summer terms and begin the week after graduation. Interns work 12-15 hours per week at their internship sites and another 3-4 hours per week on classwork that is conducted entirely online. RIC students have interned at organizations like Rhode Island Public Radio, *Rhode Island Monthly*, RIC’s PR/Communications division, the Museum of Work and Culture (Woonsocket, RI), Save the Bay, and United Way RI. Internships provide important opportunities to gain exposure to professional workplaces and professional writing. If you are interested in a summer Rhetoric and Writing internship, please contact Dr. Michael Michaud ([mmichaud@ric.edu](mailto:mmichaud@ric.edu)) to set up an informational meeting.

**I** **ENGLISH 520:**  
**Topics in Composition Theory and Rhetoric (hybrid)**

**N** **Becky Caouette MW 9-12:35**

**What Every Graduate Student Should Know about Composition and Rhetoric”**

Regardless of where RIC graduate students are headed upon completion of their degree, an understanding of Composition (the theory and teaching of writing) and Rhetoric (the art and science of persuasion) will be critical to their success. While Comp/Rhet often find their institutional home within English departments, each is a field unto itself. For students considering careers or hobbies in writing, this course will help them understand how they write and why they write. For students considering additional graduate school or positions as adjunct faculty, a working knowledge of the field is critical for most Teaching Assistantships/adjunct positions, since most TAs/adjunct faculty are assigned, at least initially, to First-Year Writing classrooms. English 520 will work to respond to the needs of the class, but students should expect both an introduction to the field and a (rather sweeping) survey of some of the major areas of research, key findings, and disciplinary considerations. No previous coursework in Composition is needed, though students who have some exposure to the field (i.e., as TAs, as tutors, as adjunct faculty) will find the course equally as beneficial. Course requirements include a willingness to learn something new, significant reading and writing, at least one major project, and active, involved conversation.

# Second Summer Session

## **ENGLISH 120: Studies in Literature and Identity**

### **Steve Brown TuTh 5-9:43**

In this section of English 120, students will read a range of literary texts, from the Middle Ages to our contemporary moment, in order to explore some of the ways culture generates or impacts identity. We will also view film adaptations of two of those texts. The culturally and historically diverse readings and films in this course will vividly represent human experience—from the familiar and mundane to the extraordinary and compelling—experience we can understand critically as the ground for what we know today as identity. Requirements will include regular attendance, participation in class discussion, a course paper with revision option, and

## **ENGLISH 121: Studies in Literature and Nation (hybrid)**

### **Daniel Scott MW 4-8:20**

This course will examine the ways in which literature has been used to help people define themselves as communities, as citizens, as immigrants, as insiders, as outsiders. Possible texts include those by Sophocles, Chinua Achebe, Zora Neale Hurston, Sherman Alexie, and Mohsin Hamid.

## **ENGLISH 207: American Literature Beginnings to Present (hybrid)**

### **Joseph Zornado Tu 8-12:43**

To begin our study of American Literature will consider the emerging, often contradictory, mythology informing the “old world’s” re-invention of itself as the “new” in the Colonial Period of American Literature. We will set Puritan fundamentalisms of the seventeenth-century against Enlightenment writers from the eighteenth-century. We will pay close attention to the great Romantic optimists of the mid-1800s even as we contrast their idealism against the sobering plight of the slave. We will read poetry and consider a representative sample of late nineteenth-century short fiction. Readings from the twentieth-century offer us a chance to engage literary texts from writers who are themselves re-considering the myth of America from Modern and Post-Modern points of view. We will read secondary texts in order to make connections between historical periods, theoretical issues and literary genres. Course requirements include attendance, active participation in discussion, writing response, a midterm and a research paper (8-10 pages). Through in class discussion, lecture, small group work and frequent, informal writing assignments we will develop our ability to comprehend the relationship between text and context, especially as this relates to historical, cultural and ideological assumptions and agendas that inform the American literary tradition.

## **ENGLISH 230: Writing for Professional Settings (hybrid)**

### **Gary Grund M 5-9:20**

This course consists of lectures, discussions, and writing (in and out of class). Students will compose letters, memoranda, proposals, and other forms of written communication appropriate to business and industry. There will be 10 assignments equally weighed. Students in ENGL 230 will complete all reading and writing assignments. The single text in the course will be Philip C. Kolin’s *Successful Writing at Work* to which all the assignments will refer. The papers will be short, and students will have the opportunity to revise their work. Attendance and class participation are essential. There will also be an on-line component.

### **Mike Michaud Tu 8-12:43 (hybrid)**

What kind of writing do college students do after graduation? What role does writing play in 21<sup>st</sup> century workplaces? What will you need to learn to communicate effectively on the job? This course attempts to answer all these questions and more. You will conduct writing research in a workplace of your choosing and explore and experiment with typical genres of professional writing (e.g., letters, memos, reports).

Course assignments include frequent informal writing and a semester-long workplace writing research project. ENGL 230 will provide you with the tools to understand the role of writing in contemporary workplaces so that you can successfully navigate within them.



**ENGLISH 263:  
Zen East and West (hybrid)**

**Joseph Zornado Th 8-12:43**

This is a course about questions, and about studying the ways in which different times and different cultures have produced answers to those questions related to what it means to think, to be, and to do. To begin our study of Zen east and west we begin—and end—with the study of literature, and of writing; through writing both informal and formal assignments we will learn to discover, invent, and work towards mastery of the writing process. Class time will include lecture, group discussion, and small group work; we will read literature, watch film, and write all term. Formal essays are due at midterm and end of term.

**ENGLISH 326:  
Studies in African American Literature (hybrid)**

**Daniel Scott Tu 1-5:43**

The starting proposition of this course is that there are an infinite number of “Black Experiences” and an innumerable number of “Black Realities.” History, circumstance, injustice, racism, stereotype, and error are the foundational elements from which black artists and writers describe, create, and declaim their realities. We will use selected texts to try to get at these issues.