

Graduate Level English Courses

The University of Tennessee at Chattanooga 2008-2009 Graduate Catalog

500 Introduction to Graduate Studies in English: Methodology and Bibliography (3)

Emphasis on contemporary methods and aims of research in literature, rhetoric, and writing; special reading designed to familiarize students with a wide range of available source materials and research writings. Students will produce a scholarly paper of article length.

501r Topics in American and English Literature (3)

Maximum credit six hours. Approval of department head only.

510 Linguistics (3)

A diachronic and synchronized treatment of selected linguistic topics: e.g., grammar, vocabulary, dialect, literary relationships, and pedagogy. (Formerly English 560).

512 Semiotics: The Study of Signs (3)

Advanced study of semiotics, i.e., the science of interpreting intentional sign, both verbal and non-verbal, in the several sorts of languages used by human beings and animals, whether the signs are oral, inscribed, gestural, or in the organized use of space. Although useful to English majors in both the literary and the writing tracks, this course is appropriate to students in all disciplines in which the interpretation of signs or symbols, in whatever mode, is central to inquiry.

513 Writing Essays for Publication (3)

An advanced writing workshop where students will write several types of essays and learn the procedures for getting those essays published. By the end of the course, students will have composed between 100-200 pages of writing in the following forms: Creative/reflective journal; Listserv discussion; Profile/Interview; Issues Essay; Memoir; Radio Essay (for NPR); Wild Card; your choice.

517 Medieval and Renaissance Rhetorics (3)

A study of Christian rhetoric, medieval rhetoric, and the rhetorics of the renaissance. Students will read selections from Augustine, Boethius, Christine de Pisan, Laura Cereta, Erasmus, Ramus, and Francis Bacon. They will also examine the historical and cultural contexts that shaped the rhetorics of these authors and periods.

518 Enlightenment and Continental Rhetorics (3)

A study of the influence of the Enlightenment and Continental developments on the continuing history and changing nature of rhetoric. The period from the seventeenth to the twentieth centuries was marked by revolutions in science, philosophy, and politics. These revolutions had far reaching effects on traditional notions of the physical world, of knowledge and truth, of human nature, and of society. As a result, attitudes toward and understandings of language, communication, and rhetoric were greatly changed. Campbell, Hugh Blair, Richard Whately, Alexander Bain, Nietzsche, Bakhtin, and others. They will also examine the historical and cultural contexts that influenced these authors.

519 Ancient Rhetorics (3)

This course on the history of rhetoric offers a glimpse into the Ancient rhetorics of the Sophists, the Greeks, and the Romans. Selections on and from Gorgias, Isocrates, Plato, Aristotle, Cicero, and Quintilian. The historical and cultural contexts that produced these rhetorics.

520 Modern Rhetorical Theory (3)

The historical, philosophical, and cultural underpinnings of modern rhetoric. The major rhetorical theorists and currents of thought in contemporary rhetorical theory. Students will produce a scholarly paper of article length on some aspect of modern rhetoric.

521 Rhetorical Analysis (3)

The use of rhetorical criticism to analyze cultural artifacts; to understand how symbolic systems construct their own persuasive realities; to practice oral and written rhetorical analysis in both individual and collaborative settings; to acquire some of the practical terminology common to the discipline of rhetoric and to become familiar with the rhetorical aspects of situations: context, symbols, environment, speech characteristics, writing characteristics, even clothes and color.

522 Orality, Print, and Hypertext (3)

An historical perspective on writing as a technology and the essential differences between human consciousness in oral cultures and human consciousness in writing cultures. Students will work to understand the historical and political underpinnings of the term "literacy."

523 Composition Theory (3)

Selected readings in writing theory and research. Extensive practice in critical writing.

524 Writing for Graduate Students I (3)

The use of writing as a means of mastering difficult readings so that students reflect that mastery clearly, coherently, and concisely in finely tuned written products.

525 Writing for Graduate Students II (3)

Continuation of English 524. Completion of English 524 or permission of instructor required. Emphasis on developing the ability to apply, interpret, and evaluate in clear, concise, and coherent writing.

527 Critical Theory (3)

Studies of major critics and historical developments (Classical, Medieval, Renaissance, Romantic, Modern, Postmodern) with practice in applying major critical concepts. Students will produce a scholarly paper of article length.

535 American Colonial and Federalist Literature: 1620-1820 (3)

An examination of the way American character is reflected in and shaped by writings of the period, including a study of such modes as autobiography, journals, and letters as well as religious, political, and literary texts. Includes such figures as Bradford, Edwards, Taylor, Cooper, and Irving.

536 American Renaissance: 1820-1860 (3)

An exploration of various genres during a period when America was trying to define itself culturally and artistically, following independence. Includes such figures as Hawthorne, Melville, Poe, Thoreau, Emerson, Whitman, Stowe, and Fuller.

537 American Realism and Naturalism: 1855-1918 (3)

An examination, through fiction, poetry, and criticism, of the development of American literature between the Civil War and W.W. I. Includes such figures as Mark Twain, Henry James, Edith Wharton, Stephen Crane, William Dean Howells, W.E.B. Dubois, and Adelaide Crapsey.

538 Modern American Literature: 1912-1965 (3)

An examination through fiction, poetry, drama, and supportive critical works of the literature between W.W.I and the demise of certain writers in the 1960s, such as Hemingway and Faulkner. Includes other figures such as Fitzgerald, Langston Hughes, Marianne Moore, and T.S. Eliot.

539 Contemporary American Literature: 1965 to the Present (3)

A study of selected fiction, nonfiction, poetry, and drama of the period, examining critical questions about canon formation, forces shaping current literature, and genre development.

Includes such figures as John Barth, Ellen Gilchrist, Toni Morrison, William Least Heat Moon, A.R. Ammons, and Anne Sexton.

544r Seminar: American Regional Literature (3)

A study of the literature of a particular region of America (such as Western, Midwestern, New England, or Southern), and its development in the context of landscape, history, language, ethnic groups, socio-economic conditions, and the larger nation. May be repeated only once, with different content. (*See class schedule for current offerings.*)

545r Seminar: Genre in American Literature (3)

A study of a particular genre—fiction, poetry, drama, or essay—with consideration of form, development, and history. May be repeated only once, with different content. (*See class schedule for current offerings.*)

546r Seminar: Ethnic Literature in America (3)

A study of one of the various bodies of ethnic literature that have developed from American's diversity and pluralism, such as African-American, Italian American, Native American, Jewish-American, etc., with consideration of its relationship to the history of literature, to the history of America, and its reflections of the culture of the given ethnic group. May be repeated only once, with different content. (*See class schedule for current offerings.*)

547r Seminar: Major Figures in American Literature (3)

A study of the writings of one to three authors. Includes consideration of biography, time and place, and relationship to literary history, forms, and themes. May be repeated only once, with different content. (*See class schedule for current offerings.*)

548 Seminar: Themes in American Literature (3)

A study of a selection of writings which treat a prominent theme in American culture, in the context of the development of America and its literature. Themes might include religion, political ideology, the world of business, nature, education, perceptions of time and space. May be repeated only once, with different content. (*See class schedule for current offerings.*)

549r Fiction Writing (3)

Students write fiction and criticize each other's work; study fictional forms, techniques, and types from major critics of fiction; read and study published fiction with a view toward publication of their own fiction or criticism.

550r Workshop: Writing (3)

Advanced work in professional writing, creative or expository. Students will do much writing of their own, will study and apply concepts for analyzing and criticizing the writings of others in the seminar.

552r Poetry Workshop (3)

A course in which students write original poems and criticize each other's work and the work of published poets. Discussion is based on the study of traditional and innovative forms, techniques, and poetic principles, and on the reading of a variety of poetry from around the world.

553 Writing Assessment: Theory and Practice (3)

An overview of significant concepts related to the assessment of writing. An examination of key terms within the assessment field like "validity" and "reliability" as they relate specifically to the evaluation of writing. The phenomenology (a reader's experiential process) of reading and evaluating texts. The importance of context to writing assessment and the way differing contexts (for example: classroom/instructional vs. program or larger-scale) influence assessment goals and practices. Special attention will

be paid to interventional or response practices (formative assessment) intended to help students improve writing in addition to evaluation or grading of finished written products (summative assessment).

554 Business and Industrial Writing (3)

Advanced study in the techniques and concepts of expository writing as used in business and industry, in scientific reports, technical analysis, brochures, periodicals, and intramural publications. Attention will be paid to the supervision and administration of such writing functions.

555 Proposals and Prospectus Writing (3)

Theory and practice in writing longer, more complex documents than those included in English 554. In-house proposals, grant proposals, sales proposals, article proposals (queries), scholarly and technical articles, and annotated bibliographies are examples of the types of writing covered in the course.

556 Practice of Teaching Writing (3)

An examination of contemporary methods of teaching writing, with examples drawn primarily from the middle and secondary levels. Areas of inquiry will include designing research-based writing curricula, designing effective writing assignments, responding to student writing, teaching in the context of standardized tests of writing and evaluating writing.

557 Teaching College Writing (3)

A graduate seminar designed for students who are current or potentially future teachers of freshmen writing at UTC or other colleges or universities. The study of contemporary theories and practices of teaching writing at the university level.

558 Composition Studies as Cultural Critique (3)

Composition studies has been marked by a turn toward cultural critique over the past decade. This critical turn draws on theories of Marxism, poststructuralism, feminism, and cultural studies which contend that our subjectivities—the screen through which we perceive reality—are shaped by cultural codes that generally control our behavior and perpetuate the status quo unless we resist the power of these discourses to determine our choices. Advocates of cultural studies and other critical approaches to composition instruction argue that reading and writing involve the negotiation of various discourses driven by these conflicting ideologies; thus, they see the ability to recognize these discourses as an important component of literacy skills.

559r Advanced Internship in Writing (3)

Supervised internship in a professional writing setting related to a student's academic and/or career goals. Approval of internship coordinator during the fall semester is required for spring internships. May be repeated once, with a different internship setting.

562 Literature of England: 1300-1500 (3)

Reading in medieval English literature, including selections from Chaucer and the Gawain-poet as well as debate poems, historical poems, and short religious and secular lyrics. Emphasis on critical approaches to medieval poetry.

563 Chaucer (3)

A critical introduction to Canterbury Tales or to Troilus and Criseyde, with emphasis on reading and translation skills, historical and philosophical background, and critical thinking and writing.

565 Early English Drama (3)

Early English drama (950-1550), including liturgical drama, selections from the Wakefield, York, and other cycles, and the humanist drama of the early Renaissance. Texts are studied in the original Middle English and Early Modern English.

567 Shakespeare: The Career (3)

A study of examples of the plays (comedy, history, tragedy, romance) with attention to stage craft, themes, artistic development, the poetry, poetics, and bibliography.

569 Non-Dramatic Literature of the English Renaissance (6)

Representative works of non-dramatic prose and poetry from the Renaissance period.

571 The Age of Dryden, Pope, and Swift (3)

Readings and studies of selected writings from Restoration and early eighteenth-century England (1660-1745). In addition to Dryden, Pope, and Swift, the course includes such figures as Addison, Steele, Gay, Defoe, Behn, Congreve, and Butler.

572 The Age of Samuel Johnson (3)

Readings and studies of selected poetry, fiction, drama, and prose of middle and later eighteenth-century England (1745-1789), with special emphasis on Samuel Johnson and his circle. In addition to Johnson, includes such figures as Boswell, Gray, Collins, Goldsmith, Reynolds, Burke, and Smart.

573 Development of the British Novel in the 18th and 19th Centuries (3)

Reading and studies tracing the development of the British novel from its origins in the eighteenth century through Dickens, George Eliot, and their contemporaries in the nineteenth century.

574 British Literature of the Romantic Period (3)

Assignments in the principal British authors of the period 1798–1834—Wordsworth, Coleridge, Byron, Blake, Keats, and Shelley—with emphasis on the developing Romantic traditions in English art and thought.

575 Victorian Literature (3)

Assignments in the principal British authors of the period 1834–1900—Carlyle, J.S. Mill, Newman, Tennyson, Browning, Arnold, Ruskin, Dickens, and others—with special emphasis on defining the characteristics of “Victorianism,” as manifested in the representative writings of the period.

576 British Transitional Literature (3)

A critical examination of representative English and Anglo-Irish authors of the period 1880–1920, with emphasis on analyzing the “transition” from late Victorian art and thought to early Modernism.

578 Post-Modern British Literature: 1965–Present (3)

The year 1965, approximately, marked an epoch in Western culture and witnessed the advent of new cultural models of reality and therefore also new modes and methods of fiction. This course assesses the relevance of this moment to contemporary British literature, whether or not some works seem to fulfill a peculiarly “post-modernist” vision.

579 Modern and Post-Modern American Drama (3)

An examination of major twentieth-century dramatic works, with emphasis on modern and post-modern drama as a reflection of intellectual, political, social, cultural, and economic developments of the twentieth century and their impact on the major modes of twentieth-century theatre.

582 English Literature, Genre: The Short Poem in English (3)

Students study short poems (1-500 lines) in English, in relation to history, genre, techniques (such as meter, structure, imagery, metaphor, figurative devices), meaning, and aesthetic and moral judgment.

585r Seminar in a Major Figure (3)

A seminar course devoted to a major writer in English. The course will consider biography, time and place, relationship to literary history, forms and themes. May be repeated only once, with different content. (See class schedule for current offerings.)

586 Literature in the Elementary School (3)

Primarily for active teachers: consideration of suitable selections, effective methods of teaching, and the use of literature in relation to other subjects, such as history, geography, and social customs. *Prerequisite: permission of the department head.*

587 Teaching Literature in the Middle School (3)

Primarily for active teachers: consideration of suitable selections, effective methods of teaching, and the use of literature in relation to other subjects, such as history, geography, and social customs. *Prerequisite: permission of the department head.*

588 Teaching Literature in the Senior High School (3)

Primarily for active teachers: consideration of suitable selections, effective methods of teaching, and the use of literature in relation to other subjects, such as history, geography, and social customs. *Prerequisite: permission of the department head.*

598r Research Project (3)**599r Thesis (1–6)**