402 1U/1G DESCRIPTIVE ENGLISH GRAMMAR, D. Baron. MW 2-3:15
same as BTW 402

This is a course in English linguistics. We will study the English language: how we use it; how it uses us. We will learn and practice techniques for describing English, both its words and sentences and larger elements of discourse in context. We will look at the social, historical, and political forces that shape language and its use. And we will suggest ways to use what we learn about language both in the classroom and in the professional world.


404 U3/G4 ENGL GRAMMAR FOR ESL TEACHERS, Ionin. MWF 11
same as EIL 422

Adaptation of modern English grammar to meet the needs of the ESL/EFL teacher, with special emphasis on the development of knowledge and skills that can be used in the analysis of the syntax, lexis and pragmatics of English.

481 1U/1G COMP THEORY AND PRACTICE, Schaffner. MW 11-12:15

Teaching writing is always labor intensive, often challenging, and occasionally terrifying. In this course, we will explore a core set of questions that inform the teaching of writing in our schools: Why teach writing? What is academic writing good for? Is there such a thing as good writing? Do effective writers gain any power in contemporary society? This course is designed with future language arts teachers in mind, so you'll leave the class ready to do such things as: design compelling assignments that challenge your students, respond effectively to student writing, create thoughtful group writing assignments, support various forms of multimodal writing, and work with writers who challenge what you know and how you think. Students who take this class should be prepared to question how you were taught to write in high school. Students should also be prepared to write in new ways.

505 E WRITING STUDIES I, Schaffner. W 1-2:50
same as CI 563

Writing in a Digital Age - In this graduate seminar, we will explore what it means to read and write online: on blogs, eBooks, review sites, message boards, networked games, and the vast array of social media. We will discuss what people do on social media giants (Twitter, Facebook, Instagram, Snapchat, and YouTube) as well as some smaller-scale social media sites (such as Ravelry and SoundCloud). Students in the class will read a mix of popular criticism and academic scholarship in fields focused on writing, rhetoric, discourse, literacy, and digital communication. Students from across campus are encouraged to apply, as this class is interdisciplinary. You don't need to be a techie to take this class, though techies are welcome. Students are encouraged to bring their perspectives, personal experiences, and methodologies to this class. Part of the course will involve learning to code a simple website in basic HTML. The culminating assignment will involve conducting a small-scale study that results in a conference-style talk and piece of born-digital scholarship.

582 E TOPICS RESEARCH & WRITING, Prior. M 1-2:50

TOPIC: Cultural-Historical Activity Theory (CHAT) and Research on Writing

This seminar explores how to engage in theoretically-grounded research on writing practices. It centers on cultural-historical activity theory (CHAT) conceived broadly, with particular attention to the traditions associated with Vygotsky, Luria, Bakhtin, and Voloshinov as well as to related work on situated semiotic activity (e.g., Hanks, Irvine, Goodwin) and on actor-network theories (Latour). Together, these theories suggest the need for research to trace complex relationships among situated semiotic action, cultural artifacts/practices, genre systems, and writing. In the seminar, we will take up examples of theoretical and empirical work in CHAT as well as of varied research on writing. To examine how to implement CHAT approaches in studies of literate activity, we will do several, informal inquiry activities (practicing in effect how to conduct and analyze research on writing). Finally, each student will explore the application of CHAT approaches to their current or projected research project.

584 R TOPICS IN DISCOURSE & WRITING, Prendergast. TU 1-2:50
TOPIC: Rhetoric and Neurodiversity

This course will look at the intersections of rhetoric and neurodiversity. The notion of rhetorical agency has long been predicated on the rational subject, the “good man speaking well” as Quintillian put it. Lately, however, scholars across several disciplines—but chiefly from disability studies—have begun to challenge such received notions of rhetorical agency. They speak from or about at states typically described as autistic, schizophrenic, or otherwise impaired, and reimagine rhetorical possibilities and definitions. In the process they put rhetorical theory under the microscope as well, examining it for its embrace of ableism, sanism, and an idealized normativity.

The works we will read in this class will draw from disability activists and scholars who conduct a radical reframing of rhetoric. These will include, but not be limited to, work by: Jenell Johnson; Margaret Price; Melanie Yergeau; Elyn Saks; Elizabeth Donaldson; Oliver Saks, Michel Foucault; Mel Baggs; Kay Redfield Jamison, and Catherine Prendergast.

593 M PROF SEMINAR IN THE TEACHING OF ENGLISH, McDuffie. TU 9:30-11:50
TOPIC: The Teaching of Rhetoric

This is a course for graduate students new to the teaching of college composition. We will explore writing pedagogy theories and best practices in teaching writing, from cornerstone concepts like writing as a process to contemporary research on genre and transfer. We will theorize and develop pedagogical approaches to topics such as: teaching rhetoric and argument; maintaining language diversity, including second-language writing; cultivating digital literacies and research skills; responding to and evaluating student writing; and developing teaching identities. The required work for this course includes weekly readings, active participation in class discussion, short writings, and reflective teaching materials.