

English Faculty offer this publication as a supplement to the Catalog and the Schedule of Courses. *As you register, consult those publications for general education requirements, major requirements, prerequisites, changes to the schedule, and other important information.*

## **F.A.Q.**

**What can I do with an English major?**

Maybe you enjoy English classes but aren't sure where an English major will lead you. The answer is "almost anywhere!" An English major provides you with the writing and critical thinking skills valued by many employers in a variety of fields. Our graduates work in the legal profession, libraries, publishing, education, and public relations, to name just a few possibilities. In fact, surveys of corporations show that communication skills are in high demand in the business world. An English major gives you adaptability and a broad choice of career options.

**How might an English minor help me?**

See above! Like a Spanish minor, an English minor is an asset when combined with any major. It tells prospective employers that not only are you skilled and knowledgeable in your major field, but you also have those vital communication and critical thinking skills and a sound liberal arts education. If you ever need to change careers (and this is true of most people nowadays) you can apply those skills wherever you may find yourself working.

**I am thinking of an English minor—How many hours do I need?**

An English minor requires 20 hours (12 upper division). Many of the new English courses will also satisfy various general education requirements, so double—and triple—dipping are possible.

## ADVISING FOR GENERAL EDUCATION IN ENGLISH

IF YOU ARE A FRESHMAN WHO IS CURRENTLY IN ENG101 OR A SOPHOMORE ADVISEE WHO NEEDS A "W" COURSE:

- Think about 200 level EN Courses—EN233 Literature of Rural Life & the Environment, EN235 Literature for Children and Young Adults, EN239 Introduction to Literary Analysis, EN250G Topics in Global Literature, EN251 Topics in Literature of Race, Gender, and Ethnicity.

IF YOU HAVE ALREADY TAKEN ONE ENGLISH 232 OR 250 AND NEED ANOTHER "W" CREDIT, OR IF YOU ARE A JUNIOR OR A SENIOR AWHO NEEDS THE LAST "W" COURSE":

- Best choice for W: EN331 Shakespeare. This is a "W" course and will also give the student much-needed upper-division hours.
- 200-level classes are aimed at freshman and sophomores; they are not really the best choice for a senior.

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## COURSE OFFERINGS

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EN100 M1 Writing I  
Judy Harvey

College is a new and possibly scary experience. What will be expected of me? How hard is it? Will I make it? Are all common questions of incoming freshmen. This course breaks down those fears by introducing students to college-level writing in manageable bits and preparing them to meet the challenges of higher education. Assignments use scaffolding to build essays and include summary, response, analysis and argument. Sentence-level skills are reviewed through exercises, examples and self and peer editing.

## EN101 M0 Writing II

Tom Nelson

This course provides practice in writing essays by studying the structure of the essay (the introduction, body, and conclusion) and the argument presented in the essay. We will use as models for the essay the majority and dissenting opinions of the U.S. Supreme Court in landmark cases arising from the interpretation and application of the Constitution, particularly the Bill of Rights. We will read at least one landmark opinion that addresses the following constitutional questions: freedom of speech, ownership of firearms, equal protection, privacy issues (such as abortion and government surveillance), detention, seizure of property, and cruel and unusual punishment. Our emphasis will be on logical and rhetorical analysis that asks these four questions: (1) What is fact? (2) What is assumption? (3) How does the writer use each of these to develop an argument for a particular point of view? (4) What rhetorical techniques does the writer use to make that argument persuasive?

Students will write several short essays in which they make their own arguments that address issues raised by these landmark cases. For example, does a woman have the right to terminate her pregnancy? Does an aggrieved citizen have the right to burn the American flag as a form of protest? Does a Boy Scout troop have the right to exclude gays from its membership? Does a public school with a history of drug problems have the right to strip-search thirteen-year-olds suspected of carrying drugs? Does the right to “keep and bear arms” include any type of gun that can be legally purchased? Students will also write a longer essay based on their research of an issue that they find especially interesting.

## EN101 M1 Writing II

Marta Wilkinson

Writing 2 is designed to help you prepare to face the questions, styles and variety of materials that you will encounter throughout your educational experience here at Wilmington College. We will address a variety of readings from different disciplines in order to address the real focus of this course: writing successful college papers. We will learn about and work on several elements of the writing process including narrowing down topics, organizing materials, drafting, revising, and peer editing. We will also review bibliographies and work on skills such as summary, synthesis, argumentation, and research.

This course will use examinations of social and civil obedience (and disobedience) as the content for analysis, argumentation and synthesis skills. The latter part of the term will

apply all skills and observations of social practice to an examination of sports in order to fulfill our writing and research goals.

#### EN101 M2 Writing II

Kevin Louderback

This course extends students' understanding of the expectations of college level expository writing. It emphasizes critical analysis, argument, and research.

#### EN101 M3 Writing II

Bonnie Erwin

This course is primarily a boot camp for college-level writing; alongside intensive practice in writing, we'll hone our reading and critical thinking skills, because the best writing comes from astute thinking. Our readings will focus on elements of individual and collective identity in America, including race, class, gender, and sexuality. We'll analyze how our culture communicates to us about *who we are* or *who we should be*, and we'll use writing as a way of talking back to cultural norms and ideals. Weekly informal writing exercises will help us practice for major papers that include argument, analysis, and research.

#### EN101 M4 Writing II

Sara Lucas

This course extends students' understanding of the expectations of college level expository writing. It emphasizes critical analysis, argument, and research.

#### EN101 M5 Writing II

Bonnie Erwin

This course is primarily a boot camp for college-level writing; alongside intensive practice in writing, we'll hone our reading and critical thinking skills, because the best writing comes from astute thinking. Our readings will focus on elements of individual and collective identity in America, including race, class, gender, and sexuality. We'll analyze how our culture communicates to us about *who we are* or *who we should be*, and we'll use writing as a way of talking back to cultural norms and ideals. Weekly informal writing exercises will help us practice for major papers that include argument, analysis, and research.

EN101 M6 Writing II  
Hank Stewart

This course extends students' understanding of the expectations of college level expository writing. It emphasizes critical analysis, argument, and research.

EN101 M7 Writing II  
Barb Cook

This course extends students' understanding of the expectations of college level expository writing. It emphasizes critical analysis, argument, and research.

EN103H M1 Great Debates: CENSORED: Free Speech in America  
Brook Edwards

Words matter and actions speak loudly. As American society fragments into opposing camps, the concepts of free speech, dissent, and the legitimacy of protest are continuously being challenged and redefined. How did a basic right enshrined in our Constitution become so controversial? In what ways is the current political climate reshaping the debate? Will current events and the ongoing debate change the future allowing greater freedom or will censorship and state controls become the new norm?

This course will examine free speech and dissent in America through historical, social, and legal contexts. Students will examine the history starting with Early America and ending with the present day, analyze the legal context through key court decisions, review the social ramifications of historic protests/debates up to and including recent events and 2016 Presidential election. Through the use of expository writing, research and documentation, the class will explore free speech today and its future in American life with the hope of answering, is free speech really free?.

EN103H M2 Great Debates: Inequality  
Laura Struve

"Any city, however small, is divided into two: one city of the poor and one city of the rich. These are at war with one another."—Plato

The difference between the poor and the rich (and how and whether to fix it) has been a debate since Plato's time. In this class, we will begin by looking at the inequality in modern society created by the industrial revolution through novels like *Hard Times* by Charles Dickens. Fiction writers depicted the vast gulf between the poor and the rich created by the

industrial revolution, and political movements like communism attempted to resolve these problems. In the twentieth century, different movements, such as libertarianism, declared that economic inequality was not a problem after all. We will read accounts from both sides of this debate and finish the semester by examining how inequality exists in America's school system. In addition to novels, readings will include excerpts from Karl Marx, Ayn Rand, Jonathan Kozol (*Savage Inequalities*) and Annette Lareau's *Unequal Childhoods*.

### EN131 Writing III: Advanced Writing / Practice

Skills: W

Judy Harvey

EN131 is designed for those pursuing professional writing and/or teaching careers. The course includes a study of grammar and usage in writing as well as dialects and audience. Written assignments include discovery, interview, description and journalistic themes.

### EN150-2 M1 Topics in Literature: Fairy Tales

Meets second abbreviated session

Skills: O

Marta Wilkinson

*Once upon a time...* stories that were never intended for young children were crafted to instruct and to warn. Instruct in what? Warn against...the big bad wolf? Really? This class will re-introduce students to stories we all thought we have known all our lives. We will explore folklore and fairy tale traditions and examine tales as told through different cultural lenses and over different centuries looking for the underlying lessons, critiques and dirty little secrets embedded within. Be ready to challenge your understanding of some really hard-core fairy tales like *Cinderella*, *Beauty & the Beast*, *Snow White*, *Little Red Riding Hood* and other well-known favorites!

### EN233 Literature of Rural Life and the Environment

Skills: W, T

Ursula McTaggart

This course will examine American literature's historical love for and fascination with the natural landscape. We will examine texts that focus on wilderness, agriculture, and rural spaces. We will think about the ethics of how we should treat the environment and the animals in it, contemplating the role of humans in the larger ecological world. Texts will include Henry David Thoreau's *Walden*, John Steinbeck's *The Grapes of Wrath*, Willa Cather's *O Pioneers!*, Jonathan Krakauer's *Into the Wild*, Alan Moore's comic book series *The Swamp Thing*, and Karen Joy Fowler's novel *We Are All Completely Beside Ourselves*.

## EN235 Literature for Children and Young Adults

Skills: W

Laura Struve

“We read to know that we are not alone”—C.S. Lewis

Lewis reminds us why children read, but that is only one of the questions we will be asking in this class. What is children’s literature? What is its purpose, how does it function? What does children’s literature tell us about children? About adult expectations for children? What do these books tell us about our culture? This course offers a survey of classical and contemporary children’s literature. We will explore a variety of children’s literature in various genres, including folk and fairy tales, poetry, picture books, realistic fiction, historical fiction, and classic and contemporary novels. Some of the authors we will read include Dr. Seuss, Jacqueline Woodson, Sherman Alexie, and Judy Blume.

## EN239 Introduction to Literary Analysis

Skills: W, T

Marta Wilkinson

This course will provide students with an introduction to literature, literary terms, and techniques for analysis, such as prosody, figures of speech, and close reading. This course will also introduce students to the rudiments of literary theory and schools of thought. Emphasis is placed on developing skills in critical reading and analytical writing. In addition, students will explore issues of diversity that may include, but are not limited to, racial identification, cultural and linguistic heritage, class privilege, sexual identity, religious practice, geographical background, and gender. *Prerequisites: ENG 101 or EN 103H and English major or minor.*

## EN250G-20 M1 & M2 Topics in Global Literature: Tolkien

Skills: W

James McNelis

In this class we will be concerned, first and foremost, to read, understand and enjoy *The Hobbit* and *Lord of the Rings*, the longest British novel regularly assigned in any college English class (except for the Harry Potter kid; however, *LotR* is a more challenging read page for page). As time permits, we will also read secondary materials by Tolkien and others which help us understand the background and sources to the books, and to consider different critical reactions as we develop our own. We will also explore Tolkien’s approach to languages, runes, myths, and the other source materials he used. Along the way, the

varying critical reactions will give us a starting point for understanding the huge success of the book during the 1960's and '70s as well as the present day and future, along with developing our own critical responses—which must go beyond the simple fact of the books' popularity. Throughout, our interest will be centered primarily on the books, rather than the movies, but they too will be subject to our critical gaze—as will the genre of role-playing and adventure computer and videogames, whose current forms, including World of Warcraft, Skyrim, etc., as well as their earliest inspirations, such as Dungeons and Dragons, derived from Tolkien.

EN251 Topics in Literature of Race, Gender, and Ethnicity: Literature that Sparks Social Change

*Counts toward the Interdisciplinary Minor in Race, Gender, and Ethnicity*

Skills: W, T

Ursula McTaggart and Laura Struve

In this course, students will learn about works of fiction that had measurable impacts on the political world. These texts did not just influence readers' emotions, but they led them to go out and change the world. Novels will include *Black Beauty*, which impacted the animal rights movement, *Uncle Tom's Cabin*, which energized the anti-slavery movement, and Upton Sinclair's *The Jungle*, which highlighted the needs of workers but actually led to reforms in food production. Because this is a course that counts for the Race, Gender, and Ethnicity Studies minor, we will address questions race, gender, and ethnicity in all of the texts we examine.

EN331 Shakespeare

Skills: W, T

Bonnie Erwin

Shakespeare is timeless—or so we're taught. He holds a mirror up to human nature, showing us at our best and at our worst. He makes us look glamorous instead of desperate when we're languishing in love, when we're racked by grief, and sometimes even when we're gloating over our triumphs. But how did a guy who lived over 400 years ago get this reputation for truth-telling across all divisions of gender, race, social class, and sexuality? In this class we'll take a deep dive into Shakespeare, reading his plays (and even some sonnets), learning their historical context, and considering some of their performance adaptations to understand how "The Bard" became the planet's favorite playwright.

We'll cover all 4 major Shakespearean genres: Tragedy! Comedy! Romance! History! There will be 2 major papers (including a research paper), weekly informal writings, a midterm and a final exam.

### EN350-4 M1 Advanced Topics in Literature: Dystopia

Meets first abbreviated session

Marta Wilkinson

Literary works over the past century have often painted grim pictures of future society as oppressive, controlling and dictatorial spaces. Individual freedoms are sacrificed to the ideals of the dominant governmental system, a system always enthusiastically supported by the ruling classes. Oppression takes many forms, ranging from destruction of language to genetic engineering—until one person, one individual finds a flaw in the system. The protagonists of dystopian literature tend to be the underdogs, the persecuted rebels of their times...but are they always victorious in their efforts? What would a truly dystopian ending require? As an upper-division course we will also engage with a range of scholarship on the topic and the literary works.

Literature will include: Huxley's *Brave New World*, Orwell's *1984* and Collins's *The Hunger Games*

### EN435 Intro to Linguistics

Skills: Q

James McNelis

Anyone who likes languages and literature will find EN 435 of interest (students of English, Spanish, and Education will find it particularly useful). Topics include: animal communication; American dialects, including African-American Vernacular English and others that teachers will encounter among their students; World Englishes, including Asian, British and other non-US forms; the differences between first- and second-language acquisition; the various definitions of and approaches to the study of grammar; and what is currently known about the human brain's language functions. While linguistics is essential in order to understand modern literary criticism, the course also emphasizes the philological approach to the study of language and literature exemplified by Tolkien. "Lang and Lit" are two sides of the same coin, and it is no accident that the most widely read British novel of the 20th century—*Lord of the Rings*—is "primarily linguistic in inspiration."

The course is required for LILA majors who are under the pre-2013 catalogs, and highly beneficial for all LILA and English majors. It meets not only Ohio's, but other state's standards for LILA/AYA in linguistics and the history of English; in recent years our graduates have had reciprocity approved when hired to teaching positions in Pennsylvania, North Carolina, Arizona, and Kentucky.