



ENGLISH PROGRAM COURSE DESCRIPTIONS

SPRING 2020



**Wilmington
College**

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 or Professional Writing minor help me?

See above! Like a Spanish minor, an English or Professional Writing minor is an asset when combined with any major. These minors tell 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): students may choose almost any combination of classes (except EN100/EN101/EN103H). See the Catalog for more details. Many of these courses will also satisfy various general education requirements, so double- and triple-dipping are possible.

I am thinking of a Professional Writing minor—How many hours do I need?

The Professional Writing Minor requires 20 hours: students take EN131, EN252, and CA330 (12 total credits), plus 8 credits of your choice, 6 of which must be upper division. See the Catalog for more details. Many of these courses also satisfy various general education requirements, so double- and triple-dipping are possible.

COURSE OFFERINGS

EN101 M0 Writing II

Hank Stewart

TR 11:20 – 12:50

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

EN101 M1 Writing II

Katie Gilkison

MWF 12:40 – 1:40

Part of Wilmington College's mission is "to educate the whole person – intellectual, emotional, physical, and spiritual – in ways that foster critical thinking, reflection, and free exchange of ideas, open inquiry, respect for all persons and a desire for lifelong learning," which is why the theme of this course is based around identity. In this course, we will read and write in reference to universal, personal, opposing, fictional, and non-fictional identities. The major writing assignments are centered around music, interviewing, literature, current events and research.

EN101 M2 Writing II

Bonnie Erwin

MWF 1:50 – 2:50

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 our American passions and pastimes—including sports and popular music. Weekly informal writing exercises will help us practice for major papers that include argument, analysis, and research.

EN101 M3 Writing II

Hank Stewart

TR 1:00 – 2:30

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

EN101 M4 Writing II
Tom Nelson
TR 9:40 – 11:10

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

EN101 M6 Writing II
Kevin Louderback
MWF 10:20 – 11:20

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

EN101 M8 Writing II
Katie Gilkison
MWF 11:30 – 12:30

Part of Wilmington College's mission is "to educate the whole person – intellectual, emotional, physical, and spiritual – in ways that foster critical thinking, reflection, and free exchange of ideas, open inquiry, respect for all persons and a desire for lifelong learning," which is why the theme of this course is based around identity. In this course, we will read and write in reference to universal, personal, opposing, fictional, and non-fictional identities. The major writing assignments are centered around music, interviewing, literature, current events and research.

EN101 MA Writing II
Ashley Fox
MWF 1:50 – 2:50

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



EN103H M1 Great Debates

Laura Struve

TR 9:40 – 11:10

“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 *Mary Barton* by Elizabeth Gaskell. Fiction writers depicted the vast gulf between the poor and the rich created by the industrial revolution, and political movements like communism and socialism 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 Ohio. In addition to novels, readings will include excerpts from Karl Marx, Ayn Rand, and Annette Lareau’s *Unequal Childhoods*.



EN103H M2 Great Debates

Ursula McTaggart

MWF 11:30 – 12:30

This course, designed for Honors freshmen, will introduce students to some of the “great debates” in human history. Do we have free will? How do we navigate our commitments at home with those in the public sphere? What is the right way to organize our society economically and politically? We will read literary classics like *Oedipus Rex* and *The Odyssey* to discuss ancient notions of fate and heroism. We will turn to political debates by examining the struggle between capitalism, socialism, and anarchism, reading Marx, anarcho-socialist fiction by Ursula LeGuin, and recent political analysis about race and the prison industrial complex by Ohio State law professor Michelle Alexander.

EN131 Writing III: Advanced Writing Practice
Writing Intensive (W)
Judy Harvey
TR 2:40 – 4:10

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.

EN233 Literature of Rural Life and the Environment
Writing Intensive (W)
Ursula McTaggart
TR 9:40 – 11:10

This course will examine American literature's historical love for and fascination with the natural landscape. We will study 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. We will also explore the ways that race and gender shape the ways we experience the environment. Texts will include John Steinbeck's *The Grapes of Wrath*, Zora Neale Hurston's *Their Eyes Were Watching God*, Alan Moore's comic book series *The Swamp Thing*, and essays by Winona LaDuke.

EN239 Discovering Literature
Writing Intensive (W)
Bonnie Erwin
MWF 11:30 – 12:30

You already love to read... but if you ever wanted to read more perceptively, think more deeply, and write more eloquently about books, this course is for you. Together we'll use discover how seemingly-innocent poems, plays, myths, and works of fiction have been quietly fomenting revolution—or sneakily shoring up the status quo—across the centuries. We'll build our toolkit of literary theory and learn about the history of criticism (a.k.a. the history of ways to have deep thoughts about literature). We'll discover how literature has both reflected and shaped cultural norms related to race, class, gender, and sexuality. We'll practice critical thinking, critical reading, and analytical writing.

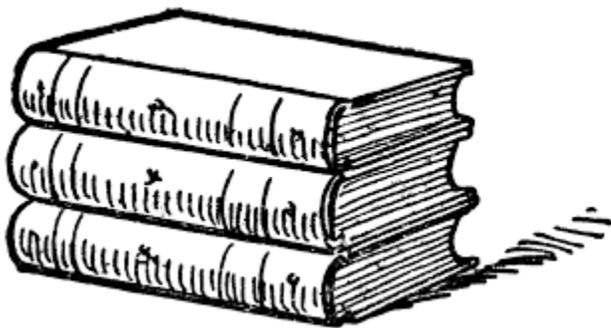
EN245G British Literature II
Writing Intensive (W) / Global Awareness (G)
Laura Struve
MWF 12:40 – 1:40

Romanticism, Victorianism, Modernism and Post-modernism—In this class, we will examine and analyze British poetry and prose fiction from 1798 to the present. How does a literary tradition develop out of these “-isms”? What are all these “-isms” anyway? We will explore literature in light of the conflicts produced by industrialization, secularization, modern warfare and technology, as well as changing attitudes about what is literary. We will also examine how male and female authors participate in the British literary tradition. Readings will include works by authors such as Keats, Shelley, Tennyson, Browning, and Woolf. Expect to read plenty of poetry and at least four novels, write two papers, and participate in lively discussion. We will also read some of the most beautiful poetry about nature ever written.

EN251-3 Topics in Literature of Race, Gender, and Ethnicity: How to be a Girl
Writing Intensive (W)
Laura Struve
MWF 10:20 – 11:20

Is femininity something women are just born knowing? Or is it something learned from society? A little bit of both? Just how do girls learn how to be women anyway?

This course looks at the development of conduct literature for women (books that told one how to be a girl) from the eighteenth century to today. Conduct books were very popular in the eighteenth and nineteenth centuries, but where do we find conduct literature today? In magazines like *Seventeen* and *Cosmopolitan*? Or shows like *Keeping Up with the*



Kardashians? Where do twenty-first century girls learn how to be women? In this course, we will study novels, conduct books, advertisements, and media images. Some of the texts we will read include *Little Women*, *Are You There God, It's Me Margaret?*, and *The Bell Jar*.

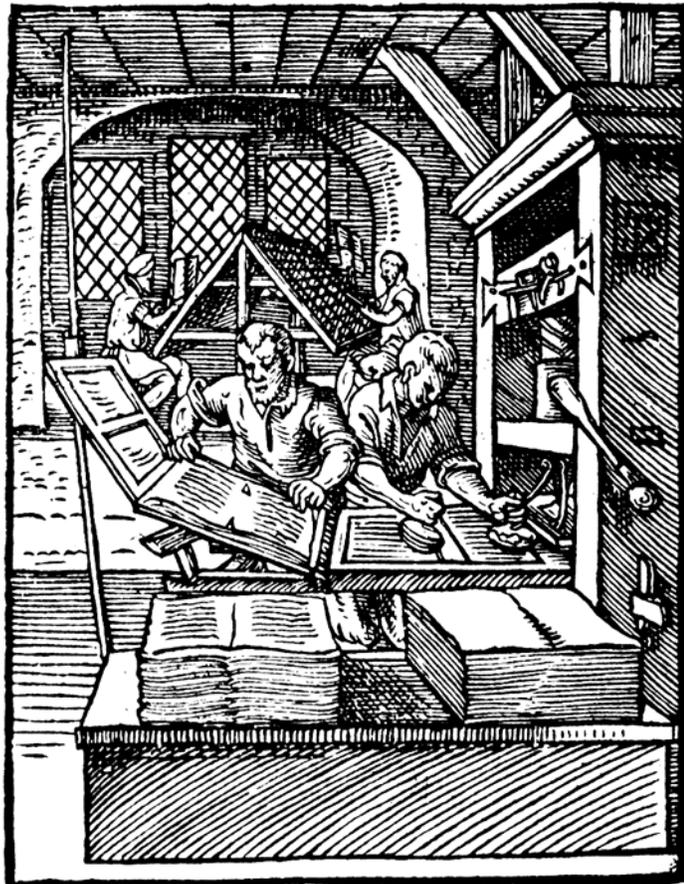
EN252-1 Topics in Professional Writing: Business Writing
Writing Intensive (W)
Brook Edwards
TR 11:20 – 12:50

Topics in Professional Writing introduces students to a variety of writing styles and conventions suitable to various workplaces and disciplines. Students will learn how to prepare written and oral reports for formal and informal settings. Students will learn basic communication principles in preparation for the real-world workplace. Students will learn to analyze different writing situations, how to plan and design communications, and how to write in an appropriate style.

EN331 Shakespeare
Writing Intensive (W)
Bonnie Erwin
TR 1:00 – 2:30

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.



EN334-7 Literary Studies in the Prison Environment (Topic, "The Horror, The Horror!")
Writing Intensive (W) / Service Learning (SRV)

Ursula McTaggart

T 6:00 – 9:00

(Takes place at Dayton Correctional Institution—the class will travel there together, departing around 6 and returning around 9:30)

This is a literature course on the topic of "The Horror, the Horror!" that takes place at Dayton Correctional Institution, a women's prison in Dayton. Half of the students will be Wilmington College students and half will be students who are currently incarcerated at DCI. To participate in this class, you will need to submit a background check to DCI before the beginning of the semester. We will travel as a group, in carpools or a van, and we will leave at 6 pm and arrive back in Wilmington somewhat after 9:00 pm on Tuesdays. This course will be a transformative experience that will allow you to understand the American carceral system and interact with people impacted by it while you are studying literature. Our first reading will orient students to the realities and history of the criminal justice system in the United States. After that, we will focus on literary texts.

The literary topic is "The Horror, the Horror!" We will read texts that explore fictional and non-fictional horrors. Fictional horrors will include works by Edgar Allen Poe, portions of Dante's *Inferno*, Conrad's *The Heart of Darkness*, Octavia Butler's *Kindred*, and horror stories by Tananarive Due. Non-fictional horror stories will include explorations of personal horror in memoir (including one slave narrative and Kiese Laymon's 2018 memoir *Heavy*).

This course fulfills a W requirement and a Humanities general education requirement.