

**FORT HAYS STATE UNIVERSITY
SUMMER MA IN ENGLISH (2020)***

JUNE 1 – 26**

ENG 811	<p>Sts/Comp & Rhetoric: Teaching Developmental Writers Writing Studies has a long history and many pedagogical approaches to the classroom. In this course, you will explore the history of composition as it relates to developmental writers, and examine the various approaches and techniques used to teach these writers in the classroom. After a brief introduction to the history, terminology, and concerns of developmental writing, you will design your dream writing course, develop class activities, and critically examine your pedagogical choices. At the end of this course, you will propose a writing course that meets the needs and skill of your students.</p>	8:30-10-45	Bell
ENG 663	<p>Sts/British Literary Genres: Modern British Fiction This course focuses on the transformations in social attitudes, subject matter, and literary style that define the development of modern British fiction. We will explore how several writers with different social backgrounds and cultural experiences respond to the growth of capitalism, new forms of technology, a devastating World War, shifting gender roles, and the consequences of empire. In exploring the technical innovations in narrative structure, we will consider how and why certain writers use strategies such as non-linear plot, stream of consciousness, and/or multiple narrators in ways that emphasize subjective forms of knowledge over a unified view of reality. Some recurring themes and topics include: the declining belief in universal truths, social alienation, marked ambivalences over major social changes, modern attitudes about traditional beliefs, varying views about gender, re-imagining human sexuality in a modern era, the redefinition of national, social, or cultural identity, and a general cynicism toward the notion of civilization.</p>	11:00-1:15	Hutchison
ENG 692	<p>Theme Studies in Literature: Crime and the Detective The subject of crime poses many critical social, psychological, and ethical questions: What motivates people to commit crimes, and how can we address those causes? If people do commit crimes, what should be done to or with them? Can we prevent crime, and, if so, how? Can laws be wrong—that is, unjust—and what can or should be done about that? What is justice? Can justice be achieved, and how? We will explore these questions through a variety of texts from different genres—detective and other fiction, true crime/memoir, plays, film, and more. We will also consider the genre characteristics of mystery and detective fiction and true crime through the critical conversations around these genres. Short readings in a variety of genres around the novel-length works will help fill out the history of the genre’s development as well as the range of subgenres related to crime and considerations of the philosophical issues associated with crime. Writing assignments for the course will include reviews (one for a text-based work and one for a film, TV series, or documentary), one essay exam, and either a research paper or a teaching unit (including a shorter analysis paper as well as lesson plans and assignments).</p>	2:00-4:15	Bartlett

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JUNE 29 – JULY 24**

ENG 813	<p>Studies in English Pedagogy: Teaching Poetry Poetry as a genre often provokes fear, both in students and teachers. Reading poetry can be an arduous and intimidating task for students, both high school and college, as they, in the words of former Poet Laureate of the United States Billy Collins, “tie the poem to a chair with rope/and torture a confession out of it./They begin beating it with a hose/to find out what it really means.” This class will address pedagogical strategies of teaching poetry to both secondary and post-secondary students. Not focused on writing poetry or teaching how to write poetry, this course will target developing reading and interpretive strategies, with attention to meter and scansion, poetic forms, critical approaches to poetry, and literary history in relation to poetry. In addition, attention will be given to integrating poetry into Common Core Standards.</p>	8:30-10-45	Leuschner
ENG 662	<p>Sts/British Literary Periods: Medieval Literature In this class, we will explore the literature, language, and culture of the Middle Ages. While Chaucer’s <i>Canterbury Tales</i> will act as the centerpiece for much of the class, we will also be reading texts from the Old English literary tradition and other Middle English works written during the 14th and 15th centuries, including works by the Gawain-Poet, the <i>Showings of Julian of Norwich</i>, and medieval Robin Hood rhymes. While the language and context of these texts are often seemingly foreign, they provide readers who are willing to engage their difficulties with a wealth of information about the lives and values of the people who lived during this period. This course will focus on four broad genres of medieval writings – Old English literature, Middle English romance, religious writings, and popular literature. While reading these texts, we will consider what the writings tell us about the social structure, religious beliefs, and personal struggles of people of all walks of life during the Middle Ages.</p>	11:00-1:15	Harrison

* Schedule subject to change. **Classes meet Monday through Thursday. Fridays are for research, writing, and faculty consultation.

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READING LIST**

ENG 811	Sts/Comp & Rhetoric: Teaching Developmental Writers	8:30-10-45	Bell
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Bernstein, Susan Naomi Ed. *Teaching Developmental Writing: Background Readings* 4th ed. Bedford/St. Martin's, 2014. (Selected Readings)

Mina Shaughnessy, *Some Needed Research on Writing*

Adrienne Rich, *Teaching Language in Open Admissions*

Mike Rose, *Remediation at a Crossroads*

Susan Naomi Bernstein, *Basic Writing: In Search of a New Map*

Shannon Carter, *The Way Literacy Lives*

Marisa A. Klages and J. Elizabeth Clark, *New Worlds of Errors and Expectations: Basic Writers and Digital Assumptions*

Leif Fearn and Nancy Farnan, *When Is a Verb? Using Functional Grammar to Teach Writing*

Laura R. Micciche, *Making a Case for Rhetorical Grammar*

Valerie Purdie-Vaughns, Geoffery L. Cohen, Julio Garcia, Rachel Sumner, Jonathan C. Cook, and Nancy Apfel, *Improving Minority Academic Performance: How a Values-Affirmation Intervention Works*

Lennard Davis, From *The Rule of Normalcy*

Patrick L. Bruch, *Interpreting and Implementing Universal Design in Basic Writing*

Tate, Gary, Amy Rupiper Taggart, Kurt Schick, & H. Brooke Hessler, Editors. *A Guide to Composition Pedagogies*, 2nd edition, New York, Oxford UP, 2014. (Selected Readings)

To be Read by Everyone:

Introduction, Basic Writing, New Media, Process, Researched Writing, Second Language Writing, and Writing Center**

**Other Pedagogical approaches will be individually taught by students during class facilitation.

They will sign up for the approach they want to teach**

Articles:

Available Online:

Atkinson, Dwight. "L2 Writing in the Post-Process Era: Introduction" *Journal of Second Language Writing*, vol 12, 2003: pp. 3-15. (PDF)

Hartwell, Patrick. "Grammar, Grammars, and the Teaching of Grammar." From *Teaching Comp*, pp. 437-66 (PDF)

Hicks, Troy and Kristen Hawley Turner "No Longer a Luxury: Digital Literacy Can't Wait" *English Journal* Vol. 106 Iss 6, 2013, pp. 58-65. (PDF)

Hull, Glynda, Mike Rose, Kay Losey Fraser, and Arisa Castellano. "Remediation as Social Construct: Perspectives from an Analysis of Classroom Discourse" *College Composition and Communication*, Vol 42, No. 3, Oct. 1991: pp. 299-329. (PDF/Jstor/ ERIC)

Lotherington, Heather and Jennifer Jensen. "Teaching Multimodal and Digital Literacy in L2 Settings: New Literacies, New Basics, New Pedagogies" *Annual Review of Applied Linguistics*, Vol 31, 2011: pp. 226-46. (PDF)

Murray, Donald A. "The Essential Delay: When Writer's Block Isn't." from *When a Writer Can't Write: Studies in Writer's Block and Other Composing Problems*, edited by Mike Rose, 1985. (PDF)

Nelson, Kiara, Marcy Courier, and Gilbert W. Joseph. "Teaching Tip An Investigation of Digital Literacy Needs of Students" *Journal of Information Systems Education*, Vol 22, Iss 2, 2019: pp. 95-109. (PDF)

Rose, Mike. "Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer's Block." From *Teaching Composition*, pp. 148-63 (PDF Jstor)

Shaughnessy, Mina "Introduction to *Errors and Expectations: A Guide for the Teacher of Basic Writing.*" (PDF)

Sommers, Nancy. "Responding to Student Writing" From *Teaching Composition*, pp. 377-87 (PDF)

Stripling, Barbra. "Teaching Students to Think in the Digital Environment: Digital Literacy and Digital Inquiry" *School Library Monthly*, Vol 26, No 8, April 2010: pp. 16-19 (PDF)

To be Provided

Welch, Nancy. "Towards an Excessive Theory of Revision." From *Teaching Composition*, pp. 207-46.

Trimbur, John. "Delivering the Message: Typography and the Materiality of Writing." From *Teaching Comp*, pp. 363-77.

ENG 663	Sts/British Literary Genres: Modern British Fiction	11:00-1:15	Hutchison
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EM Forster, *Howards End* Norton Critical Edition ISBN 978-0-393-97011-1

James Joyce, *A Portrait of the Artist as a Young Man* Bedford Critical Edition ISBN 978-0-312-408114

Rebecca West, *The Return of the Soldier* Broadview Edition ISBN 9781551115122

Katherine Mansfield, *Katherine Mansfield's Selected Stories* Norton Critical Edition ISBN 978-0-393-92533-3

Virginia Woolf, *Mrs. Dalloway* Broadview Edition ISBN 978-1551117232

D.H. Lawrence, *Lady Chatterly's Lover* Penguin ISBN 978-0143039617

Jean Rhys, *Wide Sargasso Sea* Norton Critical Edition ISBN 978-0-393-96012-9

ENG 692	Theme Studies in Literature: Crime and the Detective	2:00-4:15	Bartlett
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Capote, Truman. *In Cold Blood*.

Christie, Agatha. *The Murder on the Orient Express*.

Doyle, Arthur Conan. *The Adventures of Sherlock Holmes*.

Hammett, Dashiell. *The Maltese Falcon*.

Thomas, Angie. *The Hate U Give*.

A mystery or detective novel or true crime book of your choice in addition to these works. (Some suggestions will be shared with the collection of other texts around April 1.)

Additional short texts will be provided through Blackboard or email as documents or website links.

ENG 813	Studies in English Pedagogy: Teaching Poetry	8:30-10-45	Leuschner
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Annie Finch, *A Poet's Ear: A Handbook of Meter and Form* (U of Michigan P, ISBN: 978-0-472-05066-6)

Mark Yakich, *Poetry: A Survivor's Guide* (Bloomsbury, ISBN: 978-1-5013-0949-6)

Albert Somers, *Teaching Poetry in High School* (NCTE, ISBN: 978-0814152898)

Abrams, M.H. and Stephen Greenblatt eds. *Norton Anthology of English Literature, Volume A*. 10th edition. ISBN 978-0-393-60302-6

- "The Wanderer"
- "The Wife's Lament"
- "The Story of Caedmon"
- "The Dream of the Rood"
- *Beowulf*
- Marie de France – "Lanval"
- *Sir Gawain and the Green Knight*
- Myths of Arthur's Return
- Malory – excerpts from *Morte Darthur*
- Julian of Norwich – excerpts from *The Showings of Julian of Norwich*
- Margery Kempe – excerpts from *The Book of Margery Kempe*
- *Everyman*
- Henryson – "The Cock and the Fox"
- *The Second Shepherd's Play*
- "Alison"
- "The Cuckoo Song"
- "I Sing of a Maiden"
- "What is he, the lordling, that cometh from the fight"

Lawton, David ed. *The Norton Chaucer: The Canterbury Tales*. ISBN 0393643506

- The General Prologue
- The Miller's Prologue and Tale
- The Wife of Bath's Prologue and Tale
- The Parson's Prologue and excerpts from the Parson's Tale
- The Pardoner's Prologue and Tale
- The Nun's Priest's Prologue and Tale
- The Clerk's Prologue and Tale

Blackboard

- Cynewulf and Cyneheard
- Alfred the Great's Preface to Pastoral Care
- Sir Orfeo
- Culhwch and Olwen
- "A Gest of Robyn Hode"