

BGSU English
SPRING 2023 Graduate Courses (Online)
January 9-April 28, 2023

DEPT	COURSE	SECT	CLAS S	CR HR	TITLE	INSTRUCTOR	SESSION/DATES
ENG	6020	501W	13751	3	Composition Instructors' Workshop	Cheryl Hoy	7E1 – 1/9-2/24
ENG	6020	502W	14772	3	Composition Instructors' Workshop	Cheryl Hoy	7E2 – 3/13-4/28
ENG	6050	501W	17280	3	Visual Rhetoric/Pract Writing	Ethan Jordan	7E1 – 1/9-2/24
ENG	6050	502W	17281	3	Visual Rhetoric/Pract Writing	Ethan Jordan	7E2 – 3/13-4/28
ENG	6090	501W	12855	3	Teaching of Literature	Erin Labbie	15E – 1/9-4/28
ENG	6200	501W	13220	3	Teaching of Writing	Lee Nickoson	7E2 – 3/13-4/28
ENG	6200	502W	14776	3	Teaching of Writing	Lee Nickoson	7E2 – 3/13-4/28
ENG	6300	501W	17011	3	Technique of Poetry	Dan Rzicznek	15E – 1/9-4/28
ENG	6320	501W	14788	3	Graduate Writers Workshop: Fiction	Joseph Celizic	15E – 1/9-4/28
ENG	6400	501W	17000	3	Professional/Technical Writing	Heather Jordan	7E1 – 1/9-2/24
ENG	6420	501W	17183	3	Professional/Technical Editing	Heather Jordan	15E – 1/9-4/28
ENG	6800	501W	15973	3	Seminar in English Studies: Writing and the Question of Transfer	Neil Baird	15E – 1/9-4/28
ENG	6800	502W	17187	3	Seminar in English Studies: British Romanticism and Film	Piya Lapinski	15E – 1/9-4/28
ENG	6910	5001	11430	1	Masters Portfolio	Lee Nickoson	15E – 1/9-4/28
ENG	6910	5002	16194	1	Masters Portfolio	Lee Nickoson	15E – 1/9-4/28

OPEN ENROLLMENT BEGINS Monday, October 24th, 2022.

Courses are listed above, with more detailed descriptions below. You can find the required courses for your degree program on your program's web page, listed here: [BGSU English Graduate Programs](#)

Questions about a specific course? Please email the course instructor at the address included below.

Questions about scheduling in general, such as which courses to choose? Please contact your program director, Graduate Secretary Danielle Burkin at gradenglish@bgsu.edu, or Graduate Coordinator Kimberly Spallinger at spallkk@bgsu.edu.

PROGRAM DIRECTORS:

MA Online, English Teaching/Individualized Track: Kimberly Spallinger, spallkk@bgsu.edu

MA Online, Professional Writing and Rhetoric/Technical Writing Certificate: Ms. Jennifer Warnke, jkwarnke@bgsu.edu

MFA in Creative Writing/Creative Writing Certificate: Dr. Lawrence Coates, coatesl@bgsu.edu

MA in Literary and Textual Studies: Dr. Bill Albertini, woalber@bgsu.edu

PhD in Rhetoric and Writing/College Writing Certificate: Dr. Sue Carter Wood, carters@bgsu.edu

TESOL Certificate: Ms. Anastasiia Kryzhanivska, akryzh@bgsu.edu

ENG 6020: Composition Instructors Workshop (#13751/14772)

Required for College Writing Certificate, but open to any interested graduate student in online programs.

Dr. Cheryl Hoy

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This online section of English 6020 Composition Instructors' Workshop focuses on the development of educational materials and strategies for introductory college writing and academic research writing courses. Participants will read current first-year writing scholarship and examine its connections to teaching and learning practices, will develop strategies for overcoming challenges in composition courses, and will workshop to build a fully complete, scholarship-supported, teaching portfolio for a first-year college writing course. This course is purposefully designed for high school teachers participating in, and for those who wish to participate in the College Credit Plus programs or other similar university/college and high school partnership dual enrollment programs, and for those who seek to teach in composition programs at the community college and university levels.

ENG 6050: Visual Rhetoric/Practices of Writing (#17280/17281)

Required for MA in Professional Writing and Rhetoric. Open to any interested graduate student

Dr. Ethan Jordan

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This course is designed to offer a variety of interdisciplinary perspectives on visual discourse and the rhetorical use of images in contemporary media and visual environments. Although the term “visual rhetoric” is widely used, definitions of the term and the ways in which rhetoric is used visually are varied. Thus, a large portion of the class will be devoted to:

- defining the visual
- defining and describing visual rhetorics
- developing a vocabulary for discussing the visual and the rhetorical
- using methodological frameworks for analyzing visual rhetoric
- practicing visual rhetorical strategies
- developing connections between visual rhetoric and multimodal composition

Learning Outcomes/Course Objectives

In order to understand the concept and applications of visual rhetorics, you will learn about definitions of visual rhetoric; social semiotics and visual literacy; one-, two-, and three-dimensional visual rhetorics; the interplay of text, typography and visuals; the rhetorical use of images in print media, television, film, and the world wide web; representations of gender, race, class, and other signifiers of difference; and accessible visual design and composition.

During the course of the semester, you will demonstrate your ability to understand, discuss, analyze, critique and produce visual discourse through assignments and discussions.

ENG 6090: Teaching of Literature (#12855)

Required for MA specialization in English Teaching. Open to any interested graduate student.

Dr. Erin Labbie

labbie@bgsu.edu

This fully online remote course presumes that you are a practicing teacher, a beginning/aspiring teacher of literature, or a student of literature. As such, we will focus on content, criticism, context, and culture of literary history as it is produced and functions within the educational system (at all levels from pre-K to Ph.D. work). As teachers, you will help to guide the conversations within this course based on your experience and anticipated issues with regard to the complex questions and cultural dynamics at stake in the ways that we encounter and engage each other in the classroom, as well as how that process effects interdisciplinary and activist work. In short, teachers may be teaching what seems like theoretical or sometimes esoteric material, but we also are practicing activists in the process of knowledge discovery and community development. Conversations that are important in culture are important in literature. This course aims to help you to connect these complicated roles, and to have confidence as a teacher that you are familiar with current conversations both about the texts we study and that you teach, as well as cultural contexts.

Required texts will include:

Elaine Showalter, *Teaching Literature*

Zora Neal Hurston, “What White Publishers Won’t Print” (pdf) in files and attached in forum.

As well as other texts, links, and pdfs that we find together.

One MLA Teaching Guide that you choose during the course.

In addition to these texts, we will read selections about canonicity, conduct discussions about pedagogy in the context of politics and censorship, consider and trace essays from the PMLA Journal that discuss pedagogy, and focus on MLA Guides to teaching literature, as well as primary literary texts and theoretical essays on those texts. This course will also consider how capitalism and canonicity determine what we teach and how and why we choose to teach texts at different levels.

ENG 6200: Teaching of Writing (#13220/14776)

Required for MA in English Teaching, MA in Professional Writing and Rhetoric, and College Writing: Theory and Practice Certificate. Open to any interested graduate student.

Dr. Lee Nickoson

leenick@bgsu.edu

What do you remember about learning to write—learning to write as a student or outside of any formal classroom setting? How do you remember understanding writing—the purpose of it? What are your memories of and experiences with teaching writing? Researching writing? In what ways might our experiences as learners influence how we identify both as teachers of writing and as writers ourselves? We will spend our time together this summer semester reading, writing, researching, and talking about approaches to teaching writing—or writing pedagogy: what makes for effective writing pedagogy? (There’s debate about that) and what doesn’t? (Yes, there’s also debate about that.) How might various theories of writing pedagogy translate to specific classroom policies and practices in support of creating an inclusive, student-driven learning experience? We will also work as a group to identify additional questions that are of interest to us as members of English 6200, and those questions you identify as worthy of exploration given your experience, professional context, and goals.

ENG 6300: Technique of Poetry (#17011)

Required for the Online Certificate in Creative Writing. Priority Enrollment for Online Certificate Students. Open to any interested graduate student.

Frank Dan Rzicznek
fdrzicz@bgsu.edu

Our goals for the semester will be to read and write poems (inhale/exhale), while also writing and reading about poems, and to arrive at a deeper and richer understanding of poetic craft, form, and technique through discussion, critique, and revision. The best way to learn about poetry is to read it. The second best way to learn about poetry is to write it. This semester we will read and discuss a number of poetic texts, with short reading responses assigned for each. We will also write a total of eight poems, five of which (“formal” poems) must be in the following received/historical forms: sonnet, sestina, villanelle, pantoum, and prose poem. The remaining three poems (“free” poems) can be in any form you wish, i.e. free verse, other forms, or a repeat of a form listed above. During Finals Week, you will hand in a final portfolio presenting revisions of all eight poems, along with a critical essay tying your writing practice to readings covered over the course of the semester.

ENG 6320: Graduate Writers Workshop: Fiction (#14778)

Required for the Online Certificate in Creative Writing. Priority Enrollment for Online Certificate Students. Open to any interested graduate student.

Joseph Celizic
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A graduate writer’s workshop focused on producing and discussing fiction, in which students present two original works, either short stories or novel chapters. The course will also spend time discussing technique and theory, and utilizing prompts to generate new work. During finals week, students will be required to turn in one revision of a story workshopped during the semester.

ENG 6400: Professional/Technical Writing (#17000)

Required for MA in Professional Writing and Rhetoric and Technical Writing Certificate. Open to any interested graduate student.

Dr. Heather Jordan
hljorda@bgsu.edu

This course is designed to help you learn the necessary skills for becoming a technical communicator. The skills you will learn in this class are foundational, and they will be used whether you are employed by a company, or are working as an independent contractor, including:

- Problem-solving strategies
- Proposing and budgeting projects
- Performing user, needs and task analyses
- Document planning
- Structuring large-scale documents
- Designing and formatting documents
- Creating graphics
- Usability testing and evaluation
- Presenting technical information in oral, written, and electronic forms

To learn and work independently
 To work comfortably and effectively as a team member
 To create one or more professional-quality technical writing samples for use in your portfolio
 To research and present a literature review on one topic in Technical Communication

ENG 6420: Professional/Technical Editing (#17183)

Recommended for Professional Writing and Rhetoric and required for Technical Writing Certificate. Open to any interested graduate student.

Dr. Heather Jordan

hljorda@bgsu.edu

All communication exists within systems and institutions that are inherently ideological. How we think about our role as editors within these ideological structures can have a profound effect on what it is we are editing. We will use our time together in this class critically exploring theories of editing while also gaining practical experience and knowledge of the skills and tools needed as professional and technical editors in the 21st century.

ENG 6800 Seminar in English Studies: Writing and the Question of Transfer (# 15973/17003)

Open to any interested graduate students. Seminar: repeatable if different topics.

Dr. Neil Baird

neilb@bgsu.edu

“I can’t stress enough the difference one word makes in the sense of what is happening here. If our goal in teaching writing (particularly but not exclusively professional writing) is to facilitate learning transformation rather than learning transfer, the implications for both research and pedagogy are enormous.”

– Doug Brent, “Crossing Boundaries: Co-op Students Relearning to Write”

This seminar offers an intensive study of writing transfer. In the last fifteen years, empirical research in writing studies has increasingly asked questions about writing transfer, defined as the adaptation of writing-related knowledge from one context to another. This seminar will survey theories of transfer being imported into writing studies from such fields as education and psychology, examining how these theories are being transformed for writing. It will explore the empirical research answering questions about writing transfer and what this research means for classroom practices and writing programs: first-year writing, writing-across-the-curriculum, writing in context, and writing centers. It will examine the context-sensitive research methods being employed to make visible the often invisible work of transfer. Seminar participants will leave the course with a current map of writing-related transfer research in writing studies but also knowledge of the limitations inherent in that map.

ENG 6800: Seminar in English Studies: British Romanticism and Film (#17187)

Recommended for MA in Literary and Textual Studies students. Open to any graduate student. ENG 6800s can be repeated if topics differ.

Dr. Piya Lapinski
piyapl@bgsu.edu

Romanticism was a complex artistic and literary movement which emerged in early 19th century Britain and Europe, emphasizing imagination, the sublime, aesthetics, the gothic, nature, political revolutions and nationalism. This class will explore the way aspects of British Romanticism in particular influenced 20th century and contemporary cinema. We'll look at a range of films, including movies on the Romantics themselves---biographical films (such as the recent/upcoming films on Mary Shelley and Emily Bronte), films based on their works, and those that have been influenced by the Romantic sensibility, from classic Hollywood and British films of the post-war period (*The Red Shoes*), the Italian new wave, (*L'Avventura*), to contemporary re-imaginings of the Romantic Gothic (*Frankenstein, Ex Machina*); Romantic visions of Orientalism and empire (*The English Patient*) as well as recent films where the Romantic perspective is challenged and critiqued. The class will focus on film, literary texts and some cultural theory.

ENG 6910: Master's Portfolio (#11430/16194)

Required capstone for online MA specializations (English Teaching, Professional Writing and Rhetoric, Individualized) and possible capstone for non-thesis student in the MA in Literary and Textual Studies program.

Dr. Lee Nickoson
leenick@bgsu.edu

This is the required course that serves as the capstone project for the online MA in English programs. Each student will produce a Master's Portfolio that includes essays or projects from previous classes taken during the MA program (all significantly revised) along with an introductory essay. Ideally, you will take this course in the final semester in which you plan to graduate. The portfolio, including all revisions and new writing, must be completed, approved by the instructor, and submitted to the Graduate Coordinator by the final week of the semester.
