
Semester I

ENG 600A
M 1-3:40

Teaching Multiple Literacies at Miami University

(2)
John Tassoni

Meeting every other week, this is a 2-credit graduate sprint course with a service component that focuses on the (not-so) interstitial places of writing instruction at Miami University, those places often neglected by the mythical average norms of students, teachers, and classes represented in composition scholarship. Students in this seminar will study the theories and practices of teaching composition's "Other" places—such as regional campuses and basic writing classes—and students, including those for whom English is a second language, those designated as "at-risk" due to educational disadvantage or disability, those whose home literacies might conflict with academic discourse, and those whose writing skills and ambitions exceed the demands of first-year composition courses.

One key means through which this course challenges this mythical average norm is through its association with undergraduate students and writing initiatives across campuses. Students in this seminar will, through discussion boards, observations, and online and personal interviews, investigate the culture of writing at Miami University and weigh the impact of various writing pedagogies against the theories and studies presented in their course readings. The undergraduate students in English 111 Plus will take part in the seminar through the means listed above so that the actualities of their Miami experiences might affirm or challenge characterizations of students, pedagogies, and programs seminar members encounter in their course readings.

Based on principles of Universal Design, which favors structural change over the retro-fitting of special features onto already integrated designs, this course is a prerequisite to teaching English 111 Plus, which is designed for maximum interaction and attention to diverse learning styles. This seminar, in turn, is geared to prepare teachers to interact effectively with students representing diverse learning styles and aims, as well as to interact with broader features of the university that might facilitate or resist the functions of Universal Design. As final projects, students in the seminar may design units for the Plus course, or make recommendations for future versions of English 600, or compose proposals to broader institutional matters.

Note: This course is not available for online registration. Students must fill out registration forms to the Registrar in CAB.

English 600B
W 11-11:50

Teaching Writing in/with Digital Technologies

(2)
Heidi McKee

This two-credit practicum is open to all graduate students interested in teaching writing in/with digital technologies. The goals for this practicum will be to develop and assess pedagogical and curricular approaches for integrating the use and critical analysis of digital technologies in English Studies courses, particularly English 111 and English 112. Topics to be addressed include research and composing practices with computers, the use of networked connectivity to foster collaborative writing and peer response, and the analysis and composing of multimodal texts. Course requirements include participation in curricular development and assessment projects and attendance at some of the digital technology and pedagogy workshops to be offered in the fall.

This practicum is open for all graduate students; no prior experience teaching or using computers is necessary. This practicum is required of all graduate students in their first through fourth year who will be teaching in BAC 256 (the wireless classroom) or BAC 254 (the new media room). To be taken on a credit/no credit basis.

Note: This course is not available for online registration. Students must take registration forms to the Registrar in CAB.

ENG 601 **Introduction to Linguistics** **(4)**
T 1-3:40 **LuMing Mao**

ENG 601 aims to provide a comprehensive overview of language studies focusing, most of the time, on the 20th century and locating itself, whenever appropriate, within rhetorical borderlands. For that end, I will use de Saussure (a structuralist) and Austin (a language philosopher) to start our undertaking, and to identify and assess two major trends in modern linguistics-trends that will serve as a starting point for our subsequent readings/discussions. I want to explore, with the help of these and other related readings, a series of questions in relation to, for example, structuralism/post-structuralism, synchronic/diachronic linguistics, and illocution/performativity. Other issues for consideration in this course include: feminist linguistics (Cameron), pragmatics (Mey), social linguistics (Gee), critical discourse analysis (Fairclough), and the discourses of colonialism (Chien). I foresee myself to be asking you to produce two short papers, weekly responses, and a seminar project.

Required readings may include:

Austin, J. L. *How to do Things with Words*. 2nd ed. Ed. J. O. Urmson and Marina Sbisa. Cambridge: Harvard UP, 1975.

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature and Method*. Los Angeles: U of California Press, 1966.

Cameron, Deborah. *Feminism and Linguistic Theory*. 2nd ed. New York: St. Martin, 1993.

Chien, Evelyn. *Weird English*. Cambridge, Harvard UP, 2004.

de Saussure, Ferdinand. *Course in General Linguistics*. Trans. Wade Baskin. New York: McGraw-Hill, 1966.

Fairclough, Norman. *Language and Power*. London: Longman, 1989.

Gee, James Paul. *Introduction to Discourse Analysis: Theory and Method*. New York: Routledge, 2005.

Mey, Jacob L. *Pragmatics: An Introduction*. 2nd ed. Oxford: Blackwell, 2001.

Newmeyer, Frederick J. *The Politics of Linguistics*. Chicago: U of Chicago P, 1986.

Pennycook, Alastair. *English and the Discourses of Colonialism*. London: Routledge, 1998.

ENG 603 **Theories and Their Histories** **(4)**
T 4-6:40 **Madelyn Detloff**

English 603 is designed to provide graduate students in English a basic introduction to a wide range of theories about literature and cultural representation. We will become acquainted with the histories and contemporary parameters of debates about the meaning and purpose of representation, cultural production, literature and the examination of culture(s) through literary studies. The course aims to provide you with further introduction to the profession, and so we will situate our own discussion, writing, and teaching within larger currents of thought in the field of literary studies. Some of the subfields we will discuss include New Criticism, Structuralism, Poststructuralism and Deconstruction, New Historicism, Postcolonial Studies, Gender/Feminist Studies, Marxist/Materialist Theory, Queer Theory, and Cultural Studies.

Texts

- * *The Norton Anthology of Theory and Criticism*, Ed. Vincent B. Leitch, et. al. [NA]
- * *Falling into Theory*, Ed. David Richter [FT]
- * Michel Foucault, *The History of Sexuality*, vol. 1
- * Judith Butler, *The Psychic Life of Power*
- * Carla Freccero, *Popular Culture: An Introduction*
- * John Guillory, *Cultural Capital*
- * *The Bedford Glossary of Critical and Literary Terms*, Ed. Ross Murfin and Supryia M. Ray

Assignments

One fifteen-minute oral presentation. This can be presented in pairs, depending on course enrollment. Outline the main issues in at least one of the readings for the week and offer questions for further discussion. 10%

Three 500-word response papers. These are brief (2 page) analyses of and responses to one the theoretical readings on the syllabus. 10% each.

One 250-word paper prospectus. The prospectus should include a provisional thesis, anticipated lines of argumentation, and an annotated list of references. 10%

One 12 to 15-page seminar paper. The paper should be original and of the quality expected of a presentation at an academic conference, such as the MLA or the Modernist Studies Association. 50%

ENG 614
R 1-3:40

The Ricardian Age

(4)
Brit Harwood

This course takes up the extraordinary literary production of the fourth quarter of the fourteenth century, the most notable concentration of poetry in English between the Norman Conquest and the reign of Elizabeth I. The emphasis will be upon masterworks that the student is less likely to have encountered as an undergraduate. Langland's Piers Plowman and Chaucer's Troilus and Criseyde (which it would be too easy to contrast simply as the sacred and the profane). In addition, we'll read the two shorter poems by the Gawain-poet (Pearl and Patience), the Shewings of Juliann of Norwich (the first woman writer in English whose work survives), and two probably somewhat later works, the First and Second Shepherds' plays from the Towneley cycle of mystery plays. Inevitably all these texts will engage us in matters of context: the ideological struggle between orthodox Christianity and a proto-Protestantism and the ecopolitical struggle resulting from intensifying pressures upon a chiefly agrarian ruling class. The heart of the course will be the Troilus and Piers, the principal heritage in English for the sixteenth century and the rest of the early modern period.

ENG 630
R 4-6:40

Genre and Ethics in the Eighteenth Century

(4)
Ed Tomarken

This seminar/course will employ the methodology of genre and ethics to selected 18th Century British literary works. The focus will be on works from the eighteenth-century that raise theoretical issues pertinent to the present and on eighteenth-century writings that have been imitated and adapted in later literary periods. Some of the texts to be considered are *Oronooko* in its various permutations over the past three centuries, Johnson's *Life of Richard Savage*, its original form and its recent adaptation, illustrations of "The Rape of the Lock", *King Lear*, then and now. Two other works from the period will be chosen by the students on the basis of their historical and critical interests.

ENG 650
T 4-6:40

Graduate Fiction Workshop

(4)
Margaret Luongo

ENG 651
T 1-3:40

Graduate Poetry Workshop

(4)
Catherine Wagner

ENG 698.A
W 10-10:50

Teaching Workshop for College Composition

(2)
Cindy Lewiecki-Wilson, Associate Directors

Required workshop for first-year Graduate Assistants and Teaching Associates teaching ENG 111.

ENG 710
M 4-6:40

Race, Gender, and Sexuality in U.S. Cultures of Imperialism

(4)
YuFang Cho

This course will examine changing ideologies about race, gender, class, sexuality, and citizenship at several key moments of domestic crises and international conflicts in the processes of U.S. nation-building and empire-building, such as the 1830 Native American Removal, the 1848 Mexican-American War, the Civil War, the 1882 Chinese Exclusion, the 1898 Spanish-American War, the Cold War, and contemporary conflicts in the Middle East. We will study selective literary, cultural, and historical representations of these conflicts as well as cutting edge interdisciplinary scholarship on these representations. When approaching these diverse materials, we will pay particular attention to three sets of issues simultaneously: first, the ways in which discourses about race, gender, class sexuality, and citizenship intersect; second, the relationship between the debates over U.S. domestic policies and continental and overseas expansion; third, the ways in which recent scholarship challenges dominant forms of knowledge production in American Studies, ethnic studies, gender studies, and transnational studies. For example, we will discuss how recent legal and historical scholarship on the dispute over land, property, and the marital status of Mexican and Native American women in the aftermath of the Mexican-American War informs recent analyses of literary representations of interracial romantic encounters in the early and mid-nineteenth century. We will also look at recent studies of late nineteenth-century literary and cultural representations of Chinese immigrant men's and women's sexuality in relation to anti-polygamy campaigns, labor conflicts, and U.S.-China relations. We will investigate representations of white-Filipino encounters in relation to anti-miscegenation law, changing regulations of U.S. citizenship rights, and the growing influence of the U.S. in the Asia Pacific after the Spanish-American War. Other examples include African American women's relationship to marriage in racial uplift discourses in the early twentieth century and growing interracial marriages, transnational adoption, and the normalization of heterosexual nuclear family in the post-WWII era. Students interested in exploring interdisciplinary approaches of literary and cultural studies and comparative approaches to the studies of race, gender, and sexuality are especially encouraged to take this course.

Selected Reading:

Bentley, Nancy. "Marriage as Treason: Polygamy, Nation, and the Novel." In The Futures of American Studies. Eds. Donald E. Pease and Robyn Wiegman. Durham: Duke UP, 2002. 341-70.

Cott, Nancy. "Marriage and Women's Citizenship." American Historical Review 103.5 (Dec. 1998): 1440-1474.

---. Public Vows: A History of Marriage and the Nation. Harvard: Harvard UP, 2000.

DuCille, Ann. The Coupling Convention: Sex, Text, and the Tradition in Black Women's Fiction. New York: Oxford UP, 1993.

Eng, David. Racial Castration: Managing Masculinity in Asian America. Durham: Duke UP, 2001.

Glenn, Evelyn Nakano. Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor. Cambridge, Mass.: Harvard UP, 2002.

Gray, Zane. Rider of the Purple Sage. New York: Oxford UP, 1998 [1912].

Hopkins, Pauline. Contending Forces. New York: Oxford UP, 1988 [1900].

James, Henry. What Maisie Knew. Oxford: Oxford UP, 1996.

- Kaplan, Amy. The Anarchy of Empire in the Making of U.S. Culture. Cambridge, Mass.: Harvard UP, 2002.
- Kaplan, Amy and Donald Peace. Cultures of U.S. Imperialism. Durham: Duke UP, 1993.
- Koshy, Susan. Sexual Naturalization: Asian Americans and Miscegenation. Stanford, Calif.: Stanford University Press, 2004.
- Lee, Ang. The Wedding Banquet. Beverley Hills, Calif.: Fox Video, 1994.
- Luibhéid, Eithne, and Lionel Cantú, Jr., eds. Queer Migrations : Sexuality, U.S. Citizenship, and Border Crossings. Minneapolis: Minnesota UP, 2005
- McAlister, Melani. Epic Encounters: Culture, Media, and U.S. Interests in the Middle East, 1945-2000. Berkeley: California UP, 2001.
- Ozeki, Ruth L. My Year of Meats. New York: Viking, 1998.
- Pascoe, Peggy. "Miscegenation Law, Court Cases, and Ideologies of 'Race' in Twentieth-Century America." Sex, Love, Race: Crossing Boundaries in North American History. Ed. Martha Hodes. New York University Press, 1999. 464-90.
- . "Race, Gender, and the Privileges of Property." Over the Edge: Remapping the American West. Ed. Valerie Matsumoto and Black Allmendinger. Berkeley: California UP, 1999. 214-30.
- Ruiz De Burton, Maria Amparo. Who Would Have Thought It. Houston, Texas: Arte Público Press, 1995.
- Rowe, John Carlos. The New American Studies. Minneapolis: Minnesota UP, 2002.
- Santos, Bienvenido. "The Day the Dancers Came." In The Day the Dancers Came; Selected Prose Works by Bienvenido N. Santos. Manila Bookmark, 1967.
- Somerville, Siobhan B. Race and the Invention of Homosexuality in American Culture. Durham: Duke UP, 2000.
- Stanley, Amy Dru. 1998. From Bondage to Contract: Wage Labor, Marriage, and the Market in the Age of Slave Emancipation. Cambridge: Cambridge UP, 1998.
- Stephens, Ann. Malaeska: The Indian Wife of White Hunter. In Reading the West: An Anthology of Dime Westerns. Ed. Bill Brown. Boston: Bedford, 1997. 53-164.
- Streeby, Shelley. American Sensations: Class, Empire, and Production of Popular Culture. Berkeley: California UP, 2002.
- Volpp, Leti. "American Mestizo: Filipinos and Antimiscegenation Laws in California." U.C. Davis Law Review 33.4 (Summer 2000): 795-835.
- Warner, Sollers, ed. Interracialism: Black-White Intermarriage in American History, Literature, and Law. New York: Oxford UP, 2000.
- Yu, Henry. "Mixing Bodies and Cultures: The Meaning of America's Fascination with Sex Between 'Orientals' and 'Whites.'" Sex, Love, Race: Crossing Boundaries in North American History. Ed. Martha Hodes. New York: New York University Press, 1999. 444-63.

ENG 732
W 1-3:40

Histories and Theories of Rhetoric and Composition

(4)
Morris Young

This course serves as an introduction to the field of composition and rhetoric. There are many ways to approach the field: history of rhetorical theory, from classical Greece and Rome through the Renaissance and 18th and 19th centuries; modern rhetoric through post-modern rhetoric; histories of writing instruction; the emergence of rhetoric and composition as a discipline; the growing emphasis on literacy studies. These are just a few possibilities and we will try to get a taste of each as well as look toward the future of the profession. A central theme will be the sites or spaces of rhetoric, composition, and literacy, both in institutional and extracurricular contexts. We will attempt to read the history of composition and rhetoric through local sites, focusing on how the teaching of rhetoric, composition, and literacy at Miami has been influenced by and has

influenced the larger discipline. We will work to bring together histories, theories, and practice in order to understand better the work we do in our classrooms as teachers and researchers.

Texts may include:

Patricia Bizzell and Bruce Herzberg, eds. *The Rhetorical Tradition: Reading from Classical Times to the Present, 2nd Ed.*

Wayne Booth. *The Rhetoric of Rhetoric.*

Lisa Ede, ed. *On Writing Research : The Braddock Essays 1975-1998.*

Duane Roen, ed. *Views from the Center: The CCCC Chairs' Addresses, 1977-2005.*

Writing assignments may include: weekly listserv responses; a book review; a review of journals in the discipline; a conference proposal (1 page) and a conference-length paper (10-12 pp.)

Semester I Courses in Technical and Scientific Communication

ENG 602 *Introduction to Rhetoric* (2)
T 12:30-3:10 Oct. 16-Dec. 8 (Part II Sprint Course with ENG 695) Katherine Durack

This sprint-length introduction to the study of rhetoric highlights the major issues of traditional rhetoric as they are understood by professional writers and researchers in modern settings. Since many students take this course as a requirement for the MTSC program, particular attention will be paid to the application of rhetoric to the domains of technical and scientific communication.

ENG 692 *Introduction to Technical and Scientific Communication* (4)
MR 4-6:40 Jean Lutz

This course addresses history, theory, and practice in technical and scientific communication. Of the four+ hours allotted to the course, a two-hour portion is devoted to reading, roundtables with practicing professionals, and discussion. A second two-hour segment addresses basic and advanced writing strategies—including an introduction to problem-solving—and standard genres. Completing projects for clients is typical.

ENG 693 *Technical and Scientific Editing* (2)
R 1-3:40 Aug. 22-Oct. 12 (Part I Sprint Course with ENG 696) Janel Bloch

Roles, responsibilities, and practices of the editor of technical and scientific communications.

ENG 695 *Linguistics for Technical and Scientific Communicators* (2)
T 12:30-3:10 Aug. 22-Oct. 12 (Part I Sprint Course with ENG 602) Katherine Durack

The major objective of this course is to prepare MTSC students to analyze and adapt to language practices in their future professional communities. It offers insights into the relationship of community contexts to oral and written language use and how language shapes and is shaped by organizational cultures. Students will gain a basic awareness of linguistic analysis at the discourse level, review language issues at stake in professional discourse communities, and carry out supervised practice in the analysis of naturally occurring talk and texts.

ENG 696 *Managing Technical/Scientific Communication Publications and Departments* (2)
R 1-3:40 Oct. 16-Dec. 8 (Part II Sprint Course with ENG 693) Janel Bloch

Introduction to responsibilities of people who manage technical and scientific communication systems, including in-house communication departments, independent companies, organization-wide information policies, and professional journals and similar publications.

ENG 698.B *Teaching Technical and Business Writing* (2)
TBA Jean Lutz

Required of new graduate assistants teaching ENG 313/315. Readings, discussion, practice grading sessions, activities with current graduate (teaching) assistants and practical exercises.

Semester II

ENG 600 *Computers and Writing Practicum* (2)
W 10-10:50 Heidi McKee

This two-credit practicum is open to all graduate students interested in teaching writing in/with digital technologies. The goals for this practicum will be to develop and assess pedagogical and curricular approaches for integrating the use and critical analysis of digital technologies in English Studies courses, particularly English 111 and English 112. Topics to be addressed include research and composing practices with computers, the use of networked connectivity to foster collaborative writing and peer response, and the analysis and composing of multimodal texts. Course requirements include participation in curricular development and assessment projects and attendance at some of the digital technology and pedagogy workshops to be offered in the spring.

This practicum is open for all graduate students; no prior experience teaching or using computers is necessary. This practicum is required of all graduate students in their first through fourth year who will be teaching in BAC 256 (the wireless classroom) or BAC 254 (the new media room). To be taken on a credit/no credit basis.

ENG 605 *Issues of the Profession* (2)
W 11-11:50 LuMing Mao

A weekly forum on issues of the profession, including the fields of literature, composition, and rhetoric, and creative writing. The focus will be on English as an academic profession, but non-academic applications of graduate study will be considered as well. This is a credit/no-credit course, with topics for discussion to be generated by both faculty and students.

ENG 640 *Transatlantic Romanticism, 1798-1867* (4)
W 1-3:40 Laura Mandell

In this class, we will read both British and American literature written and published during the Romantic era, focusing on periodical culture and thus transatlantic circulation. Such circulation disrupted, at moments, emerging nationalism in the U.S. even as orientalism helped formulate Britain's imperial ambitions. We will investigate the queer cosmopolitanism endemic to early American periodical culture, British orientalism in texts by Mungo Park and William Jones, as well as circulation of another sort, the transatlantic passages described in slave narratives by Mary Prince, Olaudah Equiano, and Harriet Jacobs. All of this work will allow us to resituate the classics of the era that are typically taught in British and American survey courses, as well as to test some of the classics of postcolonial theory (Pratt, Said, Fanon, Spivak, and Bhabha). Is it possible to identify in readings of "high" literature by the "high" theory that dominates Romanticism, from Jena Romanticism to de Man and Derrida, the perspective of imperial eyes? Can we find elements of modernity's project of globalization, as analyzed by Castells, Appaduri, and others, in the transgressions against and consolidations of Empire that constitute "Transatlantic Romanticism"?

ENG 650 *Graduate Fiction Workshop* (4)
R 4-6:40 **Brian Roley**

Study and practice in writing fiction, with attention to subtle aspects of character development, structure, story, point of view, figuration, tone, style, etc. Emphasis on group critiquing student work and on revising manuscripts, with the goal of producing a portfolio of professional quality fiction. We will also discuss readings and film clips.

ENG 651 *Graduate Poetry Workshop* (4)
M 1-3:40 **David Schloss**

ENG 652 *Graduate Creative Nonfiction Workshop* (4)
T 1-3:40 **Kay Sloan**

Creative non-fiction is a genre that embraces many prose varieties, including literary journalism (“gonzo” or “new” journalism), memoir, personal essay, nature writing, travel writing, and the historical essay, among others. Class sessions will revolve around discussions of these different forms of creative non-fiction, addressing tone, theme, point of view, and other narrative strategies. The semester will also be devoted to student writing, with the goal of building a portfolio of at least thirty to forty pages of creative non-fiction essays by the end of the term. Part of nearly every class session will be devoted to critiquing the writings of individual students.

ENG 660 *Twentieth Century Anglophone Poetry* (4)
W 1-3:40 **cris cheek**

The course will examine 20th century discourses of “performance” on and off the page in British poetry. We will ask “what is performance?” and in doing so have recourse to several theories of performance drawn from the developing field of performance studies as well as to key peer artform perspectives on performance drawn from Performance Art, Improvised Musics, Fluxus and New Dance. The first part of the century will receive less attention than the period from the 1960s onwards; although we will explore works by Edith Sitwell, Mass Observation, Dylan Thomas and WH Auden. Changing ideas of performance from the 1960s onwards will be enquired into through work(s) by poets whose understanding of performance and writing have substantially affected the topography of British poetry during that time frame: Caroline Bergvall (here for the sprint workshop), Aaron Williamson, Brian Catling, Allen Fisher, Maggie O’Sullivan, Randolph Healy, Trevor Joyce, Tom Raworth, Catherine Walsh and Billy Mills, Chris Goode (who will visit campus to perform), Bob Cobbing, Geraldine Monk, Dom Sylvester Houedard, Carlyle Reedy, Tom Leonard and Ulli Freer. We will use archive recordings, read poems, explore histories of performance through actually doing some, and develop critical vocabularies that are put into play through performances of critical appreciation.

ENG 690 *Postmodernism, History, and U.S. Cultural Memory* (4)
R 1-3:40 **Tim Melley**

This class will examine the relations between postmodern representation and historiography—particularly the depiction of cultural memory and amnesia. We will begin by familiarizing ourselves with important theories of postmodernity and postmodernism, including work by Linda Hutcheon, Jean-Francois Lyotard, Frederic Jameson, Jean Baudrillard, Brian McHale, and David Harvey. We will assess these views with an eye particularly toward the relation of history and postmodernism. To what extent does

postmodernism imply a particular approach to or critique of history? Is there a broad historiographic impulse behind the so-called “postmodern turn.”

Once we have investigated these issues, we will turn our attention to a number of notable historiographic fictions of the past four decades. A wide array of authors—including Robert Coover, Don DeLillo, E. L. Doctorow, Gayl Jones, Maxine Hong Kingston, Tony Kushner, Norman Mailer, Toni Morrison, Tim O’Brien, Thomas Pynchon, Ishmael Reed, Leslie Marmon Silko, and Art Spiegelman—have critiqued dominant or “canonical” histories through parodic, revisionist plots and intensely skeptical forms of representation. Many of these narratives address traumatic national events in a way that foregrounds questions of cultural memory and collective amnesia. Not only do these fictions depict traumatic public events; they often present such events in the form of individual trauma—as a recurrent nightmare or the compulsion to revisit a disturbing past. This cultural tendency has generated a recurrent epistemological problem: while intense skepticism about history first motivates the writer to recover a lost history, this skepticism later becomes a formidable obstacle in the authoritative recovery of the past. This skepticism is inseparable from the philosophical crises now associated with “postmodern” thinking and representation.

As we work our way through case studies on the Vietnam War, the institution and abolition of slavery, the Cold War, and the Holocaust, we will attempt to understand the relation between individual, psychic trauma and the collective traumas of postwar U.S. history. We will also think more generally about the relationship between fiction, memory, and history. To what extent is historical narrative merely another kind of fiction about the past? Does it have a special status because it is more true than fictional narrative? And what role do fictional narratives have in historicizing the past?

This course presumes some familiarity with critical theory and a willingness to wrestle with demanding theoretical and fictional texts. Fiction readings will come from the list of authors above. Theoretical readings will address the concepts of postmodernism and new historicism, the relation between memory and trauma, and the status of evidence. They will include work not only by the scholars listed at the top of this description, but also by *some* of the following: Cathy Caruth, Ian Hacking, Dominic LaCapra, Ruth Leys, Elaine Showalter, Marita Sturken, Hayden White, and Slavoj Zizek.

ENG 694
TR 4-6:40

Technical and Scientific Writing

(4)

Katherine Durack

In this course, you will practice specific skills for developing, evaluating, and delivering technical and scientific communications in print and online. A primary goal of the course is to further develop your writing skills through completing technical and scientific communication projects; a secondary goal is to provide you with the opportunity to create examples of your work suitable for your professional portfolio. The course is run partly as a seminar and partly as a workshop so that we can spend time both discussing and applying new knowledge.

ENG 697
MW 1-3:40

Information Design

(4)

Michele Simmons

This course focuses on the theories, design principles, and production techniques of effective document design used by technical and scientific communicators in different genre and media. The course aims at helping you plan, design, and produce communications for particular situations and audiences by providing you with practice applying these professional design principles and techniques. Techniques and skills include understanding the principles of visual rhetoric, selecting and using appropriate typeface, choosing and editing appropriate visuals, working with color, and using professional desktop publishing tools for page layout, image editing, and pre-press production. Projects will include developing print and non-print communications.

ENG 699.A
M 10-10:50

Teaching Workshop for College Composition (2)
Cynthia Lewiecki-Wilson, Wioleta Fedeczko, Shawna Rushford Spence

Required workshop for first-year Graduate Assistant instructors and Teaching Associates. Focus on the inquiry into the theories and practices of composition, with specific attention paid to Miami's own version of first-year composition. Attends also to the practical issues of teaching and the development of a syllabus for the second semester composition course.

ENG 699.B
TBA

Teaching Workshop for Technical and Business Writing (2)
Jean Lutz

Required of new graduate assistants teaching 313/315. Readings, discussion, practice grading sessions, activities with current graduate (teaching) assistants and practical exercises form the basis of this 2-hour course.

ENG 733
T 4-6:40

Women's Rhetoric(s) (4)
Kate Ronald

This course will begin with a historical investigation into women's writing, lead into theoretical questions about the definitions of women's rhetoric or rhetoric(s), what difference that categorization might make, and the relationship of women's rhetoric to the rhetorical tradition and to the teaching of writing. We will attempt to see how women have used and accommodated to traditional methods of argument and exposition, in what ways women have been excluded from the rhetorical tradition, but also how they resisted and subverted tradition and, in the process, invented new rhetoric(s) to argue for and enact a changed world. We will also concurrently examine how this study of women's rhetorical practice might influence pedagogy. What might it mean to see women's rhetorical *praxis* as a method for teaching reading and writing?

Tentative Readings:

Joy Ritchie and Kate Ronald, *Available Means: An Anthology of Women's Rhetoric(s)*, Pittsburgh 2001.

Jacqueline Royster, *Traces of a Stream: Literacy and Social Change Among African-American Women*, Pittsburgh, 2000.

Nan Johnson, *Gender and Rhetorical Space in American Life, 1866-1910*, Southern Illinois, 2002.

Andrea Lunsford, ed. *Reclaiming Rhetorica: Women in the Rhetorical Tradition*, Pittsburgh, 1995.

Krista Ratcliffe. *Anglo-American Feminist Challenges to the Rhetorical Tradition: Virginia Woolf, Mary Daly, Adrienne Rich*. Southern Illinois, 1995.

Summer I

ENG 710.I The Institute *Virginia Woolf: Art, Education, and Internationalism* (4)
TBA Madelyn Detloff and Diana Royer

This seminar follows the International Virginia Woolf Conference tradition of offering a preconference course that culminates in conference attendance and participation. Students will read Woolf's major texts and selected essays on the historical, theoretical, and political content of her writings. Students will be expected to produce a seminar paper and mini-presentation suitable for presentation at a special session to be held on June 10, after the official conclusion of the conference. This will allow students to incorporate ideas learned at the conference into their presentations and give them the opportunity to receive feedback on their work from Virginia Woolf scholars in residence after the conference.