



Language and Literature

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Majors:

- English
- Spanish
- Writing Studies

Minors:

- English
- Spanish
- Teaching English to Speakers of Other Languages (TESOL)
- Writing Studies

Teaching

Endorsements:

- English, Grades 6-12
- Spanish, Grades PreK-12
- English as a Second Language, Grades PreK-12

The department of language and literature offers majors in English and Spanish. Teaching licensure is available in English and Spanish; endorsement in ESL is also available. Minors in English, Spanish, Teaching English to Speakers of Other Languages (TESOL), and writing can supplement various majors in the university.

The department aims to help students develop communication skills, including reading, writing, speaking, and listening. Since the university requires a cross-cultural experience as part of the EMU Core, the department urges all students to acquire proficiency in a foreign language.

Major in English

The English major at Eastern Mennonite University includes literature, writing, English language, and dramatic arts. The major focuses on important authors, texts, and genres in the Anglophone tradition while challenging students to read and interpret beyond nationalist traditions to larger global literary movements. **The department requires foreign language competency through intermediate level II and encourages advanced study through the literature level.**

A major in English prepares students to enter a variety of fields where keen self-perception and skillful use of language are valuable. These fields include education, journalism, publishing, film production, creative writing, law, medicine, psychiatry, business, library science, Christian missions, and church and school administration.

Careers in Language and Literature include teaching in public and Christian schools; teaching English to speakers of other languages; editing; translating; free-lance writing; news reporting; broadcasting; advertising; advocating positive public relations for non-profit associations, businesses, universities, hospitals, and other organizations.

Major in English

Requirements consist of 36 SH.

Literary Foundations (9 SH)

Every English major takes a common core of three courses. Global Literatures I, II, and III, courses generally taken in a student's first and second years, situate the history of English literature within the histories of literature from around the world. Students need not take these courses in sequence. LIT 240 Introduction to Critical Theory, generally taken in the second year, introduces students to key figures, ideas, and movements in recent literary theory.

Choose two of the Global Literature courses:

- LIT 210 Global Literatures I 3
 - LIT 220 Global Literatures II 3
 - LIT 230 Global Literatures III 3
- Plus:
- LIT 240 Introduction to Critical Theory 3

Approaches to Literature (9 SH)

The following four categories represent significant approaches in literary scholarship today (with some overlap among categories) and provide fruitful ways to read, understand, and appreciate literature. Students will choose from different courses offered every year in each category. Some courses in certain categories may be offered repeatedly.

- LIT 310 Approach 1: Genres and Movements 3
- LIT 315 Approach 2: Nations and Regions 3
- LIT 320 Approach 3: Culture, Identity and Ethnicity 3
- LIT 325 Approach 4: Authors 3

Linguistics (3 SH)

Knowledge of linguistic structures, variations, and functions provides significant

insights for students of all forms of writing and literature.

Choose one of the following courses:

- LING 250 Introduction to Linguistics . 3
- LING 260 Grammars of English 3
- *LING 360 Language Learning, Literacy, and Culture 3

Writing (3 SH)

Students in these courses benefit from practicing and sharpening writing and editing skills within specific genres and the audiences for those genres.

Choose 3 SH from the following courses:

- WRIT 350 Prose Workshop 3
 - *WRIT 370 Poetry Writing 3
 - WRIT 470 Internship 1-3
- The following three courses, offered in the same semester, can be taken independently or in a sequence.
- *WRIT 380 Expository Writing 1
 - *WRIT 381 Argumentative Writing . . 1
 - *WRIT 382 Rhetoric of the Natural and Social Sciences 1

Electives (9 SH)

Choose 9 SH from the following courses:

- COMM 241 News and Feature Writing 3
- LARTS 390 Peer Tutoring Practicum I 1
- LARTS 391 Peer Tutoring Practicum II (may be taken twice) . . 1
- *THR 310 Playwriting and Screenwriting 3
- 300-400 level Literature courses
- 300 level Writing Studies course
- any LING course
- SPAN literature course

Senior Capstone (3 SH)

- LIT 480 Seminar in the Major 3

English majors are required to take a practice Graduate Record Exam (GRE) in the senior year.

Major in English, Teaching Endorsement for Grades 6-12

Requirements consist of 35 SH.

This program will prepare students to teach English by instructing them in the standards of the National Council of Teachers of English (NCTE).

The major requires foreign language competency through intermediate level II.

Requirements include the courses under Literary Foundations and LIT 480 Seminar in the Major; LIT 320 and LIT 325 Shakespeare; and the following courses:

- LING 250 Introduction to Linguistics . 3
- LING 260 Grammars of English 3
- *LIT 340 Adolescent/Young Adult Literature 3
- *WRIT 380 Expository Writing 1
- *WRIT 381 Argumentative Writing . . 1

Choose one of the following courses:

- COMM 241 News and Feature Writing 3
- THR 101 Introduction to Theater Arts 3
- *THR 201 History and Traditions of Early World Theater 3
- *THR 401 History and Traditions of World Theater: Twentieth Century to Today 3

In addition students must take the secondary education courses (page 92) for teacher licensure.

English education majors are required to take a practice Graduate Record Exam (GRE) in the senior year.

Major in Writing Studies

Requirements consist of 36 SH.

The writing studies major involves the study of writing in various creative genres, writing for particular professions, English grammar, English literature,

and practical experience in peer teaching, publishing, and internship settings. Students will study with faculty members who are published writers and will have further opportunities to interact with visiting writers through workshops and summer retreats.

The writing studies major is by intention small and flexible. Majors are encouraged to double major or minor in their other areas of interest. Simultaneous study will allow writers to broaden their knowledge bases by exploring other subjects in depth. Students will be more informed as writers and, in turn, will be able to use their writing and rhetorical skills to contribute more easily to the discourse of other fields.

Writing studies at EMU will prepare students for careers in editing, publishing, journalism, and technical writing. Those who wish to pursue studies in creative writing will produce portfolios of work suitable for graduate school application. In addition, writing studies graduates will have strong and flexible communication skills, enhancing their desirability as employees in any field they may wish to pursue.

Core Writing Courses (12 SH)

- LING 260 Grammars of English 3
- WRIT 200 Introduction to Creative Writing 3
- WRIT 380-382 Professional Writing Series OR
- COMM 241 News and Feature Writing 3
- WRIT 400 Senior Thesis 3

Creative Workshops (9 SH)

Choose three workshops in at least two genres. (Courses are designed to be taken more than once.)

- WRIT 350 Prose Workshop 3
- *WRIT 370 Poetry 3
- *THR 310 Playwriting 3

Literature Courses (9 SH)

Choose 9 SH from Literature courses. Must include at least one Global Literatures course and one Approaches course.

Writing Practicum (3 SH)

Choose 3 SH from the following courses:
COMM 342 Campus Communications: Weather Vane. 1-3
LARTS 390-391 Peer Tutoring Practicum. 1
WRIT 390 Literary Arts Journal: Phoenix 1
WRIT 470 Internship 1-3

Elective (3 SH)

Choose 3 SH from any courses in literature, writing, or grammars course above the 200 level. May also be fulfilled through News and Feature Writing, practicum, Kairos, or transferrable writing retreat credits. (For example, Oregon Extension).

WRIT 340 Kairos Place. 1

In addition, majors are expected to attend all Writers Read events and participate in year-end readings

Minor in Writing Studies (18 SH)

Choose one of the following courses:
LIT 210 Global Literatures I 3
LIT 220 Global Literatures II 3
LIT 230 Global Literatures III. 3
Choose one course under Approaches to Literature. 3
LIT 480 Seminar in the Major. 3

Choose 6 SH from the following courses
WRIT 200 Introduction to Creative Writing 3
WRIT 340 Kairos Place. 1
WRIT 350 Prose Workshop. . 3 *WRIT 370 Poetry Writing 3
*WRIT 380 Expository Writing. 1
*WRIT 381 Argumentative Writing . . 1
*WRIT 382 Rhetoric of the Natural and Social Sciences 1

WRIT 390 Literary Arts Journal: Phoenix 1
WRIT 400 Senior Thesis 3
WRIT 470 Internship 1-3
LARTS 390 Peer Tutoring Practicum I 1
LARTS 391 Peer Tutoring Practicum II (may be taken twice). . . 1
Choose one of the following courses:
COMM 241 News and Feature Writing 3
*THR 310 Playwriting and Screenwriting 3

Minor in English (18 SH)

Choose two of the following courses:
LIT 210 Global Literatures I 3
LIT 220 Global Literatures II 3
LIT 230 Global Literatures III. 3

Choose 3 SH from the following list:
WRIT 350 Prose Workshop. 3
*WRIT 370 Poetry Writing 3
*WRIT 380 Expository Writing. 1
*WRIT 381 Argumentative Writing . . 1
*WRIT 382 Rhetoric of the Natural and Social Sciences 1
LARTS 390 Peer Tutoring Practicum I 1
LARTS 391 Peer Tutoring Practicum II (may be taken twice). . . 1
COMM 241 News and Feature Writing 3
*THR 310 Playwriting and Screenwriting. 3
Choose two additional courses from those in the major 6
Choose one Approaches course 3

Major in Spanish

In Spanish, the goals are to develop students' skills in effective communication in order to understand the relationship between culture and language, gain information and insight into perspectives of Spanish speakers, and reflect on daily life in Spanish-speaking countries. **Spanish majors are required to study one semester at an approved university in a country where the host language**

is spoken. This requirement can be waived only for very special circumstances for native speakers on a case-by-case basis through a rigorous application process.

The Spanish program also provides significant explorations of vocational options through community-learning experiences. A major in Spanish provides a broad liberal arts background that can be used as a basis for a variety of graduate programs as well as professional programs. Graduates are also prepared to work with various agencies in the U.S. and Spanish-speaking countries.

A student majoring in Spanish will complete 30 SH of course work above the intermediate level according to the following specifications: 9 hours grammar, linguistics and composition; 9 hours literature; 3 hours civilization of Spain; 3 hours civilization of Latin America; 6 hours electives including Internship from the above or related fields, such as art, anthropology, geography, political science or religion, taught in Spanish.

Major in Spanish, PreK-12 Teaching Endorsement

This program will prepare students to teach Spanish by instructing them in the standards of the American Council of Teachers of Foreign Language (ACTFL). Students must complete the major in Spanish and the following courses:

(The following courses must be passed with a grade of C or better.)
ED 101 Exploring Teaching. 2
ED 201 Computers and Instructional Technology in Education 1
ED 251 Learning, Motivation and Assessment (6-12) 3
ED 252 Learning Motivation and Assessment Professional Field Experience 1

ED 351 General Curriculum and Methods for Middle and Secondary Teaching 1
ED 381 Reading and Writing Across the Curriculum (6-12). 2
ED 391 Middle School Curriculum and Organization. 3
ED 401 Examining Foundations of Education 2
ED 411 Reflective Teaching Seminar and Portfolio 1
ED 461 Elementary Student Teaching (PreK-6) 7
ED 462 Middle/High School Student Teaching (6-12) 7
LING 450 Methods of Language Teaching 3
LING 460 Practicum in TESOL 3

Other licensure requirements:

American History. 3
PSYC 202 Developmental Psychology .3

Recommended education course:

ED 301 Needs of Diverse Learners . . . 3

In addition, teacher candidates must comply with all teacher education requirements listed on pages 88-93.

Minor in Spanish

Requirements: 18 SH of language, literature or culture at the intermediate and advanced levels. One semester, or the equivalent, of study abroad or other experience in the host culture is required.

Minor in Teaching English to Speakers of Other Languages (TESOL) (18 SH)

The minor in TESOL provides the opportunity to study the unique aspects of teaching English to speakers of other languages with practical experience in the classroom.

Education licensure candidates: in addition to Education Department requirements already in place, grade of at least 'C' in all TESOL - required courses.

Non-education track: minimum GPA

of 2.7 and grade of at least 'C' in all TESOL - required courses.

LING 250 Introduction to Linguistics.3
 LING 260 Grammars of English3
 *LING 360 Language Learning, Literacy, and Culture3
 LING 450 Methods of Language Teaching3
 LING 460 Practicum in TESOL3
 LING 470 Internship.1-3
 Foreign Language (Intermediate II or above)3

ED 252 Learning, Motivation and Assessment PFE1
 ED 301 Needs of Diverse Learners3
 ED 351 General Curriculum and Methods1
 ED 381 Reading and Writing Across the Curriculum (6-12) **OR**
 ED 343 Content Area Reading and Writing2
 ED 391 Middle School Curriculum and Organization.3
 ED 401 Examining Foundations of Education2
 ED 411 Reflective Teaching Seminar and Portfolio1
 ED 461 Elementary Student Teaching7
 ED 462 Middle/High School Student Teaching7

Other licensure requirements:

American History.3
 PSYC 202 Developmental Psychology .3

ESL Curriculum

LING 250 Introduction to Linguistics.3
 LING 260 Grammars of English3
 *LING 360 Language Learning, Literacy, and Culture3
 LING 450 Methods of Language Teaching3
 LING 460 Practicum in TESOL3
 Foreign Language (Intermediate II or above)3

Teaching Endorsement in ESL

To teach in U.S. public schools, a student must combine an academic major with the minor in TESOL and an education licensure program. A teaching endorsement in ESL (Grades PreK-12) is approved by the Virginia Department of Education.

In addition, teacher candidates must comply with all teacher education requirements listed on pages 88-93.

Education Curriculum

ED 101 Exploring Teaching.2
 ED 201 Computers and Instructional Technology in Education1
 ED 251 Learning, Motivation and Assessment (6-12)3

Languages (LANG)

A variety of elementary-level languages are offered in conjunction with cross-cultural programs at EMU. Courses vary by year and are determined by languages of host cultures.

110 Elementary Arabic I 3

The fundamentals of Arabic through listening, speaking, reading and writing, including practice in pronunciation and development of comprehension. (Fall 2012)

130 Elementary Mandarin Chinese I 3

The fundamentals of Mandarin Chinese through listening, speaking, reading and writing, including practice in pronunciation and development of comprehension. (Spring 2013)

Linguistics (LING)

250 Introduction to Linguistics 3

The study of the essential nature of languages with English as the primary example. Students learn the tools of linguistic analysis, including phonetics, phonology, morphology and syntax, and examine broader concepts of language typology, variation, and the history of English.

260 Grammars of English 3

Using the tools of applied and corpus linguistics, students examine in detail the structural features of English. The course considers issues raised in traditional prescriptive grammars and by modern proponents; and it highlights the application of grammar to students' written prose style. Separate tracks emphasizing grammatical analysis of literary style or grammar pedagogy are provided depending upon student interest.

***360 Language Learning, Literacy, and Culture 3**

This course considers how power, personal identity, inequalities rooted in linguistic diversity and other socio-cultural factors influence the acquisition of language and literacy, especially in a second language. These factors in language and literacy acquisition are considered in the context of major theories of second language acquisition with a special focus on the challenges that learners outside the mainstream culture in the United States face in acquiring literacy skills in English. Requires a 10-hour practicum experience. Prerequisite: Sophomore standing or permission of the instructor. (Spring 2014) (Online version May 2013)

450 Methods of Language Teaching 3

Methods of Language Teaching emphasizes principles of teaching, practical methods, and adaptation of materials for teaching any language as a second language. It includes a 20-hour practicum and satisfies the requirements for the minor in TESOL and foreign language education PreK-12. Prerequisite or corequisite: LING 250 or LING 260 or LING 360.

460 Practicum in TESOL 3

Supervised teaching in an ESL classroom or in one-to-one instruction of English to non-native speakers of English. Lesson plans and reflections are prepared for each of 60 hours taught. Application for approval is due prior to registration week. Prerequisite or corequisite: LING 450, and admission to teacher education for licensure students.

470 Internship 1-3

The Professional Internship Program is a cooperative endeavor among upper-level students, the community and the language and literature department. An internship provides an opportunity for students to explore career options and to extend their classroom experiences and learning with both job-related and academic responsibilities. Department approval needed one semester in advance.

499 Independent Study 1-3

Directed study in aspects of linguistics not covered by the above courses or when circumstances warrant. Open to juniors or seniors by permission of the language and literature department.

Literature (LIT)

210 Global Literatures I: Beginnings to 1500 3

This course focuses on a select cluster of texts – from Western and non-Western literary traditions – which are foundational to the world’s literary heritage. Works studied may include Hebrew Scripture, Greek epic and drama, Chinese poetry and philosophy, Indian prose epic and verse, Roman poetry and drama, Sufi poetry, Medieval European verse, and Japanese prose epic and poetry.

220 Global Literatures II: 1500-1800 3

Literature written in English flourishes in the early modern period, with innovations in English poetry, Elizabethan drama, and the early novel. This course, then, will examine important literary trends across the world through the lens of these formative developments in the Anglophone tradition. Works studied will include English drama (one Shakespeare play), English poetry, the early English novel, read alongside African epic, Chinese prose and verse romance, and other early modern European prose, verse, and drama.

230 Global Literatures III: 1800 to the Present 3

While foregrounding the literary developments of European romanticism, realism, modernism and post-modernism (with a particular focus on the Anglophone tradition), this course also considers the emergence of a global literary marketplace in the twentieth century. Works studied may include European romantic poetry, Victorian prose, European realism (including drama), modernist poetry and prose, and emerging post-colonial literature.

240 Introduction to Literary Theory 3

This course introduces students to important movements in contemporary literary theory, such as psychoanalytic, Marxist, feminist, poststructuralist, new historicist, race, and post-colonial theory. Students will read works by influential thinkers in these various movements, learn key concepts used in their writing, ask what notion of the good inspires their criticism, and attend to the different methods that they use in reading literature. Students should be prepared to read more theory than literature in this class but anticipate their own engagement with literature changed as they learn to combine various elements of the theory that are studied.

310 Approach 1: Genres and Movements 3

These courses explore genre and its conventions and/or the characteristics of particular literary movements, as tools for reading and understanding texts.

Ecology and Science Fiction

How do utopic and dystopic visions of the future of our planet effect the way we live in the world? How do these narratives shape our approach to environmental problems today? Part of our campus wide reflection on “peace with creation,” this course explores the ecological and theological vision of science fiction by authors such as Arthur C. Clarke, Aldous Huxley, Ray Bradbury, C. S. Lewis, Philip K. Dick, Octavia Butler, Kim Stanley Robinson, and Margaret Atwood. We will also watch two films and study the book of Revelation. This literature course is open to both majors and non-majors. (Fall 2012)

315 Approach 2: Nations and Regions 3

These courses examine texts clustered around national(ist) or regional concerns/themes. They may be organized by geography and/or chronology.

Allegiance, Identity, and Peace

This course will consider selected memoirs, poetry, fiction, drama, and films by Dutch, German, Japanese, Polish, Canadian, and US writers to assess the ways in which national and religious identities aligned, intersected, and clashed during World War II, the so-called “Good War.” A survey of Catholic, Protestant, and Anabaptist theological approaches to peacemaking will provide the framework for the entire enterprise. Students will write either a formal research paper or prepare a transcribed oral history with a WWII-era veteran or conscientious objector in addition to keeping reading response journals, delivering oral presentations, and making a field trip to Washington, D.C. (Spring 2013)

320 Approach 3: Culture, Identity and Ethnicity 3

These courses examine texts organized around particular cultural issues, identity (including religion, race, class and gender), and/or ethnicity.

Beginnings of the African-American Tradition

This course examines the development of an African-American tradition, from the slave-narratives of the colonial period to the beginning of the 20th century, with a particular focus on racial identity formation. Theoretical grounding will come from the work of recent African-American scholars, including Henry Louis Gates, Jr. and William L. Andrews. (Fall 2012)

325 Approach 4: Authors 3

These courses provide a close-up look at one or several authors and their literary careers, emphasizing biography and historical / cultural context.

Shakespeare

This course will carefully consider the achievement of one of the most influential writers in the English literary tradition--William Shakespeare. The focus of the class, naturally, will be on Shakespeare’s plays--we will look at salient examples of his comedies and tragedies, as well as one history and one romance. Although Shakespeare is best appreciated in performance, we will begin our examination of each play with a close reading of the text, paying attention to its language, characterization and important themes. This will be supplemented by screenings of performances. In our discussion we will also consider theoretical, critical and cultural issues relevant to each play. (Spring 2013)

330 Literature for Children 3

This course is an exploration of all types of literature for children. The characteristics and history of various types of literature are studied, along with strategies for involving children in every genre. Special attention is given to the study of multi-ethnic literature. Open to sophomores and above.

*340 Adolescent/Young Adult Literature 3

This course concentrates on literature written for and by adolescent/young adult readers. While relying on works typically classified as young adult literature, the course will also look at literary “classics” found within the curriculum for middle, junior, and senior high classrooms. Models of literary criticism employed within the study of these works will center on reader-response theory. Separate tracks are offered for those students who are English majors and for those who are majoring in English with a Teaching Endorsement. (Spring 2013)

480 Seminar in the Major: Romanticism **3**
Touching on a wide range of literature written around the turn of the nineteenth century, this course will focus on the work of four major British poets: William Wordsworth, John Keats, Lord Byron, and Anna Barbauld. Each student will write a publication-length essay that situates one of these poet's work within the broad European artistic and political movement that has come to be known as romanticism.

499 Independent Study **1-3**
Directed studies in authors, genres, literary movements, problems of criticism and special topics in literature. Open to juniors and seniors by permission of the department.

Spanish (SPAN)

110 Elementary Spanish I **3**
The fundamentals of Spanish through listening, speaking, reading and writing, including practice in pronunciation and development of comprehension. Regular oral practice with a native-speaker language assistant. This course is typically appropriate for students with no Spanish language background or with a maximum of one year of high school Spanish.

120 Elementary Spanish II **3**
Continuation of SPAN 110. Prerequisite: SPAN 110. Regular oral practice with a native-speaker language assistant. A student may not receive credit for both SPAN 120 and SPAN 130. This course is typically appropriate for students who have completed SPAN 110 Elementary I or who have had one to two years of high school Spanish.

***130 Accelerated Elementary Spanish** **3**
This accelerated course is designed for high-beginning college students. It aims at reviewing concepts already learned in one or two years of language study in high school, and having students reach the intermediate level of proficiency in Spanish at the end of the semester. Covers in one semester the same material covered in SPAN 110 and SPAN 120. Admission by placement test or consent of instructor. Regular oral practice with a native-speaker language assistant. A student may not receive credit for both SPAN 120 and SPAN 130. (Spring 2013)

210 Intermediate Spanish I **3**
A thorough review of grammar, vocabulary-building, conversation, composition and reading. Prerequisite: SPAN 120, SPAN 130 or equivalent. Regular oral practice with a native-speaker language assistant.

220 Intermediate Spanish II **3**
Continuation of SPAN 210. Prerequisite: SPAN 210. Regular oral practice with a native-speaker language assistant.

310 Spanish Conversation and Readings **3**
A conversational approach to fluency. Review of pertinent grammar, discussion of current issues, and reading and discussion of short literary works. Prerequisite: SPAN 220 or consent of instructor.

320 Advanced Grammar and Composition **3**
This course offers advanced students of Spanish a comprehensive grammar and composition review. While reviewing grammar skills previously learned, a greater emphasis is placed on grammar and writing in context which is essential at this level. At the end of the semester, students will have attained, through reading, a greater mastery of skills used in correct composition.

330 Immigration/Migration Issues & Policies **3**
This course offers a combination of reflection on local, national, and global perspectives with experiential learning in the local Latino community.

340 The Spanish American Short Story in the 20th Century **3**
This course offers students an anthology of the short story as it developed in the Spanish-speaking countries of Latin America from Modernism through the last decades of the twentieth century. (Spring 2014)

350 Survey of Hispanic American Literature **3**
This literature course is designed to introduce students to critically reading and analyzing all genres and representative major works of literature in the Spanish-speaking countries of Latin America, from the Colonial period to the present. (Spring 2014)

360 Spanish for Health Care **3**
This course enables students to develop basic proficiency in medical Spanish and intercultural competence so that they are able to communicate effectively with Spanish-speaking patients or to be a competent patient in a variety of health care situations. Key global health issues and the role of new health technologies are explored in the context of global health challenges and medical ethics as well as the role of national health care systems, international organizations, NGO's, and social movements in promoting health. Prerequisite: SPAN 220 or consent of instructor.

370 Latin American Civilizations and Cultures **3**
This course is an interdisciplinary exploration of the vibrant and rich history, geography, peoples, and major issues of Latin America from pre-Colonial times to the present. (Fall 2013)

375 Civilization of Spain **3**
An introduction to the civilizations and cultures of Spain from pre-Roman times to the present. The course is designed to introduce the cultural history of Spain through a wide variety of readings and materials. (Fall 2012)

380 Contemporary Latin American Drama **3**
The examination of ten one-act plays of the 20th century from playwrights of Mexico, Central, and South America. Students will be expected to do an investigation of these plays using standard literary analysis, especially examining how theater was used directly as social critique and protest in Latin America, following the style of Bertolt Brecht. In addition, students will be expected to perform scenes from several plays or participate in putting on a complete one-act play for the public. (Fall 2013)

410 Latin American Film **3**
A study of major 20th/21st Century Latin American films in relation to their cultural, historical, and social contexts. This upper-level course, taught in Spanish, is interdisciplinary and cross-cultural, analyzing the socioeconomic and political issues involved in the making of these films. (Fall 2012)

420 Latin American Novel **3**
A study of novels from four main periods in Latin American history—colonization, the 19th Century, the boom of the 20th Century and the 21st Century. Works will be analyzed for their value as an expression of social and historical reality. As students analyze this literature, they will learn as well about, politics, human rights, diversity, social activism, and gender roles in the region. (Spring 2013)

470 Internship **1-3**
The Professional Internship Program is a cooperative endeavor among upper-level students, the community and the language and literature department. An internship provides an opportunity for students to explore career options and to extend their classroom experiences and learning with both job-related and academic responsibilities. Department approval needed one semester in advance.

499 Independent Study **1-3**
Advanced work in literature, conversation or composition. Prerequisite: SPAN 310 or consent of instructor.

Writing (WRIT)

110 Preparation for College Writing **4**
The study and practice of academic modes of written communication accepted in American universities for students whose native language is not English. Through this course, students gain fluency in essay-writing, critical reading skills, improved grammatical accuracy, training in editing and orientation to research tools. This course does not satisfy the EMU Core writing requirement. A grade of C- or better must be achieved in the course as a prerequisite for enrollment in WRIT 130. Upon completion of the course, instructor evaluation will indicate one of the following: 1) the student must enroll in WRIT 130 to satisfy the writing requirement; 2) the student must enroll in WRIT 120 to achieve proficiency required before enrolling in WRIT 130.

120 Introductory College Writing for Transitions **4**
An introductory writing course linked to a first-year general education course while supporting students in their transition to EMU. Focus is on reading and writing assignments in the various discourse communities required in college. Course does not satisfy the writing requirement. A grade of C- or better must be achieved in the course as a prerequisite for enrollment in WRIT 130. When offered without the one semester hour transition component, the course results in three semester hours. Upon successful completion of the course, students will enroll in WRIT 130 College Writing.

130 College Writing for Transitions **4**
This first-year course develops academic reading, thinking, and writing skills in various discourse communities while supporting students in their transition to EMU. Includes a research project with particular attention to analysis and synthesis. Students enroll in the appropriate writing course according to placement criteria. Satisfies EMU Core college writing requirement. When offered without the one semester hour transition component, the course results in three semester hours.

140 Advanced College Writing for Transitions **4**
This first-year course develops advanced academic reading, thinking, and writing skills in various discourse communities while supporting students in their transition to EMU. Includes a research project with particular attention to advanced analysis and synthesis. Students enroll in the appropriate writing course according to placement criteria. Satisfies EMU Core college writing requirement.

150 Speech: Exploring Voice in Vocation **2**
This course, ideally taken by students in the spring semester of their first year, invites students to explore their calling within a discipline through engaged listening and speech events. Students will develop voice and audience awareness using appropriate rhetoric and technology. Prerequisite: WRIT 130 or WRIT 140.

200 Introduction to Creative Writing **3**
This four-genre course allows students to read, write, workshop and revise flash fiction, memoir, poetry, and dramatic scenes. Team taught or with frequent visits from various writing and literature faculty. Prerequisite: WRIT 130 or its equivalent.

340 Kairos Place **1**
Credit available (but not required) for participation in EMU's Student Kairos Place. Full participation in the event, completion of a significant writing or revision project, and payment of course fee expected. Acceptance to program by faculty recommendation and application only.

350 Prose Workshop: Nonfiction **3**
A workshop on the craft of creative writing in a specific prose genre. The course focuses on writing process and revision and explores elements of the genre's craft. Reading assignments, writing exercises, and intensive group workshops culminate in a portfolio of polished prose that may be appropriate for publication or graduate school application. Creative nonfiction and fiction workshops to be offered in alternating years. Special topics such as Food Writing, Nature Writing, and Spiritual Life Writing may be offered as summer courses or according to student demand. Prerequisite: WRIT 130 or WRIT 140. Open to sophomores and above.

***370 Poetry Writing** **3**
A workshop on the craft of versification. Requirements include writing over sixty poem drafts based on traditional and experimental forms and styles, readings of poetry and prosody, memorization of at least one published poem, and participation on the class discussion board. Prerequisite: WRIT 130 or WRIT 140. (Fall 2012)

***380 Expository Writing** **1**
This five-week, one semester-hour course will focus on expository elements in the academic discourse produced by writers in the students' major fields. Students will develop an independent, critical, problem-solving attitude with respect to reading the work of others to assist in the revision of their own writing. Prerequisite: WRIT 130 or WRIT 140. (Spring 2014)

***381 Argumentative Writing** **1**
A five-week, one semester-hour course that equips students to write arguments that are fully developed, rhetorically engaged, and critically thoughtful. Students are expected to contextualize their arguments—to see themselves as agents of change. Prerequisite: WRIT 130 or WRIT 140. (Spring 2014)

- *382 Rhetoric of the Natural and Social Sciences** **1**
 A five-week, one semester-hour, writing-intensive course designed for science and social science majors. Using rhetorical strategies, students will look carefully at the language that scientists and writers of science use to develop and spread scientific knowledge. Students will analyze and write critiques of written research in the science disciplines. Prerequisite: WRIT 130 or WRIT 140. (Spring 2014)
- 390 Literary Arts Journal: Phoenix** **1**
 Credit received for serving on the editorial team for the student literary arts journal. Detailed timesheet and reflective paper required.
- 400 Senior Thesis** **3**
 Senior writing majors work with a faculty advisor to envision and create a significant work in a single genre. A reflective introduction explores the writer's developing style and influences. The work may be a chapbook of poems, a collection of short stories, a novella, a full-length play, or a scholarly paper produced in conjunction with a second major (in addition to or as an extended version of that major's capstone requirements). Seniors will share from their work in an end-of-semester reading that will be part of the Writers Read dinner series.
- 470 Internship** **1-3**
 The Professional Internship Program is a cooperative endeavor among upper-level students, the community and the language and literature department. An internship provides an opportunity for students to explore career options and to extend their classroom experiences and learning with both job-related and academic responsibilities. Department approval required one semester in advance.
- 499 Independent Study** **1-3**

**Indicates courses offered in alternate years*