ENGL 501. Introduction to Research in Rhetoric, Composition, and Professional Communication
Instructor: Prashant Rajan

The course:
This course is a survey of the major rhetorical, qualitative, and quantitative methods used in research on communication and language in academic and nonacademic settings. We will examine the metatheoretical assumptions underlying rhetorical, qualitative, and quantitative research approaches. Exploring the ontological and epistemological premises of each research approach will help us compare and contrast between the advantages and constraints of research approaches. Such comparisons will help you learn about the kinds of questions that can be raised, the nature of data that can be generated and analyzed using each approach, and the ways in which research approaches may be selected and integrated. Examining the practical and ethical import of employing particular methodologies, we will come closer to the process of doing research, and prepare you to do the work needed to complete theses and dissertations. For example, our discussions on research ethics will be complemented by training and certification from the Institutional Review Board that will enable you to conduct ethical, publishable research with human subjects. You will design your own research study, by first learning to use tools that can help you search for and organize relevant research articles across scholarly databases with efficiency. Second, you will develop questions and hypotheses that are grounded in the relevant disciplinary literature. Third, the review of literature and research questions will be integrated into a research proposal that details the methods you will use to collect, organize, and analyze data for your planned study. Hands-on activities carried out in class and outside will help you practice collecting, organizing, and analyzing data using textual, qualitative, and quantitative methods, or a combination thereof. You will learn how your research interests intersect with the breadth and depth of methodological expertise that resides our department by reading research published by English faculty, and meeting them in person during visits to the classroom.

Readings (Includes required and recommended readings):
- MLA Style Guide; APA Style Guide

Of interest to:
As a course surveying research methods, ENGL 501 helps students develop critical research skills and learn to evaluate and conduct research in ways that are applicable in RPC, other area groups in English, and, across the university. The course prepares students to execute research
designs in a systematic manner, a proficiency that is useful in academic and non-academic settings. Engagement with research published by department faculty and facilitated interactions between faculty and students help students learn about and connect their scholarly interests to faculty expertise across the different area groups in the English department. ENGL 501 informs students about their rights, responsibilities and prospects as researchers in the university and beyond.

*Prerequisites: 6 graduate credits in English.*

**ENGL/LING 513. Language Assessment Practicum (Arranged)**

Instructor: Gary Ockey

**The course:**
Advanced practicum in language assessment.

*Prerequisites: Engl/Ling 519.*

**ENGL/LING 514. Sociolinguistics**

Instructor: Gulbahar Becket

**The course:**
This course covers major sociolinguistics topics and their implications for language learning, teaching, and research. The topics include traditional and virtual language variation and use; traditional and virtual code switching and code mixing; language and power; discourse communities and practices; social class, gender, and identity; virtual and World Englishes; etc. Topics will be explored theoretically and empirically with examples from various regional, virtual, and global contexts through lectures, discussion, hands-on activities, and research assignments. Traditional and digital sociolinguistics research methods and ethics will also be explored.

**Course Objectives**

Students who successfully complete this course should be able to:

- Understand, interpret, and explain various sociolinguistics topics covered in the course in general and facts, terms, concepts, theories, and research methods in particular;
- Apply the knowledge learned in the course to explain similar issues and solve similar problems in new contexts;
- Learn to appraise sociolinguistics information and knowledge critically and logically based on sound theories generated from empirical research informed by appropriate methodologies;
- Ask their own sociolinguistically informed research questions;
- Summarize and synthesize knowledge learned in the course to design and conduct their own sociolinguistics research informed by contextually relevant theories and methods, and articulate them multimodally; and
- Draw implications of sociolinguistics knowledge to language learning research and teaching.

**Of interest to:**
Required for MA TESL and TESL/TEFL Graduate Certificate students; Elective for Applied Linguistics and Technology Degree and Co-major students. RPC, World Languages, Education, and Human
Computer students may take this course for fulfilling their electives and/or to inform their specializations sociolinguistically for broader perspectives and additional methods.

Prerequisites: Engl/Ling 511 or an introductory course in linguistics.

ENGL/LING 519. Second Language Assessment
Instructor: Carol A. Chapelle

The course:
This course is an introduction to issues and practices in language assessment. Students learn about key concepts in language assessment, including, test uses, construct validity, reliability, authenticity, washback, and ethics. They learn about the origins of the field of language assessment and gain experience in critiquing and creating various types of test tasks, including selected response item types like multiple-choice and true-false as well as constructed response item types such as summary writing tasks and group oral discussion speaking tasks. Students will learn how to use classical test theory statistics to analyze the psychometric strengths and weaknesses of assessment instruments. Procedures for analyzing both norm-referenced and criterion-referenced tests will be covered. Students will use both Excel and SPSS to complete these analyses.

Of interest to:
This course is relevant for all language professionals wanting to increase their understanding of the assessments they develop and use in research and teaching.

Prerequisites: Engl/Ling 511.

ENGL 523. Introduction to Old English Language and Literature
Instructor: Susan Yager

The course:
This course introduces you to the earliest forms of written English, texts that are 1000 and more years old. It outlines the similarities between early and modern English and emphasizes the value of reading early English closely and carefully. We'll learn the grammar of Old English step-by-step, moving quickly to prose texts and then to the great poetry of the period, including "The Wanderer," "The Seafarer," "The Wife's Lament," and portions of Beowulf. We will also study something of the history and culture of early English, and the way people have studied, and thus created, the field. Students successfully completing this course will be able to read simple Old English prose without a grammar or dictionary; read more complex Old English prose and poetry with the aid of notes and references; and better understand the structure of English and thereby enjoy reading modern English closely and carefully. Assessments include several quizzes, a brief oral report, and two papers/projects.

Of interest to:
Students of language, literature, or writing will enjoy learning about the earliest forms of the English language. CWE students, in particular, may relish the practice this course provides in precise and careful reading, as this can enhance the process of both reading and writing.

Prerequisites: None required; course in medieval literature or history or history of the English language recommended.
ENGL/LING 526. Computer-Assisted Language Learning
Instructor: Jim Ranalli

The course:
This course provides an overview of computer-assisted language learning (CALL), the use and study of digital technologies in second language instruction and research. Participants learn about the historical and cross-disciplinary foundations of CALL as a pedagogical practice as well as the theories and methodologies that underlie it as an area of inquiry. The course samples empirical studies across a range of influential topics in the field, and participants take turns presenting these studies to the group so as to sharpen their ability to understand and critique CALL research. This developing understanding is then deepened as participants carry out their own empirical studies, whose separate components constitute the course’s assessment plan. In addition to developing knowledge of the field and bolstering research skills, ENGL 526 aims to help TESL MA and ALT PhD students identify possible topics for theses and dissertations. The course will appeal to anyone interested in the myriad ways that computer technologies have been harnessed for purposes of learning and teaching language.

Of interest to:
The course will appeal to anyone interested in the myriad ways that computer technologies have been harnessed for purposes of learning and teaching language.

Prerequisites: Engl/Ling 511 or equivalent.

ENGL/LING 527. Discourse Analysis
Instructor: Tammy Slater

The course:
Discourse analysis addresses the question of how texts are constructed to make meaning in a wider communicative context. In this course, we will look at approaches to, methods for, and theories informing discourse analysis, such as Conversation Analysis, speech act analysis, critical discourse analysis, corpus approaches, Systemic Functional Linguistics, and social practice analysis. Within this, we will look at patterns in oral contexts, such as classroom discourse and the discourse of teaching, television broadcasts, and telephone conversations. We will also examine written texts to see what patterns of language construct genres especially valued in academic settings. We will also explore ways to examine multimodal communication and the affordances that modern technology is bringing to discourse analysis. The focus of the approaches to discourse analysis in this course will be qualitative, although mixed methods and quantitative methodologies will be introduced as well.

The course will favor a hands-on approach, applying ideas from the readings to existing data or to data collected either as part of participants’ own research programs or from class data-collection projects. The overall goal of the course is to allow participants to gain a solid understanding of what discourse analysis is and what it can do. Evaluation will be based primarily on the analyses that are being carried out (practice and methods) as well as through reflections on the value of and issues around the various discourse analysis approaches as they are applied to data (theory-to-practice reflections).

Of interest to:
This course is relevant to graduate students from any discipline, who are interested in examining ways to show how choices and patterns of choices that speakers and writers make construct specific meanings effectively (or not so effectively). As much of the data will we examine are from academic contexts, this
course can help students understand and improve their own teaching process from a linguistic perspective.

Prerequisites: Engl/Ling 511 or an introductory course in linguistics.

**ENGL 532. American Literature to 1865**  
**Topic:** The Haunted Wilderness: American Gothic & the Natural World  
**Instructor:** Matt Sivils

**The course:**  
In this course we will shine a light into the shadowy corners of the American literary tradition by examining the portrayals of various environments—natural, unnatural, supernatural—in some key texts of American Gothic fiction. We will strive to understand the anxieties that haunt some of our most popular and nationalistically conscious works of literature. This course will investigate how these tales portray an environment that is not only a realm of beauty and enlightenment but also of fear, madness, violence, and the grotesque.

**Of interest to:**  
This course should interest those concerned with the environmental humanities, American literary history, and Gothic fiction.

Prerequisites: Graduate classification or 6 credits in literature at 300 level or above

**ENGL/SP CM 547. History of Rhetorical Theory: From Plato to Bacon**  
**Instructor:** Craig Rood

**The course:**  
This course is designed to give you a broad overview of rhetoric’s historical development from the classical period of ancient Greece and Rome through the Middle Ages to the early Renaissance. We will examine several of western rhetoric’s key figures, concepts, and concerns (e.g., knowledge, pedagogy, performance, power, and public virtue). This introduction to the history and theory of rhetoric will serve as a broad frame of reference which you can draw from, fill in, and/or extend in your other coursework, scholarship, and teaching.

All historical accounts—including this one—are necessarily incomplete, so we should regularly ask who or what is included and excluded from our histories, why, and to what effect. As we study the history of rhetoric, then, we will also explore the rhetoric of history (i.e., historiography). For example, while we will try to understand Aristotle on his own terms (as much as that is possible), we should also ask: Why has Aristotle been remembered (and why has Aspasia mostly been forgotten)? What are the benefits and drawbacks of invoking someone who has been dead for over 2,300 years? Why do contemporary textbooks rely on some of Aristotle’s concepts (e.g., ethos, logos, pathos) but not others (e.g., phantasia)? In other words, what do our current conceptions of Aristotle reveal about us and rhetoric as a scholarly discipline?
Of interest to:
Although this course is designed for graduate students in RPC and RCPC, it might be of interest to students in other areas who are interested in this time period and/or the study of how communication and persuasion have been theorized and taught.

Prerequisites: 6 credits in English

ENGL 554. Workshop: Fiction
Topic: Forms of Fiction
Instructor: K. L. Cook

The course:
In *Narrative Design: A Writer’s Guide to Structure*, Madison Smartt Bell argues that, as both readers and writers, “We are all continually in the process of learning to apprehend narrative structures, in their integrity and in their best possible wholeness. That apprehension is both the value and the pleasure of reading; it’s also the process whereby we try to make sense of the events and images of our own lives. The reader who wants to write as well has got to go beyond the intuitive grasp of form to the deliberate construction of form.” In this MFA fiction workshop, we will broaden and deepen our understanding of narrative form and technique by examining multiple ways of conceptualizing form in fiction: in terms of length (e.g., flash fiction, story, novella, linked stories, and novel); in terms of genre (e.g., fable, legend, allegory, psychological realism, magical realism, popular genres); in terms of shape and structure (e.g., linear, mosaic, frame, braided narrative); and in terms of the philosophical assumptions and practical strategies associated with traditional, modernist, postmodernist, and post-postmodernist fiction. We will analyze classic and contemporary fiction, and students will be encouraged to experiment with a variety of forms and generate craft exercises, flash fiction, stories, and/or novel chapters. Students will be expected to share their best work in small-group and full-class workshops.

Of interest to:
This course should be applicable to not only fiction writers but also scriptwriters, creative nonfiction writers, and poets interested in multiple ways of conceptualizing narrative form.

Prerequisites: Engl 550 and graduate classification. Open to graduate students outside MFA in Creative Writing and Environment with permission of instructor.

ENGL 556. Graduate Poetry Workshop
Instructor: Debra Marquart

The course:
The central image of the graduate poetry workshop will be the circle. Every week, in large or small round-table workshops, we will discuss poems generated by members of the class. Throughout the semester, we will also take time to read, discuss and write critically about anthologized poems, poetic theory, and books of poetry by contemporary writers. In addition to submitting the weekly workshop poems, class members will often write a second poem that will be read and commented on by the instructor only, allowing writers in the class to generate and get additional feedback on work that might be risky, fresh, or experimental.
The editors of the *Ecopoetry Anthology* have suggested that there are three types of ecopoetry—nature poetry, environmental poetry, and ecological poetry—each with its own aims, approaches to language, and intentionality. In this class, we will explore these categories and consider how they might overlap and intersect. We will also look at the necropastoral poetry of South Korean poet, Kim Hyesoon and the poetry of writers who grapple with the deep, problematic roots of American history.

The created poem arises out of the poet's consciousness, memory, and intellect, but parts of the poem are drawn from the converging environment through which the poet walks each day—a world that includes such things as newspaper headlines and the difficult stories they report; conversations participated in or overheard; the complex histories of place; agricultures and the foods and byproducts they produce; photographs of lost or forgotten ones; words heard in passing. In class, we will spend time thinking about the poem’s generative environment (social, political, emotional, economic, historical, ecological, geological, to name a few) in order to understand the forces that shape our aesthetics as writers.

**BOOKS (UNDER CONSIDERATION)**
- Aimee Nezhukumatathil, *Oceanic*
- Layli Longsoldier, *Whereas*
- Kim Hyesoon, *Mommy Must Be a Fountain of Feathers*
- Terrance Hayes, *American Sonnets for my Past and Future Assassin*
- *The Ecopoetry Anthology* (Ann Fisher-Wirth, Laura-Gray Street, Editors)

**Of interest to:**
This course is designed in such a way that students with an interest in poetry but with varying levels of expertise in poetry writing will feel comfortable bringing their poems to the workshop. Open to graduate students outside the MFA in Creative Writing and Environment with permission of instructor.

*Prerequisites: Engl 550 and graduate classification. Open to graduate students outside MFA in Creative Writing and Environment with permission of instructor.*

**ENGL 557. Descriptive Title & Sub-Title**
Instructor: David Zimmerman

The course: *To be announced* 

**Of interest to:**

*Prerequisites: Engl 550 and graduate classification. Open to graduate students outside MFA in Creative Writing and Environment with permission of instructor.*
ENGL 559. Creative Writing Teaching Internship  
Instructor: K. L. Cook  

The course:  
Students assist in an introductory creative writing class. Some supervised teaching but mainly evaluation of submissions and individual conferences. Requirements and grades determined by participating instructors.  

Prerequisites: Permission of participating instructors.  

ENGL 560. Environmental Field Experience  
Instructor: Debra Marquart  

The course:  
The Environmental Field Experience requirement of the MFA Program in Creative Writing and Environment is integral to the environmental mission of the MFA program. The combination of intensive work in creative writing workshops and interdisciplinary environmental coursework coupled with an environmental field experience will not only enrich and authenticate your writing with real-world details, but also suggest new topics and issues for you to work into your current and future creative writing projects.  

Ideally, your field experience should be tailored to your writing interests. In your earliest advising meetings, you should brainstorm with your adviser about the kind of work you would like to complete. After you have done this, arrange to meet with the English 560 Environmental Field Experience Coordinator to sort through possible organizations you might approach for a fieldwork experience. The timing of your fieldwork as well as the nature of the work should be tailored to your needs and interests in consultation with the Environmental Fieldwork Experience Coordinator who will review your proposal for approval before you proceed with the fieldwork experience.  

Click here, to find the “MFA Guidelines for Completion of English 560: Environmental Field Experience” and the “MFA Environmental Field Experience (English 560) Proposal Form”.  

Prerequisites: Engl 550 and graduate classification. Open to graduate students outside MFA in Creative Writing and Environment with permission of instructor.  

ENGL 562X. Topics in the Study of Film  
Topic: The Films of Luis Bunuel  
Instructor: Justin Remes  

The course:  
This course will analyze landmark films by the Spanish Surrealist Luis Bunuel, including his scandalous experimental films with the painter Salvador Dali in the 20s and 30s, his mainstream melodramas of the 50s, and his subversive arthouse films of the 60s and 70s. This interdisciplinary course will also analyze works that shaped Bunuel’s aesthetic (Surrealist art and poetry, the writings of the Marquis de Sade, the operas of Richard Wagner), as well as contemporary films that have been influenced by Bunuel’s cinema

Of interest to:
*Literature students* should know that in addition to serving as a general graduate literature course, this course can be used to satisfy one of the following requirements: (1) The Teaching/Criticism/Bibliography requirement (as long as a waiver is requested), or (2) the American Literature or British Literature requirement (as long as a student’s research focuses on an American or British work). For example, a student may satisfy the American Literature requirement by writing about one of Bunuel’s American films or an American film that was inspired by Bunuel’s cinema, and a student may satisfy the British Literature requirement by writing about Emily Bronte’s *Wuthering Heights* (and its relationship to Bunuel’s adaptation) or Thomas Ades’s opera *The Exterminating Angel* (based on Bunuel’s film of the same name).

*Creative writing students* who take the course are welcome to propose a creative project in place of the research paper.

**Prerequisites:** Graduate classification or 6 credits in film at 300 level or above.

**ENGL/GR ST 569. Grant Writing – Section 1**

**Topic:** Focus on the NSF

**Instructor:** Ann Russell

**The course:** The purpose of this seminar is to guide graduate students in producing high quality (and more fundable) grant proposals, with a focus on the National Science Foundation (NSF). We will cover basic grant writing skills, but focus on funding opportunities at NSF. To provide a model for success, the instructor will work with students to secure a copy of an awarded proposal in their field.

The course topics include: 1) an overview of the NSF funding process; 2) finding funding; 3) developing a fundable idea; 4) generating specific aims for the proposal, with emphasis on hypothesis-driven research; 5) grantmanship concerning specific components of the proposal, e.g., the overview, significance, innovation, team context, and the approach. Students will also develop a budget, Budget Justification, Project Timeline and Project Summary. They will consider use of graphics and develop a Broader Impacts section for their proposals.

Students will gain ‘hands-on’ experience in proposal writing via six activities. Each activity involves guidance by the instructor via class discussions, use of rubrics tailored for this course, and peer review in class. Students will also meet with a writing consultant from the Center for Communication Excellence (CCE). Students will revise their assignment at each stage, before submitting the final product to the instructor for detailed feedback. Students are encouraged to work with their adviser in developing an NSF proposal during this course. The six activities comprise the major components of an NSF proposal. Ideally, students will finish the course with a polished draft of an NSF proposal.

Of interest to: In this era of tight job markets, grant-writing skills play an ever more important role in a successful career. Learning these skills at the graduate stage can have a critical effect on a student’s career trajectory after graduation.

**Prerequisites:** At least two prior years of graduate classification
ENGL/GR ST 569. Grant Writing – Section 2

Topic: Focus on the Arts, Humanities, and Social Sciences disciplines and a variety of funding opportunities including the Fulbright U.S. Student program

Instructor: Sandra Norvell

The course: The purpose of this seminar is to guide graduate students in producing high quality (and more fundable) proposals to funding agencies, with a focus on disciplines in the arts, humanities and social sciences.

We will cover basic grant writing skills, as well as specific information on funding opportunities for graduate students within the disciplines of arts, humanities and social sciences, including the Fulbright U.S. Student program. Students will be encouraged to write their own proposal drafts if an opportunity is deemed to be a good fit for their current research and degree program. Students will also read and review grant proposals in mock panel review sessions to learn the review process firsthand.

The course topics include: 1) an overview of the funding process; 2) finding funding; 3) developing a fundable idea; 4) generating research questions and specific aims for the proposal; 5) grantmanship concerning specific components of the proposal, e.g., the overview, significance, and methods section. Students will also develop a budget, budget justification, project timeline, logic model, dissemination plan, project summary and will consider whether the use of graphics would be appropriate within the proposal.

Students will gain ‘hands-on’ experience in proposal writing via eight activities. Each activity involves guidance by the instructor via class discussions, use of rubrics tailored for this course, and peer review in class. Students will also meet with a writing consultant from the Center for Communication Excellence (CCE). Students will revise their assignment at each stage, before submitting the final product to the instructor for detailed feedback.

Students are encouraged to work with their adviser in developing a proposal during this course. The eight activities comprise the major components of typical proposal submissions. Ideally, students will finish the course with a polished draft of a proposal suitable for submission to a funder.

Of interest to: In this era of tight job markets, grant-writing skills play an ever more important role in a successful academic or post-graduate career. Learning these skills at the graduate stage can have a critical positive effect on a student’s career trajectory after graduation. This is perhaps most especially true for the disciplines of arts, humanities and social sciences where funding opportunities for individual artists and scholars or organizations are limited and the competition for those limited funds fierce.

Prerequisites: At least two prior years of graduate classification
ENGL 587. Internship in Business, Technical, and Professional Communication (Arranged)
Instructor: Charlie Kostelnick

The course:
An opportunity to write, edit, and design business and technical documents in a professional setting.

Prerequisites: Engl 507 plus 3 additional graduate credits in business and technical writing or composition and rhetoric, permission of instructor. Limited to master’s and doctoral degree candidates in the field of rhetoric and professional communication.

ENGL/LING 588. Supervised Practice Teaching in TESL (Arranged)
Instructor: Tammy Slater

The course:
The purpose of this course is to provide a supported practice teaching experience at the culmination of one’s studies in TESL. It is an opportunity to put theory into practice and critically reflect on what has been learned throughout the program, and to articulate a philosophy of teaching. In addition to regular meetings during which an approach to integrating language and content will be taught, students will have an opportunity to observe a variety of ESL classes designed for various purposes and audiences. Subject to availability, students may also be placed in a classroom context during which they will observe, help out, and teach (or co-teach) a number of lessons in consultation with the course’s regular instructor. It is expected that all participation activities in ENGL 588 will be logged and reflected on in writing. At least one lesson designed by the student teacher should be presented at a regular meeting for feedback prior to being taught, then videotaped while being taught, and finally a written critique done afterwards using the video to describe the choices and justifications taken, along with potential alternatives for future teaching. The written critique may also be presented orally at one of the regular meetings. The rationale for this cyclical style of planning, execution, and reflection is to help participants not only improve their own teaching but to learn how to better critique their own teaching and to offer support for improving others’ teaching practices. ENGL 588 is typically reserved for students in the MA-TESL program; others who are interested should meet and discuss possibilities with the course instructor.

Prerequisites: 9 credits toward the TESL/TEFL Certificate, 15 credits toward the TESL/AL master’s degree, or 18 credits completed toward the ESL Endorsement option.

ENGL 589. Supervised Practicum in Literary Editing (Arranged)
Instructor: Debra Marquart

The course:
English 589, the Supervised Practicum in Literary Editing, offers a hands-on, real-world experience to MFA students who are interested in gaining expertise in publishing and editing. Most participants in 589 will take three credits for the practicum in the Spring semester of their first year in the MFA program as
they train into and assume editorial positions on the national literary journal, *Flyway: Journal of Writing and Environment*. Additional credits in 589 are available to second- and third-year graduate students in the MFA Program by making application for proposed additional editing work and receiving approval from the course instructor.

The professional experience that comes with screening submissions for a national literary journal allows participants to develop an “editor’s eye”—a valuable and informed view from the other side of the desk. Participants will also begin to cultivate a network of writers as they correspond with, edit, and publish the work of those who submit to *Flyway*. Other 589 activities include promotion of the magazine, fundraising, writing book reviews, and representing the journal at the AWP national conference.

*Prerequisites: Engl 550 and permission of instructor.*

**ENGL 602A. Qualitative Research Methods**  
**Instructor:** Stacy Tye-Williams

**The course:**  
The process of asking questions and finding answers can be daunting. This graduate level research methods class is designed to help make the research process less daunting by leading you through the process of qualitative research design from start to finish. You most likely engage in less formal versions of this all the time. This semester you will learn qualitative methods through doing. In this hands-on course you will choose an individual topic or work in research teams to develop a research project that has the potential for publication upon completion of this course.

As a result of various readings, discussions, and assignments at the end of this course students should be able to:

- Understand the foundations of qualitative research
- Appreciate the ethical dimensions of qualitative research
- Become familiarized with several types of qualitative research
- Design and conduct a qualitative research project
- Learn to constructively critique qualitative research
- Recognize your own place in the research process (e.g. biases)
- Articulate your scholarly identity

**Of interest to:**  
We will explore a variety of qualitative research tools and techniques that could be used in any discipline.

*Prerequisites: Engl 501.*

**ENGL/LING 623. Research Methods for Applied Linguistics**  
**Instructor:** Gary Ockey

**The course:**  
This course introduces students to research methods used in applied linguistics. It is fast-paced and designed for research-oriented motivated graduate students. It covers conceptualizing and conducting
research studies, including, the process of developing research questions, gathering data, obtaining permission from an Institutional Review Board, choosing data collection measures, and coding and analyzing data. It introduces students to differences and similarities between quantitative and qualitative research. Students will read examples from a range of approaches in the journals in applied linguistics. Major aims of the course include preparing students to be critical consumers of second language research as well as to be able to design and carry out their own research studies. The course also aims to prepare students for courses in research design, quantitative analysis (e.g., statistics), and qualitative analysis AND to be able to apply concepts learned in these courses to the field of applied linguistics.

Of interest to:
The course is relevant to students in the social sciences who are interested in research methodology.

Prerequisites: Engl/Ling 511, Engl/Ling 517, and Engl/Ling 519. Recommended: Doctoral student (or permission of instructor).

ENGL/LING 630A. Seminar in Applied Linguistics
Topic: Advanced Quantitative Methods for Applied Linguistics
Instructor: Gary Ockey

The course:
This course aims to provide applied linguists with the advanced quantitative methods they need to critique studies which employ such approaches as well as to carry out their own research with the techniques. The course is designed to satisfy the needs of applied linguists, who are interested in advanced quantitative methods. The major statistical techniques covered in the course will be exploratory factor analysis and structural equation modeling, with a major focus on confirmatory factor analysis. The emphasis of the course will be on the application of these techniques, not the math that underlies them. Students will use SPSS as well as Amos to complete their analyses.

Of interest to:
This course is relevant to anyone in the social sciences who is interested in developing their knowledge of the application of advanced quantitative methods.

Prerequisites: Engl/Ling 510 and Engl/Ling 511. Recommended: Stat 401, Resev 552 or equivalent statistical background.

ENGL/LING 630B. Seminar in Applied Linguistics
Topic: Evaluation in Technology for Language Learning
Instructor: Carol A. Chapelle

The course:
New technologies create an unprecedented opportunity for innovation in second language teaching, but with innovation comes the need to evaluate success. This seminar explores the intersection of evaluation with language learning and technology. Evaluation refers to assessment of student learning through the use of online tools materials and courses as well as the broader role of evaluation in the development and appraisal of all types of computer-assisted language learning. The former has an intellectual basis in “assessment for learning” or “learning-oriented assessment,” which provide some
foundational concepts for incorporating assessment and testing into learning in a manner that serves the needs of learners, teachers, and researchers. The broader role of evaluation encompasses the design-based research integral to the design and development of technology-mediated learning, traditional comparisons of outcomes attained by students using new interventions for language learning with a control or contrast group, and theoretically-motivated evaluations guided by frames of reference other than comparison. This course examines the options available to researchers wishing to evaluate technology for language learning through all of these avenues. Topics include how evaluators ground their evaluations in social science research methodologies and second language acquisition theory as well as the scope of interpretations for results. Students will have the opportunity to develop their own projects evaluating technology for language learning.

**Of interest to:**
This course should be of interest to anyone wishing to design studies to investigate instructional interventions for language learning (with focus on technology issues).

*Prerequisites: Engl/Ling 510 and Engl/Ling 511. Recommended: Engl/Ling 526 and 623, or approval of the instructor.*

**ENGL 631. Organization and Administration of Multimodal Writing Programs**
Instructor: Barbara Blakely

**The course:**
English 631 is a graduate-level seminar on the topic of organizing and administering post-secondary writing programs. It will include a survey of the major components of writing instruction in higher education, and the history, theory, organization, and evaluation of writing programs. Students will be introduced to the major issues and current challenges and opportunities of writing program administration.

By the end of the course, you’ll have learned about curriculum and faculty development for first-year (or foundational) composition programs, including writing centers and WAC/WID programs, as well as about the professional issues related to the work of a writing program administrator (WPA). The course will relate the theories behind rhetoric/composition, administration, and pedagogy to the practices current in American universities. We will have class visitors with expertise in many of these topics.

Much of the work you will do for this course will consist of reading about and discussing issues in writing program organization and administration. In addition, you’ll do the following:

1. Three reading responses in which you put one of the readings into conversation with other pieces from the literature and present the issues and possibilities related to the topic. Bringing the readings back to one or more of the professional statements of goals or frameworks will be important as a way to contextualize the topic.
2. A mini case study of another institution’s writing program. We want a variety of institution types here (community colleges, 4-year liberal arts colleges, as well as schools presenting different institutional contexts of other sorts from those of ISU). The case study will include both a written and oral component.
3. An issue-analysis paper, in which you trace a long-standing or newer issue writing program administration and discuss it as it relates to challenges and current topics in higher education.
We will have class visitors with expertise in many of these topics. You will write some shorter response papers and complete a longer project exploring a WPA-related topic of interest to you. You will purchase one text and several articles will be available via Canvas or eReserve.

**Of interest to:**
English 631 is of interest to graduate students who aspire to be writing program administrators (director, assistant director, technology coordinator) and/or to work in writing programs or writing centers. Understanding how the various topics affect each other (e.g., writing centers, ESL students, assessment, staffing, professional development, pedagogical technology, issues of access) is invaluable for those who plan to continue to teach primarily in Foundation or Advanced Communication-type courses here or at other institutions. Because such programs impact the educational experiences of every student in a 4-year program, understanding how writing programs fit within university structures and how curricula, professional development, and assessment work together will give you a broader, more useful picture of this important teaching beyond the individual classroom level. It will also illuminate how writing programs change over time.

*Prerequisites: Engl 500, Engl 503, Engl 504, or Engl 603.*