

ENGLISH DEPARTMENT
Undergraduate Course Descriptions
Spring 2024

EGL 112.01-B **World Literature: Modern to Contemporary** **SBC: GLO, HUM**

This class examines modernism's relationship with subjective experiences and historical events of the twentieth century. The aim of the class is to consider how modernism, as an artistic movement, engages with the historical past and how this engagement can contribute to our understanding of memory in the present. What is modernism? Modernism can be seen as a complex and elusive term that defies single definition, much like the field of twentieth century studies itself. As an aesthetic concept, modernism is portrayed as having a temporality that appears to detach from political history. Recent scholarship, however, has been drawing attention to modernism's responses to world-historical events and circumstances. This class, therefore, will explore the dynamic interplay between historical events and cultural expressions, specifically focusing on the works of modernist writers. We will examine how these writers remember and challenge the erasure of humanity caused by events like wars. Throughout the course, we will discuss five modernist mottos demonstrated by various groups of modernist texts (visual/textual forms), in order to understand the liberating power of the aesthetic memory of historical events and human experiences. The class will explore how contemporary readers can interact with the remembering techniques employed by twentieth-century modernist writers. This could include experimenting with creative writing to preserve memories, reflecting the enduring impact of modernist ideas on contemporary artistic and cultural practices.

No adds after the first week of classes

Prerequisite: WRT 101

LEC 01

TUTH 10:00-11:20 AM

Y. LIU

EGL 121.01-B **Global Film Traditions** **SBC: GLO; HUM**

How does film express cultural fears and imagine possible futures? How does fear shape futures, and vice versa? Whose futures and fears do we get to experience? This course will introduce tools and strategies for critically analyzing film across different cultural traditions. We will be analyzing the films' narrative elements, the status of the camera, sound, genre, costuming, and lighting, as well as ideology and historical/cultural contexts. We will read scholarship and background texts to give us a better understanding of how to view filmic works closely and contextualize their importance. The films in this course span time periods and global contexts, but all will engage in questions of futures and fears, and often the overlap of the two.

No adds after the first week of classes

Prerequisite: WRT 101

Corequisite: WRT 102

LEC/LAB 01	MWF	11:00-11:53 AM	J. BROWN
-------------------	------------	-----------------------	-----------------

EGL 121.01-B**Global Film Traditions****SBC: GLO; HUM****No adds after the first week of classes**

Prerequisite: WRT 101

Corequisite: WRT 102

LEC/LAB 01	TUTH	1:00-2:20 PM	B. ROBINSON
-------------------	-------------	---------------------	--------------------

EGL 130.01-H**Literature, Science & Technology****SBC: CER, STAS****No adds after the first week of classes**

Prerequisite: WRT 101

Corequisite: WRT 102

LEC 01	TUTH	5:30-6:50 PM	R. BALUN
---------------	-------------	---------------------	-----------------

EGL 130.02-H**Literature, Science & Technology****SBC: CER, STAS**

How do we understand the place of literature in today's world, rife as it is with technology? How does consumer technology, such as smartphones and computers, affect how we read? Moreover, what has been the role of technology in literature over the past several decades? On the other hand, how do we understand the distinction—if there is one—between the humanities and the sciences? How do we create a more interdisciplinary approach to the two fields, rather than resigning ourselves to C.P. Snow's idea that they form "two cultures"? This course will consist of two parts: one in which we will orbit around consumer technology and literature, and another in which we think about science and literature (as a subset of the humanities). We will constantly be exploring the interplay between science and literature and technology and literature; to do so, we will look at some texts from the field of history of science, some popular representations of technology, as well as various fictional texts.

No adds after the first week of classes

Prerequisite: WRT 101

Corequisite: WRT 102

LEC 02	TUTH	2:30-3:50 PM	I. MIKULSKI
---------------	-------------	---------------------	--------------------

EGL 135.02-H**Literature, Film, and Environment****SBC: CER, STAS**

What is the human relationship to the biotic world around us? How are we connected and disconnected? How does human behavior impact the environment? How does the environment impact human bodies and cultures?

What is our ethical responsibility to care for nonhuman biotic life? What are the most pressing environmental concerns of the past, present, future? This course addresses these complex matters through a wide range of environmental philosophical positions, such as queer and feminist ecologies, environmental justice and racism, environment and disability, environment and religionism, environment and post-colonialism, and environment and nationalism. These intersecting questions will be examined as they are constructed in literature, film, media, and culture. Requirements: regular attendance, quizzes, bi-weekly writings, presentation, and final exam.

No adds after the first week of classes

Prerequisite: WRT 101

Corequisite: WRT 102

LEC 02 TUTH 10:00-11:20 AM H. HUTNER

EGL 194.01 - B

Film: Mastering the Movie

SBC: GLO, HUM

This course will introduce tools and strategies for critically analyzing film. We will focus primarily on analyzing the narrative elements of various films; however, considerable attention will also be paid to the status of the camera, sound, genre, costuming, and lighting, as well as ideology and historical/cultural contexts. We will read scholarship and background texts to give us a better understanding of how to view filmic works closely and contextualize their importance. With these goals in mind, this course will focus on a cross-cultural study of cinematic representations of “Asia” and/or “Asian America.” Through in-depth analyses, we will ask several key questions that compel us to interrogate matters of class, race, gender, ecology, technology, and aesthetics.

No adds after the first week of classes

Prerequisite: WRT 101

Corequisite: WRT 102

LEC 01 TUTH 4:00-5:20 PM N. YANG

EGL 204

Literary Analysis and Argumentation

An introduction to the techniques and terminology of close literary analysis and argumentation as applied to poetry, fiction, and drama. The course includes frequent demanding writing assignments and is designed for students beginning their major study in English.

English Major Requirement

No adds after the first week of classes

Prerequisite: WRT 102

LEC 01	MW	2:30-3:50 PM	M. TONDRE
LEC 02	TUTH	1:00-2:20 PM	L. PELUCACCI
LEC 03	TUTH	2:30-3:50 PM	E. WERTHEIMER

EGL 206.01-I

Survey of British Literature II

SBC: HFA+

Together we will read, analyze, and discuss British literature from the Restoration (1660) to the end of the 19th century. On the way we will track social and cultural developments that coincided with this literature such as the

new science, industrialization, revolution, imperialism, and the rise of the novel. My wager is that by examining these works in their contexts and interrogating the underlying ideas and assumptions that animate them, we may better understand both their historical moment as well as the values and conventions that inform our own times. The class covers multiple genres, especially poetry, and a few key texts such as Aphra Behn’s Oroonoko, Mary Shelley’s Frankenstein, Charles Dicken’s Hard Times, and Joseph Conrad’s Heart of Darkness.

Covers English Survey Requirement

Prerequisite: WRT 102

Note: No adds after the first week of classes

LEC 01 TUTH 4:00-5:20 PM F. HARDER

EGL 210.01

Literature, Medicine, and Ethics

SBC: CER

This course utilizes literature to highlight the humility, wisdom, perspective-taking, and professionalism inherent in good caretaking, reflecting a fusion of the humanities and medicine, with an eye toward confronting the ethical issues which arise upon encountering the suffering human being in need. The course brings you into the room of the one ailing, addressing the threat of dehumanization in the increasingly technological and bureaucratized world of health care. We will use a narrative approach to problem-solving and look closely at un- or only partially solvable moral dilemmas in which difficult medical outcomes seem imminent.

Prerequisite: WRT 102

Note: No adds after the first week of classes

LEC 01 TUTH 2:30-3:50 PM A. FLESCHER

EGL 243.01-B

Shakespeare’s Major Works

SBC: HUM

This course introduces students to a series of Shakespeare’s most consequential plays together with a bouquet of his greatest sonnets. We will read exemplars from each of his four main dramatic genres: tragedy, history, comedy, romance, and what has come to be called the “problem play.” Class time will be divided between historical contextualization of the texts and close analysis of key passages. For each assigned play, students will be expected both to read the full text and view a complete screen version. There will be regular reading quizzes. There will be much reading aloud in class. There will be both at-home and in-class writing assignments, weighted towards the latter. And, to demonstrate your mastery of the material, there will be a one-on-one oral exam with the instructor. The goal is that, by end of the semester, you will have begun developing the ability to read and appreciate on your own the very challenging and rewarding work of one of the world’s greatest authors.

Covers English Survey Requirement

Prerequisite: WRT 102

Note: No adds after the first week of classes

LEC 01

MW 4:00-5:20 PM

D.PFEIFFER

EGL 250

Introduction to English Studies for STEM Majors

SBC: STAS

Black Hat, White Hat: The Practice and Literatures of Hacking

In this course, we will explore the history, culture, and myriad literatures of computer hacking. At the same time, we will learn a range of historical hacking techniques and how to defend against them. Topics include ethics, privacy, pseudonymity, postmodernism, zines, and the punk subculture.

Requirement for STEM in Literature and Culture Minors

Prerequisite: WRT 102

Note: No adds after the first day of class

LEC 02

TUTH 11:30-12:50 PM

E. GRAHAM

EGL 301.01

Authors, Periods, Topics with Intensive Writing

SBC: ESI, SPK, WRTD

Note: Intensive Writing Course open to EGL majors only

Prerequisite: EGL 204

Note: No adds after the first week of classes

LEC 01

MW 2:30-3:50 PM

S. KOSKI

EGL 301.02

Authors, Periods, Topics with Intensive Writing

SBC: ESI, SPK, WRTD

Law and Literature in the US

In this section of EGL 301, we will explore intersections between law and literature with special attention to the ways in which the law has addressed ethical, social, and political challenges in the US. Through close-reading and analysis of novels, poetry, memoir, film, legal writings, and legal opinions, we will examine how law and literature create interrelated narratives that shed light on issues like identity, sexuality, injury, power, policing, speech, and silence. We will explore connections between interpretation and world-making—that is, between how we read, respond to, and understand a story or event and how this understanding generates our sense of justice (or injustice) and our notions of responsibility. Throughout the course, we will bring historical texts and legal debates into conversation with contemporary texts and issues. Readings will focus on key moments of crisis in which Americans turned to the law to address challenges to social order, including the Salem witch trials; debates over slavery; the Civil Rights movement; questions of justice in the era of mass incarceration. The course requires extensive reading, independent research, oral presentations, and substantial writing incorporating research and literary analysis.

Note: Intensive Writing Course open to EGL majors only

Prerequisite: EGL 204

Note: No adds after the first week of classes

LEC 02

TUTH

1:00-2:20 PM

S. SCHECKEL

EGL 301.03 **Authors, Periods, Topics with Intensive Writing**
Contemporary Literature and Popular Culture

SBC: ESI, SPK, WRTD

A course in which we will explore the variety of ways in which contemporary fiction depicts popular culture, with particular emphasis on replacing a hierarchical view of culture (high-, low-, and middlebrow) with a view of culture as constantly evolving and popular texts as lending themselves to polysemic interpretation. This examination will proceed by looking at a variety of popular artifacts (e.g., film, television, music, photography, comic books) and the ways in which they are portrayed by contemporary writers from a variety of backgrounds. Among the subjects to be addressed are the origins and permutations of highbrow/lowbrow cultural distinctions, the impact of mechanical reproduction, exported American popular culture and cultural imperialism, and popular culture as a tool for nation building.

Note: Intensive Writing Course open to EGL majors only

Prerequisite: EGL 204

Note: No adds after the first week of classes

LEC 03

TUTH

2:30-3:50 PM

S. OLSTER

EGL 303.01 -G **Genre and Media**
20th and 21st Century Poetry in English

SBC: HFA+

In this course, we will study several significant trends and developments among the poems, poets, and poetry of the 20th and 21st centuries.

Covers Genre/Media Topic for Major

Pre-co-requisite: EGL 204

Note: No adds after the first week of classes

LEC 01

TUTH

2:30-3:50 PM

R. PHILLIPS

EGL 308.01 **Single Author**
Whitman and Dickinson

SBC: HFA+

- How does it feel to have one's naked soul scalped? To break through a plank in reason?
- Who can assume the universe, and why would you want to?

This class is a chance to answer these and many other BIG questions.

Walt Whitman is thought of primarily as a poet of the body and the nation. Emily Dickinson, on the other hand, tends to be regarded as a dissenting religious poet, observer of minutiae, and things feminine. These characterizations are certainly useful. But things get interesting when we reapply the categories and go beyond them. How exactly are both poets theorizing the body, the nation, gender and philosophies of cognition and belief? Whose body and what kind of body, whose nation and what kind of nation, which genders and which sexualities, whose philosophy, etc.? How are both poets engaged with the spiritual world and that of found objects and nature? We will attempt to answer these questions by reading closely their works, as the work describes their lives and their times. We will also pay critical attention to the manuscript history of the authors--each poet has a complex and fascinating story of genre, textual materiality, literary dissemination and, finally, disappearance. Work for the course will involve the writing of a research/interpretive paper, as well as a fairly substantial oral presentation.

Covers Single Author Topic for Major

Pre- co-requisite: EGL 204

Note: No adds after the first week of classes

LEC 01

TUTH 4:00-5:20 PM

E. WERTHEIMER

EGL 309.01

Interdisciplinary Study of Literature

SBC: HFA+

American Political Novel

A course devoted to the American political novel, 1960-2020, that begins with the Civil Rights movement and ends with the Occupy movement. Among the subjects to be discussed are the emergence of a New Left inspired more by Castro's Cuba than Soviet Russia, the reevaluation of American activism as American terrorism, the ethical discrepancy between intentions and actualities, the counterculture, the efficacy of any political protest in an age of globalization defined by multinational moving targets impossible to pin down, and the applicability of the term "post-race" in the wake of the 2008 election and more recent BLM movement. Authors to be read will include James Baldwin, Norman Mailer, E. L. Doctorow, Philip Roth, Dana Spiotta, Jonathan Lethem, and Paul Beatt

Covers Interdisciplinary Study of Literature Requirement for Major

Pre- co-requisite: EGL 204

Note: No adds after the first week of classes

LEC 01

TUTH 11:30-12:50 PM

S. OLSTER

EGL 311.01 -G

Literary or Critical History

SBC: HFA+

Intro to Literary Theory

Covers Literary History / Critical Theory Topic for Major*Pre- co-requisite: EGL 204***Note: No adds after the first week of classes****LEC 01****MW 4:00-5:20 PM****S. KOSKI****EGL 317.01****Energy Humanities & Literature****SBC: HFA+, SPK, TECH**

Today the world is on fire, and fossil-fueled corporations keep raising the heat. But the planetary dilemmas bound up with oil and other fossil fuels our age are not only material in nature. Our modern dependencies on oil have deep imaginative roots in the fiction, film, and art of the petro-era. This course surveys stories devoted to what is arguably the most important, transformative, and misunderstood resource in human history. How did novelists conceive of oil as a foundation for modern life--for instance, in their depictions of the thrill of the road, the euphoria of flight, and the vertigo of sudden social transformation? What struggles did those writers encounter in trying to represent oil's vast global infrastructures? Can we discover, from canonical classics of our petroleum-powered past, the blueprint for a more livable world yet to come?

Covers Interdisciplinary Study of Literature Requirement for Major*Prerequisite: WRT 102***Note: No adds after the first week of class****LEC 01****MW 4:00-5:20 PM****M. TONDRE****EGL 319.01-G****Ecology and Evolution in Literature and Film****SBC: HFA+, WRTD**

This course reviews 19th- 21st-century primarily North American environmental philosophies, literature, art, film, and ideologies through various socio-political, gendered, and racialized perspectives. Literature covered will include transcendentalist essays (Thoreau and his male writer-descendants), feminist utopian/dystopian novels (Year of the Flood, Into the Forest, Parable of the Sower), environmental investigative nonfiction (Welcome to Shirley and Full Body Burden), environmental memoir (Body Toxic), poetry, film, media, and activist art (The East, Jetsonorama, David Solnit, Bidder 70, Erin Brockavich). We will delve deeply into environmental issues including climate justice, toxics and radiation pollution, animal rights and extinction, ecofeminism, environmental racism, and environmental activism. Requirements: attendance; quizzes; presentation/paper; bi-weekly writings; and final exam.

Covers Interdisciplinary Study of Literature Requirement for Major*Prerequisite: WRT 102***Note: No adds after the first week of class****LEC 01****TUTH 1:00-2:20 PM****H. HUTNER****EGL 360.01-G****Young Adult Literature****SBC: HFA+**

In this course, we will take up the analysis of contemporary young adult novels, stories, plays, graphic novels and literary non-fiction. We will use a wide range of critical lenses throughout the semester (reader response, new historicist, New Critical, gender based, disability studies, etc.); this will help students distinguish among major interpretive and critical traditions that have shaped the role YA literature plays in the search for identity in an increasingly complex world. Our essential question throughout will be: How do YA texts define, encourage, or discourage young people from engaging in both self-reflection and in attempting to understand what role they play, and by extension, what control they have over their environment? We will also examine these texts in the context of current calls and attempts to ban specific books or to discourage teachers from assigning them in the United States. Please note this course will require at least ten YA novels, many of which may be available in public libraries. For a complete list of required texts, contact the professor in January 2024.

****Only Open to English Teacher Prep Students****

Covers Genre/Media Topic for Major

Prerequisite: WRT 102

Note: No adds after the first week of class

LEC 01 TUTH 4:00-5:20 PM

J. CABAT

EGL 361.01-G

Poetry in English

SBC: HFA+

This course is a survey of lyric poetry in English. Students will learn the basics in understanding and enjoying the music of poetry, including scansion and prosody (beats and sounds). Students will also learn to appreciate the basic forms of lyric poetry, including ballads and sonnets and many other forms.

Covers Genre/Media Topic for Major

Prerequisite: WRT 102, U3 or U4 Standing

Note: No adds after the first week of class

LEC 01 TUTH 11:30-12:50 PM

R. PHILLIPS

EGL 369.01 -G

Topics in Race and Ethnicity

SBC: HFA+, USA

Immigration, Aesthetics, & Asian American Literature

This course examines the impact that immigration has had, and continues to have, on the creation and reception of Asian American literature. Looking across the literature of differing Asian American populations, we will examine how legal exclusion, border interrogations, internment, and refugee status have profoundly shaped the stories that Asian Americans tell. Studying the relationship between politics and aesthetics will help students develop their own research projects, while raising questions about which forms of writing they themselves want to engage. No prior knowledge of Asian American literature is required.

Covers Interdisciplinary Study of Literature Requirement for Major

Covers People of Color for Teacher Prep*Pre- or Corequisite:* EGL 204, U3U4**Note: No adds after the first week of class****LEC 01****TUTH 10:00-11:20 AM****T. AUGUST****EGL 380.01****Senior Seminar****SBC: SPK, WRTD*****The Equipment of Narrative***

This course explores the powerful proposition, propounded in literary culture for at least the last 2000 years, that stories can change – and maybe even save – readers’ lives. Yes. Each student will work towards a final project that uses a single syllabus text to explore this claim in the context of today’s grade schools or college classrooms. The reading, which will be intensive, begins with selections from a handful of the earlier Anglo-European tradition’s most foundational fictions-about-fiction (The Egyptian Tale of the Shipwrecked Sailor; Homer’s Iliad; Sophocles’ Oedipus Rex; Vergil’s Aeneid; Dante’s Inferno; Cervantes’ Don Quixote). We will then put these classic texts into dialogue with more recent works by Virginia Woolf, Salman Rushdie, and, possibly, Neil Gaiman. As the last of the English curriculum’s three intensive writing courses, this seminar will include weekly short writing assignments a long final paper.

Prerequisite: EGL 301**Note: No adds after the first week of class****LEC 01****MW****2:30-3:50 PM****D. PFEIFFER****EGL 380.03****Senior Seminar****SBC: SPK, WRTD*****Creative Nonfiction for the Digital Age***

This course explores the writing and critical understanding of "creative nonfiction," a category of nonfiction writing that uses the tools of literary fiction to communicate fact, in the digital domain -- from the super-short form to the infinite scroll. Forms of nonfiction writing that students learn to take apart and build include the personal essay, the narrative essay, the column, the blog, the tweet, the podcast, and the newsletter. Students will emerge with the ability to communicate effectively online, understand the tricks that others are using to hold audiences in a shifting attention economy, and create distinctive portfolios for fields from publishing to public relations.

Prerequisite: EGL 301**Note: No adds after the first week of class****LEC 03****TUTH 2:30-3:50 PM****J. GRAHAM****EGL 381.01****Analytic and Argument Writing****SBC: ESI**

Argumentative writing involves making a claim and supporting it with specific, related points and appropriate evidence—in other words, it is thesis-driven writing. Whenever we don't quite like someone else's idea and we want them to come closer to ours, argumentative writing is the most efficient method for such persuasion, in whatever profession you're considering. This class, therefore, will focus on learning how to effectively utilize argumentative and counter-argumentative writing strategies. Students will explore an area of disciplinary interest to them through several stages—proposal, literature review, preliminary draft, multiple revisions—culminating in a 20–30-page piece of writing in which they make a claim about a particular subject in that area of interest and support it with scholarly research and extensive elaboration. This course will fulfill the second half of the Writing Pre-Med/Pre-Health prerequisite. This course is offered as both EGL 381 and WRT 381.

Covers Interdisciplinary Study of Literature Requirement for Major

Substitute for EGL 494 for EGL Honors

Prerequisite: WRT 102

Note: No adds after the first week of class

LEC 01

TUTH 1:00-2:20 PM

S. SANTOS

EGL 397.01-J Literature/Culture Studies and Asia, Africa, and Latin America SBC: HFA+
Migrant Literature and Environmental Justice

Migrant literature tells the stories of people who leave their homes either voluntarily or against their will to start a new life in another place, location, or setting internationally (in another country) or domestically (in one's own country of origin). Historical forces of war, imperialism and colonialism, despotic and authoritarian governments, environmental exploitation and destruction, social persecution (based on religion, sexuality, gender, race/ethnicity, or class), poverty and economic opportunity, and the struggle to protest and remedy injustice and human rights violations are some of the compelling reasons why people leave their homes to migrate. Similarly, environmental justice literature “provides narratives of individuals and communities organizing and responding to economic and environmental problems on local, national, and international levels. Its stories and investigations show that environmental issues are deeply connected with issues of globalization, gender, race, and class” (Greta Gaard, “The Literature of Environmental Justice” www.asle.org/syllabi/the-literature-of-environmental-justice/). Considering that environmental exploitation and destruction is a compelling reason why people leave their homes and migrate, the concept of environmental justice is a primary theme explicitly or obliquely in migrant literature. In particular, migrant literature from the perspectives of postcolonial and Indigenous peoples often refers to nature and the environment to depict, protest, and remedy injustice and human rights violations. Moreover, nature and the nonhuman living world in migrant literature are often metaphors for remembering home and settings of ancestry and origins. In this course, we will read literature and watch films about migrants and migration by authors and artists from diverse racial and national locations, including North America (Native America and the

US-Mexico Borderlands), Asia (Pakistan and Vietnam), Africa (Cameroon), and the Pacific region (Guam and Australia). We will focus on the intersection of environmental and ecological matters with issues of imperialism and colonialism, social persecution, poverty and economic opportunity, and the effort to depict, protest, and remedy injustice and human rights violations.

Covers Non-Western Lit for Teacher Prep

Prerequisite: WRT 102

Note: No adds after the first week of class

LEC 01

MW 2:30-3:50 PM

J. SANTA ANA

EGL 491

Honors British Literature

Prerequisite: Admission to the English Honors Program; EGL 204

Note: Open to EGL Honors Students Only

Note: No adds after the first week

LEC 01

MW 4:00-5:20 PM

M. TONDRE

EGL 440.01

Performance & Technology in Teaching Literature and Composition

This is the second course in the methods sequence leading to certification to teach English, grades 7-12.

Admission to English Teacher Education Program required.

Prerequisite: Enrollment in the English Education Program. *Corequisite:* EGL 450

SEC 01

TU 6:30-9:20 PM

J. CABAT

EGL 441

Methods of Instruction in Literature and Composition

This is the first course in the methods sequence leading to certification to teach English, grades 7-12. Admission to English Teacher Education Program required.

Prerequisite: Enrollment in the English Education Program. *Corequisite:* EGL 449

SEC 01

W 4:00-6:50 PM

P. RIBEIRO

EGL 449 Field Experience: Grades 7-12

Prerequisite: Enrollment in the English Teacher Preparation Program, permission of instructor.

Corequisite: equivalent section of EGL 441

EGL 450 Field Experience: Grades 7-12**SBC: CER; EXP+; SPK***Prerequisite: Enrollment in the English Teacher Preparation Program, permission of instructor.***J. CABAT****EGL 451 Supervised Student Teaching: Grade Levels 7-9***Prerequisite: Enrollment in the English Teacher Preparation Program, permission of instructor. Corequisites: Equivalent sections of EGL 451 and 454. Meets with CEQ 591.***VO1****T. MANGANO****EGL 452 Supervised Student Teaching: Grade Levels 10-12***Prerequisite: Enrollment in the English Teacher Preparation Program, permission of instructor. Corequisites: Equivalent sections of EGL 451 and 454. Meets with CEQ 591.***VO1****T. MANGANO****EGL 454 Student Teaching Seminar**

Student teachers meet weekly in a seminar with supervisors and fellow student teachers to ask questions, read, write, and discuss theory and practice of teaching and learning English. In addition to writing weekly reflective journals, students are required to complete a Teacher Candidate Portfolio that builds upon the portfolios completed for EGL 441 and EGL 440. In completing the seminar assignments, students are engaged in a close study of a wide range of issues, including student and teacher dialogue in the classroom; responding to, assessing, and grading student writing; using multiple literacies in the teaching of writing and literature; appropriate professional dispositions for teachers; and effective instructional uses of technology and media.

*Prerequisite: C or higher in EGL 441.**Corequisites: Equivalent sections of EGL 451, 452. Meets with CEE 590.***SEC 01****T. MANGANO**