

New Mexico State University
Department of English
Course Descriptions
Summer Session I - 2005
(May 23 - June 27)
<http://www.nmsu.edu/~english/>

RHETORIC AND COMPOSITION

ENGL 111G 01	8:00-10:00 MTWTH	Binneweg, J..
ENGL 111G 02	10:20-12:20 MTWTH	Dalzell, A.
ENGL 111G 03	10:20-12:20 MTWTH	Limbu, M.

Skills and methods used in writing university-level essays.

Prerequisite: ACT standard score in English of 16 or higher during regular semester (20 or above during summer) or successful completion of a developmental writing course or the equivalent.

**BUSINESS & PROFESSIONAL
COMMUNICATION**

ENGL 203G 01	8:00-10:00 MTWTH	Clason, S.
ENGL 203G 02	10:20-12:20 MTWTH	Treon, P.

Effective writing for courses and careers in business, law, government, and other professions. Strategies for researching and writing correspondence and reports, with an emphasis on understanding and responding to a variety of communication tasks with a strong purpose, clear organization, and vigorous professional style.

ENGL 211G 01	WRITING IN THE HUMANITIES & SOCIAL SCIENCES	10:20-12:20 MTWTH	Thatcher, B.
	SUBTITLE: Intercultural Writing		

This course teaches writing in the context of intercultural rhetoric and communication. Drawing on intercultural readings, it explores how different perceptions of the self, thinking patterns, and social behaviors affect the way people in other cultures write. This exploration helps students understand the cultural values that correspond to U.S.-American writing and how these values and their rhetorical manifestations might work in other cultural and rhetorical systems. The course assumes interest in other cultures, languages, and writing styles.

ENGL 211G 02	WRITING IN THE HUMANITIES & SOCIAL SCIENCES	8:00-10:00 MTWTH	Mc Cool, M.
	SUBTITLE: Intercultural Writing		

The objective of this course is to explore rhetorical patterns across culture and to use these explorations for developing effective intercultural writing. Because two of the strongest US cultural dimensions are individualism and universalism, we will initially seek to denaturalize these values to gain a wider view of the world. Addressing this pattern early in the course allows us to explore and develop effective writing for intercultural audiences. This means we will ethically engage our potential intercultural audience by eliminating gross generalizations while recognizing essential patterns.

ENGL 400 01 INDEPENDENT STUDY --- UPPER DIVISION STAFF
NOTE: PERMISSION OF INSTRUCTOR ONLY

ENGL 500 01 SUPERVISED STUDY TBA STAFF
NOTE: PERMISSION OF INSTRUCTOR ONLY

ENGL 549 01 GRADUATE STUDY IN WRITING 8:30-3:30 MTWTH Pearlman, B.

ENGL 597 01 INTERNSHIP-TECHNICAL & PROFESSIONAL COMMUNICATION STAFF
NOTE: PERMISSION OF INSTRUCTOR ONLY

ENGL 598 01 MASTER'S ESSAY STAFF
NOTE: PERMISSION OF INSTRUCTOR ONLY

ENGL 599 01 MASTER'S THESIS STAFF
NOTE: PERMISSION OF INSTRUCTOR ONLY

ENGL 600 01 VARIOUS DOCTORAL RESEARCH STAFF
NOTE: PERMISSION OF INSTRUCTOR ONLY

ENGL 700 01 DOCTORAL DISSERTATION STAFF
NOTE: PERMISSION OF INSTRUCTOR ONLY

New Mexico State University
Department of English
Course Descriptions
Summer Session II - 2005
(July 6 - August 9)
<http://www.nmsu.edu/~english/>

RHETORIC AND COMPOSITION

ENGL 111G 30	8:00-10:00 MTWTH	Ruble, D.
ENGL 111G 31	10:20-12:20 MTWTH	Klein, S.

Skills and methods used in writing university-level essays.

Prerequisite: ACT standard score in English of 16 or higher during regular semester (20 or above during summer) or successful completion of a developmental writing course or the equivalent.

**BUSINESS & PROFESSIONAL
COMMUNICATION**

ENGL 203G 30	8:00-10:00 MTWTH	Loskot, L.
ENGL 203G 31	10:20-12:20 MTWTH	Shalamova, N.

Effective writing for courses and careers in business, law, government, and other professions. Strategies for researching and writing correspondence and reports, with an emphasis on understanding and responding to a variety of communication tasks with a strong purpose, clear organization, and vigorous professional style.

ENGL 211G 30	WRITING IN THE HUMANITIES & SOCIAL SCIENCES	10:20-12:20 MTWTH	Bhattacharya, S.
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SUBTITLE: The Vampire in Literature and Film

In this course on critical thinking and academic argumentation, we will investigate nineteenth and twentieth century representations of the vampire in literature and in film. Who is the vampire? How does one know the vampire from the human? Why are we so fascinated by this figure? These are some of the questions we will ask as we trail the vampire through time, in texts such as Coleridge's "Christabel," Sheridan le Fanu's *Carmilla*, Bram Stoker's *Dracula*, Richard Matheson's *I AM Legend*, Stephen King's *Salem's Lot*, and Anne Rice's *Interview with the Vampire*. We will also watch a handful of films and episodes from television series, such as *Buffy* and *Forever Knight*.

ENGL 211G 31	WRITING IN THE HUMANITIES & SOCIAL SCIENCES	8:00-10:00 MTWTH	Betancourt, A.
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SUBTITLE: Intercultural Writing

**TECHNICAL AND SCIENTIFIC
COMMUNICATION**

ENGL 218G 30	8:00-10:00 MTWTH	Melton, J.
ENGL 218G 31	10:20-12:20 MTWTH	Wojahn, P.

The purpose of the course is to help students develop effective writing strategies for workplace communication. Students will learn how to initiate, plan, compose, and evaluate written communication. They will carry out these writing activities in real

workplace scenarios, thus helping them understand how writing is used to carry out organizational goals, influence social relations, and develop effective and ethical uses of technology.

Objectives:

During the course, the students will learn how to do the following:

- Develop effective strategies for planning, composing, critiquing and revising written communication.
- Create more effective ways to envision communicative purpose, analyze multiple and complex audiences, design documents, and develop professional tone and style.
- Develop a clear, concise and fluid writing style.
- Enhance the ability to give and receive peer feedback on written communication.
- Learn to write collaboratively.
- Use the process of written communication to define, explore and solve problems of human and technological interaction.
- Understand the relationships among document design and the cognitive, social, and technological purposes and processes of reading written communication.
- Integrate written communication with oral and visual media.

ENGL 339 30

CHICANO LITERATURE

10:20-12:20 MTWTH

Garay, J.

What *is* Chicana/o literature? What issues define this literary tradition? Who are its writers and what do they have to say about being Mexican, being American, being both or neither? How does Chicana/o literature converse with broader traditions of U.S. and Latin American literatures? How do aesthetics, politics, and community intersect? What are its historical roots? What is its future?

This survey course attends to these questions and will undoubtedly provide both a greater understanding of Chicana/o literature and hopefully inspire a desire to learn even more. Focusing on a range of twentieth century Chicana/o fiction, autobiographical narrative, poetry, and theory, we will study major cultural and literary concerns within this sampling of Chicana/o literary tradition. In both discussion and writing, students will be encouraged to engage with issues including race, ethnicity, gender, sexuality, immigration, self-representation and hybridity. We will talk about Chicana/o history, its presence in Chicana/o literature and U.S. history. We will talk about Chicana/o nationalism and Aztlán. We will talk about the centrality of religious and cultural icons, Catholicism and indigenous spirituality. We will talk about the politicization of Chicana/o identity, about cultural assimilation and resistance, and about liminality.

This course will be both reading and writing intensive. We will work to hone critical thinking skills and basic techniques of literary analysis in order to better attend to and appreciate the diversity and richness of the work of Chicana/o literature we engage.

ENGL 363 30	LITERATURE FOR CHILDREN & 8:00-10:00 MTWTH YOUNG ADULTS	Murrell, C.
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This course requires students to read critically and discuss and write about the literature appropriated by, and later written for, children in English. Some consideration will be given to the issues surrounding the choice of children's literature for classroom use.

ENGL 399G 30	SPECIAL TOPICS	STAFF
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This course is designed to introduce students to literature about our region with emphasis on building an awareness of the three major cultures which inhabit the Southwest. We will approach much of the study through historical perspectives in order to gain a better understanding of life, literature, lore, and people of the Southwest.

ENGL 400 30	INDEPENDENT STUDY-UPPER DIVISION	STAFF
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NOTE: PERMISSION OF INSTRUCTOR ONLY

ENGL 500 30	SUPERVISED STUDY	STAFF
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NOTE: PERMISSION OF INSTRUCTOR ONLY

ENGL 597 30	INTERNSHIP-TECHNICAL & PROFESSIONAL COMMUNICATION	STAFF
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ENGL 598 30	MASTER'S ESSAY	STAFF
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NOTE: PERMISSION OF INSTRUCTOR ONLY

ENGL 599 30	MASTER'S THESIS	STAFF
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NOTE: PERMISSION OF INSTRUCTOR ONLY

ENGL 600 30	DOCTORAL RESEARCH	STAFF
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ENGL 700 30	DOCTORAL DISSERTATION	STAFF
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