### ENG 201: Advanced Composition

**Course Descriptions—Spring 2016**

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<tr>
<th>ARTS &amp; LITERATURE</th>
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#### 201: Advanced Composition (Arts and Literature)

Jane Hill  
Section 207  
MWF 11:00-11:50

In order to accomplish the learning outcomes for ENG 201, we will read, think, discuss, and write about the American concept of the pursuit of happiness as a national “right” or a “promise” made to us in the Declaration of Independence, as that concept has been represented in visual and written literary texts. We will also contextualize these literary representations by examining the scholarship and commentary of others who have considered the complicated assumptions that surround this famous promise that helps define our national character. Among the questions we will pursue are these: How do race, class, and gender inform and influence the pursuit of happiness for Americans? What techniques do American writers use to examine this pursuit and why? What relationships between the imaginative work of novelists, artists, playwrights and filmmakers, and other creative Americans and the analytical work of scholars, journalists, historians, and social scientists exist? How do those relationships effect our personal conclusions about Americans and their pursuit of happiness?

From our reading and discussion, students will learn to build informed, thoroughly developed, and, when appropriate, carefully researched critical analyses in their written assignments.

#### English 201: Advanced Composition (Arts & Literature)

Brooks Rexroat  
Section 212  
MW 2:00-3:15  
MW 10:00-10:50  
MW 11:00-11:50

In this arts and literature-themed course, students will explore ways in which artists use visual, musical, literary, and mixed-media art to explore, provoke, and reshape the public’s perception of modern social issues. Students will each select a specific area of inquiry within the scope of the course theme and explore it through a variety of methods and genres, cultivating in the production of a thesis-driven research essay.

#### ENG 201 (Arts and Literature): The Hero’s Journey

Teffany Armel  
Section 218  
TR 9:30-10:45  
TR 12:30-1:45  
TR 2:00-3:15  
TR 4:00-5:15

Joseph Campbell was a literary scholar who spent much of his life investigating the universality of myths and stories. Specifically, he sought to understand why mythology seems to everywhere tell the same story, regardless of culture (and separated only by its “varieties of costume”), and further sought to understand what mythology can teach us about the task of being alive. This course focuses on the consequential “monomyth” theory Campbell formulated as a result of his research that can be found in his book, *The Hero with a Thousand Faces*. After understanding this theory, we will then

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1 For a full list of ENG 201 courses, please see [https://mubert.marshall.edu/scheduleofcourses.php](https://mubert.marshall.edu/scheduleofcourses.php).
apply it to the first eight issues of Neil Gaiman’s *The Sandman* comic book series and see what said comics can symbolically teach us about the task of being alive.

CONSUMER CULTURE

ENG 201: Advanced Composition (Consumer Culture)

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<th>Instructor</th>
<th>Sections</th>
<th>Location</th>
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<tbody>
<tr>
<td>Puspa Damai</td>
<td>240, 241 ONLINE</td>
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The subject of this course is writing. One of the goals in this course is to introduce you to multiple ways of writing by exposing you to a variety of texts on the topic of consumer cosmopolitanism. The assigned readings and visual materials will familiarize you with the ways various writers, film-makers and ad-producers employ rhetorical, analytical and narrative strategies in their works to present their arguments. You will be writing on and about these texts in order to examine, elaborate, discuss and scrutinize consumer culture and cosmopolitanism.

We are watching a few popular films such as *Wall-e* and *The Great Gatsby*; and reading some of the important essays on consumer culture and cosmopolitanism by thinkers such as Jean Baudrillard, Jacques Derrida, Susan Bordo and others. Assignments include short summaries, response papers and one final paper.

ENG 201: Advanced Composition (Consumer Culture and Social Media)

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<tr>
<td>Kristin Steele</td>
<td>211 ONLINE</td>
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Why are we online? Who are we online? How do we commodify ourselves and our identities? During this course students will hone their critical thinking, research, and academic writing skills by seeking answers to these complicated questions. We will discuss various types of popular social sharing platforms—including Twitter, Facebook, Instagram, Snapchat, Yik Yak, YouTube, blogging sites, and more—and examine our hyper-consumption of information. In our readings, writings, and discussions we will explore the philosophical origins and implications of “sharing” private matters within the public sphere and think critically about the psychological, economic, and ethical impact social media has had on our individual lives and culture at large.

ENG201: Advanced Composition (Consumer Culture)

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<tr>
<td>N. Lawrence</td>
<td>217, 227, 231</td>
<td>TR: 9:30; 2:00; &amp; 4:00</td>
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There’s a term associated with the philosophy of those such as Aristotle and Adam Smith; that term is *homo economicus*, or economic human. Essentially, the *homo economicus* is consumer and profiteer. Driven by self-interest, decisions are weighed by their economic implications. This contrasts with the concept of the reciprocal human, *homo reciprocans*, those that are motivated by mutuality and improvement for all. Irrespective of these terms, there’s the nomenclature we all already know, *homo sapien*, or wise man. These concepts are represented not only in old Latin phrases, but in the living, breathing people around us, and in the fabric of human life—especially consumer life.

This course will consider American consumer culture and its use and waste of celebrity, technology, and land. We will familiarize ourselves with an array of texts (poetry, art, film, essays). We will look at Consumer Culture as a way to build upon the particular disciplinary conversations that you’d like to have in your own writing. These skills will empower and prepare you for academic discourse, putting
the wise in *sapien*, to be experienced writers, thinkers, observers—knowledgeable of the texts and objects that surround us every day.

### EDUCATION & LITERACY

**ENG 201 Advanced Composition: Education and Literacy**

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<tr>
<th>Abby Daniel</th>
<th>Section 205</th>
<th>MWF 11:00-11:50am; CH 353</th>
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<td>Section 210</td>
<td>MWF 2:00-2:50pm; Room TBD</td>
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This ENG 201 course will teach students how to research topics in education and literacy in an academic way, interweaving how academia and culture influence one another. We will look at educational theories and examine how different populations learn in American culture. This class will examine different aspects of education and literacy through lectures, discussion, research and most importantly, writing. We will also delve into the importance of reading and why being a good reader is essential to being a good writer. One particular issue we will tackle is censorship, and the importance of reading for entertainment. By the end of the semester, you will be prepared to write in an academic style, understand rhetorical appeals, learn the intricacies of research, and practice ethical citation, while also developing a unique appreciation for reading and learning. You will conduct research for each major paper, which will prepare students for research in their perspective fields of study.

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**ENG 201: Advanced Composition (Education & Literacy)**

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<tr>
<th>Amber Jones</th>
<th>Section 216</th>
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<td>Section 220</td>
<td>TR 11-12:15</td>
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<td>Section 229</td>
<td>MW 5:30-6:45</td>
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<td>Section 236</td>
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Education is one of the few aspects of American culture with which we all have experience. The issues within contemporary schools, however, are hardly understood and are far more complicated than they seem on the surface. We’ll spend this semester reading and learning about contemporary schools and issues facing the schools, teachers, and parents alike, such as charters, the accountability movement, standardized tests, and so on. We will each use these readings and in-depth classroom discussions to choose an area of further study and, over the course of the semester, complete several projects and a culminating paper and in-class presentations. While learning about the educational system as we know it, we will also focus on demystifying research and formal writing processes, like grammatical errors, citations, finding and evaluating sources, and efficient note taking strategies.

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**ENG 201: Advanced Composition (Education and Literacy)**

| Kelli Prejean | Section 222 | TR 12:30-1:45 |

This course will use the broad theme of education and literacy to research and examine questions related to experiences with learning, schooling, and cultural literacies. Some of the questions guiding the course include: What makes someone literate by today’s standards? What is the value of a college education? What knowledge is valued in formal schooling? What knowledge is valued among peers? Who decides what and how we learn? Although we will not attempt to come up with exact answers for these questions, we will explore and write about these topics from both personal and research-based perspectives. More specifically, students will be asked to participate in course discussions related to education and literacy, to write weekly responses to our discussions and readings, and to write three-four formal papers, mostly on questions related to their specific interests within the
course theme. Students will be given substantive feedback on their writing at all stages of the writing process and will be expected to participate in peer response, small group discussions, and in one-to-one conferences with the instructor.

HEALTH & ETHICS

ENG 201: Advanced Composition (Health and Ethics)  
Hilary Brewster  
Section 226  
Tues/Thurs 2:00-3:15

This Advanced Composition course will be focused on the legal and ethical ramifications of legislating sex and sexuality. Possible topics for whole-class study include abstinence only sex education, reproductive rights, including access to abortion, trans rights, sex work, and the sex offender registry. Although this course does not count toward either the Women’s Studies or Sexuality Studies minor, it would be a good fit for anyone thinking of enrolling in one or both of those programs at Marshall.

POP CULTURE & MASS MEDIA

ENG201: Advanced Composition (Popular Culture & Mass Media)  
Kozma  
Section 228  
MW, 4:00-5:15 PM

We make connections between what we see and read, and realize those things influence the way we understand the world, and more importantly, ourselves. This discussion centered course, then, studies the rhetoric of popular culture, the ways in which American popular culture influences people, and then use that study to practice critical thinking, research, and writing skills. Writing about popular culture will give you the chance to use writing as a method to explore the subject deeper than you have before. By the end of this class, not only will your understanding deepen of how popular culture acts rhetorically, but your writing skills will improve and you will come to view writing as a method of inquiry and learning.

ENG 201: Advanced Composition (Pop Culture, Mass Media, and the Undead)  
Mitchell C. Lilly  
Section 232  
TR 4:00-5:15 PM

Given their sweeping representations across popular television shows, big-budget films and video games, bestselling books and comics, the undead (i.e., zombies and vampires) are very much alive in today’s grave new world. In this section of Advanced Composition, students will expand their pop culture and mass media literacies by critically dissecting the undead as engaging—or simply gross—embodiments of social awareness, conformity, and change. We will enlist the brains of creators and scholars of undead media to unearth how the walking, biting, living dead inspire intelligent new ways of thinking in the pre-zombie / vampire apocalypse world of today.

Eng 201: Advanced Composition (Popular Culture and Mass Media)  
Schiavone  
Section 233  
TR 5:30 – 6:45

This section of Advanced Composition will have Popular Culture and Mass Media as its theme. The focus will be the popular culture and mass media of the 1970s in the United States: films, music, TV shows, magazines, sports, and comic strips. We will be looking not only at what epitomized the 70s, but also at pop culture elements with ongoing popularity and resonance. Examples of what we will write about include Star Wars, Mash (TV), Muhammad Ali, and disco. A session with a research librarian will be held. We will practice all the stages of the writing process, including pre-writing, drafting, revising, editing, and proofreading.
This course, themed "Science and Technology," will focus on writing and research skills that will help you throughout your collegiate career. Taking a unique approach to science and technology, this class will examine the role of technology in American society beginning with the late 19th century to the mid-20th century—from pre-industrial America, to the role of women before the factory, and up to The Great Depression of the 1930s and 1940s. These topics will also be explored through early and contemporary American literature. As the semester continues, students will work through various stages of the writing process, from brainstorming to narrowing a topic, consulting with the research librarian, until they ultimately develop their own research paper, which they will present to the class.

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**ENG 201: Advanced Composition (Science and Technology)**

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<td>Steven L. Smith</td>
<td>Section 202</td>
<td>MWF 9-9:50</td>
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<td>Section 208</td>
<td>MWF 12-12:50</td>
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<td>Section 230</td>
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This semester, we will read portions of Tolkien’s *The Lord of the Rings*, considering its “scientific” elements, such as Tolkien’s knowledge of geology and fossils. In addition, we’ll study the massive asteroid that wiped out the dinosaurs, almost overnight. And we’ll consider how science journalists do their important work. One research paper and several smaller writing assignments. Books, etc.: *Lord of the Rings* (1st book – *Fellowship of the Ring*); *Night Comes to the Cretaceous*; *Cross Check* blog (John Horgan).

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<tr>
<td>Tim Burbery</td>
<td>Section 213</td>
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**Tolkien, Geology, and Dinosaurs.** This semester, we will read portions of Tolkien’s *The Lord of the Rings*, considering its “scientific” elements, such as Tolkien’s knowledge of geology and fossils. In addition, we’ll study the massive asteroid that wiped out the dinosaurs, almost overnight. And we’ll consider how science journalists do their important work. One research paper and several smaller writing assignments. Books, etc.: *Lord of the Rings* (1st book – *Fellowship of the Ring*); *Night Comes to the Cretaceous*; *Cross Check* blog (John Horgan).

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<td>Stephanie Walker</td>
<td>Section 219</td>
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**Students will produce four polished formal writing projects, one of which will be a longer, sustained research project reflective of the course theme, the brain.** In addition, students will produce shorter writing pieces leading or connected to their formal writing projects. These formal writing projects include a research proposal, an informative research paper, a compare/contrast essay on the short story *Memento Mori* and the film “Memento,” and a memoir.

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<td>Rebecca Childers</td>
<td>Section 223</td>
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<td>Section 234</td>
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In English 201 Science and Technology, we will focus on writing papers about inventions. You will ponder where precious man power and funds be invested, and where should it not. Should we be creating our own organs? Should the military be building robots? Should we be able to play pizza like a piano? You will pick one topic to carry you through the semester. With that topic you will create an essay laying out your belief, an Editorial Analysis to help you think about the formation of an argument, an annotated bibliography to help you gather sources, and a final research paper. To write these papers you will be armed with the principles of the rhetorical triangle, and all of the skills necessary to create a strong argument that will guide you in creating a well-structured paper. To help with future science related classes, you will learn APA.
Continuing the skills and practices learned in English 101, this section of Advanced Composition will be devoted to Science and Technology writing, particularly in regards to how we can write topics within this field using different expository modes, as well as learning how to avoid overly technical and stale prose, “data dumps,” etc. Using selections from the current edition of *Best American Scientific and Nature Writing* and H.G. Wells’ classic sci-fi novel *The Island of Dr. Moreau*, we will engage the creativity of scientific writing and its capacity to inform its audience of the larger issues it seeks to address, all the while building upon current knowledge of any scientific areas of your own interest or studies. Assignments will include two short essays and a research project with annotated bibliography.