This page provides details about a few of the courses we are offering this semester. For the latest information about a course’s status, availability, time, and prerequisites, please consult GoSOLAR (www.gosolar.gsu.edu).

**MAYMESTER**

English 6510: Grant Writing. Baotong Gu. **Maymester.**

English 8005: Practical Grammar. Malinda Snow. **Maymester.**
What you need to know about grammar to write, teach, and edit confidently.

English 8900: TEEMS: Teaching Life Writing in Fact and Fiction. Beth Burmester. **Maymester.**
This class is designed for TEEMS students and all the concentrations in English (Literary Studies, Creative Writing, and Rhetoric and Composition). The focus will be on investigating representations and identity of secondary and post-secondary teachers and faculty through genres including scholarly writing, memoir, and fiction. The aims are to provide students inquiry and meta-reflection into what it means to teach, to be a teacher, and to create a teaching persona and philosophy. We will explore pedagogy, as well as the scholarship of learning, and the extracurricular aspects of a teaching life, including tutoring off-campus. We will also focus on teachers as practicing writers. Assignments will include short reading response texts, a revised teaching philosophy statement, observations of fictional teachers, a book review, a film review, and an abstract/proposal for a conference presentation.

English 8891: Whitman vs. Dickinson. Mark Noble. **Maymester.**
This seminar examines Whitman’s and Dickinson’s work alongside major questions about the role of poetry in American life: how do innovations in poetics illuminate our politics, our religious history, or about our attachments to the natural world? How do these poets’ formal achievements shape our understanding of literary history? What can Whitman and Dickinson teach us now?

English 8900: Study Abroad in London. Melissa McLeod. **Maymester.**
In this 3-week course, May 9-28, we will read poetry and fiction by British women from the Victorian Period to the present day. One week of class at GSU and two weeks in London. Authors include Virginia Woolf and Zadie Smith. Contact Dr. McLeod at mmcleod1@gsu.edu for more information. Crosslisted with Engl 8900.

We will examine the ever-changing and ever-static status of women along with the specific cultural concerns of British women. We’ll situate the poems, short stories, and novels we read in their historical and cultural context. Through this process, we’ll interrogate notions of gender roles, beliefs about race, and concepts of Britishness. The wide variety of texts and authors will demonstrate how complicated the term "British woman” actually is—from a Victorian Jewish woman writing about working in London to a contemporary British-Bangladeshi woman writing about the immigrant experience in the labyrinthine London metropolis.
To experience London the way WWII writer Elizabeth Bowen might have, we'll go on a walking tour that explains what London’s inhabitants experienced during the Blitz (Germany bombing campaign of London during WWII). To get a sense of Virginia Woolf’s character Mrs. Dalloway, we'll discuss that novel in Virginia Woolf’s drawing room surrounding by her sister’s paintings.

SUMMER SESSION


English 8180: TEEMS: Teaching Composition Theory. Michael Harker.

English 8756: Study Abroad in London/Belfast. LeeAnne Richardson.


This course will focus on the formal inventiveness of poems written in English. Students will write one brief (two-page) descriptive close reading of a poem of their choice. This descriptive close reading will put into practice what students have learned about the formal features of poetry. Students will then write a ten-page essay on the formal aspects of a poem of their choice. This will give students a chance to show how they can use the formal features of a poem to enhance their understanding of the poem in relation to its overall (cultural and biographical) significance. As part of that long project, students will be expected to hand in a written prospectus for the project and an annotated bibliography of their five most significant sources. Since this class will also focus on the teaching of poetry, students will make an in-class presentation, a thirty-minute lecture/discussion of the poem analyzed in the long paper. I will provide detailed explanations of the expectations for these presentations and for all written assignments.