



CWS Recommended Courses Spring 2019

*This list is a resource for CWS graduate students to consider potential courses that may be useful across disciplines. It is not an official list of courses that will count or are required for Writing Studies. Please refer to the CWS website for more information on concentration requirements. You may have to contact instructors directly for information about course availability, prerequisites or overriding registration requirements.

American Indian Studies

AIS 503 Indigenous Soundways (Tahmahkera) T 1:00PM - 2:50pm

This graduate seminar engages critical ways of listening to indigeneity and analyzing indigenous soundscapes. Following historian Richard Rath's call to listen closely for the soundways (i.e., "the paths, trajectories, transformations, mediations, practices, and techniques - in short, the ways-that people employ to interpret and express their attitudes and beliefs about sound"), our seminar seeks interdisciplinary connections between sound and identities within cultural, historical, and aesthetic contexts. Through interdisciplinary scholarship in indigenous cultural studies, sound studies, history, and geography, this course critically listens to and analyzes the spatial, racial, and performative soundways of cultural identities in Indian Country. This course encourages all to keep their ears attuned toward the sonic-grounded emergence of transformative political praxis through critical and creative soundscapes and sonic imaginaries of Indian Country. Prerequisite: AIS 501 and AIS 502, or consent of the instructor.

Anthropology

ANTH 471 Ethnography through Language (Davis) TR 2:00PM - 3:20PM

Overview of theoretical perspectives and methodologies in linguistic anthropology, including sociolinguistics, ethnography of communication, performance and poetics, discursive practices, and structural analyses. Prerequisite: ANTH 230 or ANTH 270 and preferably both.

Curriculum and Instruction *[some of these are cross listed with ENGL]

CI 484 Learning Technologies [same as HRD 472] (Oh) R 1:00PM - 3:50PM

The course addresses two important needs of educators. First, educators should be aware of recent developments in the area of instructional technology. Second, educators must be able to select, develop, and effectively use appropriate instructional technologies to enhance learning and communication. To meet these needs, this course covers a wide range of instructional technologies that are used for instructional and administrative purposes. Traditional instructional media are

considered in the course although significant emphasis is placed on more recent developments that involve the use of the computer and its applications in education. Instructional technologies such as computer-based instruction, computer-based testing, distance learning, interactive video, and intelligent instructional technologies are covered. Through course readings, discussions, and projects, students in the course are expected to gain skills in choosing appropriate instructional technologies, designing effective presentations that rely on those technologies, and properly using instructional technologies to enhance communication with an audience. Prerequisite: HRD 411 or equivalent course in instructional design.

CI 550 Methods of Educational Inquiry (Wolowiec-Fisher) M 4:00PM - 6:50PM

Offers a graduate-level introduction to research in education, including quantitative, qualitative and mixed methods designs and approaches. Key concepts include: identifying a research problem, reviewing the literature, design and analysis, communicating evidence, and the ethics of research. Students should gain the ability to effectively evaluate and critique design/methods sections of research publications; plan and design research studies; and organize a presentation of research to an audience of peers.

CI 560 Trends & Issues Language Arts (McCarthy) T 4:00PM - 6:50PM

Advanced seminar in literacy for teachers, researchers, and specialists. Focuses on trends and issues in elementary and secondary language arts. Current theories, relevant research and practical applications are considered in relation to reading, writing, listening, and speaking.

CI 565 - Topics in Research and Writing [same as ENGL 582] (Gallagher) W 1:00PM - 2:50PM

This seminar explores how to produce empirically-grounded and theoretically-rich studies of audiences in writing studies. It focuses on the fragmentation of audience theory after the propaganda of WWII and the so-called “hypodermic needle theory” of behaviorism in the early twentieth century. Beginning with Perelman and Olbrechts-Tyteca’s “universal audience,” we will focus on the development of audience theory through the term’s various deployments (e.g., involved audiences, discourse community, publics, users, networks, assemblages, machines). In more practical terms, we will examine the reception of writing and rhetoric (e.g., Kjeldsen, Stromer-Galley and Schiappa), focusing on ways to produce procedurally sound surveys and interviews. To put these ideas into practice, we will design both digital and analogue surveys as well as practice interviewing through a series of contexts (i.e., in-person, phone, video chat). Over the course of the semester, we will do several in-class activities that focus on reception studies, including how to structure (“clean”) the data obtained from surveys and transcription techniques. The course culminates in a research design that students could use in their current or future studies

CI 569 Topics in Discourse and Writing--Writing, Argument and Disciplinarity (Prior) T 1:00PM - 2:50PM

Writing, academic argument, and disciplinarity Notions of academic argumentation have often been approached abstractly as matters of writing in certain formal ways in well-ordered disciplinary contexts. This seminar explores the theoretical and ideological underpinnings of such notions and

alternative approaches grounded in more complex understandings of writing as literate and semiotic practice, of arguments as dialogic engagements, and of disciplines as rhizomatic accomplishments rather than governed territories. The seminar will take up work on argumentation (e.g., Toulmin, Gaonkar, Foss), science studies (e.g., Latour, Knorr-Cetina, Haraway), anthropology (e.g., Goodwin, Irvine, Lempert, Ochs), and writing/literacy studies (e.g., Prior, Miller, Wilder, Newell). It will sketch an ethnographic framework that offers a different approach to Writing across the Curriculum (WAC) and English for Academic Purposes (EAP) and challenges representations of argument in k-12 Common Core curricula. Students will identify and develop a final project that examines some key dimensions linking writing, academic arguments, and disciplinarity.

Communication

CMN 538 - Seminar Rhetorical Theory--Sight, Sound and Sense (Finnegan) R 2:00PM - 4:00PM

This seminar will explore current rhetorical theory through the organizing trio of sight, sound, and sense. We will read recent rhetorical scholarship that explores rhetoric's conceptual, historical, and disciplinary relationships to visibility, materiality, and the senses. Students will leave the course with a clearer picture of the key issues animating these vibrant areas of rhetorical inquiry.

Restriction(s) Restricted to Graduate - Urbana-Champaign.

English

ENGL 482 - Writing Technologies --Comm in the Digital Age (Schaffer) TR 2:00PM - 3:15PM

Some writing technologies have been banned while others have been fetishized. This is a hands-on course about exploring the histories, affordances, and limitations of various writing technologies. We will work with moveable type, compare stylus-based writing technologies, write on manual and electronic typewriters, compare word processors, and experiment with the array of writing technologies embedded in our portable electronic devices. Students in this class will do such things as create an original typeface, learn some simple HTML, and explore clandestine writing technologies such as stencil graffiti and phishing scams. As a 400-level class, undergraduates and graduate students from across campus are encouraged to enroll.

ENGL 582 - Topics in Research and Writing [same as CI 565] (Gallagher) W 1:00PM - 2:50PM

This seminar explores how to produce empirically-grounded and theoretically-rich studies of audiences in writing studies. It focuses on the fragmentation of audience theory after the propaganda of WWII and the so-called "hypodermic needle theory" of behaviorism in the early twentieth century. Beginning with Perelman and Olbrechts-Tyteca's "universal audience," we will focus on the development of audience theory through the term's various deployments (e.g., involved audiences, discourse community, publics, users, networks, assemblages, machines). In more practical terms, we will examine the reception of writing and rhetoric (e.g., Kjeldsen, Stromer-Galley and Schiappa), focusing on ways to produce procedurally sound surveys and interviews. To put these ideas into practice, we will design both digital and analogue surveys as well as practice interviewing

through a series of contexts (i.e., in-person, phone, video chat). Over the course of the semester, we will do several in-class activities that focus on reception studies, including how to structure (“clean”) the data obtained from surveys and transcription techniques. The course culminates in a research design that students could use in their current or future studies

ENGL 584 Topics in Discourse and Writing--Writing, Argument and Disciplinarity [same as CI 569] (Prior) T 1:00PM - 2:50PM

Writing, academic argument, and disciplinarity Notions of academic argumentation have often been approached abstractly as matters of writing in certain formal ways in well-ordered disciplinary contexts. This seminar explores the theoretical and ideological underpinnings of such notions and alternative approaches grounded in more complex understandings of writing as literate and semiotic practice, of arguments as dialogic engagements, and of disciplines as rhizomatic accomplishments rather than governed territories. The seminar will take up work on argumentation (e.g., Toulmin, Gaonkar, Foss), science studies (e.g., Latour, Knorr-Cetina, Haraway), anthropology (e.g., Goodwin, Irvine, Lempert, Ochs), and writing/literacy studies (e.g., Prior, Miller, Wilder, Newell). It will sketch an ethnographic framework that offers a different approach to Writing across the Curriculum (WAC) and English for Academic Purposes (EAP) and challenges representations of argument in k-12 Common Core curricula. Students will identify and develop a final project that examines some key dimensions linking writing, academic arguments, and disciplinarity.

Education Policy, Organization and Leadership

EPOL 585 Ethnographic Methods in Education (Dyson) W 4:00PM - 6:50PM

This course focuses on goals, nature, and methodological means of ethnographic research in educational settings broadly defined. Such research aims to describe and, moreover, to understand the ways of living of teachers, students, administrators, parents, and other participants in relevant social spaces. The class will be grounded in the disciplinary perspectives of cultural anthropology, linguistic anthropology, and cultural studies. We will have an ongoing discussion of how one conducts ethnographic research, and all members of the class will conduct their own mini-study.

Educational Policy Studies

EPS 554 New Media and Literacies (Kalantzis) M 7:00PM - 8:50PM

This course is designed to address issues of language and literacy, not only for language arts teachers, but all educators in all disciplines and at all levels, where students are required to represent their knowledge in writing as well as other media. It will introduce the 'Multiliteracies' theory of literacy learning which recognizes that the contemporary communications environment is increasingly multimodal. Written language today is more closely connected with oral, visual, gestural, tactile and spatial modes. To remain relevant, effective pedagogy needs to connect with the new communications media, and to explore their underlying processes. The course will focus on current trends in literacy instruction, not only in language arts or composition classes, but academic literacies across all curriculum areas. The course will also investigate the implications of new media of language and literacy and explore the implications of developments in the contemporary media, particularly the new, digital media.

EPS 535 Assessment for Learning (Cope) *online M 6:00 - 8:50PM

For several decades now, assessment has become an increasingly pressing education priority. Teacher and school accountability systems have come to be based on analysis of large-scale, standardized summative assessments. As a consequence, assessment now dominates most conversations about reform, particularly as a measure of teacher and school accountability for learner performance. Behind the often heated and at times ideologically gridlocked debates is a genuine challenge to address gaps in achievement between different demographically identifiable groups of students. There is an urgent need to lift whole communities and cohorts of students out of cycles of underachievement. For better or for worse, testing and public reporting of achievement is seen to be one of the few tools capable of clearly informing public policy makers and communities alike about how their resources are being used to expand the life opportunities for their children. This course is an overview of current debates about testing, and analyzes the strengths and weaknesses of a variety of approaches to assessment.

EPS 570 Postcolonial Theory and Methodology (McCarthy) TR 12:00 PM - 2:50 PM

Since the 1990s, scholarship focusing on center-periphery relations has grown considerably. This scholarship is often identified with postcolonial theories of education and society. The purpose of this course is to acquaint students with this body of literature that addresses the way in which post-independent states are currently engaged in massive institutional transformations in light of globalization. Ultimately, we will explore the theoretical and methodological traditions foregrounded in postcolonial research and their implications for educational policy.

EPS 590 Advanced Graduate Seminar--Advanced Qualitative Research (Dyson) M 4:00 PM-6:50PM

EPS 590 Advanced Graduate Seminar--Role of Theory in Education Research (Burbules) W 6:00PM - 8:50 PM

EPS 590 Advanced Graduate Seminar--Critical Race Theory and Education Research (Dixon) M 6:00PM - 8:50PM

Gender and Women's Studies

GWS 580: Queer Theories & Methods (Moussawi) T 9:30AM - 12:20PM

Interdisciplinary study in queer theories and methods produced in and across various disciplines. Contemporary philosophical and theoretical developments in queer studies specific to histories of class, race, ethnicity, nation and sexuality.

Informatics

INFO 590 Advanced Special Topics--Mobile Apps for Teaching, Learning, and Educational Research (Lane) T 4:00PM - 6:50PM

Information Science

IS 590 Oral History (LeBarre) W 9:00AM - 11:50AM

Introduces the theory and practice of oral history to graduate students in history, communication, library and information science and related fields through reading, discussion and practice with field work and interviewing. Over the last fifty years, oral history has moved from a controversial (and sometimes despised) technique on the margins of the discipline history, to one of the most important forms of historical knowledge production and dissemination in the academic and non-academic worlds. Yet its goals and relations to the communities it touches are often less than clear. Examines oral historical works, some canonical, some experimental, produced by historians, anthropologists, folklorists, sociologists and political activists. Up for discussion are questions of orality and literacy, privileged versus marginal histories, the problem of memory, problems of listening and learning how to ask, and debates about audience and presentation. Readings will cross continents (the Americas, Europe, Africa, South America) and historical periods from the 18th through the 21st centuries.

IS 590 Text Mining (Blake) F 1:00PM - 3:50PM

This course introduces students to the knowledge discovery process and methods used to mine patterns from a collection of text. We will critically review text mining methods developed in the knowledge discovery and databases, information science, and computational linguistics communities. Students will develop proficiency with modeling text through individual projects.

Linguistics

LING 550 Sociolinguistics II (Bhatt) TR 2:00PM - 3:20PM

Focus on a critical examination of issues in the theory and practice of sociolinguistics concerning the study of language variation from a cross-linguistic perspective, language diversity, multilingualism, language ideology and power. Prerequisite: LING 450 or equivalent.

Media and Cinema Studies

MACS 504 Theories of Cinema (Turnock) T 1:00pm - 4:50PM

This semester the course begins with a review of basic and formative film theory, understood within the historical context in which it was and is written and received. Building on this groundwork, the course then moves on to consider rhetorical aspects of film theory and asks what theories film scholars can use to address the relationships among film, politics, and society.

Sociology

SOC 590 Recent Developments in Soc--Integrating Qualitative and Quantitative Methods
(Buckley) W 3:30 - 6:20PM