

WRITING, LANGUAGE, AND LITERATURE

Mission Statement

The mission of the Writing, Language, and Literature Department (<https://www.uwsuper.edu/academics/academic-departments/writing-language-and-literature/>) is to foster students' intellectual growth and engagement in writing and rhetoric, information literacy, and the world's literature, languages, and cultures. Offering several distinct programs, the Department supports the University of Wisconsin-Superior's liberal arts mission by enhancing students' understanding of writing processes and practices (Writing); developing knowledge of language, literatures, and cultures from national and international perspective (English and World Languages); improving proficiency in language use and literacies (English as a Second Language and Library Science); and the teaching of English Language Arts in the K-12 schools (English Secondary Education and Broad Field Language Arts). In doing so, the Department offers a curriculum aimed at developing students' skills and preparation for a variety of academic, professional, creative, and community-oriented pursuit. These include reading, writing, listening, speaking, viewing, critical and creative thinking, analysis, critique, evidence-based argument, and information literacy for both native and non-native speakers of English. The Department offers students the extraordinary possibilities of exploring and producing a diverse array of languages, literatures, genres of writing, and rhetorical texts, in both historic and contemporary contexts.

Faculty and Staff

Faculty

Stacy Amo - Senior Lecturer, English
 Hillary Fezzey - Professor, English
 Julie Gard - Professor, Writing
 Jayson Iwen - Professor, Writing
 Laura Jacobs - Professor
 Wendy Kropid - Professor, English Education
 Daniel Lawrence - Assistant Professor, Rhetoric
 Meg Muthupandiyam - Assistant Professor, Writing
 Jeanette Pucheu - Associate Professor, Spanish
 Nicholas Sloboda - Professor, English
 Jamie White-Farnham - Professor

Academic Staff

Deborah Faul, Senior Lecturer
 Elizabeth Grbavcich, Senior Lecturer
 John McCormick, Senior Lecturer
 Heather McGrew, Senior Lecturer
 Kate Nolin-Smith, Senior Lecturer

Additional Offerings

University Studies Core Requirement: First-Year Writing (<http://catalog.uwsuper.edu/graduate/academic-areas/university-studies/>)

Course Descriptions

English Education

ENGED 606 Advanced Children's Literature 3.00

Advanced study of the various types of fiction and nonfiction literatures published for, used with, or selected by children birth to age 12. Emphasis is on using children's literature across the content areas with best practice instruction. Includes the selection, evaluation, appreciation, and use of children's literature and related media. Explores methods to help develop a child's interest in reading and ability to appreciate quality children's literature.

Typically Offered:

- Fall and Spring Terms

ENGED 618 Middle Level Literature 3.00

Study of classic and current readings in middle level literature in conjunction with a discussion of the English language arts and literacy skills and concepts typically addressed in grades 5-8. Engaging instructional strategies and assessment tasks will also be emphasized.

Typically Offered:

- Summer Only

ENGED 663 Advanced Study of Literacy Pre K-3 3.00

Study of the design and implementation of developmentally appropriate curricula and instruction in the language arts that foster the concept of emergent literacy. Focuses on the development of language (both oral and written) and literacy from birth through third grade.

Typically Offered:

- Fall Term Only

ENGED 664 Advanced Literacy Grades 4-12 3.00

Study of the design and implementation of language arts curricula and instruction in grades 4-12. Focuses on creating strategic lifelong readers and writers.

Typically Offered:

- Spring Term Only

ENGED 665 Advanced Content Area Literacy 3.00

Study of the use of literacy processes in developing student learning in the content areas. Emphasis is on the integration of learning theory and subject matter knowledge in planning instruction which makes profitable use of test and writing to meet curriculum goals.

Typically Offered:

- Summer Only

ENGED 681 Seminars in Education 1.00-3.00

Selected topics and problems in the area of teacher education. May be taken in several units provided a different topic or problem is studied each time.

Typically Offered:

- Fall or Spring Terms

ENGED 701 Introduction to Reading Difficulties 3.00

Investigation of various aspects of reading difficulties so that special reading teachers and classroom teachers can provide effective reading instruction to readers of a variety of abilities. Strategies for diagnosis and remediation of reading difficulties at the elementary and secondary levels will be considered. It is strongly recommended that students in this course enroll in ENGED 702 during the following semester.

Typically Offered:

- Spring Term Only

ENGED 702 Reading Difficulties Practicum 3.00

Practicum in which theories and instructional strategies learned in ENGED 701 are put into practice as the student plans and conducts a program of diagnosis and instruction for elementary-level and secondary-level readers of a variety of abilities. Clinical experiences are designed to develop the student's skill as a diagnostician and teacher of readers of varying abilities.

Prerequisites:

Prerequisite for taking this course is completion of ENGED 701.

Typically Offered:

- Summer Only

ENGED 705 The K-12 Literacy Program 3.00

In-depth study of K-12 literacy programs. Emphasis is on characteristics of effective school literacy programs and methods of planning, developing, and evaluating effective programs.

Typically Offered:

- Fall Term Every Other Year

ENGED 709 History of Reading 3.00

Exploration of philosophical orientations to literacy instruction with a study of the research base. Students will investigate the history of literacy instruction as well as the most important research studies to affect instruction.

Typically Offered:

- Occasional by Demand

ENGED 751 MSE-Reading Portfolio 0.00

Capstone experience of the student's program demonstrating professional growth through reflections on best-practice skills and knowledge gained throughout the coursework. Satisfactory completion of the portfolio as ascertained by the student's program advisor fulfills the state of Wisconsin portfolio requirement for licensure.

Typically Offered:

- Fall and Spring Terms

ENGED 752 Educational Research Project 3.00

A literacy research project designed and carried out by a student with the advice and approval of the research advisor. Research advisor consent is required to enroll in this course.

Typically Offered:

- Fall and Spring Terms

ENGED 781 Independent Study 2.00-4.00

Specially designed study to allow the graduate student to pursue specific areas of need or interest. Instructor consent is required to enroll in this course.

Typically Offered:

- Fall and Spring Terms

Writing**WRIT 680 Writing and Healing 3.00**

Exploration of theoretical and applied aspects of writing and healing. Forms studied and practiced may include poetry, story-telling, journaling, guided autobiography, and/or creative nonfiction, with focus on restorative benefits of narrative and imagistic writing.

Typically Offered:

- Spring Term Every Other Year

WRIT 695 Directed Studies in Writing 1.00-3.00

Supervised graduate study and research in Writing. Repeatable up to nine credits.

Typically Offered:

- Occasional by Demand

WRIT 698 Prior Learning Portfolio 1.00

Facilitation of student's creation of a portfolio that documents prior learning. Reflection and analysis of prior learning experiences to articulate knowledge, understanding, and skills that may meet graduate-level learning outcomes. Designed for students with significant work and life experiences.

Typically Offered:

- Fall and Spring Terms

Contact Information

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