

## IU Online Graduate Course for Dual Credit Instructors Spring 2019

### **BIOL-T 582, Advanced Field Zoology**

This course will cover areas related to ecology - specifically in the areas of wildlife biology, wildlife management, conservation biology, and behavioral ecology. The topics in the course overlap many areas of biology and incorporate some chemistry and physics. In addition, students will develop skills that will permit them to analyze and interpret data and, most importantly, formulate and test their own ideas.

### **BIOL-T 591, History of Life**

This graduate-level independent study course is an examination of two dimensions of the history of life on Earth. One of these is an overview of the evolutionary history of life on the planet based on the fossil record and within the genetic codes of existing organisms. The other is an exploration of how the scientific view of biological evolution has developed over the last two centuries, from creation story-based views of the origin of life to the teleological views of evolution to the modern non-teleological theory of evolution through natural selection first posited by Charles Darwin and Alfred Russell Wallace.

### **CHEM-T 510, Inorganic Chemistry**

This course introduces fundamental concepts of inorganic chemistry including descriptive chemistry, bonding in coordination chemistry, organometallic chemistry, special topics in inorganic chemistry and biological inorganic chemistry.

### **ENG-L 503, Teaching Literature in College**

This course introduces graduate students to the practical and theoretical issues involved in teaching literature at the college level. We will learn to set teaching objectives, organize a course, and construct a syllabus. We will review theories on how readers make sense of texts and how reading literature differs from other kinds of reading. We will explore several different approaches to teaching literature, including lecture, discussion, workshop, and online teaching. Recognizing that each genre presents its own pedagogical challenges, we will discuss strategies appropriate to teaching fiction, poetry, and drama. Although the course focuses on teaching literature at the college level, many of the strategies we will discuss are applicable to high school teaching as well.

### **ENG-L 553, Studies in Literature: The Rhetoric of Love and Marriage in Jane Austen and Oscar Wilde**

In this course, we will examine the rhetorical strategies that Jane Austen and Oscar Wilde use to try and shape their culture through their literary work. Specifically, we will investigate how they use writing as a socio-political tool in an effort to resist their respective societies' norms about love and marriage. We will look at how Austen and Wilde use rhetorical strategies to develop their characters as well as their methods of persuasion and the power dynamics between their characters.

### **ENG-L 646, Readings in Media, Literature and Culture**

This course is an introductory study of issues in literary editing, textual culture, or digital humanities. Our focus will be digital and multiform stories, specifically, experiencing and analyzing these works as narratives. We'll examine and discuss a wide variety of multiform and/or interactive works (the line between story, movie & game increasingly blurs) through contemporary narrative theory in order to

explore how technological innovation intersects with and/or challenges traditional ways of understanding stories and storytelling. Students will have the option of a final scholarly or creative project.

### **ENG-W 500, Teaching Composition**

Consideration of fundamental issues in the teaching of writing and the major approaches to composition instruction. Specific topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.

### **ENG-W 501, Practicum in Teaching College Writing**

This course is as an introduction to the basics of pedagogical theory that foreground praxis in the undergraduate writing classroom. Special attention will be given to the challenges of teaching writing effectively in online and hybrid spaces. Students who successfully complete this course will have the beginnings of a basic teaching portfolio that reflects an understanding of current issues and practices in undergraduate writing pedagogy.

### **ENG-W 508, Teaching Creative Writing**

This course covers methods of teaching creative writing from various pedagogical perspectives, as well as lesson planning and connection to core content. In addition to introducing methods of teaching, reviewing and assessing creative works, the course presents an overview of essential concepts and terminology in poetry, fiction, and creative nonfiction. Members of this course discuss model poems, stories, and creative non-fiction essay. They also draft, critique, and revise several original pieces in all three genres to gain a level of proficiency in writing original works. The course is designed specifically for high school teachers who will need certification to teach dual-credit courses. However, all graduate students are welcome.

### **ENG-W 509, Writing and Literacy Studies**

This is the core course in the writing and literacy track of the English master's program. Students will read, analyze, discuss, and write about key issues in writing and literacy, laying a foundation for further study. Special emphasis will be placed on research methods in this field. This course engages students in intensive study of writing and literacy, focusing on issues such as the literacy of one or more literary communities, modes of information literacy, or issues in the scholarship or rhetoric and composition. It introduces graduate students to the importance of literacy concerns in developing research questions focused on the writing practices of individuals and groups. It also provides practice for developing advanced critical reading skills when responding to primary and secondary sources.

### **ENG-W 590, Teaching Composition: Theories & Applications**

This course asks students to consider theories of teaching composition across the curriculum and how those theories translate into practice. We'll begin by establishing our philosophies of teaching writing with clear identification of major theories and concepts that guide our work (week 1). From there, we'll examine 5 areas of threshold concepts from writing studies and align these with both a) our philosophies and practices and b) theories of composition pedagogy to more deeply explore what we do and why we do it (weeks 2-7). Next, students will develop a specific writing activity encompassing a) designing/planning, b) delivering/explaining, c) scaffolding/supporting, and d) evaluating/responding

and connect the threshold concepts and relevant theories to each of these stages of the activity (weeks 8-12). Students will then review and respond to two of these activities as developed by their peers and then provide feedback as to the alignment of concepts and theories with the activities (weeks 13-14). We'll end the course with a revision of our initial philosophies and final reflective letters.

### **ENG-W 600, Topics in Rhetoric and Composition**

Covers selected issues in current composition and rhetorical theory.

### **ENG-W 600, Pedagogy and Rhetoric in Digital Writing for Professional Purposes**

This course introduces graduate students to the practical and theoretical topics involved in current composition and rhetoric theory such as basic writing, research methods, teaching technical/professional writing, or multimodality. Each course offering will explore a specific issue through online instruction including lecture, discussion, and written assignments. In this class, students will focus on how to create successful technology-based multimodal projects (concentrating on professional writing) that also accomplish course goals in English classes. This will involve primary and secondary research to understand how technological mediums change the way we read, write, and our concept of audience.

### **ENG-W 682, Special Topics in Rhetoric and Composition: Teaching Multicultural Issues**

In this course, you will be engaged in an exploration of multicultural theories and applying ideas learned to developing your own approaches to the teaching of reading and writing informed by scholarship in the field. In this course, we'll explore theoretical orientations to multiculturalism, practical ideas for teaching multiculturalism within writing and literature classrooms, and apply ideas to the development of materials for learning. You will be encouraged throughout the course to shape reading and writing to your own interests in order to achieve your individual goals for the course.

### **HIST-T 550, Modern United States, 1917-Present**

This course will focus on major historical interpretations and debates of the events and turning points that shaped the twentieth-century United States. Along with weekly online participation in response to readings, assignments will include short essays and reviews of assigned works.

### **HIST-T 560, US and the World - Comparative History**

A history of the United States, like that of any nation, can be celebratory or critical, but it is often defined by a self-proclaimed exceptionalism and contained within geographical, political, and cultural boundaries. This course, however, will consider important themes from the American past that connect it to the wider world. If slavery and race, for example, are principal elements of our history, they also shape the history of other regions. How do they compare? The course will also examine topics and scholarship in transnational history, a recent successor to comparative history.

### **HIST-T 590, Research Seminar in History**

This course serves an intensive historical research and writing seminar that seeks to provide graduate students with the structure, support, and space to develop a substantial piece of potentially publishable scholarship. Over the course of a semester, students will also develop and practice the skills of

professional scholars, which include oral and written presentations, using research to engage historical and public debates, and offering effective and collegial critiques of scholarship.

#### **MATH-T 601, Topics in Algebra**

This course will cover core topics in Algebra, including Group Theory, Ring Theory, Field Theory, Commutative and Noncommutative Algebra, Number Theory, and other topics in Algebra.

#### **MATH-T 610, Topics in Analysis**

This course will cover graduate-level knowledge in Analysis applications, including Real Analysis, Complex Analysis, Fourier Analysis, and other topics in Analysis.

#### **MATH-T 640, Topics in Applications**

Students will develop graduate-level knowledge in Differential Equations and Applications including Numerical Methods, Mathematics of Finance, Graph Theory, Mathematical Physics, and other topics.

#### **MATH-T 650, Topics in Probability/Statistics**

This course will cover graduate-level knowledge of key concepts of Probability/Statistics.

#### **POLS-Y 567, Public Opinion: Approaches and Issues**

This course explores the structure and dynamics of American public opinion, providing a broad-based introduction to the forces that shape citizens' social and political attitudes in the contemporary United States. We will focus our analysis in three major areas: definitions of public opinion and theories of opinion formation; how public opinion is measured, how it is influenced, and how it in turn influences governmental policy; and public opinion in specific issue areas of contemporary American politics. Ultimately, the goal of this course is to help each member of the class arrive at a deeper, more comprehensive understanding of the forces that shape American beliefs, attitudes, and opinions, the ways that those views are expressed in the public sphere, and the process by which the public will is discerned and translated into legislative outcomes.

#### **POLS-Y 661, American Politics**

Illustrative topics: the Presidency, legislative process, political behavior, political parties and representation, political socialization, comparative state politics, urban politics, interest group politics.