



## Department of English – Graduate Division

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Telephone: (608) 263-3751 Fax: (608) 263-3709 english@wisc.edu www.english.wisc.edu  
7195 H Helen C. White Hall 600 N. Park Street Madison, WI 53706

### Spring 2023 Graduate Course Descriptions

#### **Structure of English, English 314**

**Huynh, Juliet**

**MWF 09:55 AM - 10:45 AM, 2637 Humanities**

[English Language and Linguistics] (Mixed Grad/Undergrad) This course introduces students to the fundamentals of the syntactic structure of English phrasal grammar. Students will descriptively analyze the structure of words and phrases while also comparing them to actual spoken English sentences. The course grade will be assessed based on participation, homework assignments, quizzes, and a final paper.

#### **Language, Race and Identity, English 319**

**Purnell, Tom**

**MWF, 12:05 PM – 12:55, HUMANITIES 2637**

[English Language and Linguistics] (Mixed Grad/Undergrad) Language, Race and Identity--examines the role of language in the social construction of racial identity in the US. Combining research and theory from anthropology, biology, psychology, sociology, and linguistics, this course emphasizes the important relations between language, culture, and our genetic endowment specific to humans.

Essential Questions:

How is language related to race through biology and culture?

How can we use formal linguistic, biological and cultural evidence to appraise any relationships?

To what extent do language rules of groups constrain our linguistic expression of racial identity?

How do speakers of ethnically-affiliated dialects of American English signal locality and translocality in their speech?

#### **Child Language, English 320**

**Cho, Jacee**

**TR, 2:30 PM -3:45 PM, VAN HISE 394**

Prerequisite: Sophomore standing

\*Students who have taken English 420 Universal Grammar and Child Language Acquisition prior to Spring 2020 may not enroll in this course.

[English Language and Linguistics] (Mixed Grad/Undergrad) This course provides an introduction to the linguistic study of child language within the generative theory. According to this theory, humans are born with genetically determined linguistic knowledge called Universal Grammar, which guides children in learning language. Students will learn basic concepts of the generative theory and learn to apply them to the study of child language. Topics include universal linguistic principles that govern children's acquisition of syntax and semantics and cross-linguistic influence in children acquiring more than one language from birth or early childhood. We will discuss empirical research studies testing the Universal Grammar theory of language acquisition.

\*There is no required textbook. All reading materials will be available electronically on the course website.



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### **410: Creative Writing: Playwriting Workshop**

**Jen Plants**

**M 3:30-5:30, 7105 White**

Prereqs: English 207, 307, 407, 408, 409, or 410

Accelerated Honors (!)

[Creative Writing] This course explores the art and craft of writing for the stage, examining strategies that writers can use to tell stories and communicate ideas both theatrically and dramatically. Readings and activities will engage with both dramatic theory and technique. Students will read the work of established writers and conduct some short writing exercises. The course focuses on student writing, both in the classroom and in individual conferences.

### **411: Creative Writing: Special Topics The Art of Adaptation, Translating Words into Images and Vice Versa**

**Dantiel Moniz**

**M 1:20-3:15, 6108 White**

Prereqs: English 207, 307, 407, 408, 409, or 410

Accelerated Honors (!)

[Creative Writing] This course is a workshop in which intermediate writers are given the opportunity to write original fiction, read and give detailed feedback on the work of their peers, and study published fiction alongside their film and TV adaptations with the intent of developing a greater sense of imagery in their own work.

### **Global Spread of English, English 414**

**Online (during January only)**

**Purnell, Tom**

[English Language and Linguistics] English 414 examines the linguistic, social, and political impact of the spread of English around the world. Through readings, lectures and discussions, we will critically consider questions such as: why and how is English spreading? Does English spread tend to perpetuate elites, or does it increase opportunity for the non-elites? What are some characteristics of new varieties of English? What are the issues surrounding standardization? Who “owns” English? What happens to local languages in circumstances of English spread? What is happening regarding English and other languages in such geographical contexts as Singapore? Japan? Tanzania? Peru? And transcending geography, we’ll also consider how English is an agent in the spread of American popular culture, the Internet, etc. English 414 is an Intermediate level course and counts towards Breadth requirements for Humanities, as Liberal Arts & Science credit in L&S. For graduate students, English 414 counts toward 50% graduate coursework requirement. The instructional mode is classroom instruction, where one credit hour designation assumes approximately fifty minutes of classroom interaction with instructor and a minimum of two hours out of class student work, three times per week for approximately 15 classes. Some engagement for the one credit will include student-to-student interaction and project-based activities in and out of class in lieu of direct instruction.

Learning outcomes 1. Recall the origin, development and spread of the English language 2. List and illustrate critical factors affecting standardization of global English 3. Identify and summarize linguistic, social, and political impacts of global English 4. Evaluate the transcendence of English as an agent of American culture 5. Critique likely scenarios for the future of the English language



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### **Introduction to TESOL Methods, English 415**

**Nosek, Joseph**

**TR 1:00-2:15**

[English Language and Linguistics] Teaching of English to speakers of other languages. Exploration of the contexts in which English is taught, and methods and materials used to teach it.

### **Topics-English Lang & Linguistics English 420 (“Experimental Syntax”)**

**Cho, Jacee**

**TR 11:00 AM-12:15 PM, VAN HISE 155**

[English Language and Linguistics]

This course provides an introduction to conducting linguistic experiments to address theoretical questions in the study of syntax. We will discuss how to design linguistic experiments, collect and analyze data, and make generalizations beyond the data you have collected. This is a hands-on course which requires your active participation. Although the focus of this course is syntactic research, the fundamentals of research design and data analysis methods should carry over to research in other areas of language study such as semantics, pragmatics, or language acquisition. By the end of this course, you will have the knowledge and skills necessary to do your own linguistic experiments to explore theoretical issues in linguistics.

### **English Syntax, English 514**

**Huynh, Juliet**

**MW 2:30 PM-3:45 PM, HUMANITIES 2637**

[English Language and Linguistics]

In this class we will combine the analysis of sentences with an in-depth exploration of a particular theoretical framework, a combination of the "Principles & Parameters" (also: Government & Binding) and "Minimalist Program" approach to syntactic analysis, first introduced by Noam Chomsky in the 1980s and 1990s. Chomsky's approach to syntactic theory is also known as "Generative Grammar." The core assumption of generative grammar theory is that an infinite set of syntactically well-formed (grammatical) sentences can be produced (generated) on the basis of a finite set of principles, which are universal (valid in every language) and which may not be violated because they are an integral part of the human language faculty. These principles are part of every speaker's mental grammar -- yours too -- but they are not listed in ordinary grammar books and speakers are usually not aware of them. Both data and analysis will be more complex than in the "Structure of English" course. For instance, we will look sentences with invisible subjects, such as infinitives (He tried \_\_ to leave) or imperatives (\_\_ wash your hands!). We will also look at complex constructions that involve the ordering of objects, for example the particle verb construction (I looked up the information/I looked the information up) and the double object construction (give a book to Mary/give Mary a book). You will learn how to analyze these sentences, how to represent them as tree diagrams in an updated version of the X-bar format, and to compare alternative syntactic analyses. In addition to analyzing grammatical sentences, you will learn to explain why certain sentences are ungrammatical in English. For example, we can say When did she say what he would do, but we cannot say \*What did she say when he would do. Tree diagrams will get fairly complex in this class, but what really makes this an advanced class in linguistics is the focus on the ability to construct a syntactic argument: What makes a construction interesting/challenging from a



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linguistic perspective? Why is one analysis better than another? What are problems that remain unsolved? How can we apply insights from syntactic theory to issues in first and second language acquisition?

### **Old English, English 520**

**Foys, Martin**

**TR, 9:30 AM-10:45 AM, EDUCATION L150**

[Literary Studies] (Mixed grad/undergrad) This course is designed to provide students with an accessible introduction to Old English: the language, literature, and culture of England before the Norman Conquest of 1066, and provide an invaluable grounding in grammatical and linguistic structures of English that will help you understand how (and why) English works the way it does today.

Because the English language has changed so much since 1100, learning Old English is similar to learning a foreign language. In the first half of the class, we will cover basic pronunciation, grammar, and vocabulary, while doing short translation exercises and having quizzes to mark individual student progress. In the second half of the semester, we will put the skills you've learned to work, learning to translate, read and discuss actual Old English literature, including poetry. Assignments will include regular translation exercises, quizzes, exams and a final major translation project. No previous experience with Old English or foreign languages is required.

This course is open to undergraduate and graduate students.

### **Research Methods-Composition Study, English 703**

**Druschke, Caroline**

**W, 10:00 AM-12:30 PM, WHITE 7105**

[Composition and Rhetoric] This class will feature the advanced theory and practice of orthodox and innovative research methodologies in rhetorical studies, widely construed. Students will learn about a variety of methodologies and concepts that might support their future research, and will have the chance to practice several of these methods. The goals of the course include theorizing and practicing relevant methodologies in rhetoric and composition; designing research projects; and preparing for future work.

### **Intellectual Sources of Contemporary Composition Theory II-Modern, English 705 "Interventions: Rethinking the Rhetorical Tradition"**

**Young, Morris**

**F, 10:00-12:30**

[Composition and Rhetoric] The idea of a monolithic Rhetorical Tradition has been contested over the last several decades through scholarship that has re-placed women in ancient rhetoric and beyond, recognized theories of argument and persuasion across a range of cultures, and expanded the use of symbolic resources across modalities. However, rather than simply recovering and recognizing rhetorical histories, theories, and activities that exist outside of/or differently within the western rhetorical tradition, what might it mean to offer an intervention that asks us to rethink and reimagine what rhetoric is, where rhetoric happens, and what rhetoric can do?



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This seminar will consider interventions in the Rhetorical Tradition that have been informed by a range of histories, theories, and methodologies. For example, how has scholarship in rhetorical studies been transformed by decolonial, feminist, queer, and intersectional work? How have Disability Studies and cultural rhetorics provided different methodologies and ways of doing rhetorical scholarship? What have the global and transnational turns provided in considering where rhetoric is located and how it might move? What are the activities out there that remain to be identified, theorized, and applied as rhetoric? And how can these activities transform the way we think about rhetoric? Work will likely include a couple of shorter essays (1000-1500 words each), a longer essay (5000 words), and leading the seminar. Readings may include work by Jonathan Alexander and Jacqueline Rhodes, Daman Baca and Romeo Garcia, Christina V. Cedillo, Kefaya Diab, V. Jo Hsu, LuMing Mao, Christa Olson, Malea Powell, Margaret Price, Iris D. Ruiz and Raul Sanchez, Hui Wu and Taraz Graban, Shui-yin Sharon Yam, and Remi Yergeau among others.

### **Advanced English Phonology, English 709**

**Raimy, Eric**

**MWF, 1:20 PM-2:10 PM, VAN HISE 574**

[English Language and Linguistics] (XL: Linguistics 510) is a mixed graduate and undergraduate course designed to introduce students to select contemporary issues in theoretical phonology. Note, we will examine how the issues are best understood in Modern American English, among other languages.

Essential Questions:

How are the sounds human use to communicate best modeled as static and non-static objects?

To what extent are the sounds that we hear modified by predictable processes?

How do we model the processes modifying sounds?

Learning Outcomes:

- Upon successful completion of this course, enrolled students should demonstrate the following behaviors.
- Illustrate phonological concepts covered in class using data from a wide range of languages and language families.
- Remember, understand and apply advanced phonological concepts covered by class material.
- Draw on a sound grasp of linguistic methodology to appraise the extant research claims within the field of phonology.
- Adapt principles to new data, solving problems posed by the data
- Communicate complex ideas in a clear and understandable writing style in alignment with the course writing rubric.

### **Topics in Contmp English Linguistics, English 713 (“Data Science and Statistics for Linguistics”)**

**Raimy, Eric**

**[English Language and Linguistics] MWF 11:00 AM-11:50 AM, VAN HISE 206**

The course will provide a survey and introduction to tools available for linguists to organize and analyze primary data related to human language. The main tool we will use is RStudio and the tidyverse package. Data organization and manipulation will be a main topic so as to allow the student to gain confidence in data visualization and presentation. Students will learn basic statistical methods and



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topics in order to support future acquisition of more sophisticated statistical methods. We will work with both continuous and discrete data from different subfields of linguistics (i.e., sociophonetics, syntax, phonology, etc.).

### **Creative Writing: Grad Wkshp , English 780 Graduate Nonfiction Workshop**

**Nguyen, Beth**

**T, 2:25 PM- 5:25 PM, WHITE 6108**

[Creative Writing] Prereqs: enrollment in a graduate program in English, or instructor permission  
This course is designed for graduate students in English with a background in creative writing. Students outside the MFA Program in Creative Writing must receive permission from the instructor to enroll. The course provides professional training in the writing of creative nonfiction. Students will read and respond to published works of creative nonfiction, will engage in nonfiction writing exercises, will write and submit essays to be workshopped by their peers, and will provide verbal and written feedback on the work of their peers.

### **Graduate Fiction Workshop, English 781,**

**Shreve, Porter**

**R, 2:25 PM- 5:25 PM, WHITE 6108**

[Creative Writing] Prereqs: enrollment in the MFA program in creative writing, or instructor permission  
This course is designed for MFA candidates in creative writing, though graduate students in other programs may enroll with instructor permission. The course provides professional training in the writing of fiction. Students will read and respond to published works of fiction, will engage in fiction writing exercises, will write and submit stories or novel excerpts to be workshopped by their peers, and will provide verbal and written feedback on the work of their peers.

### **Literary Studies Colloquium for Credit, English 795**

**Foys, Martin**

**Meeting Places as Announced**

[Literary Studies] This one-credit course is only available to graduate students grandfathered into the previous Colloquium pilot program by enrollment in previous semesters of the program. It is not available to students who were not previously enrolled in the pilot program. If you were a member of the pilot program and still have credits to earn, please discuss your enrollment with the DGS during advising meetings.

### **Independent Reading, English 799**

**Faculty by Permission**

**By arrangement**

Independent study with faculty member by permission. Requires submission of 799 approval form when course taken in lieu of required class. Contact Graduate Division for more information.



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### **Topics in Medieval Literature, English 803: Medieval Sounds and Senses**

**Zweck, Jordan**

**T, 1:00 PM- 3:30 PM, WHITE 7109**

[Literary Studies] Sensory perception seems to be having a moment. Recent decades have seen calls for (as well as rejections of) a “visual turn” and then an “aural turn” in literary studies, museums like York’s Jorvik Viking Centre promise to offer patrons the chance to “smell” 10th-century England, and the question of the role of embodiment in new media has animated scholars and makers alike. In this course, we will explore how the senses were imagined to make meaning in medieval culture, focusing especially on the representation of sound and hearing in literature. That is, although we will attend to scholars who seek to recreate the premodern soundscape as it “really” existed, our primary goal will be to think through how medieval people imagined sensory perception functioned in the literary imagination. Although we will focus on sound, we will also consider the history of the hierarchy of the five senses, the place of synesthetic metaphor, and the general tension between the medieval Christian fear that all earthly senses would lead to temptation and the medieval religious belief that vision could be associated with divine illumination. The course will draw on the history of science and medicine, affect theory, disability studies, and both modern and medieval theories of the senses. Other topics we might consider include: hearing vs listening; the distinction between sound, music, noise, and silence; the development of theories of voice (whether physical, linguistic, lyric, etc.); obscenity, bodily humor, and the humors; and the relationship between the senses and memory.

Primary readings will be supplemented by critical literature on those texts as well as recent work on sound studies and the history of the senses. Texts written in Middle English will be read in Middle English; all others will be read in translation. Those students who have knowledge of other medieval languages are encouraged to read those texts in the original when possible. No previous experience with medieval languages and literatures is required.

### **World/Postcolonial Lit-English. English 813, Necropolitical Fiction**

**Edoro, Ainehi Ejieme**

**W, 1:00 PM-3:30 PM, WHITE 7105**

[Literary Studies] Necropolitics is a term coined by Achille Mbembe to describe a form of modern power that operates by inscribing large-scale violence in space. This course looks at the formal evolution of the African novel within the context of colonial power as necropolitics. Beginning with Mbembe’s axiom that space is the raw material of sovereignty, this course theorizes the political-philosophical uses of space and violence in African fiction. What are the formal and aesthetic implications of configuring fictional worlds around the distinction between those who live or those who die? How does violence as a spatial problematic uncover the deep structural logic of order in fictional worlds? We will read novels from diverse national traditions and genres that span the 20th and 21st centuries: *Chaka* by Thomas Mofolo, *Things Fall Apart* by Chinua Achebe, *Bound to Violence* by Yambo Ouologuem, *The Palmwine Drinkard* by Amos Tutuola, and *Black Leopard, Red Wolf* by Marlon James. The theory part of the course will cover *On the Postcolony* by Achille Mbembe, *Homo Sacer* by Giorgio Agamben, *Citizen and Subject* by Mahmoud Mamdani, *Nomos of the Earth* by Carl Schmitt, as well as selections from Frantz Fanon, Michel Foucault, Kwesi Wiredu, and Walter Benjamin.



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### **Topics in Contemporary Lit., English 814**

**Yu, Timothy**

**R, 1:00 PM-3:30 PM, WHITE 7105**

[Literary Studies] The long arc of the “contemporary” in American literature now spans more than 75 years, from 1945 to the present. Rather than seeking to create a single narrative of the contemporary, this class approaches the contemporary by highlighting some of the key historical moments and literary movements that have defined the literary era through which we are still living. Readings will include both poetry and prose and may cover such topics as the Beats and the New York School, the Black Arts and Asian American literary movements, New Wave science fiction, language writing, the postmodern novel, environmentalism and climate change, and poetry in the era of Black Lives Matter.

### **Topics in Theory, lec. 1, English 822, Black Metamorphosis**

**Ty, M.**

**M, 10:00 AM-12:30 PM, WHITE 7105**

[Literary Studies] This seminar will offer an occasion to deepen engagement with black studies through a collective reading of Sylvia Wynter’s *Black Metamorphosis: New Natives in a New World*. Over the course of the semester, we will read, in its entirety, her unpublished study of colonial power and black experience in the Americas.

This sustained engagement with her writing will allow us to work toward a theoretical and historical understanding of the relation between anti-blackness and colonial modernity. Our seminar will think through Wynter’s arguments, with special attention to three considerations. First, we will track what is at play in her effort to decolonize the Marxist tradition. We will reflect on what Wynter accomplishes in resituating her analysis of global capital around the captive labor of the plantation economy. And we will consider how she refuses, or at other times transforms, Marxist conceptualizations of the commodity, labor, exchange, factory work, and intellectual production. Second, our reading will work to understand her account of the genesis and reproduction of racial difference. What holds ideas of racial inferiority in place? And what conceptual support does the fiction of race require in order, first, to establish itself as a social reality and, subsequently, to sustain itself beyond the formal abolition of slavery? Together, we will attend to shifts in Wynter’s treatment of race as an ontological reality, an epistemic predisposition to selective brutality, a psychic state, and a representational bind. Third, we will inquire into Wynter’s understanding of black and indigenous resistance—in the various forms of social revolt, maroonage, heresy, and “counterpoetics.” What, we will ask, are the aspirations and limitations involved in Wynter’s movement to imagine anti-racist resistance in close affiliation with the world-transforming shift precipitated by European secular humanism.





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### **Topics in Theory, lec. 2, English 822, Divergent Feminisms**

**Fawaz, Ramzi**

**M, 1:00 PM- 3:30 PM, WHITE 7109**

[Literary Studies] The second wave of American feminism, which exploded onto the US-political and cultural scene in the early 1970s, was arguably one of the most revolutionary, and successful, rebellions against heteropatriarchy in human history. Composed of a multi-racial coalition of former Civil Rights and New Left activists, professional educators, seasoned political organizers, and college-age youth, this movement not only demanded the equal humanity and civil standing of women everywhere, but the potential liberation of all human beings from the constraints of normative gender and sexuality. Yet today on the social justice left, and in the writings of many queer and feminist theorists, second wave feminism is viewed retroactively as a regressive movement characterized by pervasive whiteness, transphobia, liberal pandering to the state, and essentialist understandings of biological womanhood. From this perspective, contemporary social movements like transgender liberation and intersectional and abolitionist feminisms, are seen as a necessary and progressive break from, and improvement upon, 1970s feminist thought and practice, rather than productive interlocutors to, or beneficiaries of, its legacy. Against this logic, this seminar will explore recent work in feminist theory that reclaims the rebellious, world-making spirit of projects for gender and sexual freedom, while refusing traditional feminist orthodoxies, including notions of universal sisterhood, the idealization of (or wholesale rejection of) mothering, and an understanding of women's trauma as the shared basis for their collective political power. We will conceive of this body of thought as composing an archive of "divergent feminisms," which draw theoretical dynamism from the original feminist impulse to diverge, divest, or break free from the logic of heteropatriarchy. In this sense, far from a regressive, essentialist politics obsessively committed to identifying a singular essence or experience of women's subordination, we will understand feminism as a productive form of apostasy or anti-orthodoxy that begins with the anarchist rejection of patriarchal worldviews, ideologies, and forms of domination, and continues with the imaginative reinvention of all gendered and sexual categories from rigidly hierarchized identities to creative sites of unrestrained invention. Toward this end, we will look at feminist political theories that consider the category of "woman" as an ever-evolving, flexible figure of collective solidarity deeply intertwined with, but never reducible to, the oppression of so-called cis women; trans-feminist theory that conceives of feminist and transgender political projects as productively aligned, and mutually influencing, rather than inherently opposed or discordant; Black feminist theorizing, which encourages the release of critical race studies' proprietary ownership of theoretical categories like "intersectionality" so that they might travel into new and unexpected intellectual and political contexts; and feminist theory written by straight and gay cis men deeply invested in feminism's promise of a world free from heteronormative policing for people of all gender and sexual expressions.

**\*\*Note:** For those students already invested in feminist, queer, and trans\* studies, this course will offer an advanced (rather than introductory) exploration of these fields, allowing you to deepen and enrich your existing understanding of foundational ideas in gender and sexual theory. For students with no training in these areas, or those who study genres and time periods that seem far afield from the concerns of feminist, queer, and trans\* theory, this course will be indispensable in expanding your critical vocabulary and teaching you to think about and analyze literature and culture in un-orthodox, and interdisciplinary ways. It will also simply encourage you to be a more curious, open-minded, and polyglot thinker. \*\*



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### **Dissertation Research, English 990**

#### **Dissertation Chair by Permission**

#### **Meeting by Arrangement**

Available to post-prelim examination PhD students by permission. Students who have reached dissertator status should enroll in three credits. This is a variable credit course, however, and may be used in combination with other enrollment credits to satisfy minimum enrollment requirements prior to reaching official dissertator status.

### **Reading for Prelims, English 999**

#### **Graduate Faculty in English by Permission**

#### **Meeting by Arrangement**

Variable credit course. Utilized when major course work has been completed and student is preparing for prelims.