

# RAMBLER

The Newsletter for English Majors

Volume 31, Number 1, March 14, 2014

This newsletter is also available at <http://english.colostate.edu>

## Academic Support Coordinators (ASCs)

### Pre-Registration Advising Information for Fall 2014

All undergraduate English majors in all concentrations will be supported throughout your degree completion by two key resources: your Academic Support Coordinator (ASC) and your faculty mentor. You can rely on both to contribute to your success at CSU and beyond. All students will be assigned an ASC and a faculty mentor for Fall 2014 advising.

Because we know you probably have questions, here are answers to some of the questions most frequently asked.

#### Who Does What?

The ASCs will help you stay on the path to graduation. They will be responsible for providing you with your advising code (with some exceptions this semester) and reviewing your concentration checksheets and undergraduate degree plan during your advising sessions. Their goal is to help guide you through graduation and connect you with resources across campus—including your English department faculty.

The English faculty mentors will complement the work of the ASCs and help you with major-specific advice about careers or graduate school, internships, co-curricular opportunities, and so forth. You can turn to them for advice about course selection, second field selection, independent studies, and undergraduate research opportunities.

As time goes on, we will better define the roles of ASCs and faculty mentors but you should know that we are all here to help you succeed.

#### How Do I Arrange an Advising Meeting?

The ASCs for English are Mandy Billings and Joanna Doxey. Their new offices are in Eddy Hall, Rooms 203 & 204. They are available by appointment, and you must make an appointment with Sheila Dargon.

To be assigned to a faculty mentor or an ASC or to set up an appointment with an ASC, please either call or see Sheila Dargon in the English Office, 359 Eddy Hall, (970) 491-6428. You can check your faculty mentor assignment and your ASC assignment on your RAMWeb account. Your ASC will be listed as your “Primary Advising Contact.” Your faculty mentor will be listed as your “Faculty Mentor.” If you are still not certain who your ASC or faculty mentor is, please call the English Department at (970) 491-6428.

To meet with a faculty mentor, sign up for a pre-registration conference using the sign-up sheet that is posted on the faculty mentor’s office door. They are extending office hours for a special period from Thursday, April 3 through Friday, April 11.

### **Do I Need an Advising Code?**

All undergraduates will need an advising code to register for Fall 2014 classes. All freshmen who started in Fall 2013 and after will receive codes from your ASC. Current sophomores and others who met with ASCs in Fall 2013 can choose whether you wish to receive your advising code from an ASC or a faculty mentor.

**Juniors, seniors, and transfer students with 60 credits or more** will receive advising and your advising code from your faculty mentor. He or she will have a sign-up sheet with open advising time slots posted on the office door.

### **Whom Do I Meet With?**

We would like you to meet with both your ASC and your faculty mentor.

All **freshman** and **sophomore** English majors, **including English Education, Language, and Honors students**, will meet with your previously assigned Academic Support Coordinator (either Mandy Billings or Joanna Doxey) for pre-registration advising. If you are in **English Education, Language, or Honors** and you met with a faculty advisor last semester, you are welcome to continue to meet with him or her also.

**Junior English majors who met with an ASC last semester** are welcome to choose to see either your ASC or your faculty mentor.

**Language students**, including freshmen and sophomores who will meet with your ASC for your advising code, *must* also meet with Dr. Gerry Delahunty for advice about the requirements of the concentration and the second field.

### **RAMweb Registration Access for Fall 2014**

You will be able to access the system according to the following schedule:

Graduates	April 7
Seniors	April 9
Juniors	April 11
Sophomores	April 18
Freshmen	April 25
New Students	May 5

## **IMPORTANT NOTICES**

### **For Fall 2014 registration:**

- **Prof. Aparna Gollapudi's advisees are to see Prof. Barbara Sebek**
- **Prof. Camille Dungy's advisees are to see Prof. Dan Beachy-Quick**
- **Prof. E.J. Levy's advisees are to see Prof. SueEllen Campbell**
- **Prof. Sarah Sloane's advisees are to see Prof. Carrie Lamanna**

**BE SURE TO SEE YOUR ADVISOR AND REGISTER AS SOON AS YOU ARE ABLE TO DO SO! Early registration greatly increases your chances of getting the classes you want or need.**

## **ATTENTION GRADUATING SENIORS**

**If you plan to graduate in Fall 2014, you are required, as part of the University-mandated outcomes assessment program, to take a short SENIOR SURVEY (to be picked up in the English Department office – 359 Eddy) and to submit a PORTFOLIO of your best work. Submit both the survey and your portfolio when you sign your Graduation Contract at the English Department Office during the second week of your final semester. Education Concentrators can submit their portfolios the semester before they student teach. The survey and senior portfolio requirements are available online at <http://www.colostate.edu/Depts/English/programs/undergrad.htm>.**

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**Course offerings for Summer on pages 4-8  
Fall on pages 9-15**

# Summer 2014

## Courses

The following is a list of English and Composition courses only. For other undergraduate and graduate courses, see the online Summer 2014 Class Schedule through RAMweb.

### First 4-week Term – 5/19/14-6/13/14

#### **E270.1 – Introduction to American Literature**

3 Credits

Zachary Hutchins

9:50-11:50am MTWRF

Wishing you were off to see the Wizard?

Visit OZ in E270 this Summer!\*

\*Limited time offer. Some blackout dates apply: trip to Oz is only available during the first four week block of summer semester. Travel to OZ may also require participants to visit other destinations, including but not limited to the fifteenth-century Caribbean, Plymouth Rock, Benjamin Franklin's Philadelphia, Gettysburg, nineteenth-century Jerusalem, and Austerlitz circa World War I. Book travel by contacting Mark Twain in our Missouri office or Nathaniel Hawthorne in our Massachusetts office: [GreatAmericanBooks@csu.edu](mailto:GreatAmericanBooks@csu.edu).

#### **E332.001 – Modern Women Writers**

3 Credits

Aparna Gollapudi

7:30-9:30am MTWRF

A Russian poet, an Indian novelist, a Zimbabwean memoirist, a Japanese-American playwright, an American graphic novelist: these are some of the figures you will meet in this course on twentieth- and twenty-first-century women writers. The course introduces students to a broad selection of literature written by women from all over the world in various genres. Students will be assessed based upon formal literary interpretation assignments, class participation, and daily reading responses.

*This course fulfills a Category II or III elective requirement for English majors and world literature for English Education concentrators.*

**E401.1 – Teaching Reading**

3 Credits

Antero Garcia

12:10-2:10pm MTWRF

Over the four weeks that this class will meet, we will explore sociocultural foundations of how we understand and teach reading in today's schools. Mixing both theoretical texts with practical activities and some engagement with the local Fort Collins community, this class will be a hands-on experience for developing powerful reading pedagogy. A requirement for English education students, this course is intended to help you as an English teacher support your students in understanding, interpreting, and evaluating various texts.

**Second 4-week Term – 6/16/14-7/11/14****E238.801 – 20<sup>th</sup> Century Fiction**

3 Credits

Jeremy Proctor

**Offered Online**

Looking for a change from the usual routine of course work? 20<sup>th</sup> Century Fiction is an exciting exploration of books from the last century. Students will study the convergence between literature and important events of the twentieth century such as the Russian communist revolution, the struggle for women's rights, the aftermath of the Reconstruction era, the colonization of Africa, the search for morality in turbulent postmodern times, and the reaction of fundamentalists in the Middle-East. Beyond the fascinating content of the texts, students will learn new theoretical approaches to studying literature which opens new doors to the way fiction can be read and understood.

This online course includes an original approach to studying fiction. Educational and entertaining video lectures will serve as a guide to the student-led discussions, while treasure hunts motivate students to search for themes and other literary conventions. This course is perfect for those looking for flexibility in their schedule!

**E320.001 – Introduction to the Study of Language**

3 Credits

Anthony Becker

12:10-2:10pm MTWRF

This course offers students an introduction to the descriptive study of language. Language is studied from a structural perspective, with emphasis on morphology, phonetics and phonology, syntax, semantics and pragmatics. Additional topics of interest include language variation and language change. This course is particularly recommended for, but not limited to, students planning to further their studies in TESOL (Teaching English to Speakers of Other Languages) and prospective teachers interested in meeting the needs of linguistically and culturally diverse classrooms.

*This is a required core course in the Linguistics and Culture Interdisciplinary Minor*

**E370.001 – American Literature in Cultural Contexts – Prison Writing**

3 Credits

Tobi Jacobi

9.50-11:50am MTWRF

This course is intended to introduce and strengthen understanding of selected historical and contemporary prison writings and contexts. As cultural and rhetorical critics, we will study works sanctioned by the academy (and other cultural arts bodies) as well as writings that depend upon less conventional means of circulation (local writing workshops, contests, and on-line publications). The following questions will guide our exploration: What is prison writing, and when does such writing become literature? Is prison writing spectacle, art, therapy, or rehabilitation? How might incarceration influence composing processes? How do gender, racial, and cultural identity affect prison writing? How are prison writings received by 'free' audiences? Whose writings get published and why? What are the relationships between writing and freedom? This course aims to make connections between literature and the material world as we read texts in historical and sociocultural contexts and consider how a diverse set of American incarcerated writers approach writing as a meaning making process. In this way, our primary goal is to consider the role of language in constructing identities within discourse communities beyond the academy and often the conventional literary canon. Our examination will include memoir (Jimmy Santiago Baca/Smedley), drama (Miguel Piñero), poetry (drawn from multiple sources), film, and critical writing (Angela Davis/Ted Conover) as well as sample texts from a local prison writing project. This reading-intensive summer course will require two response projects, online discussion forums, and a final exam.

*This course fulfills a Category II or III elective requirement for English majors.*

**E420.001 – Beat Generation Writing**

3 Credits

Matthew Cooperman

2:30 – 4:30pm MTWRF

We'll explore canonical writers such as Kerouac and Ginsberg, but also more fringes figures such as Bob Kaufman and Joanne Kyger. We'll also scrutinize the Beats for some of their paradoxical blind spots, such as race and gender, and try to flesh out the period's "other(d)" activity. So too, we'll examine Beat writing in relationship to Buddhism, and to a general opening to the mind. Questions of genre will also animate our discussion, and we'll try and make some theoretical judgments about Beat aesthetics and its legacy. Finally, we'll pay attention to Beat culture across a range of arts, including painting, music and film. All of this will generate discussion and writing: critical themes, impressionistic riffs, quizzes, and a group project. As this is a summer course, we'll cover what we can.

*This course fulfills a Category II elective requirement for English majors.*

## Third 4-week Term – 7/14/14-8/08/14

### **E337.001– Western Mythology**

3 Credits

William Marvin

12:10 – 2:10am MTWRF

The gods who emerged from the timelessness of pre-creation, the cannibal gods and the cosmic gods who with war shaped the order of existence, and the gods who loved sacrifice, ruled in discord, and had ado with mortals in the guises of human-and-animal-kind: These are the personified inscrutables that “western myth” built a coherent core of narration around, and to this narration attached plots and characters in endless variety. Even the story-telling itself, like creation, began in time immemorial. Its main cycles coalesced in spite of migrations and the wrack of civilizations, long even before the advent of writing and literature. But literature, when it came, changed everything. No longer was hieratic myth, the mythology of priests, to be solely the property of cult.

This course is about how poets in the age of writing reshaped the potential of the gods. We will track the gods’ wanderings from their cultic origins in magic and hymn to their fluorescence in Sumerian and Greek creation myth, Indic and Germanic dragon slaying, Greek siege epic around the war for Helen of Troy, up to the point of the Roman de-sacralization of the gods in a modern kind of erudite, humane irony. We shall discover furthermore how myth first prompted literary criticism, when readers asked if what Homer said about the immortal gods was true? So the course will also cover the history of reading myth from classical antiquity to the present, develop this history into a set of critical perspectives, and apply these as hermeneutic tools to the myths as we read them.

*This course fulfills a Category IV elective requirement for English majors and world literature for English Education concentrators. It also counts toward the Religious Studies minor.*

### **E341.001 – Principles of Literary Criticism**

3 Credits

Paul Trembath

9:50-11:50am MTWRF

The purpose of our course is to familiarize ourselves with the most influential forms of literary and cultural criticism since the 1960s up until the present. The course is designed to introduce students to the historical backgrounds of criticism so we can understand the theoretical procedures we encounter in our other classes. We will examine New Criticism, semiology, Russian formalism, marxisms, French psychoanalysis, deconstruction, genealogical historicism, feminisms, lesbian and gay studies, postcolonialism, transcendental empiricism, and other forms of criticism. All of this material can be read economically and effectively over a four week period, given that we have two hours a day. Students will be responsible for one short quiz a week, a final paper, and a final exam. The quizzes, paper, and final exam will each count for 1/3<sup>rd</sup> of your final grade.

**Composition – 5/19/14-7/11/14**

**CO150 College Composition**

**001** 9:50 – 10:50am MTWRF Ashley Davies

**CO300 Writing Arguments**

**001** 8:40 – 9:40am MTWRF Christina Sutton

**Composition – 6/16/14-8/08/14**

**CO150 College Composition**

**003** 9:50 – 10:50am MTWRF Kathryn Hoffman

**801** Kathryn Hulings - **Online**

**802** Dana Masden – **Online**

**CO300 Writing Argument**

**002** 8:40 – 9:40am MTWRF Deborah Dimon

**003** 9:50 – 10:50am MTWRF Sharon Grindle

**004** 11:00 – 12:00pm MTWRF Edward Lessor

**005** 12:10 – 1:10pm MTWRF Beverly McQuinn

# Fall 2014

## Course Descriptions

The following is a list of new and special-topic courses only. For other undergraduate and graduate courses, see the online Fall 2014 Class Schedule through RAMweb.

### Special Topic Courses

#### UNDERGRADUATE COURSES

##### **E370.001 – American Literature in Cultural Contexts – Love Letters**

3 Credits

Zach Hutchings

9:00-9:50am MWF

In a world where audiovisual forms of interpersonal communication (telephone and videoconferencing) are in the ascendancy and where dominant textual modes privilege brevity (email, Facebook posts, texts, and tweets), the letter—and particularly the handwritten letter—is increasingly an historical artifact rather than an object of current concern. This course will ask students to rediscover the value and unique power of epistolary writing by examining the letters that, quite literally, shaped our nation. During the formative period of United States history, no genre had a greater effect on the course of public affairs. Letters to the editor entertained and mobilized the masses; private letters between powerful men and women swung votes and swayed policy; while epistolary novels advocated for social or political interests beneath a veneer of fiction. In stark contrast to this public sphere of letters, private epistles articulated the concerns and domestic struggles of citizens learning to cope with the new-found freedoms of the republic. We will read the love letters of John and Abigail Adams alongside novels of seduction by William Hill Brown and Hannah Webster Foster; we will read letters written for love of the United States (Peter Markoe and William Hill Brown) alongside letters written for love of a colonial North America lost during the Revolution (John Dickinson and J. Hector St. John de Crèvecoeur). By the end of this course students will be able to articulate the role that public and private letters played in shaping eighteenth-century history; describe the development of epistolary culture and the genre's distinguishing characteristics; and compose thoughtful, moving letters of their own.

*This course fulfills a Category I and IV elective requirement for English majors.*

##### **E465.001 – Topics in Literature and Language – The Bible as Ancient Book**

3 Credits

William Marvin

1:00-1:50pm MWF

To read the Judeo-Christian Bible in the context of its Near-East origins, the history of its composition and revision, its ethnic and cultural logics, its poetic and narrative genres, and its evolving perspectives

on God Himself, is to secure a personal foothold on one of the most formidable escarpments of world literature. It is all the more rare to experience the Bible thus because of the Orthodoxies who contest the reading of it and teach us to read expectant of unity and timeless relevance. But what is won under the pressure of reading for moral-historical coherence comes at cost of regard for the Bible's stunningly diverse texture as an *ancient book* that was founded on oral tradition, crafted by many hands, and now testifies to a world enduring from the middle-Bronze to the late-Roman Iron Age. Which (not surprisingly) was a world consistent in its esteem for warrior monarchies, priestly rule, autocratic patriarchs, blood sacrifice, slavery, ransom, feud-law, torture and public execution, not to mention any pre-Enlightenment phobia you can think of. Where these nasties do appear in the Bible, they are sublimated to the tropes of poetic modes, myth, law, chronicle, prophesy, heroic exemplum, moral teaching, and dream vision. This very transformation must lead us therefore to address the character of the Bible also as a *sacred book*. For such is the charisma that gives the rarest of books their power : To be radically and immemorally Other in content and voice, yet totally Self-Authorizing in their force on the real world, defying "reason" and science and whatever else may count for worldly logic. The believer's "leap of faith" will seem to lie cheek by jowl with the fiction-reader's "suspension of disbelief," but it's on a plateau of truths to be sought in perfect words where their passions maybe join. As almost two millennia have passed since its final compositions, the Judeo-Christian Bible has become harder to read than ever, and we shall approach it with respect for that fact above all. We shall read selections from the Bible chiefly with a view to studying its diverse genres, but with a sharp eye also for the impact of changing historical contexts and periods of redaction. For the sake of class discussion and the secular learning goals of the course, writing and reading the Bible will be regarded as worldly processes, in which the Bible's meanings shall be subject to the laws of song and story as in other English courses.

*This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone and a Category I English requirement and World Literature course for the English Education concentration. English majors who already have the capstone can count it as a Category I elective.*

### **E465.002 – Topics in Literature and Language – Literary History of the Present**

3 Credits

Leif Sorensen

2:00-3:15pm TR

This course invites students to collaborate in producing a literary history of the last decade in U.S. fiction. We will begin by surveying some major developments and trends in fiction writing (such as the blurring of the line between fiction and memoir, the rise of young adult publishing phenomena such as *Twilight* and *Harry Potter*), thinking about how writers have responded to the major events of the decade (such as the attacks on the World Trade Center and the Pentagon, the global war on terror, and Hurricane Katrina), and addressing what it means to select particular texts or authors as being worthy of study or representative. In the course of these discussions we will examine scholarly, journalistic, and other popular approaches to these questions. Students will then write proposals for particular works to be included in our survey. Based on the success of these proposals, as measured by the class, we will construct a reading list for the rest of the semester.

*This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone and a Category II English requirement. English majors who already have the capstone can count it as a Category II elective.*

## **GRADUATE COURSES**

### **E501.001 – Theories of Writing**

3 Credits

Sarah Sloane

7:00-9:50pm T

This section of E501 considers how the act of writing, as a specific form of linguistic and cultural production, influences construction of knowledge, meaning-making, and the cultural/social effect of text production on both writers and readers. In preparing graduate students to apply theoretical principles to the practical concerns of the act of writing and writing instruction, ultimately the course provides an introduction to theories of rhetoric and composition. These theories include studies of composing processes, theories of cognition, linguistics, learning styles, work place studies, classroom research, literacy studies, and the relationships between social justice and writing. Graduate students from any concentration in the department are welcome.

### **E505C.001 – Major Authors – World – Columbus Across the Centuries**

3 Credits

Zach Hutchins

4:00-6:50pm W

This course will examine the life and legacy of Christopher Columbus in literature produced by and about him, from the fifteenth century to the twenty-first. Unlike most “major author” offerings, this class is concerned with representations of Columbus as well as his textual output. Students will approach the question of Columbus’s intent, rhetorical strategies, and afterlife in writings from a wide variety of disciplinary approaches, including those used in anthropology, archaeology, ethnohistory, literature, and religious studies. This diversity of approaches and the class’s sweeping chronological scope will require readers to consider the synergies and discordances of works from radically different contexts in order to formulate persuasive arguments related to the question of Columbus’s continuing and evolving status as a symbol of Western civilization.

### **E507.001 – Special Topics in Linguistics — Intercultural Communication**

3 Credits

Tatiana Nekrasova-Beker

12:30-1:45pm TR

The main goals of this course are: 1) to examine the ways in which language and culture interact and 2) to gain a greater understanding of how communication practices reflect cultural differences, including instances of both intercultural conflict and cooperation. The course will provide theoretical and methodological insights into intercultural communication and will give you an opportunity to apply the knowledge through reflection and critical analysis of various manifestations of intercultural communication difference. On the practical side, this class will introduce you to the strategies and skills that you can use to communicate more effectively in a broad variety of interactional contexts. Some of the topics covered in this class include: linguistic relativity and the relationship between language and thought, linguistic differences, convergence, stereotyping, and diversity management in multicultural classrooms and workplaces.

### **E522.001—Semantics, Pragmatics, and Discourse Analysis**

3 Credits  
Gerry Delahunty  
3:00-3:50 pm MWF

This course introduces students to the study of linguistic meaning and how it is communicated. It will introduce topics and methods currently considered central to the field, including the crucial distinction between language and its use; the development and analysis of computerized corpora of texts; word and sentence meanings and how they are related; various principles for the interpretation of language in context; and selected topics in discourse analysis—discourse modes (the spoken/written relationships); textual cohesion and coherence; text and discourse types (genres); rhetorical move analysis; technologically mediated discourse; speech acts; discourse as action; implicit and explicit communication; politeness and impoliteness; situational variation; critical discourse analysis; selections from discourses of racism, politics, media, law, medicine, and education; discourse and gender; discourse and aging; stylistics; inter- and intra-cultural communication. The topics we discuss will be based on student interests and preferences.

Students in all English programs, but especially those in TEFL/TESL, Rhetoric and Composition, Communication Development, and English Education, should find these topics and approaches valuable complements to those of their own disciplines.

### **E603.001 – Computers and Composition**

3 credits  
Carrie Lamanna  
2:00-3:15pm TR

This course focuses on the theory, pedagogy, and practice of digital communication. We will trace the history of digital literacy scholarship and look to more current discussions about the digital humanities to examine where English studies has been and where it's going. To do so, we will interrogate definitions of digital humanities, new media, multimodality, and digital pedagogy, to name a few.

In terms of pedagogy, the course examines the teaching of writing in computer mediated environments at all levels, and explores how and why (and sometimes why not) to integrate computer technology into writing classrooms. How is the proliferation of digital composing technologies changing what students need to learn in order to be effective communicators and critical thinkers? How should teachers address these changing student needs in the classroom? If civic, social, and professional discourses are moving online, what should be done to assure that all have sufficient access to and instruction in computer technologies?

While it's essential to understand the theory behind digital pedagogies and rhetorics, without a clear understanding of how the technology works the theory is less than enlightening. We will balance our reading and discussion of computers and composition with time at the computer making digital and multimodal texts that put theories and pedagogies into practice.

Possible texts:

Krause, Steven D. and Lowe, Charles, Eds. (2014). *Invasion of the MOOCs: The Promises and Perils of Massive Open Online Courses*.

McKee, Heidi A., and Dànienne Nicole DeVoss DeVoss, Eds. (2013). *Digital Writing Assessment & Evaluation*.

Jody Shipka. (2011). *Toward a Composition Made Whole*.

Warnock, Scott. (2009). *Teaching Writing Online: How and Why*.

Articles and chapters by (in no particular order) Anne Wysocki, Cynthia Selfe, Gail Hawisher, Cheryl Ball, James Purdy, Walter Ong, Karl Stolley, Dennis Barron, Kathleen Blake Yancey, Doug Hesse, Katherine Hayles, and others in rhetoric & composition, education, and the digital humanities.

### **E630B.001– Special Topics in Literature: Genre Studies – World and Image**

3 credits

Aparna Gollapudi

9:30-10:45am TR

“What’s the use of a book...without pictures?” thinks Alice before she tumbles into her adventures in Wonderland. This course hopes to explore the multifaceted implications of that indignant query. In this class we will explore the boundaries between word and image in printed books of different genres and historical periods within the context of recent theory about text-image relations. The course will take a roughly chronological trajectory, beginning with a study of medieval illuminated books and ending with contemporary graphic novels. In addition to reacquainting ourselves with *Alice in Wonderland* in the context of its original illustrations, we will also explore materials such as seventeenth century emblem books, modern children’s picture books, etc. Some of the questions we will be considering are: how does the dynamic of the text-image juxtaposition function? What is the relationship between word and pictures – do they reinforce each other’s meaning, qualify it, or contradict it? Do words often seem to colonize and dominate images? And can images function as a subversive, carnivalesque element in the book? Do images have a “language” and can the text sometimes cross the line and function as an image? To what extent do the different modes of perception and comprehension required by words and images determine the meaning of a work?

### **E632.001– Special Topics in Discourse Studies: Enacting Critical Literacies**

3 Credits

Antero Garcia

4:00-6:50pm R

*Critical language education should be neither proselytizing nor indoctrinating, because then it basically ceases to be critical, it just becomes dogma, and dogma controls thought and action, and that is not being critical.*

*- van Lier, 2004*

Van Lier’s quote here reminds us of the necessity for collaborative, reflective practice in the field of critical literacies. This course places the term “critical literacies” in an ongoing theoretical tradition. We will both scrutinize and *enact* this theoretical space as a classroom of community-driven inquirers and adopt a methodology of Youth Participatory Action Research (YPAR). In considering critical literacies as tools for transformative social action, we will look at how our own research builds upon humanizing methodologies and pedagogies. The praxis on which this class is built means that students will work alongside community members in these literacy-based investigations.

## **E634.001– Workshop in TESOL: Needs Analysis, Syllabus Design, Materials Development, and Assessment- an ESP/EST/EAP Perspective**

3 Credits

Douglas Flahive

5:30-6:45pm MW

### **Objectives:**

This workshop is designed to develop declarative knowledge and procedural skills in the four areas central to all second language teaching:

- A. Determining the specific language learning needs of target learners
- B. Selecting and implementing appropriate syllabus design consistent with learner needs
- C. Selecting and/or developing teaching materials consistent with these learner needs
- D. Develop appropriate assessment instruments to measure mastery of selected skills.

### **Rationale:**

For over 50 years in many parts of the world, motivated by The British Council, ESP is viewed as a highly cost-effective alternative to generic English language teaching. Because of the content-based focus of ESP courses, this approach has been demonstrated to be far more motivating in terms of student interest than more traditional approaches. Recent surveys suggest that over 50% of the world's language teaching is done from an ESP perspective.

ESP programs today serve the needs of non-native speakers of English who represent a broad range of professions- international air traffic controllers, international bankers, diplomats, and, more recently, major league baseball players. The fields mentioned above represent a small subset of the specialized English language teaching which is taking place in the world today.

In this course, you will develop skills and heuristics which are transferable across an open-ended range of language teaching programs. Two major projects are required. . The first is an EAP Project with a focus on INTO Pathway courses. The second takes us out of the academic environment with a focus on more community and professionally oriented ESP such a preparing ELLs for citizenship examinations. The choice of topics will be up to you. I will present a range of options, but am always surprised at what students come up with.

Each of the four areas of EAP/ESP listed in A-D above will be covered in a 4-step process.

Step 1: Overview presented in the text and related readings primarily from the ESP Journal.

Step 2: Discussion/demonstrations of exemplars from published papers which demonstrate processes and final products.

Step 3: Presentation of your research.

Step 4: Feedback and suggestions for revision/ further development.

### **Workshop procedures and requirements:**

In the first 7 weeks of the workshop, we will be providing you with the necessary context to complete the tasks which are required for the EAP portion of the class. In the latter 7 weeks of the class you will basically repeat this process with a non-EAP topic...

For each, we will move through our 4 step process. Since we will be operating within a workshop format, all students will be required to prepare and present in-class demonstrations of their work in progress. However, class-size may preclude each student or each team from presenting each of the 4 steps leading to the final paper...

We will be using our class web pages for posting and exemplars of work in progress, as well as critiques. (More details later)

**Caveat:** I have been looking for a newer text to replace the Dudley-Evans and St John text. If I don't find one at AAAL or TESOL at the end of March, I'll go with what's listed. Also, for those planning to take the course, check out the ESP Journal. It will provide you with a more detailed look at ESP than the above course description.

**Texts:** *Developing English for Specific Purposes* by T. Dudley-Evans & M. J. St. John.  
*Second Language Needs Analysis* ed. by M. Long

### **E634.002 – Special Topics in TESL/TEFL – Assessment in the TESL/TEFL Classroom**

3 Credits

Anthony Becker

4:00-5:15pm TR

Reliable, valid and ethically-based language assessment practices are a professional expectation in the preparation of language teaching professionals. Language program administrators need to select and participate in the development of assessment instruments that best fit the overall objectives of their contexts. Classroom teachers need to monitor and evaluate the language development of learners and the effectiveness of their lessons. With this in mind, this course will focus on theory, practice, and professional conduct in the assessment of English language learners.

After completing the course, a successful student will be able to:

- 1) demonstrate knowledge of the fundamental concepts, principles, and concerns involved in the assessment of second/foreign language learners;
- 2) plan and construct traditional and alternative language assessments for classroom purposes and/or language program administrators;
- 3) analyze and interpret statistical results derived from the appropriate use of traditional and alternative language assessments, in order to guide instruction and/or continually improve language program effectiveness;
- 4) use assessment results to account for and evaluate student performance and/or improve instructional and/or program quality.

### **E641.001– Nonfiction Workshop – Personal Essay**

3 Credits

Deborah Thompson

7:00-9:50pm W

Within the resurgent genre of creative nonfiction, the subgenre of the personal essay is particularly resonant with the needs of our era. Both a compact and an expansive form, it ranges from the reportorial to the self-

reflexive, from serious to humorous, from deeply personal, almost confessional pieces to autoethnography and cultural criticism to essays insisting on the inseparability of the personal and the political. Many of the crucial issues of creative nonfiction (and of our time) are brought to a crisis in the personal essay: What is truth and how do we know it? How can a rigorous demand for truth-telling accommodate the inherent—and sometimes generative—unreliability of memory? What is “emotional honesty”? When is it appropriate to write about others, and when is it overly appropriative? When is it ethical to speaking for other? When is a writer being “self-indulgent” and what, exactly, is the problem with self-indulgence? What ideological assumptions are embedded in established approaches to “craft”? What invisible ideological pressures underlie the essay form itself, as well as our concept of the “personal”? What forms of knowledge does the personal essay make possible?

This course is designed to explore the range, possibilities, and problematics of this sometimes unnervingly flexible form. Students will both read and write a range of personal essays. Because E641 is a combination course (incorporating both an intensive study of a specific topic or genre within creative nonfiction and the practice of writing on that topic or in that subgenre), the class will be divided between the discussion of specific issues and problematics within the subgenre and a workshopping of students’ personal essays in progress. We will spend the first half of the semester looking at different kinds of personal essays, and the second half on some of the critical questions that provoke (and are provoked by) the sub-genre.

### **Guidelines and Policies for Registration**

#### **For Undergraduate Colorado Residents: College Opportunity Fund**

(If you need to complete or repeat this process, RAMweb will prompt you to do so when you access it to register for your classes.)

#### **To reduce your undergraduate tuition bill:**

**YOU MUST APPLY FOR THE COLLEGE OPPORTUNITY FUND (COF) OR YOU’LL HAVE TO PAY MORE OF YOUR TUITION BILL.**

In the past, the State of Colorado gave money directly to colleges and universities. Now, the state gives the money to the colleges/universities in the form of stipends to registered students. But it still gives the money directly to the colleges/universities, not to the students. The stipend amount is calculated at \$64 per-semester-credit hour for undergraduate students who are eligible for in-state tuition and who apply, are admitted, and are enrolled at a state or participating private institution of higher education. The college you are attending will only receive the funding if you authorize use of the stipend for a given term. You will see the stipend appear as a credit on your tuition bill.

**IF YOU DON'T APPLY FOR AND AUTHORIZE COF PAYMENT, YOUR COLLEGE/UNIVERSITY WILL NOT RECEIVE YOUR STATE STIPEND AND YOU WILL PAY MORE TUITION.**

**You only have to apply once**, and you will receive the stipend every term that you take eligible undergraduate courses and have not met the 145-credit lifetime limit. **Do you need to do anything else? Yes. Every semester through RAMweb, you must authorize the University to request the**

**stipend on your behalf.** If you fail to apply for, or authorize the use of your stipend, you will be required to pay the full amount of total in-state tuition without the State stipend support.

It takes about one minute to apply for your stipend online at CSU's Web page:  
<http://welcome.colostate.edu/index.asp?url=cof>.

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## Late Registration Fee Policy

Reasons to register early:

The course add/drop deadlines have been changed and will be strictly enforced each semester for **all** students. Any student who is administratively registered for a course after the deadline, regardless of who is at fault for the late registration, will be responsible for any additional charges for that course as well as a late registration fee. Beginning with registration for Spring 2012, **ALL** University courses must be added by the Sunday after the first week of classes. For Fall 2014, courses must be added by Sunday, August 31, 2014. Beginning with the Monday of the second week of classes, September 1st, courses can be added with an override from the instructor or Department through Census date (Wednesday, September 10<sup>th</sup>), with no charges incurred. CO130 and CO150 classes still have a RESTRICTED drop date that will now always be the Friday of the first week of classes (August 29<sup>th</sup>). Classes except CO130 and CO150 can be “free dropped” through Wednesday, September 10<sup>th</sup>. Except for CO130 and CO150, students can withdraw from their classes through Monday, October 20<sup>th</sup>.

In addition, the Colorado Department of Higher Education, the State regulatory body for the College Opportunity Fund (COF), prohibits payment of a COF stipend for any course added, for any reason, after the census date, which is also the date of the add/drop deadline.

### Fall 2014 Class Schedule and Registration

**Sign up in advance** of April 3rd on the schedule posted on your advisor's door, or contact the English Office to schedule your appointment with your Academic Support Coordinator, so that you can be advised before registering for classes.

**Note:** You MUST meet with your ASC or advisor in order to get your advising code. The staff in the English Department office cannot and will not give undergraduate students advising codes. Only advisors can provide these.

**To register:** Go to <http://ramweb.colostate.edu> and enter your eName and ePassword. (If you do not have an eID or you have forgotten your password, go to <http://eid.colostate.edu/>.) Once in RamPoint, click on the RAMweb tab. Registration options are bulleted on the left.

You can access the University Class Schedule from RAMweb. Course offerings and seat information will be up-to-the-minute. Changes in instructor, location, days, or time will be updated daily after 5:00 p.m. The registration system operates 24 hours a day, 7 days a week.

Also from your personal homepage, you can print your weekly class schedule; access tuition, billing, and financial aid information; view your academic records, SAT/ACT scores, Composition Placement/Challenge Exam results, and student job listings; and use WebCT

and WebMail. Other links allow you to make changes to your e-mail address, phone, home address, etc. **Please update your contact information as changes occur, so that we have current contact information if we need to reach you.**

### **WAITLISTS IN ARIES**

ARIES will now allow undergraduate students to put themselves on an electronic waitlist for all undergraduate classes (waitlists are NOT available for graduate classes). An ARIES Registration Waitlist is an electronic list of students who are waiting to register for a full class—standing in line electronically rather than physically. There is a link for students on RAMweb under the **Registration** heading that says “My Waitlisted Classes.” There you can see all the sections you are waitlisted for, your position on each waitlist and the deadline to register, if you are in the 24-hour timeframe after being notified of a space available.

Waitlists will be effective through the add deadline for each section.

**NOTE:** As you are looking at the Class Schedule for classes each semester, remember that a seat that appears to be available, may not be available if there is someone on the waitlist. Check whether there are students waitlisted for the class. The seat will only truly be available to you if there is no one on the waitlist.

Students can sign up for the Waitlist when they attempt to register for a section that has reached its capacity. Students can now add themselves to a waitlist for as many sections of a course as they'd like. You must attempt to register for the class through your registration link in RAMWeb. Under the **Registration** heading, students must select **Registration**. Then select Fall 2014. Your Fall 2014 schedule will appear. Scroll down to the bottom of the page and in the first of many rectangular boxes at the bottom of the page, enter the 5-digit CRN number for the course you'd like to add. A message will pop up saying “This Section is Full.” Click on the Action box and select

Waitlist and then select Submit Changes. You will be added to the waitlist. Prerequisites and other restrictions are enforced for students signing up for the waitlist. The first student on the Waitlist is notified via their RAMmail account or via a text message when a space becomes available. (Under the heading **Records**, select *Change My Text Messaging Options*, if you can't remember the option you selected for how to be notified of an available seat.) The student then has **24 hours** to register for the class before being dropped from the Waitlist. The student is **NOT** automatically registered.

### **WAITLIST FOR MULTIPLE COMPONENT COURSES**

For multi-component courses, the waitlist is only available on the component with the smaller number of seats. Usually this is the lab or recitation component of the course. If there are three components to a course, like PH121, the waitlist is on the lab.

When a student is notified of a space available in one component of a course for which they are on the waitlist, there will be space available in all the components needed. The student may still be on the waitlist for more than one section of a component, multiple labs for instance. They can then register for all components when a space becomes available, and stay on the waitlist of their preferred component. If a space becomes available in their preferred component, they may ‘swap’ them by adding the preferred one at the same time they drop the non-preferred one. If the components they want to swap do not use the waitlist, the student will have to keep checking to see if a space becomes available and swap the sections then. Please contact Jamie Yarbrough (970) 491-7470 [jamie.yarbrough@colostate.edu](mailto:jamie.yarbrough@colostate.edu) if you have questions.

### **NOTICE: ENROLLMENT RESTRICTIONS FOR FALL 2014**

Restrictions will be placed on registration for the following:

- **E 240 & E 270** – English Majors only until April 25 then open to all majors.
- **E 276, E 277**– English Majors and Teacher Licensure-Speech Concentrations only until April 25 then open to all majors.
- **E311A, B & C** – English Majors only until April 25 then open to all students except freshman.
- **E 337** – English Majors and Minors only until April 25 then open to all students except freshmen.
- **E 322 (English Language for Teachers I)**
  - 1) Post-bachelor and senior English Majors only until April 18.
  - 2) Junior English Majors until April 25.
  - 3) Then open to all English Majors except freshman.
- **E 341, E 342, and E 343** – English Majors and Minors only until April 25 then open to all students except freshmen.
- **CO300** No freshmen allowed.
- **CO301A**
  - 1) Seniors only until April 18.
  - 2) Juniors until May 2.
  - 3) Then open to Sophomores.
- **CO 301B** – restricted to students with a Major or Double-Major in Science.
  - 1) Seniors only until April 18.
  - 2) Then open to Juniors.
- **CO 301C & CO 302**
  - 1) Seniors only until April 18. Then open to Juniors.
  - 2) Sophomores cannot register for CO 301B, CO 301C & CO 302.
- **CO 301D** – English Education & Teacher Licensure Speech Majors only.
- **E 401 & E 402** – Post-Bachelor and Senior English Education and Speech Education Majors only until April 18, then open to Junior English Education and Speech Education Majors until April 25, then open to all English Education and Speech Education Majors except freshman.
- **E 405 (Adolescents' Literature)**  
English Majors and Minors only until April 25 then open to all students except freshmen

and GUESTs.

- **E 412A (Creative Writing Workshop)**
  - 1) Senior English Majors until April 18.
  - 2) Junior English Majors until April 25.
  - 3) Then open to all students.
- **E 465 (Topics in Literature & Language)**
  - 1) Senior English Majors until April 18.
  - 2) Junior English Majors until April 25.
  - 3) Then open to all students except freshmen.

### HAVING TROUBLE?

English majors who cannot get into a required course (E 240, E 270, E 276, E 277, E 341, E 342, E 343, CO 300, CO 301A-D, CO302) should contact Professor Gerry Delahunty (359 Eddy). **Please do not wait until the last minute.**

### E 384A – Supervised College Teaching

Students who plan to register for E 384A for Fall 2014 should make arrangements as soon as possible this semester. **You must be registered for this course by the time the semester begins.** An application form is available at the English Office, 359 Eddy.

### E 495 – Independent Study

Students who plan to register for E 495 for Fall 2014 should fill out the required form, get the necessary signatures, and submit the completed application forms to the English Office before the end of the Spring 2014 semester. Students registering for an Independent Study after census date will be required to pay a Late Registration fee.

**Note: E 384 A, E 487A-D, and E 495 cannot fulfill requirements listed in Column A of your checksheet.**

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Reminder: Undergraduates may count 500-level but **not 600-level** courses toward their degrees.

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### GRADUATE STUDENTS

### **Qualifying exam for those in the English Education program:**

The English Education MA program is transitioning from the comprehensive exam to a qualifying exam. Please consult your advisor regarding the exam and how to proceed.

#### **E694.001– Independent Study–Portfolio**

#### **E695.001– Independent Study**

#### **E698.001– Research – Project**

#### **E699.001– Thesis**

It is important to plan ahead in order to register for these classes. Please pick up the application form(s) from Marnie in 359 Eddy. To complete the form, you must provide a description of the subject of the study/portfolio/project/thesis; a brief outline of the work to be done; your signature, the signature(s) of your Instructor and/or Advisor, and note that the thesis application requires the signatures of all committee members. Return the completed form(s) to Marnie for review by the Graduate Coordinator. Once the Graduate Coordinator signs your application, Marnie will enter an override and e-mail you with the CRN so that you can register for the course.

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### **Capstone Requirement for English Majors**

As part of the All-University Core Curriculum program, you must take E 460, E 463, E 465, or E 470 to fulfill the AUCC Capstone requirement. You may not use E 505 to fulfill this requirement. In Fall 2014 the courses fulfilling the Capstone requirement are E465.001, E465.002.

### **FALL 2014**

**Capstone Courses:** **E465.1 The Bible as Ancient Book** (MWF 1:00-1:50pm in Natural Resources 108 with William Marvin), and **E465.2 Literary History of the Present** (TR 2:00-3:15pm in Gifford 332 with Leif Sorensen).

**Category 1:** **E331 Early Women Writers** (MW 4:00-5:15pm in Gifford 146 with Lynn

Shutters), **E 342.1 Shakespeare I** (TR 8:00-9:15am in Clark C363 with Barbara Sebek), **E343 Shakespeare II** (MWF 2:00-2:50pm in Clark C238 with Lynn Shutters), **E370 American Literature in Cultural Contexts** (MWF 9:00-9:50am in Clark C361 with Zach Hutchins), **E424 English Renaissance** (TR 11:00-12:15pm in Clark C248 with Barbara Sebek), **E465.1 The Bible as Ancient Book** (MWF 1:00-1:50pm in Natural Resources 108 with William Marvin), and **E475 American Poetry Before 1900** (MWF 11:00-11:50am in Behavioral Sciences 105 with Zach Hutchins).

**Category 2:** **E332 Modern Women Writers** (TR 2:00-3:15pm in Military Science 201 with Aparna Gollapudi), **E420 Beat Generation Writing** (TR 12:30-1:45pm in Clark C360 with Matthew Cooperman), **E433 Literatures of the American West** (TR 4:00-5:15pm in Clark C358 with Matthew Cooperman), **E441 American Prose Since 1900** (MWF 10:00-10:50am in Clark C144 with Dan Robinson), **E465.2 Literary History of the Present** (TR 2:00-3:15pm in Gifford 332 with Leif Sorensen), and **E479 Recent Poetry of the United States** (T 4:00-6:50pm in Clark C213 with Camille Dungy).

**Category 3:** **E330 Gender in World Literature** (MWF 1:00-1:50pm in Pathology 109 with Anne Reid), **E331 Early Women Writers** (MW 4:00-5:15pm in Gifford 146 with Lynn Shutters), and **E332 Modern Women Writers** (TR 2:00-3:15pm in Military Science 201 with Aparna Gollapudi).

**Category 4:** **E337 Western Mythology** (MWF 10:00-10:50am in Clark C361 with William Marvin), **E 342.1 Shakespeare I** (TR 8:00-9:15am in Clark C363 with Barbara Sebek), **E343 Shakespeare II** (MWF 2:00-2:50pm in Clark C238 with Lynn Shutters), **E370 American Literature in Cultural Contexts** (MWF 9:00-9:50am in Clark C361 with Zach Hutchins), **E475 American Poetry Before 1900** (MWF 11:00-11:50am in Behavioral Sciences 105 with Zach Hutchins), and **E479 Recent**

**Poetry of the United States** (T 4:00-6:50pm in Clark C213 with Camille Dungy).

**Upper-Division World Literature Courses:**

**E330 Gender in World Literature** (MWF 1:00-1:50pm in Pathology 109 with Anne Reid), **E332 Modern Women Writers** (TR 2:00-3:15pm in Military Science 201 with Aparna Gollapudi), **E337 Western Mythology** (MWF 10:00-10:50am in Clark C361 with William Marvin), and **E465.1 The Bible as Ancient Book** (MWF 1:00-1:50pm in Natural Resources 108 with William Marvin)

**Policy on Literature Survey Courses**

English Department policy requires that all majors and minors take the literature survey courses as required by their concentration (E 270, E 276 and/or E 277) before beginning their junior year. These sophomore-level survey courses lay the foundation for upper-division work, and students are best advised to take them and other English-core courses when they devise their class schedules in their first two years of study. Transfer students should take these courses in their first year of English study. Students are advised to take only one survey course at a time.

**INTERNSHIPS**

The English Department offers for-credit internships to both graduate and undergraduate students. Internships are available in several areas, including literary publishing, arts administration, and teaching. To see if you qualify, or for further referral, please contact Mary Hickey, Internship Coordinator, at 491-3438, or e-mail her at [mary.hickey@colostate.edu](mailto:mary.hickey@colostate.edu)

**E 487B: *Greyrock Review***

Students may receive credit (one free elective credit per semester for up to four semesters) for an internship with *Greyrock Review*, CSU's undergraduate student-run literary magazine. During this year-long internship, students learn the intricacies of publishing, promoting, and printing a literary journal. As a staff intern, you

will be expected to attend weekly staff meetings to discuss advertising, reading and promoting submissions, copyediting, and all aspects of production. Backgrounds in editing and/or creative writing are preferable, though not necessary. Students must be Juniors or Seniors with a 3.0 GPA in English and Composition classes. Qualified students must register for both Fall 2014 and Spring 2015 – This is a one-year commitment. Interested students should contact Sue Russell at [sue.russell@colostate.edu](mailto:sue.russell@colostate.edu) or 491-1898.

**E 487C: Internship in the Community Literacy Center**

E 487C provides students with opportunities to blend academic and experiential learning through community-based research, program design and facilitation, and professional development in the English Department's Community Literacy Center. Interns may elect to concurrently earn upper-division English credit and enroll in the AmeriCorps Program (if chosen for the AmeriCorps program). For more information about our 2010-2011 internships, contact Tobi Jacobi at [tjacobi@colostate.edu](mailto:tjacobi@colostate.edu). Note: contrary to the catalogue listing, E 487 C may be taken only for 3 credit hours (i.e., not for variable credit).

**E 487D: Internship in the Writing Center**

E 487D provides students with opportunities to blend academic and experiential learning. As they perform Writing Program activities (such as tutoring, curriculum development, research in best practice, etc., for the CSU Writing Center), students will gain opportunities to connect writing theory and practice, to work and write with and for genuine audiences, and to gain practical experience under the close supervision of an experienced faculty member. For more information or to apply for a 2014-15 internship, contact the Director of the Writing Center (Professor Tobi Jacobi at [tobi.jacobi@colostate.edu](mailto:tobi.jacobi@colostate.edu))

Note: contrary to the catalog listing, E 487D may be taken only for 3 credit hours (i.e., not for variable credit).

### **Composition Placement/Challenge Exams for CO 150**

Students who score below 600 on the SAT verbal/critical reading, or below 26 on the ACT English and/or who do not have transfer credit for CO130 or AP/IB credit for will be placed directly into CO150, need to take the exam. Information and helpful websites to prepare for the exam can be found at <http://composition.colostate.edu/placement.html>

Dates for the proctored Composition Placement/Challenge Exam follow:

- Wednesday, April 2 at 4:00 p.m. in Clark C248.
- Thursday, April 17 at 4:00 p.m. in Eddy 100.
- Wednesday, April 23, at 4:00 p.m. in Eddy 212.
- Thursday, May 1, at 4:00 p.m. in Behavioral Science 131.
- Monday, June 16 at 4:00 p.m. in Behavioral Science 107.

### **Creative and Performing Arts Awards**

Undergraduate students currently enrolled in courses at CSU are eligible to submit a nonfiction, fiction, or poetry entry for the Creative and Performing Arts Award. Entry guidelines will be available at the English Office, 359 Eddy, in early September, with a submission deadline during the first week of October.

### **Outstanding Literary Essay Awards**

The Department's Literature Committee announces the Outstanding Literary Essay

Awards, which recognize outstanding critical writing and interpretive work in literary studies. Applicants must be registered graduate students or undergraduate English majors. Awards of \$100 for first place, \$50 for second place, and \$25 for third place will be offered at both the graduate and undergraduate level. Winners will be honored at the English Department Awards Reception on Monday, April 28<sup>th</sup> from 4-6p.m. in the LSC North Ballroom.

*Submission Guidelines:* Students should submit an essay that represents their best critical or interpretive work in literary studies. Undergraduate essays should be no longer than 15 pages and graduate essays should be no longer than 20 pages. Shorter papers are also welcome. Only one submission is allowed per student. Submission deadline is Friday, April 11, 2014 at 5:00 p.m.

Please submit TWO clean copies, with no name, address, or instructor's comments. Only a title and page numbers should appear. Include with your essay a separate cover letter with your name, address, phone number, e-mail address, university ID number, and title of your essay. Also indicate the course for which the essay was written (if it was composed for a course) and the professor who taught the course. Indicate whether you are an undergraduate or graduate student at CSU. Address your cover letter to: Professor Ellen Brinks, Department of English, 359 Eddy Hall, Colorado State University, Fort Collins, CO 80523-1773.

