

RAMBLER

The Newsletter for English Majors

Volume 24, Number 1, March 15, 2007

This newsletter is also available at www.colostate.edu/Depts/English

Advising Schedule

English Department advisors will be holding pre-registration conferences for the Fall 2007 semester **from Thursday, March 29 through Friday, April 6th**. Advisors will post sign-up sheets on their office doors. Please sign up **in advance of the dates above** so that you can be advised during this special period.

RAMweb Registration Access for Fall 2007

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

Graduates	April 2
Seniors	April 3
Juniors	April 6
Sophomores	April 13
Freshmen	April 20
New Students	April 30

IMPORTANT NOTICES

***This semester only: Tobi Jacobi's advisees will be divided between Prof. Gerry Delahunty (Writing) and Carol Mitchell (Education).**

For Fall 2007 registration:

Prof. Pattie Cowell's advisees should see Prof. Aparna Gollapudi.

Prof. Sarah Sloane's Literature advisees should see Prof. Ellen Brinks.

Prof. Sarah Sloane's Writing advisees should see Prof. Fabiola Ehlers-Zavala.

Prof. Jon Thiem's advisees should see Prof. Carol Mitchell.

Prof. Cindy O'Donnell-Allen's advisees will be divided between Prof. Louann Reid and Prof. Pam Coke.

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 2007, you are required, as part of the University-mandated outcomes assessment program, to take a short SENIOR SURVEY and to submit to the Department a PORTFOLIO of your best work. Take the survey online during your final semester and submit your portfolio when you sign your Graduation Contract at the English Office (359 Eddy) 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>.

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 \$86 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 AND AUTHORIZE ITS 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>.

Late Registration Fee Policy

Reasons to register early:

The course add/drop deadline 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.

In addition, the Colorado Commission on Higher Education (CCHE), 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.

Online: Fall 2007 Class Schedule and Registration

If you do not have an advisor, please come to the English Office in Room 359 Eddy, so that we can assign you one.

Sign up in advance of the following dates, on the list posted on your advisor's door, so that you can be advised between March 29 and April 6th.

Note: You **MUST** meet with your 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 forgot 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 this page. 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 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.**

NOTICE: ENROLLMENT RESTRICTIONS FOR FALL 2007

Restrictions will be placed on registration for the following:

E 240, E 270, E 276, E 277,

E 337, E 341 – English Majors only until April 20.

E 322 (English Language for Teachers I)

1) Post-bachelor and senior English majors only until April 16.

2) Junior English majors until April 23.

3) Then open to all students except freshmen.

E 342, E 343 – English Majors and Minors until April 20 and then open to all students.

CO 301D – Only English Education and Speech Education concentrations.

E 402 – Only English Education, Speech Education, and Writing concentrations.

E 405 (Adolescents' Literature)

English Majors only until April 20.

E 412A (Creative Writing Workshop)

1) Senior English Majors until April 27.

2) Junior English Majors until July 27.

3) Then open to all students except freshmen.

E 465 (Modern Drama and Gender Studies)

1) Senior English Majors until April 13.

2) Junior English Majors until April 22.

3) Then open to all students except Freshmen.

E 470 Individual Author (The Brontës)

1) Senior English Majors until April 13.

2) Junior English Majors until April 22.

3) Then open to all students except freshmen.

E 632V (Visual Texts and Textuality),

3 credits – No one will be able to register for this course online. See Professor Louann Reid in Eddy 317 for an override form.

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 and D) should contact Professor Gerry Delahunty (359 Eddy). **Please do not wait until the last minute.**

E 384AV – Supervised College Teaching
Students who plan to register for E 384AV for Fall 2007 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 495V – Independent Study
Students who plan to register for E 495V for Fall 2007 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 2007 semester.

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

GRADUATE STUDENTS

E 695V and E 699V – Graduate Independent Study/Project/Portfolio and Thesis - Please do not postpone your planning for these classes. The registrar will not allow late registration for E 695V or E 699V.

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, please contact Deanna Ludwin, Internship Coordinator, at 491-3438 or e-mail her at dludwin@lamar.colostate.edu.

Capstone Requirement for English Majors

If you are following 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. If you have

chosen to remain under the previous University Studies Program, you may still take E 505 to fulfill the major author requirement.

In Fall 2007, the courses offered fulfilling the Capstone requirement are E 460, E465, and E 470.

Composition Challenge Exams for CO 150 will be offered:

All students with SAT verbal scores of 500 or above or ACT English scores of 20 or above will be placed directly into CO 150. The appropriate SAT/ACT scores will be acceptable no matter when the tests were taken. Students who have not submitted SAT or ACT scores to CSU, or whose scores are below 500 on the SAT verbal or 20 on the ACT English, must take the Composition Challenge Exam to be placed into a composition course. Registration holds will be placed on students' records if they have not satisfied the CO 150 requirement by the time they earn 60 credits. Challenge Exams will be offered:

Thursday, March 29 at 4:00 p.m. in Eddy 212.

Wednesday, April 11 at 4:00 p.m. in Clark C144.

Thursday, April 19 at 4:00 p.m. in Eddy 212.

Thursday, April 26 at 4:00 p.m. in Eddy 212.

Monday, June 11 at 3:00 p.m. in Clark C251.

You will have one hour to complete the test. Please remember to bring a **pen** and a **photo ID**. It is not necessary to preregister; just show up 10-15 minutes early; no one who shows up late is allowed to take the test. Students can check their placement by logging onto My RAMweb. On the English Department home page, select the third option under More Links – SAT/ACT Scores and Composition Challenge Results. Students can take the test **ONLY ONCE**. If a student questions their placement, they can meet

with Dr. Stephen Reid in Eddy 355, or email Stephen.Reid@colostate.edu. Each student taking this exam will be assessed a fee of \$40, which will be billed to the student's account.

Instructions for Exam: You'll read a two-page article; you'll then summarize that article; then you will write a short essay or letter that explains your response to the two-page article. Support your agreement/disagreement with specific examples from your experience, or outside reading, and/or with an analysis of the essay's argument.

Preparation for the Composition Challenge Exam

Helpful Websites

ARGUMENT:

<http://writing.colostate.edu/guides/documents/argument/index.cfm>

DEVELOPMENT:

<http://writing.colostate.edu/guides/processes/development/index.cfm>

FOCUS:

<http://writing.colostate.edu/guides/processes/focus/index.cfm>

ORGANIZATION:

<http://writing.colostate.edu/guides/processes/organization/index.cfm>

CRITICAL READING:

<http://writing.colostate.edu/guides/reading/critical/index.cfm>

WRITING SUMMARIES:

<http://writing.colostate.edu/guides/documents/summary/index.cfm>

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 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 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 Tuesday, April 24, 2007 from 4-6 p.m. in the LSC Cherokee Park Room.

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 welcome. Only one submission is allowed per student. Submission deadline is Monday, April 2, 2007, at 4:00 p.m.

Please submit THREE 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 Barb Sebek, Literature Steering Committee, Department of English, 359 Eddy Hall, Colorado State University, Fort Collins, CO 80523-1773.

Fall 2007

Course Descriptions

The following is a list of new and special topic courses only. For other undergraduate and graduate courses, see the online fall 2007 Class Schedule through RAMweb.

New Courses

E 428.001 – Colonial and Postcolonial Textuality

3 Credits

Ellen Brinks

3:00 – 3:50 p.m. MWF

During the nineteenth and the first half of the twentieth centuries, Great Britain defined itself in relation to a set of colonies in diverse geographical regions. This course will introduce students to texts (novels, essays, film, plays, photography, poems) that dramatize the “global reach” of English literature and literary culture both before and after colonialism officially ended. Questions we will ask include: how are these texts shaped by colonialist and/or imperialist ideologies or resistance to them? What are the psychological consequences of imperial practices on the colonized and the colonizer? How does attention to these issues and this literature alter our view of English studies and canonical texts? How has colonialism left its mark on contemporary literature? Lectures on concepts central to postcolonial theory – race and othering; Orientalism; space, borders and contact zones; resistance and nationalism; diaspora and migrancy; hybridity; and the “post” of postcolonial and neocolonialism – will accompany our readings. Among other works, we will read Jamaica Kincaid’s *A Small Place*, E.M. Forster’s *A Passage to India*, Brian Friel’s *Translations*, and Tsitsi Dangaremba’s *Nervous Conditions*.

This course fulfills the Category 2 and Category 3 upper division English requirements (new four-category system) for all majors.

E 470.001: - Individual Author - The Brontës

3 Credits

Ellen Brinks

4:00 – 7:00 p.m. W

The myths surrounding the Brontë sisters (Emily, Charlotte, and Anne) as isolated geniuses living in rural Yorkshire are some of the most entrenched and potent stories we have about famous literary figures. One of the central questions of this “major family” course will be why these women and their works have had such a powerful hold on our literary and cultural imaginations. The primary texts for this seminar will include the Brontës’ novels, as well as the poetry of Emily: *Wuthering Heights*, *The Professor*, *Shirley*, *Jane Eyre*, *Villette*, and *The Tenant of Wildfell Hall*. Students will also read postcolonial revisitings of *Jane Eyre*: Jean Rhys’ *Wide Sargasso Sea* and Jamaica Kincaid’s *Lucy*. A film version of *Wuthering Heights* will complete our primary texts. The course will also explore the reviews that promoted the idea of the Brontës as isolated geniuses, distant from worldly concerns, as well as contemporary scholarship that explodes that myth by setting their work in vivid relation to social

and political issues of the day. Finally, we will look at the novels as a “sororal debate,” as a means by which they each commented on their siblings’ texts. Students will be expected to take part in lively discussion and will complete 2 research papers of ten pages, both of which draw on secondary materials.

This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone requirement and a Category 2 upper-division English requirement (new four-category system). English majors who already have the capstone can count it as a Category 2 elective.

E 480. 001 - Masculinities in Eighteenth-Century Literature

3 Credits

Aparna Gollapudi

1:00 – 1:50 p.m. MWF

The course examines the conceptualization and representation of men in the literature of the long eighteenth century. The changing cultural ideas about normative masculinity and its relationship to politics, religion, sexuality and dress will be the focus in our study of dramas, poetry and prose of the period.

This course fulfills the Category 3 upper division English requirement (new four-category system) for all majors.

Special Topic Courses

E 465.001 – Modern Drama and Gender Studies

3 Credits

Debby Thompson

11:00-12:15 p.m. TR

In our current political, economic, intellectual and artistic climates body-identity politics need more than ever to be both asserted and questioned. This course will look on the one hand at plays and performances exploring gender and sexuality, and on the other hand at contemporary theories of gender and sexuality as performance or performative. Genres of “performance” considered in this course will range from scripted drama performed on-stage to performance art to public activism to the minute and unmarked performances of daily life.

This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone and Categories 3 and 4 upper-division English requirement (new four-category system). English majors who already have the capstone can count it as a Category 3 elective.

E 505B.001 – Major Authors American

3 Credits

Bruce Ronda

9:30 – 10:45 a.m. TR

Individual Author, American: Poe

This course is an effort to read a substantial amount of the writings of Edgar Allan Poe in the context of his own life circumstances and in light of contemporary ways of reading. Poe has suffered from the curse of popularity, one of the few nineteenth-century American writers widely read by a non-specialist audience. For that, Poe was dismissed by fellow writers Emerson, Henry James, and T.S. Elliot as not being serious enough and as writing stories and poems fit only for consumption by juveniles. In our own time, Poe has been read again in light of contemporary theory and in view of efforts to destabilize distinctions between high and popular culture. Of particular interest in our course will be the ways in which Poe has figured in the popular culture of his time and ours. Students will be expected to complete five reading/response papers, a take-home midterm examination, and a research/interpretive paper.

E 505C.001 – Major Authors World – Chekhov and Alice Munro

3 Credits

Leslee Becker

2:00 – 3:15 p.m. TR

The title of the course sounds like a titillating look at a love affair between Chekhov and Alice Munro, two writers from different centuries and continents somehow commingling. If you're interested in such relationships, then this E505C course might suit your fancy and your curiosity. We're going to read stories by both writers, a hefty undertaking, given the number of story collections, the length and complexity of individual stories, and the ancillary works on Chekhov and Munro, especially Chekhov, and the biographies of him, his letters, and his remarks on fiction. Munro, a contemporary writer, is often compared with Chekhov, her body of work sounding, in reviews, as if she's being considered for canonization and sainthood. "More than any writer since Chekhov, Munro strives for and achieves in each of her stories, a gestaltlike completeness in the representation of a life," says Jonathan Franzen.

So, we're going to read a lot, and you're going to write papers, give oral presentations, and perhaps come to see what all the fuss is about in matters pertaining to literary affairs.

E 630C.001 – Special Topics in Literature – Different Shakespeares

3 Credits

Barbara Sebek

4:00 – 7:00 p.m. TR

This course will explore how critical theory and cultural studies have impacted the study of Shakespeare. In an essay published over a decade ago, Leah Marcus surveyed the theoretical and methodological shifts underlying the emergence of the interdisciplinary field of "Renaissance/Early Modern Studies." Since the publication of her essay, the founding and expansion of interdisciplinary organizations such as the Group for Early Modern Cultural Studies and the Society for the Study of

Early Modern Women bear out much of what Marcus argued. Even the Shakespeare Association of America's program increasingly includes seminars that do not address Shakespeare. Using Shakespeare's works and recent critical treatments of them as our central case study, this course will explore the emergence of Early Modern Cultural Studies. Particular critical tensions we might interrogate, depending on student interest: between feminism and (new) historicism; between feminism and Marxism; between Marxism and new historicism; the tension between historicist's impulse to read Shakespeare in relation to its "original" contexts—in all their complexities—and the cultural critic's impulse to read Shakespeare's reception and performance history—Shakespeare as a cultural phenomenon contemporary to us. Approximately 60% of the course reading will be plays by Shakespeare. The remaining reading will consist of theoretical and critical materials.

E 632V.001 – Professional Concerns in English - Visual Texts and Textuality

3 Credits

L. Reid

4:00 – 7:00 p.m. W

New texts call for new literacies and new understandings. Although visual texts such as film and photographs have been a part of our cultural landscapes for more than a century, they have not been widely used or studied in English studies or English education. Popular visual texts such as graphic novels and video games, and new approaches to teaching film as text require re-examination of school curricula and educational practices. In this course, students will examine and critique visual texts and explore the problems and potential of using them in secondary school curricula. Theoretical perspectives drawn from cultural studies, semiotics, and cognitivism will inform our examination and critique. Students will complete two major projects, two exams, and several short response papers. The course is required for students in English education and open to all students in the department.

E 633 – Special Topics in Discourse Studies – The History of Writing

3 Credits

Sarah Sloane

9:30 – 10:45 a.m. T

Beginning with the moment in Plato's *Phaedrus* where Socrates complains that writing "will implant forgetfulness," this graduate class will study several theories and narratives about the development of writing. We will explore writing systems and scribal practices as they are conceived over time, across cultures, and during periods of different constructions of the self, author, body, audience, social context, and technology. Topics under consideration in this class will include epigraphical writing, writing on papyri and other early surfaces, writing and mnemonics, digital compositions, body inscriptions, literacy, non-alphabetical notation systems, economics and writing, writing within (and outside) different social systems, writing and gender, and auto-ethnographies of writing practices. The texts we will use to understand writing and its larger contexts are historical, cultural, and theoretical in emphasis. However, more than a traditional history of orality and literacy, authorship, the book, or the printing press and other technologies, this study of writing emphasizes the ways in which the histories of scribal cultures are informed by their larger contexts of power, material constraint, and social availability. In essence, this course examines who gets to write, what gets written, and how that writing gets disseminated in different cultural contexts over the last 5000 years. Weekly short papers, informal conference presentation, lively participation, final paper.

