

RAMBLER

The Newsletter for English Majors
Volume 22, Number 2, October 14, 2005

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

Advising Schedule

English Department advisors will be holding pre-registration conferences for the Spring 2006 semester **from Thursday, October 20 through Friday, October 28**. 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 Spring 2006

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

Graduates	October 24
Seniors	October 25
Juniors	October 28
Sophomores	November 4
Freshmen	November 11

IMPORTANT NOTICES

For Spring 2006 registration:

- Carol Cantrell also will see Debby Thompson's advisees.
- Jon Thiem also will see Pattie Cowell and Bill Tremblay's advisees.

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 on graduating in Spring 2006, 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. The survey is to be taken and the portfolio submitted when you sign your Graduation Contract at the English Office at the start of your graduating semester. (It is recommended that Education Concentrators submit their portfolios before they student teach.) The survey and senior portfolio requirements are available online at <http://www.colostate.edu/Depts/English/programs/undergrad.htm>.

\$\$\$ 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) now, or you'll 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 gives the money directly to the colleges/universities, not to the students. The stipend amount is calculated at \$80 per semester credit hour for undergraduate students who are eligible for in-state tuition and who apply, are admitted, and enrolled at a state or participating private institution of higher education beginning in the 2005-2006 academic year. The college you are attending will only receive the funding if you authorize use of the stipend for a given term. You will see it 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 THAN STUDENTS WHO TAKE ADVANTAGE OF IT.

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>.

Scholarship Applications

Scholarship applications are due on March 1; awarded scholarships are applied to the following academic year.

Graduate students applying for scholarships can follow the graduate application process available on our website: <http://www.colostate.edu/Depts/English/programs/scholar.htm>.

Undergraduate students can apply for scholarships online. The CSU scholarship application will be available online beginning January 1, 2006. The deadline is March 1, 2006 at 11 p.m. Mountain Standard Time. Go to RamPoint (<http://rampoint.colostate.edu>) and select the RAM web tab, and then select CSU Scholarship Application. You will need your e-ID to access RamPoint. Additional undergraduate scholarship information is available at <http://sfs.colostate.edu> and <http://www.colostate.edu/Depts/English/programs/scholar.htm>.

Online: Spring 2006 Class Schedule

For Spring 2006 registration, students must access the University Class Schedule online at <http://ramweb.colostate.edu/> or <http://www.registrar.colostate.edu/>. 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 hours for RAMweb registration are from 6:30 a.m. - 11:30 p.m., Mountain Standard Time.

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

Helpful Hint:

You **MUST** meet with your advisor in order to get your SMART form, which contains information you will need to register. The staff in the English Department office cannot and will not give undergraduate students advising codes or SMART forms. Only advisors can provide these.

Please sign up in advance, on the list posted on your advisor's door, so that you can be advised between October 20 and 28.

NOTICE: ENROLLMENT RESTRICTIONS FOR SPRING 2006

Restrictions will be placed on registration for the following:

- **E 240, ECC 270, ECC 276, ECC 277, E 337, E 341** – English Majors only until November 11.
- **E 323, E 326** – English majors only until November 15.
- **E 342, E 343** – English Majors and Minors until November 15 and then open to all students.

- **COCC 301D** – Only English Education and Speech Education concentrations.
- **E 402** – Only English Education, Speech Education, and Writing concentrations.
- **E 405 (Adolescents' Literature)** – English majors until November 11.
- **E 465 (Prison Literature and Writing)**
 - 1) Senior English Majors until November 7.
 - 2) Junior English Majors until November 14.
 - 3) Then open to all juniors and seniors.
- **E 470.001 (Major Authors: Melville); E 470.002 (Major Authors: Dante)**
 - 1) Senior English Majors until November 7.
 - 2) Junior English Majors until November 14.
 - 3) Then open to all juniors and seniors.

HAVING TROUBLE?

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

RAMweb Instructions

Go to <http://ramweb.colostate.edu> and click on Login to RAMweb. When you get to the log-in page, enter your e-name and e-password. (If you do not have an e-ID or you forgot your password, go to <http://eid.colostate.edu/>.) When you get to your personal home page, choose the Registration link to register for classes.

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; 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 regularly, since it is important that we have current information if we need to reach you.

E 384AV – Supervised College Teaching

Students who plan to register for E 384AV for Spring 2006 should make arrangements as soon as possible this semester. **You will not be allowed to register for this course after 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 Spring 2006 should get the required form filled out with the necessary signatures as soon as possible this semester (Fall 2005). Submit completed application forms to the English Office before the end of the Fall 2005 semester.

GRADUATE STUDENTS

E 695V and E 699V – Graduate Independent Study or Project and Thesis - Please do not postpone your independent study, project, or thesis planning. The registrar will not allow late registration for E 695V and 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 feel free to 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 Spring 2006, the courses offered fulfilling the Capstone requirement are E 465 and E 470.

Composition Challenge Exams for COCC 150 will be offered:

We are now in a transition period regarding placement into CSU composition classes. Beginning with registration for Fall 2005, the new guidelines for composition placement are that all students with SAT verbal scores of 500 or above or ACT English scores of 20 or above will be placed directly into COCC 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 COCC 150 requirement by the time they earn 60 credits. Challenge Exams will be offered:

- Wednesday, October 19 at 4:00 p.m. in Clark A205.
- Thursday, October 20 at 4:00 p.m. in Clark A103.
- Wednesday, November 9 at 4:00 p.m. in Clark A205.
- Thursday, November 10 at 4:00 p.m. in Clark A103.
- Wednesday, December 7 at 4:00 p.m. in Clark A205.

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 Dept. home page, select the second option under More Links – SAT/ACT Scores and Composition Challenge Results. Each student taking this exam will be assessed a fee of \$40, which will be billed to the student's account.

Outstanding Literary Essay Awards

The Department's Literature Steering 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 25, 2006.

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 3, 2006, 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 Roze Hentschell, Literature Steering Committee, Department of English, 359 Eddy Hall, Colorado State University, Fort Collins, CO 80523-1773.

Spring 2006

Course Descriptions

The following is a list of SPECIAL topic courses only. For other undergraduate and graduate courses, see the online Spring 2006 Class Schedule through RAMweb.

Special Topic Courses

E 465 – Prison Literature and Writing

Tobi Jacobi

2:10 - 3:25 p.m. TR

This course creates an opportunity to consider alternative sites for literary and language development through a focus on writings composed in prison and other sites of confinement. Through cultural/historical lens, we will study works deemed ‘literature’ 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 does gender identity affect prison writing? How are prison writings received by ‘free’ audiences? Whose writings get published and why?

Texts will include Jimmy Santiago Baca’s *A Place to Stand: The Making of a Poet*, Holley Cantine and Dachine Rainer’s *Prison Etiquette: The Convict’s Compendium of Useful Information*, Bell Gale Chevigny’s *Doing Time: 25 Years of Prison Writing*, Ted Conover’s *Newjack Guarding Sing Sing*, Michel Foucault’s *Discipline and Punish*, H. Bruce Franklin’s *Prison Writing in 20th Century America*, Wally Lamb’s *Couldn’t Keep It to Myself: Testimonies from Our Imprisoned Sisters*, and Judith Scheffler’s, *Wall Tappings: An International Anthology of Women’s Prison Writings 200 AD to the Present*. Through an experiential component students will also have the opportunity to participate in the production and circulation of prison writing through local writing workshops and a prison book drive. Assignments will include several response papers and a research project.

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

E 470.001 – Major Author: Herman Melville

Bruce Ronda

9:30 - 10:45 a.m. TR

Long considered both a central figure in a canonical American literature and more recently understood in light of the new American studies of race, class, and gender, Herman Melville shaped a body of fiction out of the raw materials of nineteenth-century family crisis, sexual identity struggles, sectional controversy, and the twinned forces of Northern industrialism and Southern slavery. Understood and read through the lenses of biographical criticism, new historicism, and ideological criticism, Melville's

prose and poetry take on new force and power as they interact both with their own time and with ours, as we likewise struggle with issues of cultural location and meaning.

This course offers a selection of Melville's novels, stories, and poems, and moves back and forth between those works and the cultural/biographical sources from which they were drawn. Primary texts include *Typee*, *Moby-Dick*, *The Confidence Man*, *Billy Budd*, and other writings. This is a readings-and-discussion course, with some preliminary lecture. Students will write one critical essay and a second longer interpretive essay focusing on a critical, theoretical, biographical, or cultural/historical issue in Melville's life, times, or work. The course will also include midterm and final examinations.

This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone requirement and a Category 1 upper-level English requirement (new four-category system). English majors who already have the capstone can count it as a Category 1 elective.

E 470.002 – Major Author: Dante

Tom Mark

4:10 – 5:25 p.m. MW

On Dante's *The Divine Comedy*, T.S. Eliot writes that "Shakespeare and Dante divide the world; there is no third." Joyceans and Proustians may demur, but they will have to wait seven centuries before taking up Eliot's challenge. So far as we are concerned, our immediate task is more modest: for most of us this will be our first reading of the entire Comedy. Understanding The Comedy itself is our first challenge.

The written requirements boil down to one major paper, written outside class and due at the end of the course, and another, shorter paper, done in class, also toward the end of the course. Dante rocks!

This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone requirement and a Category 1 or a Category 4 upper-level English requirement (new four-category system). English majors who already have the capstone can count it as a Category 1 or a Category 4 elective.

E 506B – Jewish-American Writers

David Milofsky

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

The course will focus on Jewish-American literature in the twentieth century and beyond. We'll begin by considering works by immigrants, some of whom wrote in Yiddish, including Abraham Cahan, Sholem Ash, Emma Lazarus, Michael Gold, Daniel Fuchs, Tess Slesinger, Henry Roth and others. Then we'll move on to writers of the so-called Jewish Renaissance, including Norman Mailer, Grace Paley, Cynthia Ozick, Bernard Malamud, Allegra Goodman, and Saul Bellow. We'll read many of these authors in short forms, but we will also read several full-length novels. Students will be expected to take a role in conducting the class through presentation of short topics on a variety of subjects related to the general content of the course.

This course does not fulfill the capstone requirement for students on the AUCC system. It may fulfill the Major Author requirement for students still on the USP system.

E 507 – Sociolinguistics: Variation in English

Jim Garvey

12:30 - 1:45 p.m. TR

The course will begin with an introduction to sociolinguistics, the study of variation in language as it reflects the structure of societies. We'll then consider variation in English, using Melcher and Shaw's *World Englishes*, along with David Crystal's *English: The Global Language* for cultural, historical, and political background. We will focus on specific varieties with regard to linguistic—as well as social, historical, cultural, and political—considerations. We will study American regional varieties, African American Vernacular English (AAVE), and Chicano English. We will survey world varieties. According to student interests, reports/projects might deal with America, Japan, Thailand, India, the Philippines, New Zealand, Hong Kong, Ireland, etc. If time allows, we will examine English-based pidgins and creoles.

E 590V – Workshop in TESL: Second Language Testing and Assessment

Doug Flahive

2:10-3:00 p.m. MWF

Language teaching professionals continue to employ testing and assessment instruments for a number of purposes. **Language teaching program administrators** need to select and/or participate in the development of assessment instruments which best fit the overall objectives of their unique language teaching contexts. **Classroom teachers** regularly need to monitor both the development of linguistic skills of their students as well as to evaluate the effectiveness of their lessons through the timely use of reliable, valid assessment instruments. Those engaged in **SLA research** of all types, especially those conducting classroom research, need to be aware of the processes involved in the development and use of instruments designed to address critical questions with respect to a virtually open-ended range of questions they may bring to their classroom-based investigations. In addition to these more local concerns, we also are faced with more global challenges raised by national and international assessment instruments which have the potential to shape second language teaching and learning.

Underlying each of these purposes are nine fundamental steps involved in the development, piloting, and revising of language tests. These steps range from drawing up test specifications through final revision of the testing instrument. In this workshop, we will be writing and evaluating items representing each of the following areas of L2 development: reading, writing, listening, speaking and pronunciation, vocabulary, and grammar. For each of these areas, we will explore at least two testing formats, one a more traditional, the other representing recent developments in L2 testing

In addition to these workshop activities, participants will also be required to submit a final project on one or an integrated combination of the areas of L2 described above.

E 630A – Representing Sovereignty: Early Modern Nationalism and the English History Play

Roze Hentschell

4:10 – 6:59 p.m. W

In the late sixteenth century, the English History Play was one of the more popular modes of theater. At the same time, it was a *new* mode, one that was being invented even as it proliferated. And just as soon as it appeared, it disappeared. Almost all major history plays were written and produced in the 1590s.

What was it about this decade in early modern England that provided for such an outpouring of imaginative historical texts? How did early modern playwrights' representation of the (mostly medieval) past reflect their own concerns? To what extent do these plays contribute to England's understanding of itself as a nation at the turn of the seventeenth century? How do we, as modern readers, negotiate the representation of history in these texts? Are they pure fiction or do they constitute historical fact? And how do we approach the source material, historical chronicles that are also highly crafted texts? This course will investigate these questions as we read widely in the body of history plays and their source material. We will focus primarily on drama that represented medieval sovereignty, specifically the discord between the houses of York and Lancaster (War of the Roses) and the conflict between France and England (the Hundred Years War). Primary texts will include Machiavelli's *The Prince*, Thomas More's *The History of King Richard III*; Thomas Heywood's *Edward IV*, Parts 1 and 2, and eight of Shakespeare's ten history plays.

E 630B – The Poetry of Witness

Matthew Cooperman

2:10 - 3:25 p.m. TR

This course will examine the concept of witness as it pertains to poetry. It will entail, generally, an examination of witness as a social and historical construction, and specifically, a consideration of the "poetry of witness" as defined by Carolyn Forché in her landmark anthology *Against Forgetting*. We will consider the debate through the lens of Holocaust Studies, feminism, queer theory, Marxism and Language poetics, and through the reading of criticism, essays and whole collections of poetry. Students will give a substantial presentation and will write a long term paper on a topic of their choosing.

E 630C – Aesthetics and Politics

Paul Trembath

9:00 - 9:50 a.m. MWF

In "Aesthetics and Politics" we will be studying the complex relationship between (the concept of) art and the political sphere, as the study of this relationship develops out of 18th-century aesthetic philosophy, Marxisms, Frankfurt School critical theory, and as it finds its more contemporary expression in poststructuralisms and cultural criticisms. The "aesthetic" will be approached both in relation to its Enlightenment alignment with "the arts" and in its original etymological sense of "sensuousness." The purpose of the course is to extend our sense of the term beyond Walter Benjamin's distinction between "politicized art" and "aestheticized politics" and examine how the "aesthetic" is currently being reinvented by somatic critics, by Jacques Rancière on "the distribution of the sensible," and others. Readings will include Marx, Adorno, Benjamin, Deleuze, Bennett, Grosz, Rancière, and others. One or two papers amounting to 20 pages (topics to be decided in conference) and class participation.

E 631 – Ecofeminism and Literature

Carol Cantrell

11:00 a.m. - 11:50 a.m. MWF

Ecofeminism, or environmental feminist philosophy, has much to offer students of language and literature, for it explores what Val Plumwood has called the shifting "tectonic plates" of

difference supposedly in the nature of things. Ecofeminism asks questions about humans and nature, gender and culture, language and matter, and is inherently interdisciplinary in its procedures and international in scope.

Students in this course will read some influential texts in the development of ecofeminism, explore interdisciplinary and international issues in ecofeminism, and then focus on the work of two very different environmental feminist philosophers, Val Plumwood and Carol Bigwood. In the first part of the course, we will do a variety of exercises in writing ecofeminist criticism. In the second part of the course we will work on “conference papers” to be given at a class conference at the end of the semester.

E 633 – Rhetorical Theory/Theorizing Narrative

Sarah Sloane

4:10 - 6:59 p.m. T

We all are storytellers. We use stories as lessons, parables, illustrations, allegories, metaphors, and examples. We tend not to think of stories as kinds of rhetoric, as textual performances that theories of rhetoric and composition can illuminate. The debate between rhetoric and poetics goes back a long way, at least as far back as Plato debating the Sophists. Reading contemporary narratives through the lens of rhetorical theory helps amplify discussions of how poetics and rhetoric cohere and diverge. We will perform rhetorical analyses of stories embodied in media as different as film, comic books, Jenny Holzer light sculptures, and hypertexts, and in forms from the folk tale to the front page. We will also take the insights, structures, and codes of contemporary narrative theory and apply them to rhetoric. We will see the degree to which frames, tropes, schema, and progressions of character and plot exist in rhetoric's dominant tales. In this course we will ask questions such as these: How does narrative speak? Is it inherently persuasive? What are the rhetorical skills necessary to write a compelling story, and what are the rhetorical theories that will encompass the effects of such a story? What stance do we take when we read, and how does that stance shift when we enter the world or subject position invoked by a tale? What new relationships among readers, writers, and narrative are invoked when we consider narrative a kind of rhetoric? Using the readings of Bakhtin, Barthes, Benjamin, Booth, Borges, Calvino, Chatman, du Plessis, Derrida, Foucault, Hacker, Haraway, P. Phelan, and many others, we will focus on the following five topics: the reading subject; the writing subject; time in narrative; authorial intention; and composing processes. This course is especially appropriate for graduate students who have taken E 501 or another theory course, as well as for any graduate students in the CD, Rhetoric and Composition, or MFA programs.

E 641V – Writing the Literary Life

Judy Doenges

7:00 - 9:50 p.m. T

In this course, students will read and write nonfiction about poets, prose writers, their work, and their craft, as well as essays about literature as a cultural necessity and treasure. In the process, students will become more active participants in the literary life. This will be a hands-on class on writing about literature and authors from a personal perspective, with an eye towards producing publishable work. Student assignments may include: short and long book reviews, essay-length reviews, essays on the student's literary influences, and an essay on a larger literary trend. Authors may include: Jarrell, Ozick, Byatt, McClatchy, Kazin, O'Connor, Sontag, and Bellow.