

RAMBLER

The Newsletter for English Majors
Volume 21, Number 1, March 22, 2004

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 2004 semester **from Thursday, April 1 through Friday, April 9.**

Please sign up for a conference on the sheets posted on your advisor's door.

RAMweb Access Schedule for Fall 2004 Registration

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

Graduates	April 5
Seniors	April 6
Juniors	April 10
Sophomores	April 17
Freshman	April 24

IMPORTANT NOTICE:

AFTER YOU HAVE SEEN YOUR ADVISOR, IT IS VERY IMPORTANT TO REGISTER AS SOON AS YOU ARE ABLE TO! Early registration greatly increases your chances of getting the classes you want or need!

Both undergraduate and graduate students should have little or no trouble scheduling the English courses that they need or want IF THEY REGISTER EARLY!

Your early registration will also help the English Department monitor how quickly sections are filling up. Thank you!

NOTE: Please attempt to register for all the classes that you want, even if these are closed. The computer will tabulate the number of requests for closed classes. It is to your and the department's advantage in scheduling to know how many turn-aways we have for each course.

ATTENTION GRADUATING SENIORS

If you plan on graduating in Fall 2004, this is to remind you that 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 at the time that you sign your Graduation Contract early in your graduating semester. Ask your advisor about these requirements when you preregister for your graduating semester. The English Department staff or your advisor can give you a handout explaining these two requirements in more detail.

Online: Fall 2004 Class Schedule

The Fall 2004 Class Schedule will not be printed in its regular format. Instead, 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 6:30 a.m. to 11:30 p.m.

Important: Change in Upper-level Requirements for Literature, Creative Writing, and English Education Concentrations.

Beginning in Summer 04, the current three categories of upper-level English electives have been expanded to four categories. The new categories are as follows (3 credits each):

- I British Literature before 1830 or American or European Literature before 1900
- II British Literature after 1830 or American or European Literature after 1900
- III Breakthroughs: Ideological, Racial, Cultured, Gendered
- IV Genre

New checksheets for these three concentrations will be available by the start of preregistration advising. They will list on the reverse the courses that go into each of the four categories.

For Literature and English Education Concentrations, there will be no additional hours in Column A because of this change. However, the Creative Writing Concentration will have 3 additional hours in Column A.

All students ENTERING the English major as of Summer 2004 will be held for the new requirements. **Students who are already English majors as of this semester (Spring 04) will be held for the requirements as follows:**

Students who as of this semester (Spring 04) have not yet started any of the courses in the upper-level English elective section of Column A will be required to use the new system of four categories. Thus you and your advisor must work from the new checksheet. Students who as of this semester (Spring 04) have already started courses in the upper-level English elective section of Column A may choose (at your meeting with your advisor) to remain with the old three-category system or go with the new four-category system.

Your advisor can answer any questions you have and help you make your decision, if you have to make a decision.

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

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 their PAC number, ADV code or SMART form. Only advisors can provide these.

Please sign up in advance on the list on your advisor's door so that you can be advised between April 1 and April 9.

NOTICE: COURSES ADDED AND COURSES CANCELLED

The following course has been added for Fall 2004: E 341.003.

The following courses have been cancelled for Fall 2004: E 333, E 424, and E 435.

NOTICE: ENROLLMENT RESTRICTIONS

Restrictions will be placed on registration for the following:

E 240, ECC 270, ECC 276 – English Majors only until April 24.

E 341, E 342, E 343 – English Majors and Minors until April 17 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)

- 1) English and Speech Teacher Licensure students until April 17.
- 2) English majors until April 24.
- 3) Then open to all students except freshmen and GUEST students.

E 465 (African American Drama)

- 1) Senior English Majors until April 17.
- 2) Senior and Junior English Majors until April 24.
- 3) Then open to all junior and seniors.

E 470 (Dickinson)

- 1) Senior English Majors until April 17.
- 2) Senior and Junior English Majors until April 24.
- 3) Then open to all junior and seniors.

HAVING TROUBLE?

English majors who cannot get into a required course (E 240, E CC 270, E CC 276, 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 the RAMweb URL (<http://ramweb.colostate.edu>) and click on RAMweb Log-on. When you get to the log-on page you will have to either

enter your e-name and e-password **OR** your PID and PAC number. When you get to your Homepage, you will choose the Registration link. On the registration page there is a menu and you will need to select Search for open sections. You will need to enter the 6-digit number of the section you are interested in. All open sections for this course will appear.

You can also make changes to your e-mail address, phone, address, etc. by going to the above website. It is important that we have up-to-date information if we need to reach you.

E 384AV – Supervised College Teaching

Students who plan to register for E 384AV in the Fall 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 in the Fall should get the required form filled out with the necessary signatures as soon as possible this semester (Spring 2004). Submit completed application forms to the English Office before the end of the Spring 2004 semester.

GRADUATE STUDENTS:

E 695V and E 699V – Graduate Independent Study or Project and Thesis - The registrar will not allow late registration for E 695V and E 699V. Please do not postpone your independent study, project, or thesis planning!

INTERNSHIPS

The English Department offers for-credit internships to both graduate students and undergraduates. 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 on the AUCC Program

If you are following the new All-University Core Curriculum program, then 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 substitute E 505 for the 400 level Capstone courses.

In the Fall semester, the courses offered fulfilling the Capstone requirement are E 465 and E 470.

A

Students may now receive credit (1 credit per semester, up to 4 semesters) for working on A, formerly known as the *Greyrock Review*. This class entails everything you wanted to know about publishing a journal but were afraid to ask AND getting your own work published in outside journals. There will be classes on copyediting, writing submission guidelines, acceptance letters, and rejection notes, desktop publishing, and much more. This internship is for the full academic year, so that students who have not registered

for it in Fall 2004 will not be able to register for it in Spring 2005. Interested students should see Professor Judy Doenges for more information and go to the English Office for the registration reference number. Students should register for this under E 487B.

Composition Placement Exams for COCC 150 will be offered:

Wednesday, Mar. 31 at 4:00 p.m. in Clark A 207.

Thursday, Apr. 1 at 4:00 p.m. in Eddy 212.

Wednesday, Apr. 7 at 4:00 p.m. in Clark A 207.

Thursday, Apr. 8 at 4:00 p.m. in Eddy 212.

Wednesday, Apr. 21 at 4:00 p.m. in Clark A 207.

Thursday, Apr. 22, at 4:00 p.m. in Eddy 212.

Wednesday, May 5, at 4:00 p.m. in Clark A207.

Monday, June 14, at 3:00 p.m. in Eddy 212.

Registration for COCC 150 requires successful completion of the Composition Placement Exam or transfer credit for CO 130. COCC 150 is a required undergraduate course for the entire university. A registration hold will be placed on students' records if they have not satisfied the COCC 150 requirement by the time they earn 60 credits.

You will have one hour to complete the test. Please remember to bring a **pen** and a **photo ID**. It is not necessary to sign up for the test, 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 Home page,

select the second option under More Links – English Placement Results. Each student taking this exam will be assessed a fee of \$15, 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 are designed to recognize and reward outstanding critical writing and interpretive work in literary studies. Applicants must be registered graduate or undergraduate CSU students. Awards of \$100 for 1st place, \$50 for 2nd place, and \$25 for 3rd place will be offered in both categories. Winners will be honored at the English Department Awards reception on April 20, 2004.

Submission Guidelines: Students should submit three copies of 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. Each page limit indicates a maximum and is not meant to discourage shorter essays. Only one submission is allowed per student. Submission deadline is Friday, April 2, 2004, at 4:00 p.m.

Please submit **THREE** clean copies, with no name, address, or instructor 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, and university ID number. Also indicate the course for which the essay was written, if it was composed for a course. Finally, indicate in your letter whether you are an undergraduate or graduate student at CSU. Address your essay and cover letter to: Literature Steering Committee, Department of English, 359

Eddy Hall, Colorado State University,
Fort Collins, CO 80523-1773.

New and special topic course
descriptions begin on the next page.

Fall 2004

Course Descriptions

The following is a list of NEW and SPECIAL topic courses only. For other undergraduate and graduate courses, see the Fall 2004 Class Schedule.

E 280 Traditional English Grammar: Description and Use (317765)

Don Hardy

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

If you have ever been mystified by grammatical red marks on your papers, this is the class that will teach you what they mean and how to avoid getting more of them. If you ever imagine yourself being in the position someday of having to edit other people's writing and adding those mysterious grammatical corrections, this is the class that will teach you how to do that.

The course is a thorough introduction to what does and doesn't make good sense and practice in traditional English grammar. The course is designed to make the student thoroughly familiar with the rules of writing prescriptively correct and stylistically effective English as well as with the grammatical structure of written English. The student will gain a variety of analytical skills that will be of use in the production, discussion, and editing of both expository and literary prose and verse.

Course requirements: three exams and a short paper

Textbook: <http://textant.colostate.edu/grammarbook/title.html>

E 465 African American Drama (312463)

Debby Thompson

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

Issues in contemporary cultural studies—such as the essentialism-constructionism (or, in Isaac Julien's phrase, the "Black Is, Black Ain't") debate, the problem of theorizing multiple and conflicting subject-positions, the need for a workable concept of "difference," questions of authenticity and appropriation, cooptation, and commodification—occur with particular acuteness in African American cultural work. This course looks at the way contemporary African American dramatists understand and re-embody such theoretical and cultural issues. Focusing on contemporary (post-MLK) dramatic and critical works, the course also examines the legacy of blackface minstrelsy, and explores reworkings of American cultural myths of blackness and re-tropings of interracial encounters.

This course fulfills the capstone requirement for all majors. English Education concentrators only may use this course to fulfill the Category II upper-division English elective requirement.

E 470 Emily Dickinson (317779)

Pattie Cowell

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

We'll explore Dickinson's poetry across two centuries to open a significant and complex body of work that influenced the direction of American poetry in the second half of the 20th century. Dickinson's work does not represent 19th-century poetry—quite the contrary. But her contradictory self-constructions and questions about faith, gender, language, poetry and meaning make her canon a useful focus for discussions of 19th-century American culture.

Students in the course will practice close reading from a variety of critical perspectives, but beyond that we will address cultural, biographical, and editorial issues that ground Dickinson studies: her conflicted responses to New England Puritanism and patriarchal family order, the anomalies of her publication history, and the complications her work presents to recent editors. How do we understand a poetic form that radically separates her from her peers? Why did she choose not to publish her work when she had ample opportunities late in life? What can we learn from comparing the different editions of her work with the holographs available through R.W. Franklin's 2-volume *Manuscript Books of Emily Dickinson*?

We'll read the poems in the Johnson and the Franklin editions, dip into her letters, and look at a few selected analyses to begin to understand the variety of readings and readers that gloss her work. Some of these analyses will come from contemporary poets and artists who create a part of her legacy.

This course fulfills the capstone requirement for all majors. This course fulfills the Category I upper-level English requirement for English Education concentrators only.

E 503 Investigating Classroom Literacies (317780)

Cindy O'Donnell-Allen

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

This course will emphasize that the diverse contexts in which literacy practices are enacted often shape differing definitions of literacy. In addition to reading research which examines how particular notions of literacy influence teaching and learning in various settings, students in this course will also be introduced to the methodological and ethical issues in classroom-based inquiry into oral and written literacy practices. This shift should allow them to begin reading as researchers so that they can better understand how the lenses one uses to view and evaluate literacy practices also shape what one finds. Course topics will include connections among literacy practices (e.g., composing, reading, speaking) in the language classroom, methods in classroom-based inquiry into literacy practices, and application of classroom-based research techniques in examining the complex relationships among language, literacies, and learning.

E 505A The *Beowulf*-Poet (317781)

William Marvin

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

Beowulf, despite the mysteries shrouding its authorship, stands as a poetic monument without equal in the history of English literature—yet our experience of its majestic and burly idiom must be mediated to us today by translation, so forbidding is its antiquity. This course seeks to lessen the distortion of such mediation by making use of the Oxford edition of *Beowulf* with its marginal glossing of vocabulary and grammar, to enable students' access to the poem in the original tongue in one semester of study. At the end of the course, you will be expected to be able to read *Beowulf* aloud, to scan its verse, to parse its syntax, and to translate with the aid of a glossary. Strategies for translation will be a focus of discussion, which will eventuate in a substantial written assignment. We shall also study supplementary readings on manuscript authorship, historical contexts, and the classic cruxes of *Beowulf*-interpretation.

This course fulfills the major author requirement for students on the USP program only. It cannot count as the capstone course for students on the AUCC. English Education majors only who are on the USP may count it as fulfilling Category II of the upper-division English electives requirement.

E 505B Major Authors - Gwendolyn Brooks (312441)

Jenny Goodman

1:10-2:00 p.m. MWF

This course will center on Gwendolyn Brooks (1917-2000) and the cultural contexts for the composition and reception of her writing. Brooks is a crucial figure in modern and contemporary poetry, African American literature, women's literature, and the arts in the public sphere. We will explore her connections to Anglo-American modernism, the Harlem Renaissance, African American social realism, the Black Arts movement and Black Nationalism, "domestic" traditions in American women's poetry, Black feminism, and community arts movements. We will read Brooks's works collected in *Blacks*, which includes several complete volumes of poetry (published from 1945-1968) and her novella, *Maud Martha* (1953). We will read additional selections from her post-1968 poetry, through the early 1990s. The poetry selections will allow us to study her use of a range of traditional and open forms as she developed and revised her representations of Black life, chiefly on the South Side of Chicago, over a period of more than forty years. We will also listen to Brooks's performances of her own poetry and will examine her memoirs and statements of poetics, as well as scholarship on her writing and its social and aesthetic contexts. Requirements will likely include regular informal writing in response to the readings, a class presentation, a shorter paper, and a major project.

This course fulfills the major author requirement for students on the USP program only. It cannot count as the capstone course for students on the AUCC. English Education majors only who are on the USP may count it as fulfilling Category II of the upper-division English electives requirement.

E 506B 19th Century American Literature (317782)

Pattie Cowell

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

It's hard for 21st-century readers, too near to "the American century," to comprehend how fragile the early United States was. But 19th-century American writers, like their compatriots in government and business, gave much of their attention to resituating themselves in a place they considered new—new government, new economy, new neighbors, new nation. Their task as writers was to sort out their complex relationships to this place and each other. Nineteenth-century American writers sometimes saw their task as nation-building and re-building. We'll talk about what got made, unmade, and re-made.

We still wrestle with their legacy of tropes and issues. So we'll read this literature of fragility, filled with fragments and shared meanings, to decipher what can move us after more than a century. What moves us by its beauty or by its demands on our consciences? What moves us to action? What moves us to remember?

This course fulfills the Category I upper-level English requirement for all majors.

E 590V Workshop in TESOL: Teaching L2 Literacy Skills (312461)

Doug Flahive

3:10-4:00 p.m. MWF

In this workshop, we begin with an historical overview of theories, research and pedagogical practices which continue to inform the teaching of second language reading and second language writing. Following this overview of what I term "autonomous" approaches to the teaching of L2 reading and writing, we then move to four integrated reading-to-write theoretical and pedagogical perspectives: the expressivist, the social-interactionist, the cognitivist, and finally the social-constructionist. In the latter two approaches, which form the basis for EAP (English for Academic Purposes) and professional writing, we will introduce you to approaches to text analysis and literacy practices as found in both the US and Australia. It is in the Australian context where we will see how functional linguistics forms the basis of literacy teaching. The course concludes with an overview of current research and practices of the New London "Multiliteracies" group and their impact of L2 literacy practices around the world.

Students will complete six short projects as well as a final project which will be an expanded version of one of the theory-research-practice projects (your choice). The first two projects will consist of textbook critiques. The latter four will follow a theory-research-pedagogical materials approach.

E 630B Foundations of the English Novel (313164)

David Lindstrom

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

This course will study four of the masterpieces that defined the novel form as it emerged in eighteenth-century England: Fielding's *Tom Jones*, Richardson's *Clarissa*, Sterne's *Tristram Shandy*, and Austen's *Emma*, exploring, among other topics, the tensions between contemporaneous and modern readings. The course will begin and end with reading two enormously popular works: Bunyan's allegorical fiction, *Pilgrim's Progress*, and Scott's historical fiction, *Rob Roy*. There will be four papers and a final examination.

E 630C Cultural Studies (317783)

Debby Thompson

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

Cultural Studies, at its intersection with literary studies, applies literary reading skills to the reading of “everyday” culture; in doing so it follows the Mobius-like relationships between “representation” and “reality.”

The fractious history of Cultural Studies — from its emergence out of Marxism and its discontents through cross-disciplinary transformations to its unruly current disciplinary state — cannot possibly be covered exhaustively in 15 weeks. This course will, instead, survey the emergence of Cultural Studies and put it in the context of other developments in literary criticism. We will establish central working terms of Cultural Studies, including ideology and identity, hegemony and resistance, subjectivity and agency. We will then focus on specific areas where Cultural Studies has been particularly active and particularly relevant to English and Literary Studies; we will look at Cultural Studies’ interactions with feminist literary theory, queer theory, race and ethnic studies, and more recently with Disability Studies and medical anthropology and with other disciplinary and theoretical approaches.