

RAMBLER

The Newsletter for English Majors

Volume 26, Number 1, March 13, 2009

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 2009 semester **from Thursday, April 2nd through Friday, April 10th**. 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 2009

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

Graduates	April 6
Seniors	April 7
Juniors	April 10
Sophomores	April 17
Freshmen	April 24
New Students	May 4

IMPORTANT NOTICES

For Fall 2009 registration:

- Prof. SueEllen Campbell's advisees to see Prof. Gerry Delahunty.
- Prof. Pattie Cowell's advisees to see Prof. Michael Lundblad.

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 2009, 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>.

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 \$92 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 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>.

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 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.

Online: Fall 2009 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 schedule posted on your advisor's door, so that you can be advised between April 2nd and April 10th.

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 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.**

NOTICE: ENROLLMENT RESTRICTIONS FOR FALL 2009

Restrictions will be placed on registration for the following:

- **E 240, E 270, E 276, E 277, E311A, B & C, E 341** – English Majors only until April 24.
- **E 337** – English Majors only until April 17.
- **E 322 (English Language for Teachers I)**
 - 1) Post-bachelor and senior English majors only until April 17.
 - 2) Junior English majors until April 24.
 - 3) Then open to all students except freshmen.
- **E 342, E 343** – English Majors and Minors until April 24 and then open to all students.
- **CO 301D** – students in a licensure program.
- **E 402** – Only English Education and Speech Education students.
- **E 405 (Adolescents' Literature)**
English Majors only until April 25.
- **E 412A (Creative Writing Workshop)**
 - 1) Senior English Majors until April 24.
 - 2) Junior English Majors until July 17.
 - 3) Then open to all students except freshmen.
- **E 465 (Topics in Literature & Language)**
 - 1) Senior English Majors until April 17.
 - 2) Junior English Majors until April 24.
 - 3) Then open to all students except Freshmen.
- **E 470 Individual Author (Wilson & Parks)**
 - 1) Senior English Majors until April 17.
 - 2) Junior English Majors until April 24.
 - 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) 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 2009 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 2009 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 2009 semester.

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

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

GRADUATE STUDENTS

Comprehensive Exams for those in the English Education and Literature programs:
Please consult your advisor regarding your reading list (for students in Literature) and when exams will be offered.

E 695.001 - Independent Study
E 695.002 - Final Project or Portfolio
E 699 - 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/project/portfolio/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.

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. In Fall 2009, the courses fulfilling the Capstone requirement are E 465 and E 470.

Policy on Literature Surveys

English Department Policy requires that all majors and minors take the literature surveys as required by their concentration (E 270, E 276 and/or E 277) before beginning their junior year. These sophomore-level surveys 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 Deanna Ludwin, Internship Coordinator, at 491-3438, or e-mail her at dludwin@lamar.colostate.edu

E 487B: *A*
Students may receive credit (one free elective credit per semester for up to four semesters) for an internship with *A*, 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 who do not register for this course for the Fall of 2009 cannot join the staff in the Spring of 2010. Interested students should contact Professor Sasha Steensen at sasha.steensen@colostate.edu for the registration number for E 487B.

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 2009-2010 internships, contact Tobi Jacobi at 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 2009-10 internship, contact the Director of the Writing Center (Professor Lisa Langstraat at Lisa.Langstraat@colostate.edu). Note: contrary to the catalogue listing, E 487D may be taken only for 3 credit hours (i.e., not for variable credit).

Composition Placement/Challenge Exams for CO 150 will be offered:

Students who scored 600 or higher on the SAT critical reading or 26 or higher on the ACT English will be placed directly into CO150. (For students enrolled at CSU and taking classes prior to Fall 2008, you will be placed into CO150 if you scored 500 or higher on the SAT verbal or 20 or higher on the ACT English). 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 600 on the SAT critical reading or 26 on the ACT English, must take the Composition Placement 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. Placement/Challenge Exams will be offered:

- Thursday, April 2 at 4:00 p.m. in Clark A101.
- Wednesday, April 15 at 4:00 p.m. in Clark A201.
- Thursday, April 23 at 4:00 p.m. in Clark A101.
- Thursday, April 30 at 4:00 p.m. in Clark A101.
- Monday, June 15 at 4:00 p.m. in Chemistry A103.

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 checking their homepage on RAMweb. 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. In an organized and detailed essay, you'll summarize the main ideas of the article.

Then you'll explain why you agree and/or disagree with the article's argument. Then you'll support your agreement/disagreement with specific examples from your experience, or outside reading, and/or with an analysis of the essay's argument.

Helpful Websites to prepare for the Composition Placement/ Challenge Exam can be found at:
<http://writing.colostate.edu/comp/placement.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 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 27, 2009 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 also welcome. Only one submission is allowed per student. Submission deadline is Friday, April 10, 2009, 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 Aparna Gollapudi, Literature Steering Committee, Department of English, 359 Eddy Hall, Colorado State University, Fort Collins, CO 80523-1773.

Fall 2009

Course Descriptions

The following is a list of new and special-topic courses only. For other undergraduate and graduate courses, see the online Fall 2009 Class Schedule through RAMweb.

Special Topic Courses

E370.001–American Literature in Cultural Contexts-Literary Naturalism and the Progressive Era 3 Credits

Michael Lundblad
10:00-10:50am MWF

What is the relationship between literature and social reform? How do texts associated with literary naturalism relate to the work of “muckrakers” and reformers in the Progressive Era? This course will explore these questions by surveying a wide range of texts by writers such as Upton Sinclair, Frank Norris, Jack London, Edith Wharton, Theodore Dreiser, Stephen Crane, Kate Chopin, Charlotte Perkins Gilman, and Henry Adams. We will also explore contemporaries of, and influences on, these writers, such as Herbert Spencer, Emile Zola, Sigmund Freud, William James, Andrew Carnegie, Theodore Roosevelt, W. E. B. DuBois, Ida B. Wells-Barnett, Ida Tarbell, Jacob Riis, Lincoln Steffens, and Jane Addams. Our interdisciplinary approach to texts by these writers will draw upon debates from the academic fields of American studies, animality studies, and critical theory. We will focus on the construction of race, class, gender, and sexuality at the turn of the century in the United States, and we will pay particular attention to new ways of thinking about what it means to be “human”—in relation to “the animal”—and what it means to act “humanely.” Cultural contexts that we will explore might include the woman’s movement, the rise of advocacy for animals, American imperialist aggression abroad, labor exploitation and class warfare, immigration policies and ethnic identities, homophobia and discourses of sexuality, and the pervasiveness of racial prejudice and lynchings in the Progressive Era.

This course fulfills Category 2 for all majors.

E440.001 – American Prose Before 1900

3 Credits
David Milofsky
1:00-1:50pm MWF

E440 is an advanced survey of 19th Century American fiction and nonfiction. The 19th Century was a remarkable period in American literature because literature written by Americans about America reached its highest levels to that point. Through studying such movements as Transcendentalism, Romanticism and Realism, all of which made up what is sometimes referred to as "The American Renaissance," students will be encouraged to see the seeds of what later would lead to Modernism in the 20th century. Among the writers studied will be Emerson, Hawthorne, Poe, Twain, James, Wharton and Sarah Orne Jewett.

This course fulfills Category 1 for all majors.

E465.001 – Topics in Literature and Language – Censorship

3 Credits

Louann Reid

2:00-2:50pm MWF

The concept of censorship challenges our understanding of the rights of citizens in a democracy—especially our First Amendment rights—and our disparate values as Americans. Challenges to contemporary and canonical texts, music, and film as well as to teaching materials and methods have a chilling effect on what is written and published and on what is taught in public schools. Yet shouldn't citizens have the right to prohibit public expression that they find offensive or harmful? How do we honor competing values and worldviews in a democratic society? What about the rights of individuals to freely express their views in their creative and critical work?

To explore these questions and others, we will read banned books and texts about censorship challenges, including legal cases. *The Adventures of Huckleberry Finn* will be the focus of an extended case study. In addition, you will write two researched essays and participate in lively, informed debate in class and online. The topics and questions in this capstone course should interest students in all concentrations in the major. This is an especially important course for students in English education.

This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone and an upper-division English elective. English majors who already have the capstone can count it as an upper-division English elective.

E465.002 – Topics in Literature and Language – Reading, Writing & Climate Change

3 Credits

SueEllen Campbell

3:00-3:50pm MWF

Though climate change will affect all of our lives, we may think that this is a subject of intellectual or academic interest only to polar bear biologists, atmospheric scientists, and political scientists—well, and maybe sociologists, ecologists, agriculture specialists, anthropologists . . . But what about English majors? How can we bring our skills and interests as readers, writers, researchers, and thinkers to bear on understanding and tackling the climate challenge? And once we're up to speed on this subject, what can we bring back to other readers and writers?

In this class, we'll read (and try our hands at writing) a wide variety of kinds of texts about climate and climate change, from semi-technical and popular science, through calls to personal or political action, to poetry and personal essays. We'll think about the challenges of writing clearly and effectively about this topic for various audiences and purposes; about the uses of metaphor, story, and character; and about the ways literature can help people absorb and deal with such complicated, emotion-laden topics.

This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone and an upper-division English elective. English majors who already have the capstone can count it as an upper-division English elective Category 4.

E470.001 – Individual Author – August Wilson and Suzan-Lori Parks

3 Credits

Debby Thompson

12:30-1:45pm TR

Focus and area of study:

“Once upon a time you weren’t there.” That, says Suzan-Lori Parks, is the official history given to African Americans. Her work, and that of many African American playwrights, undermines this “history-from-the-top” version of reality.

The body of modern and contemporary drama can be seen as a long and wide-ranging negotiation with realism, a style particularly fraught for African Americans. The appropriateness of realism for African American literature has been debated at least since the Harlem Renaissance. Bound up in this debate is the question of what to do with history and with the cultural identities constructed by and in resistance to it. If our current vision of cultural and historical realities constrains our ability even to imagine other possible realities, how should art best intervene to “re-member” history and reality? Two major contemporary African American playwrights, August Wilson and Suzan-Lori Parks, represent distinctive reactions to the realism debate. Wilson has revived realism through infusions of Magic Realism, whereas Suzan-Lori Parks has rejected realism altogether in favor of more postmodern modes of fragmentation, repetition and revision, jamming and scattening, aggressive appropriation, and recontextualization of historical simulacra.

Through a study of the plays and critical receptions of August Wilson and Suzan-Lori Parks, this course will present an overview of contemporary African American approaches to realism and to history.

This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone and an upper-division English elective. English majors who already have the capstone can count it as an upper-division English elective Category 2 or 4.

E505A.001 – Major Authors – English – George Eliot

3 Credits

David Milofsky

2:00-2:50pm MWF

E505 will be an examination of the life and work of George Eliot (Mary Anne Evans), along with Dickens and the Brontes, one of the most distinguished Victorian novelists. George Eliot's work was distinguished by its range and intellectual reach along with some of the most memorable characters in English literature. Eliot also occupied a significant place in 19th Century intellectual life in England through her editorship of the Westminster Review and sponsorship of other lesser-known writers of her time through that journal. Among the novels we'll be considering are *The Mill on the Floss*, *Middlemarch*, *Felix Holt* and *Daniel Deronda*.

E505B.001 – Major Authors – American – Henry David Thoreau

3 Credits

SueEllen Campbell

1:00-1:50pm MWF

For today's readers, Thoreau can be challenging to read: he can seem too verbose, too obscure, too preachy. Yet he has been one of the most influential and most loved of all American writers, and generations of readers have found their perspectives or even their lives changed by something he wrote, sometimes even as they resist his force. In this class, as we read Thoreau's major works (and some minor ones), we'll work first to get past any barriers to a fully open reading, and then we'll consider the sources of his appeal—his wit, his writerly skill, his attention to the world around him, his still-revolutionary vision of how to live a really good life. We'll also sample the works of some of his many writerly heirs and look at how they negotiate his challenges to his readers.

E630A.001 – Special Topics in Literature – Area Studies – Word & Image

3 Credits

Aparna Gollapudi

4:00-6:50pm T

Pictures and words co-exist on the same page in works as different as medieval illuminated books, seventeenth-century emblem books, children's picture books, and comics. The course 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. 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 does the different mode of perception and comprehension required by words and images determine the meaning of a work? The course will take a roughly chronological trajectory, beginning with a study of Medieval works such as *The Book of Hours*, and ending with contemporary graphic novels.

E 631.001 – Crossing Boundaries-Terrorism and the Novel

3 Credits

Bruce Ronda

4:00-6:50pm R

This course investigates the intersection of the modern phenomenon of terrorism with the novel as a literary and cultural form. Throughout the nineteenth century and into our own time, novelists have had a troubled and symbiotic relationship with terrorists and terrorism, lending some credence to Lenin's observation that terrorism is the violence of intellectuals. Terrorists and novelists alike have understood themselves as alienated figures, sheltered by the very institutions they wished to destroy, and as culture critics, seeking in symbolic ways to undo the seemingly permanent structures of society. The course will present a series of novels, including Dostoyevsky's *The Possessed*, Conrad's *The Secret Agent*, Lessing's *The Good Terrorist*, Roth's *American Pastoral*, and Choi's *American Woman* in concert with theorists like Benjamin and Arendt and contemporary scholars on terrorism like Juergensmeyer, Stern, and Scanlon. Probable course requirements will include class leadership of one or more sessions, take-home midterm, short papers on critical essays, and long interpretive essay or research paper.

E632.001 –Professional Concerns in English – Teaching & Learning in a Digital Age

3 Credits

Cindy O'Donnell-Allen

7:00-9:50pm W

The field of New Literacies focuses on the interpretation and production of meaning in hypermedia that extends traditional texts to include multimodal meaning-making systems (linguistic, visual, audio, gestural, spatial). As the definition of literacy has changed to reflect what societies expect literate individuals to know and do, the role of secondary school educators has changed as well. Such changes raise methodological concerns regarding how literacy practices get studied and pedagogical questions about how these practices get taught. In addition to tracing the impact and implication of these changes for both students and teachers, this course will focus on the social, cultural, and political contexts of literacy. Theoretical perspectives concentrating on critical literacies, multiliteracies, media literacy, and the social construction of learning within new literacies will inform our examination of such subjects as

- the place of traditional print texts in the English curriculum
- the effects of the incorporation of digital literacies on the teaching of the traditional language arts
- the interface between students' out-of-school literacies with those privileged in schools
- the methodological tools available for the analysis of the various products and processes associated with the production, reception, and use of print, multimodal, and digital texts

This course should appeal to students interested in teaching and/or conducting research on New Literacies as well as those who want to examine how broadening definitions of texts and literacy influence textual analysis, production, and use. This course fulfills the E632 Professional Concerns requirement for graduate students in the English Education program.

E 633.001 – Special Topics in Discourse Studies – The Rhetorics of Resistance & Change

3 Credits

Tobi Jacobi

9:30-10:45am TR

How is resistance revealed? How can texts resist or promote change? How do we frame revolution and justice? What will be the impact of technology on the dissemination of resistant texts and sentiment in the twenty-first century? What role can language and literacy education play? What happens when pedagogy becomes resistant or is resisted? Students will explore questions like these as we consider rhetorical approaches to resistance and change in contemporary America. Course goals will include efforts to understand and explore the disconnect between public and academic approaches to resistance and change; to explore and analyze writing/textual strategies that serve to reflect dissent and influence—or fail to influence—change; to critique the effectiveness and importance of resistant rhetorics in shaping American political and popular culture; and to investigate the relationship between resistance and identity by reading broadly on issues such as gender, class, race, sexuality, and ability.

The course content will include the following segments. First we will explore a range of rhetorical approaches to resistance. We will then spend the long middle section of the course working to understand and complicate these approaches through three case studies of issues that have captured the public imagination in the past fifty years: the language debates of the 1990-2000s, the feminist movement, and the contemporary prison industrial complex. We will focus on voices of activism and

dissent by assessing the outcomes and legacies of the rhetorical strategies employed by key figures in these debates. We will close with an examination of resistance and social change with an emphasis on language and literacy pedagogy. Course assignments will include forum participation, presentations, and narrative/research writings.

E 634.001 – Special Topics in TEFL/TESL: Needs Analysis, Syllabus Design, Materials Development, and Assessment- an ESP/EST Perspective

3 Credits

Doug Flahive

1:00-1:50 MWF

Objectives:

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

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

Our ESP focus will enable us to generate more integrated syllabi and materials.

Rationale:

For nearly 40 years in many parts of the world, ESP has been viewed as a highly cost-effective alternative to generic English language teaching. Because of the content-based focus of ESP courses, this approach has proven to be far more motivating in terms of student interest than more traditional approaches.

ESP programs today serve the needs of non-native speakers of English who represent a broad range of profession—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. We also will include a representative unit on traditional EAP primarily to serve as a contrastive backdrop to ESP approaches. EAP is an approach that is familiar to many of you and will provide useful anchors in our discussions and demonstrations of ESP syllabi and materials.

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

Step 1: Overview presented in the text.

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 8 weeks of the workshop, we will be providing you with the necessary context to complete the tasks which are required in the latter 7 weeks of the class. In the first five weeks we will present an historical perspective, a selective overview of business ESP and EAP along with approaches to language and the traditional four skills. Your text will provide a backdrop and the selected research

papers will augment this general information with detailed exemplars. In effect, we will be going through Steps 1 & 2 mentioned in the rationale above.

Following this we will then move through our four step process . All students will be required to prepare and present in-class demonstrations of their work. However, class-size may preclude each student or each team from presenting each of the four products.

We will be using our class web page for posting and critiques.

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