

RAMBLER

The Newsletter for English Majors

Volume 28, Number 1, March 11, 2011

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 2011 semester **from Thursday, March 31st through Friday, April 8th**. 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 2011

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

Graduates	April 4
Seniors	April 5
Juniors	April 8
Sophomores	April 15
Freshmen	April 22
New Students	May 2

IMPORTANT NOTICES

For Fall 2011 registration:

- Prof. David Milfosky's advisees are to see Prof. David Mogen.
- Prof. Ellen Brink's advisees A-L are to see Prof. Aparna Gollapudi, M-W are to see Leif Sorensen.
- Prof. Pam Coke's advisees A-G are to see Prof. Gerry Delahunty, H-P are to see Prof. Louann Reid and Q-W are to see Prof. Cindy O'Donnell-Allen.
- Prof. Michael Lundblad's advisees A-L are to see Prof. Leif Sorensen and M-W are to see Prof. Sarah Sloane.

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 2011, 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 \$62 per-semester-credit hour for undergraduate students who are eligible for in-state tuition and who apply, are admitted, and are enrolled at a state or participating private institution of higher education. The college you are attending will only receive the funding if you authorize use of the stipend for a given term. You will see the stipend appear as a credit on your tuition bill.

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

You only have to apply once, and you will receive the stipend every term that you take eligible undergraduate courses and have not met the 145-credit lifetime limit. **Do you need to do anything else? Yes. Every semester through RAMweb, you must authorize the University to request the stipend on your behalf.** If you fail to apply for, or authorize the use of your stipend, you will be required to pay the full amount of total in-state tuition without the State stipend support.

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

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.

Fall 2011 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. If you are in the University Honors Program you must be advised by a Departmental Honors advisor (Dr. Campbell, Dr. Marvin, or Dr. Sebek). If you need to be reassigned, please come to the English Office, Room 359 Eddy.

Sign up in advance of March 31st on the schedule posted on your advisor's door, so that you can be advised before registering for classes.

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 have forgotten your password, go to <http://eid.colostate.edu/>.) Once in RamPoint, click on the RAMweb tab. Registration options are bulleted on the left.

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

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

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

WAITLISTS IN ARIES

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

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

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

Students can sign up for the Waitlist when they attempt to register for a section that has reached its capacity. Students can now add themselves to a waitlist for as many sections of a course as they'd like. You must attempt to register for the class through your registration link in RAMWeb. Under the **Registration** heading, students must select **Registration**. Then select Fall 2011. Your Fall 2011 schedule will appear. Scroll down to the bottom of the page and in the

first of many rectangular boxes at the bottom of the page, enter the 5-digit CRN number for the course you'd like to add. A message will pop up saying "This Section is Full." Click on the Action box and select Waitlist and then select Submit Changes. You will be added to the waitlist. Prerequisites and other restrictions are enforced for students signing up for the waitlist. The first student on the Waitlist is notified via their RAMmail account or via a text message when a space becomes available. (Under the heading **Records**, select *Change My Text Messaging Options*, if you can't remember the option you selected for how to be notified of an available seat.) The student then has **24 hours** to register for the class before being dropped from the Waitlist. The student is **NOT** automatically registered.

WAITLIST FOR MULTIPLE COMPONENT COURSES

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

When a student is notified of a space available in one component of a course for which they are on the waitlist, there will be space available in all the components needed. The student may still be on the waitlist for more than one section of a component, multiple labs for instance. They can then register for all components when a space becomes available, and stay on the waitlist of their preferred component. If a space becomes available in their preferred component, they may 'swap' them by adding the preferred one at the same time they drop the non-preferred one. If the components they want to swap do not use the waitlist, the student will have to keep checking to see if a space becomes available and swap the sections then. Please contact Sue (970) 491-1443 sue.coulson@colostate.edu if you have questions.

NOTICE: ENROLLMENT RESTRICTIONS FOR FALL 2011

Restrictions will be placed on registration for the following:

- **E 240 & E 270** – English Majors only until April 22 then open to all majors.
- **E 276, E 277**– English and Speech Education Majors only until April 22 then open to all majors.
- **E311A, B & C** – English Majors only until April 22 then open to all students except freshman.
- **E 337** – English Majors and Minors only until April 15 then open to all students except freshmen.
- **E 322 (English Language for Teachers I)**
 - 1) Post-bachelor and senior English Majors only until April 15.
 - 2) Junior English Majors until April 22.
 - 3) Then open to all English Majors except freshman.
- **E 341, E 342, and E 343** – English Majors and Minors only until April 22 then open to all students except freshmen.
- **CO300 & CO301A**
 - 1) Seniors only until April 15.
 - 2) Juniors until April 29.
 - 3) Then open to Sophomores.
- **CO 301B, CO 301C & CO 302**
 - 1) Seniors only until April 15.
 - 2) Juniors until April 29.
 - 3) Sophomores cannot register for CO 301B, CO 301C & CO 302.
- **CO 301D** – English Education & Teacher Licensure Speech Education Majors only.
- **E 401 & E 402** – Post-Bachelor and Senior English Education and Speech Education Majors only until April 15, then open to Junior English Education and Speech Education Majors until April 22, then open to all English Education and Speech Education Majors except freshman.
- **E 405 (Adolescents' Literature)**
English Majors and Minors only until April 22 then open to all students except freshmen and GUESTs.
- **E 412A (Creative Writing Workshop)**

- 1) Senior English Majors until April 22.
 - 2) Junior English Majors until July 22.
- **E 465 (Topics in Literature & Language)**
 - 1) Senior English Majors until April 15.
 - 2) Junior English Majors until April 22.
 - 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 2011 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 2011 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 2011 semester. Students registering for an Independent Study after census date will be required to pay a Late Registration fee.

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

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.

E694.001 – Independent Study–Portfolio

E 695.001– Independent Study

E698.001– Research – Project

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/portfolio/project/thesis; a brief outline of the work to be done; your signature, the signature(s) of your Instructor and/or Advisor, and note that the thesis application requires the signatures of all committee members. Return the completed form(s) to Marnie for review by the Graduate Coordinator. Once the Graduate Coordinator signs your application, Marnie will enter an override and e-mail you with the CRN so that you can register for the course.

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 2011, the courses fulfilling the Capstone requirement are E 465.001 and E465.002.

FALL 2011

Capstone Courses: E465.1 Workplace

Literacies (TR 9:30-10:45am in Art F103 with Kate Kiefer) and **E465.2 The Sonnet** (TR 2:00-3:15pm in Aylesworth C106 with Roze Hentschell).

Category 1: E 342.1 Shakespeare I (TR 4:00-5:15pm in Clark A206 with Barb Sebek),

E343.1 Shakespeare II (MWF 9:00-9:50am in Clark C360 with William Marvin), **E424 English Renaissance** (TR 8:00-9:15am in Eddy 10 with Roze Hentschell) and **E425**

Restoration and 18th-Century Literature (TR 11:00am-12:15pm in Microbiology A113 with Aparna Gollapudi).

Category 2: E332 Modern Women Writers (MWF 3:00-3:50pm in Clark C250 with Lisa Langstraat), **E345 American Drama** (MWF 4:00-4:50pm in Clark C337 with Debby Thompson), **E422 African-American Literature** (MWF 1:00-1:50pm in Anatomy-Zoology E112 with Leif Sorensen), **E427 Victorian Age** (MW 4:00-5:15pm in Clark C144 with Ellen Brinks), **E431 19th-Century English Fiction** (TR 11:00-12:15pm in Anatomy-Zoology W205 with David Milofsky) and **E455 20th-Century European Literature** (MWF 12:00-12:50pm with Paul Trembath).

Category 3: E332 Modern Women Writers (MWF 3:00-3:50pm in Clark C250 with Lisa Langstraat), **E333 Critical Studies of Popular Texts** (MWF 12:00-12:50pm in Natural Resources 109 with Mike Lundblad) and **E422 African-American Literature** (MWF 1:00-1:50pm in Anatomy-Zoology E112 with Leif Sorensen).

Category 4: E337 Western Mythology (MWF 1:00-1:50pm in Shepardson 102 with William Marvin), **E 342.1 Shakespeare I** (TR 4:00-5:15pm in Clark A206 with Barb Sebek), **E343.1 Shakespeare II** (MWF 9:00-9:50am in Clark C360 with William Marvin), **E345 American Drama** (MWF 4:00-4:50pm in Clark C337 with Debby Thompson) and **E431 19th-Century English Fiction** (TR 11:00-12:15pm in Anatomy-Zoology W205 with David Milofsky). **E465.2 – The Sonnet** (TR 2:00-3:15pm) in Aylesworth C106 with Roze Hentschell).

Policy on Literature Survey Courses

English Department policy requires that all majors and minors take the literature survey courses as required by their concentration (E 270, E 276 and/or E 277) before beginning their junior year. These sophomore-level survey courses lay the foundation for upper-division

work, and students are best advised to take them and other English-core courses when they devise their class schedules in their first two years of study. Transfer students should take these courses in their first year of English study. Students are advised to take only one survey course at a time.

INTERNSHIPS

The English Department offers for-credit internships to both graduate and undergraduate students. Internships are available in several areas, including literary publishing, arts administration, and teaching. To see if you qualify, or for further referral, please contact 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 must be Juniors or Seniors with a 3.0 GPA in English and Composition classes. Qualified students must register for both Fall 2011 and Spring 2012 – This is a one-year commitment. Interested students should contact Sue Russell at sue.russell@colostate.edu or 491-1898.

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 2011-12 internship, contact the Director of the Writing Center (Professor Carrie Lamanna at carrie.lamanna@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

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, March 31, at 4:00 p.m. in Clark A202.
- Wednesday, April 13 at 4:00 p.m. in Clark A205.
- Thursday, April 21 at 4:00 p.m. in Clark A202.
- Thursday, April 28 at 4:00 p.m. in Eddy 212.
- Monday, June 13 at 4:00 p.m. in Natural Resources 113.

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 service charge of \$18, 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://composition.colostate.edu/placement.html>

Creative and Performing Arts Awards

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

Outstanding Literary Essay Awards

The Department's Literature Committee announces the Outstanding Literary Essay Awards, which recognize outstanding critical writing and interpretive work in literary studies. Applicants must be registered graduate students or undergraduate English majors. Awards of \$100 for first place, \$50 for second place, and \$25 for third place will be offered at both the graduate and undergraduate level. Winners will be honored at the English Department Awards

Reception on Monday, April 25, 2011 from 4-6 p.m. in the LSC North Ballroom.

Submission Guidelines: Students should submit an essay that represents their best critical or interpretive work in literary studies. Undergraduate essays should be no longer than 15 pages and graduate essays should be no longer than 20 pages. Shorter papers are also welcome. Only one submission is allowed per student. Submission deadline is Friday, April 8, 2011, at 4:00 p.m.

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

Summer 2011

Courses

The following is a list of English courses only. For other undergraduate and graduate courses, see the online Summer 2011 Class Schedule through RAMweb.

First 4-week Term – 5/16/11-6/10/11

E420.001 - Beat Generation Writing

3 Credits

Matthew Cooperman

12:10 – 2:10 MTWRF

E430.001 18th-Century English Fiction

3 Credits

Aparna Gollapudi

9:50 – 11:50 MTWRF

Second 4-week Term – 6/13/11-7/8/11

E337.001 - Western Mythology

3 Credits

William Marvin

12:10 – 2:10pm MTWRF

E342.001 - Shakespeare I

3 Credits

Roze Hentschell

9:50 – 11:50am MTWRF

Third 4-week Term – 7/11/11-8/5/11

E320.001 - Introduction/Study of Language

3 Credits

Fabiola-Ehlers-Zavala

9:50 – 11:50am MTWRF

Eight-week Term – 6/13/11-8/5/11

CO150 College Composition

8:40 – 9:40 MTWRF

9:50 – 10:50 MTWRF

11:00 – 12:00 MTWRF

CO300 Writing Arguments

7:30 – 8:30 MTWRF

8:40 – 9:40 MTWRF

9:50 – 10:50 MTWR

12:10 – 1:10 MTWRF

Fall 2011

Course Descriptions

The following is a list of new and special-topic courses only. For other undergraduate and graduate courses, see the online Fall 2011 Class Schedule through RAMweb.

Special Topic Courses

E333.001–Critical Studies of Popular Texts: Science Fictions

3 Credits

Michael Lundblad

12:00-12:50pm MWF

Androids, aliens, space travel, intergalactic warfare, alternative sexualities and genders, mind reading, eye scanning, time traveling, genetic engineering, strange new races and hybrid identities, sophisticated new machines and technology that can both help and hurt you. Science fiction texts have long been wildly popular ways of imagining these kinds of possibilities and many more. While representations of the future or alternative realities might seem to be just a form of entertainment, they can also provide windows into the fears, desires, and fantasies of the cultures that produce them. Critical analysis of science fiction, in other words, can help us to see how these texts negotiate cultural anxieties related to issues such as race, ethnicity, gender, sexuality, class, disability, species, and environment. This course will bring an American studies approach to popular science fiction stories, novels, films, and television series, drawing upon related academic fields such as science fiction studies, cultural studies and critical theory, animal and animality studies. Potential writers to explore include Philip K. Dick, Ursula Le Guin, Octavia Butler, Ray Bradbury, Kurt Vonnegut, Frank Herbert, William Gibson, Anthony Burgess, Margaret Atwood, Isaac Asimov, Arthur C. Clarke, H. G. Wells, and George Orwell. We will likely study episodes from a television series, such as *Battlestar Galactica* (2004-2009), as well as several films. Possibilities include *District 9*, *Avatar*, *BladeRunner*, *Gattaca*, *2001: A Space Odyssey*, *12 Monkeys*, *La Jetée*, *Planet of the Apes*, *The Matrix*, *The Terminator*, *Predator*, and *Alien*.

This course fulfills a Category 3 for all majors.

E465.001 – Topics in Literature and Language – Workplace Literacies

3 Credits

Kate Kiefer

9:30-10:45am TR

We all know that law and medicine have developed languages that their practitioners use, but have you wondered how many professions and workplaces develop unique texts and ways to read/write them? We'll use examples from professional wrestling and poker playing, from NIH grant writing and stand-up comedy to illustrate what counts as literate behavior and how individuals in a context learn and excel at such behaviors. We'll grapple with definitions of literacy (academic, expanded, multimodal), and we'll read some theory that supports inquiry into literate practices. Then students will head into workplaces for extended observational study, resulting in a class presentation and final project.

This course fulfills the capstone requirement for all majors.

E465.002 – Topics in Literature and Language – The Sonnet

3 Credits

Roze Hentschell

2:00-3:15pm TR

This capstone will focus on the enduring poetic form of the sonnet. Verse marked by formal artifice and constraint, sonnets are also regarded as one of the more intimate and insular forms through which subjectivity and secular love is developed, the “pretty rooms” that Donne hopes to build with his lover. Despite, or perhaps because of, the generic familiarity of the sonnet (the “sonnet craze” reaches its height in the 1590s), it is also an important site for thematic innovations. We will spend the first half of the course studying the European and British development of the sonnet, beginning with an introduction to the Italian origins of the form. We will trace its formal and thematic conventions in the fifteenth and sixteenth centuries in France and England, paying attention to sonnet cycles as a particular type of courtly form of pleasure and play. We will look at the early modern innovations of the form and in so doing will also attend to a greater self-reflexivity on the part of the poet in the seventeenth and eighteenth centuries. The second half of the course will take up the nineteenth to twenty-first century incarnations of the sonnet, both in England and America. While the sonnet would never regain the popularity it had in the late sixteenth century, we will investigate why and how the sonnet has endured as an important poetic form, and why it emerges as particularly prevalent in some periods in Britain (we’ll look at the Romantics and WWI poets to this end) and with particular authors in America, including Edna St. Vincent Millay, Frost, Cummings, and Auden. We will also look at contemporary writers of the sonnet, including their experimental poetry where the sonnet is radically altered in form. Is it still a sonnet if it’s only a sonnet in name?

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. English majors who already have the capstone can count it as a Category 4 elective.

E506B.001 – Literature Survey of 20th Century American Literature – Writing American in a Global Century

3 Credits

Leif Sorensen

11:00-11:50am MWF

This course offers an overview of 20th Century American literature with selections from major poets, fiction writers and dramatists. We will pay specific attention to international and transnational elements of literature written in the U.S. One of our central questions will be what it means to be an “American” writer in a century characterized by large-scale immigration, globalization, and neo-imperialism.

Readings will also include major critical and theoretical works. Over the course of the semester we will track the changing demographics of the U.S. and the changing face of American literature. In the process we will discuss major aesthetic movements in the century including modernism, multiculturalism, and postmodernism. Works considered will include plays by David Henry Hwang and Tennessee Williams; fiction by Nella Larsen, Leslie Marmon Silko, F. Scott Fitzgerald, Theresa Hak Jyung Cha, Richard Wright, and Salman Rushdie; and poetry by Langston Hughes, T.S. Eliot, Gertrude Stein, Lihn Dihn.

E507.001 – Special Topics in Linguistics: Studies in Bilingualism, Bilingual Education and Multilingualism for TESOL

3 Credits

Fabiola Ehlers-Zavala
12:30-1:45pm TR

For approximately the last 20 years or more, research on bilingualism has undergone a clear upsurge, resulting from the recognition that bilingualism is far more prevalent than monolingualism in our global society. International TESOL, the professional organization, has issued position statements embracing and supporting bilingualism. Many TESOL professionals who teach English as a second or foreign language are bilingual, and, in some cases, even multilingual. However, most U.S. TESOL programs aimed at training ESL/EFL specialists seem to devote insufficient attention to research in bilingualism/multilingualism that can inform the professional practices of ESL/EFL teachers. Programs that do not fully consider research on bilingualism and multilingualism limit the professional preparation of prospective ESL/EFL teachers, giving them an incomplete picture of what it means to engage in language learning. Because our CSU program is meant to train teachers that need to be prepared to meet the needs of diverse English language learners in the U.S. and/or abroad (ranging from learners for whom the attainment of English is their ultimate social/educational goal to those for whom English is a language that is added to their linguistic repertoire to become fully biliterate/bicultural or multilingual), we offer this course to provide course participants the opportunity to understand and learn about the issues that affect the acquisition of English as a second or foreign language. Participants will learn about the multiple paths to becoming bilingual. This course addresses Bilingual First Language Acquisition (BFLA), thus expanding the work students cover in our E527 class: Theories of Second Language Acquisition.

NOTE: Being bilingual or multilingual is not a requirement for registration in this class, or for successfully meeting course expectations.

E630B.001 – Special Topics in Literature – Word and Image

3 Credits

Aparna Gollapudi

4:00-6:50pm R

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 do the different modes 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 illuminated books and ending with contemporary graphic novels; it will also include materials such as seventeenth-century emblem books, children’s picture books, etc.

E630B.002 – Special Topics in Literature – Hybrid Writing

3 Credits

Sasha Steensen

12:30-1:45pm TR

With the recent release of W.W. Norton's *American Hybrid*, the first anthology of hybrid American Literature by a major publishing house, hybrid writing has become a diverse but recognized genre. Although literature has always had its hybrid examples, this anthology presents hybridity as a genre in and of itself. In their Introduction, editors David St. John and Cole Swensen argue that the divide between experimental and traditional writing is disappearing in favor of multi-genre forms. And yet, it is simplistic to equate the proliferation of genres only with contemporary writing. From Aristotle's notion that the individual writer has "a natural instinct of representation" that differs "according to the poet's nature," to Ralph Cohen's insistence that "genres are open categories" subject to historical changes, we will see that that "genre" has always been open for debate. We will ask the following questions: What are the origins of our current conceptions of genre? What does the recent proliferation of hybrid categories, from the poetic novel to the lyric essay, signal? Why do traditional genres often seem insufficient for writing about certain experiences? We will consider the fact that "hybridity" always runs the risk of collapsing in on itself, reifying the exact categories it tries to break down. With this in mind, we will read texts that find, within this paradox of hybridity, a generative method in which to revisit some of our oldest questions as writers—questions about imagination, identity, memory, representation, narrative, and documentation, among others. From Virginia Woolf's reconsideration of traditional narrative practices in *The Waves* to Lisa Robertson's site-specific meditations in *Seven Walks from the Office of Soft Architecture*, our reading will be wide-ranging and diverse. Other authors will likely include William Blake, Gertrude Stein, Bhanu Kapil Rider, Susan Howe, Kathy Acker, Jean Toomer, and Maggie Nelson. In addition to these literary texts, we will read theoretical texts by Jacques Derrida, N. Katherine Hayles, and Jonathan Culler, among others.

PROBABLE COURSE REQUIREMENTS:

15-20 Page Paper: 40 %

This could be a combination of hybrid writing by the student and a critical study of an author and/or issue surrounding hybrid texts.

Presentation: 25 %

The student will present on an author working with hybrid forms that we are not scheduled to discuss in class. With the recent proliferation of hybrid texts, this will allow us leave the course with a better understanding of the variety of multi-genre literature.

Several Short Response Papers: 25 %

These will be in the form of short responses (1-2 pages) e-mailed to the entire class.

Participation: 10 %

Students must come to class prepared and willing to participate in class discussions.

E634.001 - Special Topics in TEFL/TESL– Second Language Assessment and Testing

3 Credits

Doug Flahive

7:00-9:50pm W

Rationale

Language teaching professionals traditionally employ testing and assessment instruments and processes for a wide variety of purposes. **Program administrators** and **supervisors** either select or, in some rare cases, participate in the development of assessment instruments which may fit the objectives of their unique programs. Their primary goal is to demonstrate that their programs work. Needless to say, **L2 classroom teachers**, from elementary through advanced academic preparation levels, regularly assess student progress and achievement. In addition, **those engaged in second language research**, especially

those conducting classroom-based research, need to be involved in assessing an open-ended range of static and dynamic variables through the use of appropriate elicitation and scoring instruments.

Objectives

At the completion of this course you will be:

- Knowledgeable, critical consumers of a broad range of relevant assessment instruments.
- Knowledgeable, critical developers of a broad range of instruments which assess all of the language skills.
- Capable of understanding the critical need for on-going professional awareness and development in matters of assessment. This is perhaps the most important of the objectives.

Assignments

We will be completing 10 integrated modules, each related to a specific aspect of language assessment/testing.