

RAMBLER

The Newsletter for English Majors

Volume 32, Number 2, October 9, 2015

This newsletter is also available at <http://english.colostate.edu/>

English Department
ADVISING AND MENTORING
Fall 2015

Academic Support Coordinators (ASCs)

Pre-Registration Advising Information for Spring 2016

All English majors in all concentrations will be supported throughout your degree completion by two key resources: your Academic Support Coordinator (ASC) and your faculty mentor. You can rely on both to contribute to your success at CSU and beyond. All students will be assigned an ASC and a faculty mentor for Fall 2015 advising.

Because we know you probably have questions, here are answers to some of the questions most frequently asked.

Who Does What?

The ASCs will help you stay on the path to graduation. They will be responsible for providing you with your advising code and reviewing your concentration checksheets and undergraduate degree plan during your advising sessions. Their goal is to help guide you through graduation and connect you with resources across campus—including your English department faculty.

The English faculty mentors will complement the work of the ASCs and help you with major-specific advice about careers or graduate school, internships, co-curricular opportunities, and so forth. You can turn to them for advice about course selection, independent studies, and undergraduate research opportunities.

How Do I Arrange an Advising Meeting?

The ASCs for English are Joanna Doxey and Sarah Wernsing. Their offices are in Eddy 209 and 209A, respectively. They are available by appointment, and you must make an appointment through the College of Liberal Arts Academic Support Center 970-491-3117.

How do I arrange a meeting with my faculty mentor?

Your faculty mentor is available to talk about your course experiences, suggest upcoming course and career opportunities, recommend internships and/or other relevant activities, and to generally check in

with you about your experiences as an English major or minor. Please email to set up a time to meet at any point during the academic year; the door is always open for you. If you are uncertain about who your faculty mentor is, please contact the main English Department office: 491-6428.

As time goes on, we will better define the roles of ASCs and faculty mentors, but you should know that we are all here to help you succeed.

Advising Schedule

English department advisors/mentors will be holding pre-registration conferences for the Spring 2016 semester throughout **October**. They will email advisees/mentees early in October to tell them when they will be available and where. Please check the email address that CSU has on record for you (this may be different from the one you typically use).

RAMweb Registration Access For Spring 2016

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

Graduates	October 26
Seniors	October 27
Juniors	October 30
Sophomores	November 6
Freshmen	November 13

ATTENTION GRADUATING SENIORS

If you plan to graduate in Spring 2016, 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://english.colostate.edu/undergrad/advising/survey>.

Course offerings for Spring 2016 on pages 4-15

Guidelines and Policies for Registration on pages 15-19

Linguistics and Culture Interdisciplinary Minor

For advising, contact:

English Department

Eddy 359

Phone: (970) 491-6428

The Linguistics and Culture Interdisciplinary Minor is designed for students with a particular interest in language and its cultural interfaces. Its core is a pair of linguistics and anthropological linguistics courses, which are supported by courses in specific languages, and supplemented by elective courses in English, Foreign Languages and Literatures, Philosophy, and Speech Communication. Courses address current and historical descriptive, theoretical, and pedagogical issues in linguistics, cultural anthropology, philosophy of language, non-verbal communication, and the relations between communication, language and thought, providing students with a well-rounded program of study. The program is open to all students and designed to be an addition to the student's major. Colorado State University has linguistic and cultural expertise and this program provides undergraduate students with an opportunity to broaden their education as they prepare themselves for graduate study or careers requiring an analytic understanding of the nature of language and its relations with thought and culture.

Program details are available from the Departments of English and Anthropology, College of Liberal Arts.

Department of Anthropology

Department of English

Linguistics and Culture

Interdisciplinary Minor

21-25 Credits

1. Core Classes

Take both of the following courses (6 credits):

ANTH335 Language and Culture **and** E320 Introduction to the Study of Language

2. Language

Take two courses from one language group (6-10 credits):

Italian: LITA105, 107,200,201 French: LFRE105, 106,107,108,200,201,208

Chinese: LCHI105, 107,200,201 German: LGER105, 107,108, 200, 201, 208

Greek: LGRK105, 107 Arabic: LARA105, 107,200,201

Korean: LKOR105, 107 Japanese: LJPN105, 107,200,201

Latin: LLAT105, 107 Russian: LRUS105, 107,200,201

Sign Language: LSGN105, 107 Spanish: LSPA105, 106,107,108,200,201,208

3. Supporting Courses

Take three of the following courses (9 credits):

ANTH100 E324

E326

E326

E327	E328	E329	LFRE312
LFRE326	LGER326	LSPA312	LSPA326
PHIL210	PHIL315	SPCM331	SPCM431

4. Upper Division

Take at least four of the following courses (12 credits); courses taken for requirements 1-3 may also count toward the upper division credit requirement:

ANTH335	E320	E324	E326
E327	E328	E329	LFRE312
LFRE326	LGER326	LSPA312	LSPA326
	PHIL315	SPCM331	SPCM431

Spring 2016 Course Descriptions

The following is a list of new and special topic courses only. For other undergraduate and graduate courses, see the online Spring 2016 Class Schedule through RAMweb.

Special Topic Courses

E333.001 Critical Studies of Popular Texts – Science Fiction

3 Credits

Leif Sorensen

TR 2:00-3:15pm

In the twenty-first century science fiction has moved from being a somewhat disreputable niche genre to one of the most successful markets for publishing and films. What's more, respected writers like Kazuo Ishiguro and Junot Díaz have borrowed techniques and concepts from science fiction in their award winning fiction. All of this suggests that science fiction has become increasingly significant both as an artistic form and a popular cultural phenomenon. This course offers an exploration of science fiction from the twentieth and twenty-first centuries. We will read texts by classic writers from the early days of the pulp magazines (Robert A. Heinlein, Isaac Asimov, H. P. Lovecraft), major figures from the second half of the twentieth century (Ursula K. Le Guin, Samuel R. Delany, Philip K. Dick), and contemporary authors (Lavie Tidhar, China Miéville, Nnedi Okorafor). In many cases we will also contextualize our readings by exploring major works of science fiction film, television, and comics. Our readings will help us to explore how science fiction constructs futuristic and alien worlds, imagines non-human subjectivities and languages, and represents alien or technologically modified bodies.

This course fulfills a Category 3 elective requirement for English majors.

E327.001– Syntax and Semantics

3 Credits

Gerry Delahunty

MWF 1:00-1:50pm

When we know a language we know many of its words and what they mean; we also know how to combine these words to create larger expressions; and we know how to create or figure out the meanings of the larger expressions using the meanings of their words and how they are combined.

Syntax is the study of how words are combined into units larger such as phrases, clauses, and sentences. It includes the study of how these larger units are adapted to allow information to flow smoothly in conversation, text, or discourse. As we study the syntax of individual languages, we also look for general patterns that underlie the syntaxes of all languages.

Semantics is the study of the literal meanings of words, phrases, clauses, and sentences. We will study how words mean and how the meanings of larger expressions are composed from the meanings of their elements, that is, how syntax and the meanings of words interact in creating the meanings of expressions.

We will also explore some of the ways in which syntax and semantics interact with such other factors as phonology (pronunciation), morphology (meaningful parts of words), and context.

This course is designed to introduce students to basic concepts and methods of analysis in syntax and semantics, aspects of language essential to the study of any language, natural or artificial. While English will be the main focus of study, we will also glance at the syntax of other languages, particularly those that students in the class are familiar with.

This course fulfills a requirement for English majors in the Language concentration and an upper division elective for students in the Linguistics and Culture Interdisciplinary Minor. It will also provide invaluable information for students interested in teaching English either to native speakers or in English as a Second or Foreign Language settings, and for anyone interested in English or language in general. No prior linguistic or language study is required or assumed.

E370.001 – American Literature in Cultural Contexts – Infamy, Notoriety & Popularity in Modern/Contemporary American Literature

3 Credits

Leslee Becker

TR 9:30-10:45am

American Literature in Cultural Contexts – Infamy, Popularity, and Notoriety in Modern and Contemporary American Literature is an exciting, provocative course designed to explore notions of heroes, antiheroes, misfits, miscreants, and unclassifiable characters in literature, essays, films, magazines, newspapers. We'll read about rebels, bad girls and bad boys, outlaws, criminals, outcasts, romantic types, and even a failed teacher. This course comes with a warning that you'll do a lot of reading and writing, but there's also the promise of exploring our fascination with spectacle and flawed people in fiction, non-fiction, and movies. E370 is a chance to accept an invitation to explore the dark side of our literature and culture. "Hello, darkness, my old friend." And don't forget Flannery O'Connor's famous Misfit's lines to the old lady in "A Good Man is Hard to Find": "No pleasure but meanness."

Sample Writers: Edward Abbey, James Baldwin, Truman Capote, Joan Didion, Ralph Ellison, Fitzgerald, Faulkner, Mary Gaitskill, Ron Hansen, Hemingway, Denis Johnson, Alice McDermott, Cormac McCarthy, Carson McCullers, Toni Morrison, Joyce Carol Oates, Flannery O'Connor, Katherine Anne Porter, Salinger, Eudora Welty, Nathanael West, John Williams, Richard Wright, and others.

This course fulfills Category 2 for English Majors.

E403.001 – Writing the Environment

3 Credits

Camille Dungy

TR 12:30-1:45pm

Whether it's loved or reviled, cherished or practically dismissed, the natural world is central to all of this course's texts. We will read nonfiction, fiction and poetry, reaching from today towards the roots of environmentally-focused writing in America. Investigating their approaches, you'll learn how and why writers incorporate land, landscape, the environment, or other manifestations of the natural world into their work. Several contemporary environmental writers will visit our class in person or via video conference to answer questions about their writing processes and their philosophies about what environmental writing should and can be. Through discussion, close readings, critical papers, and creative assignments, we'll access tools that might prove useful for your own work.

This course fulfills Category 4 for English Majors.

E406.001 – Topics in Literacy – Literacy & Popular Culture

3 Credits

Lisa Langstraat

MWF 10:00-10:50am

Popular culture is an integral part of our daily lives. A cultural pedagogy that teaches us how to experience the world, popular culture is inherently rhetorical: It influences how we make sense of everything from politics to love to violence, and it persuades us to act in specific ways. Popular culture thus merits close scholarly attention and intervention because it represents powerful transformative and oppressive possibilities. This course explores recent scholarship connecting popular culture and literacy practices and focuses on examining multiple approaches to "reading" and "writing" popular culture in light of new technologies, encoding and decoding practices, and processes of producing, circulating and consuming popular texts. One case study for analysis will be "Disney culture"—the values and actions associated with Disney films, amusement parks, business practices, and products. By closely examining Disney culture, we will build a repertoire of critical media literacy strategies for understanding the power of popular culture in our lives.

E443.001 - English Renaissance Drama

3 Credits

Barbara Sebek

MWF 1:00-1:50pm

Theatre historians estimate that 25,000 people per week attended performances in and around London, totaling 50 million visits between 1580 and 1640. Although Shakespeare's name is more familiar now, many other amazing writers created plays for this flourishing institution—Marlowe, Kyd, Jonson, Middleton, Dekker, Webster, Beaumont, Fletcher, among others. Audiences were varied, as were the plays that they flocked to hear and see. This course will explore why stage plays were at once so popular and so controversial.

How did dramatists engage their various enemies, whether crown-appointed censors, London city officials, rival poets and playing companies, or radical Puritan reformers who succeeded in shutting down the playhouses in the early 1640s? What were these enemies so afraid of? How do these fears compare to current popular culture controversies? What cultural and emotional energies fueled the villainous plotters and ambitious “over-reachers” whom audiences loved and loved to hate? How do they still speak to us? How did poets hone their craft in writing for the stage? We'll study the interplay of dramatic form and cultural context, considering how plays and the theatre in general promoted and challenged dominant ideologies, contributing to cultural debates about work, identity, gender, sexuality, social order, religious duty, and family life.

We will study six or seven plays from *English Renaissance Drama: A Norton Anthology*. Students will select two of the assigned plays from our anthology and will help decide the total number of plays that we read.

This course fulfills a Category 1 or 4 elective requirement for English majors.

E451.001 - Medieval Literature –Writing the Crusades

3 Credits

Lynn Shutters

MW 4:00-5:15pm

The Crusades are often imagined as a simplistic ideological conflict between medieval Christians and Muslims centered on Jerusalem. The reality is much more complex: this series of wars spanning from the eleventh to the fifteenth centuries encompassed multiple peoples, places, and political and cultural imperatives. In this class we'll examine medieval literary representations of the Crusades to consider the many ways in which medieval authors re-imagined these wars as well as their reasons for doing so. While we'll read some literature in translation, we'll also study texts in Middle English. No prior experience with Middle English is required, but you should be ready and willing to work with it in this class. The course will focus mostly on European literature but will additionally include a few non-European texts. Goals for the course will be 1) to consider how literature operates as a site for the re-shaping and re-imagining of important historical events and 2) to consider how actual medieval responses to the Crusades match up with our own, twenty-first-century impressions of these wars.

This course fulfills a Category 1 elective requirement for English majors.

E465.001 – Topics in Literature and Language – About this Place: Bioregionalism, Ethnography & the “Lure of the Local”

3 Credits

Matthew Cooperman

MWF 2:00-2:50pm

Biologist Thomas Huxley, in 1877, declared that “living nature is not a mechanism but a poem.” Figuration notwithstanding, Huxley’s insight into a profoundly interconnective nature reveals the high stakes of our planetary game. Yet we must start small, start where we live before we can extrapolate our lives into climate change, habitat devastation and species extinction. Employing the ethnographic method—and attempting a good deal of field writing—we will try to sort out our descriptive, comparative and theoretical notions about the places that we live. Bioregionalism will offer a way of framing our immediate subject, and radical cartography will suggest new ways of seeing the thing before us. The purpose of this course is to explore the “lure of the local” as a means of connecting our subjective experiences to the larger, objective world. Through varieties of writing, reading and analyzing poetry and essays we will begin to consciously entangle our roots. Specifically, we will focus on readings that foreground human encounters with nature, and use these to explore our own experiences in the local environment. In doing so we will examine definitions and assumptions about nature and culture, place and home, humans and animals, and community and the self. Essays and poems will provide a broad range of methods, styles, and points of view across periods and cultures. Emphasis will be on close reading, the development of documentation skills, the development of observational acuity, and the process by which this all various turns into “writing.” The variety of our materials and assignments will help us each uniquely “practice” our places as literary, philosophical, aesthetic, cultural and activist landscapes.

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

E465.002 – Topics in Literature and Language –Literature of Ice and Cold

3 Credits

SueEllen Campbell

TR 4:00-5:15pm

Landscapes of ice and cold: these have fascinated Europeans and Americans (and some others!) for a long time, partly because they are so difficult to reach and endure, partly because of their severe beauty. Some of them have also, for a much longer time, been home to their own people and distinctive cultures. So, too, of course, they are sites of an interesting variety of cultural encounters between indigenous people and visitors who arrive with world views appropriate to much different landscapes and climates, some of them curious, engaged, and respectful, others with more destructive designs. And, now, they are among the places where the planet is warming most obviously, where we can see global climate change most clearly on the land and all its people.

We will focus on the far north, where the literature is richest. We will read books in a variety of genres (including exploration narratives, nonfiction accounts of thoughtful visits, some cultural criticism, an illustrated memoir, and so on), watch several films (both fiction and documentary), examine photographs, pay attention to the news, and whatever else we can think of to enrich our understanding of the issues in this part of the world--and, by extension, in other extremely cold landscapes. I will ask for

daily homework as we read and study, and then we will spend a good chunk of the semester on some sort of collective creative/research/thinking project, such as designing a museum exhibit, with some possibility for individual excursions into the Andes, the Himalaya, and Antarctica.

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

E470.001 – Individual Author – Emily Dickinson

Sasha Steensen

3 Credits

TR 2:00-3:15pm

Emily Dickinson, one of America's most important poets, wrote almost 2000 poems, but published just a handful during her lifetime. She understood that her poems, radical as they were, would not be well received by nineteenth-century editors and readers. In a letter to Thomas Wentworth Higginson, one of the few readers she herself sought, Dickinson wrote, "If fame belonged to me, I could not escape her; if she did not, the longest day would pass me on the chase, and the approbation of my dog would forsake me then. My barefoot rank is better." In the early twenty-first century, fame cannot escape her, but between her life and ours, Dickinson's work became a site of much controversy. Over the past 120 years, Dickinson's poems have appeared in various altered versions. What is it about Dickinson's work that invites such disagreement? In this seminar, we will consider the editing and publishing history of Dickinson's manuscripts. We will begin by studying some of Dickinson's most important influences—including writers such as Robert and Elizabeth Browning and John Keats, as well as crucial texts, such as the King James Bible and Webster's American Dictionary of the English Language. In addition, we will read work by many of her contemporaries—Thomas Wentworth Higginson, Ralph Waldo Emerson, and Walt Whitman. We will look at her legacy, considering more recent poets who have been influenced by Dickinson's work, poets like Elizabeth Bishop and Susan Howe. Most importantly, we will read her poems and letters intensely. We will follow words back to their Biblical usage; we will ponder Dickinson's often idiosyncratic spellings; we will linger over her strangely beautiful images; we will meditate on her early preference for the exclamation point and her later adoption of the dash. In short, this semester, we will "dwell in Possibility / a fairer House than Prose/ More numerous of Windows—/Superior—for Doors—"

This course will require a presentation, several short reading response papers, a midterm and a final research paper (15-20 pages).

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

E479.001 – Recent Poetry of the United States

3 Credits

Camille Dungy

T 4:00-6:50pm

In E479 – Recent U. S. Poetry, we will focus on the work of ten contemporary American poets, seven of whom you will meet in person or via video conference. You can look forward to speaking directly with Yale Younger Poetry Prize winner Eduardo Corral and National Poetry Series finalist Crystal Williams, along with several more exciting contemporary American poets representing the variety of work available in American poetry today. Most of the books we will read this semester have been written within the last ten years. Writing persona poetry, mining historical data, incorporating a variety of languages, employing documentary poetics, subverting traditional forms, embracing received forms, complicating the confessional, writing the political, rewriting the Biblical, reinvigorating the nature poem, questioning the lyric, pushing the line, and making their own set of rules, the poets we'll read in this class will reveal some of the many things new American poetry is and can be doing right now. As we discuss the books assigned for class, we will have an opportunity to acquaint ourselves with a number of other major American poets who have made their mark on contemporary American poetry, and you will come to a better understanding of what poetry can do, as well as what it is doing right now.

This course fulfills a Category 2 or 4 elective requirement for English majors.

E503.001 – Investigating Classroom Literacies

3 Credits

Pamela Coke

MW 1:00-2:15pm

Professor and researcher Randy Bomer asks, “How and what would we teach if we really knew the young adults in our classrooms?” In this course, we will investigate this question and more, including:

- Who are the students in our classrooms?
- What do they know and what are they able to do? How do we know?
- What is a classroom literacy? Who decides?

In this course, we will examine research methods and explore ethical issues and how they intersect with and inform literacy practices. Course texts include *Reconceptualizing the Literacies in Adolescents' Lives: Bridging the Everyday/Academic Divide* (3rd ed.) Alvermann & Hinchman, 2012); *How to Do Discourse Analysis: A Toolkit* (Gee, 2011); and *Qualitative Research: Guide to Design and Implementation* (Merriam, 2009). Course assignments include keeping a research journal, completing (but not necessarily submitting) an IRB protocol, and creating a research poster presentation.

E605.001 – Reading/Writing Connection

3 Credits

Sue Doe

TR 11:00-12:15pm

Most graduate students in English share a common love and daily practice of reading and writing, but because these practices are so embedded and so normalized in the English graduate program, they may go unexamined. If we look more closely, we can see that our reading and writing practices vary from person to person, despite what may be our common affinity to their practice. What made us into the readers and writers that we are today? What beliefs do we have about reading and writing that are different from others'? What varied approaches do we use to read and write, depending on our

objectives? Is reading and writing actually important in a context where technical skills are often held at a premium? Are there better and lesser ways to learn to read and write? And have we considered how we learned to read and write or the connections between these two complex behaviors? Have we considered why policy on reading and writing instruction is highly political and politicized, yet its instruction is often devalued?

It may be that reading and writing do not reflect the whole of literate practice. It may be that the very definitions of these behaviors are changing. We will consider this possibility in light of emerging technologies and transnational contexts. How ought reading and writing to be understood and taught? What are some implications of the research on reading and writing policy?

As students of language, we will inquire into the theoretical lenses important to this discussion, applying varying lenses-- cognitivist, constructivist, and critical--to varying aspects of reading and writing. Then we will consider broader research and policy on reading and writing, asking how research reflects paradigms of belief, and considering the ways research is used to create and defend policy. We will consider the stakes, inquiring into the implications of reading and writing policy and instruction for the daily lives of children, adults, and communities. For instance, we will consider whether an instructional idea like “difficulty analysis” (Sweeney and McBride 2015), which is situated within current research on the *experience of reading*, holds any promise for improving the way reading is taught to “basic” or “developmental” reader-writers.

Finally, in E605 – Reading and Writing Connections, we will each put our values to the test by looking closely at the reading and writing processes that we engage in as graduate readers and writers. Our objective will be to complete the class with refined philosophies of reading and writing that we can take into the world and powerfully enact in our daily lives.

E608.001 – Integrating Writing in the Academic Core

1 Credit

Tobi Jacobi

TR 9:30-10:45am – Jan.19, - Feb. 21, 2016

E608 supports the development in writing competency among undergraduates. Integrating sound writing assignments and then evaluating and responding to student writing can accomplish two central goals—1) improving students’ comprehension of course content and 2) improving students’ proficiency in writing. E608 begins by considering the meaningful integration of both in-class and out-of-class writing tasks. We will discuss methods for supporting undergraduate efforts to write analytically and argumentatively as well as to synthesize textual sources, acknowledge outside sources, and integrate their own ideas.

Building on key theories in the teaching of writing, E608 covers the central role of audience and purpose to a writer’s goals as well as the recursive nature of writing more generally and varying ways to support writers as they revise papers toward completion. This includes responding to student writing, holistic scoring, analytic rubrics and commentary, the place of grammar and mechanics in writing development and methods for detecting and preventing plagiarism.

E630A.001 – Special Topics in Literature – Germanic Mythology

3 Credits

William Marvin

TR 12:30-1:45pm

By contrast with the high gods of Mt. Olympus—everlasting gods who ruled a cosmos of marble cities and sun-drenched coasts—the gods of Germanic antiquity came of a more primordial, rough-hewn and mortal stock, and they were known to venture at risk beyond the verge of light. Their myth and language, and the language of their worshippers, was old in kinship with the Indo-Aryan horse-lords of Eurasia. From them descended sky-gods and kings of the storm-hammer, world-building and dragon-slaying. But there is much that is older than that, and weirder. The gods must wield magic and brutality in their struggle to keep their Neanderthal half-kin at bay, as if the work of creation had been left unfinished in the North. Germanic worshippers sacrificed human victims by drowning them in bogs or strangling them in hallowed groves. Visions and poetry were got by bingeing on fermented honey. On the arctic marches from Greenland to Finnmark and the Baltic, sorcery and necromantic cults included rites of transgressive sexuality. The fiery, monster-ravaged apocalypse of the Ragnarok is shown to us after Odin forcibly awakens a dead prophetess, and forces her again to spell out the doom of the gods.

This course is a myth-studies investigation into the migration-age world of medieval Germania and Thule. Our methodologies will be several (comparative philology and mythology, archaeology, cultural studies, religious studies, anthropology) as we return to Roman ethnographers but also range 1000 years forward to the eclipse of paganism in viking-age Iceland. Readings will feature all the main sources of Germanic myth as well as recent criticism on the topic. Assignments will include a class presentation, an annotated bibliography, and an essay.

E630C.001 – Special Topics in Literature – Theory and Technique Studies – Space and Place in Literary Studies

3 Credits

Roze Hentschell

TR 9:30-10:45am

In literary and cultural studies, the last two decades have been increasingly concerned with the ways in which space and place inform aesthetics, culture, and politics. This course will provide an overview of some of the thinkers, themes, and issues that animate this broadly interdisciplinary nexus of inquiry. We will read widely in the field of cultural geography, a sub-field of human geography that attends to the way human subjects shape and are shaped by geographical spaces. A central question of the course, then, is this: What do geographical spaces and physical structures teach us about human subjectivity and vice-versa?

While the nature of the course will be interdisciplinary, drawing upon philosophy, geography, sociology, anthropology, and architecture, we will take care to understand how these many different disciplines and discourses can inform literary studies. Literature speaks centrally to the many issues involved in spatial studies, but literary language also draws attention to its fraught relationship with space and place. Literature functions as a rich and complex site for the analysis of space and place. Literature, of course, is only one among many "spatial" forms of art. Do literary texts do a different sort of cultural work than other types of historical documents in revealing the importance of architecture and geography? The literary reading for the course will focus on spatial representations in a small number of in British and American literature. This course will be of interest for those in the literature and other programs who would like to focus on a concentrated area of theoretical inquiry, and particularly those who are

interested in investigating the role of geography and space as it pertains to literature and culture. It may appeal to students in the MFA program who want to explore notions of space and place in their own writing. Students will be encouraged to bring the theoretical framework that we will study to their own specialties/areas of literary study.

E630D.001 – Special Topics in Literature – Gender Studies – Restoration and 19th Century Women Writers

3 Credits

Aparna Gollapudi

M 4:00-6:50pm

In *A Room of One's Own*, Virginia Woolf says in rather memorable hyperbole: "All women together ought to let flowers fall upon the tomb of Aphra Behn.... It is she--shady and amorous as she was--who makes it not quite fantastic for me to say to you tonight: Earn five hundred a year by your wits." Aphra Behn, the first well-known professional female writer who made her living primarily by her literary endeavors is at the head of a long line of eighteenth-century women writers who competed with male authors and amongst themselves in a burgeoning print market. This course studies women writers of the long eighteenth century (1660-1800), tracing the emergence of professional women writers, the markets they came to dominate, the authorial personas they crafted, and the ideological contexts they negotiated in their writings. Poetry, fiction, drama, and feminist 'manifestoes' by eighteenth-century women writers will be contextualized within modern critical discourses that theorize and historicize women's writings from the period.

E633.001 – Special Topics in Discourse Studies –Writing and Ownership: Pirates, Plagiarists, and Imposters

3 Credits

Sarah Sloane

TR 2:00-3:15pm

All kinds of imitation, and all imitations whatever, sink into that class of poetry which we read to ladies at a tea-table and then give to the servant, that he may not burn his hands in carrying off the tea-urn. –Alexander Fraser Tytler (1790)

Why are some textual imitations allowed, and others are theft? What does it mean to plagiarize, to kidnap words, to write in "borrowed feathers"? When David Foster Wallace includes substantial parts of a real Letterman interview in his story, is that plagiarism? What's wrong with a student turning in the same essay for two different classes, or buying an original essay contracted for online? E633 – Writing and Ownership begins with the idea that the extent to which words may be owned – the economic, authorial, and ethical dimensions of text as property – is always context-specific. This course follows conventions of authorial practices, attributions, and patterns of textual ownership from the passage of the first copyright statute in England in 1710 until today. Considering what might be called "the problematic of pre-owned words," we will discuss patch-writing in student papers (and Turnitin.com), Tumblr, Creative Commons, Pinterest, public domain clip art, poetic reworkings of existing texts, and storytelling chicanery in online science fiction plot generators. Class texts will most likely include selections from Susan Stewart's *Crimes of Writing*; articles by Rebecca Moore Howard, Arabella Lyon, and Shih-Chieh Chien; selections from the Stanford University Law School's Juelsgaard Intellectual Property and Innovation Clinic; the podcast "Serial," and a selection from *This American Life*; the Writing Program Administrators Best Practices statement; a presentation by two *Coloradoan* editors on ethics in journalism, and other short articles and guest speakers. Students will keep a blog, contribute

weekly to a discussion forum, write three short papers, and complete an independent project due at the end of the semester. Want to republish this course description? Request permission here. It's free. Graduate students from all department concentrations are very welcome.

E634.001 – Special Topics in TEFL/TESL

3 Credits

Tatiana Nekrasova-Beker

TR 2:00-3:15pm

This course provides a survey and analysis of ESP (English for Specific Purposes) curriculum and syllabus design, development, and evaluation as well as an examination of current research topics in ESP. The course familiarizes students with theoretical and practical issues related to the various stages of a language course design, including the needs analysis, selection of course content, and the development of corresponding instructional materials for ESP instruction. In addition, students will be introduced to ESP instructional strategies, principles of material adaptation, and evaluation. The course provides students with an opportunity to engage in two course projects that are tailored to meet their individual interests in ESP course design and/or research.

E635.001 – Critical Studies in Literature and Culture – Writing Transnationalism

3 Credits

Leif Sorensen

T 7:00-9:50pm

Although it remains common for the academic study of literature to be organized around national traditions, contemporary writing tends not to fit neatly into categories such as American or British literature. This course explores two related phenomena: the rise of multiple, sometimes competing theoretical movements that seek to account for transnational cultural exchange and the proliferation of texts and authors that are concerned with transnational geographies, economies, and routes of migration. We will sample examples of important contemporary theoretical movements including: Marxist theories of globalization and neoliberalism, postcolonial critiques of the form of the nation, accounts of diaspora, border theory, and ethnographies of transnationalism. The authors we will cover write from locations around the Anglophone world and some are migrants themselves. The literary works that we will study will include fiction by Junot Díaz, Taye Selasi, and Teju Cole, poems by Derek Walcott and Cathy Park Hong, and dramatic texts by Guillermo Gomez Peña among others. We will also consider popular representations of the benefits and threats of transnationalism in public discourse and popular culture.

E638.001 Assessment of English Language Learners

3 Credits

Tony Becker

MWF 2:00-2:50pm

This course prepares language teaching professionals with the knowledge and skills they need to design, implement, and utilize language assessments that are reliable, valid, and ethically-based. Specifically,

the course familiarizes students with the fundamental concepts and principles involved in the language assessment of second/foreign language learners, and it engages students in the planning and construction of both traditional and alternative language assessments. Furthermore, the course develops students' ability to analyze and interpret statistical results, for the purposes of guiding instruction and improving language program effectiveness. Finally, the course invites students to investigate the ways in which assessment results can be used to account for and evaluate student performance, as well as improve language teaching practices.

Guideline and Policies for Registration

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 \$75 per semester credit hour for undergraduate students who are eligible for in-state tuition and who apply, are admitted, and enrolled at a state or participating private institution of higher education. The college you are attending will only receive the funding if you authorize use of the stipend for a given term. You will see the stipend appear as a credit on your tuition bill.

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

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

It takes about one minute to apply for your stipend online at CSU's Web page:
<http://sfs.colostate.edu/cof>

Late Registration Fee Policy

Reasons to register early:

The course add/drop deadline will be strictly enforced each semester for **all** students. Any student who is administratively registered for a course after the deadline, regardless of who is at fault for the late registration, will be responsible for any additional charges for that course as well as a late registration fee.

In addition, the Colorado Commission on Higher Education (CCHE), the State regulatory body for the College Opportunity Fund (COF), prohibits payment of a COF stipend for any course added, for any reason, after the census date, which is also the date of the regular add/drop deadline.

Class Schedule and Registration

Juniors and Seniors: Meet with your Advisor/Mentor in advance of your RAMWeb registration access date. Please schedule an appointment, so that you can be advised during the month of October.

Note: You **MUST** meet with your advisor/mentor or Academic Support Coordinator 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/ASCs 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, Directed Self Placement Survey Scores, Composition Placement/Essay results, and student job listings; and use WebCT and WebMail. Other

WAITLISTS IN ARIES

ARIES allows 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.

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 SPRING 2016

Restrictions will be placed on registration for the following:

- **E240, E270, E276, E277**– English Majors only until Nov. 13. Then open to all majors.

- **E311A, B** – English Majors only until Nov. 13. Then open to all students except Freshmen.
- **E341** – English Majors and Minors until Nov. 13. Then open to all students except Freshmen.
- **E342, E343**—English Majors and Minors only until Nov. 13. Then open to all majors. No Freshmen allowed.
- **CO300**– No Freshmen or Graduate students allowed
- **CO301 A & C**
 - 1) Seniors only until Nov. 6.
 - 2) Then open to Juniors.
 - 3) Not open to Sophomores or Freshmen.
- **CO301B**
 - 1) Science Majors Only.
 - 2) Seniors only until Nov. 6.
 - 3) Then open to Juniors.
 - 4) Not open to Sophomores or Freshmen.
- **CO301D** – English Education and Teacher Licensure Speech concentrations only. **No Freshmen allowed.**
- **E401 & 402**
 - 1) Post Bachelor and Senior English Education and Teacher Licensure Speech concentration Majors only until Nov. 6.
 - 2) Then Junior English and Teacher Licensure concentration Majors until Nov. 13.
 - 3) Then open to all Teacher Licensure concentration students except Freshmen.
- **E405 Adolescents’ Literature**
English Majors and Minors only until November 13. Then open to all students except Freshmen.
- **E412A, B, C Creative Writing Workshop**
 - 1) Senior English Majors until Nov. 6.
 - 2) Junior English Majors until Nov. 13.
 - 3) Then open to all students except Freshmen.
- **E465.001 About this Place: Bioregionalism, Ethnography & the “Lure of the Local” and E465.002 Literature of Ice and Cold**
 - 1) Senior English Majors until Nov. 6.
 - 2) Junior English Majors until Nov. 13.

3) Then open to all students except Freshmen.

HAVING TROUBLE?

English majors who cannot get into a required course (E240, E270, E276, E277, E341, E343, CO300, CO301A, C and D) should contact Professor Tobi Jacobi (Eddy Building, Room 349). **Please do not wait until the last minute.**

- **E384A – Supervised College Teaching**
Students who plan to register for E 384A for Spring 2016 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, Eddy Building, Room 359.

- **E495 – Independent Study**
Students who plan to register for E 495 for Spring 2016 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 Fall 2015 semester.

Note: E384A, E487 A&B, and E495 cannot fulfill requirements listed in Column A of your checksheet.

INTERNSHIPS

The English department offers for-credit internships to both graduate and undergraduate students. Internships are available in several areas, including literary publishing, arts administration, and teaching. To see if you qualify, please contact Mary Hickey, Internship Coordinator, at 491-3438 or e-mail her at mary.hickey@colostate.edu

College of Liberal Arts Career Counselors

The College of Liberal Arts has career counselors who are happy to meet with English majors. Students need to call the Career Center at 491-5707 to schedule an appointment with one of the CLA career counselors.

Capstone Requirement for English Majors

All students must take a capstone course (E465 or E470) to fulfill AUCC and English degree requirements. Ideally, students take their capstone course in their final year after having completed all prerequisites. In Spring 2016, the courses offered that fulfill the Capstone requirement are **E465.001**, **E465.002**, **E470.001**.

SPRING 2016 Capstone and Category 1-4 Courses

Capstone Courses: **E465.001 About this Place: Bioregionalism, Ethnography & the “Lure of the Local”** (MWF 2:00-2:50pm Matthew Cooperman), **E465.002 Literature of Ice and Cold** (TR 4:00-5:15pm SueEllen Campbell), and **E470.001 – Individual Author – Emily Dickinson** (TR 2:00-3:15pm Sasha Steensen).

Category 1: **E342.001 Shakespeare I** (TR 9:30-10:45am William Marvin), **E343.001 Shakespeare II** (MWF 11:00-11:50am Barbara Sebek), **E443.001 English Renaissance Drama** (MWF 1:00-1:50pm Barbara Sebek), and **E451.001 Medieval Literature** (MW 4:00-5:15pm Lynn Shutters).

Category 2: **E332.001 Modern Women Writers** (TR 11:00-12:15pm TBA), **E345.001 American Drama** (2:00-2:50pm Deborah Thompson), **E350.001 The Gothic in Literature and Film** (R 4:00-6:50pm Ellen Brinks), **E370.001 – American Literature in Cultural Contexts – Infamy, Notoriety & Popularity in Modern/Contemporary American Literature** (TR 9:30-10:45am Leslee Becker), **E470– Individual Author – Emily Dickinson** (TR 2:00-3:15pm Sasha Steensen), and **E479.001 Recent Poetry of the United States** (T 4:00-6:50pm Camille Dungy).

Category 3: **E332.001 Modern Women Writers** (TR 11:00-12:15pm TBA), **E333.001 Critical Studies of Popular Texts - Science Fiction** (TR 2:00-3:15pm Leif Sorensen),

E465.001 About this Place: Bioregionalism, Ethnography & the “Lure of the Local” (MWF 2:00-2:50pm Matthew Cooperman), and **E465.002 Literature of Ice and Cold** (TR 4:00-5:15pm SueEllen Campbell).

Category 4: **E342.001 Shakespeare I** (TR 9:30-10:45am William Marvin), **E343.001 Shakespeare II** (MWF 11:00-11:50am Barbara Sebek), **E345.001 American Drama** (2:00-2:50pm Deborah Thompson), **E350.001 The Gothic in Literature and Film** (R 4:00-6:50pm Ellen Brinks), **E403 - Writing the Environment** (TR 12:30-1:45pm Camille Dungy), **E443.001 English Renaissance Drama** (MWF 1:00-1:50pm Barbara Sebek), **E465.001 About this Place: Bioregionalism, Ethnography & the “Lure of the Local”** (MWF 2:00-2:50pm Matthew Cooperman), **E470.001 – Individual Author – Emily Dickinson** (TR 2:00-3:15pm Sasha Steensen), and **E479.001 Recent Poetry of the United States** (T 4:00-6:50pm Camille Dungy).

Upper-Division Word Literature Course - E332.001 Modern Women Writers (TR 11:00-12:15pm TBA)

Composition Placement

Gather your SAT, ACT, TOEFL or other test scores, and visit the CSU Composition Placement website at <http://composition.colostate.edu/students/placement>. There you will find information about whether you should enroll in CO150: College Composition, take the Directed Self-Placement Survey, enroll in CO130: Academic Writing, or complete the Composition Placement Essay.

Creative and Performing Arts Awards
For the Creative & Performing Arts Awards, *undergraduate* students currently enrolled full-time (12+ credits) may submit one or more of the following genres: three to five poems or one short story or one creative essay. Students can submit multiple genres. Entry guidelines will be available at the English Office, Eddy Building,

Room, 359, in early September, with a submission deadline of usually the second 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 fit one of the categories below:

- (1) registered graduate student in the English department
- (2) undergraduate students registered as English majors
- (3) student with an English minor.

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 April 25, 2016 from 4-6p.m. in the LSC North Ballroom.

Submission Guidelines: Students should submit an essay that represents their best critical or interpretive work in literary studies. The essay must have been written for a course taken in the English Department at CSU. Undergraduate essays should be no longer than 15 pages and graduate essays should be no longer than 20 pages. Shorter papers are welcome. Only one submission is allowed per student.

Submission deadline is April 8th, 2016 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 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, Chair, Literature Committee, Department of English, Eddy Building, 3rd Floor, Campus Delivery 1773, Colorado State University, Fort Collins, CO 80523-1773.

GRADUATE STUDENTS

Qualifying exams for those in the English Education program:

Please consult your advisor regarding the exam and when the exam is offered.

REGISTRATION FOR:

E 694.001 – TEFL/TESL–Portfolio

E 695.001 - Independent Study

E 698.001 – Research Project

E 699 - Thesis

Plan ahead in order to register for these classes. Please pick up the application form(s) from Marnie in Eddy Building, Room 359. To complete the form, 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. 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.

PEACE CORPS MASTERS INTERNATIONAL (PCMI)

All English MA programs are associated with the Peace Corps Masters International (PCMI) program. The PCMI integrates volunteering as a Peace Corps member with an MA. PCMI students typically complete required coursework—about three semesters—go on PC assignment—about 27 months—and return to complete their final projects (theses, final projects, or portfolios), which typically reflect their PC experience. See Prof. Ellen Brinks for more information.
