

# RAMBLER

The Newsletter for English Majors  
Volume 23, Number 2, October 11, 2006

This newsletter is also available at [www.colostate.edu/Depts/English](http://www.colostate.edu/Depts/English)

## Advising Schedule

English Department advisors will be holding pre-registration conferences for the Spring 2007 semester **from Thursday, October 19, through Friday, October 27**. Advisors will post sign-up sheets on their office doors. Please sign up **in advance of the dates above** so that you can be advised during this special period.

## RAMweb Registration Access for Spring 2007

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

Graduates	October 23
Seniors	October 24
Juniors	October 27
Sophomores	November 3
Freshmen	November 10

## IMPORTANT NOTICES

For Spring 2007 registration:

- Prof. Pattie Cowell's and Prof. Leslee Beckers's advisees should see Prof. Jon Thiem.
- Prof. John Calderazzo's advisees should see Prof. Carol Cantrell.
- Prof. Carol Mitchell's advisees should see Prof. Matthew Cooperman.
- Prof. Mike Palmquist's advisees will be divided between Prof. Gerry Delahunty and Prof. Aparna Gallapudi. Please come to 359 Eddy for further information.
- Prof. Sarah Sloane's Literature advisees should see Prof. Ellen Brinks.
- Prof. Sarah Sloane's Writing advisees should see Prof. Fabiola Ehlers-Zavala.

**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 Spring 2007, you are required, as part of the University-mandated outcomes assessment program, to take a short SENIOR SURVEY and to submit to the Department a PORTFOLIO of your best work. Take the survey online during your final semester and submit your portfolio when you sign your Graduation Contract at the English Office (359 Eddy) 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>.

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## **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 \$80 per semester credit hour for undergraduate students who are eligible for in-state tuition and who apply, are admitted, and enrolled at a state or participating private institution of higher education. 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://welcome.colostate.edu/index.asp?url=cof>.

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## **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 add/drop deadline.

## Online: Spring 2007 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 one.

**Sign up in advance** of the following dates, on the list posted on your advisor's door, so that you can be advised between October 19 and October 27.

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

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 hours for RAMweb registration: 6:30 a.m. to 11:30 p.m., Mountain Standard Time.

Also from your personal homepage, you can print your weekly class schedule; access tuition, billing, and financial aid information; view your academic records, SAT/ACT scores, Composition Challenge Exam results, and student job listings; and use WebCT and WebMail. Other links allow you to make changes to your e-mail address, phone, home address, etc. **Please update your contact information as changes occur, so that we have current contact information if we need to reach you.**

## NOTICE: ENROLLMENT RESTRICTIONS FOR SPRING 2007

Restrictions will be placed on registration for the following:

- **E 240, ECC 270, ECC 276, ECC 277, E 337, E 341** – English Majors only until Nov. 10.
- **E 323 (English Language for Teachers II)**
  - 1) Post-bachelor and senior English majors only until Nov. 3.
  - 2) Junior English majors until Nov. 10.
  - 3) Then open to all students except freshmen.
- **E 342, E 343** – English Majors and Minors until Nov. 10 and then open to all students.
- **COCC 301D** – Only English Education and Speech Education concentrations.
- **E 402** – Only English Education, Speech Education, and Writing concentrations.
- **E 405 (Adolescents' Literature)**  
English Majors only until November 10.
- **E 412A,B,C (Creative Writing Workshop)**
  - 1) Senior English Majors until Nov. 3.
  - 2) Junior English Majors until Nov. 10.
  - 3) Then open to all students except freshmen.
- **E 465.001 (Postmodern Drama and Critical Theory) and E 465.002 (Contemporary Literature of the Environment and Ecocriticism)**
  - 1) Senior English Majors until Nov. 3.
  - 2) Junior English Majors until Nov. 10.
  - 3) Then open to all juniors and seniors.
- **E 632V (Visual Texts and Textuality), 3 credits** – No one will be able to register for this course online. See Professor Louann Reid in Eddy 317 for an override form.

## HAVING TROUBLE?

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

**E 384AV – Supervised College Teaching**  
Students who plan to register for E 384AV for Spring 2007 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 495V – Independent Study**  
Students who plan to register for E 495V for Spring 2007 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 2006 semester.

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

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### GRADUATE STUDENTS

**E 695V and E 699V – Graduate Independent Study/Project/Portfolio and Thesis - Please do not postpone your planning for these classes. The registrar will not allow late registration for E 695V or E 699V.**

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### INTERNSHIPS

The English Department offers for-credit internships to both graduate and undergraduate students. Internships are available in several areas, including literary publishing, arts administration, and teaching. To see if you qualify, please contact Deanna Ludwin, Internship Coordinator, at 491-3438 or e-mail her at [dludwin@lamar.colostate.edu](mailto:dludwin@lamar.colostate.edu).

### Capstone Requirement for English Majors

If you are following the All-University Core Curriculum program, you must take E 460, E 463, E 465, or E 470 to fulfill the AUCC Capstone requirement. You may not use E 505 to fulfill this requirement. If you have chosen to remain under the previous University Studies Program, you may still take E 505 to fulfill the major author requirement. In Spring 2007, the courses offered fulfilling the Capstone requirement are E 463 and E 465.

### **Composition Challenge Exams for COCC 150 will be offered:**

We are now in a transition period regarding placement into CSU composition classes. Beginning with registration for Fall 2005, the new guidelines for composition placement are that all students with SAT verbal scores of 500 or above or ACT English scores of 20 or above will be placed directly into COCC 150. The appropriate SAT/ACT scores will be acceptable no matter when the tests were taken. Students who have not submitted SAT or ACT scores to CSU, or whose scores are below 500 on the SAT verbal or 20 on the ACT English, must take the Composition Challenge Exam to be placed into a composition course. Registration holds will be placed on students' records if they have not satisfied the COCC 150 requirement by the time they earn 60 credits. Challenge Exams will be offered:

- Wednesday, October 18 at 4:00 p.m. in Clark A201.
- Thursday, October 19 at 4:00 p.m. in Clark A204.
- Wednesday, November 8 at 4:00 p.m. in Clark A201.
- Thursday, November 9 at 4:00 p.m. in Clark A204.
- Wednesday, November 29 at 4:00 p.m. in Clark A201.
- Thursday, January 11, 2007, at 4:30 p.m. in Eddy 212.

You will have one hour to complete the test. Please remember to bring a **pen** and a **photo ID**. It is not necessary to preregister, just show up 10-15 minutes early; no one who shows up late is allowed to take the test. Students can check their placement by logging onto My RAMweb. On the English Department home page, select the third option under More Links – SAT/ACT Scores and Composition Challenge Results. Each student taking this exam will be assessed a fee of \$40, which will be billed to the student's account.

### **Creative and Performing Arts Awards**

Undergraduate students currently enrolled in courses at CSU are eligible to submit a nonfiction, fiction, or poetry entry for the Creative Performing Arts Award. Entry guidelines will be available at the English Office, 359 Eddy, in early September, with a submission deadline 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 or undergraduate English majors. Awards of \$100 for first place, \$50 for second place, and \$25 for third place will be offered at both the graduate and undergraduate level. Winners will be honored at the English Department Awards reception on Tuesday, April 24, 2007.

*Submission Guidelines:* Students should submit an essay that represents their best critical or interpretive work in literary studies. Undergraduate essays should be no longer than 15 pages and graduate essays should be no longer than 20 pages. Shorter papers are welcome. Only one submission is allowed per student. Submission deadline is Monday, April 2, 2007, at 4:00 p.m.

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

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# Spring 2007

## Course Descriptions

The following is a list of new and special topic courses only. For other undergraduate and graduate courses, see the online Spring 2007 Class Schedule through RAMweb.

### New Courses

#### **E 305 – Principles of Writing and Rhetoric**

Lisa Langstraat

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

Consider this a "Theories of Writing and Rhetoric From Plato to Pomo" course. Intended as a core course for students in the English department's writing concentration, this class provides an introduction to the history of theoretical movements in writing and rhetoric, and the basic principles of written communication. The course considers major theorists of written language, explores competing perspectives on a variety of rhetorical issues (e.g., genre, audience, invention, arrangement, style, visual rhetoric), and discusses various approaches to rhetorical analysis of written documents (e.g., Marxist, feminist, postmodern, cultural studies). The reading and writing load of this course is rigorous. Students will write several short papers and one long researched essay.

### Special Topic Courses

#### **E 370 – American Literature in Cultural Contexts: The 1970s**

Jenny Goodman

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

In 2001, Bruce Schulman wrote, "the 1970s marked the most significant watershed of modern U.S. history, the beginning of our own time." It was a period of personal and cultural reinvention, in the women's, gay and lesbian, and ethnic identity movements; the sexual revolution; and the emphasis on self-exploration that came to be critiqued as "the culture of narcissism." We'll consider the New Journalism of Didion and Wolfe; the essays of Rich and Walker; the fiction of Carver, Morrison, Rivera, and Vonnegut; and a wide range of poetry. Revolutions in music and filmmaking will also be our concern, along with the first reality T.V. show (*An American Family*) and such popular works as *Jonathan Livingston Seagull* and *I'm O.K. - You're O.K.* We'll conclude with a look at recent representations of the 1970s including *That '70s Show* and Ang Lee's *The Ice Storm*.

This course fulfills the Category 3 upper division English requirement (new four-category system) for all majors.

## **E 406 – Community Writing and Literacy**

Tobi Jacobi

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

What is the relationship between community and literacy? How do the (geographic, virtual, and identity) communities we belong to influence literacy acquisition and participation? This course will examine literacy in a wide range of global communities (ranging from schools, homes, and workplaces to community centers and prisons). Through critical literacy and feminist frameworks, we will explore and challenge how and where literacy happens in order to examine how educational practices might meet the needs of learners with increasingly diverse backgrounds and expectations. To that end, we will focus our efforts on creating dialogue between recent quantitative literacy studies, literacy narratives, and case studies, and experiencing a community writing collaboration called The Zine Project.

## **E 465.001 – Postmodern Drama and Critical Theory**

Debby Thompson

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

What is postmodernism? How is it different from modernism? How isn't it different? Is postmodernism the stylistic embodiment of poststructuralist philosophy? Is it a "condition of knowledge" (Lyotard)? Is it "the cultural logic of late capitalism" (Jameson)? What is the relationship between postmodernism and multiculturalism? How does postmodernism relate to the feminist theory, race theory, postcolonial theory, and queer theory emerging alongside it in the 1960s, '70s, and '80s? Where is postmodernism going? Are we there yet? Is the postmodern era coming to an end – or already over?

These are some of the questions we'll explore in this course. We'll be doing so through both critical writings and dramatic works. Generally each week we'll read a play and several related articles, all of which bring up critical questions concerning a specific aspect of postmodernism.

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

## **E 465.002 – Contemporary Literature of the Environment and Ecocriticism**

SueEllen Campbell

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

Nature and environmental writing is a lively and varied area of contemporary literature, engaging, as it does, crucial social, cultural, ecological, theoretical, ethical, and practical issues of our time. We'll think about these issues as we read and talk about a generous selection of literary, critical, and theoretical essays (mostly on e-reserve) and a handful of especially interesting books. These may well include Edward Abbey's cantankerous and beautiful *Desert Solitaire*, Rebecca Solnit's eye-opening *Savage Dreams*, Gary Snyder's ambitious poetry collection *Mountains and Rivers Without End*, Annie Dillard's cosmic meditation *For the Time Being*, Rick Bass's activist novella *Fiber*, and Elizabeth Kolbert's sobering investigation of climate change, *Field Notes from a Catastrophe*. You'll do lots of small writing assignments rather than a few big ones.

E 465.002 fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone and a Category 4 upper-division English requirement (new four-category system). English majors who already have the capstone can count it as a Category 4 elective.

**E 505B.001 – Major Author: Flannery O’Connor**

Leslee Becker

4:10 - 5:25 p.m. MW

We’ll study a misfit writer, one who defies convention and easy packaging. She grew up loving birds, particularly chickens with defects. She raised a “frizzled” chicken (its feathers grew backward), and she taught it to walk backwards, becoming, at age five, the subject of newsreel—“An experience that marked me for life,” she said later. Her fiction is fervently obsessed with mystery and the grotesque, and unashamedly charged with spiritual investigation, and the results are often violent and shocking to “the general reader.” Lots of carnage, a demolition derby, but not without the notion of ultimate repair and redemption, expressed by a loud writer who assumes that you don’t share her beliefs, so she makes her “vision apparent by shock—to the hard of hearing you shout, and for the almost blind you draw large and startling figures.”

Requirements: Rigorous reading and writing; oral presentations

Attractions: O’Connor’s work, and movies and music based on her work

**E 505B.002 – Major Authors: Emily Dickinson and Walt Whitman**

Pattie Cowell

11:00 a.m. – 12:15 p.m. TR

We’ll explore Dickinson’s and Whitman’s poetry across two centuries to open a significant and complex body of work that has shaped the direction of American poetry since early in the 20<sup>th</sup> century. Their work is not typical of 19<sup>th</sup>-century poetry—quite the contrary. But their contradictory and evolving attention to questions of self-fashioning, gender, language, nation, nature, poetry and faith provide venues for discussions of 19<sup>th</sup>-century American culture. Students in the course will practice close reading from a variety of critical perspectives, but beyond that we will address cultural, biographical, and editorial issues: conflicted responses to region and nation; impulses toward democratic and patriarchal patterns of order; such 19<sup>th</sup>-century intellectual contexts as transcendentalism and evangelicalism; responses to the Civil War; their anomalous publication histories, the complications their work presents to recent editors.

**E 507 – Intercultural Rhetoric**

Fabiola Ehlers-Zavala

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

The aim of this course is to introduce participants to Intercultural Rhetoric as a way to understand, describe, and formulate studies in second language research. While Intercultural Rhetoric (IR) allows for the comparison and contrast of both spoken and oral texts, the focus of this course will be on written texts. Because of the interdisciplinary nature of IR, class readings and discussions will draw from literature and research in second language acquisition, rhetoric and composition, text, genre, and corpus analyses. Also, we will study the variety of research tools available to individuals interested in IR



research that will help them determine similarities and differences between texts not only across languages but also within languages. Requirements for this course will primarily ask participants to maintain an active role in class discussions, complete regular readings as well as journal assignments, and develop a research proposal for a study in IR.

**E 590V – Workshop in TESOL - The Second Language Lexicon:  
Linguistic, Psycholinguistic, and Pedagogical Perspectives**

Doug Flahive

4:10 - 5:25 p.m. MW

Based upon the extensive publication of books, research articles, and pedagogical materials that have focused on the second language lexicon over the past decade, it is obvious that the lexicon has moved to a central position in second language research and pedagogy. In this course, we focus on three integrated components of the study of the second language lexicon. First, we examine the lexicon from a linguistic perspective with the view towards addressing a fundamental question in L2 lexical study, namely: What does it mean to “know” a word? In the second component, we examine a series of experimental studies with the purpose of better understanding how the L2 lexicon is developed, stored, and accessed. In the third and final component of the course, we evaluate both indirect and direct approaches to vocabulary teaching along with the related topic of vocabulary assessment and its relationship to the traditional skills of speaking listening, reading and writing.

**E 630A – Poststructuralism**

Paul Trembath

10:00 - 10:50 a.m. MWF

In this course we will study the work of some major figures in poststructuralism in order to familiarize ourselves with the emergence of the movement, its predominant concerns, and its influences upon critical and cultural studies in general. Particular attention will be paid to deconstruction, genealogical historicism, French psychoanalysis, transcendental empiricism, and more peripheral material. Proceeding from discussions of Plato and de Saussure, we will move on to Nietzsche, Derrida, Foucault, Irigaray, Deleuze, Butler, Ranciere, and others. We will also examine Lacan in this context, and read Zizek as a philosopher who disassociates Lacan from the poststructuralist movement, interpreting him instead as a contemporary continuation of the tradition of German Enlightenment.

1 or 2 papers amounting to 20 pages; class participation.

**E 630C – Voice in the Short Story**

Steven Schwartz

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

Voice has come to mean for writers more than style, more than tone, more than sound. It is perhaps the element that most guides (and at time eludes) authors in their search for a story’s direction. As one writer has said, to find one’s voice is to follow a whisper. During the class, we’ll examine the expression and development of voice, using such diverse stories as Melville’s “Bartleby the Scrivener,” Joyce’s “The Dead,” Susan Minot’s “Lust,” and Tobias Wolff’s “Bullet in the Brain.” We’ll focus on

process and craft—a detailed, intensive analysis of the short story form through the lens of voice. Emphasis will be on the contemporary short story.

### **E 631 – Literary Biography**

Bruce Ronda

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

This course is an investigation of the field of literary biography as a distinctive branch of life-writing. Defined broadly as biographies of men and women of letters, literary biography shared with biography in general both a large readership and the challenges associated with reading and analyzing such writing. We will read a series of modern and contemporary literary biographies, ranging from Henry James's *Hawthorne* to Diane Middlebrook's *Her Husband* (on Plath and Hughes), with (at least) the following questions in mind: What critical or theoretical approach does the biographer take, and how does that approach affect the rhetoric of the biography? What evidence does the biographer use, and how it is employed? What is the relationship (competitive? critical? symbiotic? belated?) between the biographer's prose and the writings of the subject? Students will complete a take-home midterm, two large and one short writing projects, and daily reading.

### **E 632V – Visual Texts and Textuality (3 credits)**

Louann Reid

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

New texts call for new literacies and new understandings. Although visual texts such as film and photographs have been a part of our cultural landscapes for more than a century, they have not been widely used or studied in English studies or English education. Popular visual texts such as graphic novels and video games, and new approaches to teaching film as text require re-examination of school curricula and educational practices. In this course, students will examine and critique visual texts and explore the problems and potential of using them in secondary and postsecondary curricula. Theoretical perspectives drawn from cultural studies, semiotics, and cognitivism will inform our examination and critique. Students in English education have first priority for registration because it is a required course in the program. If there is room, students from other programs are welcome and encouraged to register. *No one will be able to register for this course online. See Professor Louann Reid in Eddy 317 for an override form.*

### **E 633 – Theory and Practice of Writing-Across-the-Curriculum**

Mike Palmquist

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

This course will explore the historical and theoretical foundations of the writing-across-the-curriculum movement (WAC), and consider current practices in K-16 education related to this centrally important area of writing studies. Members of the class will focus on WAC in its various guises (communication across the curriculum, literacy across the curriculum, electronic communication across the curriculum, and so on) and emphases (writing to learning, writing in the disciplines, writing to engage with disciplinary content) through readings, network-based interactions with key leaders in WAC, and seminar discussions. The major project for the course will be negotiated between each student and the instructor so that it addresses an aspect of WAC that is relevant to the students' course of study.