

RAMBLER

The Newsletter for English Majors

Volume 27, Number 1, March 12, 2010

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 2010 semester **from Thursday, April 1st through Friday, April 9th**. 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 2010

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

Graduates	April 5
Seniors	April 6
Juniors	April 9
Sophomores	April 16
Freshmen	April 23
New Students	May 3

IMPORTANT NOTICES

For Fall 2010 registration:

- **Prof. David Milfosky advisees are to see Prof. David Mogen.**
- **Prof. Louann Reid's advisees are to see Prof. Gerry Delahunty.**
- **Prof. Dan Beachy-Quick's advisees will be seen by: A-C – Leslee Becker; E-G – John Calderazzo; H-P – Matthew Cooperman; R-Sq Judy Doenges; St-T– Sasha Steensen; Y–Paul Trembath.**

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 2010, you are required, as part of the University-mandated outcomes assessment program, to take a short SENIOR SURVEY (to be picked up in the English Department office – 359 Eddy) and to submit a PORTFOLIO of your best work. Submit both the survey and your portfolio when you sign your Graduation Contract at the English Department Office during the second week of your final semester. Education Concentrators can submit their portfolios the semester before they student teach. The survey and senior portfolio requirements are available online at <http://www.colostate.edu/Depts/English/programs/undergrad.htm>.

For Undergraduate Colorado Residents: College Opportunity Fund

(If you need to complete or repeat this process, RAMweb will prompt you to do so when you access it to register for your classes.)

To reduce your undergraduate tuition bill:

YOU MUST APPLY FOR THE COLLEGE OPPORTUNITY FUND (COF) OR YOU'LL HAVE TO PAY MORE OF YOUR TUITION BILL.

In the past, the State of Colorado gave money directly to colleges and universities. Now, the state gives the money to the colleges/universities in the form of stipends to registered students. But it still gives the money directly to the colleges/universities, not to the students. The stipend amount is calculated at \$92 per-semester-credit hour for undergraduate students who are eligible for in-state tuition and who apply, are admitted, and are enrolled at a state or participating private institution of higher education. The college you are attending will only receive the funding if you authorize use of the stipend for a given term. You will see the stipend appear as a credit on your tuition bill.

IF YOU DON'T APPLY 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 2010 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 April 1st 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

Beginning with registration for Summer 2010, ARIES will allow students to put themselves on a Waitlist for all Undergraduate classes (waitlists are NOT available for graduate classes). Students will be informed of this new Waitlist feature on the Registration Ready Link on their home page of RamWEB for both Summer 2010 and Fall 2010 registration. 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.

Students can sign up for the Waitlist when they attempt to register for a section that has reached its capacity. Prerequisites and other restrictions are enforced for students signing up for the waitlist. The first student on the Waitlist is notified via RAMmail when a space becomes available. The student then has 24 hours to register for the class before being dropped from the Waitlist. The student is **NOT** automatically registered.

NOTICE: ENROLLMENT RESTRICTIONS FOR FALL 2010

Restrictions will be placed on registration for the following:

- **E 240, E 270, E 276, E 277, E 311A, B & C**, English Majors only until April 23.
- **E 337** – English Majors and Minors only until April 16 then open to all students except freshmen.

- **E 322 (English Language for Teachers I)**
 - 1) Post-bachelor and senior English majors only until April 16.
 - 2) Junior English majors until April 23.
- **E 334, E 338, E 341, E 342, and E 343** – English Majors and Minors only until April 23 then open to all students except freshmen.
- **CO300 & CO301A**
 - 1) Seniors only until April 16.
 - 2) Juniors until April 30.
 - 3) Then open to Sophomores.
- **CO 301B, CO 301C & CO 302**
 - 1) Seniors only until April 16.
 - 2) Juniors until April 30.
 - 3) Sophomores cannot register for CO 301B, CO 301C & CO 302.
- **CO 301D** – English Education & Speech Education Majors only.
- **E 402** – English Education and Speech Education students only.
- **E 405 (Adolescents' Literature)**
English Majors only until April 23 then open to all students except freshmen.
- **E 412A (Creative Writing Workshop)**
 - 1) Senior English Majors until April 23.
 - 2) Junior English Majors until July 23.
- **E 465 (Topics in Literature & Language)**
The Writing before the Writing.
 - 1) Senior English Majors until April 16.
 - 2) Junior English Majors until April 23.
 - 3) Then open to all students except freshmen.
- **E 470 Individual Author (Edith Wharton)**
 - 1) Senior English Majors until April 16.
 - 2) Junior English Majors until April 23.
 - 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 2019 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 2010 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 2010 semester. Students registering for an Independent Study after census date will be required to pay a Late Registration fee.

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

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

GRADUATE STUDENTS

Comprehensive exams for those in the

English Education and Literature programs:

Please consult your advisor regarding your reading list (for students in Literature) and when exams will be offered.

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 2010, the courses fulfilling the Capstone requirement are E 465 and E 470.

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 who do not register for this course for the Fall of 2010 cannot join the staff in the Spring of 2011. Interested students should contact Sue Russell at sue.russell@colostate.edu for the registration number for E 487B.

E 487C: Internship in the Community Literacy Center

E 487C provides students with opportunities to blend academic and experiential learning through community-based research, program design and facilitation, and professional development in the English Department's Community Literacy Center. Interns may elect to concurrently earn upper-division English credit and enroll in the AmeriCorps Program (if chosen for the AmeriCorps program). For more information about our 2010-2011 internships, contact Tobi Jacobi at tjacobi@colostate.edu. Note: contrary to the catalogue listing, E 487 C may be taken only for 3 credit hours (i.e., not for variable credit).

E 487D: Internship in the Writing Center

E 487D provides students with opportunities to blend academic and experiential learning. As they perform Writing Program activities (such as tutoring, curriculum development, research in best practice, etc., for the CSU Writing Center), students will gain opportunities to connect writing theory and practice, to work and write with and for genuine audiences, and to gain practical experience under the close supervision of an experienced faculty member. For more information or to apply for a 2010-11 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, April 1 at 4:00 p.m. in Clark A201.
- Wednesday, April 14 at 4:00 p.m. in Aylesworth C111.
- Thursday, April 22 at 4:00 p.m. in Clark A201.
- Thursday, April 29 at 4:00 p.m. in Clark A201.
- Monday, June 14 at 4:00 p.m. in Clark A206.

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, (effective April 1st) which will be billed to the student's account.

Instructions for Exam: You'll read a two-page article. In an organized and detailed essay,

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

Helpful Websites to prepare for the Composition Placement/ Challenge Exam can be found at:
<http://writing.colostate.edu/comp/placement.cfm>

Creative and Performing Arts Awards

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

Outstanding Literary Essay Awards

The Department's Literature Committee announces the Outstanding Literary Essay Awards, which recognize outstanding critical writing and interpretive work in literary studies. Applicants must be registered graduate students or undergraduate English majors. Awards of \$100 for first place, \$50 for second place, and \$25 for third place will be offered at both the graduate and undergraduate level. Winners will be honored at the English Department Awards Reception on Monday, April 26, 2010 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 9, 2010, 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.

Fall 2010

Course Descriptions

The following is a list of new and special-topic courses only. For other undergraduate and graduate courses, see the online Fall 2010 Class Schedule through RAMweb.

Special Topic Courses

E370.001–American Literature in Cultural Contexts–Cancer Culture

3 Credits

Michael Lundblad

12:00-12:50pm MWF

Cancer is often very visible in contemporary American culture: from Lance Armstrong’s “Live Strong” to Race for the Cure; from bestselling memoirs about living with cancer to blockbuster films about cancer-causing pollution; from literary and cultural texts to almost everyone’s personal experience of knowing someone who has (or had) cancer—even perhaps oneself. This course will take an American Studies approach to memoirs, films, and other texts related to cancer, in order to explore the cultural and political implications of how cancer is constructed in the United States today. We will explore issues such as breast cancer in relation to feminism(s), the cultural politics of “Live Strong,” discourses of “accepting” a terminal illness and “thinking positively,” the impact of industrial pollution on both human and nonhuman animals, the history of the “War on Cancer,” and the ethics of animal experimentation in relation to searching for cancer cures. Primary texts will likely include memoirs by popular figures, such as Lance Armstrong, Elizabeth Edwards, and Gilda Radner, along with well known literary figures, such as Terry Tempest Williams, Eve Sedgwick, Audre Lorde, and David Rieff (about his mother, Susan Sontag). We will also likely include poets, such as Donald Hall and Raymond Carver, fiction-writers, such as Joy Williams and Wallace Stegner, and films, such as *Wit*, *Crazy Sexy Cancer*, and *Erin Brockovich*. Our interdisciplinary approach to these texts will lead us to the development of critical arguments, in class discussions as well as in written assignments, particularly in relation to constructions of race, class, gender, sexuality, environment, and species.

This course fulfills either Category 2 or Category 3 for all majors.

E465.00–Topics in Literature and Language – Daybooks, Letters, Journals & Diaries – The Writing before the Writing.

3 Credits

Dan Beachy-Quick

9:30-10:45am TR

Over the course of the semester, we’ll spend time with four major authors of English and American Literature: John Keats, Emily Dickinson, Henry David Thoreau, and George Oppen. Our efforts though, won’t be guided by focusing on each author’s major work. Rather, we will be reading through far more ephemeral writing: letters, marginalia, daybooks, journals. It is within these writings, this work never

meant for our public eyes, in which we find the great privilege of seeing a great mind unguarded, distracted, coming into realization, struggling with the effort of creating those works in whose brilliance we seldom find the awkwardness, the difficulty, the initial brilliance, that made their masterpieces possible. Our secondary concern will be in looking at those major works, gaining a sense of their meaning in relation to this other exposure we are gaining.

Further, our work for the class will mimic our approach. I will ask each student to choose two out of the four authors we are reading on which to work. That work involves mimicking the process of the author under investigation—a writing of letters expressing your concerns (this can be done in partnership with someone in class, or by permission, with someone outside of class), a set of notes made in thinking about an author’s poems and poetic, and/or a journal recording your activity (of body and mind). Out of these materials I will ask you to write two somewhat short essays.

The books included: a selection of Keats’s letters and poems, a selection of Dickinson’s letters and poems, a selection from Thoreau’s journals and *Walden*, and Oppen’s *Daybooks* and a selection of his poetry.

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

E470.001—Individual Author—Edith Wharton

3 Credits

David Milofsky

2:00-2:50pm MWF

Edith Wharton, along with Henry James, is probably the most distinguished American writer in the tradition of realism. She lived a long and varied life, winning the French Legion of Honor for her work in behalf of displaced refugees in WWI and becoming the first woman to win the Pulitzer Prize. In addition to considering her most famous works (*Ethan Frome*, *The House of Mirth* and *The Age of Innocence*) we will read her less well-known short fiction and neglected works such as *The Custom of the Country*. Students will be required to participate in class discussions, write two papers and give an in-class presentation on some aspect of Wharton's life and work.

This course fulfills Category 2 for all majors.

E505B.001 – Major Authors – American – Wilson & Parks

3 Credits

Debby Thompson

3:00-3:50pm MWF

Focus and area of study:

“Once upon a time you weren’t there.” That, says Suzan-Lori Parks, is the official history given to African Americans. Her work, and that of many African American playwrights, both writes content back into that “great hole of history” and searches for dramatic forms or styles adequate to embody the violence of the erasure.

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

Through a study of the plays and critical receptions of August Wilson and Suzan-Lori Parks, this course will explore contemporary African American approaches to realism and to history. We will do so in dialogue with wider critical approaches to the politics of style and the aesthetics of resistance.

E507.001 – Special Topics in Linguistics – Topics in Sociolinguistics

3 Credits

Doug Flahive

1:00-1:50pm MWF

The central theme of this course is linguistic variation. We will begin with a review of central issues related to differences between oral and written languages with an emphasis on recent corpus-based research. Following this overview we will then study micro aspects of linguistic variation beginning with the relationship between social stratification and choices of dialect. We then move on to explore studies conducted over the past three decades on the role of gender and linguistic choice. Topics such as age and sexual identity and their relationship to linguistic choices will also be addressed.

For the second portion of the course, we will explore issues traditionally considered macro aspects of linguistic variation and choice: code switching, diglossia and bilingualism, language and identity, and language planning.

Next we will explore issues of language change and language mixing relative to new technologies and the international language of music, mainly hip-hop.

In the final portion of the course we will address current political ratholes related to language and language choice: language and the classroom, the English-only movement, and the role of language choices with respect to social mobility.

Four papers will be required. The first will be an empirical study based upon computer analyses of selected corpora; the second, a case study based upon in-depth interviews with bi-lingual, bi-dialectal speakers. The third paper will be a recommendation for an action research plan to address a fundamental issue of social justice related to linguistic inequity. Finally, the issue of language change will be the focus of the 4th and final paper.

The readings and assignments are designed to incorporate both the needs and interests of native speakers as well as international students. Issues related to language variation and linguistic inequity are not simply national issues, but international as well.

E630B.001 – Special Topics in Literature – Genre Studies – Restoration & 18th Century Drama

3 Credits
Aparna Gollapudi
4:00-6:50pm W

Theatre in the long eighteenth century was not only one of the most popular forms of mass entertainment in London, it was also an incredibly sensitive barometer of socio-economic change. The course focuses on the drama written in England between 1660 and 1800. Comedy was by and large the more popular genre, so we will be reading some hilarious plays with razor-sharp wit and rollicking farce. Our exploration of tragedies, though more limited, will focus on important milestones in the changing notions of tragic experience in the period. The course has two main objectives – it hopes to bring to life for the students the thriving theatre environment of the eighteenth century, and strives to do so in a way that highlights these plays as evocative cultural markers of ideological trends contributing to the emergence of the modern individual. Thus, on the one hand, we will focus on the historical conditions of dramatic production-including the theatre’s market-driven and celebrity-oriented culture; on the other, we will consider the plays as literary works recording the birth of a modern, pre-industrial world with new class, gender and political configurations.

E 630B.002 – Special Topics in Literature – Genre Studies – Literature of Nature and the Environment

3 Credits
SueEllen Campbell
4:00-6:50pm M

The natural world is infinitely complicated, layered, and various. It includes us, was here before we were, and far exceeds us. It also exceeds what we can know, even what we can ask. But sometimes literature can help us understand some of the multiplicity and complexity of what surrounds us—and some of the many ways we belong to, perceive, and live in the more-than-human world.

In this class, we’ll read books that tackle this daunting subject. Drawing ideas, information, and insights from such varied realms as philosophy, astronomy, nuclear weapons testing, theology, climate disruption, ethnography, wildlife biology, food, politics, and more, and working mainly (though not only) in the genre of creative nonfiction, such recent American writers as Kathleen Dean Moore, Barry Lopez, Rebecca Solnit, Verlyn Klinkenborg, Elizabeth Kolbert, Chet Raymo, Annie Dillard, Rick Bass, Michael Pollan, and Terry Tempest Williams write to illuminate our relationships with the world around us. (For titles, contact me.)

We’ll focus on what these books and writers have to say. But we’ll also consider how they go about saying it: how they meet the considerable challenges of thinking and writing about the world in such varied ways, of translating from specialized discourses into more accessible and appealing language, of bringing disparate insights into a more cohesive conversation.

E 633.001 – Special Topics in Discourse Studies – Theories of Rhetoric/Theorizing Narrative

3 Credits
Sarah Sloane
12:30-1:45pm TR

Naming ourselves and telling our experiences of the real are among the most powerful narrative strategies writers can employ to move readers. However, there are serious questions regarding the ethics and effects of telling stories when some of the material you include is “true” or “real.” What does it

mean to be “honest” in nonfiction and other narrative forms? Is there a workable difference between accuracy and emotional honesty? How do genre conventions—whether arising from straight journalism, creative nonfiction, the novel, the personal essay and memoir, poems, or hybrid forms—affect the writer’s handling of “truth” in narrative? Where should the line between fiction and nonfiction be drawn? How and when should you disguise personal material (your own and others) to preserve confidentiality, respect relationships, and avoid being disowned by your family? If any of these questions have intrigued you as a reader or a writer, this course will help you explore them. Taking a rhetorical perspective and using contemporary narrative theory to explore the strategies of revealing and concealing “truth,” we will seek to understand the possibilities—and responsibilities—of narrative to convey what really happened. Readings will likely include excerpts from reviews and discussions surrounding recent debates about the writing of JT Leroy, James Frey, and Margaret Selzer; selections from Booth’s *The Ethics of Fiction*, Phelan’s *Living to Tell About It: A Rhetoric and Ethics of Character Narration* and *Experiencing Fiction: Judgments, Progression, and the Rhetorical Theory of Narrative*; and Calvino’s *If On a Winter’s Night a Traveler*, Murakami’s *Underground*, and Carolyn Forché’s *Against Forgetting*. This course might appeal to MFA students as well as MA students in Creative Nonfiction, Rhetoric and Composition, Literature, and other concentrations.

E 634.001 – Special Topics in TEFL/TESL—Development of Second Language Literacy

3 Credits

Fabiola Ehlers-Zavala

12:30-1:45pm TR

Literacy/biliteracy development of English language learners is an area of primary concern to language professionals because it mediates learners’ success in life. This course will offer the theoretical and practical foundations that all TESL/TEFL professionals need to know to assist directly or indirectly English language learners in the process of successful second language literacy development and attainment. Drawing from the field of applied linguistics, participants in this course/seminar will (a) learn to connect theory to practice in the area of second language literacy development; (b) build a repertoire of teaching techniques and strategies; and (c) learn guidelines for monitoring and properly assessing students.

Objectives

At the completion of this course participants will be:

- Informed and critical consumers of a broad range of relevant reading/writing strategies.
- Informed and critical developers of a broad range of performance assessment techniques that will allow them to evaluate ELLs’ progress towards effective literacy attainment in a variety of contexts.