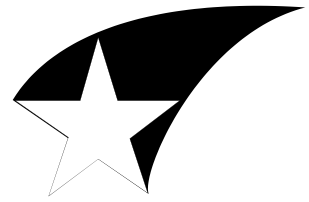


# RAMBLER



The Newsletter for English Majors  
Volume 15, Number 2, March 20, 2000  
[www.colostate.edu/Depts/English](http://www.colostate.edu/Depts/English)

## New All University Core Curriculum

Continuing students should pre-register for Fall 2000 as if they were continuing on the current University Studies Program (USP) and Arts and Sciences Core Curriculum (ASCC) requirements. In the fall, students will meet with their advisers to decide whether they are better off staying with the existing requirements or switching to the new ones.

## 120 Credits for Graduation

Effective Summer 2000, students who have met all the current requirements of USP and ASCC (Column C.), current Second Field requirements (Column B.), and current English major requirements (Column A.) will be permitted to graduate when they have 120 total credits, 42, upper division, and 30 in residence.

## TELEPHONE ACCESS

### SCHEDULE FOR FALL 2000 REGISTRATION

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

- Graduates - April 10
- Seniors - April 11
- Juniors - April 15
- Sophomores - April 22
- Freshmen - April 29

## ADVISING SCHEDULE

English Department advisers will be holding pre-registration conferences for the FALL 2000 semester beginning **Thursday, April 6, 2000** and extending **through Friday, April 14, 2000**.

*Please sign up for a conference on the sheets posted on your adviser's door.*

If you do not have an adviser, come to the English Office, room 359 Eddy, so that we can assign one to you.

You **MUST** meet with your adviser in order to get your SMART form, which contains information you **will need** to register.

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### IMPORTANT NOTICE:

***After you have seen your adviser, it is important to register as soon as you are able.*** Early registration greatly increases your chances of getting the classes you want!

Both undergraduate and graduate students should have little or no trouble scheduling the English courses that they need/want if they register early.

Your early registration will also help the English Department monitor how quickly sections are filling up. Thanks!

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## HAVING TROUBLE?

English majors who cannot get into a required course (E160, 240, 270, 275, 341, 342, 343, CO301) should contact David Lindstrom (359 Eddy). Please, DO NOT wait until the last minute!

## HELPFUL HINT:

The staff in the English Office cannot give undergraduate students their PAC number, adviser number or SMART form. Only advisers can provide these. Please sign up on the list on your adviser's door to be advised between April 6 and April 14.

## Internships

Want to get a good job after graduation? According to career experts, an internship experience may be one of the most persuasive items on your résumé or transcript. The English Department offers a variety of on-campus and off-campus internships to both graduate students and undergraduates. Most internships do not offer pay; some do. Graduate students with a GPA of 3.0 or above may do a for-credit internship at any time during their academic careers. Undergraduate English majors and minors with a GPA of 2.5 or above may do a for-credit internship after completing their lower-division English courses. For more details, please see "Internships" on our English Department website at [www.colostate.edu/Depts/English](http://www.colostate.edu/Depts/English). To begin planning an internship, contact Deanna Ludwin, English Department Internship Coordinator, at 491-3438 or [dludwin@vines.colostate.edu](mailto:dludwin@vines.colostate.edu).

## UNDERGRADUATE STUDENTS:

### Undergraduate Majors:

Stop by and take a look at the two bulletin boards outside Professor Swinson's office (356 Eddy). They contain many graduate school, scholarship, & career announcements.

### E384A - Supervised College Teaching

Students who plan to register for E384A

in the FALL should make arrangements as soon as possible **this semester!** You will not be allowed to register for this course after FALL semester begins. An application form is available at the English Office, 359 Eddy.

### E495 - Independent Study

Students who plan to register for E495 in the FALL should get the required form filled out with the necessary signatures as soon as possible **this semester!** Submit completed application forms to Cathy in the English Office before the end of SPRING semester.

### The Greyrock Review

Students may now receive credit (1 credit per semester, up to 3 semesters) for working on The Greyrock Review. Students should register for this under **E487B**. Interested students should see Cathy in the English Office for information and the registration reference number. This class entails everything you wanted to know about publishing a journal but were afraid to ask AND getting your own work published in outside journals. There will be classes on copy-editing, writing submission guidelines, acceptance letters and rejection notes, desk-top publishing, and much, much more.

## GRADUATE STUDENTS:

### E695 and E699

### Graduate Independent Study and Thesis

The registrar will not allow late registration for E695 and E699. Please **DO NOT PUT OFF your independent study or thesis planning until the beginning of next semester!**

## **Changes to the Composition Program and English Major Requirements**

As you prepare to register for FALL courses, please keep in mind several changes to the Department's composition course offerings:

CO301A-C: Intermediate Composition has been renamed CO301A-D: Writing in the Disciplines. The subsections for the course are (A) Arts and Humanities, (B) Sciences, (C) Social Sciences, and (D) Education.

CO302: Writing Online will be offered for the first time in the FALL semester (see course description below).

Both CO300 and CO301A-D can be used to meet the upper-division composition requirement for department majors (in column C on the checksheet), except that Licensure students should take CO301D to fill this requirement. (See course descriptions below.)

### **COMPOSITION PLACEMENT EXAMS FOR CO150 WILL BE:**

**Wednesday, April 12 at 4pm in A201 Clark;  
Thursday, April 20 at 4pm in A201 Clark;  
Wednesday, April 26 at 4pm in A201 Clark;  
Thursday, April 27 at 4pm in A201 Clark;  
Thursday, June 12 at 3pm in 212 Eddy.**  
**You will have one hour to complete the test. Please remember to bring a PEN and a PHOTO ID. You don't need to sign up for this test--just show up. All students taking this exam will be assessed a fee of \$14.00, which will be billed to their student account.**

## **New Writing Concentration**

The department wants to announce a new concentration within the English major that focuses on writing. This new option provides students with a chance to pair literary study with writing texts for multiple audiences and the theoretical study of the impact of writing on culture. The option provides opportunities to generate a significant writing portfolio in a variety of writing classes ranging from non-fiction to writing for the world-wide-web. Through a humanistic study of writing and the role of literacy in our society, the writing concentration offers opportunities to explore the wide range of texts which circulate in our society and prepare for job searches in writing-intensive careers.

This concentration requires 42 credits of course work in the English department. Of these, 21 must be in literature courses, 12 must be in writing or writing theory courses, and the remaining 9 credits can be selected from a list of language, literature, and writing courses. For more information on this concentration, please see either Professor Donna LeCourt (491-6838) or Professor Mike Palmquist (491-7253).

(This concentration is different from and NOT replacing the Creative Writing concentration.)

### **NOTICE: ENROLLMENT RESTRICTIONS**

Restrictions will be placed on registration as follows:

#### **E505A (James Joyce) and 505C (Pablo Neruda)**

- 1) Graduate Students only until April 15.
- 2) Senior English majors will be admitted beginning April 16.

#### **E460 (Chaucer) and E470 (Virginia Woolf)**

- 1) Enrollment will be limited to senior English majors only until April 15.
- 2) Junior and senior English majors only beginning April 16.

# SUMMER 2000

**The following lists NEW and SPECIAL topic courses only. For other undergraduate and graduate courses, see the Summer 2000 Class Schedule.**



## UNDERGRADUATE COURSES

**E470 William Wordsworth  
Bill Tremblay  
9:50-11:50AM M-F June 12-July 7**

This course will trace the poetic lifework of William Wordsworth, from the early *An Evening Walk* and *Descriptive Sketches* (1793) through *The Lyrical Ballads* (co-published with Samuel Taylor Coleridge), *The Excursion* (1814), *The White Doe of Rhylstone* (1815), *The Waggoner* (1819), *The River Duddon* (1820), *Memorials of a Tour on the Continent* (1822), and posthumously—among many other collections of poetry and prose—*The Prelude* (1850). Wordsworth lived a long, productive life. His youth burned with idealistic support for the French Revolution. In later years, he became strongly conservative, especially during the years he spent as England's Poet Laureate. The unrelenting subject of his verse was twofold: Nature and the Education of the Poetry. He is a poet who, according to critics, "was the most truly original genius of his age and exerted a power over the poetic destinies of his century unequalled by any of his contemporaries."

This course fulfills the Category II upper-level distribution requirement for Licensure students only.

## GRADUATE COURSES

**E630A Seeing the Landscape  
David Mogen  
9AM-4PM M-F June 13-22**

"Tell me the landscape in which you live," wrote Ortega y Gasset, "and I will tell you who you are." Through an examination of a variety of readings, both classical and contemporary, students will explore the personal, cultural, scientific, and mythological dimensions of a process that seems as simple as opening your eyes: "seeing" the "landscape." Students will apply their new insights to their own experiences of landscape, both a landscape reconstructed through memory and a landscape observed on a class hike in the Colorado Rockies.

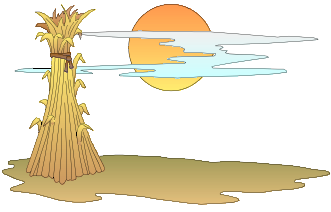
**E632 Making Literature: Teachers as Writers, Writers as Teachers  
Deanna Ludwin  
9AM-4PM M-F June 26-July 7**

"Writing is a hard way to make a living, but a good way to make a life," said fiction writer Doris Betts. The same might be said of teaching. This course will focus on the writing life and the teaching life and how these two "good ways" can inform each other. Through critical reading and craft-focused writing, participants will expand their knowledge of both the principles and practice of literature—with attention to poetry and fiction—from a writer's point of view. They will respond to each other's writing during in-class workshops, and they will create a portfolio of writing exercises to use in their own classrooms. Guest speakers will include local writers and writing teachers.



### DO WE HAVE YOUR LOCAL ADDRESS???

Please let the University know your local address. You can change your address in Room 100 Administration Annex, in Johnson Hall (NE entrance), or in Lory Student Center by the information desk.



# FALL 2000

## UNDERGRADUATE COURSES

*The following lists NEW and SPECIAL topic courses only. For other undergraduate and graduate courses, see the Fall 2000 Class Schedule.*

**CO301D Writing in the Disciplines: Education**  
**Cindy O'Donnell-Allen**  
**9:00-9:50AM MWF**

This course focuses on learning the discourse conventions of the field of education and how these shift across place, purpose, audience, and time. Students will critique language use in familiar communities associated with their recent schooling as well as broader professional education communities. By reading and analyzing texts relevant to the field of education in the first six weeks of the course, students will learn to adapt their own writing to specific rhetorical contexts and will devote the rest of the semester to preparing a portfolio of their written work. In-class activities will include discussion, writing, workshops, conferences, and presentations.

This course is required of Licensure students.

**CO302 Writing Online**  
**Mike Palmquist**  
**9:30-10:45AM TR**

CO302: Writing Online is a new course that focuses on the analysis and production of texts that are written and read only in electronic formats (e.g., hypertexts, sites on the World Wide Web, Internet discussion groups and forums, and electronic mail). In this course, students will explore the rhetorical and cultural contexts in which these texts occur, and learn and practice strategies for producing and interpreting these texts. To study online writing, students will

- read online texts including hypertexts, Internet newsgroups and discussion forums, and World Wide Web pages;
- read work that provides a critical and/or historical perspective on the technological, cultural and rhetorical nature of online texts;
- write in and with these technologies so that they will learn first hand about how online writing uniquely calls attention to the rhetorical, technological, and cultural issues that shape its existence.

This course counts as an upper division English elective for all majors.

**E401 Teaching Reading**  
**Louann Reid**  
**4:10-5:25PM MW**

Few subjects in the public school curriculum are more controversial or more important than reading. Often the combatants in the "reading wars" are well-intentioned but ill-informed. Teaching Reading addresses the lack of reliable information by providing an understanding of the abilities and needs of secondary school students. It also focuses on designing instruction to help secondary school students construct meaning from print and visual texts such as film. Major assignments include exams, essays, and a research project. E401 is required for students new to the English education literacy program in Fall 2000; all other licensure candidates and interested students in other concentrations are also urged to take it. (Prerequisite: CO301A-D)

**E406 B Literacy and Gender**  
**Donna LeCourt**  
**2:10-3PM MWF**

Do men and women write differently? Do they read different kinds of texts? Are they socialized as children to engage in different kinds of literate acts? Are their writing processes different? Do men and women prefer to write in different kinds of genres? Do school writing assignments privilege one gender over another? These are some of the questions this course will take up by looking at theories of literacy and gender, and research on children's and adult literacy practices. Literacy will be defined broadly to include a wide range of texts from diary writing to video games to published work. Students will also conduct their own research into these questions through textual analysis writing samples and qualitative research.

**E422 African-American Literature**  
**Chip Rhodes**  
**3:10-4:00PM MWF**

This course will trace the history of writings by African-American men and women out of the U.S. context. Beginning with the slave narratives of Frederick Douglass and Harriet Jacobs, we will trace a literary tradition that has always maintained a complex relationship to the dominant tradition of American Literary history. This relationship has involved negotiations, resistances and intimacies on linguistic, cultural and (ultimately) political levels. We will use Henry Louis Gates' insistence on a continuity in writings by African-Americans from Douglass to Alice Walker. Writers will include Charles Chestnutt, James Weldon Johnson, Langston Hughes, Richard Wright, Ralph Ellison and Toni Morrison. Students will be expected to write three long essay exams over the course of the semester.

This course fulfills the Category II distribution requirement for all majors.

**E470 Virginia Woolf**  
**Carol Cantrell**  
**12:10-1:00PM MWF**

We will read most of Virginia Woolf's major novels, including *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, and *Between the Acts*, and selections from Woolf's voluminous essays and diaries. We will focus on several interrelated concerns: Woolf's innovative novelistic technique—as an issue of craft, as a re-creation of “the reader,” as part of a controversial moment in literary history; and Woolf's influential articulation of the challenges facing a woman writer and the effect of women writers on the canon. We will read the novels fairly slowly, will do a great deal of informal writing, and will put together a class conference on Virginia Woolf in which each student will present a major research project.

This course fulfills the Category II upper-level distribution requirement for Licensure students only.

**E480 British Romanticism**  
**Ellen Brinks**  
**9:30-10:45AM TR**

If you love poetry, passion, nature, monsters, and musing about yourself while swooning indolently, this course is for you! We will look at diverse, exciting works written during the period known as British Romanticism (1780-1830). Our focus will be on how the literature of the age intersects with a dynamic and social and political context: an age responding to the French and American Revolutions; the beginnings of the industrial revolution and a unified urban working class; the predominance of a consumer-oriented marketplace for literature; and the rigidification of sex and gender roles. Some topics include the French Revolution and the rights of man/woman; slavery and abolition in Britain; Romantic autobiography; the creation of childhood; the invention of nature; the predominance of the supernatural and irrationalism.

This course fulfills the Category II upper level distribution requirement for all majors.

## **GRADUATE COURSES**

**E505A Major Author: James Joyce**  
**Ward Swinson**  
**9:30 - 10:45AM TR**

This course will begin with a consideration of Joyce's early poetry and aesthetic theories, especially the famous idea of the “epiphany”. Then we will read *Dubliners* and *A Portrait of the Artist as a Young Man*, concentrating on both their contributions to the development of fiction and the ways that they prefigure Joyce's later works. His sole play, *Exiles*, will be examined in relation to issues of marriage and family, issues that come to dominate the later works. The main part of the course will concentrate on *Ulysses*. Students will be asked to read in addition the first half of Richard Ellmann's biography of Joyce. Class requirements will include a short paper, a long paper, a final exam, and an oral presentation.

This course fulfills the Category II upper division distribution requirement for Licensure students only.

**E505C Pablo Neruda**

**Mary Crow  
12:30-1:45PM TR**

Chilean Pablo Neruda, generally considered to be Latin America's greatest poet, published 60 books of poems and won the Nobel Prize for Literature in 1971. This major authors course will trace the development of Neruda's body of poetry from the experimental poetry through the political work as Neruda struggled to develop a poetry "for the people," a poetry that could express his ideas clearly enough for a popular audience yet contain his great energy, his urge to play with language. We will focus on his key work *Residence in Earth*, and read other important works including *General Song*, and *Elemental Odes*, supplemented with xeroxes of additional poems from his many books. Students will be asked to read and discuss assigned works and to choose a research/critical topic which could include other Latin American poets or literary movements that influenced Neruda. Grading will be based on a short paper (on a critical reading of one poem from *Residence in Earth*), a term paper, and a mid-term.

This course fulfills the Category III upper division distribution requirement for Licensure students only.

**E506B 20<sup>th</sup> Century American Survey  
Bruce Ronda  
2:10-3:25PM TR**

A study of American literary expression during the twentieth century, focusing on several intertwining questions: what prior questions, assumptions, and readings go into making a "survey" and constructing a "canon"? What does it mean to organize the study of texts chronologically rather than in some other way? And, in what ways do the works read here engage with, even shape, values and behaviors in other, non-literary contexts? In pursuing these large questions, we will read and discuss works by Hemingway, Dos Passos, Faulkner, Agee, Updike, Morrison, Graham, and Dillard, with possible addition and deletion from this list. Students will give an oral presentation on some aspect of one of these authors, prepare a take-home midterm exam, and write a fifteen-page research/interpretive essay.

This course fulfills the Category II upper level distribution elective for all majors.

**E630A.001 Native American Autobiography  
Irene Vernon  
10-10:50AM MWF**

Just as Native Americans have been often seen as less than fully American, Native American autobiography has been customarily assigned to the peripheries of American autobiographical scholarship. This class, therefore, will be a study of texts concerning a marginalized people, texts, themselves marginalized by their exclusion from the canon of American literature. This course will investigate the origins, types, and functions of Native American autobiographies beginning with the first tribally written work of William Apess in 1829 and conclude with the work of Gerald Vizenor. Through the exploration of Native autobiographies we will gain a deeper understanding of Native life, culture, and scholarship.

**E630A.002 Representing Hollywood: Aesthetics and the Film Industry  
Chip Rhodes  
11-11:50AM MWF**

This course will look carefully at fictional and filmic narratives of Hollywood. We will consider how much representations of Hollywood are also meditations on the increasingly blurry distinction between high and low art, between "serious" literature and popular culture. The breakdown of these distinctions should be evident in two ways: through the ambivalent relation of the first-person narrators of Hollywood novels to the industry and culture they claim to abhor; and through the comfort and even delight that mainstream Hollywood films have always demonstrated in "laying bare" its artifice. The course will be divided into two parts: the first will look at novels and films that were produced during the era of the studio system that ran from 1921 to 1949; the second will consider how literature and film changed when this monopoly was broken up and producers were forced to cede considerable power to directors (1970s) and then stars (1980s and 1990s).

**E630B Theories of Autobiography**

**Gilbert Findlay**  
**3:10-4PM MWF**

The genre of autobiography will be surveyed through an historical sweep from selected readings in Augustine, Rousseau, and Wordsworth; through Americans Franklin and Douglass; to moderns Dinesen, Nabakov, Weisel, and Beckett; then searched for a "modern (or post-modern) self" from among Rivera, Beard, Allison and/or Itabari Njeri, with references to McCarthy, Conroy, Toth, Howard, Kingston, Rodriguez, the Wolff brothers, and Laura Cunningham. This field will be leaner and projects tailored according to the seminar's population. Each graduate student will arrive at a unique critical theory of self-life-(non-fiction) writing, the educational uses of autobiography, and the meaning of life.

**E630C Sources & Analogues**  
**John Clark Pratt**  
**3:35-6:50PM R**

This course consists of close reading of significant texts from 1952 to the present including Hemingway, Steinbeck, Kesey, Morrison, Barth, Irving, Didion and O'Brien, plus others. The emphasis is on backgrounds, contexts, and literary and historical sources. One short paper, one term paper, and oral reports will be required. The course will be conducted in a seminar format.

**E631 Place in Literature, Literature in Place**  
**Carol Cantrell**  
**9:00-9:50AM MWF**

"Place" is now an issue just at the threshold of visibility just as gender was at the turn of the century: place can no longer be taken for granted as a stable backdrop against which the human drama takes place, nor as a wild alternative to it. In this course, we will examine the experience of place through the lens of thinkers in a variety of disciplines who have drawn on Merleau-Ponty's philosophy of embodied reciprocal exchange, reading selections from Merleau-Ponty and from geographers, architects, ecofeminists, psychologists and others who have built on his work. These readings will be our starting point for exploring "place" in texts from the early and late parts of the twentieth century (ranging from T. S. Eliot's *The Waste Land* to stories by Jhumpa Lahiri). Students will do a major project on place in a literary work (or works) of their choice.

**E633A Writing and Cultural Studies**  
**Donna LeCourt**  
**4:10-5:25PM MW**

The main focus of this course will be on how cultural studies has been applied to the study of and teaching of writing. To get at this issue, we will examine cultural studies of literacy in multiple communities, including technical literacies; rhetorical approaches to cultural studies; the connections between composition and cultural studies; and applications of cultural studies to the teaching of writing. This research will be situated within the theories of critical educators like Henry Giroux, Peter McLaren, and Linda Brodkey, and theorists of composition such as James Berlin, John Schilb, and John Trimbur. The final part of the course will look at applications of this work to pedagogy in collections like *Cultural Studies for the English Classroom* and *Left Margins: Cultural Studies and Composition Pedagogy*.

***Classes for the Fall 2000 semester will begin MONDAY, August 21!***





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