

# RAMBLER

The Newsletter for English Majors

Volume 25, Number 1, March 14, 2008

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 Fall 2008 semester **from Thursday, April 3rd through Friday, April 11th**. 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 2008

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

Graduates	April 7
Seniors	April 8
Juniors	April 11
Sophomores	April 18
Freshmen	April 25
New Students	May 8

## IMPORTANT NOTICES

**For Fall 2008 registration:**

- Prof. Cindy O'Donnell-Allen will see her Advisees.
- Prof. Judy Doenges and Prof. Jon Thiem's advisees to see Prof. Carol Mitchell.
- Prof. David Mogen's Literature advisees have been divided between Prof. S. Sloane and Prof. Aparna Gollapudi. Please ask the English Office, Room 359 Eddy.
- Prof. Mike Palmquist's Writing advisees to see Prof. Carrie Lamanna.

**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 2008, 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>.

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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 \$89 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 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>.

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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 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.

## Online: Fall 2008 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.

**Sign up in advance** of the following dates, on the schedule posted on your advisor's door, so that you can be advised between April 3rd and April 11<sup>th</sup>.

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 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, 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.**

### NOTICE: ENROLLMENT RESTRICTIONS FOR FALL 2008

Restrictions will be placed on registration for the following:

- **E 240, E 270, E 276, E 277, E 341** – English Majors only until April 25.
- **E 337** – English Majors only until April 18.
- **E 322 (English Language for Teachers I)**
  - 1) Post-bachelor and senior English majors only until April 18.
  - 2) Junior English majors until April 25.
  - 3) Then open to all students except freshmen.
- **E 342, E 343** – English Majors and Minors until April 25 and then open to all students.
- **CO 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 April 25.
- **E 412A (Creative Writing Workshop)**
  - 1) Senior English Majors until April 25.
  - 2) Junior English Majors until July 25.
  - 3) Then open to all students except freshmen.
- **E 465 (The Literary Essay)**
  - 1) Senior English Majors until April 18.
  - 2) Junior English Majors until April 25.
  - 3) Then open to all students except Freshmen.
- **E 470 Individual Author (Don DeLillo)**
  - 1) Senior English Majors until April 18.
  - 2) Junior English Majors until April 25.
  - 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 2008 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 2008 should fill out the required form, get the necessary signatures, and submit the completed application forms to the English Office before the end of the Spring 2008 semester.

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

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## **GRADUATE STUDENTS**

**E 695 and E 699 – 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 695 or E 699. Pick up the application form from Marnie in 359 Eddy.**

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### **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 2008, the courses fulfilling the Capstone requirement are E 465 and E 470.

### **Policy on Literature Surveys**

English Department Policy requires that all majors and minors take the literature surveys as required by their concentration (E 270, E 276 and/or E 277) before beginning their junior year. These sophomore-level surveys 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.

## **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](mailto: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 yearlong 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 2008 cannot join the staff in the Spring of 2009.

Interested students should contact Professor Sasha Steensen at [sasha.steensen@colostate.edu](mailto:sasha.steensen@colostate.edu) for the registration number for E 487B.

### **E 487C: Internship in the Center for Community Literacy**

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 Center for Community Literacy. Interns may elect to concurrently earn upper-division English credit and enroll in the AmeriCorps Program. For more information or apply for a 2008-2009 internship, contact Janelle Adsit at [clc@colostate.edu](mailto:clc@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 2008-09 internship, contact the Director of the Writing Center (Professor Lisa Langstraat at [Lisa.Langstraat@colostate.edu](mailto:Lisa.Langstraat@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 will be offered:**

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 registered at CSU 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/Challenge 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. Challenge Exams will be offered:

- Thursday, April 3 at 4:00 p.m. in Clark A102.
- Wednesday, April 16 at 4:00 p.m. in Glover 130.
- Thursday, April 24 at 4:00 p.m. in Clark A102.
- Thursday, May 1 at 4:00 p.m. in Clark A102.
- Monday, June 16 at 3:00 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 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](mailto:Stephen.Reid@colostate.edu). Each student taking this exam will be assessed a fee of \$40, 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**

#### **ARGUMENT:**

<http://writing.colostate.edu/guides/documents/argument/index.cfm>

#### **DEVELOPMENT:**

<http://writing.colostate.edu/guides/processes/development/index.cfm>

#### **FOCUS:**

<http://writing.colostate.edu/guides/processes/focus/index.cfm>

#### **ORGANIZATION:**

<http://writing.colostate.edu/guides/processes/organization/index.cfm>

#### **CRITICAL READING:**

<http://writing.colostate.edu/guides/reading/critical/index.cfm>

#### **WRITING SUMMARIES:**

<http://writing.colostate.edu/guides/documents/standsum/index.cfm>

Committee, Department of English, 359 Eddy Hall, Colorado State University, Fort Collins, CO 80523-1773.

### **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 Tuesday, April 29, 2008 from 4-6 p.m. in the LSC Cherokee Park Room.

*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 Monday, April 7, 2008, 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 Roze Hentschell, Literature Steering

# Fall 2008

## Course Descriptions

The following is a list of new and special-topic courses only. For other undergraduate and graduate courses, see the online Fall 2008 Class Schedule through RAMweb.

### Special Topic Courses

#### **E 338.001 – Ethnic Literature in the United States**

3 Credits

Pattie Cowell

9:30-10:45am TR

Philosopher Martha Nussbaum points out in one of the essays you'll read for this course that "to become world citizens we must not simply amass knowledge; we must also cultivate in ourselves a capacity for sympathetic imagination that will enable us to comprehend the motives and choices of people different from ourselves." U.S. ethnic literatures encourage us to cultivate that "sympathetic imagination" by exploring such questions as these: What is the relationship between cultural identity and language, ethnicity, race, nation? How does ethnicity—mine and that of others—affect my reading? How do writers represent subcultures within a literary tradition that has marked them as "different"? What are the differences among immigrant and native conceptions of nationality? How does ethnic "double consciousness" inform literary expression? Why and how does it matter?

This course fulfills Category 3 for all majors.

#### **E 465.001 – Topics in Literature and Language – The Literary Essay**

3 Credits

Pattie Cowell

12:30-1:45pm TR

Literary essays come with many labels: literary nonfiction, creative nonfiction, classic nonfiction, new journalism, the fourth genre, the literature of reality, blogs. They fall into lots of categories: personal, familiar, topical, activist. They range from short, witty and instructive apothegms to book-length treatises, from exploration to revelation, from reflection to polemic. Readers and scholars argue about what holds this baggy genre together, and perhaps the only point of agreement is that the essay in its many guises is about telling true stories. Essayist Edward Hoagland went so far as to call it "a greased pig." We'll spend 15 weeks sampling essays that draw us back to the 16<sup>th</sup>-century and forward to the 21<sup>st</sup>. Along the way, we'll ask a lot of questions, among them these: Does the essay have a recognizable form? What distinguishes nonfiction from fiction? What kinds of cultural work do essays do? To what extent do essays or an essay writing tradition create individual identities, communities, even nations? What ethical constraints do (or should) essayists observe?

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

**E 470.001 – Individual Author – Don DeLillo**

3 Credits

Judy Doenges

2:00-3:15pm TR

In this course on the novels of Don DeLillo, we will study postmodernism in practice. DeLillo's novels, while exhibiting some of the familiar characteristics of postmodern fiction such as nonlinear narratives, a hybrid of literary and pop culture references, and nontraditional character development, also challenge our expectations of fiction itself. How can we search for meaning in a text if the "truth" of the characters' experiences is chimerical? How can we engage with the life of a protagonist when his or her very identity is unstable? And who is our authority on the novel if part of the author's role is to alert us to the process of writing the book—to the pastiche that is contemporary storytelling?

In DeLillo's work, social and cultural context is all, so in addition to close readings, we will examine the history, cult figures, and political fiascos that provide background for the fiction. We'll also discuss the landscape of postmodernism and mark the differences between modernism and its successor. Readings will include most of DeLillo's novels and several critical essays on his work. Requirements include two short papers, one longer paper, a group oral presentation, a non-textual artifact, and a take-home final exam.

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

**E 507.001 – Special Topics in Linguistics – 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.

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.



Three papers will be required. The first 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 and final paper will be a recommendation for an action research plan to address a fundamental issue of social justice related to linguistic inequity.

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.

### **E 630A.001 – Special Topics in Literature – Area Studies – Medieval Epic and Romance**

3 Credits

William Marvin

11:00-11:50am MWF

Medieval "epic" and "romance" were the twin pillars of a new order of vernacular fiction upon which later arose the edifice of the novel. New to classical traditions of epic came a medieval insistence upon the westward translation of cultural prestige and authority. The barbarian North adopted the technology of writing and textualized its oral legacies, while insular sagas of King Arthur defied the supremacy of the Germans and of Rome. New also was the integration of a lyrical, chivalric love-ethos with the heroic ideologies of the professional warrior caste. Women enter the scene as patronesses of literary production, and influence the representation of gender, psychology, social control, and male violence in metrical romances that vie with chronicle and epic for comparable literary status. We will be reading all this, examining the dialectic between text and context, in select heroic and chivalric literary monuments of classical Rome and medieval France, Germany, and England. Requirements will include: Annotated bibliography, class report, and an interpretive essay.

### **E 630 B.001 – Special Topics in Literature – Genre Studies – The Short Story**

3 Credits

Leslee Becker

12:30-1:45pm TR

It's been said that God created human beings for the stories, and that three apples fell from heaven, one for the storyteller, one for the listener, and the third for the person who takes the story to heart. You'll get all the apples in this course by reading many stories and critical works, writing stories and formal papers, giving an oral presentation, and discussing the craft of storytelling as a way to appreciate the genre and what it can tell us about what it means to be human. Imagine fiction as a boxing match. The novel wins on points, but the story wins by a knockout.

### **E 631.001 – Crossing Boundaries- International Literature of Childhood and Adolescence**

3 Credits

Louann Reid

7:00-9:50pm W

We will examine cultural constructions of childhood and adolescence through fiction and memoir from Japan, Cambodia, the Caribbean, Nigeria, Kenya, and other selected parts of the world. In reading, discussion, and writing, we will explore questions such as the following: How is the idea of a "rite of passage" from childhood to adolescence culturally constructed and constrained? How do children and adolescents confront issues of race, class, and gender? What does it mean to read these works from our

current subjectivities? How do authors address the issue of writing in English? How do questions of genre complicate representations of childhood and adolescence? In what ways do conceptions of childhood and adolescence confront and confirm patterns of colonialism? Major assignments include proposing and completing a project tailored to your creative, critical, or pedagogical interests; leading a class discussion of one of the works; and writing a publishable comparative essay or conference paper.

### **E 633.001 – Special Topics in Discourse Studies – The Politics of Literacy**

3 Credits

Tobi Jacobi

4:00-6:50pm R

What does it mean to read and write in 2008? What are the implications of forwarding literacy initiatives in a climate of fiscal conservatism? What happens when the programs being "downsized" are those which serve people who have been historically relegated to the margins of the U.S. education system? This course will examine scholarly conversations in literacy studies, specifically the problems and possibilities of literacy education through political frames such as gender, race, ability, and social class. After an overview of historical literacy debates ranging from orality vs. literacy to the challenge of enacting critical literacies, we'll turn explicitly to the political. We will explore the sociopolitical implications of current issues such as testing requirements, the relationship between gender violence and literacy access, and the risk of exploitation imposed by "diversity" initiatives. To analyze these topics, we'll look at published scholarship, hear from local literacy workers (campus and community), and examine a variety of literacy artifacts (such as GED tests, NCTE/CCCC policies and web documents).

Course texts will be drawn from Shannon's *Becoming Political, Too: New Readings and Writings on the Politics of Literacy Education*, Barton et al's *Situated Literacies: Reading and Writing in Context*, Cushman et al's *Literacy: A Critical Sourcebook*, Mitchell and Weiler's *Rewriting Literacy: Culture and the Discourse of the Other*, Shor and Pari's *Critical Literacy in Action: Writing Words, Changing Worlds*, Stuckey's *The Violence of Literacy* as well as current policy statements, assessment tools, and curricular initiatives. Assignments will include several short essays/responses and a research project.

### **E 634.001 – Special Topics in TEFL/TESL**

3 Credits

Doug Flahive

3:00-3:50pm MWF

The focus of this workshop will be on the development of second language literacy skills. The workshop will consist of 6 interrelated components. The first will be what I term the development of autonomous reading skills. We will be looking at the processing of reading development from bottom-up through various top-down approaches and theories. The second component will focus on the development of L2 writing skills. Once again, we will be tracing this development from basic paragraph writing through extended discourses.

The next four components will view the integration of reading and writing from four somewhat differing theoretical perspectives: reader-response, social interactionist, cognitivist, and social constructionist. As we will be seeing, current L2 reading and writing materials and subsequent pedagogical approaches are based upon one or another or some combination of these four approaches. As with the autonomous approaches to L2 reading and L2 writing, we will begin with readings which outline the underlying theory, then move on to research, and finally pedagogical applications.

A short project will follow each component. Each project will basically follow the format of the component: a brief summary of selected theoretical reading, a short review of research, and finally a pedagogical module which illustrates a coherent, graduated sequence of pedagogical activities which would cover 3-5 hours of classroom instruction. Projects can be adapted to any one of a number of ages (younger learners through adults) as well as teaching contexts (ESL/EFL).