

# RAMBLER

The Newsletter for English Majors

Volume 34, Number 2, October 27, 2017

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

English Department  
ADVISING AND MENTORING  
Fall 2017

## Academic Support Coordinators (ASCs)

### Pre-Registration Advising Information for Spring 2018

All English majors in all concentrations will be supported throughout your degree completion by two key resources: your Academic Support Coordinator (ASC) and your faculty mentor. You can rely on both to contribute to your success at CSU and beyond. All students will be assigned an ASC and a faculty mentor for Spring 2018 advising.

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

#### Who Does What?

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

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

#### How Do I Arrange an Advising Meeting?

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

#### Should I arrange a meeting with my faculty mentor?

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

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

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

### **Advising Schedule**

English department Academic Support Coordinators will be holding pre-registration conferences for Spring 2018 semester throughout **October/November/** They will email advisees/mentees early in October to have them schedule an Advising appointment. Please check the email address that CSU has on record for you (this may be different from the one you typically use).

### **RAMweb Registration Access For Spring 2018**

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 |

All new students are required to attend RAM orientation and will register for classes at the on-campus orientation.

---

### **ATTENTION GRADUATING SENIORS**

**If you plan to graduate in Spring 2018, you are required, as part of the University-mandated outcomes assessment program, to take a short SENIOR SURVEY link:**  
<https://goo.gl/forms/yDJPDzYu1fyNzQk2>

---

**Course offerings for Spring 2018 on pages 4-13**

**Guidelines and Policies for Registration on pages 14-19**

# Minor in English

Students may consult with an English Department adviser to plan a course of study.

Students minoring in English must maintain a 2.0 grade point average in all English courses and a 2.0 grade point average in all upper-division English courses.

Minimum of 21 credits in English, at least 12 of which must be upper division.

CO150, E384, and E487 A-B may NOT count toward the minor. CO300, CO301 A-D, CO302 and CO401 may count toward the minor. A minimum of 6 credits must be taken at Colorado State University.

## Linguistics and Culture Interdisciplinary Minor

For advising, contact:

*English Department*

*Eddy 359*

*Phone: (970) 491-6428*

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

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

**Department of Anthropology**  
**Department of English**  
**Linguistics and Culture**  
**Interdisciplinary Minor**  
21-25 Credits

### 1. Core Classes

Take both of the following courses (6 credits):

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

## 2. Language

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

|                |                      |           |                                  |
|----------------|----------------------|-----------|----------------------------------|
| Italian:       | LITA105, 107,200,201 | French:   | LFRE105, 106,107,108,200,201,208 |
| Chinese:       | LCHI105, 107,200,201 | German:   | LGER105, 107,108, 200, 201, 208  |
| Greek:         | LGRK105, 107         | Arabic:   | LARA105, 107,200,201             |
| Korean:        | LKOR105, 107         | Japanese: | LJPN105, 107,200,201             |
| Latin:         | LLAT105, 107         | Russian:  | LRUS105, 107,200,201             |
| Sign Language: | LSGN105, 107         | Spanish:  | LSPA105, 106,107,108,200,201,208 |

## 3. Supporting Courses

Take three of the following courses (9 credits):

|         |         |         |         |
|---------|---------|---------|---------|
| ANTH100 | E324    | E326    | E326    |
| E327    | E328    | E329    | LFRE312 |
| LFRE326 | LGER326 | LSPA312 | LSPA326 |
| PHIL210 | PHIL315 | SPCM331 | SPCM431 |

## 4. Upper Division

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

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

## Spring 2018 Course Descriptions

The following is a list of new and special topic courses only. For other undergraduate and graduate courses, see the online Spring 2018 Class Schedule through RAMweb.

### Special Topic Courses

#### E332.001 Modern Women Writers

3 Credits

Judy Doenges

MW 4:00-5:15pm

Do women write differently from men? Do we locate those differences in a literary work's subject matter, point of view, or style—or all of those and more? In this course, we'll be looking at the craft and content of several 20<sup>th</sup>- and 21<sup>st</sup>-century novels by women. We'll chart a woman's journey through the history of Germany in the 20<sup>th</sup> century, follow a young woman from Zimbabwe to America, examine the fractured family left when a young girl dies, and relish the gender-bending performances of a 19<sup>th</sup>-century heroine. Expect some creative as well as academic assignments.

*This course fulfills a Category 2 or 3 elective requirement for English majors and world literature for English Education concentrators.*

**E333.001 Critical Studies of Popular Texts – Global Fantasy**

3 Credits

Leif Sorensen

TR 2:00-3:15pm

From *The Lord of the Rings* to *Game of Thrones*, fantasy fiction is often based in a version of the European middle ages. This course focuses on texts that depart from this tendency by writers with connections to Asia (Zen Cho, Aliette de Bodard), the African diaspora (Nnedi Okorafor, Helen Oyeyemi), and Latin America (Sylvia Moreno-Garcia). This will offer an opportunity to fantasy fans interested in expanding their horizons, students curious about how genre fiction is transformed when it circulates around the world, and anyone looking for a different way to think about world literature.

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

**E370.001 American Literature in Cultural Contexts – Climate Fiction**

3 Credits

Lynn Badia

TR 12:30-1:45pm

In this course we will consider the challenge of representing climate in American literature and film, from the early twentieth century to the present day. Climate has traditionally referenced the weather it gathers, the mood it creates, and the setting it casts. In the era of the Anthropocene, climate indexes not only natural forces but the whole of human society: the fuels we use, the lifestyles we cultivate, and the possible futures we may encounter. In other words, with every weather event, we are aware that the forces indexed by climate are as much environmental and physical as they are social and cultural. We will consider the emerging genre of “Cli-Fi” (“climate fiction”) and a range of related themes such as adaptation, human engineered weather, water wars, Indigenous knowledge frameworks, and environmental justice. Readings may include the work of authors and theorists such as Paolo Bacigalupi, Amitav Ghosh, Ann Kaplan, Barbara Kingsolver, Naomi Oreskes, Kim Stanley Robinson, Patricia Smith, and Kyle Powys White.

*This course fulfills Category 2 or 4 elective requirement for English Majors.*

**E403.001 Writing the Environment**

3 Credits

Matthew Cooperman

TR 2:00-3:15pm

What is the Environment? Is it the same as Nature? Can we touch it, respond to it? What is the local? The global? What things and creatures do we encounter there? Who is other? What is wild? And where do you live? Right now, no doubt, in a town in the west of a teetering country. Can you write about that? In this course we will explore various senses and conceptions of the Environment, and try to write as accurately and fully about it as possible. We will seek out writing of the earth by examining our various "places" and their times. Authors include Barry Lopez, Rick Bass, Jane Naviyuk Kane, and others.

*This course fulfills Category 4 elective requirement for English Majors.*

**E406.001 Topics in Literacy - Literacy & Popular Culture**

3 Credits

Lisa Langstraat

TR 9:30-10:45am

Popular culture is an integral part of our daily lives. A cultural pedagogy that teaches us how to experience the world, popular culture influences how we make sense of everything from politics to love to violence, and it persuades us to act in specific ways. Popular culture thus merits close scholarly attention and intervention because it represents powerful transformative and oppressive possibilities. This course explores recent scholarship connecting popular culture and literacy practices and focuses on examining multiple approaches to “reading” and “writing” popular culture in light of new technologies, encoding and decoding practices, and processes of producing, circulating and consuming popular texts.

This course thus engages a variety of approaches to the media literacy movement. Defined as “the ability to access, analyze, evaluate and produce communication in a variety of forms” (Aufderheide, 1992), media literacy includes engaging in visual and auditory rhetorics, as well as more traditional spoken and written texts; accessing multiple perspectives in a media sphere that is growing ever more univocal; accessing and understanding the ideological implications of new technologies; critically viewing a variety of texts/genres/forums to understand the hegemonic and/or transformative messages in popular culture; and producing popular culture artifacts that give voice to manifold perspectives.

The first half of this semester will focus on enhancing our understanding of literacies and of theories of popular culture. The second half of the semester will focus on a particular case study: “Disney culture,” the values and actions associated with Disney films, amusement parks, business practices, online and physical products, etc. By closely examining Disney culture, we will build a repertoire of critical media literacy strategies for understanding the power of popular culture in our lives.

**E423.001 Latino/a Literature – Life in the Hyphen**

3 Credits

Harrison Candelaria Fletcher

TR 11:00am-12:15pm

Envisioning borders as intersections – as opportunities – this course will examine the crossroads of identity within contemporary Latino(a) literature. We will read widely across form and genre, both short and book-length works, to explore how place, spirit, language, memory, ethnicity and sexuality shape narratives of self. Authors include Juan Rulfo, Gloria Anzaldúa, Junot Diaz, Justin Torres, Joy Castro, Lorna Dee Cervantes and Wendy Ortiz. This is a reading intensive, discussion-driven class encouraging experimentation. As such, we will write creative work as well as critical papers to explore our own inner hyphens.

*This course fulfills Category 2 or 3 elective requirement for English Majors.*

**E424.001 English Renaissance**

3 Credits

Barbara Sebek

TR 4:00-5:15pm

“We are all framed of flaps and patches,” says Michel de Montaigne in John Florio’s 1605 English translation of his essays, “and there is as much difference between us and ourselves, as there is between ourselves and others.” How did writers in this period strive to give shape to these “flaps and patches”? What cultural conditions and literary traditions shaped their efforts? This intensive survey of the English Renaissance includes poetry, drama, and prose from the period (roughly 1500-1660), including Thomas More, Edmund Spenser, William Shakespeare, Elizabeth Tudor, Montaigne, Ben Jonson, John Donne, Mary Wroth, Elizabeth Cary, and John Milton.

*This course fulfills Category 1 elective requirement for English Majors.*

**E430.001 Restoration and Eighteenth-Century Fiction**

3 Credits

Aparna Gollapudi

MWF 11:00-11:50am

The eighteenth century is said to have witnessed the "rise of the novel." Modern readers have a fairly fixed set of generic expectations when they pick up a novel. But for its earliest readers, the novel was just what its name implied - a novelty. And as the earliest novelists were not constrained by any set novelistic conventions or expectations, their works are richly experimental. It is apt, therefore, that the course claims to focus on Restoration and eighteenth-century "fiction" and not the "novel." However, in all its diverse forms, fiction in this period explored and articulated individual subjectivity in new and unprecedented ways. Also, in the eighteenth-century emerged narrative forms densely textured with the minutiae of everyday life, containing characters with contemporary manners and morals. Eighteenth-century readers were highly conscious of the power of the new narrative form, but there was little consensus as to whether the novel was an effective tool for moral instruction or an instrument of corruption. This course focuses on some of the most popular practitioners of the dynamic and multifarious genre that was the eighteenth-century novel.

*This course fulfills Category 1 or 4 elective requirement for English Majors.*

**E451.001 Medieval Literature: Sir Thomas Malory’s *Le Morte D’Arthur***

3 Credits

William Marvin

TR 9:30-10:45am

Arthur, King of the Britons, had enthralled Europe for 3 centuries before Sir Thomas Malory found himself locked up in prison with plenty of time to kill. Having spent his life cattle raiding, havocking game-parks, assaulting personal enemies, prison-breaking, and campaigning as a field commander in the Wars of the Roses, he ended his days as a political prisoner incarcerated in London with a very fine library. There he wrote the canonical history of the rise and fall of King Arthur and his knights in sparkling English prose, amateur though he was. Sparing no one, his view of French romance was hard-edged, his vision apocalyptic. And unlike Chaucer, whose magnum opus remained a fragment, Malory managed to finish his tale in a comprehensive work whose latest edition runs 940 pages. We shall read

this mighty book in its entirety, reflecting on his sources and methods till the goddesses of romance bear Arthur off to the blessed isle of Avalon.

*This course fulfills Category 1 or 4 elective requirement for English Majors.*

**E465.001 Topics in Literature and Language – Reading and Writing the Avant-Garde**

3 Credits

Kristina Quynn

MWF 1:00-1:50pm

In this course, students explore ways to align critical reading practice with various forms, styles, and theories of experimental literature. The premise is simple: experimental texts may be best served by criticism that draws on innovative critical methods to “read” critically. The course includes a return to the *Lyrical Ballads*, to modernism’s Joyce and Stein, and such key authors of the “posts” (postmodernism, postcolonialism, poststructuralism) as Cixous, Barthes, Rushdie, Carol Maso and Ali Smith. Students are encouraged to draw on creative and critical background as students of English, broadly.

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

**E465.002 Topics in Literature and Language – Stories of American Poverty**

3 Credits

Zach Hutchins

TR 12:30-1:45pm

This course will ask students to trace the social origins and impacts of poverty in colonial North America and the United States across four centuries. As students read literary representations of both historical and contemporary experiences of poverty, they will also engage in service learning, working with community initiatives to provide aid to impoverished individuals here in Fort Collins.

Students will be asked to reflect on both the literature they read and the service experiences they engage in, drawing connections between their studies and opportunities for social activism available locally.

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



## Graduate Courses

**E507.001 Special Topics in Linguistics – Discourse Analysis:** Perspectives from Linguistics, Rhetoric, Literature, Philosophy, Psychology, Sociology, and Anthropology.

3 Credits

Gerald Delahunty

MWF 1:00-1:50pm

Discourse analysis is the study of language in use that draws on a broad range of disciplines. Some discourse analysts emphasize the study of the situated language; others emphasize contextual factors; others emphasize the reflexive relationships between language and context; others critically examine the relative power of the interlocutors. This course will present a coherent selection of DA topics and methods.

We will begin with the most fundamental use of language, conversation, and learn how a close look at the language of conversation can provide us with evidence for the resources speech community members make use of to take conversational turns, make repairs, indicate preferences, deal with interruptions and silences, and tell jokes and stories (which will allow us to segue into an initial discussion of narrative).

We will discuss a selection of the enormous literature on language and gender, focusing initially on spoken interaction, and looking at patterns of interruption, hedging, and topic introduction. As women are frequently said to be more polite than men, we will examine some theories of politeness and look at recent research on the many forms and functions of impoliteness.

And what is communication, anyway? We'll examine the answers given by the philosopher Paul Grice and the cognitive linguist Deirdre Wilson and anthropologist/rhetorician Dan Sperber.

Our study of language and gender will provide a basis for a more general discussion of language variation and its relationships to context. We will discuss register (the locus of characteristic linguistic choices and particular situations, participants, and communicative functions (e.g., the registers of academic prose, of fiction, of blogs), genre (most simply, text type), intertextuality, and hybridity, as well as the interactions of language, mode, and medium—How are spoken and written language different, related? How does a medium such as electronic communication reflect aspects of both modes? What situational factors do the linguistic characteristics of mode and medium reflect? How are creativity and convention, surprise and anticipation mutually enabling?

Language and gender will also provide a basis for a general discussion of power relations and ideology in discourse. We will critically evaluate some of the work in critical discourse analysis. We will devote approximately the last quarter to one third of the semester to discussion of the discourses selected by class members—e.g., legal, medical, educational, scientific, environmental, racist, . . .

Students from all English Department programs should find value in the topics of this course, but especially Language, TEFL/TESL, and rhetoric/composition students. All are welcome, and no prior linguistics is assumed/required.

**E515.001 Syntax for ESL/EFL**

3 Credits

Gerald Delahunty

MWF 3:00-3:50pm

Teachers of English as a second or foreign language must be familiar with the major syntactic patterns of English, their typical meanings and uses, and with the inflectional and derivational morphology they entail. This knowledge will enable them to appropriately select and present this material in a variety of teaching circumstances, as well as to read and make use of grammatical descriptions of English and other languages.

Students completing this course will be able to understand the linguistic concepts in ESL/EFL pedagogical materials and in SLA research; they will be familiar with variant terminology; they will be proficient in basic linguistic analysis; and will be able to apply analytic techniques to learner data.

The course will focus on topics in English syntax and relevant morphology, but comparative/contrastive data from other languages will be introduced, especially from those languages whose native speakers our graduates are most likely to teach. The topics are selected so as to maximize the overlap with the topics, constructions, and terminology current in the major ESL/EFL grammar texts.

**E527.001 Theories of Foreign/Second Language Learning**

3 Credits

Tatiana Nekrasova-Beker

TR 2:00-3:15pm

This course provides an introduction to the field of second language acquisition (SLA) focusing specifically on how humans learn a second (or third) language in addition to their native language and the factors that affect variability in their language development. Areas covered in this course include: background on the historical development of the field, universal features of the L2 learner, interlanguage development and variability, individual differences, and social factors affecting L2 learning. In addition, the course introduces a variety of experimental methods used in SLA research and highlights the implications of SLA findings for L2 teaching. Student will read and discuss research articles in SLA and engage in the analysis of learner data.

**E528.001 Professional ESL Teaching – Theory to Practice**

3 Credits

Anthony Becker

MW 4:00-5:15pm

The course offers pre-service TEFL/TESL teachers a guided opportunity to learn about and apply principles for planning, designing, and carrying out effective classroom instruction and assessment. The main goal of the course is to help establish connections between theory and practice and to engage students in non-threatening interaction about language teaching experiences with colleagues.

### **E608.001 Integrating Writing into the Academic Core**

(five weeks) – 1/16/18-2/15/18

1 credit

Tobi Jacobi

TR 9:30-10:50am

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

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

### **E630B.001 Special Topics in Literature: Genre Studies–Poetic Companions**

3 Credits

Sasha Steensen

TR 11:00am-12:15pm

According to Harold Bloom, the practicing poet is trapped in an act of “creative correction,” a slave to the prior poet. Bloom refers to this phenomenon as the “anxiety of influence.” There is a grain of truth to Bloom's assertions, but a more interesting question is what *happens* when a poet appropriates other texts? This class seeks to confront the supposed “anxiety of influence” head on. We will examine poets who happily initiate conversations with their predecessors: Howe/Dickinson; Duncan/H.D. Browne/Mayer; Hejiniian/Stein; and others. In this way, we will view influence as an ecstatic, rather than an anxiety-ridden, experience.

### **E630C.001 Special Topics in Literature–Theory and Technique Studies - Getting Medieval: Imagining the Middle Ages in Literature, Politics, and Popular Culture (1800-present)**

Lynn Shutters

3 Credits

W 4:00-6:50pm

The Middle Ages have always been retroactively constructed; how could one designate something in the “middle” until after that middle was over? This course asks 1) How have Western cultures imagined the Middle Ages? and 2) What cultural, political, or aesthetic purposes do such imaginings serve? By examining literary, popular, and political discourses that invoke the Middle Ages, we will see how history itself is a cultural construct that has profound effects on the present. We will focus mostly on 19<sup>th</sup>-21<sup>st</sup> century U.S. and British re-creations of the Middle Ages. And yes, we'll discuss the HBO series *Game of Thrones*.

**E633.001 Special Topics in Discourse Studies – Autoethnography: Theories, Forms, Functions, and Critiques**

3 Credits

Sue Doe

TR 9:30-10:45am

Autoethnography, also called Auto-E, is a writing and research methods class involving critical analysis of the self within structures of power in culture and community. The processes and products of Auto-E challenge boundaries both in terms of their use as controversial qualitative research methodology and through crossover into the creative nonfiction terrain of memoir. Methodologically, autoethnography combines “the poetic and the performative,” recommending the “n” of one as a test of the representational limits of objective methodologies that claim to maintain scientific distance between the observer and the observed. Yet autoethnography also tests expressivist notions about the authority and primacy of the self as author.

**E635.001 Critical Studies in Literature and Culture – Feminist Literary Criticism**

3 Credits

Deborah Thompson

TR 12:30-1:45pm

“Around 1981,” Jane Gallop has written in a book of that title, feminist literary criticism in the U.S. became “institutionalized.” This course will survey that “institutionalization” and its aftermath, sampling key moments along the way. The multivalent word “institutionalized” suggests in part that, around the early 1980s, feminist literary criticism became a credible (and even “marketable”) sub-discipline in literary studies. At the same time, as it went from outsider to insider and from amateur to professional status, some of its unruliness was tempered. One might also say it became “disciplined”; it gained status as a legitimate discipline and began to behave as such. Institutions and disciplinary status are mixed blessings; they both empower and constrain their subjects. It’s now time to look at the sub-discipline of feminist literary criticism as a historical phenomenon, one that was both enabled and limited by its legitimation.

As this course traces the semi-official narrative of the rise of feminist literary criticism in the U.S., we will note some of its blind spots and exclusions, such as its centeredness in white and middle-class subjects. At the same time, we will challenge this accepted narrative--but not in the spirit of a (currently fashionable) dismissal of our feminist elders. In fact, this course will also look at what kinds of power relations are in play when revolutionary thought is so quickly deemed obsolescent. As Audre Lorde has said, “The ‘generation gap’ is an important social tool for any repressive society. If the younger members of a community view the older members as contemptible or suspect or excess, they will never be able to join hands and examine the living memories of the community, nor ask the all-important question, ‘Why?’”

**E636.001 Environmental Literature and Criticism**

3 Credits

Lynn Badia

R 4:00-6:50pm

This course is a focused examination of environmental literature and film, from the early twentieth century to the present day. We will cover a range of literary genres, and, in the process, learn to think critically about how texts not only represent the natural world but also narrativize it and inform our interactions with it. Over the course of the semester, we will develop a critical vocabulary for thinking about environmental issues and examine texts utilizing critical frameworks informed by environmental justice, feminism, (post)colonialism, and Indigenous perspectives. Readings may include the work of authors and theorists such as Warren Cariou, Dipesh Chakrabarty, Amitav Ghosh, Helon Habila, Donna J. Haraway, Ursula K. Heise, Lydia Millet, Jeff VanderMeer, and Kyle Powys White.

**E638.001 Assessment of English Language Learners—Assessment in the TEFL/TESL Classroom**

3 Credits

Anthony Becker

MWF 2:00-2:50pm

This course prepares language teaching professionals with the knowledge and skills they need to design, implement, and utilize language assessments that are reliable, valid, and ethically-based. Specifically, the course familiarizes students with the fundamental concepts and principles involved in the language assessment of second/foreign language learners, and it engages students in the planning and construction of both traditional and alternative language assessments. Furthermore, the course develops students' ability to analyze and interpret statistical results, for the purposes of guiding instruction and improving language program effectiveness. Finally, the course invites students to investigate the ways in which assessment results can be used to account for and evaluate student performance, as well as improve language teaching practices.

**E643.001 Special Topics in Literary Craft – Writing in Hybrid**

3 Credits

Andrew Altschul

M 7:00-9:50pm

“Genres are not to be mixed,” wrote Jacques Derrida. “I will not mix genres.” Of course, he was writing ironically, going on to demolish the idea of genre. Genre-bending writing is becoming more visible in the literary world; authors like Maggie Nelson, David Shields, and Geoff Dyer write convincingly about expanded horizons of meaning made possible by hybridization. We will read groundbreaking hybrid works, and essays about hybridization, and speak to several well-known authors. Discussions will also cover “genre politics” – the policing of traditional genres by the publishing industry and academia. Students will produce and workshop imitative pieces throughout the semester as well as a longer final project.

---

## Guideline and Policies for Registration

### For Undergraduate Colorado Residents: College Opportunity Fund

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

#### **To reduce your undergraduate tuition bill:**

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

In the past, the State of Colorado gave money directly to colleges and universities. Now, the state gives the money to the colleges/universities in the form of stipends to registered students. But it still gives the money directly to the colleges/universities, not to the students. The stipend amount is calculated at \$77 per semester credit hour for undergraduate students who are eligible for in-state tuition and who apply, are admitted, and enrolled at a state or participating private institution of higher education. The college you are attending will only receive the funding if you authorize use of the stipend for a given term. You will see the stipend appear as a credit on your tuition bill.

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

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

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

---

## Late Registration Fee Policy

Reasons to register early:

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

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

## Class Schedule and Registration

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

Note: You **MUST** meet with your advisor/mentor or Academic Support Coordinator in order to get your advising code. The staff in the English department office cannot and will not give undergraduate students advising codes. Only advisors/ASCs can provide these.

To register: Go to <http://ramweb.colostate.edu> and enter your eName and ePassword. (If you do not have an eID or you forgot your password, go to <http://eid.colostate.edu/>.) Once in RamPoint, click on the RAMweb tab. Registration options are bulleted on the left.

You can access the University Class Schedule from this page. Course offerings and seat information will be up-to-the-minute. Changes in instructor, location, days, or time will be updated daily after 5:00 p.m. The registration system operates 24 hours a day, 7 days a week.

Also from your personal homepage, you can print your weekly class schedule; access tuition, billing, and financial aid information; view your academic records, SAT/ACT scores, Directed Self Placement Survey Scores, Composition Placement Essay results, and student job listings; and use WebCT and WebMail. Other 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

ARIES allows students to put themselves on an electronic Waitlist for all undergraduate classes (waitlists are NOT available for graduate classes). An ARIES Registration Waitlist is an electronic list of students who are waiting to register for a full class—standing in line electronically rather than physically. There is a link for students on RAMweb under the Registration heading that says “My Waitlisted Classes.” There you can see all the sections you are waitlisted for, your position on each waitlist, and the deadline to register, if you are in the 24-hour timeframe after being notified of a space available. Waitlists will be effective through the add deadline for each section.

### **NOTICE: ENROLLMENT RESTRICTIONS FOR SPRING 2018**

Restrictions will be placed on registration for the following:

- **E240, E270, E276, E277**– English Majors only until Nov. 10. Then open to all majors.
- **E311A, B** – English Majors only until Nov. 10. Then open to all students except Freshmen.
- **E341** – English Majors and Minors until Nov. 10. Then open to all students except Freshmen.
- **E342, E343**—English Majors and Minors only until Nov 10. Then open to all majors. No Freshmen allowed.
- **CO300**– No Freshmen or Graduate students allowed
- **CO301 A & C**
  - 1) Seniors and Juniors only until Nov. 3.
  - 2) Then open to Sophomores.
  - 3) Not open to Freshmen.
- **CO301B**

- 1) Science Majors Only.
  - 2) Seniors and Juniors only until Nov. 3.
  - 3) Then open to Sophomores.
  - 4) Not open to Freshmen.
- **CO301D** – English Education and Teacher Licensure Speech concentrations only.  
**No Freshmen allowed.**
  - **E401 & 402**
    - 1) Post-Bachelor and Senior Teacher Licensure-Speech majors and English Education concentrations only until Nov. 3.
    - 2) Then Junior Teacher Licensure-Speech majors and English Education concentrations until Nov. 10.
    - 3) Then open to all Teacher Licensure-Speech majors and English Education concentration students except Freshmen.
  - **E405 Adolescents' Literature**  
English Majors and Minors only until November 10. Then open to all students except Freshmen.
  - **E412A, 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.
  - **E465.001 Topics in Literature and Language – Reading and Writing the Avant-Garde and E465.002 Topics in Literature and Language – Stories of American Poverty**
    - 1) Senior English Majors until Nov. 3.
    - 2) Junior English Majors until Nov. 10.
    - 3) Then open to all students except Freshmen.

### **HAVING TROUBLE?**

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

- **E384A – Supervised College Teaching**  
Students who plan to register for E 384A for Spring 2018 should make arrangements as soon as possible this semester. **You must be regis-**

**tered for this course by the time the semester begins.** An application form is available at the English Office, Eddy Building, Room 359.

- **E495 – Independent Study**  
Students who plan to register for E 495 for Spring 2018 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 2017 semester.

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

---

### **INTERNSHIPS**

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

### **College of Liberal Arts Career Counselors**

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

### **Capstone Requirement for English Majors**

All students must take a capstone course (E465 or E470) to fulfill AUCC and English degree requirements. Ideally, students take their capstone course in their final year after having completed all prerequisites. In Spring 2018, the courses offered that fulfill the Capstone requirement are **E465.001, E465.002.**



**SPRING 2018 Capstone and Category 1-4 Courses**

**Capstone Courses: E465.001 – Topics in Literature and Language – Reading and Writing the Avant-Garde**

(MWF 1:00-1:50pm Kristina Quynn),  
**E465.002 – Topics in Literature and Language – Stories of American Poverty** (TR 12:30-1:45pm Zach Hutchins).

**Category 1: E342.001 Shakespeare I** (TR 11:00-12:15pm Lynn Shutters), **E343.001 Shakespeare II** (TR 2:00-3:15pm Barbara Sebek), **E424.001 English Renaissance** (TR 4:00-5:15pm Barbara Sebek), **E430.001 Restoration and Restoration and 18th-Century Fiction** (MWF 11:00-11:50am Aparna Gollapudi), **E451.001 Medieval Literature** (TR 9:30-10:45am William Marvin).

**Category 2: E332.001 Modern Women Writers** (MW 4:00-5:15pm Judy Doenges), **E370.001 – American Literature in Cultural Contexts – Climate Fiction** (TR 12:30-1:45pm Lynn Badia), **E423.001 Latino/a Literature- Life in the Hyphen** (TR 11:00am-12:15pm Harrison Fletcher).

**Category 3: E332.001 Modern Women Writers** (MW 4:00-5:15pm Judy Doenges), **E333.001 Critical Studies of Popular Texts – Global Fantasy** (TR 2:00-3:15pm Leif Sorensen), **E423.001 Latino/a Literature- Life in the Hyphen** (TR 11:00am-12:15pm Harrison Fletcher), **E465.001 – Topics in Literature and Language – Reading and Writing the Avant-Garde** (MWF 1:00-1:50pm Kristina Quynn), **E465.002 – Topics in Literature and Language – Stories of American Poverty** (TR 12:30-1:45pm Zach Hutchins).

**Category 4: E342.001 Shakespeare I** (TR 11:00-12:15pm Lynn Shutters), **E343.001 Shakespeare II** (TR 2:00-3:15pm Barbara Sebek), **370.001 – American Literature in Cultural Contexts – Climate Fiction** (TR 12:30-1:45pm Lynn Badia), **E403 – Writing the Environment** (TR 4:00-5:15pm Matthew

Cooperman), **E430.001 Restoration and Restoration and 18th-Century Fiction** (MWF 11:00-11:50am Aparna Gollapudi), **E451.001 Medieval Literature** (TR 9:30-10:45am William Marvin), **E465.001 – Topics in Literature and Language – Reading and Writing the Avant-Garde** (MWF 1:00-1:50pm Kristina Quynn).

**Upper-Division Word Literature Course – E332.001 Modern Women Writers** (MW 4:00-5:15pm Judy Doenges).

**Composition Placement**

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

**Creative and Performing Arts Awards**

For the Creative & Performing Arts Awards, *undergraduate* students currently enrolled full-time (12+ credits) may submit one or more of the following genres: three to five poems or one short story or one creative essay. Students can submit multiple genres. Entry guidelines will be available at the English Office, Eddy Building, Room, 359, in early September, with a submission deadline of usually the second week of October.

**Outstanding Literary Essay Awards**

The department's Literature Committee announces the Outstanding Literary Essay Awards, which recognize outstanding critical writing and interpretive work in literary studies. Applicants must fit one of the categories below:

- (1) registered graduate student in the English department
- (2) undergraduate students registered as English majors

(3) student with an English minor.

Awards of \$100 for first place, \$50 for second place, and \$25 for third place will be offered at both the graduate and undergraduate level. Winners will be honored at the English department Awards reception on April 23, 2018 from 4-6p.m. in the LSC North Ballroom.

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

Submission deadline is April 2nd, 2018 at 5:00 p.m. Please submit TWO clean copies, with no name, address, or instructor's comments. Only a title and page numbers should appear. Include with your essay a separate cover letter with your name, address, phone number, e-mail address, university ID number, and title of your essay. Also indicate the course for which the essay was written and the Professor who taught the course. Indicate whether you are an undergraduate or graduate student at CSU. Address your cover letter to: Professor Zach Hutchins, Chair, Literature Committee, Department of English, Eddy Building, 3<sup>rd</sup> Floor, Campus Delivery 1773, Colorado State University, Fort Collins, CO 80523-1773.

## Outstanding Writing Award in Composition, Rhetoric, & Literacy

**Graduate Submission Guidelines:** Students should submit a project that represents their best critical work in composition, rhetoric, and literacy studies.

- ✓ Essays should be no longer than 20 pages (or equivalent). Shorter projects are also welcome.
- ✓ Only one submission is allowed per student.

## GRADUATE STUDENTS

### Qualifying exams for those in the English Education program:

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

### REGISTRATION FOR:

**E 694.001 – TEFL/TESL–Portfolio**

**E 695.001 - Independent Study**

**E 698.001 – Research Project**

**E 699 - Thesis**

**Apply early in order to register for these classes.** Please pick up the application form(s) from Marnie in Eddy Building, Room 359. To complete the form, provide: a description of the subject of the study/portfolio/project/thesis; a brief outline of the work to be done; your signature, the signature(s) of your Instructor and/or Advisor. Note that the thesis application requires the signatures of all committee members. Return the completed form(s) to Marnie for review by the Graduate Coordinator. Once the Graduate Coordinator signs your application, Marnie will enter an override and e-mail you with the CRN so that you can register for the course.

- 
- ✓ Please submit an electronic copy (only). Include with your submission a title page with your name, address, phone number, e-mail address, university ID number, and title of your project.
  - ✓ Also indicate the course in which the work was completed (if it was composed for a course) and the professor who taught the course.

**Undergraduate Submission Guidelines:**

Students should submit a project that represents their best critical work in composition, rhetoric, and literacy studies.

- ✓ Essays should be no longer than 15 pages (or equivalent). Shorter projects are also welcome.
- ✓ Only one submission is allowed per student.
- ✓ Please submit an electronic copy (only) with no name, address, or

instructor's comments visible on the pages. The title should appear at the top of the submission.

- ✓ Include with your submission a separate cover letter with your name, address, phone number, e-mail address, university ID number, and title of your project.
- ✓ Also indicate the course in which the work was completed (if it was composed for a course) and the professor who taught the course.

**Submission deadline: Friday, April 6, 2017 at 5:00pm. Submissions should be sent to [Doug.Cloud@colostate.ed](mailto:Doug.Cloud@colostate.ed)**

