

RAMBLER

The Newsletter for English Majors
Volume 38, Number 2, October 18, 2021

English Department
ADVISING AND MENTORING
Fall 2021

Academic Support Coordinators (ASCs)

Pre-Registration Advising Information for Spring 2022

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 2022 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 Kim Daggett and Joanna Doxey. Their offices are in Eddy 209 and 209A, respectively. For the fall of 2021 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 2022 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 2022

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

Graduates	October 24
Seniors	October 25
Juniors	October 28
Sophomores	November 4
Continuing	November 11
New Students	December 21

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 2022, you are required, as part of the University-mandated outcomes assessment program, to take a short SENIOR SURVEY link:
<https://forms.gle/f1xeECB4Go5UhovG9>

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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.

Creative Writing Minor

The study of creative writing emphasizes creativity, self-motivation, persistence, and openness to criticism – skills many employers look for when hiring. It gives students the opportunity to explore their artistic talents and devote time to producing creative work that complements achievements in their majors.

This seven-course sequence combines small, discussion-based writing workshops with classes in composition or literature. The minor is open to majors in all disciplines except English and offers a unique opportunity to balance work in the sciences, business, engineering, or the humanities with the imaginative freedom and cultural engagement of an education in the arts. Students will gain experience in two genres (poetry, fiction, and/or creative nonfiction) as they study with published authors, interact with visiting writers, and gain familiarity with today's literary landscape.

TO DECLARE: Visit the English Office, Eddy 359. For more information: www.english.colostate.edu, or email Andrew Altschul, Director of Creative Writing: andrew.altschul@colostate.edu

Requirements—21 credits total; 15 credits of upper-division (*prerequisites in parentheses*)

Required Introductory Workshop (3 cr.)

E210: Introduction to Creative Writing (*also offered online*)

Genre-Specific Workshops Sequence: *choose one of the following pairs (6 cr.):*

E311A: Intermediate Fiction Workshop (*E210 with B- or better * also offered online*)

E412A: Advanced Fiction Workshop (*E311A with B or better*)

or

E311B: Intermediate Poetry Workshop (*E210 with B- or better * also offered online*)

E412B: Advanced Poetry Workshop (*E311B with B or better*)

or

E311C: Intermediate Creative Non-Fiction Workshop (*E210 with B- or better * also offered online*)

E412C: Creative Non-Fiction Workshop (*E311C with B or better*)

Intermediate Workshop in a Different Genre: *choose one other 311 (3 cr.)*

E311A: Intermediate Fiction Workshop (*E210 with B- or better * also offered online*)

or

E11B: Intermediate Poetry Workshop (*E210 with B- or better * also offered online*)

or

E11C: Intermediate Creative Non-Fiction Workshop (*E210 with B- or better * also offered online*)

Literature Survey Course: choose one of the following (3 cr.)

E238 (*also offered online*)

E240

E270

E276

E277

Upper-Division English or Composition Electives: choose any two (6 cr.)

any 2 E- or CO-prefix courses at the 300 – 400-level (*see course catalogue for prerequisites*)

* To register for English courses online, visit www.online.colostate.edu/courses/credit/.

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: LITA100, 101,200,201	French: LFRE100, 101,106,108,200,201,208
Chinese: LCHI100, 101,200,201	German: LGER100, 101,108, 200, 201, 208
Greek: LGRK152, 153	Arabic: LARA100, 101,200,201
Korean: LKOR105, 107	Japanese: LJPN100, 101,200,201, 208
Latin: LLAT100, 117	Russian: LRUS100, 101,200,201
Sign Language: LSGN100, 101	Spanish: LSPA100,101, 106,108,200,201,208

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 2022 Course Descriptions

The following is a list of new and special topic courses only. For other undergraduate and graduate courses, see the online Spring 2022 Class Schedule through RAMweb.

Special Topic Courses

E326.001 Development of the English Language

3 Credits

Gerald Delahunty

3:00-3:50pm MWF

English is currently the dominant language of global business, education, entertainment, and diplomacy. This course will examine how English came to have such a predominant role in world affairs. We will begin by taking stock of the places where English is currently used, for what purposes, and in what forms. We will then explore the pathways along which the language traveled to reach its current spread. This odyssey will take us in two directions: backwards in time from English beginnings in 5th century CE Britain through its ancestral languages to its Indo-European origins, and then forward through its many stages and entanglements with other languages to its current global importance. Along our way we will explore how languages change and how these changes can throw light on such important contemporary linguistic issues as the development of expressions designed to escape the traditional gender binary, which we will relate to earlier linguistic controversies and ideologies.

English has developed from the language of a small unimportant country at the edge of Europe with approximately 40,000 words and not much dialect variation to a language with well over 600,000 words (according to the OED) and a great many dialects in almost all the countries of the Earth. It has become the global *lingua franca* and developed into a multitude of "world Englishes," variations on the English theme, some quite familiar and easily recognized and understood, others exotic, incomprehensible, and unrecognizable even as distant cousins.

At each stage of its development, and as it came into contact with other languages, English became the language of remarkable literary achievement: Beowulf, The Canterbury Tales, Shakespeare's plays, the King James Bible, Johnson's and Webster's dictionaries, Jane Austen's novels, the Oxford English dictionary, and so many others. These will illustrate the striking changes the language has undergone in its 1500-year history.

Our course will also explore how the history of English is inextricable from the history of the most fraught and exigent aspects of the modern world: colonialism and its aftermaths; the development of international bodies such as the UN; international law and jurisprudence; globalization and international trade; and even the current COVID-19 pandemic.

This course fulfills a requirement for the Language/Linguistics concentration and an upper division elective for other English majors.

E331.001 Medieval Women Writers

3 Credits

Lynn Shutters

11:00-12:15PM TR

Who: Christina of Markyate, Clemence of Barking, Marie de France, Heloise, the troubairitz, Christine de Pizan, and Margery Kempe.

What: A range of texts including lais (short, fantastic verse narratives), hagiography (stories about saints), love poetry, allegory, biography of sorts, and letters. Notice that there are no novels, short stories, or plays – if that’s your thing, then this class isn’t. One question this class will pose is what types of texts we consider to be “literature” and how we might usefully expand the category of the literary.

When: Texts for this course were written between 1100 and 1450 CE, with a few modern works of literature and criticism thrown in.

Where: England and France

Why: I view the lack of familiarity which I expect most of you will have with these authors and texts as an advantage: the class will give you the opportunity to delve back into the past and consider what effects reading and writing had on women. We’ll examine how medieval women writers creatively adapted and altered their culture’s gender constructions and literary traditions and think about how we might usefully expand our own understandings of gender and literary production. Throughout the course, we’ll want to avoid constructing a simplistic history of progress that advances from a “bad” Middle Ages to a “good” modern era to instead ponder how medieval texts and lives might be relevant to our thinking about the world today.

This course fulfills a Category 1 and 3 elective requirement for English majors.

E339: Literature of the Earth

3 Credits

Lynn Badia

2:00-3:15pm TR

This course explores environmental literature, film, and theory from the early twentieth century to the present day. Covering a range of literary genres and media – novels, manifestoes, short stories, poems, film, etc. – we will learn to think critically about how texts not only represent the natural world but also narrativize and shape our interactions with it. We will examine texts utilizing critical frameworks informed by environmental justice, feminism, (post)colonialism, and Indigenous perspectives.

This course fulfills a Category 2 or 3 elective requirement for English majors.

E340.001 – Literature and Film Studies

3 credits

Lynn Badia

12:30-1:45pm TR

This course examines narrative in both film and literature, and it explores the formal and aesthetic features of each media. Pairing texts and films that share a thematic focus, we will come to understand how narrative unfolds in each example and how different media offer unique formal features for crafting a story. Over the course of the semester, students will sharpen their skills for viewing, analyzing, and enjoying major works of both film and literature.

This course fulfills a Category 2 elective requirement for English majors

E344.001- Shakespeare's Gender Outlaws

3 Credits

Lynn Shutters

2:00-2:50pm MWF

Drawing from Kate Bornstein, I use the term “gender outlaw” to specify any person whose gender, sexuality, and/or body do not fit social expectations. In the world today, these can include people who identify as LGBTQIA2+, or cisgender individuals who don't experience or express masculinity or femininity in conformance with their societies. What about gender outlaws in Shakespeare's day, and in Shakespeare's plays? In this class, we'll examine early modern notions of gender and sexuality to determine what might count as a gender outlaw in Shakespeare's England and whether and where those gender constructions overlap with those of the twenty-first century. We'll then turn the study of Shakespeare's plays, with a focus on both content and performance. Specifically, we'll consider:

- 1) Characters in Shakespeare's plays who might be considered gender outlaws, including shrews, crossdressers, men passionately attached to other men, women passionately attached to other women, “mannish” women, and male rulers and warriors who spurn their “manly” responsibilities.
- 2) Performance of Shakespeare's plays in the early modern era. It's well known, for example, that boys played female parts on Shakespeare's stage. How might our understanding of this practice change in light of recent developments in transgender theory?
- 3) Performance of Shakespeare's plays in the twenty-first century. How do directors and performers choose to highlight issues of gender and sexuality in Shakespeare's plays, or insert such issues into performances? To pursue these questions, we'll study 2-3 film productions of Shakespeare (TBA) along with assigned plays.

This course fulfills a Category 1 or 4 elective requirement for English majors

E406.001 – Gender and Literacy

3 Credits

Sarah Sloane

1:00-1:150pm MWF

This section of E 406 explores the connections between literacy practices and gender, biological sex, and sexuality within contemporary contexts in the US and two or three other countries. We will explore

different theories and definitions of literacy and gender, paying close attention to how both terms are community-defined and culturally-based. We will move beyond discussion of functional literacy, and complicate the idea that gender is obvious, visible, static, and universally determined.

The course is organized around five important questions, and each will draw on scholarly work and personal narratives to answer them. We will read primary texts in gender studies, personal narratives of LGBTQI communities, and discussions of how cisgender identities are partially constructed through language. Taking an approach primarily grounded in contemporary composition and rhetoric theories, the focus of the course is on how literacy practices construct new opportunities for gender as well as can maintain the binary, “natural” gender identity. We will ground our analyses of gender and writing not just on paper texts but also in social media like TikTok or television series like *Squid Game*.

There will be three shorter papers and a midterm, plus occasional one-page assignments directly tied to our course readings. The course ends with a required, 10-page, qualitative research report based on a student question developed in consultation with the professor. Each report will focus on a particular community and observe how gender is performed, what literacy acts or terms does that performance require, and, more generally, observe how gender relies on insider discourses to construct and maintain identity.

This course fulfills a Category 3 elective requirement for English majors or can be used for upper-division elective credit.

E420.001 – Beat Generation Literature

3 credits

Matthew Cooperman

3:30-4:45pm TR

What is Beat Literature? What does Beat mean? Who are the Beats? When and where are they? As an aesthetic, an identity, a regional activity and an historical period, Beat Literature is both highly specific and culturally pervasive. An interesting paradox: without the Beats, there would be no hippie movement, no sexual liberation, no drug culture, no punk explosion, no multicultural celebration of difference. In their writings—and more importantly in their way of life—the Beats initiated an enormous opening in postwar America and beyond.

The purpose of this class is to plumb these complexities. We’ll explore canonical writers such as Kerouac and Ginsberg, but also more fringes figures such as Bob Kaufman and Joanne Kyger. We’ll also scrutinize the Beats for some of their paradoxical blind spots, such as race and gender, and try to flesh out the period’s “other (d)” activity.

Beyond being lively and fun, this course dives deep into popular media, and satisfies Cat II: Historical Approaches: Modern (or Upper Division Electives) for the English major. Or can be used for upper-division elective credit.

This course fulfills a Category 2 elective requirement for English majors or can be used for upper-division elective credit.

E423.001 Latinx Literature

3 Credits

Leif Sorensen

2:00-2:50pm MWF

This course examines writing by a range of Latinx authors in the US. Beginning with translations of travelogues and journals by Spanish explorers and concluding with work by contemporary writers with ties to South America, Central America, and the Caribbean we will seek to come to terms with the diversity within this literary category. Since Colorado plays an important role in some crucial moments in this history such as the Mexican American War and the beginning of the Chicano movement, we will negotiate between the local and the transnational over the course of the semester. We will also examine how ethnicity, gender, and sexuality complicate this category in our readings of Afro-Latino, feminist, and queer texts. Our readings will include fiction, memoir, poetry, drama, performance art, popular song, and hybrid texts. Authors studied will include early figures like María Amparo Ruiz de Burton and Américo Paredes, major figures from the Chicano movement and the Nuyorican poets, and contemporary figures like Sylvia Moreno Garcia and Eduardo C. Corral.

This course fulfills a Category 2 or 3 elective requirement for English majors.

E425.001 Restoration and Eighteenth-Century Literature

3 Credits

Aparna Gollapudi

9:30-10:45am TR

In 1660 monarchy was restored to England after years of civil war and parliament rule. In 1807 the buying and selling of slaves was made illegal across the British empire. This course will introduce you to the literature and culture of the years between these momentous historical bookends. You will study a wide range of literature including poetry, drama, fiction, essays, and memoirs from this period, often referred to as the 'long eighteenth century.' But instead of a comprehensive literature survey, the course is structured as a series of vignettes, each introducing you to a fascinating and important aspect of the period. Using focused thematic clusters on topics such as "Politics and Comedy," "Sex and Sexualities," "Empire, Race, and Slavery," we will explore literature that tells us much about the long eighteenth century while also offering insight into our own world. This period was a cauldron of ideas and ideologies that might seem both starkly alien as well as startlingly familiar. Similarly, as new readers of literature from this era, the unfamiliar linguistic style will challenge you even as it will delight you with its rich wit if you persevere in engaging with it meaningfully. Expect plenty of reading, writing (both formal and informal), discussion participation and leadership, group work, presentations etc. Warning: We will be studying works that contain explicit language, graphic bodily imagery, violence, and overtly sexual content.

This course fulfills a Category 1 elective requirement for English majors.

E428.001 Colonial and Postcolonial Literature

3 Credits

Barbara Sebek

12:30-1:45PM TR

Beginning in the sixteenth century, England ruled over and defined itself in relation to a set of colonies in diverse geographical regions. This course will introduce you to a variety of texts that dramatize the global reach of English literature and culture. We'll explore the notion of the "resistance narrative" not only in later texts that "write back" against colonial ideology but as an element of even the earliest literary depictions of colonial relations.

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

E455.001 European Literature after 1900

3 Credits

Paul Trembath

3:00-3:50pm MWF

This course is an introduction to literary Modernism in Europe and, in two instances, Great Britain. The purpose of the course is twofold: to familiarize ourselves with some of the primary material of literary Modernism (and in two possible cases, literary Postmodernism) while learning to read Modernist texts from critical perspectives that are irreducible to those within which the "canonical" texts of literary Modernism were initially received. Consequently, our course is simultaneously a class in "foundational" Modernism and the "anti-foundational" thinking which, since the 1960s and '70s, has challenged our inertial assumptions about the former—assumptions which typify a certain formalist and essentialist heritage. The guiding insight of the course is that literary texts, despite the general ideologies and critical discourses which correspond to (and provisionally legitimate) their inaugural reputations, are open to numerous connections. That is, literary texts (on the level of their "meaning" and "value") are never simply reducible to their authorial, critical, and historical conditions of emergence (although such "conditions" always exist) any more than they can ever become homologous with—in any final sense—the conditions and circumstances of their various receptions. If contemporary criticism has spent 40 years challenging the "aesthetic autonomy" of literary and artistic works (and aesthetic Modernism is perhaps the apotheosis of such an assumed autonomy), there is a paradoxical sense within which literary texts and other artworks *are* autonomous because they are forever open to different readings, given the volatility of the historical and discursive contexts with which they coextend. As such, this course demonstrates the irreversible necessity of reading literature and criticism simultaneously, for no intelligent examination of literature and its relation to thought and culture can exist without doing both.

Let me explain the requirements of E455. You will be responsible for 2 papers; the first will be due at mid-semester and the second at the end of the semester (I will distribute a handout with paper topics and directions to follow in several weeks). Your papers can address either assigned topics or topics you and I choose together in conference. In addition, we will have 3 short identification tests over the course of the term, and a final exam made up of identifications, short answers, and an impromptu essay question.

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

E465.001 Topics in Literature and Language – Searching for Equity: Critical Information Literacy, Social Justice, and the English Major

3 Credits

Kelly Bradbury

12:00-12:50pm MWF

In an era of “fake news” and “post-truth politics,” we are taught to evaluate the reliability of the sources we use to stay informed, educate others, and participate actively in the world. **Critical information literacy** teaches us to go beyond our reliability rubrics, asking us to evaluate the social, political, and economic systems that influence how information is produced, disseminated, accessed, and consumed. Such work asks questions like the following: *How do online filter bubbles influence our understanding of the world and the ways we participate in it? In what ways do biased search engines perpetuate problematic cultural narratives and inequitable distributions of power in our society?*, and *How might we present our ideas and research to a contemporary audience persuaded more by confirmation bias than by facts?* **In this course, English majors will study the significant ways in which the circulation of information can disable—or enable—social justice in our world. Students will also reflect on what tools they have available from their disciplinary focus to help expose and disrupt exclusive, inequitable, and oppressive methods for accessing and disseminating knowledge.**

This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone and a Category 2 or 3 upper-division English requirement. English majors who already have the capstone can count it as a Category 2 or 3 elective.

E465.002 Topics in Literature and Language – Reading and Creating Graphic Memoirs

3 Credits

Todd Mitchell

2:00-3:15pm TR

Graphic literature is one of the fastest growing areas in publishing, education, and critical studies, with some graphic memoirs winning awards such as the Pulitzer Prize, the National Book Award, and the Printz Award.

In this interactive course we'll take a practitioner's approach to help us better understand graphic texts and the many ways form and content interact. This means that in addition to reading and discussing a diverse range of graphic memoirs, we'll work on creating our own graphic memoirs to explore the multitude of choices writers and artists make when creating graphic texts. Formal elements such as page layout, placement of text and images, use of different drawing and writing styles, as well as the process of producing graphic texts (outlining, scripting, dummy creation, drawing, inking, lettering, and coloring) will be discussed. The course will combine analytical work with creative work to meet the entwined goals of increasing critical literacy while developing creative skills.

Students will participate in critical discussions of diverse graphic memoirs, presentations on the evolving form, frequent creative activities, and several workshops of their developing creative work. Art and design skills are not necessary. Even stick people can tell a powerful story (as some of the texts we'll look at will demonstrate).

The course will culminate with students creating a graphic memoir portfolio of 15-25 pages of original work, along with a 4–7-page analytical essay discussing the texts they encountered during the course, and how these texts influenced their approach to creating a graphic narrative. Overall, students will be encouraged to use graphic memoirs to better understand themselves and the creative process, and the creative process to better understand graphic texts.

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

E479.001 Recent Poetry of the United States

3 Credits

Camille Dungy

11:00-12:15pm TR

In E479 – Recent U. S. Poetry, we will focus on the work of ten contemporary American poets, seven of whom you will meet in person or via video conference. You can look forward to speaking directly with Griffin Prize Winner Brenda Hillman, Guggenheim Fellow Paisley Rekdal, National Book Critics Circle finalist Erika Meitner, the sensational Urayoán Noel, along with several more exciting contemporary American poets representing the variety of work available in American poetry today. Most of the books we will read this semester have been written within the last ten years. Writing persona poetry, mining historical data, incorporating a variety of languages, employing documentary poetics, subverting traditional forms, embracing received forms, complicating the confessional, writing the political, reinvigorating the nature poem, questioning the lyric, pushing the line, and making their own set of rules, the poets we'll read in this class will reveal some of the many things new American poetry is and can be doing right now. As we discuss the books assigned for class, we will have an opportunity to acquaint ourselves with many of the major American poets and movements in contemporary American poetry, and you will come to a better understanding of what poetry can do, as well as what it is doing right now.

This course fulfills a Category 2 or 4 elective requirement for English majors.

E480A3.001 Language, Law and Justice

3 Credits

Gerald Delahunty

1:00-1:50pm MWF

Societies are governed by laws and, ideally, justice is determined according to law. Laws are crafted in language, and, ideally, people should be able to read the laws they are subject to. However, the language of English law is very different from other uses of English. Few of us are skilled in reading legal texts because of the strangeness of their language. And we are only superficially knowledgeable about the laws that are most immediately relevant to us, e.g., those governing reasonable search and seizure, Miranda rights, and freedom of speech. We will investigate these and many other issues by studying the language in which laws are written, how laws govern language use and interpretation, and how legal actors have interpreted and manipulated those laws. We will examine an instance where law and justice may not have aligned for linguistic reasons and examine the ideologies of language that affected the jury's decision in that case, as well as media reactions to the speech of the most important prosecution witness. We will also examine cases in which expert testimony by linguists has prevented injustice and cases where such testimony has led to the release of people unjustly convicted. Linguists' study of language in legal settings has a substantial research history which is growing in influence in legal settings. This course will explore the intersections of these two important disciplines and pay particular attention to how laws about language, and the beliefs they are based on, affect access to justice by all, but especially by linguistically diverse populations.

This course fulfills a Category 3 or 4 elective requirement for English majors.

Graduate Courses

E 507.001 Special Topics in Linguistics: Corpus Linguistics

3 Credits

Tatiana Nekrasova-Beker

2:00-2:45pm TR

This course will focus on introducing students to corpus linguistics as an approach to conducting language research and augmenting teaching techniques in their TEFL/TESL classrooms. Specifically, this course will apply corpus methods to large databases of English language used in natural communicative settings to supplement more traditional ways of linguistic analysis. Students will gain hands-on experience working with different types of commercially available corpora and corpus software. Finally, the course will explore the potential of using corpus analysis techniques to drive language instruction and learning in a variety of pedagogical contexts.

Upon completion of this course, students will be expected to be able to:

- (a) identify the uses of text corpora in research and language teaching;
- (b) understand the aims and methods used to analyze corpora; and
- (c) use different software programs to extract data from a corpus and analyze language.

Required Text:

Timmis, I. (2015). *Corpus linguistics for ELT: Research and practice*. New York, NY: Routledge.
o ISBN-13: 978-0-415-74712-7

E515.001 – Syntax for ESL/EFL

3 Credits

Luciana Marques

4:00-4:50pm MWF

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. Teachers must also be familiar with typical stages of acquisition of these patterns and with their presentation in current classroom materials. This knowledge will enable you 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.

In E515, you will understand linguistic concepts in ESL/EFL pedagogical materials and in SLA research; you will become familiar with variant terminology; you will become proficient in basic linguistic analysis and its application 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 or are

spoken by students in the class. 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

11:00-12:15pm TR

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.

Required Textbook:

VanPatten, B., & Williams, J. (2015). *Theories in Second Language Acquisition. An Introduction.* (2nd edition). New York: Routledge.

E528: Professional ESL Teaching: Theory to Practice

3 Credits

Fabiola Ehlers-Zavala

4:00-5:15pm MW

This graduate-level course offers pre-service teaching professionals in TEFL/TESL a guided opportunity to learn about and apply principles for planning, designing, and delivering effective classroom language instruction and assessment. The main goal of the course is to ensure that participants have an opportunity to establish connections between theory and practice in a supportive environment with peers. Participants will have an opportunity to develop lessons plans and practice English language teaching as well as critically reflect on their experiences with the goal of continuous improvement for professional growth.

Prerequisites: E514, E515, E526, & E527.

E600B.001 Research Methods, Theory & Design

3 Credits

Doug Cloud

2:00-3:15pm TR

This course introduces research methods used in English studies, with particular emphasis on those methods used in qualitative research pertaining to the creation, circulation, and reception of texts, in both classroom and public spaces. The course builds on two assumptions:

- 1) Research shapes both theory and practice.

- 2) All research—introspective or empirical, quantitative, qualitative, or mixed—is an act of selecting and interpreting information.

Throughout the course, we will explore a number of qualitative research methods used in writing studies. The approach in this course will be to analyze selected examples for their use of research methods to answer questions, with special attention to how research methods are applied to different kinds of data and used to support arguments. Simultaneously, students will craft their own research questions and begin to collect sources and data. Students will have additional opportunities to develop their critical reading and analytic skills by commenting on manuscript submissions. Students will also try out varied research methodologies and consider how their studies would change based on the differing methods.

E605.001 Critical Studies in Reading and Writing: Critical Posthumanist Approaches to Reading and writing

3 Credits

Erika Szymanski

11:00-12:15pm TR

Humanist traditions have encouraged attention to the individual writer and reader and their experiences. However, many scholars now find focusing on the individual human actor unproductive in a world characterized by mass denials of human and more-than-human interdependence. Posthumanist scholars have responded by rethinking reading and writing as interconnected beyond and outside the individual, as interdependent assemblages, or ecologies, necessarily products of community and environment, involving humans and other-than-humans living and otherwise. In this class, we will investigate theories (and some practices) of posthumanist reading and writing across feminist, science, and technology studies, digital, cyborg, indigenous, ecological, and environmental trajectories, asking how they respond to various manifestations of social (including environmental) injustices. We will each choose a related contemporary question or issue of interest so that collectively, through the semester, we can ask: what do these various methods of reconfiguring “the writer,” reading, and writing, *do* in practice? How do they configure questions or problems of interest to us, and what can (and cannot) be gained as a result? Substantial time will be reserved to workshop major assignments and for students to contribute additional readings, experiences, and traditions germane to their own interests. Students from all programs are welcome.

E630A.001 Special Topics in Literature: Area Studies – Viking-Age Myth

3 Credits

William Marvin

3:00-3:50pm MWF

Research in Germanic myth has come a long way in the last 20 years, especially in the case of Scandinavia. The Migration Age is now considered in terms of immigration through frontier and borderlands, and climactic disturbance. The impact of the Huns and the circumpolar Sami people on Germanic culture is now better understood. Cultural Materialism in link with archaeology of the late Iron Age has cast brighter light on women, sexuality, and “magic” of distinctly Scandinavian character. The Ragnarök, End-Destiny of the Gods, seems all the more grounded in experience as we better understand the catastrophic volcanism of the 6th century C.E., which lay all Scandinavia under a 3-year pall of darkness and famine.

We will preface our study of myth and saga by first discussing methodologies, then by looking at the Germanic migrations and the Vendel Age that followed the long winter. Then we'll turn to the major Icelandic texts of Viking-Age myth proper. This course may be relevant to any student with an interest in modern critical myth studies, pre-Christian northern Europe, interdisciplinary study including archaeology, or Valkyries.

E633.001 Special Topics in Writing and Rhetoric Feeling Things: Critical Emotion Studies and Cultural Materialism

3 Credits

Lisa Langstraat

9:30-10:45am TR

“Feeling Things” merges two highly interdisciplinary areas of inquiry: critical emotion studies and material culture studies. These fields of investigation ask questions that challenge popular (and scholarly) notions of feelings and material things: Critical emotion studies asks not, “What *are* emotions?” but, “What do emotions *do* as they circulate through affective economies?” (Ahmed). And material culture studies asks not, “How do *people* make use of things?” but, “How do *things* make use of people in cultures where the boundaries between object and subject blur?” (Brown). “Feeling Things” will provide graduate students with opportunities to understand contemporary critical emotion studies and material culture theory, as well as to make sense of their own affective identifications with material culture.

“Feeling Things” is divided into several interrelated sections: Section one of the course will focus on providing an overview of major theoretical approaches to critical emotion studies and material culture studies, and will examine intersections between these areas of inquiry. Texts in this section will also represent a variety of genres: traditional academic monographs, memoir, film, and performative research (e.g., Walker and Glenn’s “Significant Objects” project on eBay). Section two will focus on particular emotional economies and the “thing-y” practices associated with them, e.g., works that concentrate specifically on taste and curating, obsession and collecting, anxiety/fear and hoarding; and social movements whose political and economic *raison d’être* depends on constructing affective identifications with the *things* associated with each movement, e.g., histories of slavery and the raced artifacts associated with them.

E634.001 – Special Topics in TESL/TEFL: Second Language Literacy

3 Credits

Fabiola Ehlers-Zavala

12:30-1:45pm TR

The goal of this course is to guide participants in developing the knowledge, skills, and dispositions needed to effectively design and implement second/foreign language literacy instruction for a diverse group of English language learners. That is, participants will learn how to develop and enhance the reading/writing skills of learners of English namely in academic contexts, with emphasis on higher education (but with opportunities to cover other contexts, based on students’ interests and professional goals, such as K-12). Special/contemporary topics of interest (e.g., translingualism) will also be covered.

This course’s primary audience is graduate students in the TEFL/TESL program, but other graduate students who are in Rhetoric/Composition and English

Education, in particular, are welcome. Opportunities for tailoring some of the contents to their specific interests / professional needs will be provided.

Prerequisites for Course

Grad student in TEFL/TESL or instructor's consent

E635.001 Critical Studies in Literature and Culture: Narrative Theory and Experimental Narrative

3 Credits

Ryan Claycomb

3:30-4:45pm TR

Near the origins of the study of literature lie the questions, “What is a story? How does it get told?” Thus, narrative theory begins. This course will take on innovative and intriguing texts (mostly fiction, but also drama, film, and other narratives) to suss out those simplest of literary questions and some more complex ones: what place does context have in discussions of form? Do formal features have any relevance in this cultural-studies-dominated era of literary criticism? Is there an ethics of form? Is narrative form relevant to social movements, or complicit in impeding them? Both critical and creative work will be welcomed.

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

3 Credits

Anthony Becker

4:00-5:15pm MW

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.

E640A.001 Graduate Writing Workshop – Fiction

3 Credits

EJ Levy

4:00-6:50pm T

This graduate workshop aims to help you find your material as writers and learn ways to develop its fullest potential, so as to realize your vision on the page and develop your aesthetic. It's my hope that our workshop will equip you with strategies and techniques to generate new work and to improve on what you have. We will explore formal possibilities--from realism to meta-narratives, auto-fiction to irrealism (magical realism, fabulism, sci fi, eco-speculative & more).

Becoming a writer is always a matter of becoming the writer you are—discovering your obsessions, aesthetics, material, methods, work habits, strengths, and the like. To that end, we will work together to cultivate a range of tools and techniques to help us discover our strengths and passions as writers, to

generate new work, to move beyond what we think may be our limits, and to keep evolving as writers. We'll read published works for inspiration and to hone critical skills, and we'll read one another's manuscripts with generous honesty and informed intelligence to help identify strengths, challenges, and to help the author know when a piece is done. We'll also engage in an on-going conversation about publishing options and aesthetics.

E640B.001 Graduate Writing Workshop – Poetry

3 Credits

Dan Beachy-Quick

4:00-6:60pm T

Our course will be divided into two primary considerations—first, a set of books, ranging across time and field, that will help us think towards a poetics of primary encounter; second, the writing, reading, and discussion of you own poems.

E640C.001 Graduate Writing Workshop - Nonfiction Essay

3 Credits

Harrison Fletcher

4:00-6:50pm M

This course, taught in the workshop format, is intended to deepen your critical knowledge and creative production of literary nonfiction, with a particular emphasis on the essay, which, at its French root, *essai*, means to attempt, to endeavor, to try. We will read extensively, both shorter and book-length works, with an eye toward theme, intention, style, and position of the narrative “I” toward its subject. Readings will be drawn primarily from contemporary writers, but we will place those writers within historical context. Participants are expected to write extensively, read extensively, revise extensively, and respond thoughtfully and respectfully to peer submissions. During the last third of the class, we will delve more deeply into a subgenre of nonfiction, the “speculative essay,” which uses imaginative digression as a tool of factual inquiry.

E643.001 Special Topics in Literary Craft -The Next American Essay

3 Credits

Harrison Fletcher

4:00-6:50pm W

The course is inspired by nonfiction writer John D'Agata, who advocates a controversial approach to the essay, which at its French root, *essai*, means to attempt, to endeavor, to try. According to D'Agata, writers should be free to use any and all methods at their disposal in pursuit of their intellectual, spiritual, cultural, or aesthetic endeavors, including the blurring of genre, form, fact, and fiction. Drawing from such sources as “The Law of Genre” by Jacques Derrida, *The Art of the Personal Essay* edited by Phillip Lopate and *The Next American Essay* anthology series edited by D'Agata himself, the course will examine that assertion. We will discuss what makes an essay and essay as well as how events, places, memories and social, cultural, environmental landscapes influence approach and content. In addition to active discussion and critical work, we will write our own lyric essays and creative imitations to experiment with form, technique, voice, and audience. During the last third of class, we will also delve into the image essay, video essay and graphic essay. This course will appeal to students of creative writing, literature, rhetoric, and composition in its consideration of emerging hybrid literary forms.

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 \$94 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**

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.

update your contact information as changes occur, so that we have current contact information if we need to reach you.

NOTICE: ENROLLMENT RESTRICTIONS FOR SPRING 2022

Restrictions will be placed on registration for the following:

- **E240**– English Majors only until Nov. 12. Then open to all majors.
- **E270, E276, E277**– English Majors only until Nov. 12. Then open to all majors.
- **E311A, B** – English Majors and Minors only until Nov. 12. Then open to all students except Freshmen.

- **E341** – English Majors and Minors until Nov 12. Then open to all students except Freshmen.
- **E344.001**—English Majors and Minors only until Nov 12. 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. 5.
 - 2) Then open to Sophomores.
 - 3) Not open to Freshmen.
- **CO301B**
 - 1) Science Majors Only.
 - 2) Seniors and Juniors only until Nov. 5
 - 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. 5.
 - 2) Then Junior Teacher Licensure-Speech majors and English Education concentrations until Nov. 12.
 - 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 12. Then open to all students except Freshmen.
- **E412A, B, C Creative Writing Workshop**
 - 1) Senior English Majors until Nov. 5.
 - 2) Junior English Majors until Nov. 12.
 - 3) Then open to all students except Freshmen.
- **E465.001 Topics in Literature and Language – E465.002 Topics in Literature and Language** –1) Senior English Majors until Nov. 5.
 - 2) Junior English Majors until Nov. 12.
 - 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 Dan Beachy-Quick (Eddy Building, Room 343). **Please do not wait until the last minute.**

- **E384A – Supervised College Teaching**
Students who plan to register for E 384A for Spring 2022 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, Eddy Building, Room 359, or via email english@colostate.edu

- **E495 – Independent Study**
Students who plan to register for E 495 for Spring 2022 should fill out the required form, get the necessary signatures, and submit the completed application forms to the English Office or via email english@colostate.edu before the end of the Fall 2020 semester.

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

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 Karen Montgomery Moore, Internship Coordinator, at 491-3438 or e-mail her at - karen.montgomery_moore@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) to fulfill AUCC and English degree requirements. Ideally, students take their capstone course in their final year after having completed all prerequisites. In Spring 2022, the courses offered that fulfill the Capstone requirement are **E465.001, E465.002.**

SPRING 2022 Capstone and Category 1-4 Courses

Capstone Courses: E465.001 – Topics in Literature and Language – Searching for Equity: Critical Information Literacy, Social Justice, and the English Major (MWF 12:00-12:50pm Kelly Bradbury) and E465.002 – Topics in Literature and Language – Reading and Creating Graphic Memoirs (TR 2:00-3:15pm Todd Mitchell).

Category 1: E331.001 Medieval Women Writers (MWF 11:00-11:50am Lynn Shutters) E344.001 – Shakespeare (MWF 2:00-2:50pm Lynn Shutters), E425.001- Restoration and Eighteenth-Century Literature (TR 9:30-10:45am Aparna Gollapudi).

Category 2: E339.001- Literature of the Earth (TR 2:00-3:15pm Lynn Badia), E340.001 Literature & Film Studies (TR 12:30-1:15pm Lynn Badia), E420.001 Beat Generation Literature (TR 3:30-4:45pm Matthew Cooperman), E423.001 Latinx Literature (MWF 2:00-2:50pm Leif Sorensen), E455.001 European Literature after 1900 (MWF 3:00-3:50pm Paul Trembath), E465.001 – Topics in Literature and Language – Searching for Equity: Critical Information Literacy, Social Justice, and the English Major (MWF 12:00-12:50pm Kelly Bradbury) and E465.002 – Topics in Literature and Language – Reading and Creating Graphic Memoirs (TR 2:00-3:15pm Todd Mitchell), E479.001 Recent Poetry in the United States

(TR 11:00-12:15pm Camille Dungy).

Category 3: E331.001 Medieval Women Writers (MWF 11:00-11:50am Lynn Shutters), E339.001- Literature of the Earth (TR 2:00-3:15pm Lynn Badia), E406.001 Gender and Literacy (MWF 1:00-1:50pm Sarah Sloane), E423.001 Latinx Literature (MWF 2:00-2:50pm Leif Sorensen), E428.001 Colonial and Postcolonial Literature (TR 12:30-1:45pm Barbara Sebek), E465.001 – Topics in Literature and Language – Searching for Equity: Critical Information Literacy, Social Justice, and the English Major (MWF 12:00-12:50pm Kelly Bradbury), and E480A3.001 Language, Law and Justice (MWF 1:00-1:50pm Gerald Delahunty).

Category 4: E344.001 – Shakespeare (MWF 2:00-2:50pm Lynn Shutters), E455.001 European Literature after 1900 (MWF 3:00-3:50pm Paul Trembath), E465.002 – Topics in Literature and Language – Reading and Creating Graphic Memoirs (TR 2:00-3:15pm Todd Mitchell), E479.001 Recent Poetry in the United States (TR 11:00-12:15pm Camille Dungy), and E480A3.001 Language, Law and Justice (MWF 1:00-1:50pm Gerald Delahunty).

Upper-Division Word Literature Course– E428.001 Colonial and Postcolonial Literature (TR 12:30-1:45pm Barbara Sebek).

Composition Placement Procedures

Information on Composition Placement procedures can be found at <http://composition.colostate.edu/students/place ment>.

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 Program announces the 17th Outstanding Literary Essay Awards contest, 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) writer should be an English major or an English minor.
- (3) The Essay should be written for a course taken in the English Department

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 18, 2022, 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 Monday, March 28, 2022, at 11:59 p.m. Please email Leif.Sorensen@colostate.edu

•The paper as a Word or PDF document, with no name, address, or instructor's comments. Only a title and page numbers should appear on the paper.

• In the body of the email, please include the following information:

(a) name, (b) address, (c) phone number, (d) e-mail address, (e) university ID number, (f) essay title (g) name of the course for which the essay was written and the professor who taught the course, and (h) status as undergraduate English major, undergraduate English minor, or graduate student in English at CSU.

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 contact Emily Dailey at Emily.Dailey@colostate.edu for required form. 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. Email the completed form(s) to Emily for review by the Graduate Coordinator. Once the Graduate Coordinator signs your application, Emily will enter an override and e-mail you with the CRN so that you can register for the course.

