

RAMBLER

The Newsletter for English Majors

Volume 38, Number 1, April 2, 2021

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

English Department
ADVISING AND MENTORING
Spring 2021

Pre-Registration Advising Information for Fall 2021

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 undergraduate students will be assigned an ASC and a faculty mentor for Fall 2021 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 Kim Daggett. Their offices are in Eddy 209A and 209, respectively. They are available by appointment, and you must make an appointment through the College of Liberal Arts Academic Support Center 970-491-3117.

How do I arrange a meeting with my faculty mentor?

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 your faculty mentor directly 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 advisors will be holding pre-registration conferences for the Summer and Fall 2021 semesters from **Thursday, March th, through Friday, April. Please email or respond to your Academic Support Coordinators** for advising appointments. Faculty Mentors will have extended office hours so that you can be advised during this special period.

RAMweb Registration Access for Fall 2021

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

Graduates	April 5
Seniors	April 6
Juniors	April 19
Sophomores	April 23
Freshmen	April 29
New Students	(Ram Orientation required) May 10

IMPORTANT NOTICES

For Fall 2021 registration:

BE SURE TO SEE YOUR ADVISOR AND REGISTER AS SOON AS YOU ARE ABLE TO DO SO! Early registration greatly increases your chances of getting the classes you want or need.

ATTENTION GRADUATING SENIORS

If you plan to graduate in Fall 2021, you are required, as part of the University-mandated outcomes assessment program, to take a short SENIOR SURVEY link:

<https://forms.gle/cPMtqHPYrBvwXgBJA>.

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	
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

English Department Minors pages 3-5

Course offerings for Summer on pages 6-10

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Summer 2021

Courses

The following is a list of English and Composition courses only. For other undergraduate and graduate courses, see the online Summer 2021 Class Schedule through RAMweb.

First 4-week Term – 5/17/21-6/13/21

AMST 101.001

3 credits

Catherine Ratliff

9:00-11:00 MTWRF

What does it mean to be American? This course explores how cultural, literary, and historical narratives reflect American identity from Reconstruction (1877) to today.

True to the discipline of American Studies, we will employ a variety of interdisciplinary approaches and materials from the fields of literature, history, music, film, visual arts, and popular culture in order to examine the development of American cultural identity since the late 1800s. Much of our focus will be on narratives that fall outside of hegemonic power structures thus allowing us to engage with often untold aspects of U.S. cultural history. We will explore several open-ended questions to provide a foundation for our studies, including: How do we define “Americanness”? What is the place of narrative in promoting civic and personal identities in the U.S.? How do historical events and people inform our understandings of American identity in the twenty-first century?

This is not a traditional history course. It is an American studies course and will challenge you to think of culture and history in new ways. We are not exploring chronologies of facts but formations and interrelationships of ideas and identities. This course asks you to think critically and engage familiar stories from new perspectives. In short, this class will be an exploration of Americanness as told through culture, stories, and histories.

E332.001 – Modern Women Writers

3 credits

Aparna Gollapudi

Online

This course brings together twentieth- and twenty-first- century women writers from all over the world working in various literary forms. Poets from Russia, novelists from Indian and Zimbabwe, Asian American playwrights, a graphic novelist: these are some of the figures you will meet in this course. We will consider their works from a range of historical and theoretical perspectives. This is an online course with a mix of recorded lectures and virtual synchronous discussion sessions. Students will be assessed based upon formal literary interpretation assignments, online participation/ discussions, reading responses, etc.

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

Second 4-week Term – 6/14/21-7/11/21

E370.001 – American Literature in Cultural Contexts – American Fairy Tales

3 credits

Zach Hutchins

9:50-11:50am MTWRF

The fairy tale is a genre particular to Europe, populated with talking animals, witches, wizards, gnomes, dwarves, elves, goblins, fairies (of course), and other creatures of the Old World. American authors found themselves fascinated by these moralistic stories of magic and foreign realms and felt compelled to re-imagine them within the context of a melting pot United States. The innovative fairy tales they composed feature these traditional magical creatures but also draw mythic figures from Native American and African folklore into stories that communicate truths about the tragedies and triumphs of the American experiment. In this class, students, will journey to Oz, the Village of Cream Puffs, and many other fantastical settings only to gain a clearer and more nuanced view of the nation and reality they've just left. Featuring classic works of cinema as well as texts written by Nathaniel Hawthorne, W. E. B. DuBois, Rebecca Roanhorse, Mourning Dove, and Gloria Naylor, among others, this is a course that will transport and delight while illustrating the deadly seriousness of child's play.

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

Composition – First 8-week Term – 5/17/21-7/11/21

CO150.001 – Academic Writing

MTWTF 10:00-11:00am

Liz Steinway

CO300.001 – Writing Arguments

MTWTH 9:50-10:50am

Debra Walker

Composition – Second 8-week Term – 6/14/21-8/8/21

CO130.001 – Academic Writing

MTWTF 9:50-10:50am

Leslie Davis

CO150.002 – College Composition

MTWTR 9:50-10:50am

Mitchell Macrae

CO300.002- Writing Arguments

12:10-1:10pm MTWRF

Christina Sutton

CO300.003 – Writing Arguments

11:01-12:01pm MTWRF

Ryan Campbell

Online English Courses – First 8-week Term – 5/17/21-7/11/21

E210.401 – Beginning Creative Writing

Felicia Zamora

Basic techniques of writing fiction and poetry, including writer workshops. May include some elements of drama and/or creative non-fiction.

Introduction to Creative Writing acquaints students to basic principles, techniques, and tools for writing literary fiction, creative nonfiction, and poetry. In this writing intensive course, students will read and write within a community designed to generate, share, and discuss the work being created throughout the semester. Students are expected to work on their prose and/or poetry every day, outside of class. Semester activities include writing assignments, writing exercises, large group and small group discussions, a presentation, a literary reading response, and a fiction and poetry portfolio. The focus of the course is writing, so the emphasis is to practice throughout the three genres, and to read historical and contemporary examples of these genres.

By the end of the course, students participating in E210 will be able to:

- Identify techniques, tools, and individual elements of writing in the genres of fiction, Creative nonfiction, and poetry.
- Analyze readings from three genres from wide and varied examples of published works.
- Produce works of writing in all three genres.
- Demonstrate knowledge of editing and the revision process by rethinking, editing, and revising their own writing throughout the semester.
- Understand the writing workshop format through direct class experience.
- Effectively articulate comments, toward other students' writing by integrating learned creative writing elements into responses.
- Create two portfolios of original work, with revision, in two of the three genres.

E311B.401 – Intermediate Creative Writing – Poetry

Sarah Pieplow

E311B Online is an online poetry workshop constructed to mix the best of in-person and online learning for an intimate and productive workshop experience. Read new forms and new poets, from a variety of styles, backgrounds, and identities; each module we look at a different technique, poetic term, form, or concept, with writing prompts that get us generating new work in new ways. Our goal is to become thoughtful readers and to build a base of poetic knowledge and vocabulary while pushing ourselves to

look beyond, and under, it—to understand what the poetic process is, and means, for us, as writers, in community. We also read one or two books from contemporary poets, and often get to meet and talk with the author.

E311C.401 – Intermediate Creative Writing – Nonfiction

Dana Chellman McCreary

This course is an exploration of three distinct styles of creative nonfiction through literary models, theory, and student writing, with an emphasis on developing personal style. Each module provides students with an opportunity to engage with a different aspect of creative nonfiction, discuss the readings with classmates, and practice the topic on their own with motivating prompts.

E320.401 – Introduction to the Study of Language

Luciana Marques

E320 introduces the basic concepts and theories that linguists/applied linguists adopt in trying to understand how language works and how language is used. Language is studied from a structural perspective, with emphasis on morphology, phonetics and phonology, syntax, semantics, and pragmatics. Additional topics of interest include language variation and language change. This course is recommended for, but not limited to, students interested in language description and its applications, such as TESOL (Teaching English to Speakers of Other Languages), language documentation, computational linguistics, foreign language teaching and teaching in linguistically and culturally diverse classrooms.

This is a required core course in the Linguistics and Culture Interdisciplinary Minor and strongly advised for students with the Language concentration.

Online English Courses – Second 8-week Term – 6/14/20-8/8/21

E232.401 Introduction to Humanities

Tom Conway

What are the humanities?

The humanities can be described as the study of how people express, process, and document the human experience. Since humans have been able, we have used philosophy, literature, religion, art, music, history and language to comprehend and communicate our “being-in-the-world.” These modes of expression have become some of the subjects that traditionally fall under the humanities disciplines for both creation and contemplation. Engaging with these records of human experience give us the opportunity to feel a sense of connection to those who have come before us, while also enhancing our understanding of contemporary forms of expression that are essential to human understanding.

In this course, we will investigate some of the history of the Western expression of human experience with authors who have left a lasting imprint on the Western mind. The philosopher, Kwame Anthony Appiah, explains that, “the very notion of something called ‘Western culture’ is a modern invention.”

Thus, by no means will we discount the importance of non-Western traditions and we will often recognize the contradictions of arbitrary, socially constructed boundaries, seeing how the west/non-west distinction breaks down under scrutiny. We will question the western distinction at times and make important connections to the thought from other parts of the world. However, this class will focus primarily on the so-called “Western tradition,” as an examination of ideas that have influenced the “Western” mindset.

E238.401 – Contemporary Global Fiction

Jeremy Proctor

Looking for a change from the usual routine of course work? Contemporary Global Lit is an exciting exploration of books from the last century to today. Students will study the convergence between literature and important events of the twentieth century such as the Russian communist revolution, the struggle for women’s rights, the aftermath of the Reconstruction era, the colonization of Africa, the search for morality in turbulent postmodern times, and the reaction of fundamentalists in the Middle-East. Beyond the fascinating content of the texts, students will learn new theoretical approaches to studying literature which opens new doors to the way fiction can be read and understood.

This online course includes an original approach to studying fiction. Educational and entertaining video lectures will serve as a guide to the student-led discussions, while treasure hunts motivate students to search for themes and other literary conventions. This course is perfect for those looking for flexibility in their schedule!

Online Composition Courses

First 8-week Term – 5/17/21-7/11/21

CO150.401 – Mary Hickey

CO300.401– Lindsey Brookshier

CO300.404 –Sharon Grindle

CO300.406 – Ed Lessor

Second 8-week Term – 6/15/20-8/9/20

CO300.402 – Devon Fulford

CO300.403 – Kelly Bradbury

CO300.405 – Jenny Levin

Twelve-week Term – 5/17/12-8/8/21

CO301B.401 – Alyson Welker

CO301B.402 – Nancy Wright

Fall 2021

Course Descriptions

The following is a list of new and special-topic courses only. For other undergraduate and graduate courses, see the online Fall 2021 Class Schedule through RAMweb.

Special Topic Courses

UNDERGRADUATE COURSES

LB393.001 Cultural Extraction: Energy in the Humanities

3 credits

Lynn Badia and Erika Osborne

9:00-11:50pm T

We are in the midst of a global energy transition. Scholars and artists in the rapidly growing field of “Energy Humanities” are working to examine the mutually-determining relationship of energy systems and human society. Yet, for most of us, “energy” remains an abstract term that we only encounter during momentary experiences – when we light a fire, get our winter electric bill, or hear about an oil spill. In order to begin to perceive how our energy systems are coupled with the conditions of our daily lives, we need to methodically examine the cultural and historical ways energy infrastructures shape our societies.

As cultural practitioners, this is where artists, writers, and theorists come to the table. Energy Humanities is beginning to shed light on the complex relationship between energy and culture. In the realm of social change, artists, writers, and thinkers often act as visionaries – slowly moving the cultural tide toward new ways of thinking and being. To harness these critical and visionary capacities, students in this course will embark on a semester-long collaboration that will result in the creation of a speculative museum exhibition titled, “Museum of Energy Transitions (Real and Speculative).” The intent of this speculative “museum” is to examine our current energy transition and its precedents as if looking back from the future. This critical framework will allow students to reflect on our energy pasts and to engage the radical imaginary for thinking about possible energy futures.

This course is open to all College of Liberal Arts Students, for English majors this course fulfills a Category 2 and 3 elective requirement.

E305.001

3 credits

Doug Cloud

3:30-4:45pm TR

This course offers a humanities-based exploration of central principles of writing and other forms of rhetoric. Students will explore critical concepts in ancient and contemporary readings – everything from Plato to Nietzsche to Foucault. We’ll ask questions like, what is rhetoric? What is writing? How has our

understanding of them changed over time? Do rhetoric and writing create or merely reflect reality? How do writing and rhetoric reinforce and challenge power? And why should we care?

This is a required core course in the Writing, Rhetoric, and Literacy concentration. It counts as English elective credit for all others.

E310.001 Writing, Research, and the Social and Sexual Politics of Revenge

3 Credits

Barbara Sebek

12:30-1:45pm TR

This class is designed to help students learn to do literary research and write literary criticism—skills that will facilitate your success in upper-division literature courses. We'll practice those skills by studying Shakespeare's earliest and last tragedies (*Titus Andronicus* and *Coriolanus*), modern screen versions of these plays directed by Julie Taymor and Ralph Fiennes, and one work of contemporary fiction to be decided by the students. We'll read recent critical articles about these works as we interrogate the ways in which contemporary revenge plots—on screen and in fiction—echo, adapt, or refuse the conventions and assumptions of Renaissance revenge tragedy, particularly the social and sexual ideologies that these conventions enact or disrupt.

E320.001 – Introduction to the Study of Language

3 credits

Fabiola Ehlers-Zavala

7:00–8:15pm TR

This course offers participants with an introduction to the study of language. Language is studied from a structural perspective with attention to morphology, phonetics, phonology, syntax, semantics and pragmatics. Additional topics of contemporary interest may include raciolinguistics and translingual practice. This course is particularly recommended for students who may be interested in pursuing further studies in TESOL, linguistics, and applied linguistics.

This is a required core course in the Linguistics and Culture Interdisciplinary Minor and strongly advised for students with the Language concentration.

E324.001 Teaching English as a Second Language

3 credits

Tatiana Nekrasova-Beker

11:00-12:15pm TR

This course addresses the general principles of how second language (L2) learners acquire a new language and focuses on methods and approaches (both traditional and current) appropriate for diverse teaching situations. The course will provide the participants with knowledge, strategies, and skills to work with adult learners at various levels of L2 proficiency on the development of receptive and productive L2 abilities.

E332.001 – Modern Woman Writers

3 Credits

Sarah Sloane

12:30-1:45pm TR

Are you interested in reading stories, essays, and poems about or by women? Are you curious about how stories are gendered, whether a narrative poem or a family story? How does gender connect with the American dream, notions of the meritocracy, and “how to get ahead”? How does an understanding of what gender is, how it defines your roles in your family and community, how it shapes desire and sexuality, how it shapes notions of what you can do or say, how it connects with emotions like shame, change according to cultural beliefs and norms? We will be reading “rhetorically” and paying attention to how these texts suggest we think, say, or do, explicitly or implicitly. Readings will likely include Amma Darko, Margaret Atwood, Arundhati Roy, Nadine Gordimer, Dorothy Allison, Jeanette Winterson, Emily St. John Mandel, and Chandra Mohanty, among others. We will also be reading selections of feminist theories, theories of writing and rhetoric, reader response theory, and queer theory. Weekly responses, two longer essays, and two open-book, take-home exams required. All students in any English Concentration are welcome. All genders welcome.

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

E333.001 – Critical Studies of Popular Texts – The Next American Essay

3 Credits

Harrison Candelaria Fletcher

11:00-12:15pm TR

The course is inspired by controversial writer John D’Agata, who advocates the broadest definition of 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 goals, including blurring genre, form, fact and imagination. Drawing from such sources as *The Art of the Personal Essay* edited by Phillip Lopate and *The Next American Essay* 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, political, cultural, environmental landscapes influence approach and content. In addition to active discussion and critical work, we will write our own creative essays and imitation exercises to experiment with narrative technique and audience.

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

E337.001 Western Mythology

3 Credits

William Marvin

2:00-2:50pm MWF

The gods who emerged from the timelessness of pre-creation, the cannibal gods and the cosmic gods who with war shaped the order of existence, and the gods who loved sacrifice, ruled in discord, and had ado with mortals in the guises of human-and-animal-kind: These are the personified inscrutables that

“western myth” built a coherent core of narration around, and to this narration attached plots and characters in endless variety. Even the story-telling itself, like creation, began in time immemorial. Its main cycles coalesced in spite of migrations and the wrack of civilizations, long even before the advent of writing and literature. But literature, when it came, changed everything. No longer was hieratic myth, the mythology of priests, to be solely the property of cult. This course is about how poets in the age of writing reshaped the potential of the gods. We will track the gods’ wanderings from their cultic origins in magic and hymn to their fluorescence in Sumerian and Greek creation myth, Indic and Germanic dragon slaying, Greek siege epic around the war for Helen of Troy, up to the point of the Roman de-sacralization of the gods in a modern kind of erudite, humane irony. We shall discover furthermore how myth first prompted literary criticism, when readers asked if what Homer said about the immortal gods was true? So, the course will also cover the history of reading myth from classical antiquity to the present, develop this history into a set of critical perspectives, and apply these as hermeneutic tools to the myths as we read them.

This course fulfills a Category 4 elective requirement for English majors and world literature for English Education concentrators. It also counts toward the Religious Studies minor.

E344.001 Shakespeare

3 Credits

Barbara Sebek

2:00-3:15pm TR Hybrid

Theatre historians estimate that 25,000 people per week attended theatrical performances in and around London, totaling 50 million visits between 1576 and 1640. Shakespeare remains the most familiar of those who wrote for this flourishing institution. Our over-arching theme for the course will be “Shakespeare through a global lens.” The very name of one of the playhouses in which our plays were staged—The Globe—attests to a lively, topical, and novel form of awareness of the wider world. How does this awareness register in the plays, and how does it shape our own world and recent critical race and postcolonial studies? In addition to exploring the global dimensions of Shakespeare, we will ask: How do Shakespeare’s plays register and intervene in debates about politics, religion, gender, family, and other social conflicts? In addition to reading the plays in their historical contexts, we’ll consider recent screen productions as creative appropriations that speak to our own moment. Students will select one of the six plays that we read in the course.

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

E431.001 The Nineteenth-Century British Novel

3 credits

Philip Tsang

11:00-11:50am MWF

This course will explore some of the most celebrated novels from nineteenth-century England. We will look at how Victorian writers like Dickens responded to the massive changes brought about by industrialism, urbanization, poverty, social reform, and imperial expansion. In particular, we will focus on the depiction of crime and punishment. Why are Victorian novelists so obsessed with criminals, prison, and violence? How does crime intersect with issues of gender, class, and national identity? Possible texts include Elizabeth Gaskell’s *Mary Barton*, Charles Dickens’s *Little Dorrit*, Mary Elizabeth

Braddon's *Lady Audley's Secret*, Wilkie Collins's *The Moonstone*, Robert Louis Stevenson's *Strange Case of Dr Jekyll and Mr Hyde*, and a few Sherlock Holmes stories by Arthur Conan Doyle.

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

E440.001 American Prose to 1900: The Great American Novel(s)

3 credits

Zach Hutchins

10:00-10:50am MWF

This course in the rise and development of the American novel will introduce students to runaway bestsellers (*Uncle Tom's Cabin*), eccentric but acclaimed novels (*Edgar Huntly, Or, Memoirs of a Sleepwalker*), and classic works of children's literature (*The Marvelous Land of Oz*), as well as a few other excellent but more obscure books. Chances are good that you'll cross off more than one title on that to-read list sitting on your nightstand. Novels for this class are divided into three clusters. In the first, we will read three novels considering problems posed by the American revolution and an experiment in self-governance. The second group of three novels address the problems of slavery and racism that culminated in the Civil War. In the final weeks of our semester, we will turn to three novels that were written for juvenile readers and ask how these works teach children to think through the questions of gender and the social challenges that occupied earlier generations.

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

E460.001 Chaucer

3 credits

Lynn Shutters

2:00-3:15pm TR (Hybrid)

In this course we'll be studying Geoffrey Chaucer's late fourteenth-century masterpiece, the *Canterbury Tales*. The premise of this work is simple enough: a group of English men and women from all walks of life undertake a pilgrimage from London to Canterbury. To pass the time, they tell tales – thus the *Canterbury Tales*. Today the *Canterbury Tales* is by far Chaucer's most famous work, despite the fact that he was better known for other poems up until around the nineteenth century. And, it's partially based on the artistic merit and perceived "Englishness" of the *Canterbury Tales* that Chaucer came to be viewed as the alleged Father of English Poetry. As we study Chaucer and his tales, we'll also be studying these perceptions of Chaucer and this work. Why does the *Canterbury Tales* appeal to various audiences, including audiences today? Is Chaucer a quintessentially medieval poet, and does he therefore provide us a glimpse of a medieval past? Does he espouse universal themes, and if so how do we define those? Is he somehow modern *avant la lettre*, pointing a way forward to later developments in English literature and society? Chaucer has been subject to any number of theoretical approaches; consequently, we now have deconstructionist Chaucer, feminist Chaucer, queer Chaucer, postcolonial Chaucer, animality studies Chaucer, and the list goes on. We'll examine what these various perspectives on Chaucer yield, and where their strengths or weaknesses may lie. Finally, in our pursuit of Chaucerian afterlives, we'll consider some recent takes on Chaucer, including the film *The Knight's Tale* (2001) and the poetry collection *Telling Tales* (2014), by Nigerian-British poet Patience Agbabi. This class will provide the opportunity to enjoy a great poet from the past, as well as the opportunity to think about how and why the past matters in a twenty-first century world.

This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone and a Category 1 or 4 upper-division English requirement. English majors who already have the capstone can count it as a Category 1 or 4 elective.

E480A.002 The Narrative Experiment: form, structure and creative possibility

3 credits

Ryan Claycomb & Ramona Ausubel

12:30-1:45pm TR

This capstone invites students to participate equally as readers, theorists, and creative writers to investigate avant garde and experimental narratives as literary specimens or artifacts and as vehicles of social and global justice movements. Traditional narrative structure—the arc, three-act structure, hero’s journey, etc.—fit some stories and some storytellers. At the same time, they also preserve a narrative hierarchy (the brave knight is greater than the contemplative ironsmith) and omit or de-center a vast array of experience and thought. In contrast, we will explore the literary experiment’s potential as an anti-racist project, a feminist project and a post-colonial project. What happens to the canon when writers are free to invent forms that fit their stories? What does the conversation look like when expectations for conformity are upended? The course will feature readings, writing exercises, and a longer final project, but this course is also an experiment of its own sort, so students will help create a framework for writing and thinking that opens hearts, invents ideas, and topples the boundary between critical and creative “sides.”

This course fulfills the capstone requirement for all majors. For English Education concentrators only, it fulfills both the capstone and a Category 2, 3, or 4 upper-division English requirement. English majors who already have the capstone can count it as a Category 2, 3, or 4 elective.

GRADUATE COURSES

E501.001 Theories of Composition

3 credits

Lisa Langstraat

online

Theories of Composition is designed to introduce you to the most influential theories of writing in the field of Rhetoric and Composition and to examine the ways in which the politics of writing and social justice efforts shape those theories. In this section of E501 we will engage a multitude of theoretical approaches—from Current Traditional Rhetorics to Post-Process Composition and beyond. These approaches are by no means static. Sometimes complimentary, sometimes competing, they reflect the identity of a discipline—and its practitioners. To that end, it is my hope that we come to understand these theoretical frameworks in light of what it means to *do theory* as teacher/scholars of composition and to understand how a variety of compositionists work toward social justice--in and out of the classroom.

E506A.001 Literature Survey – English

3 credits

Lynn Shutters

11:00-12:15pm TR

We often imagine that the classics (ancient Greek and Roman literature) died out in the Middle Ages, only to be “reborn” in the Renaissance. Medieval authors, however, were steeped in the Roman classics, and the history of medieval literature can be construed as a history of the adaptation of classical works to new ends. In this class, we’ll be studying just such a literary history, beginning with the Roman poets Virgil and Ovid and then proceeding to medieval works including the *Romance of Aeneas*, Marie de France’s *Lais*, the *Romance of the Rose*, Dante’s *Inferno*, and various works by Geoffrey Chaucer. Topics of interest will include authorship and the anxiety of influence; foundation myths; secularity and religious difference (pagan vs Christian); temporality and historical perspective; and the feminist and queer potentials of a medievalized classical past.

E507.001 – Special Topics in Linguistics — Sociolinguistics

3 Credits

Gerry Delahunty

1:00-1:50 MWF

Sociolinguistics is the study of the interactions between linguistic variation and a very broad range of social factors. Regional dialects are probably the most familiar sociolinguistic phenomenon: linguistic variants correlate with geographically defined groups of people. But language variation correlates also with groups defined according to social class, ethnicity, race, gender, age—in fact, any group of people, however defined, will exhibit some linguistic idiosyncrasies.

In addition to investigating the associations between language variation and groups of people, we will investigate the ways in which linguistic variation is a resource for the construction, maintenance, and evolution of personal, social, gendered, and cultural identities; of social networks; of power structures and relationships; and of the ideologies—especially those derived from language standardization—that underlie identities and power relations. And we will also investigate how language variation is a resource for challenges to all these.

Language varies also with factors deriving from its mode, medium, and context of use: whether it is spoken or written (or written as if spoken or spoken as if written); whether mediated electronically; whether formal or informal or anywhere in between; whether the interlocutors are related by (a)symmetries of power or solidarity; and whether they intend to be polite or impolite to each other. Sociolinguistics is concerned also with the distribution of, and interactions among, languages and their speakers. Most modern states include multiple languages, with consequent implications for social and educational policy; many, if not most, of the people in the world are bi- or multi-lingual, with implications for language choice, language change, language planning, pidginization and creolization, and language survival or death.

In this course we will critically assess the notions of “language,” “dialect,” “language variety,” “Standard English,” “computer mediated communication,” “style,” “(im)politeness,” “pidgin,” “creole,” “linguistic repertoire,” “register,” “linguistic accommodation,” “bi- and multi-lingualism,” “bi- and multi-dialectalism,” “language change,” “language beliefs,” “language attitudes,” “language choice,”

“language deficit vs. language difference,” “language testing,” and many others, especially those of particular interest to the students in the course.

The primary audience for the course will be TESL/TEFL MA students. However, English Education students may find it valuable too, as it will have a pedagogical orientation. However, students from all disciplines, English and beyond, are welcome. The course will be of particular and general interest because everyone, regardless of disciplinary addiction or affiliation, uses language and can benefit from its careful study.

E514.001 – Phonology/Morphology- ESL/EFL

3 credits

3:00–3:50pm MWF

E514 introduces the descriptive study and linguistic analysis of English phonetics/phonology, morphology/word formation, and lexis, and their connections to second language acquisition and teaching. This course is designed for students in the English MA in TEFL/TESL and students in the Joint MA programs in TEFL/TESL and Languages, Literatures, and Cultures. It will introduce some basic assumptions about language, then focus mainly on the primary topics of the course and encourage you to explore these topics in ways that connect with your other TEFL/TESL coursework and teaching. While the course will focus primarily on English phonetics/phonology, morphology/word-formation, and vocabulary but comparative/contrastive data from other languages may 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 pedagogical texts.

E526.001 – Teaching English as a Foreign/Second Language

3 credits

Fabiola Ehlers-Zavala

11:00am–12:15pm TR

This course is intended for students pursuing a certificate or an M.A. in English with concentration in TESL/TEFL. In this course, participants will learn to develop language instruction that will support the acquisition and development of English across diverse educational settings. Attention will be devoted to the role of TESOL professionals in advancing an antiracist pedagogy in their classrooms.

E600A - Research Method/Theory: Literary Scholarship

Lynn Badia

3 credits

12:30-1:45pm TR

This class is designed for first-semester literature graduate students. Over the course of the semester, we will work to build the skills you need to conduct literary research and write literary criticism on the text and topics that inspired you to pursue the M.A. degree. We will cover foundational skills like close reading, review major fields of literary criticism, learn about the conventions of academic writing, and develop research strategies for long-term writing projects. Along the way, students will pursue research topics relevant to their individual interests, whether fourteenth-century morality plays or twenty-first century graphic novels. In the second half of the course, we will work towards writing for publication in one of the many venues associated with the discipline.

E601.001– Research in Teaching English as a Second Language

3 credits

Tony Becker

2:00–2:50pm MWF

This course will focus on conducting (both qualitative and quantitative) classroom-based research as an important activity for refining teaching techniques and methods in the language classroom. Throughout the course, students will gain hands-on experience with conducting classroom-based research that concerns the four language skills (i.e., listening, reading, speaking, and writing) commonly taught in language classrooms. Finally, the course will explore the relative strengths and potential challenges of different approaches to classroom-based research, as well as how these pieces of information can contribute to gaining expertise in language teaching. The course is open to all graduate students who have an interest in research within the English department.

E607A.001– Teaching Writing, Composition & Rhetoric

3 credits

Genesea Carter

4:00-6:50pm W

In this seminar we will explore the teaching of writing through rhetoric and composition theories, research, and practice. While this seminar is focused on the teaching of writing, the teaching of writing is solidly part of field of rhetoric and composition—a discipline grounded on the principle of rhetoric and composition informing every communication situation. As new graduate teaching assistants teaching writing in the Composition Program, this seminar aims to orient you to this intersection through the reading of disciplinary position statements, scholarly articles, ethnographies, and rhetorical theory.

The teaching of writing is also informed by the contexts, values, and expectations of where CO150 fits into the Composition Program, the College of Liberal Arts, and the campus. CO150 is a General Education course that 6,000 CSU first-year students take a year, and it brings millions of dollars of revenue to the English Department, college, and campus. As a multi-million industry in the U.S., first-year composition reflects varying philosophies, priorities, and tugs-and-pulls from the discipline of rhetoric and composition, university systems, departments, students, parents, politicians, and employers. As a result, teaching first-year composition is not a siloed experience; it is critical for you to be willing to listen, to gather information, and to join the existing conversation. For many of you after your Master's program, you will take a teaching position in which you teach composition courses in addition to your specialization; if you enter a doctorate program with a teaching assistantship, you will also be teaching composition courses. Therefore, our course is useful beyond your graduate work here at CSU and will, assuredly, follow you into your post-graduate work and professional endeavors.

My hope is that you'll leave this seminar better prepared to teach composition and other writing courses in the future, as well as understanding how the current theory and research in rhetoric and composition can help you develop your daily lives as teachers, writers, academics, and global citizens.

E607B Teaching Writing: Creative Writing

3 credits
Dana Masden
12:30-1:45pm TR

E607B is designed to help graduate students in the MFA program become confident, competent teachers of Beginning College Creative Writing (E210). In this class, students will explore various teaching philosophies, techniques, materials, and the basic elements of craft for writing Poetry, Fiction, and Creative Nonfiction. Students will also get to explore writing exercises and practice teaching. Upon successful completion of the course, MFA students will design their own E210 class and syllabus and become eligible to teach E210, Beginning Creative Writing, for compensation.

E615.001 Reading Literature – Recent Theories

3 credits
11:00-11:50pm MWF
Paul Trembath

This course is a graduate level introduction to literary and cultural theory since the 1970s. We will be studying material roughly in the chronological order of its academic reception in the United States, from semiotics and deconstruction (which displaced the hegemony of New Criticism with its formalist and aestheticist approach to reading literary texts) through various forms of historicism and cultural materialism. Finally, we will study more recent developments in critical studies ranging from neopsychoanalysis to affect theory, aesthetic materialism, speculative realism, eliminative nihilism, and object- and process-oriented ontologies. On the way, we cover various feminisms, transcendental empiricism, lesbian and gay studies, gender and somatic criticisms, postcolonialism, and cultural studies generally. The purpose of the course is to familiarize students with the critical rhetorics that inform literary/language study, and to explain the conceptual antagonisms that have emerged between various approaches to literature and culture since the end of the 20th century up to the present. Requirements: assigned readings; 1 or 2 critical papers (topics to be decided on an individual basis); attendance.

E630.001 Special Topics in Literature: Global Modernism

3 credits
Philip Tsang
4:00-6:50pm W

Modernism has traditionally referred to a canon of works produced in Europe during the interwar era, but recent scholarship has greatly expanded our understanding of modernism as a truly transnational movement, an interconnected phenomenon shaped by material, cultural, and geopolitical changes on a global scale. In this course, we will examine various approaches to global modernism: not only will we read a wide array of canonical as well as lesser-known works from all across the world, but we will also explore how modernist writers respond to such issues as immigration, exile, social reform, world war, imperialism, energy extraction, and climate change. Possible authors include Virginia Woolf, T. S. Eliot, Djuna Barnes, Richard Hughes, Alfred Döblin, Samuel Beckett, Jean Rhys, Sol T. Plaatje, Mulk Raj Anand, and Aimé Césaire.

E632.001 Professional Concerns in English: Critical Approaches to Multicultural Young Adult Literature in the Classroom

3 credits

Ricki Ginsberg
6:00-8:50pm W

This course has two overarching objectives: a) to think about strategies for overcoming perceived challenges to the instruction of multicultural and/or young adult literature and b) to study and develop our own critical approaches for instruction. We will extend beyond traditional critical theoretical approaches and contextualize pedagogical approaches in community-based and student-centered ways. As is the philosophy of this course, all assessments will include a significant amount of choice for students to center the course content into their own goals and practices. Students from all perspectives are encouraged to enroll, including those who intend to teach or currently teach at the secondary or college level and/or those who are interested in thinking deeply about the opportunities that come with the inclusion of multicultural young adult literature in schools and colleges.

E633.001 Special Topics in Writing and Rhetoric

3 credits
Michael Palmquist
2:00-3:15pm TR

This seminar will explore writing across the curriculum (WAC), a critical area of study, research, and practice in rhetoric and composition. WAC is very much a movement in flux, constantly adapting to changes in national, international, and disciplinary contexts. This seminar will consider the most important theoretical and practical elements of WAC through a rich reading list, assignments that engage students in work with WAC initiatives at CSU and at other institutions, a substantial end-of-term project, and an opportunity to interact with key WAC scholars in the field of rhetoric and composition.

E637.001 Histories of Writing and Rhetoric

3 credits
Sarah Sloane
3:30-4:45pm TR

Beginning with the moment in Plato's Phaedrus where Socrates says that writing is a drug (and a recipe for forgetting) and ending with an exploration of French aleatory rhetorics (OULIPO) and hybrid forms of writing (including the body as written upon and immersed in synthetic realities) this course takes an historical and historiographical view of writing as primarily two-dimensional, but also three-dimensional, symbolic communication. In its broadest terms, we will study how writing changes according to historical moment, cultural and geographical location, gendered, economic, and technological contexts, and the materials or media available. We will consider the purposes and audiences for writing as they change across genres, time period, and cultural context. In all contexts our studies will be centered on who is speaking (writing), what gets said (text), and how that "saying" (audience) is distributed. Graduate students will write three shorter research essays: one that relies on local historical archives to reconstruct the contexts of writing and assay primary historical research methodologies; another that traces the development of a contemporary keyword or rhetorical term (genre, purpose, research, e.g.) from early historical use to present meaning, using a cross-cultural lens. An independent historical research project defined in consultation with the professor in the last third of the semester will help students understand or question the changing premises of what writing is and does across histories and cultures. Graduate students from all concentrations (and other departments) are welcome.

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 \$85 per-semester-credit hour for undergraduate students who are eligible for in-state tuition and who apply, are admitted, and are enrolled at a state or participating private institution of higher education. The college you are attending will only receive the funding if you authorize use of the stipend for a given term. You will see the stipend appear as a credit on your tuition bill.

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

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

It takes about one minute to apply for your stipend online at CSU's Web page:
<http://welcome.colostate.edu/index.asp?url=cof>.

Late Registration Fee Policy

Reasons to register early:

The course add/drop deadlines have been changed and 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. Beginning with registration for Spring 2012, **ALL** University courses must be added by the Sunday after the first week of classes. For Fall 2021, courses must be added by Monday, September 2, 2021. Beginning with the Tuesday of the second week of classes, September 3rd, courses can be added with an override from the instructor or Department through Census date

(Wednesday, September 11^h). with no charges incurred. Classes can be “free dropped” through Wednesday, September 11th.

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

Fall 2021 Class Schedule and Registration

If you do not have a Faculty Mentor, please contact the English Office at 970-491-6428, so that we can assign you one. If you need to be reassigned, please contact the English Office, 970-491-6428.

Respond to your faculty mentor’s email, so that you can consult with them before registering for classes.

Note: You MUST meet with your advisor or faculty mentor in order to get your advising code. The staff in the English Department office cannot and will not give undergraduate students advising codes. Only advisors can provide these.

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

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

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

links allow you to make changes to your e-mail address, phone, home address, etc. **Please update your contact information as changes occur, so that we have current contact information if we need to reach you.**

WAITLISTS IN ARIES

To see Registration Waitlist FAQs, go to:
<https://registrar.colostate.edu/registration/registration-waitlist-faqs>

NOTICE: ENROLLMENT RESTRICTIONS FOR FALL 2021

Restrictions will be placed on registration for the following:

- **E240 & E270** – English Majors only until April 23 then open to all majors.
- **E276, E277**– English Majors and Teacher Licensure-Speech Concentrations only until April 23 then open to all majors.
- **E311A, B & C** – English Majors only until April 23 then open to all students except freshmen.
- **E322 (English Language for Teachers I)**
 - 1) Post-bachelor and senior English Majors only until April 19.
 - 2) Junior English Majors until April 23.
 - 3) Then open to all English Majors except freshmen.
- **E341, E342, and E343** – English Majors and Minors only until April 23 then open to all students except freshmen.
- **CO300** No freshmen or graduate students allowed.
- **CO301A**
 - 1) Seniors only until April 19.
 - 2) Juniors until May 3.

- 3) Then open to Sophomores.
- **CO301B** – restricted to students with a Major or Double-Major in Science.
 - 1) Juniors & Seniors only until April 19
 - 2) Then open to Sophomores.
- **CO301C & CO302**
 - 1) Seniors only until April 19.
 - 2) Juniors until May 3.
 - 3) Then open to Sophomores.
- **CO301D** – English Education & Teacher Licensure Speech Majors only.
- No freshman or graduate students allowed.
- **E401 & E402** – Post-Bachelor and Senior Teacher Licensure-English and Teacher Licensure-Speech Majors only until April 16, then open to Junior Teacher Licensure-English and Teacher Licensure-Speech Majors until April 23, then open to all Teacher Licensure-English and Teacher Licensure-Speech Majors except freshmen.
- **E405 (Adolescents' Literature)**
English Majors and Minors only until April 23 then open to all students except freshmen and GUESTs.
- **E412A (Creative Writing Workshop)**
 - 1) Senior English Majors until April 16.
 - 2) Junior English Majors until April 23.
 - 3) Then open to all students.

E480A.002. The Narrative Experiment: form, structure and creative possibility

- Must have E341. Open to all students except freshmen.

HAVING TROUBLE?

English majors who cannot get into a required course (E240, E270, E276, E277, E341, E342, E343, CO300, CO301A-D, CO302) 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 Fall 2021 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 email Sheila.Dargon@colostate.edu.

E495 – Independent Study

Students who plan to register for E 495 for Fall 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 Spring 2021 semester. Students registering for an Independent Study after census date will be required to pay a Late Registration fee.

Note: E384 A, E487A-D, and E495 cannot fulfill requirements listed in Column A of your checksheet.

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

GRADUATE STUDENTS

Qualifying exam for those in the English Education program:

Students in the English Education MA program must take a qualifying exam in the early part of their program. Please consult your advisor regarding the exam and how to proceed.

E694.001– Independent Study–Portfolio

E695.001– Independent Study

E698.001– Research – Project

E699.001– Thesis

It is important to plan ahead in order to register for these classes. Please email Emily Dailey in the English Department for the form(s)

[.Emily.Dailey@colostate.edu](mailto:Emily.Dailey@colostate.edu)

She will send your instructions 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, and the Graduate Coordinator. Please note: the thesis application requires the signatures of all committee members. Return the completed form(s) to Emily. Emily will enter an override and e-mail you with the CRN so that you can register for the course.

Capstone Requirement for English Majors

As part of the All-University Core Curriculum program, you must take E460, E465, E470, or E480A to fulfill the AUCC Capstone requirement. You may not use E505 to fulfill this requirement. In Fall 2021 the courses fulfilling the Capstone requirement are E460 and E480.002.

FALL 2021

FALL 2021 Capstone and Category 1-4 Courses

Capstone Courses: E480A – **The Narrative Experiment: form, structure and creative possibility** (12:30-1:45pm TR, Ryan Claycomb & Ramona Ausubel), E460.001 **Chaucer** (2:00-3:15pm TR-Hybrid, Lynn Shutters)

Category 1: E344.001 – **Shakespeare** (2:00-3:15pm TR, Barbara Sebek), E440.001 **American Prose to 1900: The Great American Novel(s)** (10:00-10:50am MWF, Zach Hutchins), E460.001 **Chaucer** (2:00-3:15pm TR-Hybrid, Lynn Shutters), E463.001 **Milton** (11:00-12:15pm TR, Zach Hutchins)

Category 2: LB393.001 **Cultural Extraction: Energy in the Humanities** (9:00-11:50 T, Lynn Badia & Erika Osborne) E332.001 – **Modern Woman Writers** (12:30-1:45pm TR, Sarah Sloane), E431.001 **The Nineteenth-Century British Novel** (11:00-11:50am MWF, Philip Tsang) E480A – **The Narrative Experiment: form, structure and creative possibility** (12:30-1:45pm TR, Ryan Claycomb & Ramona Ausubel)

Category 3: LB393.001 **Cultural Extraction: Energy in the Humanities** (9:00-11:50 T, Lynn Badia & Erika Osborne) E332.001– **Modern Woman Writers** (12:30-1:45pm TR, Sarah Sloane) E333.001 **Critical Studies of Popular Texts – The Next American Essay** (11:00-12:15pm TR, Harrison Fletcher), E480A – **The**

Narrative Experiment: form, structure and creative possibility (12:30-1:45pm TR, Ryan Claycomb & Ramona Ausubel)

Category 4: E337.001 **Western Mythology** (2:00-2:50pm MWF, William Marvin), E344.001 – **Shakespeare** (2:00-3:15pm TR, Barbara Sebek), E431.001 **The Nineteenth-Century British Novel** (11:00-11:50am MWF, Philip Tsang), E460.001 **Chaucer** (2:00-3:15pm TR-Hybrid, Lynn Shutters), E480A – **The Narrative Experiment: form, structure and creative possibility** (12:30-1:45pm TR, Ryan Claycomb & Ramona Ausubel)

Upper-Division Word Literature Course:
E337.001 **Western Mythology** (2:00-2:50pm MWF, William Marvin).

Policy on Literature Survey Courses

English Department policy requires that all majors and minors take the literature survey courses as required by their concentration. (E270, E276 and/or E277) before beginning their junior year. These sophomore-level survey courses lay the foundation for upper-division work, and students are best advised to take them and other English-core courses when they devise their class schedules in their first two years of study. Transfer students should take these courses in their first year of English study. Students are advised to take only one survey course at a time.

INTERNSHIPS

The English Department offers for-credit internships to both graduate and undergraduate students. Internships are available in several areas, including literary publishing, arts administration, and teaching. To see if you qualify, or for further referral, please contact Karen Montgomery Moore, Internship Coordinator, at karen.montgomery_moore@colostate.edu.

E487B: *Greyrock Review*

Students can receive credit (one free elective credit per semester for up to four semesters) for an internship with *Greyrock Review*, CSU's annual, student-run, undergraduate literary magazine. During this year-long internship, students learn the intricacies of publishing and promoting a literary journal. As a staff intern, you will be expected to attend weekly staff meetings to discuss promoting the call for submissions, reading submissions, copyediting, layout, proofreading, and publicity. Students must be Junior or Senior English majors or minors with a minimum GPA of 3.0 and should have completed E210 with a grade of at least a B. Qualified students must register for both Fall 2021 and Spring 2022—this is a *one-year commitment*. Interested students should contact Stephanie G'Schwind, faculty advisor, at Stephanie.GSchwind@ColoState.EDU.

E487C: Community Literacy Center

Students may receive credit (up to 3 per semester for up to two semesters) for an internship with the Community Literacy Center, an outreach arm of the English Department, which coordinates creative writing workshops for confined populations in the community. In this internship, you will have opportunities to blend academic and experiential learning through three primary focus areas: program design and facilitation, administration and leadership, and public engagement and dissemination. An interest in literacy and confined communities is useful, though no experience is required. Training provided in facilitation methods and responses. Students must be Juniors or Seniors with a minimum GPA of 3.0. Qualified students must register for both Fall 2021 and Spring 2022 – This is a one-year commitment. Interested students should contact Tobi Jacobi at tobi.jacobi@colostate.edu.

Composition Placement Procedures

Information on Composition Placement procedures can be found at

<http://composition.colostate.edu/students/placement>.

Creative and Performing Arts Awards

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

Outstanding Literary Essay Awards

The English Department's Literature Program announces the 17th annual Outstanding Literary Essay Awards contest, which recognizes outstanding critical writing and interpretive work in literary studies. Applicants must be registered graduate or undergraduate English majors or minors. Awards of \$100 for first place, \$75 for second place, and \$50 for third place will be offered at both the graduate and undergraduate level.

Submission Guidelines: Students should submit an essay that represents their best critical work in literary studies. Undergraduate essays should be no longer than 15 pages and graduate essays should be no longer than 20 pages. Shorter papers are welcome. Only one submission is allowed per student.

Eligibility: (1) Essay should be written for a course taken in the CSU English Department
(2) Writer should be an English major or English minor

Submission deadline is Monday April 5, 2021, by 11:59 p.m.

Please submit:

- **A clean pdf or MSWord document**, with no name, address, or instructor's comments.
Only a title and page numbers should appear on the paper.

- Include the following information in your submission email (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.

Address your submission email to:
Dr. Leif Sorensen at
Leif.Sorensen@colostate.edu

Undergraduate & Graduate Student Writing Awards

The English Department is pleased to announce the **Outstanding Undergraduate & Graduate Writing Awards in Writing, Rhetoric, & Literacy**. These awards recognize innovative ideas, critical thinking, and stellar communication in the broad area of writing studies. Students should consider submitting writing from their courses related to rhetoric, literacy studies, digital writing, and composition. Cash prizes (\$100) will be awarded to the top submissions. Winners will be honored at the English Department Awards Virtual Reception.

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

- ✓ Essays/projects should be no longer than 20 pages (or equivalent). Shorter projects are also welcome.
- ✓ Focus of work should be on rhetoric, writing, literacy, and/or digital writing. Literary analyses and creative writing submissions should be directed to other departmental competitions.
- ✓ Multimodal and print submissions are welcomed. Applicants must be registered undergraduate or graduate students.
- ✓ Only one submission is allowed per student.

- ✓ 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.

Deadline Monday, April 1, 2021, at 5:00 p.m. Submissions should be sent to Tim.Amidon@colostate.edu.