

## **Fall 2022 GRADUATE COURSES**

### **E503- Investigating Classroom Literacies**

3 credits

Ricki Ginsberg

5:00-7:30pm R

This course is open to students in all programs and designed to investigate classroom literacies. There will be a considerable amount of choice within the course to meet the needs and interests of all students who enroll. Students will read and explore various examples of investigations of classroom literacies and will conduct their own small studies. They will develop a classroom literacy topic they are interested in exploring, conduct a literature review, write a research question, collect and analyze a small amount of data, and produce preliminary findings and discussion sections. The goal of this course is to prepare teachers (or those who may go into teaching) with sound, ethical research knowledge to allow for participation in teacher action research. The course will include a specific focus on educational change.

### **E505A.001 Major Author, British: Global and Postcolonial Shakespeares**

3 credits

Barbara Sebek

3:00-3:50pm MW

A variety of developments in the late sixteenth and early seventeenth centuries reconfigured how many Englishmen and women understood their place in the world, and how they conceptualized the contours of the “global” itself: Francis Drake’s circumnavigation of the globe; new technologies of mapping and navigation; the establishment of organized long-distance trading companies and expanding trade networks; English incursions into the waters and territories of rival and more established colonial and economic powers; the growth of London as an economic, political, and cultural center. Shakespeare’s professional theatrical company—operating like a guild and organized according to principles not unlike those of the long-distance trading companies—took to the stages of the Theatre, the Curtain, the Globe, and the Blackfriars at the historical moment when these developments were transforming how human difference was construed. How do Shakespeare’s plays inform shifting constructions of “others” (internal and external) and processes of cultural self-definition?

This course will study a few of Shakespeare’s plays and critical and creative treatments of them in the context of these phenomena. We will explore the generative tensions between studying the plays in their earliest contexts and studying their various global and postcolonial afterlives. Students will be encouraged to pursue final projects relevant to their graduate concentration, whether pedagogical, rhetorical, creative, or critical frameworks.

*This course fulfills the pre-1900 requirement for MFA and Literature MA students.*

**E507.001 Special Topics in Linguistics - Current Professional Concerns in TESOL/Applied Linguistics: Decolonization and related topics.**

3 credits

Fabiola Ehlers-Zavala

1:00-1:50pm MWF

Central to current discussions among applied linguists and TESOL professionals is the need to decolonize our field. Indeed, our field and professional organizations have been heavily criticized for our complicity with colonialism and the empire, ignoring other ways of knowing. This course is intended to address these issues. It will offer participants the opportunity to build background knowledge on key topics/terms necessary to participate in this important project and, ideally, help advance this ongoing professional discussion. Therefore, the following will be at the center of our class discussions: decolonization, decoloniality, hegemonic epistemologies (i.e., epistemologies from the North), epistemologies from the South, positionality, etc. Together, we will tackle questions such as: Why does it matter that we work on decolonizing our field? What will it take? What role do we play in this process? What can we do to legitimize other ways of knowing? How do we go about decolonizing our own research and educational praxis? This course is intended to be a highly interactive and participatory one. We will engage in much critical reflexivity throughout the course. While it is intended for graduate students in the TEFL/TESL concentration, graduate students from other concentrations are also welcome.

**E514.001 – Phonology/Morphology- ESL/EFL**

3 credits

Gerald Delahunty

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.

### **E522.001—Semantics, Pragmatics, and Discourse Analysis**

3 credits

Gerald Delahunty

11:00-11:50pm MWF

This course introduces students to the study of linguistic meaning and how it is communicated. It will introduce topics and methods currently considered central to the field, including the crucial distinction between language and its use; the development and analysis of computerized corpora of texts; word and sentence meanings and how they are related; various principles for the interpretation of language in context; and selected topics in discourse analysis—discourse modes (the spoken/written relationships); multi-modal discourse; textual cohesion and coherence; text and discourse types (genres); rhetorical move analysis; technologically mediated discourse; speech acts; discourse as action; implicit and explicit communication; politeness and impoliteness; situational variation; critical discourse analysis; selections from discourses of racism, politics, media, law, justice, medicine, and education; discourse and gender; inter- and intra-cultural communication. The topics we discuss will be based on student interests and preferences.

Students in all fields should find these topics and approaches valuable complements to those of their own disciplines, but especially students in English programs - TEFL/TESL, Rhetoric and Composition, Literature, Creative Writing, and English Education , as well as advanced undergraduates in the Linguistics concentration and in the Interdisciplinary Minor in Linguistics and Culture.

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

3 credits

Tatiana Nekrasova-Beker

12:30am–1:45pm TR

This course provides an overview of second language (L2) methods and materials, focusing on the teaching and learning of four skills: listening, speaking, reading, and writing. Additional attention will be given to vocabulary and grammar. The goal of the course is to guide participants in developing the knowledge and skills needed to effectively design and implement language instruction for a diverse group of English language learners. This course is also designed to incorporate classroom observation.

#### Required Textbooks

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching*. Oxford: OUP.

Nation, I.S.P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.

Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge.

## **E600A - Research Method/Theory: Literary Scholarship**

3 credits

Aparna Gollapudi

2:00-4:50pm F

You will read and think about what graduate literary study entails in order to shape your identity as a scholar. In addition, you will pursue a research project relevant to your individual interests -- whether Shakespeare, Medieval poetry, modern science fiction or contemporary graphic novels. In pursuit of the research project, you will familiarize yourself with and practice writing genres common to the discipline of literary criticism, including footnotes, annotated bibliographies, book reviews, and conference abstracts.

## **E603.001 Critical Digital Rhetoric**

3 credits

Tim Amidon

12:30- TR

Designed as a graduate-level seminar, *E603: Critical Digital Rhetoric*, invites students to explore how digital technologies influence the practice of literacy and communication in our world. This course introduces students to theories, pedagogies, and methodologies common to the fields of digital rhetoric and computers and writing, calling on learners to actively explore how humans marshal embodied, analog, and digital technologies to realize epistemic, communicative, and mediational aims. Students explore the nexus of technology, rhetoric, and literacy through a socio-cultural lens, asking how computer-mediated and digitally-networked technologies impact, displace, and enrich the practice of human activities. Over the course of the semester, students consider five key themes that have received significant critical attention within the fields of digital rhetoric and computers and writing:

- embodiment, materiality, and multimodality
- infrastructure, interface, and spatial design
- access and accessibility
- ownership and authorship in an age of participatory composing
- digital rhetorics

As we progress through the semester, students will explicate how these themes mean with/for contemporary and historical *theories* of writing, literacy, and communication, *pedagogies* for teaching and learning literacy, *methodologies* for studying writing, literacy, and communication, as well as the *practice* of everyday literacy within civic, private, and workplace contexts. Students are responsible for presenting information to peers, planning a technology learning activity, actively participating and collaborating within discussions and in-class learning activities, developing a piece of long-form scholarship, and offering generative, helpful, and critical peer-to-peer feedback.

### **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.001 Teaching Writing, Creative Writing**

3 credits

Dana Masden

2:00-2:50pm TR

607B 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.

### **E631.001 – Writing in the Immersive Field**

3 credits

Matthew Cooperman

4:00-4:50pm WF

This course explores writing as a mobile artifact that always already occurs in the field. Where that field is, what it looks like, how we are able/not able to enter it is our ostensible subject. Yet how to define “field?” And who is doing the defining? From Olson’s “projective verse” to Gloria Anzaldua’s “borderlands” to Timothy Morton’s “dark ecology”—all various iterations of the burgeoning field of ecopoetics—we’ll set out to be where we already are. Readings in ethnography, bioregionalism, philosophy, indigenous cosmology, radical cartography and documentary art will provide deep content and methodological models for our inquiry.

#### **Possible Texts:**

David Abram, *The Spell of the Sensuous*

Denis Wood, *Everything Sings*

Lucy Lippard, *The Lure of the Local*

Ed Dorn, *The Shoshoneans*

Barry Lopez, *Crossing Open Ground*

Clifford Geertz, *Local Knowledge*

Gloria Anzaldua, *Borderlands*

Jen Scappertone, *The Republic of Exit 43*

Katie Peterson, *Life in a Field*

### **E633.001**

3 credits

Sarah Sloane

TR -TBA

How we travel is perhaps more important than where we travel. When we consider the ethical dimension of meetings with new people, cultures, and values, we are thinking about how we encounter difference. Some of the questions this class will address directly relate to the act of travel: What are the ethical risks a traveler takes, such as participating in poverty tourism? When travelers pack their bags, what cultural baggage do they travel with too? Is it true that wherever you go, there you are? The other questions we will entertain are connected to writing: How do we write ethically? How does a writer’s point-of-view reflect the traveler’s attitude towards a culture? What are the risks, and the evidence, of seeing a place through a monocultural lens? How can we write for social justice in places that are new to us, or where we might not belong? We will read historical samples of travel writing from the 19<sup>th</sup> and 20<sup>th</sup> centuries, paying attention to the relationship between the writer and who or what is observed, as well as the purposes and effects of that writing. We will look at contemporary travel writing in *Granta*, travel vlogs, daily newspapers, and travel advice websites. We will, of course, try our own hand at travelling and writing. Graduate students from all parts of the department are welcome.

## **E635.001–Deep Time: Narrating the Distant Past and Future**

3 credits

Lynn Badia

11:00-12:15pm TR

This course considers how we narrate and represent “deep time.” A recent topic of interest in environmental and energy humanities scholarship, deep time narratives represent or acknowledge vast scales of time (looking into the distant past or future) that greatly exceed the duration of human lives and human history. For example, some Anthropocene narratives of deep time attempt to put human actors in relationship with planetary forces and environments that long preceded humanity but condition our existence. Evolutionary lineage, climate change, fossil fuel modernity, and Earth system science all demand the representation of vast temporal durations that are not immediately commensurate with our modes of narrating human history. In this course, then, we will consider the formal strategies that have been deployed or are currently emerging to represent and narrate deep time causation, relationality, and transformation and how those narratives put pressure on our understanding of the human subject. We will consider literary texts from a variety of genres alongside selections of theory, philosophy, and film.

### **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 2022, courses must be added by Sunday, August 28, 2022. Beginning Monday, August 29th, courses can be added with an override from the instructor or Department through Census date (Wednesday, September 7<sup>h</sup>). with no charges incurred. After September 7<sup>th</sup> a Late Registration Change Request form will be required, and a \$50 late registration fee will be added after this date.

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.

## 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 ([Emily.Dailey@colostate.edu](mailto:Emily.Dailey@colostate.edu)) to acquire the application form. To complete the form, you must 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 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.

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