

RAMBLER

The Newsletter for English Majors

Volume 38, Number 1, March 30, 2022

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

English Department
ADVISING AND MENTORING
Spring 2022

Pre-Registration Advising Information for Fall 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 undergraduate students will be assigned an ASC and a faculty mentor for Fall 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 Joanna Doxey and Kim Daggett/Sarah Wernsing (virtual). 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 2022 semesters from **March through 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 2022

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

Graduates	April 4
Seniors	April 5
Juniors	April 8
Sophomores	April 15
Freshmen	April 22
New Students	(Ram Orientation required) May 2

IMPORTANT NOTICES

For Fall 2022 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 2022, 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 6-9

Fall on pages 10-21

Additional registration details on pages 21-25

Awards information on page – 25-26

Summer 2022

Courses

The following is a list of English and Composition courses only. For other undergraduate and graduate courses, see the online Summer 2022 Class Schedule through RAMweb.

First 4-week Term – 5/16/22-6/10/22

E332.001 – Modern Women Writers

3 credits

Aparna Gollapudi

Online - Synchronous

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 India 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 – 6/13/21-7/08/22

AMST 101.001

3 credits

Ashley Davies

10:00-12:00 MTWRF

Understanding our past and our vision for the future can help us to understand the present. In our study of the United States of America, we'll work to better understand our American ideology and how it shapes history, the American national identity, and ourselves as part of this country. Rather than working purely chronologically, like a traditional history class would, we will look deeply into concepts that have shaped the nation we know today. This semester, we will explore the ideas around modern Indigenous issues, equality, the American Dream, and war and its reach. American Studies, as a field within the liberal arts, is interdisciplinary in nature. Therefore, you can expect to encounter, analyze, synthesize, and write about texts from literature, history, visual art, music, film, architecture, design, psychology, and others. By bringing these different texts together, we will start to understand how mythology is formed and what is sacrificed as those mythologies become pervasive.

Beyond the study of American culture, the course also requires and helps students develop skills in reading, writing, critical thinking, and speaking; it also helps develop their abilities to work both independently and collaboratively.

E370.001 – American Literature in Cultural Contexts – Prison Writing

3 credits

Tobi Jacobi

9:50-11:50am MTWRF

What is prison writing, and when does such writing become literature? Is prison writing spectacle, art, therapy, or rehabilitation? How might incarceration influence composing processes? How do gender, racial, and cultural identity affect prison writing? How are prison writings received by 'free' audiences? Whose writings get published and why? What are the relationships between writing and freedom? This course aims to make connections between literature and the material world as we read texts in historical and sociocultural contexts and consider how a diverse set of American incarcerated writers approach writing as a meaning making process. In this way, our primary goal is to consider the role of language in constructing identities within discourse communities beyond the academy and often the conventional literary canon. Our examination will include memoir (Jimmy Santiago Baca/Smedley), drama (Miguel Piñero), poetry (drawn from multiple sources), film, and critical writing (Angela Davis/Ted Conover) as well as sample texts from a local prison writing project. Course assignments will include two response projects, online discussion forums, and a final exam.

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

E403.001 – Writing the Environment

3 credits

Matthew Cooperman

MTWRF – Mountain Campus

This summer, try writing in the shadow of the Great Divide. Let CSU's Mountain Campus be your portal to the grand tradition of American Nature Writing in poetry and prose. We'll read a good deal of it, and we'll get outside to write the far & near, and then & now of our experiences.

Course Description: What is the environment? Is it the same as nature? Can we touch it, respond to it? What is the local? The global? What things and creatures do we encounter there? Who is other? What is wild? And where do you live? Right now, no doubt, in a town in the west of a teetering country. Can you write about that? Is there nature there? And what if we went way up high in the Rocky Mountains. Can we write about that? What is the tradition of 'wild writing?' In this course we will explore these questions as we read and write both in and out of our extraordinary mountain classroom. Through field journals, durational attention projects, and walking and talking exercises, we'll test out what we know, what we've learned, what we've forgotten. Come with hiking boots and a contemplative mind. Authors include Barry Lopez, Lisa Robertson, Li Po, Rick Bass, Basho, Jane Naviyuk Kane, and others.

This course is part of the College of Liberal Arts New Environmental Humanities Program on CSU Mountain Campus. This course runs June 12-June 25, 2022. Instruction occurs M-F, with students residing at the Mountain Campus, and weekends free. To register, please contact Matthew Cooperman for approval and registration information.

This course fulfills Category 4 elective requirement for English Majors

Composition – First 8-week Term – 5/16/22-7/10/22

CO130.001 – Academic Writing
9:50-10:50 MTWR
Leslie Davis

CO300.401– Writing Arguments
Kelly Bradbury - ONLINE

CO150.001– College Composition
Ryan Campbell
10:00-11:15 MTWR

CO300.408– Writing Arguments
Devon Fulford- ONLINE - Synchronous

CO150.401– College Composition
Joe Schicke – ONLINE

CO300.402 – Writing Arguments
Elizabeth Steinway- ONLINE

CO301B.401 – Writing in the Disciplines - Sciences
Nancy Wright - ONLINE

Composition – Second 8-week Term – 6/13/21-8/7/22

CO130.002– Academic Writing
2:30-3:45pm MTWR
Christine Discoe

CO150.003– College Composition
10:00-11:15 MTWR
Peter Stensen

CO150.002 – College Composition
9:50-10:50 MTWR
Mitchell Macrae

CO300.002- Writing Arguments
12:10-1:25pm MTWR
Christina Sutton

CO130.402 – Academic Writing
Lindsay Brookshier- ONLINE

CO300.403 – Writing Arguments
Ed Lessor- ONLINE

CO301B.402 – Writing in the Disciplines – Sciences
Alyson Welker- ONLINE

CO300.405 – Writing Arguments
Walker - ONLINE

Online English Courses – First 8-week Term – 5/16/22-7/10/22

E210.401 – Beginning Creative Writing
Daniel Schonning – ONLINE

E412C.401
Dana Chellman

E238.401 – Contemporary Global Fiction
Jeremy Proctor

Online English Courses – Second 8-week Term – 6/13/21-8/7/22

E232.401 – Introduction to Humanities

Tom Conway

E311B.401 – Intermediate Creative Writing – Poetry

Sarah Pieplow

E320.401– Introduction to the Study of Language

Luciana Marques

ONLINE

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.

Fall 2022

Course Descriptions

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

Special Topic Courses

UNDERGRADUATE COURSES

E280A3.001 Creative Writing as Transformative Practice

3 credits

Dan Beachy-Quick

8:00-9:15am TR

This entry-level course emphasizes the transformative possibilities of creative writing by exploring its relationship to the social, environmental, intellectual, aesthetic, and personal. Through readings in multiple genres that range from traditional approaches to experimental movements; research into artistic interventions in cultural practices; formal exploration in writing assignments ranging from auto-ethnographies to in situ journal writing; and community-based service projects; students will learn of, engage in, and develop the many ways that creative writing methodologies can change both the self and the world.

E310.001: Writing and Research: Coming of Age in Twentieth-Twenty First Century Literature

3 credits

Lynn Shutters

1:00-1:50pm MWF

This class is designed to teach students how to conduct literary research and write literary criticism—skills crucial to your success in upper-division literature courses. To develop those skills, we'll study three authors whose work addresses the concept of "coming of age." The first author is American poet Edna St. Vincent Millay (1892-1950), who wrote at a time when first-wave feminism was coming of age in the U.S, and who sought to carve out a space for woman-centered poetics in a predominantly masculine aesthetic tradition. The second author is Zimbabwean novelist Tsitsi Dangarembga, whose *Nervous Conditions* (1988) is a coming of age story addressing intersections of gender and race in a postcolonial context. The third author is Japanese-British novelist Kazuo Ishiguro, whose *Never Let Me Go* (2005) is a coming of age story set in a dystopian world of human cloning. Although these three authors are usually thought of as belonging to different cultural and literary traditions, we will ask how the theme of coming of age might allow us to bring them together. We'll also discuss how this theme continues to resonate in our world today.

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

E320.001 – Introduction to the Study of Language

3 credits

Luciana Marques

11:00–11:50am MWF

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.

E337.001 Western Mythology

3 credits

William Marvin

1:00-1:50 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 wreck 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.

E340.001 Literature and Film Studies - The Cinema of Akira Kurosawa

3 credits

Philip Tsang

2:00-3:15pm TR

Akira Kurosawa is one of the most important directors in film history. Known for his unique directing style, he has revolutionized the language of cinema not only in Japan but all across the world. In this course we will watch ten of his major films and explore what is so distinct about his art. In addition, we will take a brief look at three other Japanese directors to gain a wider perspective on Japanese cinema.

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

E344.001 Shakespeare

3 credits

Barbara Sebek

1:00-1:50pm MWF

Theatre historians estimate that, between 1576 and 1640, 25,000 people per week attended theatrical performances in and around London, totaling 50 million visits. 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 do Shakespeare's plays continue to inform global consciousness today? We will also study how 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. Final papers or projects will allow students to tailor their work to their specific concentrations within or beyond the English major.

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

E370.001 American Literature in Cultural Contexts – Mothering in the Margins

3 credits

Elizabeth Steinway

9:00-9:50am MWF

Motherhood is often presumed to be a natural status for women, an identity category that is marked both by reproductive capability and societal expectations. The act of mothering itself often becomes a site of ideological debate, with “good” and “bad” mothers pitted against each other in a variety of contexts and for a range of purposes. In this course, we will examine motherhood as an ideological and social construction, focusing on marginalized representations of mothers in American literature, visual media, public discourse, and popular culture who challenge and disrupt maternal conventions through radical acts of mothering. Course assignments will include critical response papers, discussion posts, and a final research project.

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

E422.001 African American Literature

3 credits

Zach Hutchins

11:00-11:50pm MWF

This course will introduce students to the voices of black African and Black American writers who have shaped the trajectory of American literature and of the nation itself. From the poetry of Phillis Wheatley and the fictionalized true story of Thomas Jefferson's children by Sally Hemings to the novels of contemporary luminaries such as Toni Morrison and Colson Whitehead, students will investigate the realities and legacies of racism, slavery, and other forms of oppression on a body of literature luminous in its beauty and liberating power. Because so much of African American literature has been produced outside of conventional publication channels, students will also participate in a self-directed exploration of the archive to locate, share, and analyze materials that expand our conception of what stories and voices the study of African American literature encompasses. A selection of these archival discoveries will be collected and curated in an anthology prepared and published by the class, as students participate in the creation promotion, as well as the consumption, of an African American literary canon.

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

E430.001 18th Century English Fiction

3 credits

Aparna Gollapudi

3:30-4:45pm TR

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

You should expect a good amount of reading - it is, after all, a fiction course, and those eighteenth-century folks wrote nice, long novels! For each text, the required reading will be divided into even, manageable segments, however, be ready to be initially challenged by the unfamiliar words or phraseology of eighteenth-century fiction. The assignments in the course include formal and informal writing, presentations, and group work.

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

E465.002 – Topics in Literature and Language – Discourse, Identity & Social Change

3 credits

Doug Cloud

4:00-5:15pm MW

Identities matter, both those of the writer/speaker and those of the “spoken about.” In this class, we will explore the ways in which identities (both group and individual) shape and are in turn shaped by language, with consequences both social and individual. We’ll ask questions like these:

1. What is the relationship between language, identity, and social change?
2. How do we negotiate essentialist and constructionist perspectives on identity in real life?
3. Is focusing on identity a bad thing?
4. What do people *do* with identities? What’s the point of them?
5. Do we have a choice about our identities, and does it matter?
6. Who has the “authority” to talk about identity categories? Is it only people in those categories?
7. And many others.

Students will emerge with a complex (and occasionally contradictory) understanding of how identities transform our language and are in turn transformed by it. This knowledge can shape how we write and speak in many contexts: professional, political, personal, and others. Students will read and apply important theories of discourse and identity in a collaborative study of how the category “student” is constructed and used across contexts. Students’ final projects will focus on an identity category of each student’s choice. Many students choose to study categories relevant to their professional identities.

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

E470.001 Individual Author - James Joyce –Ulysses at 100

3 credits

Philip Tsang

9:30-10:45am TR

In 1922, Irish author James Joyce published one of the most important works in the English language: *Ulysses*. Loosely modeled on Homer’s *Odyssey*, the book explores one single day in the life of an ordinary man in Dublin. In this course, we will carry out a slow reading of this rich and complex work. Immersing ourselves in Joyce’s pre-WWI Ireland, we will ask what makes *Ulysses* the masterpiece that it is.

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

E480A2.001 & 002 Topics in Literature and Language – Humanities in the Field: English Methods in STEM

3 credits

Lynn Badia

Erika Szymanski

12:30-1:45pm TR

Humanities researchers are increasingly being called “into the field”—into laboratories, landscapes, farms, and observatories to collaborate with scientists in various sites of field research. These collaborations often address complex environmental and sustainability issues that are as much about culture, language, and equity as they are about the science. Many of today’s most urgent research projects require a trans-disciplinary approach, such as those concerning the designs of biotechnologies, plans for new energy infrastructures, and proposals for climate change interventions.

In this capstone, we will collectively ask: what methods do researchers trained in English bring to such collaborations in STEM fields, and what kinds of interventions might we make? As a group, we’ll experiment with multiple ways of writing into case studies that demand more-than-scientific perspectives, and we’ll explore our unique contributions that simultaneously engage the technoscientific and the sociocultural. Students will be encouraged to write from their own interests and perspectives, while exploring various writing techniques that launch their ideas into collaborative spaces. Such techniques will include writing alternative scientific trajectories, science-fiction prototyping stories, and scenario planning narratives, among others. Students will have access to small research budgets to support their projects, and the course will culminate in an event on campus that puts their interventions in dialogue with STEM researchers. Students from all English concentrations are encouraged to participate.

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

LB393.001: #BlackLivesMatter, #MeToo, #DREAMers, and #Pride: Social Movements & Collective Action through History and Story

3 credits

Ricki Ginsberg and Jessica Jackson

11am-12:15pm TR

Calling all activists! This interdisciplinary course is designed to explore protest and activism as it appears in history and story. Through current events, discussion, film, and young adult literature, students will explore the formation, growth, and currency of social movements and forms of collective action through an in-depth exploration of contemporary issues of race, gender, immigration, and sexuality. [Please see the flyer for the course.](#)

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

GRADUATE COURSES

E503.001- 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

2:00-3:15pm 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 Anzaldúa’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 Anzaldúa, *Borderlands*

Jen Scappertone, *The Republic of Exit 43*
Katie Peterson, *Life in a Field*

E633.001

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

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 19th and 20th 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.

E644.001CM644 – Creative Science Writing

3 credits
Erika Szymanski
4:00-5:15pm TR

E644/CM644 (dual-listed with the Cell and Molecular Biology program) will approach science writing for diverse audiences as a simultaneously creative and strategic endeavor, through principles that apply

to science writing from the journal article to the personal essay, with a particular focus on writing for audiences beyond scientific disciplines. The course is designed for students interested in the biological sciences and their wide-ranging social dimensions who want to expand and strengthen their research-dissemination skills, including graduate students in biological sciences and in humanities who are interested in science writing (i.e., in the publishing industry, freelance, in an NGO or PR role, etc.). Students should expect to read and discuss foundational science writing and science communication theory, practice writing about their work for diverse audiences, and participate in extensive peer-review and workshopping. Our focus will be on how audience, purpose, and relationship are core to science writing across genres, on maintaining accuracy while controlling jargon and tone, and on collaborative writing. We will also discuss (with the aid of some guests) how science and writing intersect in a variety of career paths. Students should expect to devote significant effort to reading, writing, workshopping, and revising throughout the semester. Graduate students from all concentrations and programs 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 \$94 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 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 7th). with no charges incurred. After September 7th, 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.

Fall 2022 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 2022

Restrictions will be placed on registration for the following:

- **E240 & E270** – English Majors only until April 22 then open to all majors.
- **E276, E277**– English Majors and Teacher Licensure-Speech Concentrations only until April 22 then open to all majors.
- **E311A, B & C** – English Majors only until April 22 then open to all students except freshmen.

- **E341, E344** – English Majors and Minors only until April 22 then open to all students except freshmen.
- **CO300** No freshmen or graduate students allowed.
- **CO301A**
 - 1) Seniors only until April 15.
 - 2) Juniors until April 29.
 - 3) Then open to Sophomores.
- **CO301B** – restricted to students with a Major or Double-Major in Science.
 - 1) Juniors & Seniors only until April 15
 - 2) Then open to Sophomores.
- **CO301C & CO302**
 - 1) Seniors only until April 15.
 - 2) Juniors until April 29.
 - 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 15, then open to Junior Teacher Licensure-English and Teacher Licensure-Speech Majors until April 22, then open to all Teacher Licensure-English and Teacher Licensure-Speech Majors except freshmen.
- **E405 (Adolescents' Literature)**
English Majors and Minors only until April 22 then open to all students except freshmen.
- **E412A (Creative Writing Workshop)**
 - 1) Senior English Majors until April 15.
 - 2) Junior English Majors until April 22.
 - 3) Then open to all students.
- **E465.002. Topics in Literature & Language & E480A2 1 & 2-** English Majors only until April 22. Then 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 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 email sheila.dargon@colostate.edu.

E495 – Independent Study

Students who plan to register for E 495 for Fall 2022 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 2022 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 (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.

Capstone Requirement for English Majors

As part of the All-University Core Curriculum program, you must take E465, or E480A2. 001 & 002 to fulfill the AUCC Capstone requirement. You may not use E505 to fulfill this requirement. In Fall 2022 the courses fulfilling the Capstone requirement are E465.002. and E480A2.001 & 002.

FALL 2022

FALL 2022 Capstone and Category 1-4 Courses

Capstone Courses: E480A2.001 & 002 – **Topics in Literature and Language – Humanities in the Field: English Methods in STEM** (TR 12:30-1:45pm Lynn Badia and

Erika Szymanski) and **E465.002 – Topics in Literature and Language – Discourse, Identity & Social Change** (MW 4:00-5:15pm Doug Cloud).

Category 1: **E344.001 – Shakespeare** (MWF 1:00-1:50pm Barbara Sebek), **E430.001- 18th-Century English Fiction** (MWF 11:00-11:50am Aparna Gollapudi),

Category 2: **E310.001: Writing and Research: Coming of Age in Twentieth-Twenty First Century Literature** (MWF 1:00-1:50pm Lynn Shutters), **E340.001 Literature and Film Studies - The Cinema of Akira Kurosawa** (Philip Tsang) **E422.001 African American Literature** (MWF 11:00-11:50am Zach Hutchins), **E470.001- Individual Author - James Joyce - *Ulysses at 100*** (TR 9:30-10:45am Philip Tsang), **E478.001 Modern Poetry** (MWF 10:00-10:50am Matthew Cooperman).

Category 3: **E310.001: Writing and Research: Coming of Age in Twentieth-Twenty First Century Literature** (MWF 1:00-1:50pm Lynn Shutters), **E340.001 Literature and Film Studies - The Cinema of Akira Kurosawa** (Philip Tsang) **E422.001 African American Literature** (MWF 11:00-11:50am Zach Hutchins), **LB393.001 - #BlackLivesMatter, #MeToo, #DREAMers, and #Pride: Social Movements & Collective Action through History and Story** (TR 11-12:15 Ricki Ginsberg & Jessica Jackson) **E465.002 – Topics in Literature and Language – Discourse, Identity & Social Change** (MW 4:00-5:15pm Doug Cloud).

Category 4: **E337.001 Western Mythology** (1:00-1:50pm William Marvin) **E344.001 – Shakespeare** (MWF 1:00-1:50pm Barbara Sebek), **E430.001- 18th-Century English Fiction** (TR 2:00-3:15pm Aparna Gollapudi), **E465.002 – Topics in Literature and Language – Discourse, Identity & Social Change** (MW 4:00-5:15pm Doug Cloud). **E470.001- Individual Author - James Joyce -**

Ulysses at 100 (TR 9:30-10:45am Philip Tsang)
E478.001 Modern Poetry (MWF 10:00-10:50am Matthew Cooperman). **E480A2.001 & 002 – Topics in Literature and Language – Humanities in the Field: English Methods in STEM** (TR 12:30-1:45pm Lynn Badia and Erika Szymanski)

Upper-Division Word Literature Course– E337.001 Western Mythology (1:00-1:50pm 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, printing, 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 taken E210. Qualified students must register for both Fall 2022 and Spring 2023—this is a one-year commitment. Interested students should contact Stephanie G'Schwind at Stephanie.GSchwind@ColoState.EDU.

Students may receive credit (one free elective c

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 2022 and Spring 2023 – 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 18th 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. Winners will be honored at the English Department Awards ceremony on Monday, April 18, 2022.

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 4, 2022 by 5:00 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. Barbara Sebek at Barbara.Sebek@colostate.edu