

RAMBLER

The Newsletter for English Majors
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English Department
ADVISING AND MENTORING
Fall 2022

Academic Support Coordinators (ASCs) Pre-Registration Advising Information for Spring 2023

All English majors in all concentrations will be supported throughout your degree completion by two key resources: your Academic Support Coordinator (ASC) and your faculty mentor. You can rely on both to contribute to your success at CSU and beyond. All students will be assigned an ASC and a faculty mentor for Spring 2023 advising.

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

Who Does What?

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

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

How Do I Arrange an Advising Meeting?

The ASCs for English are Kim Daggett and Joanna Doxey. Their offices are in Eddy 209 and 209A, respectively. For the fall of 2022 they are available by appointment, and you must make an appointment through the College of Liberal Arts Academic Support Center 970-491-3117.

Should I arrange a meeting with my faculty mentor?

Yes, your faculty mentor is available to talk about your course experiences, suggest upcoming course and career opportunities, recommend internships and/or other relevant activities, and to generally check in with you about your experiences as an English major or minor. Please email to set up a time to meet

at any point during the academic year; the door is always open for you. If you are uncertain about who your faculty mentor is, please contact the main English Department office: 491-6428.

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

Advising Schedule

English department Academic Support Coordinators will be holding pre-registration conferences for Spring 2023 semester throughout **October/November/** They will email advisees/mentees early in October to have them schedule an Advising appointment. Please check the email address that CSU has on record for you (this may be different from the one you typically use).

RAMweb Registration Access For Spring 2023

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

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

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

ATTENTION GRADUATING SENIORS

If you plan to graduate in Spring 2023, you are required, as part of the University-mandated outcomes assessment program, to take a short SENIOR SURVEY link:
<https://forms.gle/flxeECB4Go5UhovG9>

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Minor in English

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

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

Minimum of 21 credits in English, at least 12 of which must be upper division. CO150, E384, and E487 A-B may NOT count toward the minor. CO300, CO301 A-D, CO302 and CO401 may count toward the minor. A minimum of 6 credits must be taken at Colorado State University.

Creative Writing Minor

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

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

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

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

Required Introductory Workshop (3 cr.)

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

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

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

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

or

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

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

or

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

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

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

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

or

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

or

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

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

E238 (*also offered online*)

E240

E270

E276

E277

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

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

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

Linguistics and Culture Interdisciplinary Minor

For advising, contact:

English Department

Eddy 359

Phone: (970) 491-6428

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

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

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

1. Core Classes

Take both of the following courses (6 credits):

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

2. Language

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

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

3. Supporting Courses

Take three of the following courses (9 credits):

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

4. Upper Division

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

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

Spring 2023 Course Descriptions

The following is a list of new and special topic courses only. For other undergraduate and graduate courses, see the online Spring 2023 Class Schedule through RAMweb.

Special Topic Courses

E280A2.001

3 Credits

Luciana Marques

10:00-10:50am MWF

E280A2 examines the interaction of language with individuals and larger social communities, as well as with the many cultures represented within those various communities. Students explore how language functions to establish and/or solidify notions of power, ethnicity, gender, in addition to social and cultural identities. As a result of this course, it is our hope that students will develop an appreciation of how language can serve as an object of scientific study and will identify ways to apply what they learn about language to everyday social and cultural interactions in their own lives and communities.

E281A1.001 Activist Writing and Rhetoric

3 Credits

Lisa Langstraat

3:30-4:45pm TR

We've all heard the claim, "The pen is mightier than the sword." Yet in our contemporary culture, it can sometimes be difficult to reach readers, to shape opinion and inspire action. This course is intended to help you develop tools to do just that. We will discuss a multitude of texts that have stirred audiences, motivated social and legal change, and encouraged social justice. We'll examine a variety of genres of activist writing—fiction, poetry, memoir, manifestoes, social media campaigns, etc.--to understand how they reach their intended audiences, how they promote new feelings and ideas, and how they build solidarity. You'll have an opportunity to explore a variety of issues and to write a variety of genuine activist texts, all while participating in a community of writers whose ideas, while differing widely, will inspire new ways of thinking and communicating.

E329.001 Pragmatics and Discourse Analysis

3 Credits

Luciana Marques

1:00-1:50pm MWF

E329 introduces the study of Pragmatics and Discourse Analysis in natural languages, with examples from English and other languages. Pragmatics is the study of general principles that communicators invoke when producing and interpreting language in context. Discourse analysis studies the properties of specific types of language use in specific settings, e.g., conversational, advertising, legal, medical, educational, as well as such topics as politeness, gender, genre, identity, and culture, all areas of exciting current research and discovery. In this class, you will understand and be able to make analytic use of the essential concepts in the study of pragmatics and discourse

analysis; you will become familiar with variant terminology; you will become proficient in basic linguistic analysis and will begin to apply analytic techniques to data you have collected yourself.

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

E330.001 Gender in World Literature

3 Credits

Aparna Gollapudi

3:30-4:45pm TR

This course initiates conversations about genders, sexualities, and bodies between writers from a range of geographical and cultural locations. We will read a variety of genres as we explore the historical and cultural processes that shape discourses about gendered identities and experiences. Focusing mostly on non-Anglo-American literature, we will consider how these works reinforce, interrogate, or complicate gendering practices in the context of their specific times and locations. But through celebrating the multiplicity of voices and complex nuances of social politics, the course will also seek connections or resonances between diverse literary works in order to see if any common themes or persistent ideas emerge as a shared concern throughout this world of literatures.

This course fulfills a Category 1 elective requirement for English majors, and world literature for English Education concentrators.

E333.001 Critical Studies of Popular Texts: "Defective" Detective Fiction

3 Credits

Gerald Delahunty

12:00-12:50pm MWF

Detective fiction is a global phenomenon. It is today's most popular literary genre. Millions of copies of detective fiction are sold each year. Agatha Christie's books have sold over 2 billion - yes, that's billion with a "b" - in over 100 different languages. This course will give you the opportunity to try your hand at creating your own "defective" detective and setting them loose on a difficult and intriguing investigation of a major crime, hindered though often helped their "defect."

"Defective" detectives suffer from a range of maladies: arrogance; alcohol and opium addiction; loneliness and self-doubt; incipient dementia; incurable nosiness. Some detectives have "sidekicks," who may be a narrator, a therapist, or a savior. Detective (and sidekick) almost always solve the mystery and bring closure and justice, sometimes because of the detective's defects, sometimes in spite of them.

We will read, watch, read about and discuss engrossing examples of the genre in novels, movies, and tv dramas selected from a variety of countries, representing considerable cultural and historical diversity, a broad range of social issues, and several legal systems and processes.

The themes include family relations, racism and race relations, colonial rule and resistance to it, ecological degradation and activism, and particularly relevant to dangerous current events, the fall of the USSR and its effects on countries that had belonged to the union and on their neighbors.

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

E339.001 Literature of the Earth

3 Credits

Lynn Badia

2:00-3:15pm TR

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

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

E407.001 Genre Bending

3 Credits

Barbara Sebek

1:00-1:50pm MWF

“Genre Bending” is a new variable topics literature course. By studying examples of a specific literary genre and its offshoots and “cousins,” this course builds a foundation for understanding how genre functions as a way to categorize texts and set audience expectations. At the same time, we’ll explore how genre offers writers and readers a fluid, open-ended set of conventions or elements to play around with or subvert. This tension between genre as a fixed system and as open-ended process informs how we create, evaluate, and enjoy literary texts and other media.

This semester’s focal genre is *tragedy* and the longstanding yet ever-evolving sub-genre of *revenge tragedy*. We will read a combination of ancient, renaissance, and modern revenge narratives including one biblical narrative, one verse narrative, three Renaissance plays, a twentieth-century crime novel, and several modern film and stage adaptations of the plays and the novel. Students will create their own topics for final papers and projects tailored to their individual interests, including revenge tales that aren’t assigned on the syllabus.

Like other variable topics courses, this may be taken for up to 6 credits.

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

E425.001 – Restoration and Eighteenth-Century Literature

3 credits

Aparna Gollapudi

2:00-3:15pm TR

In 1660 monarchy was restored to England after years of civil war and parliament rule. In 1807 the buying and selling of slaves was made illegal across the British empire. This course will introduce you to the literature and culture of the years between these momentous historical bookends. You will study a wide range of literature including poetry, drama, fiction, essays, and memoirs from this period, often

referred to as the 'long eighteenth century.' But instead of a comprehensive literature survey, the course is structured as a series of vignettes, each introducing you to a fascinating and important aspect of the period. Using focused thematic clusters on topics such as "Politics and Comedy," "Sex and Sexualities," "Empire, Race, and Slavery," we will explore literature that tells us much about the long eighteenth century while also offering insight into our own world. This period was a cauldron of ideas and ideologies that might seem both starkly alien as well as startlingly familiar. Similarly, as new readers of literature from this era, the unfamiliar linguistic style will challenge you even as it will delight you with its rich wit if you persevere in engaging with it meaningfully. Expect plenty of reading, writing (both formal and informal), discussion participation and leadership, group work, presentations etc. Warning: We will be studying works that contain explicit language, graphic bodily imagery, violence, and overtly sexual content.

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

E441.001 American Prose since 1900: Writing Identities

3 Credits

Leif Sorensen

10:00-10:50am MWF

This study of twentieth and twenty-first century fiction and non-fiction explores how writers have sought to construct different models of national, individual, cultural, gendered, and subcultural identity in novels, short fiction, essays, and memoirs. Our readings will be drawn from an eclectic mixture of realism, experimental and avant-garde writing, popular works, and documentary or autobiographical texts. In addition to considering literary genres we will also spend some time discussing the different communications media (from film and radio in the early 1900s to contemporary digital media) that are crucial components of the social world from which our texts arise. Authors studied may include Leslie Feinberg, Oscar Zeta Acosta, Maxine Hong Kingston, Ralph Ellison, Cathy Park Hong, Gish Jen, Billy-Rae Belcourt, Zora Neale Hurston, and P. Djeli Clark. Student work for the class will include regular participation in class discussion, discussion facilitation, a series of short analytical essays, a creative or critical reflection on art and identity, and a final project addressing a topic chosen by the student.

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

E465.001 Topics in Literature and Language – Reading and Creating YA Novels: Using a Practitioner’s Approach to Explore Narrative Theories and Forms

3 Credits

Todd Mitchell

11:00-12:15pm TR

YA literature is a rapidly growing and evolving genre that incorporates an astonishing variety of narrative forms including novels in verse, epistolary novels, hybrid texts, polyphonic narratives, graphic novels, scripted novels, and other narrative innovations.

In this interactive capstone course, we’ll explore prominent narrative theories for how to develop stories, and we’ll see how these theories unfold in several contemporary YA novels selected to demonstrate a diverse range of forms, cultural perspectives, and narrative techniques. In our discussions we’ll pay particular attention to how form works with content, and to what we can learn from texts as writers and creators. To further our exploration of narrative theories and forms, we’ll use a practitioner’s approach by generating story ideas, experimenting with writing different forms, and shaping, plotting, and

developing chapters for our own potential novels. Hence, the course will combine analytical work with creative work to meet the entwined goals of increasing critical literacy while developing creative skills.

The course will incorporate an active learning, author-centered workshop approach, and will culminate with students creating a **portfolio of 20-30 pages that includes a 4-7page analytical essay discussing how the novels explored during the course influenced their approach to creating narratives, a story synopsis for a proposed novel, and sample chapters demonstrating potential forms and narrative techniques**. Ultimately, by both reading and creating innovative narratives, we'll develop a more intimate understanding of how form shapes content, and how content is unearthed through form.

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

Graduate Courses

E504.001 Professional Issues in Composition & Writing

3 Credits

Sue Doe

12:30-1:45pm TR

This graduate course will focus have two focuses, the first on how composition programs have traditionally been theorized, designed, and positioned in the academy and the second on new remixes and reconfigurations of writing programs that suggest emerging opportunities for those interested in or committed to the field. We will consider writing programs in the most capacious way possible, examining programs that exist in traditional university settings as well as programs in communities outside of university structures. Overall, we will examine narratives of a discipline that is still being constructed by a wide range of creative and adventurous minds whose interests, while wildly varied, tend to share a commitment to strong pedagogy, attentiveness to language use, and the broad application of social justice. After grappling with the history of the relatively young field of rhetoric and composition, we will situate ourselves as part of the arc of the field's development and become part of the story ourselves. Along the way, we will demystify processes of publication, consider how to apply for academic positions, deepen our understanding of the demands of faculty work, including faculty work done off the tenure-track, and contemplate emerging opportunities for those working in writing programs and writing program administration.

E506B.001 A Bewitching Survey of American Literature

3 Credits

Zach Hutchins

9:30-10:45am TR

This survey of American literature (satisfying the pre-1800 requirement) will examine gendered stereotypes undergirding the theorization and historical persecution of witches as well as the rich archive of artistic responses to these stereotypes, in works that perpetuated, complicated and, eventually, subverted conventions of the tradition. The figure of the witch is grounded in theological history, scientific discourse, and sexual politics, so students will approach the wide range of texts, images, and films we study from various disciplinary perspectives, including women's studies, history, psychology, sociology, queer studies, literature, and religious studies. This diversity of approaches and the class's sweeping chronological scope will require students to consider the synergies and discordances of works from radically different contexts in order to formulate persuasive arguments that explain how the idea of witchcraft has shaped and continues to influence Western understandings of gender and sexuality.

E513A.001 – Form and Technique in Modern Fiction - First Novels: (including yours)

3 Credits

Ramona Ausubel

TBD

Writing a novel is part ultramarathon over lava fields, part love affair and part magic trick. How does anyone do it for the first time? In this class we will read first novels from beloved and emerging authors and study their choices and techniques. At the same time, you will begin your own first novel. You can enter the class without a novel idea—all you need is the willingness to welcome magic of whatever sort and embark on a wild and unknowable run over varied terrain.

E515.001 – Syntax for -ESL/EFL

3 Credits

Gerald Delahunty

4:00-4:50pm MWF

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

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

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

E527.001 Theories of Foreign/Second Language Learning

3 Credits

Tatiana Nekrasova-Beker

2:00-3:15pm TR

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

Required Textbook Lightbown, P., & Spada, N. (2013). *How Languages are Learned* (4th edition). Oxford: Oxford University Press. (The textbook is referred to as Textbook in the schedule.)

E528: Professional ESL Teaching: Theory to Practice

3 Credits

Tatiana Nekrasova-Beker

3:30-4:45pm TR

The course is offered to pre-service TEFL/TESL teachers as a guided opportunity to learn about and

apply principles for planning, designing, and carrying out effective classroom instruction and assessment. The main goal of the course is to help establish connections between theory and practice and to engage students in non-threatening interaction about language teaching experiences with colleagues.

E600B.001 – Research Methods in Writing Studies

3 Credits

Mike Palmquist

11:00-12:15pm TR

This course is an introduction to research methods used in the field of English studies, with particular emphasis on those used in qualitative and quantitative research. The course builds on the assumptions that research is intimately related to theory and practice and that all research—quantitative, qualitative, or a combination of the two approaches—is an act of selecting and interpreting information. Throughout the course, we will explore the implications of these assumptions, test their applicability to specific research methodologies, and look for common ways in which they shape the work of researchers using a variety of approaches to research. We will also interrogate and reflect on Burke’s notion of terministic screens, which essentially contends that a way of seeing is a way of not seeing. (For a brief overview of terministic screens, see https://en.wikipedia.org/wiki/Terministic_screen.)

E630A.001 Special Topics in Literature: Area Studies – Getting Medieval: Imagining the Middle Ages, 1800 to the Present

3 Credits

Lynn Shutters

3:00-6:00pm W

The Middle Ages have always been retroactively constructed; how could one know that one was “in the middle,” after all, until after that middle was over? This course asks 1) How have Western cultures imagined or drawn inspiration from the Middle Ages? and 2) What cultural, political, or aesthetic purposes do such imaginings serve? By examining literary, popular, and political discourses that invoke the Middle Ages, we will come to understand how history itself is a cultural construct that has profound effects on the “present” – when- and wherever that present might be. Our focus will be nineteenth-, twentieth-, and twenty-first-century U.S. and British interpretations, invocations, and recreations of the Middle Ages.

In thinking about what shapes our current cultural tastes and practices, you might not answer “the medieval.” Yet two of the most popular current television series, Amazon’s *The Lord of the Rings: The Rings of Power*, and HBO’s *House of the Dragon*, are set in medieval-inspired worlds. During the January 6, 2020 Capitol attack, some members of the attacking mob displayed medieval inspired clothing and tattoos. Authors representing marginalized communities, such as Nigerian-British poet Patience Agbabi and trans poet Jos Charles, draw upon the medieval to unravel social preconceptions. By considering the real-world manifestations and consequences of medievalism, we will link academic inquiry to cultural and political critique.

Students will play a part in determining what “texts” we study in this class, which can include literary works, television/films, video/role playing games, and other forms of medievalism.

E630A.001 Special Topics in Literature: Area Studies – Multiethnic US Modernisms

3 Credits

Leif Sorensen

4:00-6:00pm F

This course asks what US modernism looks like when the work of African American, Afro-Caribbean, Indigenous, Asian American, and Latinx writers is at the center and not the periphery. After a brief orientation in critical approaches to modernism in the US and discussion of a couple of canonical landmarks we will turn our attention to works by Claude McKay, Nella Larsen, Langston Hughes, Zora Neale Hurston, Younghill Kang, Sui Sin Far, Jose Garcia Villa, D'Arcy McNickle, John Joseph Mathews, Ella Deloria, Américo Paredes, and Jovita Gonzalez. Students will write a series of short analytical essays, facilitate discussion, and develop a final project by completing a scaffolded series of assignments (project proposal, annotated bibliography, final draft).

E632.001 Critical Content Analysis of Children's and Young Adult Literature

3 Credits

Rosa Nam

5:00-7:50pm M

Description: This course is open to students from all programs and interests. Local teachers are also welcome and encouraged to join. We will explore the foundations of critical content analysis as a research method. This approach moves beyond traditional content analyses and uses a critical lens to explore the dynamics of power in texts. Using mentor texts, students will work collaboratively in groups to conduct their own critical content analysis of contemporary diverse children's or young adult literature for a topic of their choosing and write a journal article that they can choose to submit for publication.

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

3 Credits

Fabiola Ehlers-Zavala

12:30-1:45pm TR

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

This course's primary audience is graduate students in the TEFL/TESL program, but other graduate students who are in Rhetoric/Composition and English Education, in particular, are welcome. Opportunities for tailoring some of the contents to their specific interests / professional needs will be provided.

Prerequisites for Course

Grad student in TEFL/TESL or instructor's consent

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

3 Credits

Anthony Becker

4:00-5:15pm MW

This course prepares language teaching professionals with the knowledge and skills they need to design, implement, and utilize language assessments that are reliable, valid, and fair. Specifically, the course familiarizes students with the fundamental concepts and principles underlying the language assessment of second/foreign language learners (e.g., reliability, validity, authenticity, impact, interactiveness, practicality) and it engages students in the planning and construction of both traditional (e.g., tests, quizzes, essays, etc.) and alternative language assessments (e.g., portfolios, role plays, journals, etc.). Furthermore, the course develops students' ability to analyze and interpret assessment results (both quantitative and qualitative), for the purposes of guiding instruction and improving language program effectiveness. Finally, the course invites students to investigate the ways in which assessment results can be used to account for and evaluate student performance, as well as improve language teaching practices. Any graduate student interested in language and assessment is invited to take this class.

Guideline and Policies for Registration

For Undergraduate Colorado Residents: College Opportunity Fund

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

To reduce your undergraduate tuition bill:

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

In the past, the State of Colorado gave money directly to colleges and universities. Now, the state gives the money to the colleges/universities in the form of stipends to registered students. But it still gives the money directly to the colleges/universities, not to the students. The stipend amount is calculated at \$104 per semester credit hour for undergraduate students who are eligible for in-state tuition and who apply, are admitted, and enrolled at a state or participating private institution of higher education. The college you are attending will only receive the funding if you authorize use of the stipend for a given term. You will see the stipend appear as a credit on your tuition bill.

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

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

It takes about one minute to apply for your stipend online at CSU's Web page:

<http://sfs.colostate.edu/cof>

Late Registration Fee Policy

Reasons to register early:

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

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

Class Schedule and Registration

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

Note: You **MUST** meet with your advisor/mentor or

Academic Support Coordinator in order to get your advising code. The staff in the English department office cannot and will not give undergraduate students advising codes. Only Advisors/ASCs can provide these.

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

Registration options are bulleted on the left.

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

Also from your personal homepage, you can print your weekly class schedule; access tuition, billing, and financial aid information; view your academic records, SAT/ACT scores, Directed Self Placement Survey Scores, Composition Placement Essay results, and student job listings; and use WebCT and WebMail. Other links allow you to make changes to your e-mail address, phone, home address, etc. **Please**

WAITLISTS IN ARIES

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

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

NOTICE: ENROLLMENT RESTRICTIONS FOR SPRING 2023

Restrictions will be placed on registration for the following:

- **E240**– English Majors only until Nov. 11. Then open to all majors.
- **E270, E276, E277**– English Majors only until Nov. 11. Then open to all majors.
- **E311A, B** – English Majors and Minors only until Nov. 11. Then open to all students except Freshmen.

- **E341** – English Majors and Minors until Nov 11. Then open to all students except Freshmen.
- **CO300**– No Freshmen or Graduate students allowed
- **CO301 A & C**
 - 1) Seniors and Juniors only until Nov. 5.
 - 2) Then open to Sophomores.
 - 3) Not open to Freshmen.
- **CO301B**
 - 1) Science Majors Only.
 - 2) Seniors and Juniors only until Nov. 5
 - 3) Then open to Sophomores.
 - 4) Not open to Freshmen.
- **CO301D** – English Education and Teacher Licensure Speech concentrations only. **No Freshmen allowed.**
- **E401 & 402**
 - 1) Post-Bachelor and Senior Teacher Licensure-Speech majors and English Education concentrations only until Nov. 4.
 - 2) Then Junior Teacher Licensure-Speech majors and English Education concentrations until Nov. 11.
 - 3) Then open to all Teacher Licensure-Speech majors and English Education concentration students except Freshmen.
- **E405 Adolescents’ Literature**
English Majors and Minors only until November 11. Then open to all students except Freshmen.
- **E412A, B, C Creative Writing Workshop**
 - 1) Senior English Majors until Nov. 4.
 - 2) Junior English Majors until Nov. 11.
 - 3) Then open to all students except Freshmen.
- **E465.001 Topics in Literature and Language – E465.002 Topics in Literature and Language**–1) Senior English Majors until Nov. 4.
2) Junior English Majors until Nov. 11.
3) Then open to all students except Freshmen.

HAVING TROUBLE?

English majors who cannot get into a required course (E240, E270, E276, E277, E341, E343, CO300, CO301A, C and D) should contact Professor Dan Beachy-Quick (Eddy Building, Room 343). **Please do not wait until the last minute.**

- **E384A – Supervised College Teaching**
Students who plan to register for E 384A for Spring 2023 should make arrangements as soon as possible this semester. **You must be registered for this course by the time the semester begins.** An application form is available at the English Office, Eddy Building, Room 359, or via email english@colostate.edu

- **E495 – Independent Study**
Students who plan to register for E 495 for Spring 2023 should fill out the required form, get the necessary signatures, and submit the completed application forms to the English Office or via email english@colostate.edu before the end of the Fall 2020 semester.

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

INTERNSHIPS

The English department offers for-credit internships to both graduate and undergraduate students. Internships are available in several areas, including literary publishing, arts administration, and teaching. To see if you qualify, please contact Karen Montgomery Moore, Internship Coordinator, at 491-3438 or e-mail her at - karen.montgomery_moore@colostate.edu.

College of Liberal Arts Career Counselors

The College of Liberal Arts has career counselors who are happy to meet with English majors. Students need to call the Career Center

at 491-5707 to schedule an appointment with one of the CLA career counselors.

Capstone Requirement for English Majors

All students must take a capstone course (E465) to fulfill AUCC and English degree requirements. Ideally, students take their capstone course in their final year after having completed all prerequisites. In Spring 2023, the courses offered that fulfill the Capstone requirement are **E465.001**.

SPRING 2023 Capstone and Category 1-4 Courses

Capstone Courses: E465.001 – Topics in Literature and Language – Reading and Creating YA Novels: Using a Practitioner’s Approach to Explore Narrative Theories and Forms

(TR 11:00-12:15pm Todd Mitchell).

Category 1: E330.001 Gender in World Literature (TR 3:30-4:45pm Aparna Gollapudi) E344.001 – Shakespeare (MWF 12:00-12:50 Barbara Sebek), E407.001 -Genre Bending (MWF 1:00-1:50pm Barbara Sebek) E425.001- Restoration and Eighteenth-Century Literature (TR 2:00-3:15pm Aparna Gollapudi).

Category 2: E339.001- Literature of the Earth (TR 2:00-3:15pm Lynn Badia), E441.001 American Prose since 1900: Writing Identities (MWF 10:00-10:50am Leif Sorensen). E465.001 – Topics in Literature and Language – Reading and Creating YA Novels: Using a Practitioner’s Approach to Explore Narrative Theories and Forms (TR 11:00-12:15pm Todd Mitchell).

Category 3: E333.001 Critical Studies of Popular Texts: "Defective" Detective Fiction (MWF 12:00-12:50pm Gerald Delahunty) E339.001- Literature of the Earth (TR 2:00-3:15pm Lynn Badia), E441.001 American Prose since 1900: Writing Identities (MWF 10:00-10:50am Leif Sorensen).

Category 4: E344.001 – Shakespeare (12:00-12:50pm Barbara Sebek), E407.001 Genre

Bending (MWF 1:00-1:50pm Barbara Sebek), E465.001 – Topics in Literature and Language – Reading and Creating YA Novels: Using a Practitioner’s Approach to Explore Narrative Theories and Forms (TR 11:00-12:15pm Todd Mitchell).

Upper-Division Word Literature Course– E330.001 Gender in World Literature (TR 3:30-4:45pm Aparna Gollapudi).

Composition Placement Procedures

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

Creative and Performing Arts Awards

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

Room, 359, in early September, with a submission deadline of usually the second week of October.

Outstanding Literary Essay Awards

The department's Literature Program announces the 17th Outstanding Literary Essay Awards contest, which recognize outstanding critical writing and interpretive work in literary studies. Applicants must fit one of the categories below:

- (1) registered graduate student in the English department
- (2) writer should be an English major or an English minor.
- (3) The Essay should be written for a course taken in the English Department

Awards of \$100 for first place, \$50 for second place, and \$25 for third place will be offered at both the graduate and undergraduate level. Winners will be honored at the English department Awards reception on April 17, 2023, from 4-6p.m. in the LSC Ballroom 350A.

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

Submission deadline is Monday, March 27, 2023, at 11:59 p.m. Please email Aparna.Gollapudi@colostate.edu

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

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

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

REGISTRATION FOR:

E 694.001 – TEFL/TESL–Portfolio

E 695.001 - Independent Study

E 698.001 – Research Project

E 699 - Thesis

Apply early in order to register for these classes. Please contact Emily Dailey at Emily.Dailey@colostate.edu for required form. To complete the form, provide: a description of the subject of the study/portfolio/project/thesis; a brief outline of the work to be done; your signature, the signature(s) of your instructor and/or Advisor. Note that the thesis application requires the signatures of all committee members. Email the completed form(s) to Emily for review by the Graduate Coordinator. Once the Graduate Coordinator signs your application, Emily will enter an override and e-mail you with the CRN so that you can register for the course.

