

RAMBLER

The Newsletter for English Majors
Volume 38, Number 2, October 13, 2023

English Department
ADVISING AND MENTORING
Fall 2023

Academic Support Coordinators (ASCs)

Pre-Registration Advising Information for Spring 2024

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 2024 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 2024 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 2024

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

Graduates	October 23
Seniors	October 24
Juniors	October 27
Sophomores	November 3
Continuing	November 10
New Students	November 20

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 2024, you are required, as part of the University-mandated outcomes assessment program, to take a short SENIOR SURVEY link:
<https://forms.gle/f1xeECB4Go5UhovG9>

English Department minors pages 3-5
Course offerings for Spring 2024 on pages 6-18
Guidelines and Policies for Registration on pages 19-22
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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 Camille Dungy, Director of Creative Writing: camille.dungy@colostate.edu or english@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 2024 Course Descriptions

The following is a list of new and special topic courses only. For other undergraduate and graduate courses, see the online Spring 2024 Class Schedule through RAMweb.

Special Topic Courses

E202.001 Language Use in Society

3 Credits

Luciana Marques

9:00-9:50am MWF

We use language every day, in virtually every aspect of our lives. Language is an integral part of our social interactions, as it simultaneously draws from and shapes how we see ourselves and others in our communities. In this course, you will be introduced to the relationship between language and society, examining language patterns used in various speech communities and how these patterns can help to shed light on important social issues. As a survey course, we will start with a brief overview of sociolinguistics as a sub-field of linguistics, and then more closely examine how the English language nowadays varies according to different social factors, including (but not limited to): place, ethnicity, age, social class, and native language. Drawing on a variety of theories and research methodologies, this course will explore questions such as: How is meaning worked out during social interactions? To what extent does spoken language differ across certain groups of English language speakers (e.g., male vs. female, old vs. young, more vs. less educated)? How are certain spoken and written features of the English language distributed geographically? How do innovations in words and slang spread in youth language? This course is intended for undergraduate students interested in surveying the study of language use in society within the field of linguistics.

E204.001 Creative Writing as Transformative Practice

3 Credits

Harrison Fletcher

2:00-3:15pm TR

A hands-on studio course exploring such alternative storytelling approaches as hermit crabs, flash forms, erasures, lyric essays, and image-text poems. Engage and develop the many ways that creative writing methodologies can change both the self and the world.

E206 Language for Activist Rhetoric & Writing

3 Credit

Lisa Langstraat

2:00-2:50pm MWF

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 change, and encouraged social justice. We'll examine a variety of genres of activist writing—fiction, memoir, activist posters, manifestos, 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.

E301.001 Framing Text & Critical Theory in Equity

3 Credits

Rosa Nam

10:00-10:50am MWF

This course explores the ways in which literary critical theories and approaches can be used to frame texts and rethink pedagogy for secondary education. Students will apply lenses for understanding young adult texts and centering equity in education. All majors welcome.

E327.001 Syntax and Semantics

3 Credits

Luciana Marques

11:00-11:50am MWF

E327 introduces the linguistic study of sentences and meaning in natural languages. You will learn the concepts, terminology, and analytic skills needed to describe grammatical structures, and perform basic syntactic and semantic analysis. Syntax is the study of sentence structure and grammatical relations, such as subjects and objects. Semantics is the study of meaning relationships at the lexical, such as antonyms and synonyms, and at the sentence level. E327 focuses on the syntax and semantics of English, though examples from other languages might be used to illustrate relevant linguistic phenomena. The course will focus on topics in English syntax and semantics in ways that are relevant to students who are interested in (English) linguistics and to those interested in teaching English as a second or foreign language (TESL/TEFL).

E331.001 Early Women Writers

3 Credits

Aparna Gollapudi

3:30-4:45pm TR

In *A Room of One's Own*, Virginia Woolf says in rather memorable hyperbole: "All women together ought to let flowers fall upon the tomb of Aphra Behn.... It is she--shady and amorous as she was--who makes it not quite fantastic for me to say to you tonight: Earn five hundred a year by your wits." Aphra Behn, the first professional female writer who made her living primarily by her literary endeavors is at the head of a long line of eighteenth-century women writers who competed with male authors and amongst themselves

in a burgeoning print market. This course studies British women writers of the long eighteenth century (1660-1800), tracing the emergence of professional women writers, the markets they came to dominate, the authorial personas they crafted, and the ideological contexts they negotiated in their writings. Poetry, fiction, drama, and feminist ‘manifestoes’ by eighteenth-century women writers will be contextualized within modern critical discourses that theorize and historicize women’s writings from the period.

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

E339.001 Literature of the Earth

3 Credits

Camille Dungy

12:30-1:45pm TR

How are contemporary American writers writing about the land? What does it mean to engage with diverse communities of people as we write and read about the Greater than Human World? In this class we will read essays, short stories, and poems that consider what it means to live on Earth. Climate change, resource extraction, environmental justice, environmental stewardship, connections between human and nonhuman animals, the history of our place on the Earth, and the pleasure we take from the wild world: all these and more are topics we will consider. You’ll be both reading and writing this semester, as we interrogate assumptions about who can write about the Earth and how and why. Look forward to opportunities to speak directly with practitioners of contemporary environmental writing as you learn more about what it means to construct literature of the Earth.

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

E350.001 The Gothic in Literature and Film

3 Credits

Philip Tsang

9:00-9:50am MWF – Online synchronous

Mystery, fear, haunting, evil forces, supernatural events: these are some of the defining elements of the Gothic, one of the most popular and enduring genres in Western literature. In this course, we will ask why writers from the eighteenth century onward would turn to the Gothic to explore larger social and political issues. We will begin with William Godwin’s *Caleb Williams* and his daughter Mary Shelley’s *Frankenstein*. Then, we will trace the transformation of Gothic conventions in nineteenth-century British and American fiction by looking at Charlotte Brontë’s *Villette*, Herman Melville’s *Pierre*, and one of the most iconic novels of all time, Bram Stoker’s *Dracula*. Finally, we will read two twentieth-century variants of the Gothic: William Faulkner’s *Absalom, Absalom!* and Juan Rulfo’s *Pedro Páramo*. In addition, we will watch some classic Gothic films such as Alfred Hitchcock’s *Rebecca*, Andrzej Żuławski’s *Possession*, Guillermo del Toro’s *Pan’s Labyrinth*, among others; as well as David Lynch’s TV series *Twin Peaks*

This course fulfills a Category 2, 3 or 4 elective requirement for English majors.

E371.001 British Literature in Cultural Contexts – The Middle Ages AFTER the Middle Ages

3 Credits

Lynn Shutters

9:30-10:45am TR

We will study how British authors and societies re-imagined the Middle Ages AFTER the Middle Ages were over. From the 1500s onward, British cultures looked back on the medieval past and reimagined it to various aesthetic, cultural, and political ends. Sometimes, the Middle Ages were positioned as the barbaric past from which a glorious British Empire arose. Alternatively, the Middle Ages served as the source of "English" identity: think King Henry V and King Arthur. Finally, the idea of the medieval also creates space for identities not always embraced by mainstream British culture, including queer and non-white identities. To understand the long history of British medievalism*, we will study key canonical authors who reimagined the medieval, including Shakespeare, Keats, and Tennyson, as well as medieval re-imaginings of more contemporary authors, including J.R.R. Tolkien, Kazuo Ishiguro, Nicola Griffith, and Patience Agbabi. We will also study films, including Monty Python's *Holy Grail* and David Lowery's *The Green Knight*. In sum, we will delve into the profound role of medieval re-imaginings in the shaping of British culture. Please note: knowledge of the British Middle Ages IS NOT a prerequisite for this class. *medievalism: term for the reimagining of the Middle Ages after the Middle Ages are over.

This course fulfills a Category 1 or 2 elective requirement for English majors.

E406.001 Topics in Literacy

3 Credits

Kelly Bradbury

9:30-10:45am TR

At a time when the invasion of A.I. has us asking ourselves *What role does writing play in our intellectual development?*, *What do we lose and gain from adding tools such as ChatGPT to our literacy practices?*, and *What are the fates of individual and collective literacy?*, we will look to the present AND to the past to understand the evolution of literacy and its relationship to learning, to power, and to (in)equity. We will question to what extent literacy has been liberatory and to what extent it has been oppressive. We will examine past and present literacy myths and their consequences. And, we will explore what our own literacy practices have made accessible or inaccessible to us and to those around us.

E433.001 Literatures of the American West

3 Credits

Matthew Cooperman

2:00-3:15pm TR

What is the American West? Where is it? When? Do we still live in the American West or is that term more accurately applied to *Gunsmoke* and spaghetti westerns? There's something mythic about the West, something heroic and solitary and innocent. Something *democratic*. So too, something radical, illicit, savage, *outlaw*. It's a moving target, fugitive in its wandering. Yet the ambiguities surrounding our

definitions have shaped our national character, our sense of democracy and our institutions. In this course we will explore our various experiences and conceptions of the American West. We will do so by examining a range of sources and types of literature, from novels to histories to poetries to movies. We will also explore its material history—the horse, the pistol, water, barbed wire—the implements and elements by which its space was “won.”

Possible Texts: ^[L]_[SEP] Willa Cather, *Death Comes for the Archbishop*; Wallace Stegner, *Angle of Repose*; Cormac McCarthy, *Blood Meridian*; Terry Tempest Williams', *Refuge*; Leslie Marmon Silko, *Ceremony*; Gretel Ehrlich, *The Solace of Open Spaces*.

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

E455.001 European Literature after 1900

3 Credits

Paul Trembath

9:00-9:50am MWF

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

E460.001 Chaucer

3 Credits

William Marvin

10:00-10:50am MWF

Geoffrey Chaucer (c.1343-1400) is the earliest canonical English poet whose life we know something about. Here be 5 reasons to keep reading his works today. (1) Language. Chaucer wrote in the 14th-century dialect of English that would evolve into modern Standard English. For this reason, his work is accessible today without too much trouble. (2) Writing. Chaucer had a day job but for the love of poetry he read and experimented and reflected about reading and writing. He did so as an amateur and dedicated his work to new kinds of secular fiction. (3) Rhetoric. Being mostly self-taught, Chaucer read the school-books so as to qualify himself in the tropes and colors of classical tradition. He was the first to render many of them in English. (4) Literature. Chaucer rejected most all the poetic traditions of England and set his sights on France, Italy, and classical antiquity—i.e., on master-poets of the Mediterranean. The excellence with which he did this had a sharp and lasting impact on the history of English literature. Chaucer has always been readable, and every poet of marque has read him. (5) Future English teachers will appreciate that Chaucer's most teachable stories are filthy and funny in equal measure. Because of Chaucer, “farting like a horse” became the kind of thing that canonical poets and professors might consider a topic to ponder.

We shall read as much as we can of *The Tales of Canterbury*, and other poems chosen by the class. There will be some in-class exams and an essay to write.

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

E465.001 Topics in Literature and Language-Wonder & Wander: Research and Investigation in Creative Writing

3 Credits

Joanna Doxey

1:00-1:50pm MWF

What qualifies research within creative thought and poetic expression? What processes of science can be used in the literary arts and how can observational processes can be seen as valid both in writing and in scientific discovery? In this capstone, we'll discuss how writers' singular topics can be exponentially expansive and reveal new truths and tendrils of knowledge, how research guides writing often leading to new personal and global discoveries. This exploration will be deeply immersed in the question of research and what qualifies as research in the creative and writing mind, as students are empowered to engage in their own personalized research projects. Through literary and interdisciplinary examples, we will examine how this research and imaginative explorations can offer new perspectives and insight into climate crises, landscape & home, social inequities, and our own collective humanity – all in wonder! The hope, too, is to decenter disciplinary authoritative structures and open up possibility for new literary and artistic discoveries. This is not a methods class, but rather an investigation of the personal as valid information, extending the personal deep investigation and surveying various models of this creative wonder and generative wander.

Our readings will be largely poetic, hybrid genre, lyric essay, and creative nonfiction, though there will be opportunities for students to engage in researched-fiction for their own writings. Some writers and interdisciplinary artists we may explore are: Jen Bervin, Allison Cobb, Kazim Ali, Robin Wall Kimmerer, CD Wright, among others who often have research notes, annotated bibliographies, interviews, and behind-the-scenes into their research.

As we look towards our literary and artistic models, students will also be asked to delve into research and examine their own process in the creation of a research-based creative writing portfolio or a literary inquiry into a topic & obsession of their choice.

This can count as a category 2 or 3 class for English education students or for literature or creative writing students who have already taken a capstone.

E470 Individual Author – Octavia Butler

3 Credits

Leif Sorensen

3:00-3:50pm MWF

Description: A study of the major works and enduring cultural influence of the pathbreaking African American speculative fiction writer, Octavia Butler. We will not try to cover all of Butler's published fiction, but will sample the major works of each period of her career (Kindred and the Patternist series from her early career in the late 70s and early 80s, the Xenogenesis/Lilith's Brood books of the mid nineties, and her Parable books from the end of her career). We will also discuss adaptations of her works into graphic novels and streaming media and examine speculative anthologies that directly seek to continue her legacy after her untimely death in 2006 at the age of 58. Our discussions will also be informed by the

growing body of scholarship on her work which includes work in critical race studies, science and technology studies, and ecocriticism in addition to work in science fiction studies and analysis of popular culture.

This course fulfills a Category 2, 3, or 4 elective requirement for English majors.

Graduate Courses

E515.001 – Syntax for -ESL/EFL

3 Credits

Luciana Marques

1:00-3:50pm M

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

In E515, you will understand linguistic concepts in ESL/EFL pedagogical materials and in SLA research; you will become familiar with variant terminology; you will become proficient in basic linguistic analysis and its application to learner data. The course will focus on topics in English syntax and relevant morphology, but comparative/contrastive data from other languages will be introduced, especially from those languages whose native speakers our graduates are most likely to teach or are spoken by students in the class. The topics are selected so as to maximize the overlap with the topics, constructions, and terminology current in the major ESL/EFL grammar texts.

E527.001 Theories of Foreign/Second Language Learning

3 Credits

Tatiana Nekrasova-Beker

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. Students 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/Theories: Writing Studies

3 Credits

Doug Cloud

9:00-11:50am F

This course introduces research methods used in English to study the creation, circulation, and reception of discourse, in both classroom and public spaces. Students will craft research questions, learn information-gathering techniques (such as critical incident interviewing), and begin to collect sources and data for their own projects. We will also comment on early drafts of published scholars' work. Traditions covered include discourse analysis, rhetorical analysis, ethnographic methods, and many others. Students from all programs welcome.

E605.001 Critical Studies in Reading and Writing- Writing Studies, Neoliberalism and Affective Interventions

3 Credits

Lisa Langstraat

9:00-11:50am W

Over the last decade we've seen a proliferation of research about the impact of neoliberalism—the economic and political ideology which postulates that human well-being is best achieved by deregulating labor and financial markets, privatizing social services, and reducing (especially through austerity measures) governmental economic controls.

This course addresses this research, particularly in light of neoliberalism's impact on our personal and professional lives as writers and teacher-theorists of writing. We will examine claims that writing curricula have become ever more susceptible to neoliberal mandates; that our emotional lives have been colonized by neoliberal schema; that efforts toward inclusivity and social justice are truncated under neoliberal policy and practices. Moreover, we will engage a variety of interventionist practices—including, among other approaches, memoir writing, speculative discourse, and curricular design--to address the effects of neoliberalism on our working and private lives.

E615.001 Reading Literature: Recent Theories

3 Credits

Leif Sorensen

5:00-7:50pm W

This course will introduce you to foundations of contemporary literary theory and then offer a survey of methods and approaches that are particularly vibrant at the moment. By reading theoretical texts in conjunction with different kinds of texts, we will illuminate how these theoretical stances can produce various interpretations of a range of cultural artifacts. The foundational movements covered will include New Criticism, Marxism, Structuralism and Post-Structuralism, and Critical Race Studies, Postcolonialism, and Gender Studies. Recent movements covered will include trans* studies, new materialisms, environmental humanities, and Afropessimism. The goal will be to help students reflect on histories of reading and interpretation as they develop their own methods for approaching textual analysis.

E630A.001 Special Topics in Literature: Area Studies: Ambition, Submission, and Pleasure in English Renaissance Literature

3 Credits

Barbara Sebek

11:00-12:15pm TR

Sixteenth- and seventeenth-century culture offers a complex array of competing and overlapping forms of ambition: spiritual, social, sexual, political, military, economic, and intellectual. An emergent literary and global marketplace that fosters transgression of established hierarchies jostles against received notions of submission and hierarchy. The texts we will study are shot through with fantasies of upward mobility, efforts to envisage the complex interplay between submission and freedom, and a recognition (by turns uneasy, horrified, and ecstatic) of the tenuousness of supposedly natural hierarchies and the social and sexual identities formed by them. We will study figures as diverse as the speaker of Donne's Holy Sonnet 10 who effusively calls to be battered and ravished; Milton's Satan and Marlowe's ruthless conqueror Tamburlaine whose bald attempts at conquest evoke both outrage and thrill; and the figures of Salome, Graphina, Mariam, Lady Macbeth, and the Duchess of Malfi, who articulate or reinforce the most repressive form of the ideology of female submission even as they staunchly insist on women's desire or rule.

We will read a selection of John Donne's elegies and holy sonnets, excerpts from John Milton's epic *Paradise Lost* and his prose treatise "Areopagitica," and five or six plays by various dramatists (Shakespeare, Marlowe, Caryl Chesson, Webster, Dekker). Students will keep a reading journal, take two short exams, and develop their own topic for the final project. These projects may be tailored to suit individual interests and graduate concentration (critical, creative, pedagogical, rhetorical, or a combination).

The course fulfills the pre-twentieth century requirement for Masters programs with this requirement.

E630B.001 Special Topics in Literature: The Slave Narrative and Neo-Slave Narrative

3 Credits

Zach Hutchins

9:30-10:45am TR

The slave narrative is a genre peculiar to the Americas, a textual form which interrogates the dilemma of a colonial project imagined as an experiment in liberty that was, paradoxically, predicated on the subjugation and bondage of others. This class investigates the genre as it developed over the course of centuries, through oral tradition and the documentation of amanuenses to the fictionalization of chattel slavery experience in what are sometimes referred to as neo-slave narratives. In confronting both famous (Sally Hemings; Frederick Douglass; Toni Morrison; Colson Whitehead) and obscure names and narratives and novels, students will come to terms with the legacy of slavery's perversities—its brutal violence and sexual abuse as well as more subtle emotional and spiritual traumas. In doing so, students will be invited to participate in the work of rememory by acknowledging our latent, abiding connection to the past as well as our present enmeshment in systems of oppression derived from slavery.

E632.001 Professional Concerns in English -Critiquing, Reframing, and Enacting Mindfulness Practices in Pursuit of Educational Justice

3 Credits

Cindy O'Donnell-Allen

5:00-7:50pm M

In case you haven't noticed, mindfulness has gone mainstream. Self-help texts, meditation apps, and advertisements underscore the benefits of "intentional living," "being present," and "self-care" for the individual ensnared in a busy world. A simple internet search reveals descriptions of mindfulness practices that can reduce dental anxiety, calm children at bedtime, enhance athletic performance, and even increase one's enjoyment of chocolate!

However, the popularization, trivialization, and monetization of mindfulness and mindfulness practices often colonize and co-opt the rich contemplative traditions in which they are historically embedded by centering whiteness and focusing excessively on the individual. Although mindfulness programs are on the rise in schools and other educational contexts, they, too, may reflect white supremacist views that disregard the identities and life conditions of historically marginalized students and the educators who work with them.

Thus in this course, we will trouble a view of mindfulness as encapsulated by an almost exclusive and optimistic focus on the "self." Rather, we will emphasize the reciprocal relationship that exists between one's "selves" and one's communities, as these are situated in an increasingly diverse and decidedly more complicated world, including educational settings. The course will be grounded in texts informed by classic, contemplative traditions of mindfulness; critical literacy theory and culturally sustaining pedagogies; mindfulness-based teaching; neuroscience and neurodecolonization; and expressive writing.

Collectively, we will identify, analyze, and employ the literacies associated with mindfulness and sustainable teaching, with an explicit focus on working intentionally toward educational justice. As such, this course will be relevant for students across program areas who are interested in the historicization of mindfulness traditions and practices; the critique and reframing of mainstream views of mindfulness that center whiteness; embodiment practices and engaged mindfulness; and the use of critical literacy pedagogies aimed at building a more just, equitable, and peaceful world.

For English Education students, this course fulfills the E632 requirement.

634.001 – Special Topics in TESL/TEFL: Issues in Second Language Pronunciation

3 Credits

Luciana Marques

1:00-3:50pm W

E634 expands theoretical and pedagogical approaches to the study of second language phonetics/phonology and pronunciation. The class's ultimate purpose is to develop theoretically informed lessons to teach pronunciation to students of English as a Second/Foreign Language (ESL/EFL). In this class, you will review the phonological system of English, strengthen your transcription and acoustic analysis skills for examining and evaluating ESL/EFL learners' phonological knowledge and how it compares to their respective L1. You will become familiar with theoretical issues in second language phonology and pronunciation teaching. You will develop a lesson/set of lessons that can be applied in the ESL/EFL classroom to aid in the acquisition of an English phonological feature of your choice based on common pronunciation issues found in second language (L2) English speakers. The specific phonological feature to be studied will vary. You will gain hands-on experience developing lessons to teach pronunciation and aid in acquisition of English phonology.

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

3 Credits

Anthony Becker

1:00-3:50pm F

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.

E643.001 Special Topics in Literary Craft: Writing in Hybrid

3 Credits

Andrew Altschul

2:00-3:15pm TR

“Genres are not to be mixed,” wrote Jacques Derrida, “I will not mix genres” – before going on to demolish the idea of genre. Writing that bends or transcends genre represents some of the most exciting work in contemporary literature, while authors like Maggie Nelson, David Shields, and Geoff Dyer have written about the expanded horizons of meaning made possible by hybridization. In this seminar, we will read groundbreaking hybrid works; authors may include Nelson, Anne Carson, Sarah Shun-lien Bynum,

Darcie Dennigan, Claudia Rankine, William Carlos Williams, Carole Maso, and others. Discussions will also cover “genre politics” – the policing of traditional genres by the publishing industry and academia. Students will write short papers, produce imitative creative pieces, and develop a final project that boldly goes where no writer has gone before.

E644.001 Creative Science Writing

3 Credits

Erika Szymanski

9:00-11:50am M

This course will approach science writing for diverse audiences as a simultaneously creative and strategic endeavor, through principles that unite genres from the conference abstract and journal article to the newspaper op-ed, the personal research narrative, and the creative non-fiction story. Students will 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.

This course is intensively reading-, conversation-, and writing-based. We will practice communicating across differences in expertise, writing for multiple audiences, and writing about research beyond your comfort zone. 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 and consistent effort to reading, writing, workshopping, and revising throughout the semester, and to submit at least one revised piece for publication.

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 \$116 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 2024

Restrictions will be placed on registration for the following:

- **E240**– English Majors only until Nov. 10. Then open to all majors.
- **E270, E276, E277**– English Majors only until Nov. 10. Then open to all majors.
- **E311A, B & C** – Prerequisite: E 210 with grade of B- or better. Must register for lecture and recitation. Sections may be offered online. Not open to Freshmen.

- **E341** – English Majors and Minors until Nov 10. Then open to all students except Freshmen.
- **CO300**– No Freshmen or Graduate students allowed.
- **CO301 A & C**
 - 1) Seniors and Juniors only until Nov. 3.
 - 2) Then open to Sophomores.
 - 3) Not open to Freshmen.
- **CO301B**
 - 1) Science Majors Only.
 - 2) Seniors and Juniors only until Nov. 3
 - 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. 3.
 - 2) Then Junior Teacher Licensure-Speech majors and English Education concentrations until Nov. 10.
 - 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 10. Then open to all students except Freshmen.
- **E412A, B, C Creative Writing Workshop**
 - 1) Senior English Majors until Nov. 3.
 - 2) Junior English Majors until Nov. 10.
 - 3) Then open to all students except Freshmen.
- **E465.001 Topics in Literature and Language** –1) Senior English Majors until Nov. 3.
2) Junior English Majors until Nov. 10.
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 2024 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 2024 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, 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 2024, the courses offered that fulfill the Capstone requirement are **E465.001**.

SPRING 2024 Capstone and Category 1-4 Courses

Capstone Courses: **E465.001 – Topics in Literature and Language – Wonder and Wander: Research and Investigation in Creative Writing** (1:00-1:50pm MWF Joanna Doxey)

Category 1: **E331.001 Early Women Writers** (3:30-4:45pm TR Aparna Gollapudi), **E344.001 – Shakespeare** (2:00-3:15pm TR Barbara Sebek), **E371.001 British Literature in Cultural Contexts- The Middle Ages AFTER the Middle Ages** (9:30-10:45am TR Lynn Shutters) **E460.001 Chaucer** (10:00-10:50am MFW William Marvin)

Category 2: **E339.001 Literature of the Earth** (12:30-1:45pm TR Camille Dungy), **E350.001 The Gothic in Literature and Film** (9:00-10:50am MWF – Online Synchronous Philip Tsang) **E371.001 British Literature in Cultural Contexts- The Middle Ages AFTER the Middle Ages** (9:30-10:45am TR Lynn Shutters) **E433.001 Literatures of the American West** (2:00-3:15pm Matthew Cooperman), **E455.001 European Literature after 1900** (9:00-9:50am Paul Trembath), **E465.001 – Topics in Literature and Language – Wonder and Wander: Research and Investigation in Creative Writing** (1:00-1:50pm MWF Joanna Doxey), **E470.001 Individual Author- Octavia Butler** 3:00-3:50pm MWF Leif Sorensen)

Category 3: **E331.001 Early Women Writers** (3:30-4:45pm TR Aparna Gollapudi), **E339.001 Literature of the Earth** (12:30-1:45pm TR

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Category 4: **E344.001 – Shakespeare** (2:00-3:15pm TR Barbara Sebek), **E350.001 The Gothic in Literature and Film** (9:00-10:50am MWF – Online Synchronous Philip Tsang), **E460.001 Chaucer** (10:00-10:50am MFW William Marvin), **E470.001 Individual Author- Octavia Butler** 3:00-3:50pm MWF Leif Sorensen)

Upper-Division Word Literature Course–
E455.001 European Literature after 1900 (9:00-9:50am Paul Trembath)

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 usually the second week of October.

Outstanding Literary Essay Awards

The department's Literature Program announces the 18th Outstanding Literary Essay Awards contest, which recognizes 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 15, 2024, 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 18, 2024, 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.