

RAMBLER

The Newsletter for English Majors
Volume 39, Number 2, October 18, 2024

English Department
ADVISING AND MENTORING
Fall 2024

Academic Support Coordinators (ASCs)

Pre-Registration Advising Information for Spring 2025

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 2025 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 2025 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 2025

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

Graduates	October 25
Seniors	October 29
Juniors	November 1
Sophomores	November 8
Continuing	November 15
New Students	December 2

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 2025, you are required, as part of the University-mandated outcomes assessment program, to take a short SENIOR SURVEY link:
<https://forms.gle/f1xeECB4Go5UhovG9>

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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 2025 Course Descriptions

The following is a list of new and special topic courses only. For other undergraduate and graduate courses, see the online Spring 2025 Class Schedule through RAMweb.

Special Topic Courses

E200.001 Inquiry-Based Teaching and Communication

3 Credits

Cindy O'Donnell-Allen

11:00-12:15pm TR

How can learning spaces be intentionally designed with inquiry and equity in mind? In this course, you will conduct research on real-world educational issues that you care deeply about. By harnessing communication practices, such as dialogue, deliberation, and collaboration, you will learn how to advocate for transformative educational experiences for all students that lead to justice-oriented changes in schools and the wider world. All majors welcome. *For English Education majors, this course satisfies the state requirement for oral communication.*

E202.001 – Language Use in Society

3 Credits

Luciana Marques

1:00-1:50pm MWF

Language is a hallmark of human cognition and the essential mode of human communication. However, language is also a means of social identity expression and a target for social attitudes. Focusing on English in the US and around the world, you will study the aspects of language that mark such identities and attitudes.

E206.001 Language for Activist Rhetoric and Writing

3 Credits

Sarah Cooper

2:00-2:50pm MWF

In this course we will explore the role of rhetoric in social movements by analyzing foundation texts in social movements and rhetorical scholarship that examines the language of social change.

E237.001 Intro to Science Fiction

3 Credits

Lynn Badia

2:00-2:50pm MWF

How do we imagine the future in literary texts? From post-apocalyptic landscapes to the alternative worlds of Indigenous futurism, we will analyze a range of speculative realities offered to us in science fiction. This course explores the history of the science fiction genre and the topics that continually animate it, including utopia/dystopia/heterotopia, artificial intelligence, genetic engineering, and resource wars. We will examine science and speculative fiction through a range of media (novels, films, short stories, manifestoes, etc.) and think critically about the questions it poses concerning science, community, ecology, colonialism, and the future of the human species.

E301.001 Framing Text & Critical Theory in Equity

3 Credits

Rosa Nam

3:00-4:15pm MW

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.

E326.001 Development of the English Language

3 Credits

Luciana Marques

9:00-9:50am MWF

English is very unique and has gone through many changes throughout its history, from early Anglo-Saxon to Modern varieties. In this course, you will study the four historical stages of English (Old, Middle, Early Modern, Modern) with emphasis on grammar, vocabulary, and phonology and how these stages reflect the several socio-economic-cultural aspects in the history of the peoples who speak it.

E329.001 Pragmatics and Discourse

3 Credits

Luciana Marques

11:00-11:50am

Communication happens in context, and we perceive and produce different language structures depending on who, where and when we talk. Focusing on English in the US, you will examine communicative contexts of language interaction, and the language structures employed in successful communication. The course will emphasize the application of such concepts to linguistically-informed User Experience (UX) conversational assistants, such as chatbots.

E339.001 Literature of the Earth

3 Credits

Lynn Badia

10:00-10:50am MWF

In this course we will explore how narratives shape our knowledge and experience of the more-than-human world. Including works of fiction, nonfiction, film, theory, and poetry over the twentieth and twenty-first centuries, we will consider topics such as landscape, climate, multispecies kinship, ecology, climate, and energy. 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.

E373.001 The Afterlives of Literature: The Afterlives of Classical Women

3 Credits

Lynn Shutters

This course focuses on three women from Greek myth: Helen, Medea, and Antigone. While we'll begin with Ancient Greek masterpieces—think Homer, Sophocles, and Euripides—we'll also study the “afterlives” of these women as they appear in contemporary works by women, queer, and/or BIPOC authors—think Cherríe Moraga, Anne Carson, and Jesmyn Ward. Let's think about what we cherish—or overlook—in literatures both present and past.

This course fulfills a Category 1,2 or 3 elective requirement for English majors.

CO401.001 Writing and Style

3 Credits

Doug Cloud

2:00-2:50pm MWF

In this course, students learn to adapt their writing to a broad range of non-academic writing situations and develop their own voice. We'll focus on public writing, paying close attention to the finer points style and, in the process, gain flexible skills than can help us adapt to a variety of writing situations. Rather than learning genres by rote, we will learn techniques for understanding and mastering new ones, including genres that do not yet exist. The major project in this course will be an extensively researched piece of public writing developed in multiple drafts over the course of the semester. In Spring 2025, students will read and review drafts-in-progress of the professor's current book project on long-distance backpacking.

CO402.001 Principles in Digital Rhetoric & Design

3 Credits

Aly Welker

11:00-11:50am MWF

In Principles of Digital Rhetoric and Design, you will have opportunities to design fun and creative digital compositions ranging from short-movies or documentaries, digital storytelling pieces, mashups, photo-essays, digital poetry, and visual arguments to podcasts, websites, literal videos, and other multi-genre-digital projects. In class, we discuss and explore digital design principles and rhetorics, engage in collaborative design and feedback activities, and experiment with authoring, editing, and design software and hardware to develop applied practical strategies and competencies necessary for creating web-based texts. You will perform individual and group-based learning to experiment with both open source and proprietary digital composing tools. We will engage in an advanced exploration of the rhetorical contexts that shape the consumption and production of online texts, publishing, and communication. Together, we will think and read about how core concepts such as ownership, copyright, remix, usability, accessibility, and multimodality impact the ways that audiences, authors, and designers write and consume in this digital age.

E407.001 Genre Bending

3 Credits

Aparna Gollapudi

9:30-10:45am TR

Dangerously seductive rakes, pretty flirts, crotchety old men, garrulous servants, saintly wives, good-hearted beaux, merchants both greedy and generous – these are the colorful characters that thronged the stage in comedies from 1660 to the end of the eighteenth century. We will be reading some hilarious plays with razor-sharp wit and rollicking farce. The course contextualizes the plays within the historical milieu and explores the socio-political functions of comedy.

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

E422.001 African American Literature

3 Credits

Camille Dungy

3:30-4:45pm TR

Reading work from writers such as Phillis Wheatley—the first black person in the American colonies to publish a book—through some of the great writers of the early 21st century, we'll consider how African American writers have influenced how Americans of all races write and think about the world today.

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

E423.001 Latino/a Literature

3 Credits

Leif Sorensen

9:00-9:50pm MWF

Beginning with translations of travelogues and journals by Spanish explorers and concluding with work by contemporary writers based in North America with ties to greater Mexico, South America, Central America, and the Caribbean, this course examines writing by a range of Latinx authors. Our study will explore how writers represent class, ethnicity, gender, sexuality, and national origin. Readings will include fiction, memoir, poetry, drama, performance art, popular song, and hybrid texts. Authors studied will include early figures like María Amparo Ruiz de Burton and Jovita Gonzales de Mirales, major figures from the Chicano movement and the Nuyorican poets, and contemporary figures like Eduardo Corral, Carmen Maria Machado, and Sylvia Moreno Gacia.

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

E424.001 English Renaissance

3 Credits

Barbara Sebek

11:00-12:15pm TR

This course will dive into the themes of ambition and over-reaching in a range of writers from the sixteenth and early seventeenth centuries, both well established and more recently canonical (Marlowe, Webster, Spenser, Milton, Jonson, Donne, and Cary). How do sexual, social, economic, and military ambitions intersect and clash in this period? Students will vote on the readings for the last two weeks of class. Final projects can be tailored to your major concentration or minor.

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

E455.001 European Literature after 1900

3 Credits

Paul Trembath

12:00-12:50pm MWF

This course is an introduction to literary Modernism in Europe and, in two instances, Great Britain. The purpose of the course is twofold: to familiarize ourselves with some of the primary material of literary Modernism (and in two possible cases, literary Postmodernism) while learning to read Modernist texts from critical perspectives that are irreducible to those within which the “canonical” texts of literary Modernism were initially received. Consequently, our course is simultaneously a class in “foundational” Modernism and the “anti-foundational” thinking which, since the 1960s and ‘70s, has challenged our inertial assumptions about the former—assumptions which typify a certain formalist and essentialist heritage. The guiding insight of the course is that literary texts, despite the general ideologies and critical discourses which correspond to (and provisionally legitimate) their inaugural reputations, are open to numerous connections. That is, literary texts (on the level of their “meaning” and “value”) are never simply reducible to their authorial, critical and historical conditions of emergence (although such

“conditions” always exist) any more than they can ever become homologous with—in any final sense—the conditions and circumstances of their various receptions. If contemporary criticism has spent 40 years challenging the “aesthetic autonomy” of literary and artistic works (and aesthetic Modernism is perhaps the apotheosis of such an assumed autonomy), there is a paradoxical sense within which literary texts and other artworks are autonomous because they are forever open to different readings, given the volatility of the historical and discursive contexts with which they coextend. As such, this course demonstrates the irreversible necessity of reading literature and criticism simultaneously, for no intelligent examination of literature and its relation to thought and culture can exist without doing both.

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

E465.002 Topics in Literature and Language - Empathy, English Studies and Social Change

3 Credits

Lisa Langstraat

12:30-1:45pm TR

Many scholars and activists claim that, because empathy can build connection and solidarity amongst otherwise unrelated people, empathy can be a powerful force for social change. In this course we'll learn about different theories of and approaches to empathy, paying careful attention to the ways that empathy circulates in our reading and writing practices and developing strategies for empathetic engagement with both personal and public audiences.

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

E470 Individual Author – The Language and Literary Landscape of Emily Dickinson

3 Credits

Sasha Steensen

1:00-1:50pm MWF

This course will explore the legacy, lineage, and language of Emily Dickinson. While looking intensely at Dickinson's poems and letters, we will follow words back to their Biblical roots; we will ponder Dickinson's often idiosyncratic spellings; we will linger over her strangely beautiful images; we will mediate on her early preference for the exclamation point and her later adoption of the dash, and we will explore the etymological underpinnings of her poems. We will read poets whose work is heavily influenced by Dickinson, and we will watch excerpts from the recent films and TV shows depicting her life and work.

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

EDUC463.001 Methods of Teaching Language Arts

3 Credits

10:00-11:50am

This course is designed to prepare middle and high school teachers to teach reading, writing, speaking, and listening in English/Language Arts classrooms. Our work will be centered in anti-racist and anti-oppressive pedagogies and will focus on the processes, principles, and practices of supporting learners.

Upon completion of this course, students will be better able to ground their instruction in the standards, plan lessons and units, consider means for assessing learning, implement sound practices in their classrooms, and enter into professional conversations about the teaching of English. The course is designed in an experiential way in order for pre-service teachers to learn and practice skills and strategies to better understand their validity and usefulness in the classroom.

Graduate Courses

E502.001 The Politics of Literacy

3 Credits

Rosa Nam

5:30-8:00pm M

The Politics of Literacy is driven by the key question, In what ways are learning how to read and write the word and the world (Freire & Macedo, 1987) political? In this class we will historicize and develop complex understandings of literacy and literacy practices through an examination of definitions, approaches, and contexts, using these lenses to examine contemporary debates in the field of literacy and honoring and honing the literacy practices we bring into the classroom. This course is open to graduate students and highly motivated undergraduate students of all majors.

E506B.001 Literature Survey - American

3 Credits

Zach Hutchins

1:00-2:125pm MW

We're going to cover some of the greatest hits in American literature, from Anne Bradstreet and Phillis Wheatley Peters to Moby-Dick and Robert Frost. But we'll also sample a good selection of the latest beats to drop, including acclaimed work by Tommy Orange, Robin Wall Kimmerer, Terrance Hayes, and Marilynne Robinson.

This course fulfills English graduate programs' pre-1900 requirement.

E513.001 Form and Technique: The Seven Basic Plots

3 Credits

Nina McConigley

Often, narrative theory aims to identify common plots that are used in many stories. One of the most well-known attempts in recent years is Christopher Booker's book *The Seven Basic Plots: Why We Tell Stories*. In this book, Booker proposes that any story will follow one of seven different plots: 1. Overcoming the Monster 2. Rags to Riches 3. The Quest 4. Voyage and Return 5. Comedy 6. Tragedy. 7. Rebirth We will read books that use these plots and look at plot and structure in our stories. How does a sequence of events shape our work and influence how the story is told.

E515.001 Syntax for ESL/EFL

3 Credits

Luciana Marques

2:30-3:15pm MW

Knowledge of English grammar is essential for ESL/EFL teachers, along with teaching skills. In this course, you will learn the syntactic and pertinent morphological structures of English, compare them with structures of other languages, and examine pedagogical approaches and materials to teach grammar to English language learners in adult education settings.

E527.001 Theories of Foreign/ Second Language Acquisition

3 Credits

Tatiana Nekrasova-Beker

12:30-1:45pm TR

This course provides an introduction to the field of second language acquisition (SLA) focusing specifically on how humans learn a second (or third, etc.) language in addition to their native language and the factors that affect variability in their language development. You will learn about a variety of experimental methods used in the SLA field to explore language development as well as the implications of SLA research for language teaching.

E528: Professional ESL Teaching: Theory to Practice

3 Credits

Tatiana Nekrasova-Beker

2:00-3:15pm TR

The course offers individuals interested in teaching English as a second/foreign language 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 engage students in non-threatening interaction about language teaching experiences with colleagues and learners of English from the community.

E601.001 Research Methods in TESOL

3 Credits

Tony Becker

1:00-3:30pm F

This course will focus on introducing students to classroom-based research as a method of improving teaching and learning in language classrooms, particularly in those instructional settings with ESL/EFL students. Specifically, this course will focus on conducting classroom-based research as an important activity for refining teaching techniques and methods in the language classroom. Students will gain hands-on experience with conducting classroom research in the four skills (i.e., listening, reading, speaking, and writing) within the context of the language classroom. Finally, the course will explore the relative strengths and potential challenges of different approaches to classroom-based research, as well as

how these pieces of information can contribute to gaining expertise in language teaching. This course is recommended for TEFL/TESL graduate students but is also open to any graduate students interested in conducting (language-related) research, including quantitative, qualitative, and mixed-methods approaches.

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

3 Credits

Erika Szymanski

10:30-11:45am WF

Humanist traditions have encouraged attention to the individual writer and reader and their experiences—the “human” at the center of the humanities. Today, many scholars find focusing on the individual human actor unproductive in a world characterized by the manifestations of mass denial of human interdependence. Posthumanist scholars have responded by rethinking reading and writing—the practice thereof, and those who do them—as interconnected beyond and outside the individual. Critical theorists, rhetoricians, and diverse writing scholars have made sense of writers as interdependent assemblages or ecologies, and of reading and writing practices as necessarily products of community and environment. Readers and writers have been identified as other-than-human and more-than-human, living and otherwise. In this class, we will investigate theories (and some practices) of posthumanist reading and writing across feminist, science and technology studies, digital humanities, cyborg, Indigenous, ecological, and environmental trajectories, asking how they respond to various manifestations of social injustice. We will each choose a contemporary question or issue of interest to us having to do with reading, writing, and/or literacy so that collectively, through the semester, we can ask: what do these various methods of reconfiguring “the writer,” reading, and writing, do in practice? How do they configure questions or problems of interest to us, and what can (and cannot) be gained as a result?

E615.001 Reading Literature: Recent Theories

3 Credits

Ryan Claycomb

3:00-4:15pm MW

There are many reasons to want to get comfortable with literary theory. Just a few of them include: • At this moment in our discipline, defining disciplinary frameworks via theory distinguishes amateur work from the work of the profession – this is our lingua franca in the field of literary criticism. • We each already have a theory of reading, but don’t necessarily examine it. Engaging with a range of critical theory is a way to sharpen your own reasons for doing what you’re doing. • Literary theory offers tools to make sense of all sorts of cultural texts that we encounter daily – not just “literature.” It’s an interpretive toolbox for a conceptually dense world of meanings. • Understanding literary theory is, in its way, understanding the history of our own discipline. • This stuff is often hard to read, even defined by difficulty - what kind of graduate degree doesn’t put you in touch with the most complex parts of the field? The course will provide an overview of the literary theory as a history of the discipline of literary criticism, with a balance slightly tilted toward new directions in the field – new materialisms, affect theory, post-critique. The work will include a series of short response papers and a final project, but the real work of the course is to read deeply and well.

E630B.001 Special Topics in Literature: (Genre Studies): Minor Modernism

3 Credits

Philip Tsang

9:30-10:45am TR

When we speak of modernism, we usually think of the long, complex, encyclopedic works by Proust, Joyce, Pound, and Musil. But is there a modernism of the minor, the miniscule, and the minimalist? This class takes Deleuze and Guattari's theory of "minor literature" as a starting point to explore a strain of modernist writing from the late nineteenth to the early twentieth century that embraces a minoritarian impulse against the heroic monumentalism of canonical modernism. What might we learn from a "minor modernism"? What implications might it have for minority politics, minor languages, and the increasing marginalization of literature? In the age of social media and AI, how can literature transform its minor, diminutive status into a radical possibility?

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 workshoping. 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 giving and responding to feedback. We will collaboratively design the foci for our writing assignments in the first week of 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 \$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 2025

Restrictions will be placed on registration for the following:

- **E240**– English Majors only until Nov. 8. Then open to all majors.
- **E270, E276, E277**– English Majors only until Nov. 8. 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 8. Then open to all students except Freshmen.
- **CO300**– No Freshmen or Graduate students allowed.
- **CO301 A & C**
 - 1) Seniors and Juniors only until Nov. 1.
 - 2) Then open to Sophomores.
 - 3) Not open to Freshmen.
- **CO301B**
 - 1) Science Majors Only.
 - 2) Seniors and Juniors only until Nov. 1
 - 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. 1.
 - 2) Then Junior Teacher Licensure-Speech majors and English Education concentrations until Nov. 8.
 - 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 8. Then open to all students except Freshmen.
- **E412A, B, C Creative Writing Workshop**
 - 1) Senior English Majors until Nov. 1.
 - 2) Junior English Majors until Nov. 8.
 - 3) Then open to all students except Freshmen.
- **E465.002 Topics in Literature and Language – Empathy, English Studies and Social Change** (12:30-1:45pm TR Lisa Langstraat).
Prerequisite: E341 or one other upper-division E prefix course.

- **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 2025 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 2025 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 2024 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 Michael Lamb, Internship Coordinator, e-mail him at – m.lamb@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 2025, the courses offered that fulfill the Capstone requirement are **E465.001**.

SPRING 2025 Capstone and Category 1-4 Courses

Capstone Courses: E465.002 – Topics in Literature and Language – Empathy, English Studies and Social Change (12:30-1:45pm TR Lisa Langstraat).

Category 1: E344.001 – Shakespeare (10:00-10:50am MWF William Marvin), **E373.001 The Afterlives of Literature: The Afterlives of Classical Women** (9:30-10:45am TR Lynn Shutters), **E407.001 Genre Bending** (9:30-10:45am TR Aparna Gollapudi), **E424.001 English Renaissance** (11:00-12:15pm TR Barbara Sebek), **E470.001 Individual Author – The Language and Literary Landscape of Emily Dickinson** (1:00-1:50pm Sasha Steensen).

Category 2: E339.001 Literature of the Earth (10:00-10:50am MWF Lynn Badia), **E373.001 The Afterlives of Literature: The Afterlives of Classical Women** (9:30-10:45am TR Lynn Shutters), **E422.001 African American Literature** (3:30-4:45pm TR Camille Dungy), **E423.001 Latino/a Literature** (9:00-9:50am MWF Leif Sorensen), **E455.001 European Literature after 1900** (12:00-12:50pm Paul Trembath).

Category 3: E339.001 Literature of the Earth ((10:00-10:50am MWF Lynn Badia), **E373.001 The Afterlives of Literature: The Afterlives of Classical Women** (9:30-10:45am TR Lynn Shutters), **E422.001 African American Literature** (3:30-4:45pm TR Camille Dungy), **E423.001 Latino/a Literature** (9:00-9:50am MWF Leif Sorensen), **E465.002 – Topics in**

Literature and Language – Empathy, English Studies, and Social Change (12:30-1:45pm TR Lisa Langstraat).

Category 4: E344.001 – Shakespeare (10:00-10:50am MWF William Marvin), **E407.001 Genre Bending** (9:30-10:45am TR Aparna Gollapudi), **E470.001 Individual Author – The Language and Literary Landscape of Emily Dickinson** (1:00-1:50pm Sasha Steensen).

Upper-Division Word Literature Course– E455.001 European Literature after 1900 (12:00-12:50am Paul Trembath)

Composition Placement Procedures

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

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 21, 2025, from 4-6p.m. in the LSC Never No Summer Ballroom.

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 14, 2024, at 11:59 p.m. Please email Lynn.Shutters@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.

