

# C&T News

Volume 18, Issue 1  
Fall, 2004

# Composition & TESOL

*Graduate Studies in Composition and TESOL at Indiana University of Pennsylvania*

## Savova Guest Lectures in Bulgaria

*By Robert Saxon*

Dr. Lilia Savova returned home in March 2004 to Bulgaria to conduct lectures and discussions in Bulgarian at four prominent higher education institutions in the region: New Bulgarian University, University of Shumen, Kliment Ohridsky University of Sofia, and the Botevgrad International Business School.

Among the topics of concern were developing Professional and Teaching Portfolios. Savova helped students to understand the possible applications of portfolios and the types of materials that could be included. Many of the students were surprised to learn that papers and projects they normally discarded after the semester's end might be used to showcase their knowledge and skills for future endeavors. Savova found that many students were excited about the opportunity to relate disciplinary and professional preparation through a thoughtful portfolio design process.

Another discussion topic was recent trends in American universities. Concern revolved principally over the rising luxury and entertainment spending to attract more students. Savova's concern over the resulting negative impact on education was embraced by many of the Bulgarian faculty and students especially as this trend is emerging in many Bulgarian Universities as well. Savova voiced that with regards to education if well-funded American universities are feeling the crunch, under-funded Bulgarian universities may be heading into a crisis. Overall, Savova felt that "the



*Dr. Savova discusses the importance of developing portfolios to a class of Bulgarian students.*

*Continued on page 4*

## Mike Williamson Awarded Grant

*By Nancy Bell*

John Dunn and Mike Williamson were recently awarded a \$5,000 grant from the Conference on College Composition and Communication (CCCC) to study the ideologies of nongovernmental agencies who lobby for changes in educational policies for both higher and basic education. The grant is entitled "A Proposal to Study the Implications for Large-Scale Post-Secondary Writing Assessment, First-Year Placement Testing, and Writing Across the Curriculum of the P-16 Collaboration Movement in Educational Policy Making."

The grant program, known as the CCCC Research Initiative, was established last year. It "aims to create an opportunity for researchers to bring together what the profession has already learned, through a variety of methodologies, regarding the teaching and study of composition, rhetoric, and literacy. The purposes of these synthesis projects are (1) to articulate what is known about the teaching of composition at this moment in time, and (2) to provide a foundation for public policy discussions, large grant proposals, and future research." (<http://www.ncte.org/groups/cccc/highlights/117912.htm>, October 5, 2004)

According to Katherine Yancey, Chair of CCCC, "The CCCC Research Initiative (...) includes a wonderful group of projects from around the country and around the world. We wish that we could have funded all of them, but we are able to fund 10. Let me begin at the beginning. We had 25

*Continued on page 5*

# Indiana University of Pennsylvania

## Inside this Issue

Lilia Savova Guest Lectures in Bulgaria .....	1
Mike Williamson Awarded Grant .....	1
Director's Column .....	3
TESOL News .....	6
EGO News .....	6
Rafoth and Bruce Publish New Book .....	7
New Publication at IUP .....	7
Student news .....	8
Graduates .....	9
Dissertation Defenses .....	9
Faculty News .....	10
Cathy's Corner .....	10
Course descriptions Spring 2005 .....	11
New Students .....	14
Important dates .....	14
C&T Dissertation photo gallery .....	15

## C&T News Editorial Staff

**Director of Publications: Dr. Nancy Bell**

**Editor-in-Chief: Robert Saxon**

### Submission information

The Indiana University of Pennsylvania *C&T News* welcomes submissions. Please send news items or very short articles to Nancy Bell: [nbell@iup.edu](mailto:nbell@iup.edu).

## C&T Faculty Contact Information

Dr. Ali Aghbar .....	<a href="mailto:aghbar@iup.edu">aghbar@iup.edu</a>
Dr. Lynne Alvine .....	<a href="mailto:lynne.alvine@iup.edu">lynne.alvine@iup.edu</a>
Dr. Nancy Bell .....	<a href="mailto:nbell@iup.edu">nbell@iup.edu</a>
Dr. Carole Bencich .....	<a href="mailto:carole.bencich@iup.edu">carole.bencich@iup.edu</a>
Dr. Jeannine M. Fontaine .....	<a href="mailto:jeannine.fontaine@iup.edu">jeannine.fontaine@iup.edu</a>
Dr. Jerry Gebhard .....	<a href="mailto:jgebhard@iup.edu">jgebhard@iup.edu</a>
Dr. David Hanauer .....	<a href="mailto:hanauer@iup.edu">hanauer@iup.edu</a>
Dr. Nancy Hayward .....	<a href="mailto:nhayward@iup.edu">nhayward@iup.edu</a>
Dr. Claude Mark Hurlbert .....	<a href="mailto:hurlbert@iup.edu">hurlbert@iup.edu</a>
Dr. Don McAndrew .....	<a href="mailto:mcandrew@iup.edu">mcandrew@iup.edu</a>
Dr. Jean Nienkamp .....	<a href="mailto:nienkamp@iup.edu">nienkamp@iup.edu</a>
Dr. Gian Pagnucci .....	<a href="mailto:pagnucci@iup.edu">pagnucci@iup.edu</a>
Dr. Ben Rafoth .....	<a href="mailto:brafoth@iup.edu">brafoth@iup.edu</a>
Dr. Lilia Savova .....	<a href="mailto:lsavova@iup.edu">lsavova@iup.edu</a>
Dr. Dan J. Tannacito .....	<a href="mailto:djt@iup.edu">djt@iup.edu</a>
Dr. Michael M. Williamson .....	<a href="mailto:mmwimson@iup.edu">mmwimson@iup.edu</a>

## Director's Column

I want to begin by welcoming new students to our doctoral and MA programs! You have come to us from around the globe — Jordan, Egypt, Russia, Kyrgyzstan, Nepal, Indonesia, Thailand, Japan, Korea, Taiwan, China, Puerto Rico, across the U.S. — and your faculty sincerely wish you success in your endeavors.

I am delighted to highlight that three of our incoming students have won doctoral fellowships. **Alexander Lapidus** and **Mahmoud Amer** received Graduate School competitive doctoral fellowships, while **Brian Fallon** has won the prestigious and highly competitive Julius Filcik Doctoral Fellowship.

My job is impossible to do alone. As such, there are a number of people I would like to thank. First, I am grateful to **Lilia Savova** for setting up our new C&T Listserv. As Lilia pointed out in her email to you, if you want to send messages to the entire C&T community, simply type this after the "To": [list-ct@iup.edu](mailto:list-ct@iup.edu). I want to add that it is important that you check your IUP email, as this is your official program email address. We communicate with you through this address, including the listserv communications. I also want to thank **Lauren Dipaula** for setting up a separate Listserv for first year doctoral students. This Listserv certainly opens up channels of communication among students working on the Qualifying Portfolio.

I also want to thank **Cathy Renwick** for her support and suggestions during this past year. Cathy's experience and knowledge has been extremely valuable on many occasions. I would also like to thank **Donna Griffith**, the Assistant Dean of Administration at the Graduate School. She has listened carefully, raised my awareness of what it means to be a program director, helped us to work through problems, and overall has been patient and fair. I also want to thank **Don McAndrew** for directing the program during the first summer session. I appreciate the break, Don! I also want to thank **Nancy Bell** who continues to be our newsletter editor, this year with the support of her assistant editor, **Robert Saxon**. In addition, I would like to thank **Lynne Alvine** for being the coordinator of the MA TE Program and **Lilia Savova** for coordinating the MA TESOL Program. Both these programs have grown considerably, and take time, patience, and effort to run. Finally, I also want to thank **Mike Williamson** for chairing the Qualifying Portfolio Evaluation committee last year. We all appreciate Mike's successful efforts of guiding faculty through a fair process of portfolio evaluation.

In regard to this last point, faculty listened to the feedback of students who went through the process of preparing and submitting their portfolios. As a result, we have revised the procedures, and after a discussion with the entire C&T

Program Committee, we have given students the freedom to create their own working bibliography, rather than to have to follow a required reading list. (Log onto [www.english.iup.edu/graduate/ct](http://www.english.iup.edu/graduate/ct) for the revised guidelines. These revised guidelines are also on the Qualifying Portfolio cover folder that all new students were given at orientation.) As a reminder — Students who took their first 9-12 credits during the 2004 summer need to mail the Qualifying Portfolio to Cathy Renwick no later than December 20, and students who have started the program this Fall semester need to submit the portfolio by March 4, the Friday before Spring break.

Before ending my column, I would like to point out, especially for the students who are new this year that you need to meet with your advisor for advisement before you can register. Registration starts on November 1st. About two weeks before on-line registration begins, we will be posting specific blocks of time for advisement. Lilia Savova and Lynne Alvine will be advising the MA students, and I will be advising the doctoral students. At the meeting we can talk about courses, program requirements and options, and answer questions. We will also give out the *alternate pin number* that you will need when you register.

Although Cathy has written about this in her *Cathy's Corner* column, I want to remind doctoral students who have passed the Culminating Evaluation and are collecting data or writing the dissertation, as well as those students who are working on their three chapters for their Culminating Evaluation and have had the dissertation committee sign and submit a Dissertation Topic Approval Form that you need to register for at least one credit of ENGL 950 (Dissertation Advisement). The new policy is that even after paying for 12 credits of dissertation advisement, students need to register and pay for one credit each Fall and Spring semesters.



I look forward to a productive year and hope to have the chance to talk to all of you in the coming months! I want to let you know that if you have any questions or concerns, you should feel free to email me ([jgebhard@iup.edu](mailto:jgebhard@iup.edu)) to set up an appointment. I will be delighted to talk with you.

—Jerry Gebhard

faculty seemed pleased that such an important change has been brought to the fore and critically evaluated.”

Although Savova spent a great deal of time sharing her knowledge with faculty and students, she also learned something new

**“My insider’s perspective helps me to select topics that are new and important to my colleagues there.”**

herself. Because of the rapid development of technology, English borrowings seemed to have completely permeated the Bulgarian language. Computer vocabulary is only one example. Savova was fascinated with an English word’s transformations in Bulgarian. For instance, in Bulgarian, the single noun “click,” would be pronounced “klikvane” and the verb would follow different affixation patterns depending on the verb group, person, number, tense and aspect. Thus, the English “click,” “clicks,” “clicked” and “clicking” would produce well over twenty forms in Bulgarian. During her time in Bulgaria, Savova became captivated by the process and enjoyed speaking in Bulgarian English (perhaps Bulglish or Englarian!).



Savova was greatly pleased with the opportunity to give back to her native country, share her knowledge with academic audiences and establish new connections in the process. She states, “For me, going back home is a challenge. My audience is knowledgeable, demanding, critical, and suspicious of ‘I know-better-than-thou’ experts and foreigners. My insider’s perspective helps me to select topics that are new and important to my colleagues there and to address them as distinguished professionals on their own right. They appreciate this highly.” ♦

### **Pictures from the Kliment Ohridsky the University of Sofia**



proposals, and I asked a wonderful team to make the selections. Chaired by Greg Glau, the selection team included Deborah Brandt, Mark Reynolds, Chet Pryor, and Summer Smith Taylor. We notified the winners, (...) and are working now on the agenda for a fall meeting at NCTE to think together about intersections across the projects. Also, the research projects will be presented in two sessions at CCCC: sessions I and K.” (CCCC Chair’s Blog, [http://rhetcomp.gsu.edu/blogs/CCCC\\_Chair/index.php?month=9&year=2004&PHPSESSID=43aee647dc48bcad95ba01163c7e6188](http://rhetcomp.gsu.edu/blogs/CCCC_Chair/index.php?month=9&year=2004&PHPSESSID=43aee647dc48bcad95ba01163c7e6188), October 5, 2004)

Other grant recipients include Paul Matsuda, for a study of second language writing, one of three grants focused on second language writing. Another project examines multiliteracies, with a research team from Michigan Tech that includes Cynthia and Richard Selfe. Additional studies involve research on adjunct faculty and a study of composing processes.

Mike and John’s research at IUP will involve textual analysis of the position statements and other releases from a number of nongovernmental groups who are seeking to steer educational policy at the national level, as well as state and local levels. The funding will allow for the purchase of software to perform data coding and money for a project supervisor-data manager.

Mike is also looking for students and colleagues who might be interested in a study that could emerge from the placement testing essays and portfolios that are collected each year as part of the orientation program for new students. The data include 6 years of portfolios and 4 years of essays. One or more research teams will work to design and implement a study that can use the data. Mike said that he expects the projects to emerge from collaborative planning about the issues to be examined. He envisions moving through the entire research process, including design, ethical review, analysis, and publication of results in the professional literature. He emphasized that the project should provide students with an opportunity to conduct an actual research study, one important way to prepare them to undertake their own research for both the dissertation and other future research.

**“Mike is also looking for students and colleagues who might be interested in a study that could emerge from the placement testing essays and portfolios.”**

Mike explained that he sees the problem with much empirical research is that significant studies require the effort and expertise of many researchers working as a team. However, the dissertation, for instance, requires that an individual work alone to examine an issue, under the supervision of the dissertation committee. Thus, research is often seen as an individual effort. Furthermore, collaborative approaches to research are not modeled in the typical dissertation process. This project should provide an excellent example of such an approach.

At present, funding has been made available to organize the data. After the data are organized, a description and samples will be available to help potential research teams generate ideas. Anyone interested in learning more about this project should contact Mike by email at [mmwilliamson@iup.edu](mailto:mmwilliamson@iup.edu). ♦



*Soyoung Baek  
and  
Frank Conalus*



*Gian Pagnucci  
and  
Michelle Petrucci*

## TESOL News

by Lilia Savova

It's this time of the year again. MATESOL and C & T students are welcome to consider a great opportunity to present at the 2005 TESOL Convention by submitting a proposal to the Graduate Student Forum (GSF) and/or have their work published by the Graduate Student Platform (GSP). The first is a one-day student-run mini conference on March 29<sup>th</sup> in San Antonio, Texas ([www.tesol.org/s\\_tesol/seccss.asp?CID=657&DID=2577](http://www.tesol.org/s_tesol/seccss.asp?CID=657&DID=2577)), and the second is an online forum for grad student work published here at IUP ([www.chss.iup.edu/tesolgsp](http://www.chss.iup.edu/tesolgsp)). To those who are new to our programs, I'd like to say that our students have been leaders in both events.

As organizers of the first 3 GSFs and as the most numerous participant during the past 4 years, the IUP TESOL team has established a reputation that should be welcome and beneficial to newcomers to our program. For most of these students, presenting at the GSF was their first professional event. Now, many of them have become speakers at other international fora. For example, after presenting several times at MexTESOL, **Marietta Bradinova** will be presenting at WATESOL and TESOL Italy in Rome this fall. Following his presentation at the GSF, **Soliman Ismail** has become an invited speaker at the CALL (Computers and Language Learning) events at several TESOL conventions. For these and many other students the GSF served as the beginning of their successful careers in TESOL.

As founders of the GSP, IUP students have claimed yet another form of professional leadership. Last spring, the first issue of the GSP appeared online at the address above. It includes selected papers and presentations from the TESOL 2004 GSF, and other relevant information. For its editors, **Amanda Moore** and **Alex Doehrer**, it proved a valuable networking opportunity at the TESOL Convention. They interviewed TESOL students and faculty from other universities, took pictures, and learned about publishing. If you are interested in joining the GSP Editorial Board, please let me know.

To help students prepare their proposals for the GSF and other professional fora, I will be organizing several proposal-writing workshops this semester. Note that the deadline for GSF proposals is October 29, 2004. To solicit student participation in the GSP, I will be holding several meetings. Please check your IUP email for announcements about both events. I look forward to working with you on your professional development. ♦

## EGO News

by Aly Marino

EGO is off to a busy start this semester! We've already had four meetings, a potluck, and a workshop, and there are still many more exciting events to come. Our first workshop, "Library Orientation," was held on September 15. The next scheduled workshop is an IRB question and answer session on October 4<sup>th</sup> from 6 pm – 8:30 pm in Leonard 219. Upcoming workshops will include C & T dissertation process, creating CVs, and creating teaching portfolios. We are always taking suggestions for future workshops.

Besides workshops, meetings, and social events, EGO will be holding a book sale to raise money for the IUP EGO/GSA Conference. The book sale will be held on November 9 and 10 in the Leonard Lounge from 9 am to 7 pm. Contact any EGO officer to donate or lend a hand. The Conference Committee has already met once this semester to begin organizing. This year's conference is scheduled for Friday and Saturday, February 18 and 19, 2005.

Our website is up and running with minutes, events, email addresses, and other resources:  
<http://www.people.iup.edu/flji/EGO/index04.html>.

Upcoming meetings are October 13 and 27, November 10 and 17, and December 8. Keep an eye on the EGO listserv for upcoming events. ♦



*Kathleen Klompien, Mysti Rudd,  
and Natalie Dorfeld*

## Rafoth and Bruce Publish New ESL Book

Compiled by Robert Saxton

**Ben Rafoth** and Ph.D. candidate **Shanti Bruce** published *ESL Writers: A Guide for Writing Center Tutors* in July. The book, published by Heinemann Boynton/Cook, combines practical tutoring advice with insights that build cultural bridges. The book's 15 chapters are divided into three parts: Cultural Contexts, The ESL Tutoring Session, and A Broader View. Chapters by C&T students, alumni, and faculty include:

- **Nancy Hayward's** Chapter 1: "Insights Into Cultural Divides"
- **Theresa Jiinling Tseng's** Chapter 2: "Theoretical Perspectives on Learning a Second Language"
- **Shanti Bruce's** Chapter 3: "Getting Started" and Chapter 15: "ESL Students Share Their Writing Center Experiences"
- **Amy Jo Minett's** Chapter 6: "'Earth Aches By Midnight': Helping ESL Writers Clarify Their Intended Meaning"
- **Jennifer Staben and Kathryn Dempsey Nordhaus's** Chapter 7: "Looking at the Whole Text"
- **Ben Rafoth's** Chapter 9, "Tutoring ESL Papers Online" and Chapter 14: "Trying to Explain English"
- **Kurt Bouman's** Chapter 10: "Raising Questions About Plagiarism"
- **Kevin Dvorak's** Chapter 12: "Creative Writing Workshops for ESL Writers"

In addition, *ESL Writers* contains chapters written by Paul Kei Matsuda, Carol Severino, Cynthia Linville, Paula Gillespie, and Gerd Brauer.

Two very positive reviews of *ESL Writers* appeared in the June issue of *The Writing Lab Newsletter*, and additional reviews are forthcoming in *The Writing Center Journal* and elsewhere. Dana Ferris, ESL coordinator at California State University in Sacramento, wrote, "This collection will fill a huge gap in teacher preparation materials for writing center tutors. The chapters in this highly practical and well-balanced collection will help tutors who work with ESL writers and those who train and supervise them not only with their one-to-one conferencing techniques but also with the development of tutoring materials appropriate for L2 writers. I commend the editors and authors for their valuable contributions to the L2 writing field." ♦

## New Publication at IUP:

### Working Papers in Composition and TESOL

by Ryan Costanza

**Dan Tannacito** and **David Hanauer** are pleased to announce plans for a new on-line publication, *Working Papers in Composition and TESOL*. This project is in its first stages of development and all interested parties, whether they are students, faculty or alumni are welcome to join us in making this project successful. We are particularly interested in setting up an editorial board comprised of students and faculty from our program.

The basic idea of the journal is to provide a forum for the presentation of quality research and writing of our students, faculty and alumni, and to highlight the particular contribution of a combined composition and TESOL perspective. In keeping with this dual-focus that distinguishes our program, the central theme for the first issue is the relationship between Composition and TESOL. Interested researchers and writers are encouraged to submit works-in-progress, theoretical discussions, philosophical critiques, or research papers that articulate the relationship from the perspective of either field. Possible areas of inquiry include literacy, pedagogy, teacher education, or theory. Reviews of recently published monographs (calendar year prior) will also be considered.

*WPC&T* will showcase the highest-quality work to be found within our academic community, and it will provide the opportunity for researchers and writers to receive valuable feedback and advice. As is the case with all submissions, copyright remains with the author, so publishing research in *WPC&T* will not complicate efforts to publish the same research elsewhere.

Submissions should be of article length: approximately 20 pages, including references. Lengthier works will be accepted at the discretion of the editors. *WPC&T* will solicit and publish research that celebrates the interests, innovation, and creativity that characterize our program. All major documentation styles will be accepted.

We call on alumni, faculty, and students who read this call to inform others in our community to submit a paper that has not yet been published elsewhere. Interested parties are asked to see our website: [www.english.iup.edu/wpc&t](http://www.english.iup.edu/wpc&t). Submissions, suggestions, ideas, comments and requests from students, faculty and alumni to join the editorial board should be directed to: [wpc-t@iup.edu](mailto:wpc-t@iup.edu). ♦

## Student News

**Alex Doehrer**, a graduate student working at the IUP Writing Center last year and this year, will be applying to the Ph.D. program when he graduates from the MA Generalist program.

**Brian Fallon** is the new Assistant Director of the Writing Center this year. Brian comes to us from Colorado State University, where he completed his master's degree and also served as the assistant director of the writing center. Congratulations to Brian for winning the IUP Graduate School's highly competitive Filcik Scholarship.

**Tom Farrell** has recently moved from Singapore to Canada where he has accepted a tenured position as an Associate Professor at Brock University. Among his responsibilities is to help build their new MA Applied Linguistics (TESL focus) program. Tom's many publications and active conference presentation schedule certainly have much to do with his success in obtaining this position. Two of his most recent books are *Reflective Practice in Action: 80 Reflective Breaks for Busy Teachers* (2004, Corwin Press) and *Reflecting on Classroom Communication in Asia* (2004, Longman).

**Frank Hermann** recently published "On Wine, Cheese, and the Superlative Role of Time in the Acquisition of English as a Second Language." The article appears in the March 2004 (vol. 31) issue of the journal *Teaching English in the Two-Year College*.

**Brian Huot, Beth Stroble,** and **Charles Bazerman** are co-editors for the book, *Multiple Literacies for the 21st Century* (Hampton Press 2004). This book is a collection of presentations from the 1998 Watson Conference proceedings. **Kelli Custer, Terry Tannacito** and **Katherine K. Sohn** have chapters in the book.

**Joy Kennedy** has had two essays recently published. "Artistry of Hunger: Desire and Appetite in Abbey's Desert Solitaire" is currently in *Western American Literature* and "Sympathy between man and nature: J.M. Synge and Riders to the Sea" is in *ISLE: Interdisciplinary Studies of Literature and the Environment*. She also presented a paper, "Tales from the Deep: Mammoth Cave and American Literature," for the 25th Annual National Popular Cultural Association Conference in San Antonio, Texas.

**Betty Lateigne**, a recent graduate from our Ph.D. program, is now teaching at Gulf University for Science and Technology in Hualay, Kuwait.

**Marie Louise** presented a paper in progress at GSA and EGO Conference on February 20-22 2004, and also at the PECA Conference at Scranton on March 18-20, 2004. The title is "A Cross-Cultural Analysis of Conceptual Metaphor in Language."

**Nick Mauriello's** proposed collection of essays in memory of Patrick Hartwell has been accepted for publication by Hampton Press. The editors of the volume are Bill Macauley and Nick Mauriello. Anyone with a teaching story about Pat is encouraged to submit it for inclusion in the volume.

**Reka Meray** won an Outstanding Graduate Student Research Award from IUP's School of Graduate Studies and Research for her dissertation "Using Think-aloud Protocols to Investigate the Reading Revision Process of Native and Nonnative Speakers of English" in Spring 2004. Carole Bencich was her advisor.

**Joanna Paull and Amy Lynch-Biniak** will be presenting with Stacy Shaneyfelt on the "Beyond the Expository Essay" panel for the RRMLA (Rocky Mountain Modern Language

Association) in Boulder, Colorado 9/30-10/2, 2004.

**Deborah Sams** presented a paper on "The High School LEP Student in the Era of High Stakes Testing" at TNTESOL in April. This November, she will be doing in-service teaching for Sevier County Schools with materials developed at IUP during the summer session.

**Jessica Stawn** has been appointed as the Interim Foreign Student Advisor at IUP.

**Carolyn Sterling Deer** successfully defended her dissertation, "Liberating Silent Voices: Sociolinguistic Expressions of Identity in Dominican Female Second Language Learners' Online Communication." Readers included Dr. Nancy Hayward and Dr. Jeannine Donna. Dr. Ben Rafoth was the advisor. At the conclusion of her defense, the committee unanimously agreed to award Carolyn a "Pass With Distinction," a rare award given to only a very small number of doctoral candidates. Carolyn teaches in the Academic ESL Department at LaGuardia Community College in NYC.

**Marilyn Valentino**, class of 1992, is currently Chair of the National Two-Year College Association and on the Executive Council of both NCTE and CCCC. She is working on two documents: "Guidelines for the Preparation of Two-Year College Faculty" and "The Teacher-Scholar at the Two-Year College." She is also on an NCTE committee researching Adolescent Literacy.

**Denise Williams** presented "Cultural Brokerage in three Minority Communities in America" at the Ph. D. Graduate Forum for TESOL in Long Beach, CA on March 31st. She presented "Elizabeth the First as Cultural Icon and Rhetor" on April 16th for the Plymouth, New Hampshire Medieval Conference. ♦



## Graduates

### Congratulations!

#### MA/TESOL

Marie A. Kretz, Haroon A. Al-Qahtani, David H. Travis, Shu-Fen Cheng, Adcharawan Buripakdi, Mubarak H. Alkhatnai, Fawziya Alawadi, Lisa Straight, Choong H. Ko, Mai A. Hassan.

#### MA/Teaching English

Melissa S. Andrews, Allison L. Dore, Jill K. Morgan, Scott L. O'Donnell

## Dissertation Defenses Passed with Distinction

**Carolyn Sterling Deer**, "Liberating Silent Voices: Sociolinguistic Expressions of Identity in Dominican Female Second Language Learners' Online Communication," directed by Ben Rafoth.

## Dissertation Defenses

**Abdulrahman A. Alolaiwy**, "Saudi EFL Students' Use of Reading Strategies in Printed and Electronic Texts," directed by Dr. Ali Aghbar.

**Ghazi N. Al-Otaibi**, "Language Learning Strategy Use Among Saudi EFL Students and Its Relationship to Language Proficiency Level, Gender and Motivation," directed by Dr. Jeannine M. Fontaine.

**Ali Al-Shehri**, "The Impact of Islam on Using Computers and Internet to Support Language Learning in Saudi Arabia," directed by Dr. Jeannine M. Fontaine.

**Potchane Chanrunghanok**, "A Naturalistic Study of The Integration of Computer-Mediated Communication into Oral Discussion in an EFL College Classroom in Thailand," directed by Dr. Jerry G. Gebhard.

**Cheryl Davis**, "Motivated to Serve, Motivated to Learn: Theorizing Care in the Composition Service-Learning Classroom," directed by Dr. C. Mark Hurlbert.

**Anestine Hector**, "Cultural Processes and Cultural Learning Experiences: How Hispanic ESL Adults Adjust to Life in a Small Central Texas Town," directed by Dr. Jerry G. Gebhard.

**Po-Yen Hsu**, "Culture, CALL & EFL Acquisition: A Case Study of Teaching and Learning English with a Cultural-based Curriculum on the Internet," directed by Dr. Gian Pagnucci.

**Robert Koch**, "MOO Stories: A Collection of Case Studies for Teaching Writing in Object-Oriented Multi-User Domains," directed by Dr. Michael M. Williamson.

**Betty Lanteigne**, "Task Descriptions of Non-Western English Language Use, Developed in Conjunction with Non-Western English-Teaching Professionals," directed by Dr. Michael M. Williamson.

**Kota Ohata**, "Cultural as Well as Personal Aspects of Language Learning Anxiety: A Case Study of Seven Japanese Individuals' Reflective Accounts of Language Learning Anxiety Experiences in the U.A.," directed by Dr. Jerry G. Gebhard.

**Kathy Rowlands**, "Stepping Out and Stepping In: A Study of University Composition Specialists Teaching Literature Courses," directed by Dr. C. Mark Hurlbert.

**Phillip Ryan**, "Exploring Elementary Teachers' Experiences With English Language Learners," directed by Dr. Jerry G. Gebhard.

**Mildred Santiago-Velez**, "Habia Una Vez Y Dos Son Tres: The Role of Pleasure Reading in the Bilingual Literacy of Successful Puerto Rican College Freshmen," directed by Dr. Dan J. Tannacito.

**Bonita M. Schaffner**, "Regional Accrediting Commissions: Assessing the Assessors of Higher Education in the United States," directed by Dr. Michael M. Williamson.

**Ronni Soffian**, "A Descriptive Study of Cuban American Students Co-Authoring in the Freshman Composition Class," directed by Dr. C. Mark Hurlbert.

**Rosa A. Vallejo**, "Living La Vida Writing/ Living the Writing Life: A Case Study of A Teachers' Writing Group," directed by Dr. Gian Pagnucci.

**Jose F. Vallejo**, "ESL Writing Center Conferencing: A Study of One-on-one Tutoring Dynamics and the Writing Process," directed by Dr. C. Mark Hurlbert.

**Robert Wallace**, "This Wild, Strange Place: Literacy Use in Appalachian Families Over Three Generations," directed by Dr. Gian Pagnucci. ♦

## Faculty News

**Nancy Bell** has had two papers accepted for publication. Her paper “How Native and Non-Native English Speakers Adapt to Humor in Intercultural Interaction” will appear in *Humor: International Journal of Humor Research*. The second paper, “Exploring L2 Language Play as an Aid to SLL: A Case Study of Humor in NS-NNS Interaction” will be published in *Applied Linguistics*. In addition, her review of Phillip Glenn’s book, *Laughter in Interaction* will appear in *Discourse Studies* in mid-2005.

**Jerry Gebhard** has published a book chapter, “Teacher Development through Exploration of Teaching: Principles, Processes, and Issues in Hungary,” with Monika Fodor and Magdolna Lehmann. Monika and Magdolna participated in a seminar on teacher development Jerry taught as a US State Department Academic Specialist at The University of Pecs, Hungary. The book is titled *Studies in English Theoretical and Applied Linguistics* and is published by Lingua Franca Scoport, Hungary.

**Nancy Hayward** will be a speaker at the Annual MEXTESOL Conference October 14-17 in Morelia, Mexico. Her paper is entitled, “Culture’s Influence on Writing.” Hayward, along with **Ben Rafoth** and C & T students **Shanti Bruce** and **Kevin Dvorak**, will present on a panel with Carol Severino of the University of Iowa in October at the 2004 Watson Conference at the University of Louisville. Hayward will also participate in the NCTE Annual Convention to be held in Indianapolis in November. **Shanti Bruce**, **Kevin Dvorak**, and **Kurt Bouman** will also be members of the panel entitled “ESL Writers in the Writing Center.”

**Claude Mark Hurlbert** will be presenting at this year’s CCCC in San Francisco. Also on the panel will be C & T alum, **Anestine Hector-Mason** and current C & T students, **Massaer Paye**, **Ikuko Fujiwara** and **Christopher Garcia**. The title of the panel is: “Affirming Access or Securing The Gates?: UNESCO, The World Bank, The IMF, and the Globalization of Literacy.”

**Ben Rafoth** was the keynote speaker at the East Central Writing Centers Association conference last spring at Seton Hill University. He will present a paper in September at Stafford Community College in Stafford, Virginia, where C&T alum Dr. **Pamela Narney** teaches English.

**Mike M. Williamson** has published an article entitled “A Prologue for Further Discussion of Automated Scoring of Student Writing” in the *Journal of Writing Assessment*. ♦

## Cathy’s Corner

Let me begin by apologizing for my last Cathy’s Corner, in which I tried to explain the Continuous Registration Policy. It no sooner went to print, when the policy was changed by the Graduate School. They no longer give a tuition waiver for Continuous Registration credits.

Having said that, now we have to deal with a brand new policy regarding dissertation credits. The University now wants to keep track of dissertation credits registered for each faculty (dissertation director). Those of you who need to register for dissertation credits must now look for the sections available under your director’s name.

- The course will still be ENGL 950, but the section numbers will begin with letters and then numbers to correspond with the number of credits—something like: A01=1 cr. A03=3 cr., (a different letter for each faculty).
- Any ENGL 950 with a 1 (one) as the first number in the section number denotes Continuous Dissertation Credit—1 cr. (e.g., 101, 102, 103, 104—a different third-position number must be assigned for each faculty member), but since it begins with the number one, it will be the “Continuous” Credit.
- There are a few students who have not yet decided who their advisor is going to be. In that case, the student should register for dissertation credits under the Director of their program.

I plan to open just a few sections under each faculty member (to cut down on the number of course entries I have to do, I will enter 1 cr., 3 cr., 6 cr., and a continuous credit section for each faculty member). If a student has a need for a section denoting a specific number of credits, a new section can be opened specifically to meet the student’s need.

I know this all becomes very difficult—but just think—I have to create all these courses for each faculty, so please try to bear with me, and I will do my best too. If you can’t figure it out at all, feel free to call me and I will try to walk you through it. ♦



Kelli Custer  
and  
Lou Roliston

## Course Descriptions for Spring 2005

### ENGL 630: Research on Teaching Literacy & Literature

Monday 6:00-8:30 with Lynne Alvine

Examines theory and research in literacy, reading and responding to literature and other forms of writing, and the teaching of young adult and other relevant works of literature. Includes application of theory and research to classroom practices. For more information please contact the professor by email at [LALVINE@iup.edu](mailto:LALVINE@iup.edu).

### ENGL 644: ESL Media & Materials

Tuesday 6:00-8:30 with Ali Aghbar

Offers an introduction to the basic principles of ESL course design, and the evaluation, adaptation, and design of ESL classroom materials and media. Students will gain an understanding of the structure and uses of ESL materials, as well as a hands-on experience in syllabus design and the evaluation, adaptation, and creation of ESL materials for specific purposes. Students experience working on an ESL/EFL media and materials project and putting on a Materials and Media Fair where they show their projects. For more information please contact the professor by email at [A.Aghbar@iup.edu](mailto:A.Aghbar@iup.edu).

### ENGL 694: Observation of English Teaching

Thursday 6:00-8:30 with Nancy Hayward

Surveys instruments to observe classroom teaching behavior and provides practice in the use of observation instruments. Surveys research on classroom teaching and design. Emphasizes awareness of teaching behaviors and their consequences in English classrooms for native and non-native speakers of English. For more information please contact the professor by email at [nhayward@iup.edu](mailto:nhayward@iup.edu).

### ENGL 696: Internship in ESL

Permission Needed, taught by Nancy Bell

Consists of one semester of supervised teaching, tutorial activities, and materials preparation for non-native or limited English-speaking students. The purpose of the practicum is to demonstrate the candidate's preparation for teaching English as a second or foreign language. Permission is required. For more information please contact the professor by email at [nbell@iup.edu](mailto:nbell@iup.edu).

### ENGL 698: Internship

Permission Needed, taught by Staff (TBA)

Practical experience in the student's area of interest, working under professional supervision on the job. Special permission only, dependent upon needs of student's program as well as personal and academic qualifications.

### ENGL 703: Language & Cognition

Tuesday 6:00-8:30 with Michael M. Williamson

Examines areas where language, thought, and cognitive process interact. Studies the essential nature of meaning and mental concepts, the core characteristics of language, and the complex relations between the two domains.

In one of the seminal works on literacy and cognition, Frank Smith (*Understanding Reading*) noted that the core of literate activity is the making of meaning. Furthermore, literacy involves spoken language as well as written language. Language, thought, and cognition are three concepts that have been used in the construction of theories about the fundamentally cultural role of literacy.

It is impossible to understand literate activities, in fact all human activity, outside of the contexts of culture. Meaning constructs and is constructed by culture. Understanding meaning is impossible without the cultural framework of culture. However, it is impossible to understand culture without accounting for the action of individuals who (re)create culture with the meaning of their every act.

In this course, we will examine the meanings of language, thought, and cognition by diachronically, through a study of the way these concepts have changed, and synchronically, looking at their contemporary meanings through the lens of literacy research.

Students wishing to get a jump on the course might want to read the *Ascent of Babel* from the list below:

Altman, G. (1999). *The ascent of Babel*. NY: Oxford.

Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard.

Deacon, T. (1997). *The symbolic species: The co-evolution of language and the brain*. NY: WW Norton.

Devlin, K. (1997). *Good bye, Descartes: The end of logic and the search for a new cosmology of the mind*. NY: John Wiley & Sons.

Rosenblatt, L. (1994). *The reader, the text, and the poem: The transactional theory of the literary work*. Carbondale, IL: Southern Illinois University.

Vygotsky, L. (1962). *Language and thought*. Cambridge, MA: Massachusetts Institute of Technology. (Originally published in 1934.) Translated by Michael Cole.

Other readings will be available through eReserve at the university library. You may begin checking for these some time after Thanksgiving break.

The website for the course is:  
<http://www.english.iup.edu/mmwimson>

Please follow the link to the English 703 course syllabus. Please be aware that the syllabus may change, until the first meeting of the class, since it will be in draft form until then. More to follow.

### **ENGL 715: Qualitative Research**

Monday 6:00-8:30 with Don McAndrew

Involves both reading about and training in qualitative research methods such as participant observation, interviewing, coding, and analysis. Topics include: Ethics of using human subjects, epistemological foundations, research design, collection, and analysis. The course also covers dissemination of research findings. For more information please contact the professor by email at [mcandrew@iup.edu](mailto:mcandrew@iup.edu).

### **ENGL 724: Second Language Acquisition**

Wednesday 6:00-8:30 with Dan J. Tannacito  
(Ph.D. students only)

This course explores theory and research on second language acquisition from a socio-cultural point of view. The main texts will be: Marysia Johnson's *A Philosophy of Second Language Acquisition* (Georgetown University Press, 2004) and David Block's *The Social Turn in Second Language Acquisition* (Yale University Press, 2003). We will follow, primarily, a student-led seminar style discussing assigned readings. Original research is expected.

### **ENGL 724: Second Language Acquisition**

Monday 3:20-5:50 with Dan J. Tannacito  
(MA students only)

This course explores the interfaces of second language acquisition research and classroom teaching. The primary text is Vivian Cook's (2001) *Second Language Learning and Language Teaching*, Third Ed., Arnold. Participants from all master's degree programs are welcome. This course follows primarily a reading-lecture-exam type format.

### **ENGL 730: Teaching Writing**

Tuesday 6:00-8:30 with Claude Mark Hurlbert

Studies characteristics of the writing process and of the basic writer, methods for the evaluation of writing, and approaches to the teaching of writing. I have not finalized the reading list yet, but you may contact me at [hurlbert@iup.edu](mailto:hurlbert@iup.edu) and I will send it as soon as I have it.

### **ENGL 731: Rhetorical Traditions**

Wednesday 6:00-8:30 with Jean Nienkamp

How many times recently have you heard the term "rhetoric" used in public discourse—in a positive sense? Neutrally? How about pejoratively? From Plato to the present, rhetoric always seems to be what the other guy is doing—while our side just "tells it like it is." At the same time, the study of rhetoric has been an important part of a liberal and civic education since at least the time of the *Iliad*, where it is recorded that Phoenix taught Achilles to be a "speaker of words and a doer of deeds" (9.442ff). Since so much of human life is dependent on language, the study of how language is effective has been seen as important—sometimes valuable, sometimes dangerous, but always important.

In this course, we will examine the various issues—e.g., about knowledge, truth, ethics, ideologies, style and substance—that come to the fore in a consideration of the persuasive uses of language. Given that we have only a few weeks to "cover" roughly 2500 years of rhetorical history, our survey will necessarily be sketchy—not only among the canonical writers, but also with regard to non-Europeans and women whose writings address the effects of language in society. It will, however, provide you with numerous entry points into a fascinating body of knowledge, and I hope that you will broaden and question the ideas and issues that we bring up in class according to your own scholarly, literary, philosophical, critical, and political interests.

Students will have a number of opportunities to try out these theories on their field(s) of interest, whether they be public discourse, literature, or composition or TESOL theory or pedagogy: progymnasmata exercises with an argumentative paper, an oral report analyzing a professional journal, and a seminar paper. Readings will come from Plato, Aristotle, Quintilian, Perelman and Olbrechts-Tyteca, & elsewhere, including e-reserve materials.

Jean Nienkamp, an Isocratean-Burkean-Perelman-and-Olbrechts-Tyteckean kind of a rhetorician, has a book on *Internal Rhetorics*, an edition of *Plato on Rhetoric and Language* and one of Tabitha Gilman Tenney's *Female Quixotism*.

### **ENGL 745: Theories of Literacy**

Thursday 6:00-8:30 with Carole Bencich

Once again, the newsletter deadline finds me not quite ready to commit to a book list for the following semester. How-

ever, I know that I will choose some of the following books, and for the following reasons.

I will likely use the 2001 Cushman, Kintgen, Kroll & Rose book, *Literacy: A critical sourcebook*, since it is a classic for considering historical definitions and interpretations of literacy. (This is the updated version of the 1988 Kintgen, Kroll & Rose book that is on both core lists of C & T readings.) I also like Manguel's *A history of reading*, a trade book that "follows the quirky and passionate 6000-year-old history of the written word." Heath's *Ways with words*, also on the core list of C&T readings, gives alternate views of literacy and culture. Still drawing from the Comp list, I note Rosenblatt's *Literature as Exploration*, a brilliant little book that describes the transactional theory of reading. Last summer's students liked Jeanne Henry's *If Not Now*, for its workshop solution to non-motivated college readers. ESL literacy will be an essential component of the course, either through an assigned book or individual projects.

Meyer's *Stories from the heart: Teachers and students researching their literacy* would be an appropriate background for our own sharing of stories about how we learned to read, and how our personal and national literacies are reflected in our classrooms. We'll compare the reading strategies that make us successful graduate students, and we'll place this personal knowledge within our cultural knowledge and assumptions about literacy. I'll also consider using Judith Rodby's 1992 *Appropriating Literacy* or Naomi Baron's 2000 *Alphabet to email*.

I don't want to ignore the importance of visual and oral literacy, so I'm considering how Susan Sontag's *On photography* might fit, and considering a graphic novel (maybe Maus) to study the increasing blend of visual and graphic techniques. We will certainly include a book club experience, possibly using Nafisi's popular *Reading Lolita in Teheran* or another work featuring international literacy.

Course requirements will include an informal literacy autobiography, brief written responses to the readings, and a formal paper.

You will notice that the reading list is a mix of academic and trade books. In fact, it's a heady blend of efferent and aesthetic reading, to use Rosenblatt's terms for reading which is done for knowledge and reading which is done for pleasure. I will build an element of choice into the reading assignments, so that you can pursue the literacy topics that are most important to you.

As you register, I'm happy to hear your suggestions for the course. Just e-mail me at [cbencich@iup.edu](mailto:cbencich@iup.edu). By December I

should have identified the books I will definitely use, and you may e-mail me then to get this list.

## **ENGL 748: Advanced Topics in Linguistics: Oral Discourse Analysis**

Thursday 6:00-8:30 with Nancy Bell

The term "discourse analysis" can refer to any of a number of methodologies that have been developed to examine language in its social context. You have probably already heard of, for example, conversational analysis, critical discourse analysis, and interactional sociolinguistics, but how are they different? In this course you will become familiar with major schools of DA and the traditions from which they developed. We will examine how and why different types of DA are used and see how an eclectic approach can help illuminate your data. You will then do your own research project - collect data, transcribe it, and apply DA to help answer questions of your own. Doctoral students will most likely work on an aspect of their future dissertation research. Anyone who plans to conduct interviews, for example, will find this course helpful. M.A. students may want to apply DA to a teacher/action research project or consider pedagogical applications. Our initial meetings will involve discussion of the readings and activities to practice DA. The bulk of the course, however, will be run largely as a workshop to give you as much time as possible doing hands-on work with data.

I currently plan to use the following texts:

Cameron, D. (2001). *Working with Spoken Discourse*. Thousand Oaks: Sage Publications.

Johnstone, B. (2002). *Discourse Analysis*. Malden, MA: Blackwell.

In addition, we will be reading articles to provide examples of DA and for further theoretical and practical insight.

Prerequisites: ENGL 703 or ENGL 705

## **ENGL 797: Independent Seminar**

(meeting times to be arranged by individual students and faculty)

With Gian S. Pagnucci, Ben Rafoth, or Ali Aghbar

Selected readings and/or research in a specialized area of composition, criticism, and/or critical theory, literature, TESOL, linguistics, creative writing, cultural studies, literary translation, or literacy, not normally covered by the curriculum in either track of the Ph. D. in English. Independent seminar provides an opportunity to pursue interests not accommodated by course offerings. It is not recommended during a student's first semester of course work.

By permission only. Please contact Cathy Renwick in the Graduate Office for further information.

**Please note**

Course descriptions and schedules are available on the website early in each semester:  
[www.english.iup.edu/graduate/office/ct/courses.htm](http://www.english.iup.edu/graduate/office/ct/courses.htm) ♦



*Jiajia He  
and  
Stephen Swartz*

**New Students**

**Welcome to IUP!**

**PhD/Composition & TESOL**

Fahad Al-Jumah, Mubarak Alkhatnai, Mahmoud Amer, Melissa Aponte, John Baker, Adcharawan Buripakda, Wing-Ku Chuek, Liang-Yi Chung, Daniela DiGregorio, Lauren DiPaula, Beata Dolina, Colleen Donovan, Brian Fallon, Christopher Garcia, David Golden, John Gravener, Karen Greenstone, John Guelcher, Hak Sun Han, Mai Hassan, Jiajia He, Nicole Houser, Jennifer Johnson, Clifton Justice, John Klutz, Marie Kretz, Shu-Fen Lai, Alexander Lapidus, Chen-Hong Li, Dinah Marciniak, James McGinnis, Francis McGrath, Jean Nass, Deepak Pant, Janet Pierce, April Sikorski, Lisa Marie Straight, Kimberly Thomas, Marcelene Trianosky, Shu-Chuan Wang, Kandanai Worajittipol Kandanai, Chien-Chia Wu, Hae Jeong Yu, Qisi Zhang

**MA/ TESOL**

Nashwa Badr, Micheal Bean, Heather Bloom, Pamela Dilulio, Jorge Espinoza, Petrus Farnubun, Joshua Gordon-Zamora, Jo-Hsi Hu, Noriko Kadoma, Roza Kazakbaeva, Keni Koyama, Fang-Ying Lo, Berenice Murray, Jie Rong, Joseph Slick, Shu-Ying Wu, Li-Fen Yang, Amanda Yannella, Wen Zou

**MA/Teaching English**

Terra Dillner, Lydia Dobrowolsky, Anne Griffis, Laura M. Grise, Nicole Hinton, Tracey Madeley, Rashaud Olson, Jesse Patterson, William Patterson, Robert Saxon, Vicki Stelma, Laura Strong ♦

**Important Dates**

Registration begins .....	November 1
Spring payment deadline .....	December 3
Spring payment deadline .....	December 19
Summer Qualifying Portfolio Deadline* .....	December 20
Classes begin .....	January 10
Drop/Add .....	January 10-16
No Classes .....	January 17
Academic Year Qualifying Portfolio Deadline .....	March 4
Spring Break .....	March 7-12
CCCC .....	March 16-19
Withdrawal deadline .....	March 23
TESOL Convention .....	March 30-April 2
No classes .....	April 19
I-grades due for Fall .....	April 26
Classes End .....	April 26
Spring Commencement .....	May 7
Spring grades available .....	May 13

**\*Please Note: This is the date by which your Qualifying Portfolio must be postmarked.**



*Heather Walker  
and Jason DePolo*

# C&T Dissertation Photo Gallery



*Faculty advisors Jerry Gebhard and Mike Williamson pose with Potchane Chanrungekanok for her dissertation defense.*



*Faculty advisor Mike Williamson poses with Betty Lanteigne for her dissertation defense.*



*Faculty advisors Jerry Gebhard and Nancy Hayward pose with Kota Ohata for his dissertation defense.*



*Faculty advisors Mike Williamson, Jerry Gebhard, and Nancy Hayward pose with Phillip Ryan for his dissertation defense.*



*Faculty advisors Ben Rafoth, Dan Tannacito, and Gian Pagnucci pose with Mildred Santiago-Velez for her dissertation defense.*



*Faculty advisors Carole Bencich, Gian Pagnucci, and Claude Mark Hurlbert pose with Robert Wallace for his dissertation defense.*

# Composition & TESOL

## Graduate Studies in Composition and TESOL at IUP

### Master of Arts in English

- Specialties in Teaching English or in TESOL (Teaching English to Speakers of Other Languages)

### Doctor of Philosophy in English

- Specialty in Composition and/or TESOL
- 94% of graduates have tenure track jobs after 2 years
  - Summers-only option for academic residency
  - Well published, expert faculty
  - Individualized comprehensive examinations
  - Classroom and practice oriented dissertation research
  - Friendly, down-to-earth atmosphere

<http://www.english.iup.edu/graduate/ct>

*Indiana University of Pennsylvania*

## Graduate Studies in Composition and TESOL at IUP

### Indiana University of Pennsylvania

*English Department  
Leonard Hall, Room 111  
421 North Walk  
Indiana, PA 15705-1807*

111501-315306-71210-112301

*Non-profit Org.  
U.S. Postage  
Paid  
Permit No. 198  
Indiana, PA 15701*