



THE WORD

ENGLISH

“Go forth! Be brave! Be proud! Be true!”—Jane Leonard (1840-1925), IUP English Professor

Celebration as Inspiration: Recognizing Student and Faculty Publications

By Sukanto Roy, PhD Candidate in C&AL

The sixth annual IUP English Publication Celebration was held in HSS on February 22, 2018.

The Publication Celebration was initiated in 2012 by Dr. Patrick Bizzaro, who wanted to reward people for publishing as a way to bring recognition to IUP. He encouraged people to talk about how they published, how they found their subjects, and how they found publishers. After Dr. Bizzaro's retirement in 2016, Dr. Resa Crane Bizzaro took over organizing the event. She, too, thinks that publication is to be celebrated.

I came to IUP in the Fall semester of 2015 and had the privilege to assist Dr. Bizzaro in organizing the Publication Celebration in 2016. I have seen her dedication and sincerity for making the Publication Celebration a success.

At that time, I did not have any publications. However, while working on and attending the

Publication Celebration, I felt an intrinsic motivation to publish. Seeing teachers and students show and talk about their publications, I, too, wished I could show my publication and talk about it in the Publication Celebration.

That opportunity came gradually. In our first year, we had to pass our QP (Qualifying Portfolio), and after passing my QP, I sent my paper to a journal called *Language in India*. After a “revise and resubmit,” it was published in 2016.

Subsequently, I published two more articles in the same journal, and in 2017 I published a co-authored essay (with F. Liao) in the *Journal of Literature in Language Teaching*. For me, the Publication Celebration was the most motivating factor to publish.

The number of reported publications has risen over time. Many students and faculty publish more than one piece each year, though the guidelines for this event allow the listing of only one.



Sukanto Roy talking about his publication process at the 2018 IUP English Publication Celebration.

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Correction: In the Spring 2018 issue, the “Publisher Parish” feature neglected to note that Dr. Reena Dube has served as Editor of *Studies in the Humanities* since 2009, editing 15 issues of the journal. We apologize for the oversight.

The Word editorial staff:

Todd Thompson, editor-in-chief; Kelly Stewart, editorial assistant; Jedidiah Fetterman, editorial assistant.

Do you have departmental or alumni news that you would like *The Word* to feature? Contact Todd Thompson at Todd.Thompson@iup.edu.

Interested in donating to IUP English? Contact Development Officer Tony Cancro at acancro@iup.edu.

Without research, it is not possible to maintain a current curriculum in educational institutions. Research keeps our university and our society moving. And the IUP English Publication Celebration is helping research.

IUP English Faculty Foster Inclusion through Creative Reflection Breakout Sessions after 6:00 Series Event with Holocaust Survivor

By Kelly Stewart, M.A. student
in Composition & Literature

Several members of the English Department helped to lead a series of breakout sessions after a 6:00 Series event, “An Evening with Holocaust Survivor Mosche Baran,” on April 9, 2018. The Creative Reflection Session—organized in part by English Professor Dr. Susan Comfort, along with Sociology

faculty, administrators, and community members who attended were encouraged to engage in discussion, create dialogue, network, and challenge themselves to make a positive difference at the university and in their communities.

Dr. Comfort, Dr. Rosalee Stilwell, and Dr. Judith Villa led a breakout session titled “Poetry and Prose.” This session began with discussion,

Dr. Todd Thompson and English B.A. alumnus Angela DonGiovanni led a session on letter writing that delved into a how-to and offered effective composition tips.

This workshop illuminated the importance of writing letters to editors and elected officials, as the practice influences both a larger body of people and the government officials who work for us.



Dr. Susan Comfort captures ideas on a white board during the Poetry and Prose breakout session.



Dr. Rosalee Stilwell (left) chats with students during the Poetry and Prose breakout session.

Professors Dr. Michelle Sandhoff and Dr. Melanie Duncan—considered themes from Baran’s talk through art, music, poetry, memoir, theatre, creative writing, historical reflections, and more.

The event was organized to counteract hate speech with positive speech and to provide a supportive, creative environment for students and professors who believe that building a free speech community based on respect and inclusion is crucial.

The approximately 100 students,

and then the group collaboratively co-wrote a reflective poem.

As Dr. Stilwell recalls, “The students participated enthusiastically. The talk engendered was deep, sincere, and open. It was an authentic ‘BE-IN’ in the best tradition of 1960s-70s activism. We were definitely UNITED after sharing and caring and writing TOGETHER. I felt proud to be a faculty member of this institution with such brave and wonderful students and colleagues.”

Other breakout sessions featured interventions in art, theater, and memoir/narrative/reflection.

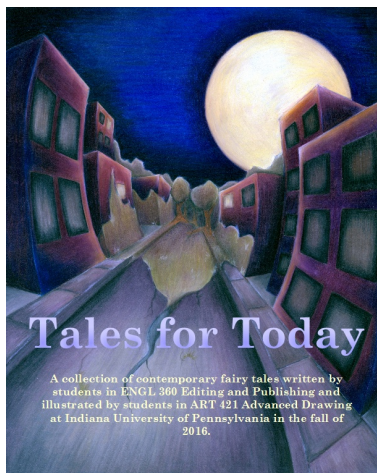
The Creative Reflection event was co-sponsored by the IUP Academic Success Center, Aramark, the College of Education and Communications, the LGBTQIA Commission, the Office of International Education, the Philosophy Department, the Sociology Department, and individual donations from IUP faculty and staff.

Modern Fairy Tales, Modern Job Skills: Multimedia Collaborations in Editing and Publishing

For the past three years, English Professor Dr. Daniel Weinstein's Editing and Publishing class has collaborated with Art Department Chair Nathan Heuer's ART 421 Advanced Drawing class on a unique creative writing, drawing, and publishing project.

This project creates a collection of contemporary fairy tales written by students in Dr. Weinstein's ENGL 360 Editing and Publishing class and illustrated by students in Professor Heuer's ART 421 Advanced Drawing class.

In fall 2016, students in ENGL 360, a course in editing and publishing digital texts, took part in a literary experiment. Through a carefully orchestrated procedure of collaborative writing known as *l'atelier d'écriture*, or writing workshop, students studied a collection of Grimms' fairy tales and took stock of their elements. Storytelling patterns, such as things that come in threes, and promises which, when broken, cause dire spells to be cast, became these students' stock-in-trade, which they applied to stories of their own.



*Cover of 2016 Tales for Today.
Cover illustration by Abby Krick.*

Some of their tales were written collaboratively by as many as four students at once; others are the products of individual writers working by themselves, but inspired by the memory, by the lingering atmosphere, of collaboration. All were written within the space of one week. According to Dr. Weinstein, these young authors wrote under a spell of pleasure and adventure born of deep reading, love of storytelling, and the joy of working together. Something even more remarkable happened when students in ART 421 joined the game. They added their talents to the mix, and before you could say, "Rumplestiltskin!" the illustrated collection, *Tales for Today*, was born. Dr. Weinstein describes their collaboration as a good example of critical workplace communication skills in action.

On October 7, 2017, Dr. Weinstein presented a talk, titled "A Fairy Tale Collaboration—Literally," about the project at the English Association of the Pennsylvania State Universities Conference. The 2016 and 2017 editions of the tales are available from Dr. Weinstein as an ebook upon request.

Hibsman and Student Collaborate on "Kittanning Critters," Weekly Cartoon Series in *The Kittanning Paper*

Dr. Tim Hibsman debuted a weekly series entitled "Kittanning Critters" in the March 19, 2018 *Kittanning Paper*. Lauren Haig (a double major in English and Art) collaborated on the initial 10 submissions.

"Kittanning Critters" is a cartoon series focusing on artwork, pithy language, color, borders, font, and image sizing. The project originated from the ENGL 222 Technical Writing course, in which Haig created a course project focusing on a fictitious publishing company that concentrated on children's books.

Taking a rough draft from Dr. Hibsman, she created a work where excerpts and images were taken from the book for the weekly series.

In the future, other students from the technical writing class will have an opportunity to examine *The Kittanning Paper*, follow the publisher's guidelines, create a proposal, provide samples, and submit work to the series.

The ongoing project demonstrates the connection between classroom concepts and the real world.

This provides students with practical, real life experience and expectations from an editor/publisher and the possibility of adding publishing credits to their resumes.

A Brief Word: IUP English Faculty Stars

Dr. Resa Crane Bizzaro has been elected to serve on the Executive Committee of the Conference on College Composition and Communication (CCCC). This body governs and oversees the business of the international organization. Committee members are expected to attend two meetings each year and two retreats to manage their responsibilities.

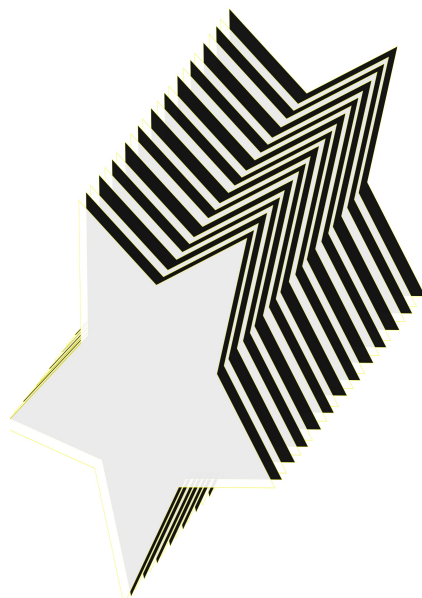
Dr. John Branscum and **Yi Yu**, a doctoral candidate in the CAL program, gave a combination talk and workshop on “Taoism, Transformation, and Creativity” as part of Humana, Inc.’s Thought Leaders in Diversity speaking series.

In April 2018 **Dr. Brian Carpenter** gave a talk at Three Rivers TESOL at Robert Morris University. Carpenter’s talk focused on how a genre focus from a systemic linguistics perspective helps aid student learning and development in an introductory college writing course.

Dr. Dana Lynn Driscoll offered the keynote address at the East Central Writing Center Association in Columbus, Ohio, on Friday, March 23, 2018. The title of the address was “Tutoring the Whole Person: Emotions, Writerly Development, and Emotional Labor in the Writing Center.”

Dr. Melanie Holm was named managing editor of the 18th-century studies journal, *The Scriblerian and the Kit-Kats*. With a

subscription circulation of over 1,100 libraries and institutions, the *Scriblerian* is the critical clearing-house for all scholarly work on Restoration and 18th-century authors, artists, and cultural concerns.



Dr. Gloria Park’s book, *Narratives of East Asian Women Teachers of English: Where Privilege Meets Marginalization* (2017), has been nominated by Multilingual Matters Publishers for the 2019 American Association of Applied Linguistics First Book Award.

In March 2018, **Dr. Heather Powers** participated in a round table on the problem of ableism in popular culture and presented “Joss the Way We Like Him: What Happens When Our Heroes Fall,” both at the 2018 Popular Culture Association annual conference in Indianapolis, Indiana.

Dr. Lilia Savova gave two invited lectures, on foreign language education and on video-assisted graduate education, to faculty and students at Sofia University, Bulgaria, in May 2018.

Dr. Mike Sell is the editor of *Playwriting in the 1960s*, the fourth volume of the groundbreaking eight-volume series “Decades of Modern American Drama: Playwriting from the 1930s to 2009,” published by Bloomsbury.

Dr. Bryna Siegel Finer and **Dr. Katie Miller** presented at the 18th Biennial Conference of the Rhetoric Society of America in Minneapolis, Minnesota in May 2018. Their presentation, “Environmental Shock, Organizational Anxiety, and the Rhetoric of Making Change,” described their ongoing research and rhetorical analysis of a corpus of e-mails from university presidents to their campus communities in response to the 2016 presidential election.

Dr. Daniel J. Weinstein, in collaboration with Theater Professor Dr. Carrie J. Cole, presented at the Annual Conference of the Assembly for Expanded Perspectives on Learning, (an official assembly of the National Council of Teachers of English) on June 22, 2018. Their presentation was titled “Teaching Mindful Artistry Through Radical Presence.”

For more news, go to <https://www.iup.edu/english/news/>



Alumni Spotlight: Where Are They Now?

Garret Godwin (B.A. 1976) has worked for twenty-five years as a medical writer in the pharmaceutical industry. He is also the author of five books: *True Philadelphia Stories* (a collection of short stories and essays); *Chasing Quetzalcoatl To The American Dream, Down and Out in Philadelphia and New York*, and *Through The Dark Looking Glass* (all novels, published with Xlibris Press); and *As You Sow* (an anthology of poetry published with PublishAmerica). He lives in Mechanicsburg, PA.

Thomas S.C. Farrell (C&T Ph.D., 1996) has been named to IUP's College of Humanities and Social Science's (CHSS) Hall of Distinction. He was honored at the CHSS Hall of Distinction Induction Event on September 28, 2018. Dr. Farrell is Professor of Applied Linguistics at Brock University, Canada. Professor Farrell is an internationally renowned scholar and award-winning researcher in reflective practice and language teacher education & development. A highly sought-after speaker, Dr. Farrell has given presentations worldwide, including over 150 keynote, plenary, and conference papers. He has also published widely, authoring or editing 35 books, 41 book chapters, 87 articles in refereed journals and conference proceedings, and 50 popular articles in non-refereed publications to date. A selection of his most recent books includes *Promoting Teacher Reflection in Language Education: a Framework for TESOL Professionals* (Routledge, 2015); *From Trainee to Teacher: Reflective Practice For Novice Teachers* (Equinox, 2016); *Reflecting on Critical Incidents in Language Education* (with L. Baecher, Bloomsbury, 2017); *Research on*

Reflective Practice in TESOL (Routledge 2018); *Sociolinguistics and Language Teaching* (TESOL International Publications, 2017). Most recently, he is author of *Research on Reflective Practice in TESOL* (Routledge, 2018).

Angela DonGiovanni (B.A. 2007) recently began a new job as the LSI Paralegal at Family Design Resources. Ms. DonGiovanni also serves on the Indiana Borough's Shade Tree Commission. In April 2018 she co-led a "Creative Reflection" session on writing letters to the editor and letters to governmental representatives with English professor Dr. Todd Thompson (see p. 2 for full story). She lives in Indiana, PA.

Gabrielle Bradshaw (B.A. 2015) is the Project Director for the Lake Effect Leaders AmeriCorps VISTA project located in Northwest Pennsylvania. AmeriCorps VISTA (Volunteers in Service to America) is a national service program designed specifically to fight poverty. The Lake Effect Leaders is a multi-county intermediary AmeriCorps VISTA Program Grant, which serves as a pipeline for nonprofit leadership development. Led by a partnership consisting of Allegheny College, Gannon University, and Mercyhurst University, the program professionally equips VISTA members to serve critical capacity-building functions in nonprofit organizations, government agencies, and schools to address issues related to poverty.

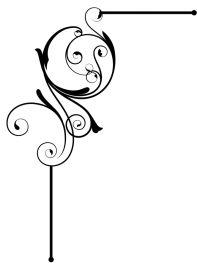
Dr. Kimberly Holloway (C&T Ph.D., 2016) was promoted to full professor of Composition at King University in March 2017. She is also King University's Writing Program Administrator and the Director of Composition and the Writing Centers at King. In 2016, her essay "Communicating with Adult Learners in the Online Writing Lab: A Call for Specialized Tutor Training for Adult Learners" was published in *Applied Pedagogies: Strategies for Online Writing Instruction*.

Dr. Steven Zimmerly (L&C, Ph.D., 2016) was recently awarded Honorable Mention for the Northeast Modern Language Association's (NEMLA) 2018 Book Award. Dr. Zimmerly is Assistant Professor of English at University of Indianapolis.

Carla Plummer (B.S. English Ed., 2018), directed a dual-language version of *Aladdin* at the Plant City High School (PCHS) in Plant City, FL. Students memorized the lines in both English and Spanish, creating a performance that reflected the linguistic experiences of PCHS's students and the surrounding community. The production was Plummer's innovative idea, which she shared over a year ago with the Department of Theater and Dance. Plummer is also an English teacher at PCHS.

Alumni, tell us what you're up to! Send your spotlight updates to Todd.Thompson@iup.edu.

In your email, please include your graduation year and program as well as your update.



Writing Center Corner

Critical Thinking is Dead? Think Again.

By Krista Speicher Sarraf, Assistant Director, Kathleen Jones White Writing Center

You've heard the rumors: free speech is dead on college campuses. Gone missing: critical thinking skills. From complaints by employers, to comments by friends, to the work of IUP's Free Speech Project, it seems that everyone is discussing free speech and critical thinking, or engaging in messy, puzzling problems (Bean, 2011).

In fact, a new book by Greg Lukianoff and Jonathan Haidt tells all in its controversial title, *The Coddling of American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure*. Lukianoff and Haidt write that the next generations' avoidance of uncomfortable ideas may prove disastrous, as thinking critically – even about uncomfortable ideas – is necessary for higher education's commitment to intellectual rigor and discussion.

English majors already know that reading and talking about texts involve thinking critically. In fact, critical thinking is a hallmark of the English classroom, where lively debate and disagreement characterize seminars. Writing, too, often occurs in response to a problem that sparks sincere wonder and inquiry. Writers deeply reflect in journals, engage with ideas through research, and play with the shape of human experience through narrative and poetry.

But how does writing relate to critical thinking? And what does the link between writing and critical thinking mean for higher education? I've recently been reading John Bean's (2011) book *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. Bean, a professor of English at Seattle University, says that writing and thinking go hand-in-hand. That's because writing is the product of critical thinking *and* a process of critical thinking.

Writing is a complex thinking task because writers must juggle both subject matter problems and rhetorical problems. These problems often are messy and best worked through during the revision process, in which each new draft allows writers to imagine how a reader might respond.

In this way, writing is a conversation between the writer, ideas, and future readers. This process involves challenging assumptions and beliefs and sharpening thinking.

Sometimes, writers have the privilege of sharing their writing with real readers. If they are lucky, the reader pushes them to think in new ways. This is the very work that happens when you come to the Kathleen Jones White Writing Center.

When you meet with a tutor, the tutor might ask you to explain an idea. Tutors challenge, question, problematize, engage, or counter those ideas. Tutors act as sounding-boards. Tutors offer different viewpoints. Tutors point out underdeveloped or poorly-constructed ideas. As such, the dialogue between tutor and tutee can deepen your engagement with the problem you're confronting on the page. This creates cognitive dissonance, as views no longer neatly align. You may feel unsettled, but you know that learning involves dismantling unexamined views.

Every semester, I meet with students who pull up a paper on their laptop and ask for help with sentence structure or grammar. Both requests often lead to more critical discussions about ideas. "I'm not following you in this sentence," I say. "How would you defend your position to classmates who might be skeptical?" I see a spark in the student's eyes: they begin to see writing as a conversation. Through the conversation, the student comes to realize that ideas necessitate evidence (and that different fields prize different forms of evidence).

The tutor's questions indicate skepticism about the student's position. The tutor is not convinced. Not yet, anyway. The resultant conversation provides tutor and student with an opportunity to talk openly and carefully about ideas. Critics might fear the death of free speech, but in writing tutorials, free speech is alive and well, and critical thinking is present and accounted for. When writers write, they think. When they write to deeply engage with problems and ideas, they think critically. When they revise, they struggle through the murk of unclear, unevidenced thinking. The struggle inherent to writing is just what's needed in higher education today.