

Composition & TESOL

THE C & T NEWSLETTER

Retiring Dr. Tannacito Shares His Memories of IUP

Dr. Dan Tannacito has announced his retirement at the end of this academic year. He has been at IUP since 1977, making him the longest standing member of the C&T program and its predecessors. Still keeping a busy schedule right up to his last day, Dr. Tannacito was gracious enough to take time to share his memories and recall the program history to the *C&T Newsletter*.

The original doctoral program was conceived by Dr. Frank Como in 1973. Dr. Tannacito said Dr. Como designed the program based on many of the same principles that exist today. The emphasis was and is on serving the needs of English teachers in the middle of their careers who want to continue their education to earn a Ph.D and who need a flexible schedule because of established families and careers. At the program's inception, this was especially true for the target population—community and four-year college English teachers who had few opportunities elsewhere. Dr. Como designed the English Education doctoral program as a separate track from the Literature program and the English department hired Marilyn Sternglass as the program's first Director.

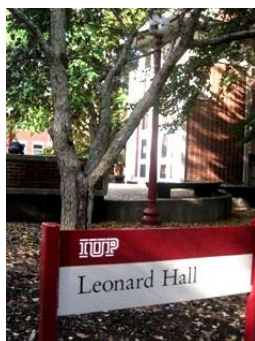
In the mid-70s a doctoral program focusing on language and literacy for non-traditional students was almost non-existent in university English departments. This niche enabled college teachers to earn a degree working summers only. In the late 70s when Dr. Sternglass moved on, Dr. Patrick Hartwell brought the focus on composition to the program. Because of his doctorates in linguistics and literature, Dr. Tannacito was hired to teach a variety of linguistics and TESOL courses. Program faculty were added regularly every year in the 1980s, according to Dr. Tannacito, including Drs. Jane Zeungler (incoming president of AAAL), Jerry Gebhard, Don McAndrew, Ali Aghbar, Barbara Hill Hudson, and Jeanine Heny—all retired or teaching elsewhere—in addition to a number of current faculty (Hurlbert, Williamson, Rafoth, Savova, Alvine).

In 1981, Drs. Tannacito, Hartwell and others revised the program as Rhetoric and Linguistics. The new name/curriculum re-emphasized its faculty's commitment to the concept of Teacher-Scholar with content focused on applying the parent disciplines (Rhetoric/Linguistics) to college composition and TESOL. Dr. Tannacito was the director of the Rhetoric and Linguistics program twice: in the 80s and 90s, and helped design 14 of the doctoral and master's degree courses, many of which are still offered by faculty. Dr.

Celebrate 35 years of
Dr. Tannacito's service at IUP.
Please Join us for an
Open Reception
May 3, 2012
2:00-4:30 p.m. in
Breezedale Alumni Center



Dr. Tannacito, relaxing in ancient Halicarnassus ruins in modern Bodrum, Turkey, is retiring from IUP after 35 years.



Editor

Nathan Lindberg

Faculty Advisor

Lynne Alvine

Contributors

Maha Alawdat

Lilian Mina

Catherine Kelly

Sarah DeCapua

Mitch James

Samah Elbelazi

Retiring Dr. Tannacito Shares His Memories of IUP

continued from previous page

Tannacito has published two books on second language writing and discourse analysis, and numerous articles. Since he began at IUP, Dr. Tannacito has directed 60 doctoral dissertations. In 2006-07, the IUP Faculty Senate recognized Dr. Tannacito's achievements in graduate education and the ALI by selecting him for the annual Distinguished Faculty Award in Teaching. Dr. Tannacito commented on these experiences that "My greatest pleasure at IUP, perhaps, has been to mentor so many fine students."



Dr. Tannacito and his wife Sumon pictured in Surprise, Arizona.

In the early 80s, Dr. Tannacito also started the American Language Institute (ALI), which he has directed to the present. The idea behind ALI was and remains to help ESL students prepare to enter IUP at the undergraduate and graduate levels as well as to provide graduate students with opportunities to tutor and teach international ESL students. Currently, graduate students from six different programs work at the ALI. In the English department, Dr. Tannacito designed the undergraduate ESL curriculum which includes dedicated sections of ESL in Basic Writing, College Writing, and Research Writing which exist today.

Through his contacts around the world, Dr. Tannacito has been able to attract numerous students to the ALI and IUP. For example, shortly after Dr. Tannacito founded ALI, a Saudi Arabian official asked Dr. Tannacito to establish an English for Specific Purposes program for seven Saudi finance ministers. Based on the success of Dr. Tannacito's efforts, the presence of Saudi Arabian students at ALI and many other programs, including the C&T program, continues at IUP.

Dr. Tannacito developed additional global ties during his work abroad. He was a visiting professor in the People's Republic of China in 1981-1982 and then again in 1998-1999. He also lectured and offered workshops in China on five separate occasions during the decade after China reopened to the West. During his interview, Dr. Tannacito recounted several cross-cultural experiences which illustrate the great distance that can occur between cultures long separated by political ideology.

Dr. Tannacito helped bridge the relations between China and the U.S. by arranging workshops for IUP faculty in China. For example, Drs. Patrick Hartwell and June Phillips went to Shanghai with Dr. Tannacito to offer workshops to English teachers from universities throughout southeast China. In turn, faculty from seven Chinese universities visited IUP (and other universities in the state system) through exchanges set up by Dr. Tannacito in the 1980s. On one trip in the 80s, Dr. Hartwell was shocked to discover bootlegged copies of his textbook, *Open to Language*, on sale in Xinhua bookstore in downtown Shanghai, shortly after he had brought copies for his seminar students to use. China, at the time, did not recognize international copyright laws, and copied Western textbooks as a routine practice to make them affordable for students. Several of these exchange faculties received the doctorate in our program and others helped design COPIAS (Chinese Outreach Indiana Area Schools), a Chinese language program with Dr. Tannacito for the Indiana Area school system.

In addition to working in China, Dr. Tannacito received a Senior Fulbright Scholarship in 1992-93, when he was appointed as the director of the MA TEFL program at Bilkent University in Turkey. This program enrolled Turkish English teachers from universities across Turkey as well as several Turkic-language countries, such as Azerbaijan and Kazakhstan. Several of his students from

continued on next page

Dan, The Man!

Memories of Dr. Tannacito by IUP graduate Dr. Thomas S.C. Farrell

I remember the first time I came to IUP. I arrived about three days late as I could not get a flight from Korea and I brought my young family and I had no idea what I had gotten myself into. I remember we arrived in Indiana after spending the night at the Holiday Inn at the airport and after moving into Carriage House, I decided to visit the campus where I met Dan, who told me I was three days behind everyone else in class but that he would give me time to catch up. I still remember the apprehensive look on his face and his doubt that I would make it past the first week, not to mention the first semester. But then it was IUP, and the professors who were in the program really helped me as well as my fellow students.

That first class I took was Linguistics and the English Teacher and Dan sat at the top of the room and we all had to present each day while he looked us over in more ways than one. I remember thinking (when my jetlag began to lift) that this was Linguistics Bootcamp and I had met sergeant Tannacito and he was taking no crap from these new recruits. This was the class from hell and he really made all of the students gel against him with determination to pass the course. And we did. I think he was laughing at us all in that he knew well what he was doing. The following summer I took SLA from him, but I was ready! I knew what to expect and I prepared well. I will never forget what he said to me one day after I made a presentation in which I thought I had done well: "Tom, that was just ok! But I am preparing you for the world stage, and you must be aware of how you present when you meet a different audience, so I am giving you an A-Next time you will do better. I thought he was off his rocker at that time—the world stage! Indeed! I was just trying to get out of Indiana! Well, lo and behold, what did happen over the years? Dan's image came to me again last year when I was about to make my biggest presentation to date as I got ready to give the plenary at IATEFL in Brighton, England. I thought to myself that I had come a long way from that SLA presentation in Dan's class all those years ago. So, Dan, I will never forget ALL you have done for me, for the program, and IUP. The C&T program will never be the same for me now that you are taking a break. I wish you and your family all the best and may you have many more years enjoying the lovely weather in Arizona. Forever your student, Tom!



Dr. Tannacito with alumni and now professor, Dr. Thomas Farrell

Retiring Dr. Tannacito Shares His Memories of IUP

continued from previous page

this program in Turkey followed him to complete the doctoral program at IUP, most notably Drs. Ozbilgin, Luk Grove, and Diken. Since his stint as a Fulbrighter, Dr. Tannacito has re-visited Turkey numerous times to lecture and workshop at universities across Turkey and in Cyprus. Early on, he became interested in ancient Turkish and Roman culture, especially in the city of Bodrum, once the Greek city Halicarnassus and home to the tomb of Mausolus—one of the seven wonders of the ancient world. Tannacito is interested in the cross-cultural history of Bodrum about which he intends to write a book in retirement. On his trips, he discovered temple friezes in museums (at European as well as Turkish sites) which tell the story of Halicarnassus.

Although retiring, Dr. Tannacito does not see himself slowing down. "I'm pleased with my career" he says, "but I want to spend more time writing." In addition to his intended work on Bodrum, Dr. Tannacito plans to complete several articles and co-author a book on Second Language Writing. He will be based in Tucson (AZ) where he has a home with his wife (Sumon) and beloved laboratory retrievers.

Throughout his career, Dr. Tannacito has traveled widely and used these ties to promote internationalism at IUP by increasing the number of participants from around the world, and developing curriculum and programs that integrated and communicated their needs. When the doctoral program became the Rhetoric and Linguistic program and, subsequently, the Composition & TESOL, an emphasis on international students became an established feature of the graduate programs in English. Although the program may change again in the future, Dr. Tannacito hopes it maintains its original commitment to addressing the needs of multi-cultural teachers and scholars of English language and literacy.

Jerry Gebhart Remembers his Mentor Dr. Tannacito

The other day I was vacuuming Yoko's (wife) and my favorite rug, handcrafted in Turkey and one of the most precious things we own. It's not because the colors have brightened with age or that there is a secret signature woven into the traditional Turkish carpet. Rather, it is because of Dan's thoughtfulness in picking out this carpet for Yoko and I. As I vacuumed, I couldn't help thinking that this carpet is a metaphor for Dan, as he has mellowed and brightened with age and has put his creative signature on his many accomplishments.

One of his greatest accomplishments has been the creation and on-going development of the American Language Institute. Not only did he create a lasting and innovated multi-level curriculum and assessment process for the ALI international students, but has provided a multitude of teaching and administrative experiences for graduate students and English Department faculty. His creative signature also includes being a big part of a half-a-million dollar USIA grant to prepare Latino students to complete their junior and senior years at IUP. His efforts included creating a curriculum especially designed for them with the intention of accelerating their learning process, which incidentally was accomplished through the collaborative efforts of faculty, staff, and Dan's very active involvement.

Dan also put his creative signature on creating the doctoral program in Rhetoric & Linguistics. Although he was a newer faculty member to the English Department at the time, he not only had a strong voice in creating the curriculum (along with Pat Hartwell and others), but carried the program into the 1990's by directing it for seven years. Dan also had a strong voice in recreating the R&L program into the present day Composition & TESOL program. As director of the program at the time, he created opportunities for faculty to have input into the program design of what has now become a much more student centered graduate program. He tirelessly worked at having faculty weave the program together, even having meetings at 7:30 a.m. Although Dan's hard push was not always so popular with the faculty, I think faculty and students are quite proud of the uniqueness of the Qualifying Portfolio, Culminating Evaluation, and wide selection of both composi-

tion and TESOL courses.

Dan also used his creative energy in other countries. He was invited to go to China with the first delegation of visitors from America when China opened its door to outsiders. He also has had two Senior Fulbright Awards, one to China and another to Turkey. He not only placed his creative mark on Shanghai Teachers University and Bilkent University, but brought back some of the best students from China and Turkey that the R&L and C&T program faculty have ever had the privilege of teaching.

I was fortunate to have had Dan as my mentor at IUP. He was rarely imposing or prescriptive, but rather he gave me many opportunities to explore and to find my own niche within the English Department, R&L and C&T programs, and especially within the MA TESOL Program. He encouraged me to coordinate the MA TESOL program for many years, nominated me and supported me as director of the C&T program, gave me two opportunities to direct the ALI while he was on sabbatical, and nominated me to be Vice President/President of Three Rivers TESOL. But, most relevant here, is that he shared his own perspective with me from his own experience of doing all of these things.

This does not mean that Dan didn't over step boundaries. But, I have always appreciated his enthusiastic, informed, creative efforts. This includes an experience on the first day I met him. He interviewed me for the English Department position at IUP at the 1985 International TESOL convention in New York. But, being Dan and knowing that I had lived in Thailand a number of years, he asked a Thai doctoral student to do part of the interview in Thai!

Dan was my mentor at IUP and is Yoko's and my life time carrying friend. I have been fortunate to have had Dan in my life, as have many others. I am also sure he will be missed at IUP, but he will continue to be appreciated by the scores upon scores of students he has taught, the faculty members who have gotten to know his intelligent and ever-grasping mind and creative nature, and by those far and wide who recognize his creative signature on his accomplishments.

Celebrate 35 years of
Dr. Tannacito's service at IUP.
Please Join us for an
Open Reception
May 3, 2012
2:00-4:30 p.m. in
Brezzedale Alumni Center

A Recollection of Dr. Tannacito From Dr. Ben Rafoth

Several years ago when Dan was nominated for (and then received) the University Service Award, one of IUP's highest faculty honors, I was struck by how many of his former students, all alumni of our graduate program and well-established in their careers at this point, wrote letters of support for his candidacy. They vividly recalled the impact Dan had on their education and the high standard of excellence he set for them. They spoke from the heart. When Dan retires, he will be missed by his faculty colleagues, but by no one more than his students.

Dr. Hurlbert Chosen as One of Nation's Best Profs



Dr. Claude Mark Hurlbert was named one of the nation's top teachers in *Princeton Review's Best 300 Professors*, a guide that partners with *ratemyprofessor.com* to assemble a list of the most recommended instructors by students. Dr. Hurlbert has been a professor at IUP for 27 years, and a teacher for 35. The book *Letters for the Living: Teaching Writing in a Violent Age*, which he co-authored with Michael Blitz, pioneered publishing students' written work, a method that has since become commonplace. His other works include co-editing *Composition and Resistance* and *Social Issues in the English Classroom*. His strong conviction for giving students a voice is exemplified in his freshman writing course where students write their own books.

Dr. Hurlbert expressed his feelings about the award: "The award is verification for me that writing students want to write when they are given the chance to do crucial, essential and necessary writing. What is more, when they have this opportunity, they more often than not want to learn to write as well as possible and that, specifically to this award, remember the teachers who try to give them the experience. Undergraduate students want, as

we all want, to commit themselves to meaningful, relevant work and to know that their efforts matter. The award tells me, in other words, that above all, students want to be heard."

Dr. Hanauer Pursues a Variety of Academic Interests

Dr. Hanauer's interests in poetry analysis, science methodology, and graffiti may seem to have nothing in common. However, the IUP applied linguistics professor assures us they do. "What connects things together?" he asks rhetorically, "Literacy as a form of inquiry." Dr. Hanauer claims literacy allows people to conceptualize the world, and research, by definition, is always an exercise in world conceptualization. By using literacy as a form of inquiry, Dr. Hanauer claims that people are able to gain insights into who they are as human beings and ways through which the world can be described. The connection between poetry, science and graffiti is that in each a person is trying through literacy to express personal understandings of the world and is using literacy to research how the world is.

Perhaps the disadvantage of such a wide range of interests is they keep Dr. Hanauer very busy. In the past three years he has written three books, eight peer-reviewed articles and six book chapters. These are added to an already impressive résumé, which includes work published in first tier journals such as *Science* and *TESOL Quarterly*, and a \$179,000 grant he received from the Howard Hughes Medical Institute last year.

IUP, C&T and MA-TESOL students may be familiar with Dr. Hanauer's work in poetry analysis. In several of his classes, he teaches Autoethnographic Poetic Inquiry, a method he founded and that is outlined in detail in his 2010 book *Poetry as Research*. His method pioneers combining elements of applied linguistics and creative writing by having second language students write poetry which they use as data to provide rich details of their experiences. A poet himself, Dr. Hanauer feels poetry is a unique medium that allows both the reader and the author to participate in a unique experience. Already Dr. Hanauer's book has led to five new projects he is currently working on or has recently finished. In the coming year (May 2013), Dr. Hanauer will be hosting a conference/workshop at IUP which is designed to solidify a research group made up of international scholars dedicated to the usage of creative writing and research.

Although Dr. Hanauer's work in poetics might be more familiar to those at IUP, his work in the sciences is better known throughout academia. One article (cited at least 50 times) is entitled *Teaching Scientific Inquiry*, which appeared in *Science* in 2006. The article, co-written with Prof. Graham Hatfull and colleagues from the University Pittsburgh, advocates allowing secondary students to do actual scientific inquiry instead of duplicating or studying past experiments. Dr. Hanauer developed this idea further in his

2009 book *Active Assessment: Assessing Scientific Inquiry*. In his book, Dr. Hanauer and his colleagues promote and develop an approach to science education assessment termed active assessment. This assessment approach brings authentic, contextualized assessment processes to bear on the evaluation of scientific inquiry. Active Assessment is also part of Dr. Hanauer's grant work, which involves bringing applied linguistics methodologies to the sciences. In his work, Dr. Hanauer spends a lot of time traveling the world, conducting assessment workshops for science faculty, touring labs and science departments. Poetry and science may seem antithetical to some, but Dr. Hanauer appreciates scientists' perception of the world. "They have qualities I like," he says. "They are creative and visionaries, but have a desire for good clear methods."

Like a Renaissance man, Dr. Hanauer has little problem dealing with a variety of subjects and even fusing them together. In his latest book *Writing Science in the Second Language*, scheduled to be released at the end of this year and co-written with former C & T graduate Dr. Karen Englander, Dr. Hanauer discusses the dominance of English in the sciences. He notes many scholars are forced to publish in English as a second language in order to get their research known and in order to fulfill their commitments to their universities. This book establishes and quantifies for the first time the added burden of writing in a second language. It is 24% more difficult to write in a second language and 21% more anxiety ridden. In a field where being on the cutting edge is crucial, such an added level of difficulty can prove very significant and is something that Drs. Hanauer and Englander think needs to be addressed in a variety of ways.

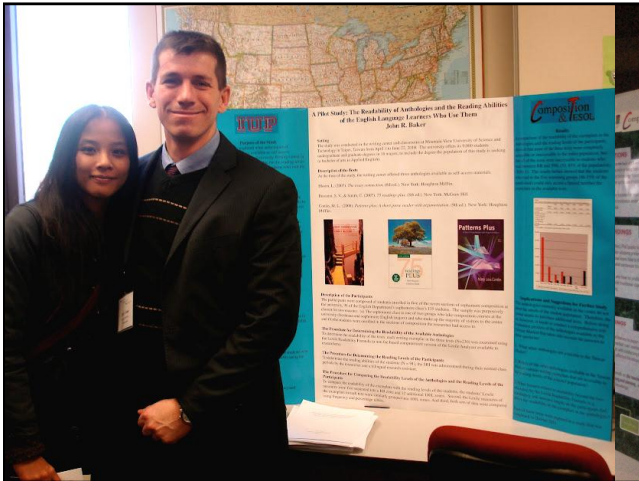
Dr. Hanauer's third main interest is graffiti, which he considers a form of public literacy displayed by those who might not feel represented in more dominant public discourse. In an article he published last year, Dr. Hanauer discusses how graffiti on the separation wall between Jerusalem and the Occupied Territories exemplifies micro-level political action concerning the Palestinian-Israeli conflict. His interest in settings where private individuals express themselves in public is now gravitating toward the Internet, where comment boxes, such as those at the end of newspaper articles, are a modern means of self-expression, functioning similarly to the role of graffiti. He is working on articles on this subject.

No doubt, Dr. Hanauer's concept of literacy as inquiry will lead him to a variety of new areas in which he will conduct research. He is one of those researchers you have to watch to see what he will do next.

Dr. Savova's Students Create Scholarly Posters

It was all IUP at the 2011 Three Rivers TESOL poster sessions. At the Pittsburgh conference last November, all 26 poster presenters were IUP students or graduates. Most of them were there after attending Dr. Savova's workshops on conference proposal design.

Dr. Savova incorporates poster design and presentations in many of her classes to enhance the modeling and conceptualization of her students' research and to hone their professional presentation and networking skills, so they can develop their resumes while fulfilling class requirements. She asks her students to present their posters in class as well as to submit them to local (e.g., Three Rivers TESOL), national (e.g., AAAL, CCCC) and international (e.g., TESOL Convention) conferences. Dr. Savova takes great pride in having her students present at professional fora. Her contributions to Three Rivers TESOL, where IUP students have dominated many conferences, were honored in 2010 when she received the Three Rivers TESOL's annual educator award.



Dr. John Baker, his wife Jasmine and his poster at the Three Rivers Conference

sign in her coursework whenever appropriate.

Posters have changed from the time of inevitable scissors-and-paper handicraft. Dr. Savova said computers and the Internet have revolutionized the process, making electronically designed posters a much more effective, creative, powerful, and portable means of self-expression. Yet, even though posters have emerged as serious scholarly products, "Some people tend to think of posters as childish or supercilious," Dr. Savova said, but added that many leading professional fora have adopted them as their most popular program events.

Hanissou Ousseini was one of Dr. Savova's students who presented at the poster session last fall. Ousseini had no previous experience at conferences; in fact, before he took Dr. Savova's class, he did not even know what a conference was. He said poster presenting was a good introduction to conferences.

"I was nervous when I started," Ousseini said, "but then the first person came and asked good questions. After that it was no problem."

Ousseini's classmate, Tewero Tchekpassi, also presented for the first time at the fall conference. He found making the poster gave him a new perception of his research. With all his ideas on one physical plane, he was able to think about them more holistically.

John Baker recently defended his dissertation, and although he has presented at numerous conferences, last fall was the first time he presented at a poster conference. "I had never done it, so I wanted to try," Baker said. "It was different than speaking. It forced me to rethink some of my ideas in order to condense them." Baker also added, "I enjoyed the more personal one on one contact."

Dr. Savova's students were busy again this spring. If you attended the IUP Graduate Forum on April 3, you most likely saw her students presenting their posters. Of all 68 posters listed in the program, 34 (50%) were from the English department. Of these, 17 (50%) were by students taking Cross-Cultural Communication and Media & Materials Design.

Dr. Savova confesses she first became interested in poster presentations about 15 years ago when she missed the deadline for paper proposals. However, she quickly realized that creating poster presentations has its own merits. It forces scholars to view their research from a different perspective and to translate one academic discourse type, e.g., a research paper, into another, e.g., a poster. This insight inspired Dr. Savova to include poster design



C&T student Maria Ananyeva with her poster at the 2012 Graduate Scholars Forum

International Unity Day



PhD candidate Mohamed Amhed and his wife made 17 different dishes for International Unity Day.



C&T student Samah Elbelazi and her husband Mohamed and son Isam Aloss.

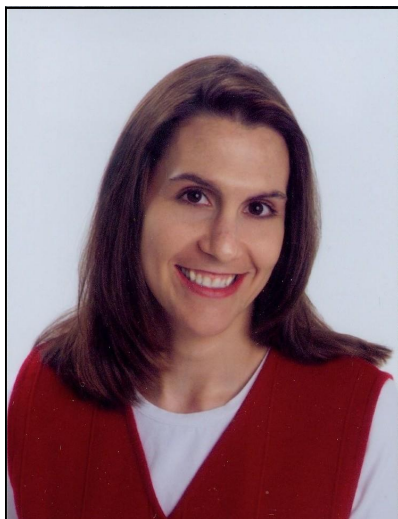


Dr. Bee Chamcharatsri serving Thai style eggs with tamarind sauce, yum!



C&T student Bader Algubaisi and IUP student Saleh Al-zahrani serving tea and dates.

Who Is the Most Published Writer in C&T?



By Nathan Lindberg

It might surprise you to know that the most published author in C&T is not a professor but a second semester student. Sarah DeCapua has published more than 45 books and edited thousands. However, unless you were an adolescent in the past 14 years, you might not be familiar with her work. Since 1994, Sarah has been editing and publishing non-fiction books for high school students and younger.

Sarah began her career shortly after she earned her MA in teaching. Failing to find a teaching position, she took a job at a small publishing company in Connecticut working as an editorial assistant. She worked strictly in editing for several years until an opportunity to write presented itself. The company wanted a book written about J. C. Watts, the first black Republican representative elected in Oklahoma since Reconstruction. However, none of the authors wanted the assignment because Watts was a conservative. Sarah felt the book needed to be written and she volunteered.

Years later with many books to her name, a life of writing and publishing might seem glamorous, but Sarah dismisses the idea. "To me, I just worry if they spelled my name on the cover right," she says.

As an editor, Sarah says she has taken on as many as 30 books at once, working simultaneously in all stages of each publication. Obviously, the job demands flexibility. Sarah says she deals with a wide range of tasks including negotiating contracts, choosing artwork, and selecting book designs. One particularly difficult aspect of non-fiction work is dealing with a writer's prejudice. Sarah says it is important to treat the subject of a book as fairly as possible, and sometimes authors unwittingly include their bias. At that point, Sarah says she must find a constructive way to make an author aware of the situation so alterations can be made.

After working for several publishing companies, Sarah moved out on her own to do freelance work, which she has done for the majority of her career. This had its advantages; for instance she could live wherever she wanted. In 2001 she moved to Colorado, a state where she had always dreamed of living. However, another trait of freelancing is work is often dearth or deluge. In one of the dryer periods, Sarah found herself looking for alternative employment. Ironically, she landed a position at a two-year college teaching writing, her original career choice.

In 2007 Sarah's career was disrupted when she was diagnosed with breast cancer. She spent the next year-and-a-half in treatment. When doctors finally announced the cancer was in remission, she decided her life needed changes. She moved back home to Connecticut, got a job at Southern Connecticut State University teaching writing and literature, and started looking for a PhD program to fulfill one of her lifelong goals.

Sarah said the C&T program attracted her because of its TESOL component. "In every course I have ever taught," she says, "I have had at least one second language learner and I've always been concerned I wasn't meeting their needs. After one semester in the C&T program I realized I was not."

Despite her class load and working as Michael M Williamson's GA, Sarah continues to do occasional freelance work. Her latest project is revising some social studies books for an imprint of Scholastic. Although she has a teaching position waiting for her back at Southern Connecticut, she said she still enjoys writing and editing. In fact she has plans for several fiction children's books, which she will try to publish as soon as she finishes her PhD. studies.

Dr. Babcock Awarded Article of the Year

Dr. Rebecca Day Babcock, a C&T 2005 graduate, was recently promoted to the rank of Associate Professor and awarded tenure at the University of Texas Permian Basin. In addition, her article "Interpreted writing center tutorials with college-level deaf students," published in *Linguistics and Education*, was selected to receive the International Writing Centers Association Best Article Award for 2011.

Dr. Babcock has published extensively on writing centers and working with deaf students. She also has a book awaiting a publication. She wrote her dissertation with her advisor, Dr. Ben Raftery, Director of the Writing Center at IUP. She teaches in the English department at the University of Texas.

Wetzel Wins Outstanding Composition Dissertation of the Year



When 2011 C&T graduate Dr. Ana Maria Wetzel received an email from CCCC about her entry for the James Berlin Award for Outstanding Dissertation in Composition, she was pleased.

“I thought how neat,” she wrote in an email interview. “They actually took the time to send me a rejection letter.” After she read that she had won the award, she was in shock. “I had to read the email a couple of times before I shared the news with my family.”

Dr. Wetzel’s dissertation, entitled *L2 Writing in the L1 Composition Course: A Model for Promoting Linguistic Tolerance* beat out all entries from contestants across America. This feat is even more impressive when you consider that Dr. Wetzel did not move to the U.S. until 2002. In fact, she did not even start studying English until she was 17.

Dr. Wetzel, a native of Romania, graduated from the University of Pitesti in 1999. Shortly afterwards

she met the man who would become her husband, Christopher Wetzel, a member of the Peace Corps. After moving to the U.S., Dr. Wetzel earned an MA at Youngstown State University, then attended IUP. In 2007 she began her dissertation while teaching freshmen English.

Teaching writing to first language English speakers was difficult for her. However, her experiences served as inspiration for her dissertation. Dr. Wetzel noticed first language speakers sometimes have a bias against second language writers, but through composition courses this prejudice can be overcome by helping students become global writers and readers.

Dr. Wetzel feels her award is encouragement to continue her research in second language Englishes in relation to composition courses. In particular, she is interested in the training composition instructors get before teaching writing in American universities. She also wants to continue working with EFL teachers in Romania, and to study the changes her native language is undergoing under the influence of English.

Throughout her dissertation, Dr. Wetzel’s advisor Dr. Hanauer encouraged her and supported her research. It was Dr. Hanauer’s support as well as Dr. Wetzel’s readers’ Dr. Pagnucci’s and Dr. Park’s support that inspired Dr. Wetzel to enter her dissertation in the CCCC’s contest.

Dr. Wetzel is currently working at Youngstown State University and also one of the satellite campuses of Kent State University. She teaches composition part-time and is a Romanian interpreter for Language Line. She hopes the CCCC’s award might soon lead to a fulltime job.

Dr. Hanauer Commends Ana Wetzel for her Dissertation Award

I am very excited about Ana winning the 2012 CCCC James Berlin Outstanding Dissertation award. Ana truly deserves this award. Her dissertation aims to provide a methodology for enhancing tolerance and acceptance of writers of English as a second language in the first language composition classroom. She takes the issue of acceptance from being a sole responsibility of the second language writer to being a shared responsibility of first language reader as well as writer. This is a really important topic with direct practical ramifications. While the majority of research in this area has only specified that intolerance and linguistic racism is a reality, this is one of the few studies that actually attempts to empirically validate an approach that changes this situation.

Ana was a wonderful student to work with. She is one of those people who is very understated and very hard working at the same time. While others might have been standing on the steps of the nearest state house shouting out their own achievements, Ana would be working hard on actually doing the required work. She exemplifies what real research is about - you work hard to use scientific tools to improve the lot of humanity. Well done Ana - you are a true credit to our program and profession.

Faculty News

Dr. Claude Hurlbert: Hello students, this summer I am teaching ENGL 833: Theories of Composition in the first summer session. The course description is as follows:

“Reviews the major theories of composition, especially those of the modern and postmodern eras. Examines how cultural factors such as education, history, politics, ideology, gender, race and ethnicity affect theorizing about composition. Encourages students to construct their own theories of composition by entering into a collaborative cultural and intellectual process.”

To this I will be adding investigation of the latest theories, advances and theoretical initiatives. I will be finalizing my reading list in the coming weeks and will email everyone registered for the class.

See you soon, Claude Hurlbert

Dr. Lilia Savova: At this year’s TESOL Convention in Philadelphia, PA, Dr. Savova presented on the “Role of Video in Conversation Analysis” as part of TESOL’s Video Interest Section’s academic session. She juxtaposed traditional textbook conversations with live conversations from movies using conversation analysis theory and methodology.

Dr. Lilia Savova: Summer Course Offering ENGL 742/842 Cross-Cultural Communication Course Overview

Students will learn about major trends, issues, research, and exploration in cross-cultural communication. They will be introduced to a conceptual framework for understanding cross-cultural communication in and out of the classroom.

Participants in this class will:

- Become aware of the basic concepts regarding cross-cultural communication
- Learn about specific issues in cross-cultural communication
- Juxtapose approaches to the presentation and analysis of cross-cultural communication issues
- Apply theoretical assumptions and research findings in analyzing specific cross-cultural contexts and conversation excerpts
- Do classroom research using relevant cross-cultural communication and conversation analysis sources
- Use web-based and multimedia technology in the design of academic/professional projects
- Present before peers and other professionals

Required readings may include:

Wintergerst, A. & J. McVeigh (2011). *Tips for teaching culture. Culture: Practical approaches to intercultural communication*. Pearson Longman. ISBN: 978-0-13-245822-1.

Hall, J. (2002). *Teaching and researching language and culture*. Longman. ISBN: 0-582-42337-6.

Wong, J. & H. Waring. (2010). *Conversation analysis and second language pedagogy*. Routledge. ISBN: 9780415806374.

Dr. Michael M. Williamson, along with co-author Brian Huot, has a chapter in Katrina Powell and Pamela Takayoshi (Eds.) book *Socially Responsible Research Methods for Writing and Literacy* released in May. Dr. Williamson also became a grandfather to a baby girl on leap day. Her name is Charlotte Martha Stevens.

Summer courses with Dr. Williamson
Summer 2012, Session II
English 830/730 Teaching Writing
Please see the website for information about readings and assignments.
The reading schedule will be up and running in about two weeks.

Fall 2012
English 881 Assessment in Composition & TESOL
Please see the IUP website for further information. Assignments and readings will be up in about a month.



Dr. Williamson, right, and his granddaughter, Charlotte Martha Stevens, left, born on leap day.

Student & Alumni News

Bader Algubaisi was a recipient of the Twenty-Fifth Annual IUP Foundation Doctoral Fellowship Award for 2012. Bader is a Ph.D. Candidate in the TESOL & Composition program in the English department. He worked various jobs in his native country of Saudi Arabia before getting a masters of education in ESOL from SUNY at Buffalo, He joined the C&T program in Fall 2011. Bader worked three different jobs as an EFL teacher before becoming the English Language Center coordinator at the Institute of Public Administration, which he left to pursue a degree at IUP. When asked his thoughts on the award, he stated that he was surprised to get it, especially since he has just finished his first semester. He said that he felt honored to receive it and is looking forward to working even harder to work to repay the faith IUP has in him. Bader's research interests includes maximizing the use of technology in writing as well as promoting a more conscious writing instruction of what goes around us in the world. He says, "Making connections between what we bring to the classroom and our students and life beyond the walls of academia is what I ultimately want to see in my future classrooms."

This coming summer, **Pisarn Bee Chamcharatsri** will be presenting parts of his dissertation study on "Expressing Emotions through Writing in Thai and in English" at both national and international conferences – Intercultural Rhetoric Conference, Indiana University, IN; Genre 2012, Carleton University, Ottawa, Canada; and International Society for the Empirical Study of Literature and Media (IGEL) 2012, Montréal, Canada (with Dr. David Hanauer). With Kyung-Min Kim, and Tomoko Oda, they have been working on a project on the perceptions of multilingual writers and their experiences at the writing center (with the support of Dr. Ben Rafoth). He was also invited to join the 1st Summer Summit of the National Consortium of Writing Across Communities at the University of New Mexico at Albuquerque.

Kelli Custer has accepted a tenure track position in the "Writing, Linguistics and Creative Process" program at Western Connecticut State University.

I am **Samah Elbelazi** a PhD candidate and a graduate assistant in the Composition and TESOL program. I have just passed my QP. I presented two posters in the international women's day at IUP March, 2012. One poster was about the representation of Libyan women in media before and after February 17. The other poster demonstrates the Libyan wedding as a big women's festival in my country. I submitted three proposals to three conferences and am waiting for their reply. I participated in the IUP Graduate Forum with two posters about the use of technology in L2. Furthermore, recently one of my proposals was accepted in the Gender and Sex program conference, and I am expected to give a presentation about the role of the Libyan women in building the country. Finally, I am now the president of the Muslim Women Association, the one I initiated to gather all Muslim women under an established association. My academic interests are creative writing and poetry. Lately I am thinking of applying Dr. Bizzaro's methodology in responding to students poems in an ESL context.

Brian Fotinakes, Ph.D. Candidate, presented work at the Conference on College Composition and Communication and the TESOL Convention this spring.

Tamara Girardi has completed the first three chapters of her doctoral dissertation, "It Can Be Acquired and Learned: Building a Writer-Centered Pedagogical Approach to Creative Writing" and plans to defend them early this summer. In March, at CCCC, she presented her findings from her dissertation pilot study as part of a panel that also featured C&T students Mitch James and Abigail Grant. She also presented "Illustrations of Power from Day One: A Critical Look at Course Syllabi" at the 2012 EGO conference at IUP. Her book chapter "Experts Abound: Love to Hear Students Go Tweet, Tweet, Tweet" has been accepted for publication in the upcoming text *Social Software and the Evolution of User Expertise: Future Trends in Knowledge Creation and Dissemination*.

Catherine Kelly, a PhD candidate in the Composition and TESOL Program, presented "Communication Privacy Management Theory in the Composition Classroom" at IUP's Graduate Scholars Forum and "Not Your Standard Form of Classroom Ink: Tattoos, Self-Expression, and the Composition Classroom" at the Annual EGO/GSA Interdisciplinary Graduate Conference at IUP. She was also elected as the Composition and TESOL Association's founding president for the 2011-2012 academic year.

Alice Lee and Kathleen Vacek presented at the Fourth Symposium on Writing Centers in Asia. The conference was held in Tokyo in February and was hosted by the National Graduate Institute for Policy Studies. Alice and Kathleen's presentation was titled "Multilingual Writers Using Constructed Identities."

Student & Alumni News



Dr. Abigail Grant, left, and Tamara Girardi just after Grant's successful defense

place, applying for jobs in more fabulous places just in case, grading papers, and preparing to move somewhere at the end of April. And, she happily returned to writing her dissertation. For job hunters out there, the HERC webinar about faculty campus interviews is very helpful; here's a link:<http://www.hercjobs.org/site/793/Webinars.cfm>.

I'm **Hlavisio Motlhaka** from South Africa. I just defended my MA Thesis on January 25, 2012 and passed with distinction. My journey of conducting this study has been exciting, challenging, and most of all, it was wonderful, innovative and inspiring experience. I want to extend my greatest gratitude to Dr. Savova, Dr. Briscoe and Dr. Staszkiwicz, who offered me the opportunity to expand my learning experience in the graduate program through this research and whole-heartedly supported my decision to conduct this research. I must admit that it was not an easy task to conduct this study.

However, this study equips me with knowledge on how to teach ESL and design culturally-oriented topics and materials without marginalizing other students given the diverse ESL classroom culture in South Africa, where Swazi, Pedi, Tsonga and Venda students are found in the same class given an inadequate exposure of ESL outside the classroom especially at rural public schools.

Most importantly, it broadens my understanding and interest in conducting more research on Teaching English as a Second Language, Curriculum design and intercultural communication, and makes me keen to start my PhD next summer after the completion of my MA TESOL program.

Marie Romanelli's dissertation *Exploring the Culture and Cognition of Outsider Literacy Practices in Adult Readers of Graphic Novels* was awarded Honorable Mention for the National Council of Teachers of English 2011 Promising Research Award. Her dissertation represents a combination of her interests in the intersections of visual arts and literacy. Through investigating the nature of multi-modal literacy, her research explores how experienced, adult readers of graphic novels understand and process both visual and verbal text components of graphic novels, and how the readers' literacy experiences have shaped their reading. The Promising Researcher Award is among NCTE's most prestigious and competitive awards; it's given to only one or two people each year. Previous winners have included such distinguished scholars as Steve Athanases, Ann DiPardo, and Elaine Chin.

Marie Romanelli teaches middle and secondary English at a public school in Pittsburgh, a position she has held for 20 years. She received her Ph.D. in English from the Composition and TESOL Program at Indiana University of Pennsylvania in December, 2009. If you'd like to join me in congratulating Marie, she can be reached at mariechromanelli@netscape.net

Alex Romagnoli, Composition and TESOL doctoral candidate, presented at the 2012 National Popular Culture Conference in Boston, MA with English Department Chair Dr. Gian Pagnucci. Their paper, "Where are the Superheroes? Academia's Dichotomous Study of Comic Book Literature," argued that the exclusion of superhero literature from serious academic consideration relegates a significant aspect of U.S. cultural history to the confines of the kid section of the library. Additionally, the paper argued that as an archetype for the American hero, superheroes provide a focal point for exploring what American culture values in its leaders and in the people who selflessly endanger themselves for the good of the innocent. Dr. Pagnucci and Mr. Romagnoli presented on Wednesday, April 11 at 3:00 p.m. in the Simmons Room of the Boston Marriott Copley Place.

Abigail Grant successfully defended her dissertation *Distinguishing Online and F2F Learning: Acquisition, Learning, and Online Pedagogy* in March 2012. She is delighted to have that behind her and looks forward to the challenges associated with publishing parts (or the whole lot) of her dissertation.

Grant also presented at the four C's in March 2012 with Tamara Girardi and Mitch James on a panel discussion regarding acquisition and learning (see related article on page 15). 2012 will continue to be a big year for Abigail because she is getting married in October and, come Fall semester, the Abigail A. Grant Scholarship will be made available for undergraduate English majors at California University of Pennsylvania.

Patricia Mathews, C&T (Summer) student, put aside dissertation writing in January to focus on looking for a new job after learning that her job was part of a budget cut at the community college in Northern Michigan where she taught composition and ESL for three years. She spent several weeks during the winter visiting fabulous places like Macau and Costa Rica for campus interviews. Mathews spent her spring break clearing debris left by a late winter storm, waiting to be offered her next teaching job in a fabulous

Student & Alumni News

Lindsay Sabatino presented at two national conferences this academic year. She individually presented at the Conference on College Composition and Communication in March as well as co-presented with Jessica Showalter at the National Conference on Peer Tutoring in Writing this past November. She presented locally with Jessica Showalter at IUP's EGO Conference in April. She has a piece co-authored with Jessica Showalter accepted in the *Writing Lab Newsletter* as well as a revise and resubmit for an individually written piece in *Computers and Composition*. Additionally, her dissertation research has earned her an IUP Graduate Student Research Grant (Spring 2012).

Cheryl L. Sheridan was awarded a National Science Council (Taiwan) travel grant to attend the 22nd Penn State Conference on Rhetoric and Composition in State College, PA from July 10 to 12, 2011 where she presented "Proposing an Agency Map for Narrative Research." She also served as the conference book editor for the 2011 Symposium on Second Language Writing in Taipei, Taiwan, where she presented her paper "Origins and Effects of 'Publish or Perish' on Second Language Studies Publishing: An In-depth Historiography of a Journal in Taiwan." In addition, she presented "A Novel Approach to College English: Incorporating Writing into Extended Intensive Reading" at the 5th Conference on College English at National Chengchi University on October 21, 2011. Most recently, Sheridan was awarded a Graduate School Research Grant from the School of Graduate Studies and Research at IUP to fund her project, "The Development of a Local Journal and its Role in a Discourse Community on the Periphery."

Helen Sitrler published in this issue of JAEPL (The Journal of The Assembly for Expanded perspectives on Learning). Her piece is called "Perfect."

Nicole Warwick published in the Winter 2011-2012 issue of JAEPL (The Journal of The Assembly for Expanded Perspectives on Learning). Her piece is called "'Poetry Is Not a Luxury': Why We Should Include Poetry in the Writing Classroom." She also presented by paper "Stretch Curriculum, Hermeneutics, and Transnational Theory: Exploring Disciplinary and Departmental Change" at the 2012 Conference on College Composition and Communication.

Lilian Mina's Practical Advice to C&T Students

As you are reading this, I'm almost an ABD. I'm currently finishing my coursework with two cornerstone courses in the program: ENGL 815 and ENGL 830 (if you don't know what these are, check our catalogue). As of now, I have a semi-completed draft of a proposal, and some scribbling that could be incorporated later in my three chapters.

I don't want to wear the old-and-wise-student hat, but I'd like to share two things with you if you are a first-year student. First, unless you're taking summer courses, start getting a grip of your research topic. The key word here is **READING**. Locate and read as much as you can about your prospective research topic. Reading helped me a lot as I was starting ENGL 815.

Second, if you can arrange it, avoid taking other courses as you're taking ENGL 815, especially if you have a jelly-concrete plan for your dissertation. Dedicate as much time as you can to that plan to move it to the concrete end. Your dissertation project will drain you intellectually, physically, and emotionally, leaving minimal resources for any other course you may be taking then.

My two cents here (forgot to tell you, it's financially draining, too).

At FSU, C&T Grad Dr. Wells Boosts WC Attendance

In her first year as the Florida State University Reading-Writing Center director, Dr. Jennifer Wells, 2011 C&T graduate, helped the center increase its sessions from 1,500 to 4,000. In a campus of 40,000 students, Dr. Wells manages all of the school's locations, one virtual and four physical. In addition, the Reading-Writing Center has two affiliated digital studios which provide students assistance with multi-modal projects. Dr. Wells' ultimate goal is to boost individual attendance from an estimated 2,000 to 4,000.

Dr. Wells was a summer intensive student at IUP, working at the high school level the rest of the year. During her 10 years in secondary education, she established a writing center at Mercy High School in Brulingame California, which she ran for five years. She is the co-editor of the book *The Successful High School Writing Center: Building the Best Program with Your Student*, published in 2011.

As the name implies, the Florida State University Reading-Writing Program not only offers writing assistance at all levels, but offers students advice for managing their reading loads. In addition, the center's digital studios provide assistance for students to create digital portfolio work involving using various mediums for editing and writing.

Lilian Mina's New Book Available Now



By Nathan Lindberg

C&T student Lilian Mina said at first she was skeptical when editors of the German company Lambert Academic Publishing told her they were interested in turning her MA thesis into a book. Her friend had just been published by the same company and recommended Mina, but Mina was not sure how serious their interest was. However, after she sent them her manuscript, the emails became more earnest, and eventually they were asking her to pick out a cover. It was at the point Mina realized that before she even finished her PhD course work, she would be a published author.

Just this fall, Mina's book *Trained Peer Review: The Potential for Change in Academic Writing: The Effect on Argumentation and Fluency* was published and is currently available on Amazon.com. Her book is based on a study she did in Cairo, comparing a control group to an experimental group which received specific feedback training on argumentative writing. Incorporating statistical analyses makes the study unique; however, Mina feels the allure of her research is its practicality. She calls it a

blueprint for class lessons that incorporates a checklist that second language students can use for reference or even to borrow readymade feedback comments if they need extra help. Mina believes it was this hands-on approach that made her book attractive to Lambert, and is also the secret to her success.

"I am a teacher at the end of the day," Mina says. "I like practicality, how theory can be applied in a classroom to be helpful for students and teachers."

Mina's previous publications exemplify her talent for purveying pragmatic content. From her 2008 article "Corpus-Based Activities for Logical Connectors" in the *Journal Humanizing Language Teaching* to her 2011 article *Eco-compositions in the technical writing class*, featured in Pearson's *Emerging Pedagogies* for CCCC 2011, her articles are user friendly, offering a hands-on tips for teachers. Her publications are a reflection of her 15 years of teaching.

Beginning her post-graduate academic career in 2003 in a special nine-month program at the American University in Cairo, Mina's early success prompted encouragement from her professors to continue. She started her MA in TESOL in 2005 and finished in 2008. Again her professors advocated her to advance her studies, and they suggested IUP as a PhD program.

Attracted to the composition component of C&T, Mina enrolled in the fall of 2010 and is now finishing up her course work. However, she has not let her studies interfere with publishing or attending conferences. She has a total of seven works published and is presented at seven conferences just this year.

After course work, Mina plans on concentrating on her dissertation dealing with teachers' perceptions of using digital technology in composition. Reaction has already been good. In an online pilot survey about using new media such as Facebook and Twitter, she received more than 250 responses.

Greetings from the Other side of Pennsylvania: Lilian Mina's Report on the TESOL Convention

By Lilian Mina

In addition to my panel presentation at TESOL Convention 2012, attending the Open Meeting of the Second Language Writing Interest Section was the highlight of my TESOL experience this year. During that meeting I started my three-year term as a member of the steering committee of the IS. Two things marked that meeting: discussing the new system TESOL is launching for proposal review, and planning for next year IS events. If you'd like to participate in reviewing proposals for TESOL convention, you'll have to fill out an online application (coming online soon) and go through a short training and calibration online process. I highly encourage all students who are TESOL members to step up and take part in this process for experience.

After discussing this new process and its potential drawbacks, we brainstormed a number of ideas for next year TESOL Convention presentations and panels. We came up with a good list, and some people expressed interest in being one or more of these panels. Interested IS members will start discussing the topics in more detail after the convention to get collaborative proposals ready before the June 1 deadline.

If you're not a member of an IS, and if you're not actively participating in that IS, you're missing out a lot.

Tamara's report from the C's Conference

By Tamara Girardi

As one of the largest conferences for the discipline of composition studies, the Conference on College Composition and Communication is always an opportunity to engage with the foremost scholars in the field and hear presentations on cutting edge research and perspectives.

After landing in St. Louis, it did not take long to become part of the various English studies conversations going on throughout the city. My "Go Best" shuttle from the airport had four conference attendees on board, and immediately, the discussions were steered to who was presenting what, when and why.

The brief chatter was a miniscule glimpse at what was to come when we disembarked at our various locations – hotels surrounding the America's Center, including the main conference hotel, the Renaissance in downtown St. Louis.

Within an hour, I was reconnecting with my summer roommate and dear friend in the program, Shelah Simpson. We sat down for a quick snack before the next session and caught up on what we have been missing in the past several months.

And I'm sure we weren't the only ones. IUP's C&T program was well-represented, both among presenters and attendees. That was clear from the C&T reception, well-planned by C&T doctoral candidate Mitch James and Dr. Ben Rafoth. Prospective students, current students, candidates, and alumni reconnected with their respective cohorts and mingled with others as well.

There was certainly time for catching up and socializing, but several representatives of the program shared their research by presenting as well.

C&T doctoral candidate Brian Fotinakes gave a lively talk on his explorations with automated scoring software. Along with Mitch and with Dr. Patrick Bizzaro as our chair, we presented theories and practice within creative writing studies, online teacher training, and expressive ideas of visual rhetoric, all from the theoretical framework of acquisition and learning techniques.

On Friday, C&T alumni Brian Fallon presented "Scholarship, Labor, and Peer Tutors: A Writing Center Gateway Dilemma." On Saturday, C&T doctoral candidate Lindsay Sabatino and C&T alumni Dawn Fels presented their research on writing centers, and Dr. Bizzaro joined a panel of creative writing scholars for a discussion on critical pedagogy in the creative writing classroom.

Dr. Resa Bizzaro chaired the American Indian caucus. C&T alumni Jennifer Wells chaired and presented in a research-clustered panel on "Opening Gateways across the Curriculum: Writing about Writing and Transfer in High School and College Courses." C&T alumni Roseanne Gatto joined a panel on Wednesday discussing "We Are Not Gatekeepers: Complicating Our Relationships to Student Texts."

C&T alumni Brian Cope presented on issues of sustainability, and C&T alumni Elizabeth Boquet spoke as part of the panel "Take My Words, Please: The Textual Gifts of Student Writers." The fresh faces at the C&T reception reminded us how many scholars have passed through the weathered halls of the Leonard Building. It would be great to have a breakdown of any presenters with IUP roots for major conferences such as CCCC before the panels start in the future.

In all, though, the trip to St. Louis was a success. We saw the Arch and even took a picture by it. We met scholars in our fields of interest and gained new motivation and ideas for future projects. The energy of CCCC is contagious, and we can only hope it carries us until next year in Las Vegas!



Abigail Grant, right, and Tamara Girardi at the Arch in St. Louis

Abby's Report from the C's Conference

By Abigail Grant

In the historic building of the Old Spaghetti Factory in Laclede's Landing of downtown St. Louis, C&T doctoral candidate Mitch James hosted the best IUP gathering I have ever attended. Here were a mingling of prospective C&T students, current students, candidates, ABDs, new PhDs, alumni, and their closest family and friends. Over ravioli, bruschetta, white zinfandel, and growing laughter, I had the opportunity to converse with many different people about their C&T experience, C's involvement, and current research opportunities.

As a point of contact for prospective students, I was delighted that some of these individuals attended this event and used it as an opportunity to network and have their questions answered by current students in the program. I could see old friends catching up—people who may have been in the same IUP cohort but who are now worlds apart—and new friendships being made, an inspiring and refreshing sight often clouded by work. I overheard encouraging words about coursework, summer sessions, RTAF's, IRB's, and of course, the entire dissertation process. There was networking: people exchanging credentials, experiences, and war stories of academia.

Perhaps the most refreshing part of this experience was getting to see everyone let their hair down and enjoy each other's company. We see each other being scholarly on campus, at presentations, on panels, on committees, via email, on Facebook, on Twitter, and in so many other environments where we try to maintain straight faces and say smart things to each other. But being at this event was like watching the outtakes of the C&T program and every movie buff knows the outtakes are always the best part.

It is apparent by our overcharged work ethics (we even talk shop during dinner together) that we love what we do, which makes me proud to be part of the C&T community. It was a pleasure to meet and see everyone in St. Louis and I sincerely appreciate Mitch James and Dr. Ben Rafoth for creating such a dynamic gathering of individuals.

C&T Survey Results: What Ails You and How to Fix It



By Nathan Lindberg

I remember when bandages were medals of courage. Those were good times when I got hurt by falling or hitting something. But now I get injured by sitting too much. I've got bruises on the bottoms of my feet from resting them on the wheels of my office chair. My shoulders ache from using a mouse. My head hurts, and every time I close my eyes all I see is socioculture theory. Remind me to stop at Walmart for a tube of

Preparation H. I'm out. Again. Academic injuries are not medals of honor anymore. They're pre-existing medical conditions.

Luckily, I'm not alone. The C&T community has shared its pain and misery in this newsletters' survey. From MA-TESOL students to professors, over 26 (27) people responded to this season's question: What ails you? The undeniable winners were *sore neck* for computer users and *strained eyes* for readers, with 19 respondents claiming to have each of them. In a distant second for computer users was *sore lower back* with 14, and *headaches* were dead last in both categories with only 11 for computer users and a measly eight for readers. (Come on, headaches, you'll have to work harder next time.)

Respondents said they used the computer an average of 38 hours per week and read an average of 27. One participant said she read up to 90 hours a week, barely leaving time to watch TV. And another respondent said he always has some Internet device turned on and within arms' reach, even during sleeping hours, qualifying him for a psychosis. The C&T community has stated its mind, and its mind said, "Ouch."

I sat down to talk with Dr. Chris Janicak, IUP professor of safety science, but I quickly stood up because I haven't been to Walmart yet. Dr. Janicak was kind enough to listen to me moan and groan for all of us, and give us some healthy suggestions.

Computer work

How many hours do you work per week?

Answer: 38 mean, range from 12 to 90

Please check those symptoms that most commonly plague you.

- 19 sore neck
- 14 sore lower back
- 18 strained eyes
- 19 sore wrists

Dr. Janicak said in general using computers will cause more injuries because people are forced to sit in one position. Whereas book readers can more easily move around. Any repetitive movement, (or non-movement, as in the case of sitting) causes strain and leads to symptoms of pain. From our conversation, it seems to me that the best thing to do is take frequent breaks, which I'm guessing means actually leaving the computer, not just stopping to update your Facebook status.

Putting your computer in the right place can help with neck pain. Sit at your computer, look straight ahead, then lower your gaze slightly, maybe 10 to 20 degrees. The center of your monitor should be about there. Find a position where your shoulders are relaxed, not too high and not too low, and ideally supported. If you use a mouse, try to concentrate the movement on your hand, not your shoulder, and see if you can rest your elbow on something to use as a pivot point. If you are typing and the neighbors complain about the noise, you are probably hitting the keys too hard. Lighten up.

For strained eyes, Dr. Janicak suggests checking your eye-glass prescription and investing in some anti-glare lenses. Lighting can also be a factor for reading or computer work. You don't want a light next to your monitor to be too bright. Increase the size of text on your screen, and keep your monitor 18 to 30 inches away. Also, your mom said to stop looking at naughty pictures or you'll go blind.

Dr. Janicak said everyone is different and you have to find what is best for you. Dr. Janicak himself has a workstation too high, a bright fluorescent light above his monitor, and no elbow support. Oh well, you make do with what you got. You can always check the NAOSH and OSHA websites for more details on how to set up a workstation.

For my own advice, I refer back to the days when I was a hippie and my body awareness teacher told me to listen to my body; it would tell me when something was wrong. That particular teacher later got fired for sleeping with his student. I guess he listened a little too much to his body. But anyway, it still seems like good advice. Pay attention to injuries. If they are not addressed, they can become chronic. Don't push things too far and take lots of breaks. I'll take one now. I need to go shopping.

Reading (book)

How many hours do you read per week?

Answers: 27 mean, range from 7 to too many to count

Please check those symptoms that most commonly plague you.

- 19 strained eyes
- 8 headaches

Composition and TESOL Newsletter

Just a line or so....

Maha Alawdat

I am from the heart of the Negev-a land
With a cool breeze that is made with an artist hand
A long with the faint smells of the burning wood
And the morning Bedouin coffee as be it should.

Coming to the C&T at IUP

Where I want to be or not to be
That's the question for me and you
To achieve our dreams and pursue a PhD, too.

Attending classes and many conferences
And searching confidently with lots of references
About technology and L2 literacy is what I seek
For my interest and only passionate toward the peak.

Writing a dissertation for a prosperous future
Is what I search for and for which I suture
To go back full of pride to my Holy land
At the heart of the Negev and the hot burning sand.

Maha Alawdat is a Ph.D. candidate in the Composition and TESOL program at Indiana University of Pennsylvania, USA. She has a Master degree in Foreign English Literature from Ben Gurion University in Israel. She taught at Bedouin High Schools and Kaye College. She also worked as a literature instructor for high school English teachers and a master-teacher for college students. Her interests include digital literacy, online learning, and utilizing technology for L2 literacy. She has participated in a number of conferences and organized workshops about different issues. Her QP paper about Utilizing ePortfolios for L2 Literacy was accepted for The Association for Authentic, Experiential, and Evidence-Based Learning AAEEBL in Boston.

Bridal trees
Samah Elbelazi

*In a snowy day, walking to campus
Looking at trees margined in the road
I whispered to my ear
Are they old and pale?
Or
Young and lovely as a bride*

*This question comes around
On my way on the ground
They were dressed with the snow
I ran fast and slow
As the snow flow
Amazed with the show
White, soft and tender*

*I stood by a tree
Looking to its leaves
That moved far and near
Dancing with the breeze
Or shivering from the freeze
My wonderful tree
Covered from root to leaves
With such a view I was pleased.....*

Samah Elbelazi is a Ph.D. candidate and a graduate assistant in Composition and TESOL program at Indiana University of Pennsylvania. In 2005, she obtained a Master Degree in English from Tripoli University, where she worked as an instructor. She received a certificate in Teaching Knowledge Test from the British Council in Libya during 2003/04. She taught introduction to literature, short stories, poetry and applied linguistics. Her major interests are creative writing, poetry and second language acquisition.





Catherine Kelly

Dear C&T Community,

As the Composition and TESOL Association's (CTA) founding president, I am honored to write CTA's first column in *The C&T Newsletter*. Officially established in November 2011, CTA's purpose is to provide student-representation and academic and communal sustainability to PhD students in the Composition and TESOL Program. With this purpose in mind, CTA has provided various activities and events, including question-and-answer sessions for first-year cohort members, a workshop on preparing for academic/research conferences that was open to the college community, and get-togethers that allow for members to meet and mingle outside the classroom.

My fellow CTA officers and I are also excited about the activities and events planned for the future, including film-screenings open to the entire college community and summer and fall welcome-gatherings for C&T students. We hope to see you all at these events.

Speaking of events, putting them together would not be possible without the collaborative efforts and assistance of CTA members.

Thank you to all who have contributed to and helped out with forming the organization and our events. In addition, I would like to thank each of my fellow officers for supporting and running CTA. So, to Dana Poole, Vice President; Sinem Yucel, Secretary; John Grant, Treasurer; Rachael "Renzy" Shade, Public Relations Chair; and John Hepler, Fall/Spring Summer-Sessions Liaison: Thank you!

I would also like to express an especial gratitude to CTA's faculty advisor, Dr. Sharon Deckert. Her guidance and encouragement have been and continue to be invaluable to the organization.

Lastly, officer elections occur at the end of April, so by the time this column is published, there very well could be a new CTA executive board ready to take office. I would like to pre-congratulate those elected and wish them all the best of luck.

Sincerely,

Catherine Kelly

2011-2012 President, Composition and TESOL Association



CTA 2011-2012 Leadership (left to right) Sinem Yucel, Secretary; John Hepler, Fall/Spring Summer-Sessions Liaison; Catherine Kelly, President; Dana Poole, Vice President; John Grant, Treasurer; Rachael "Renzy" Shade, Public Relations Chair.



On April 3, C&T students (left to right) Alex Romagnoli, Catherine Kelly, and John Hepler celebrated with Dr. Gian Pagnucci on being initiated into The Honor Society of Phi Kappa Phi. Dr. Pagnucci also served at the keynote speaker at the Initiation Ceremony.

Photo credit: Ryan Kelly