

C&T News

Volume 17, Issue 1

Fall, 2003

Composition
& TESOL

Graduate Studies in Composition & TESOL at Indiana University of Pennsylvania

An Afternoon with Nancy Bell

by Roseanne Gatto

The Graduate Studies in Composition and TESOL Program at Indiana University of Pennsylvania was proud to welcome its newest faculty member this fall, **Nancy Bell**. I was fortunate enough to spend some time with her at the beginning of the semester. Bell received her Bachelor of Arts in English at the University of Oregon. She reflected on the events that led up to her choosing linguistics as her major: "While looking through the catalog, I came across *linguistics*, and I thought, 'Man, I don't know what that is, but it sounds like fun.' My first class of my freshman year was a linguistics course, and I knew this was what I wanted to major in. Everything I did I thought was cool."

After receiving her bachelor's degree, Bell realized she needed a job. Since she didn't know how to teach ESL at that time, she joined the Peace Corp. She was stationed in Cameroon for a couple of years where she taught English.

Upon returning from Cameroon, Bell spent the next five years pursuing her doctoral degree at Penn State. After finishing her course work, Bell moved to Utah where her husband was working towards his Master of Fine Arts in ceramics. At that point, she had five years worth of data in tow.

(Continued on page 5)

In Time of Passing

by Gian Pagnucci

As the *C&T News* staff was working to finish this edition of the newsletter, we received the sad news of **Wendy Bishop's** untimely passing. The thoughts and prayers of everyone at IUP are with Wendy's family, friends, and colleagues in this difficult time.

Wendy completed her dissertation at IUP in 1988 when our program was still called Rhetoric and Linguistics. She went on to become one of our most distinguished graduates, publishing over 20 books and even chairing the 2001 CCCC. She was a professor at Florida State University where she won a teaching award.

This issue of *C&T News* also marks my last as Editor-in-Chief. For nine years I've enjoyed bringing you a variety of people's stories: award winners, graduates, a few lost friends, and two water rescuers. Our stories, even the sad ones, are something to treasure: they make us a family, one that celebrates, mourns, and cares for its members. Thanks for giving me and my many terrific assistants a chance to be your storytellers through the years.

Indiana University of Pennsylvania



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C&T News Editorial Staff

Gian S. Pagnucci
Editor-in-Chief

Roseanne Gatto
Assistant Editor

C&T News Staff Change

We are delighted to announce that beginning with the Spring, 2004, issue, *C&T News* will have a new Editor-in-Chief: C&T faculty member **Nancy Bell**.
Welcome aboard, Nancy!

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Director's Column

by Jerry Gebhard

It is a delight to be serving as C&T's newest director. One reason is because I have a chance to interact with students and faculty who come from a great diversity of cultural backgrounds. Students in our programs presently come from Bangladesh, Bulgaria, Burundi, Canada, Costa Rica, Egypt, Hungary, Indonesia, Israel, Japan, Jordan, Kenya, Nigeria, Peoples Republic of China, Poland, Republic of Taiwan, Russia, Saudi Arabia, South Korea, Thailand, Turkey, United Arab Emirates, the United States, and Venezuela. Such diversity of cultures certainly provides opportunities for us to see teaching, learning, and research from multiple perspectives, as well as enriches our lives through our day-to-day interactions.

Closely related, I am delighted to be the director because I have chances to interact with talented faculty, students, and alumni who approach academics and their lives in thoughtful, reflective ways. The very fact that our programs place emphasis on concepts found in qualitative research further builds a C&T culture in which many of our students seek understanding through nonjudgmental description, analysis, and multiple interpretations rather than follow uninformed prescriptions based on hearsay. Understanding within our C&T culture also is often from *emic* and *wholistic* points of view, not from a self-centered narrow perspective, and it is indeed wonderful to be a part of this culture.



Jerry Gebhard

I am also delighted to be the director because I feel as if I am part of a community of learners. During my eighteen plus years of teaching in our doctoral and MA programs, I have seen C&T students come together to work on academic course projects, co-author publications, and support each other in times of need. Over the years, I have come to realize how truly special the collaborative aspect of our C&T culture is. As the director, I will do my best to maintain this community-based attitude within our program.

I am also delighted to be the director because of the respect I have for the dedicated directors who have preceded me. During my tenure at IUP, I have experienced four directors, including **Dan Tannacito** (1985-1988; 1997-1999), **Mike Williamson** (1989-1993), **Barbara Hill Hudson** (1993-1997), and **Don McAndrew** (1999-2003). These four committed professors have shown me that the director's job is to understand the needs of the students and faculty in our programs and to set the C&T agenda based on their academic, political, and personal needs. Through their tenures as director, we have had two major program curriculum revisions, including a name change from Graduate Studies in Rhetoric and Linguistics to our present Graduate Studies in Composition and TESOL name, a name that more closely defines who we are as a program. Being director is also delightful because we are in the midst of a wonderful transition. Our program transition has included a considerable increase in our student population over the past four years. We now have 212 Ph.D. students, 67 MA TESOL students, and 49 MA TE students. It is wonderful to see many of these students moving through our new curriculum, including taking new course offerings, such as *Second Language Literacy*, *Second Language Teaching*, *Advanced Seminar in Literacy*, and *Technology and Literacy*, developing their *Qualifying Portfolios*, and prepare for their proposal defenses with three fully developed chapters in hand. I am especially happy that our transition has included hiring three faculty members: **Jean Niemcamp** and **David**

Hanauer, last year, and **Nancy Bell**, our brand new hire this year. How refreshing it has been to add their voices to our C&T community!

It is also delightful to be the director because I am working in a program where the students, alumni, and faculty are so productive. For example, I am happy to be coordinating a program where students, such as **Kathy Kellerer Sohn** and **Beth Garber**, have won the prestigious James Berlin Memorial Outstanding Dissertation Award (both directed by **Carole Bencich**). Likewise, I am proud to coordinate a program where faculty member **David Hanauer** has collaborated with colleagues at UC Berkeley to win a prestigious \$2,500,000 National Science Foundation grant, *Seeds in Science/Roots in Literacy*, a developmental project devoted to research on literacy activities in K-3 classrooms, as well as edit a special issue of the Canadian Modern Language Review on *Literature and Applied Linguistics: New Approaches*. Similarly, I am honored to have taught such students as alumnus **Tom Farrell** who has done such extensive publishing, including scores of journal articles in major journals (e.g., *ELT Journal*, *Teaching and Teacher Education*, *RELC Journal*), as well as a variety of books -- *Reflective Practice in Action: 80 Reflective Breaks for Busy Teachers* (Sage Publications, 2004), *Reflecting on Classroom Communication* (Prentice Hall, 2002), and *Classroom Discourse: An Introduction* (Prentice Hall, 2002).

I also am delighted because I do not have to face the administrative tasks alone. Thank goodness for **Cathy Renwick**, our talented secretary! Without her rich experience and vital participation within our C&T community, I would surely be at a loss.

Although I am delighted to be the director because of all the reasons I have just given, the number one reason is because of the everyday interactions with the students, alumni, and faculty. I enjoy talking with students about their class schedules and future plans, reading email from alumni about their everyday lives as language teachers, talking with prospective students about their hopes and dreams, talking with students about their first conference presentation, hearing the Teaching Associates talk about their teaching, participating with a faculty member to bring in a guest speaker, networking with people on campus to create support for our programs, and seeing the smiles on the faces of students on graduation day. As the

director I get to be a bigger part of such interaction, from the mundane to the very special days, and to me, this is what makes life interesting and worth celebrating!

I look forward to my tenure as the director of our C&T programs. I welcome the challenge of coordinating our Ph.D. Composition and TESOL program and working with the MA program coordinators, **Lynne Alvine** (MA TE) and **Lilia Savova** (MA TESOL).

If you want to talk with me, feel free to drop in, call (724-357-2263), or email me (jgebhard@iup.edu). I try to keep Wednesday afternoons (1:00-6:00) free for open (walk-in) office hours, although sometimes a meeting will cut into this time. I also save Tuesday and Thursday afternoons for scheduled office hours. If you would like to meet with me on one of these days, simply email me to schedule a time.

Attention TESOL Scholars!

You can now access all available issues of *TESOL Quarterly* and *TESOL Journal*, two of the best TESOL journals, here at IUP. To access articles from these journals, use the following web sites:

- <http://www.english.iup.edu/tesolquarterly>
- <http://www.english.iup.edu/tesoljournal>

Click on **Main Menu**, then click on the issue number and journal article you want.

To do searches, Boolean and other, you will need to borrow the original *TESOL Quarterly* and *TESOL Journal* CDs which are now available at IUP Library Media Resources under L. Savova's name. Also please note that while these journals are accessible from most IUP campus computers, some students have encountered problems accessing the sites from off campus.

C&T News Submissions

Our newsletter is only as good as the stories we have to print. And our best stories come from you, our readers. So please send us news items about your latest accomplishments. We also like to print photographs of you and your family members (especially those cute kids!). We also sometimes have room for 500-word articles.

C&T News wants to hear from you!

Please email all submissions to our incoming Editor-in-Chief, Nancy Bell:
Nancy.Bell@iup.edu

An Afternoon with Nancy Bell

(Continued from page 1.)

You completed your dissertation in 2002 in the Department of Linguistics at the University of Pennsylvania. Could you tell us a little about your study?

My dissertation was titled *Using and Understanding Humor in a Second Language: A Case Study*. The dissertation came out of my own experiences living in France and Cameroon...speaking French all the time. Even though I speak French well, and I could pretty much say what I wanted to say, a lot of times I couldn't get the French humor, and so I felt like, this isn't really me. I'm funnier than this. And I started talking to other people about it and they also said, 'It's extremely difficult.'

How did you avoid burning out on your dissertation topic?

I didn't really get burned out on it. I did it pretty quick and I think the best thing is to take a semester or a summer or a three to four month period where all you do is work. How possible is that for a lot of people, right? But, I was really lucky to be able to have that opportunity to just work and work and work.

Tell us about your current research.

I am studying native speaker/ nonnative speaker interaction, particularly the second language pragmatics of it. A lot of people were going around saying 'We need to teach people pragmatics, we need to teach people how to be polite,' that kind of thing, and 'these are the kinds of things that are going to cause big problems and errors.' We already know that that doesn't really cause problems. Do we know that students get upset if I try to give you a compliment and I say 'oh, you look so fat today?' You may be offended, but in my culture you look healthy. Do people really get upset about that or do they negotiate that like they negotiate everything else?

What brought you to IUP?

When I read the ad I just about fell out of my chair...this was me. The wording involved ESL and the politics of language and power, and the negotiation of identity. A perfect fit. IUP was also the only place I saw that seemed to value *both* teaching and research.

What do you like about teaching?

Oh, gosh. I pretty much like everything about teaching, except for grading. I love making new syllabi. I love figuring out my lesson plans. Walking around campus and thinking oh, we can do that. I love hearing what the students have to say. And I love it when they don't get it and you have to work. And when they do get something, you're like *yeah*. I'm really looking forward to working with graduate students at IUP.



Nancy Bell

Admissions

Nice job!

Composition & TESOL (Ph.D. Program)

Fahad Al-Jumah, Sarah Bailey, Judy Bertonazzi, Harry Brake, Kathryn Broyles, Melody Bynum, Chang-Ching Chen, Ryedeerath Chusanachoti, Ryan Costanzo, Kyra DeBlaker, Beata Dolina, Colleen Donovan, Keith Flick, Ikuko Fujiwara, Robin Gallaher, John Guelcher, Chiu-Yu Ho, Bangchoon Lee, Houxiang Li, Elaine McCollom, Jean L. Nass, Holly Niemi, Michelle Niestepski, Ghassan Osailan, Deepak Pant, Joanna Paull, Massaer Paye, Eموke Pellathy, Mary Phillips, Nisliha Saglam, Ayelet Sasson, William Taaffe, Andrea Verschaeve, Ho-jung Yu, and Ozlem Zabitgil.

Master of Arts in TESOL

Molly Anthony, Kilito Baek, Elizabeth Braman, Jing Cheng, Danmin Deng, Yen-Chen Ho, Kyoko Hoshi, Mei-Hui Hsiao, Yi-Shiuan Huang, Chae Hong Ihm, NaYoon Jeong, Miyoung Kim, So Yeon Kim, Akiko Kiwamoto, Ling-Chun Liu, Pei-Hsun Liu, Yuhang Liu, Jae Hwan Hwang, Jason Messina, Reiko Miyakawa, Tsukasa Miyashiro, Amanda Moore, Yunitari Mustikawati, Ichiro Nakamura, Tomayasu Okazaki, Anthony Perna, Akhilesh Peshwe, Hannen Shoaib, Hsuan A. Sun, Mary Troester, Leah Wilde, Jing Xu, Bae Yoonhee, Amanda Yannella.

Master of Arts in Teaching English

Elizabeth Braman, Yletta Clark, Marc Graci, Margaret Herb, Moira Lynch, Brooke Mori, Jamie Peters, Maryl Roberts, Adam Russelburg, Michelle Shirk, Theran Snyder, Christina Tonking, Abigail Weller.

Graduates

Way to go!

May Graduates:

M.A./TESOL—Sarah Bailie, Liliya Bormotova, Ikuko Fujiwara, Hui-ling Hsu, Eun Suk Jung, Kazuhiro Shinada, Jessica Strawn.

M.A./T.E.—Dorry Altman, J.M. Ames, Jil-Anne Bailey, Elizabeth Clark.

August Graduates:

M.A./TESOL—Stephanie Rummel, Katie Brigaman, Emily Eckel, Pei-Ju Wu, Maksym Galchenko, Sung M. Choi, Jung Won Chae, Eun Jong Lee, Maria Versace, Ghassan Osailan.

Dissertation Defenses

Yes, it can be done!

Hassan Alshamrani—*The Attitudes and Beliefs of ESL Students About Extensive Reading of Authentic Texts*. Directed by Jeannine M. Fontaine.

Lugsamee Nuamthanom—*A Study of Discourse Functions of English Relative Clauses in a Functional Sentence Perspective Framework*. Directed by Ali Aghbar.

Narat Sakontawut—*Functional Sentence Perspective and L2 Composition: A Study of Revision Process in a Writing Workshop for Thai College Students*. Directed by Ali Aghbar.

Sayyah Al-Ahmad—*The Impact of Collaborative Learning on L1 and L2 College Students' Apprehension About and Attitudes Toward Writing*. Directed by Michael M. Williamson.

Virginia Davidson—*The Tapestries We Weave: A History of the Basic Writing Program at Mount Saint Mary College, Newburgh, NY*. Directed by Bennett Rafter.

Bahar Diken—*Collaborative Reading and Writing Practices in the college Writing Classroom*. Directed by Carole Bencich.

Donald Pardlow—*Flight from Flatland: A Descriptive Study of Using Creative-Writing Pedagogy to Improve Basic and First-Year Composition Teaching*. Directed by Gian S. Pagnucci.

Student & Alumni News

Ahmad Al-Issa, a C&T alumnus, continues to teach at the American University of Sharjah, United Arab Emirates, where he has recently helped to start an MA TESOL program, approved by Middle States. Ahmad's wife, Laila, is working as the Manager for the College of Arts and Sciences. As many of you likely recall, Laila was the Director of International Affairs at IUP for a number of years. The couple's four-year old son is named Saif.

Traci Augustosky, Shanti Bruce, and Kevin Dvorak presented "Revisiting Writing and Conversation as Alternative Practices in the Writing Center" at the IWCA-NCPTW 2003 Joint Conference in Hershey, Pennsylvania.

Shanti Bruce and C&T faculty member **Ben Rafter** are currently developing an edited collection on the topic of ESL writers in the writing center. The goal of the book, titled *Tutoring ESL Writers*, is to provide writing center tutors and directors with a resource that addresses the challenges they are most likely to encounter when working with ESL writers. The book will be published by Heinemann Boynton/Cook and is planned for release in July, 2004. Among the contributors are C & T faculty member **Nancy Hayward** and C & T students **Kurt Bouman, Amy Minett, Jennifer Staben, and Theresa Tseng**. Other contributors include Gerd Brauer, Paula Gillespie, James Inman, Paul Kei Matsuda, and Carol Severino.

Shanti Bruce will present her paper "Civil Rights Marches, Anti-Vietnam War Rallies, Alternative Universities, and Environmental Causes: A Celebration of Unconventional Partnerships" at NCTE in San Francisco. She is also presenting her paper "Conversations with ESL Writers" at Three Rivers TESOL in Pittsburgh.

Mellen Press has agreed to publish C&T alumna **Edith Burford's** dissertation. The book will be titled *Investigating the Reasons University Students in the South Central United*

States Have to Retake First Year English Composition. Edith's dissertation director, **Don McAndrew**, will write the book's foreword.

Rebecca Day is the winner of this year's International Writing Centers Association Graduate Research Grant to support her dissertation research, directed by **Ben Rafter**. Becky also attended the Summer Institute for Writing Center Directors and Professionals this past summer in Madison, Wisconsin. She is a field bibliographer for in rhetoric and composition for MLA, and will be presenting at CCCC in March, 2004. Becky also presented at the IWCA-NCPTW 2003 Joint Conference.

Kelli Custer has an article forthcoming in the journal *Works and Days* entitled "Of Bedpans and Blackboards: Teaching Writing in the Educational Management Organization." She also will be presenting "Where Do We Go from Here? Building a Bridge for the WPA" at CCCC in San Antonio, Texas.

Nancy Dessommes has published an article that she wrote for **Don McAndrew's** English 700 class. The article, "Echoes of an Institute: Veterans of the National Writing Project Reflect upon Returning to Graduate School," appears in *New Horizons in Adult Education* 17.3 (2003): 20-29 (available online: <http://www.nova.edu/~aed/newhorizons.html>).

Nancy also presented a paper, originally written for **Nancy Hayward's** English 722: Language and Social Context course, at The Popular Culture/American Culture Association in the South meeting held on October 3rd, 2003, in Atlantic Beach, Florida. The paper was titled "Voices of Power in Soap Opera: Who's the Boss?"

Karen Englander presented at two conferences in October, both in Mexico, where she lives and works. The first presentation was at the Baja California Foreign Languages Conference and was entitled "But It'd Be Good in Spanish: Contrastive Analysis Told for Writers." The second was at the Mexican National EFL Conference, sponsored by MEXTESOL in the

resort town of Oxextepc. She presented an Academic paper in progress based on a pilot study she did last year entitled, "Becoming Less Provocative, or How a Scientist Gets Published in English."

Tom Farrell, a C&T alumnus, has had his paper, "Teaching English During the First Year: Personal Issues and Challenges" published in *Teaching and Teacher Education*.

Roseanne Gatto will be presenting a workshop entitled "Creative is Critical: Designing and Evaluating Hybrid, Multimedia, 'Poetic,' and Other Alternative Writing Assignments" at CCC in San Antonio Texas.

Frank Hermann published an article entitled "Differential Effects of Reading and Memorization of Paired Associates on Vocabulary Acquisition in Adult Learners of English as a Second Language" in volume 7.1 of the journal *TESL-EJ*.

Yunghwan Kwon, a C&T alumnus, teaches in a tenure track position at Busan National University of Education where he is also the General Secretary of the professors' union. Yung reports that another C&T alum, **Soo-Jeong Shin**, is now teaching in a tenure track position at a Baptist university in South Korea.

C&T alumnus **David Purnell** is in his second year at Central College where he is a tenure track assistant professor. David has started an ESL program as well created an undergraduate course, Teaching ESL. He has also been to China where he checked in on ten American exchange students from Central College who are studying at Zhe Jiang University in Hangzhou.

Recent MA TESOL alumna, **Stephanie Rummel**, is teaching in Vientiane, Laos. She is working there with a team of international teachers, four from the Philippines, two from Australia, and one from India.

Patricia Thatcher, a C&T alumna, is serving as an Assistant Professor of English and Writing Program Director at Eastern New Mexico University. She has also been elected to the English department's Faculty Evaluation Committee.

Emma Wilson, an MA TESOL alumna, is presently the ESOL Coordinator for the Department of Alternative Programs, Montgomery County Public Schools, Maryland. She is also working on her doctoral degree at Georgetown University.

Faculty News

Jerry Gebhard has had two articles published in the most recent issue of *Thai TESOL Forum*, published by Thai TESOL, the national affiliate of International TESOL. The first is the feature article, "Teaching Students to Communicate Across Cultures: Concepts and Practical Ideas for the Classroom." The second is titled "Action Research: The Cyclic Process" which Jerry wrote as a guest writer for this regular column.

In May Jerry was a public seminar guest speaker at Teachers College, Columbia University, Tokyo campus where he spoke on the topic "Exploring Our Teaching Through Action Research: Process, Examples, and Limitations."

Claude Mark Hurlbert has published an article, "From Behind the Veil": Teaching the Literature of the Enemy," in *Literature and Applied Linguistics: New Perspectives*, a September 2003 special issue of *Canadian Modern Language Review*. This issue of *CMLR* is edited by **David Hanauer**.

Gian Pagnucci recently was invited to give a lecture at Spelman College in Atlanta, Georgia. Spelman, an elite private university for African-American women, is one of the United State's oldest Historically Black Colleges and Universities. Pagnucci's presentation was entitled "Law and Order: How to Avoid Plagiarism and Write Winning Essays."

Pagnucci also recently learned some great news about an edited collection in which he is included. The book, *Teaching Writing with Computers*, was recently awarded the annual Computers and Composition Distinguished Book Award, the leading award in its field. The book includes Pagnucci's chapter "Balancing Acts: Tightrope Walking Above an Ever-Changing (Inter)Net" which he co-wrote with C&T alumnus **Nicholas Mauriello**. One of the

book's co-editors, **Brian Huot**, is also a C&T alumnus.

Ben Rafoth chaired the IWCA-NCPTW 2003 conference in Hershey, Pennsylvania from October 23rd-25th, 2003. The conference drew a record-breaking 950 people from around the U.S. and the world -- writing center tutors, directors, composition faculty, college administrators, and exhibitors. The conference included over 125 concurrent sessions and was keynoted by Rebecca Moore Howard of Syracuse University. IUP's Composition and TESOL Program and the IUP Graduate School sponsored the Thursday evening Chocolate Reception. Conference events also included a trip to Hershey Park and Chocolate World on Friday evening and a Night Hike on Saturday evening.

Many thanks to the following IUP graduate students for their help in planning the conference and working to make it a great success: Traci Augostosky, Shanti Bruce, Amy Clark, Alex Doehrer, Kevin Dvorak, Kurt Bouman Erin Fulton, and Krystia Hancher as well as C&T alumnae Michele Eodice and Alice Trupe. Special thanks also to the many tutors at the IUP Writing Center who helped in so many ways, especially Jim Peterson for handling the registration process.

MA TESOL 2003 Award for Creative Excellence

Winners: Adcharawan Buripakdi & Kazuhiro Shinada

In the spring of 2003, the MA TESOL Program faculty selected Kazuhiro Shinada and Adcharawan Buripakdi as co-winners of the MA TESOL Program Award for Creative Excellence. This award is given each spring semester to the student or students who demonstrate a creative excellence in their course work projects or papers, including such criteria as creatively relating theory to practice, showing humor and a playfulness with language and ideas, demonstrating dedication to the TESOL profession, thoughtfully questioning accepted practices, and showing a curious exploratory spirit. The award includes a certificate and a \$300.00 cash award (this year split two ways).

Kazuhiro Shinada won the award for his paper titled "Consequences of Culture: How Culture Determines Japanese Behavior." After writing a draft of the paper for an MA TESOL course, Kazuhiro found he was still intrigued by the topic, and so he continued doing research for the paper long after the course had finished. This sort of curious exploratory spirit embodies the goals of the MA TESOL Award for Creative Excellence. Kazuhiro's additional research led to three major revisions of his essay. It is interesting to note that the thesis of Kazuhiro's essay also changed with

each revision as his research helped him to develop a deeper understanding of Japanese culture.

Adcharawan Buripakdi also demonstrated creative excellence; however, her way of doing this was quite different from Kazuhiro's. Adcharawan submitted a portfolio she created in her Fall, 2002, semester Introduction to TESOL course. In this portfolio, titled *Adcharawan Buripakdi Tells The Story*, Adcharawan included ten chapters, which together represented her teaching philosophy, personal experiences, and academic life and dreams. Written in the format of a handmade magazine, her chapters included such topics as *I Am Thai*, *I Am a Teacher*, *My Teaching Philosophy*, *My Songs To You*, *I Am a Great Dreamer*, and *My Views*. Her chapters included photos, magazine clippings, original poems and songs, short essays, and more.

If you are presently a student in our MA TESOL program and are interested in competing for this award by submitting your most creative work, you will have the chance during the Spring, 2004, semester. Guidelines for submitting your creative work will be published in the next *C&T News*.

All Together Now: Culture and Society on an (Inter)national Stage

Second Annual Interdisciplinary Graduate Conference ♦ Co-sponsored by GSA and EGO
February 20th to 22nd, 2004

Call For Papers

Graduate study prepares us to be specialists, but this preparation can sometimes limit our view of the world. The purpose of this conference is to bring the diverse disciplines of IUP together to explore other fields and share with one another. Our conference title and theme are deliberately broad because we are inviting all graduate students at IUP to come together for this second annual conference co-sponsored by the Graduate Student Assembly (GSA) and the English Graduate Organization (EGO). The graduate student body of IUP is wonderfully diverse, and we hope to emphasize and celebrate this at the conference. Proposals (for papers, panels, roundtable discussions, workshops, and posters) are welcomed from all fields, adopting any stance or approach to the academy and world of today. All IUP graduate students and faculty are encouraged to submit proposals and/or attend. We welcome everyone, from first-timers to veteran presenters.

Presentation Types

Analytical, avant-garde, creative, demonstration, explication, discussion, personal narrative, qualitative, quantitative, workshop, and works-in-progress.

Formats

Poster, individual, 3-4 person panels, performance, roundtable, workshops.

Some Possible Proposal Topics (Additional Ideas Are Welcome!)

- **The Individual:** Love, hate, play, work, relationships, alienation, communities
- **Scientific Advances:** Societal role of mathematics, medicine, hard science
- **Society:** Community, history, education, marriage, crime, health and well-being
- **Issues of Oppression:** Discrimination, globalization, industrialization
- **Communication and the Arts:** Visual arts, music, drama, TV, movies, books, computer technology, issues of rhetoric, media
- **Technology:** Advances, affects on our academic fields, how it changes our culture
- **International Relations & World Affairs:** Issues of weapons of mass destruction, terrorism, conflict resolution, peace studies
- **Issues of Oppression:** Discrimination, globalization, industrialization

Proposal Guidelines

- **Cover Page**—Include your name, name(s) of the presenter(s) if a panel, title of the session, department, phone number, and email]
- **One-Page Abstract**—Submit an abstract for **each** presentation (if a panel), including the session title and presentation format.
- **Equipment Needs**—On both pages, list equipment needed: overhead projector, VCR, TV, DVD, white board, flipchart, or PowerPoint projector. (**Please Note:** Internet hookups and computers are **not** available.)

Proposal Submission Limit

No more than two (2) proposals per person.

Proposal Submission Deadline

(You need to hurry!)

Abstracts are due by Wednesday,
January 21st, 2004

Conference Coordinators/Proposal Submission

For more conference information or to submit electronic proposals (please use **email** and a Microsoft Word document attachment), contact:

- Heather Duda (hduda@sysmatrix.et)
- Claire Norris (C.L.Norris@iup.edu)

OR submit hardcopy proposals to the **EGO mailbox** in Leonard Hall 110 at IUP.

Course Descriptions

Spring, 2004

English 630: Research on Teaching Literacy and Literature

- **Lynne Alvine**
- **Monday 6:00-8:30 p.m.—Leonard 101**

Course Objectives:

- Students will understand the nature of literacy, effective approaches to the teaching/learning of literacy, and the theory and research base that supports those approaches.
- Students will understand the nature of response to literature, effective approaches to the teaching of literature, and the theory and research supporting those approaches.
- Students will develop personal and professional commitment to the teaching of literacy and literature.
- Students will explore their own literacy learning and come to see insights into their own learning as part of their knowledge base for teaching.

Course Texts:

- Appleman, Deborah. (2000). *Critical Encounters in High School English: Teaching Literary Theory to Adolescents*. New York: Teachers College Press.
- Beers, Kylene. (2003). *When Kids Can't Read, What Teachers Can Do*. Portsmouth, NH: Heinemann.
- Langer, Judith. (1995). *Envisioning literature*. New York: Teachers' College Press.
- Newkirk, Tom. (2002). *Misreading Masculinity*. Portsmouth, NH: Heinemann
- Rosenblatt, Louise. (1983). *Literature as Exploration*. New York: Modern Language Association.

English 644: ESL Materials and Media

- **Jerry Gebhard**
- **Tuesday 6:00-8:30—Leonard 204**

This course offers an introduction to the basic principles of ESL course design, as well as the evaluation of materials, adaptation of media and materials for classroom use, and creativity in

designing ESL materials and media. During the first half of the course, students will gain hands-on experience in course design by working on a course development project with classmates having similar teaching interests (i.e., teaching in EFL high school settings; teaching ESL to adult immigrants; teaching EAP to language institute students). During the second half of the course, students will experience working on an ESL/EFL media and materials project and putting on an ESL Media and Materials Fair. This course is required for MA TESOL program students. As such, they have the first option to enroll. If seats in the course are available after they register, students from other programs may join the class.

Throughout the course, students will gain exposure to a variety of media and materials that can be used to teach ESL/EFL. In addition, students will be asked to study publishing company catalogues, select books that match their interests and semester projects, and order these books. A variety of required and optional texts will also be made available at the bookstore. One of the required books will be:

- Graves, Kathleen. 2000. *Designing Language Courses: A Guide for Teachers*. Boston, MA: Heinle and Heinle.

ENGL 694: Observation of English Teaching

- **Nancy Bell**
- **Thursday 6:00-8:30 p.m.—Leonard 101**

Although still in the developmental phase, the following is a sketch of how this course may go: We will begin with a brief exploration of the history of observation in the language classroom, examining early methods of observation, their rationale, what they contributed to our understanding of teaching and learning, and problems with these methods.

We will then examine more recent conceptualizations of classroom observation that have envisioned a more active role for teachers in constructing theories of practice, seeing teachers as reflective practitioners or as transformative intellectuals. We will work through activities to reflect on our own teaching, as well as examine the

research of other teachers who have sought to gain understanding of their own classrooms. The goal in doing so will be for course participants to each gain a new perspective on their own teaching and to begin to imagine future possibilities for their practice. We will theorize about our practice and the ways in which it is informed and constrained by personal beliefs and experiences; professional knowledge of the field of TESOL; other individuals; and social, historical, and political influences, both in and out of the classroom. We will also recognize and develop ways of conducting research in order to continue to grow as practitioners. Readings will be taken from a number of sources; however, we will use the following as our main text:

- Kumaravadivelu, B. (2002). *Beyond Methods: Macrostrategies for Language Teaching*.

English 715: Qualitative Research Methods

- **Ben Rafoth**
- **Monday 6:00-8:30 p.m.—Ackerman 204**

I am planning to use some combination of the following titles: *Qualitative Research Design* by Joseph Maxwell, *Ethics and Representation in Qualitative Studies of Literacy* by Peter Mortensen and Gesa Kirsch, *Dishing it Out* by Greta Foff Paules, *Dictionary of Qualitative Inquiry (2nd ed.)* by Thomas Schwandt, *Interview* by Claudie Dreyfus, and *The Interpretation of Cultures* by Clifford Geertz. Though we will be reading quite a bit, we will also focus on students' own research projects, dissertations, and interests. Please email your suggestions or questions to Ben Rafoth (brafoth@iup.edu).

English 724: Second Language Acquisition

- **Dan J. Tannacito**
- **Wednesday 6:00-8:30 p.m.—Leonard 211**

Introduces current research in second language acquisition, especially of English. Focuses on prominent research trends in the study of the language learner, the process of acquisition, and the interaction of the learner, language, and context. The course goals are: to understand the complexity of second language learning; to become fluent with basic concepts of SLA; and to conduct second language acquisition research. This course is open to MA and Ph.D. students.

English 730: Teaching Writing

- **Carole Bencich**
- **Monday 6:00-8:30 p.m.—Leonard 214**

*We write not with the fingers
but with the whole person
--Virginia Woolf*

This course will focus on theory and methods that will be of use to those who teach college composition courses. Although I know generally some of the features I will include in English 730, I reserve the right to consider new titles. In addition, please feel free to email me with specific recommendations if you plan to take this course. The most important work we do will not involve textbooks. For instance, we will begin the session by writing autobiographies that share our own literacy stories. We will also examine our own teaching habits, including our favorite writing assignments and evaluation procedures. Then we will practice responding to our own writing. All of this in order to underscore the idea that writing teachers must write and must be aware of the many varied processes and habits which characterize the writing act.

As for books, I will continue to use Frank Smith's *Writing and the Writer*, as well as the new edition of Victor Villanueva's *Cross-Talk in Composition Theory: A Reader*. Villanueva is on the Composition Core Reading List. *Cross-Talk* is valuable for its historically comprehensive overview of the field, and Silva & Matsuda's *On Second Language Writing* will help us consider the differences between instruction for first- and second-language students. I will select other books as I rethink the course, perhaps including Candace Spigelman's *Across Property Lines: Textual Ownership in Writing Groups*, which offers a useful model of a qualitative study.

Course requirements will most likely include an informal writing autobiography, weekly one-page "risky papers," a book review, a formal paper, and a panel review of major journals in composition research. As always, the course will construct itself out of the needs, interests, and aptitudes of the students who enroll.

Probable Course Texts:

- Villanueva, Jr., Victor. *Cross-Talk in Comp Theory*. Urbana, NCTE, 2003. No. 09764, 43 essays. (ISBN 0-8141-0976-4)

- Smith, Frank. *Writing and the Writer*. Hillsdale, NJ: Lawrence Erlbaum Associates, 1994. (ISBN 0-8058-1422-1, 231 pgs.)
- Silva, Tony and Paul Kei Matsuda. *On Second Language Writing*. Hillsdale, NJ: Lawrence Erlbaum Associates, 2001. (ISBN 0-8058-3516-4, 256 pgs.)

English 731: Rhetorical Traditions (22549)

- **Jean Nienkamp**
 - **Tuesday 6:00-8:30 p.m.—Leonard 214**
- How many times recently have you heard the term “rhetoric” used in public discourse—in a positive sense? Neutrally? How about pejoratively? From Plato to the present, rhetoric always seems to be what the other guy is doing—while our side just “tells it like it is.” At the same time, the study of rhetoric has been an important part of a liberal and civic education since at least the time of the *Iliad*, where it is recorded that Phoenix taught Achilles to be a “speaker of words and a doer of deeds” (9.442ff). Since so much of human life is dependent on language, the study of how language is effective has been seen as important—sometimes valuable, sometimes dangerous, but always important.

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

Students will have a number of opportunities to try out these theories on their field(s) of interest, whether they be public discourse, literature, or composition or TESOL theory or pedagogy. Course requirements will include brief weekly responses to the readings, with which we’ll start our discussions, an oral report analyzing a professional journal, and a seminar paper.

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

English 741: Theories of Literacy

- **Claude Mark Hurlbert**
 - **Thursday 6:00-8:30 p.m.—Leonard 202**
- Engages students in readings and discussions related to three main areas of inquiry:
- 1) Conceptualizations of literacy, viewed cross-culturally and historically;
 - 2) Theories of the nature of literacy and its transmission (where, when, why, how, and by whom to whom);
 - 3) Perspectives on writing systems, traditions of learning, and the implications of technological change.

The class will focus on the politics and creative potentials of literacy. We will investigate the ways in which political agendas and designs, such as those proposed by the World Bank, impact literacy education around the world. We will also study the ways in which literacy offers creative potential for understanding the other, and ourselves, through creative intercultural study and work.

I have not made my final book selections for the course, though I will have these soon. The content of the course will be exciting, and the work we will be doing should significantly enlarge how we think about literacy and the possibilities for literacy education. Please feel free to contact me in the coming weeks and I will supply the list of required texts.

Qualifying Portfolios

- **Portfolios are due February 2nd, 2004**
- **Submit hard copy of portfolio to C&T office**
- **No email submissions accepted**

The 2004 Thomas R. Watson Conference on Rhetoric and Composition

Writing at the Center

University of Louisville ♦ October 7th-9th, 2004

Conference Information

The University of Louisville announces the fifth biennial Thomas R. Watson Conference in Rhetoric and Composition. "Writing at the Center" will be held October 7th-9th, 2004, at the University of Louisville. Under this theme, we encourage composition scholars to address the administration and institutionalization of programs designed to foster, support, and enhance students' abilities to write. The conference seeks to examine writing program administration, with a particular interest in writing centers, and requests proposals on:

- Promoting student agency
- Cooperative relationships among Writing Program Administrators
- The relation of writing programs to academic departments
- Perceptions of upper administrators, accrediting agencies, and funding sources toward the work of composition professionals
- Writing program research, history, and theory (One facet of the conference will highlight the Writing Centers Research Project archives at the University of Louisville.)
- Efforts to change public attitudes and politics surrounding the teaching of writing

Conference Call for Papers

We invite proposals for 20-minute individual presentations or 60-minute panels that consider some aspect of the conference theme.

Proposals for Individual Presentations

Submit three copies of a 250-word proposal. Please include a title but no identifying information. On a cover sheet, include your name, address, phone, fax, email, and affiliation, together with a 25-word abstract of the presentation proposal.

Proposals for Panels, Roundtables, and Other Discussion Formats:

Submit three copies of a 250-word proposal and a title for the panel, indicating the roles of presenters without identifying names. On a cover sheet, include the name, address, phone, email, and affiliation of each participant, together with a 25-word abstract of each participant's role or presentation in the panel/roundtable.

Concurrent sessions are 75 minutes. Individual presenters are limited to 20 minutes, and all sessions should allow for at least 15 minutes of audience response.

Proposal Submission Deadline

All proposals must be received by:
February 15th, 2004.

Proposal Review Process

Proposals will be selected through blind review. Use our electronic submission form or send submissions to Carol Mattingly at the address below. Acceptance notifications will be emailed by March 30, 2004.

Conference Web Site

<http://www.louisville.edu/a-s/english/watson/>

Conference Contact Information

- **Conference Director:** Carol Mattingly
- **Email:** watson@louisville.edu
- **Phone:** (502) 852-1252
- **Mailing Address:**
Watson Conference
University of Louisville
Department of English 315
Louisville, KY 40292

C&T Calendar

Spring & Summer, 2004

January, 2004

- 1** Applications for May Graduation due in Graduate School
- 5-11** Spring Break
- 12** Spring classes begin
- 30** Registration begins for Summer/Fall
- 30** Deadline to register for April Comps.

February, 2004

- 5-9** February Comprehensive Exams
- 12** Spring Dissertation/Proposal defense window opens

March, 2004

- 1** Applications for May Graduation due in Graduate School
- 8-14** Spring Break
- 30** Registration begins for Summer/Fall
- 30** Deadline to register for April Comps.

April, 2004

- 13** Spring Dissertation/Proposal defense window closes
- 15** Archival copies of dissertations due for May Graduation
- 16-20** April Comprehensive Examinations
- 26** Classes End

May, 2004

- 1** Deadline to submit dissertations for defense in Summer I
- 8** Commencement (Saturday)

June, 2004

- 1** Deadline to apply for August Graduation
- 7** Summer Session I begins

July, 2004

- 5** No Classes
- 9** Summer Session I ends
- 12** Summer Session II begins
- 15** Archival copies of dissertations due for August Graduation

August, 2004

- 12** Summer Session II ends
- 30** Fall classes begin

Visit the C&T Website at

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

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