

## What is the one thing most people don't know about you?

We are devoting our cover "story" largely to our diverse student body this issue. Doctoral student **Dawn Fels** interviewed numerous C&T students to find out what unusual interests, traits, and talents they possess.



"One summer during graduate school I was desperate for \$\$ and took a job collecting data for a grant. I thought it sounded like research. Well, they put us on a truck and hauled us out to an egg processing plant which had been cited by the EPA for overwhelming the local sewer system. Small town, BIG egg processing plant. As a "data

collector," my job was to climb down into the sewer and collect 1-gallon samples of effluence every 15 minutes for 36 hours straight."

—**Ben Rafter**

"I coached high school girls' basketball at Parry McCluer HS (in western Virginia) for 10 years and had two district champions and one state semi-finalist team."

—**Lynne Alvine**

"I can play the guitar."

—**Colleen Donovan**

"I have bungee jumped from bridges in three different countries, Puerto Rico, Costa Rica, and Spain."

—**Arlyn Caban**

"I am a moderator on a Veronica Mars message board."

—**Amy Flick**



"I used to have a 1000 cc BMW motorcycle, and the longest trip I took on it was almost 6,000 miles—a very indirect route between Austin, TX and Bar Harbor, Maine. I think I hit the East Coast in North Carolina & then wended my way up. The best part of the trip was the Black [family] Mansion in Maine; I was the only one a tour immediately after a tour by a

bunch of school kids, so the curator told me all the subversive stuff she usually didn't get to tell tourists."

—**Jean Nienkamp**

"I'm a former member of the Longshoremen and the Teamsters."

—**Don McAndrew**

"I've run seven marathons and am training for my eighth."

—**Marjie Stewart**

"Nobody knows that Wonderwoman is my hero."

—**April Sikorski**

"I wish I had been IUP's homecoming king – then I'd really hold a position of power in this joint."

—**Brian Fallon**

"I love country music!"

—**Bukky Salako**

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### Submission information

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

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# Director's Column

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I would like to begin my column by welcoming new doctoral C&T, MA TE, and MA TESOL students to our program. I hope that you are adjusting and are finding your own niche within our academic community. I also would like to congratulate students who have received awards. For the third year in a row, a new C&T program Ph.D. student has won the prestigious Julius Filcik Fellowship. This year **Joel Diamond** was selected by the Filcik family and Graduate School to receive this competitive award. This is quite impressive as only one new student is selected from our eight IUP doctoral programs to receive this award. I also want to congratulate C&T program students who have received other Graduate School Fellowships, including **Arlyn Cabán Pérez, Olubukola (Bukky) Salako, Dawn Fels, Amy Flick, Colleen Donovan, Marie Kretz, and Whitney Tudor.** I would also like to congratulate **Yi (Rita) Liu** as the 2005 recipient of a Merit Scholarship Award, an award given to new students with a history of academic excellence.

I would like to thank **Nancy Bell, Nancy Hayward, and Ben Rafter** for critiquing and suggesting changes to the Candidacy Qualifying Portfolio process. Based on their efforts and feedback from students who have gone through the Qualifying Portfolio Process, we have made a few changes to the Qualifying Portfolio process. In the new process students select an academic journal and write an article for this journal. Rather than the audience being the professors in the program, the qualifying paper is written for the readers of the journal. Although the article does not have to be published, the idea is to write a qualifying paper on a relevant topic for a real audience. We look forward to seeing how the next group of students enjoy this newly revised portfolio process! (To learn more, log onto our website: [www.english.iup.edu/graduate/ct](http://www.english.iup.edu/graduate/ct).)

Speaking of the Candidacy Qualifying Portfolio, here are the submission dates. If you are a summer program student (and completed ENGL 700 last summer), and are mailing in your portfolio, it should be postmarked no later than January 13, 2006. If you are hand-delivering the portfolio, make sure you have it at the Graduate English office (111 Leonard Hall) on January 16. If you are an academic-year student (and taking ENGL 700 this fall semester), your portfolio is due at the Graduate English office on March 20, 2006.

Why not apply for a *Graduate Student Research Grant*? As the Graduate School states, these \$500.00 grants are “intended to encourage students to undertake research and creative projects which will contribute new insights in the student’s chosen academic field. Funds requested must be related to the student’s research project, creative project, thesis, or dissertation.” Students can learn more about these grants by logging onto [www.iup.edu/graduate](http://www.iup.edu/graduate), then click on Current Students, then Forms and Deadlines, and finally Graduate Research Awards. Deadlines are November 7, 2005 and February 6, 2007.



I look forward to joining you in celebrating a successful fall semester, a joyful semester break, and the start of a new spring semester! ♦

—Jerry Gebhard

# When I Grow Up

by Robert Saxon



The photo to the left is not me. Even when I was a child and played dress-up I had some sense of fashion and would not be caught dead wearing a hat with tiny balls dangling off it. So who is that strange desperado toting a pistol and looks to kill?

In truth, I don't know. The photo was given to me by Nancy Bell and I was told that it was for a new feature in the C&T Newsletter. "When I Grow Up" will occasionally showcase childhood photos of current C&T professors. Why you might ask? Well, perhaps we are just desperate for articles these days. Or more likely, we just wanted to introduce a running article that was a little lighter in content and more personable. If you are a C&T professor and would like to have your childhood photo in the next edition please send it to Nancy Bell at [nbell@iup.edu](mailto:nbell@iup.edu).

To find out the true identity of this mysterious gunslinger turned professor be sure to check out the next edition of the C&T Newsletter. ♦

# Cathy's Corner

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—Travel Anyone?



Conference presentations are very important to your educational experience here at IUP.

Therefore, the School of Graduate Studies and Research (hereafter referred to as the Graduate School) supports travel to deliver papers in the amount of \$200 (M.A.-in state travel); \$300 (M.A.-out-of-state travel); \$350 (Ph.D.-in state travel), or \$500 (Ph.D.-out-of-state travel).

As soon as you submit your paper, stop by my office to get a travel application. Fill the application out completely and return it to me. **DO NOT TAKE IT TO THE GRADUATE SCHOOL.** The form must be signed by your director and the Dean of Humanities. Make sure that you list your school affiliation as IUP. (The Graduate School will not support presentations you give under the auspice of another school). The Graduate School will send you verification that they have approved your travel and the amount they will reimburse you for. You may apply to get reimbursement for more than one conference if you do not exceed the maximum allotment of travel in one academic year.

When you travel, keep every receipt. You must supply a receipt for every dollar you are requesting with the exception of your mileage. If you drive your own car, you will be reimbursed for the use of your car at 48.5 cents per mile. (There is no reimbursement for gas receipts). Things that you can request reimbursement for are: meals, tolls, parking, shuttles, registration, hotel rooms, airline tickets, buses or trains.)



Within two weeks of your return from traveling, you must obtain a Travel Voucher from my office. I will assist you with filling it out if you don't understand it. Attach all receipts along with a copy of the page in the conference program showing your name, the title of your paper or presentation, and your affiliation with IUP. If all is in order, you should receive a check in about two weeks. ♦

—Cathy Renwick

# MA TESOL News

by Lilia Savova



**Emily Amanda Jaros, Nashwa Badr, Mai Hassan, Mahmoud Amer, Roza Kazakbaeva** and I, **Lilia Savova**, their faculty advisor and project coordinator, completed the first MA TESOL promotional video. Our team researched the program's history, interviewed faculty, students, and alumni, reviewed about 7 hours of taped interviews and edited these into a 4-minute video that tells prospective applicants to the MA TESOL program what it means to be a student here. Throughout this process, we worked in conjunction with the IUP Office of Institutional Advancement and its director Bill Hamilton, as well as with

the media team of Stapleton Library, and Ken Siroli. It was an exciting professional and human experience, service learning at its best.

We worked on this project in the fall 2004, spring 2005 and summer 2005 semesters. In the fall of 2004, we consulted with video experts and sought support for this project. It was quite inspiring to know that **Jerry Gebhard** and **Gail Berlin** appreciated our ideas and were willing to support them. It was also reassuring to find out that our Dean, Yaw Asamoah, and our university are already sponsoring the development of promotional videos. In the spring and summer of 2005, we conducted video interviews and edited the footage we had assembled.

In this video, students from the program talk about their experiences at IUP. They explain why they chose IUP, what was most important to them and how studying here enhanced their professional development. The

video adds a new dimension to the existing information from the program brochure and website, and from individual faculty websites. It's unique in that it offers an authentic student perspective and a voice that viewers can identify with.

Here, on behalf of our team, I'd like to tell all who agreed to be interviewed, shared program materials with us, made special trips to the studio, and did all of this, and more, in a spirit of camaraderie, "You are very special people and we thank you so much!"

Faculty and students can get copies of this video from our Graduate English Office. To request a copy, please contact **Cathy Renwick** ([crenwick@iup.edu](mailto:crenwick@iup.edu)). And if you like what you see there, please, feel free to share it with others. ♦

# EGO News

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by Pamela Rodgers



The English Graduate Organization (EGO) has a full schedule planned for this semester! So far, we have held four meetings and a potluck, and we are working on some exciting upcoming workshops.

Also, new officers have been elected:

**Allyson Marino**, President

**Lee Hobbs**, Vice President

**Pamela Rodgers**, Secretary

**Renae Applegate**, Treasurer

**Jill Wagner**, Workshop Coordinator

**Chris Buck**, Social Chair

**Whitney Tudor**, Publicity

**Mahmoud Amer**, Webmaster

Our social chair is planning some fun outings, including a bowling night in October.

We are preparing for our annual book sale, which will raise money for IUP's EGO/GSA Interdisciplinary Conference. The sale will be held on November 1-2, 2005, from 9:00 a.m. to 6:00 p.m. in the Leonard lounge. We will be collecting book donations for the sale. The Conference will be held in February, 2006.

Our upcoming meetings are scheduled for November 8 and 22, and December 6, 2005.

Check out our website (<http://www.english.iup.edu/ego/>) for upcoming workshops, events, and other information. ♦



# Faculty News

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**Nancy Bell** was invited to speak at Temple University on “Topic and Function of Bilingual Women’s Humorous Narratives” on November 4th. Her paper “Interactional Adjustments in Humorous Intercultural Communication” has been accepted for publication in *Intercultural Pragmatics*.

**Jerry Gebhard** traveled to Thailand in May where he spoke at Thammasat University on “Action Research: Processes, Limitations & Alternatives.” This presentation was arranged by a graduate of our doctoral program, **Saneh Thongrin**, who is a professor at Thammasat University, and included an audience of university professors throughout Bangkok.

In addition, a second edition of Jerry’s book, *Teaching English as a foreign and second language: A self-development and methodology guide* (University of Michigan Press, 2006), will be out in December. Jerry has also published an article,

“Teacher development through exploration: Principles and activities” in *TESOL-EJ 10(4)*. This article is in a special edition on teacher development edited by our very own doctoral program graduate **Tom Farrell**.

**Claude Mark Hurlbert** will be chairing a session made up of C & T students, **Kathleen Klompfen**, **Mysti Rudd** and **Amy Lynch-Binieck**, at this year’s CCCC in Chicago.

**Jean Nienkamp** is currently working on a chapter on internal rhetoric and women’s diaries for a book on rhetoric culture, a project coordinated out of the University of Mainz, Germany. She is also working on an introduction to Stephen Toulmin for graduate students (*Rhetoric in the Modern Era series*, SUNY press) with the help of **Kim Thomas** and **Joel Diamond**.

Jean Nienkamp also has a paper accepted for the 2006 CCCC on mediating between relativism and absolutism via Toulmin’s epistemology. C&T student **Dick Halsey** will also be on that panel.

**Gian Pagnucci** will take part in a panel by leading narrative researchers at this year’s NCTE conference in Pittsburgh. The session is titled “Building Storied Ground: The Evolution of Narrative Inquiry-Reflections from Four Generations of English Teacher Researchers.” The panel will reflect on the twenty-year evolution of narrative teacher research in English education, including the value of narrative research, the process and art of writing narrative studies and narrative



dissertations, the professional implications of narrative research, and the use of narrative for teaching English education pre-service teachers. The panel includes narrative scholar David Schaafsma, former NCTE president Patricia Stock, and C&T alum **Robert Wallace**. The panel is scheduled for 4:00-5:15 p.m. on Friday, Nov. 18th, 2005.

**Ben Rafter** will present "Preparing ESL Writing Tutors: A Guide for Those Getting Started" at this year's annual conference of the National Council of Teachers of English in Pittsburgh in November.

He was also one of eight leaders at this year's IWCA Summer Institute, July 10-15, 2005. Affiliated with the International Writing Centers Association, the Summer Institute is geared for writing center directors who want to learn more about the profession, including research, training, and administration. The institute was held at the University of Kansas in Lawrence. Also attending the institute were PhD C&T students **Kevin Dvorak** and **Brian Fallon**. Besides Ben, Brian, and Kevin, two C&T alumni were involved in the Institute. **Michele Eodice** was the institute's co-coordinator, and **Beth Boquet** was also a leader. Forty-five writing center directors from around the US, as well as the UAE and Canada, attended the week-long institute.

Ben Rafter's *A Tutor's Guide* was published in second edition by Heinemann Boynton/Cook in August 2005. The volume contains five new chapters, including two by C&T PhD students. **Nicole Kraemer Munday's** "(Non)Meeting of the Minds: A Study in Frustration" appears in the book, as

well as **Carol Briam's** "Shifting Gears: Business and Technical Writing." Other new material in the book includes Carol Severino's "Crossing Cultures with International ESL Writers: The Tutor as Contact Zone Contact Person;" Pavel Zemliansky's "A Balancing Act of Efficiency and Exploration: Tutoring Writers in Advanced Classes;" and Carol Ellis' "Developing Genre Discourse: Graduate Student Writing."

**Lilia Savova** was involved in five presentations at this year's TESOL Convention in San Antonio, Texas: titles included "Strategies for designing communicative grammar activities," "Video projects in teacher education," "What kind of English do we teach?," "How to motivate students to learn grammar," and "Designing dynamic electronic projects." At the TESOL Convention, she also participated in a one-day workshop on "TESOL/NCATE standards for the accreditation of initial programs in P-12 ESL teacher education."

Lilia Savova's chapter, "A local approach to global English: A national EFL model based on international kids' culture," was published in *Teaching English as a Foreign Language in Primary School* (edited by Marlene Dolitsky, Mary Lou McCloskey, and Janet Orr). She also published an article titled "Video as role model" in *Essential Teacher*. ♦

# Student News

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Doctoral program students **Karen Greenstone, Mubarak Al-Khatani, Adel Al-Omrani, Susan Salminen, and Qisi Zhang** have heard that TESOL Quarterly will publish their review of Patrick Moran's book, *Teaching Culture: Perspectives in Practice* (Heinle & Heinle). They wrote this review as a requirement in ENGL: 742 Cross-Cultural Communication during the second summer session.

**Rebecca Day Babcock** will be an Assistant Professor of English and liaison to the writing center at the University of Texas Permian Basin. She also had an article accepted for a collection edited by Brenda Jo Brueggemann and Cynthia Lewiecki-Wilson called "Disability, Teaching and Writing Sourcebook." She will be presenting at IWCA in October with **Kurt Bouman** and **James Inman** on disability in the writing center.

**Gail Bondi** presented a paper first written for Jean Niencamp, "The Rhetoric of Science Fiction" at the 2005 National Meeting of the Popular Culture/American Culture Associations in March in San Diego, CA. She re-presented the paper, with additions from feedback, at Jacksonville University's 2005 Student and Faculty Symposium for Research and Scholarship in April.

**Ai-Hwa Chen**, a graduate from our Ph.D. program, is presently in an administrator position at Hsiuping Institute of Technology (HIT) where she is quite busy developing new programs, such as a Chinese as a Foreign Language Program, as well developing a department website.

**Daniela DiGregorio** presented her research paper "The Role of Sociocultural Transfer and the Power of Solidarity in Choosing Address Forms" at the TESOL Doctoral Forum in San Antonio, Texas. During the 2005-06 school year, Daniela will be providing in-service public education to

teachers about accommodations for ESL students and about the differences between special education and ESL education.

**Steve Edgehouse** (Ph.D. C&T) has been hired as the assistant director of Bowling Green State University's General Studies Writing program.

**Brian Fallon** and **Ben Rafoth** attended this year's Joint Conference of the International Writing Centers Association and the National Conference on Peer Tutoring in Writing in Minneapolis, October 19-22, 2005. Both presented and supported four IUP undergraduate tutors who will give a panel presentation on their research into turnitin.com, a software program that purports to detect plagiarism. The tutors and Brian were awarded a grant from the College of Humanities and Social Sciences to help with travel expenses.

**Rebecca Garvin** gave a presentation titled "Using Folktales to Enact Transformative, Post-Method Pedagogy in the ESL Classroom" at the SE Regional TESOL Conference.

**Eric Glicker**, a student in the C&T Doctoral Program, received a Certificate of Recognition, from his employer, Santa Ana College (California), for his many hours of service as an ESL Department Mentor Teacher.

**John Guelcher** started a full time lectureship at Cal State Channel Islands this fall.

**Jiajia He's** work-in-progress paper "Applying Post-Process Theory in University EFL Classes in China" has been recommended for publication on the inaugural issue of the C&T's new online journal "Working Papers in Composition & TESOL" (September 2005), which can be accessed from [www.english.iup.edu/wpc&t/issues/i1v12005/](http://www.english.iup.edu/wpc&t/issues/i1v12005/).

**Nicole Houser** co-authored the paper, "Six Wills of the Indian Nobility of the Valley of Lima," with Dr. Paul Charney of Frostburg State University, which Dr. Charney presented at the Middle Atlantic Council of Latin American Studies/School of World Studies Joint Conference at Virginia Commonwealth University in April 2005.

**Elaine M. Huber** (C&T Ph.D. 2002) published two articles, "Unexplored Territory: Writing Instruction in Pennsylvania Homeschool Settings, Grades 9-12" in the journal *Home School Researcher*. The article appeared in two parts in 2003 (vol 15, no. 4) and 2004 (vol. 16, no. 1). These publications are based on Elaine's dissertation on the same topic. Committee members included **Ben Rafoth** (chair), **Michael M. Williamson**, and **Gian S. Pagnucci**.

**Jennifer Johnson** is presently a lecturer at the University of California at Santa Barbara. She will also be presenting on a panel at the Four CCCC in March. The title of her presentation is "Intellectual Families in Composition: Using Genealogy to Map Mentoring Relationships."

**Clifton Justice** gave a presentation titled "Bear Speak: An Investigation into Discourse Communities and the Internet" at the Four CCCC in San Francisco, CA in March. He also presented "Queer Writing Instruction: Is it Different?" at the Research Network Forum and "Bears in San Francisco: The Impact of the City's Rhetoric on a Worldwide Community" at Western States Rhetoric and Literacy Conference.

**John Klutz** presented a paper titled "Dual Citizenship: Negotiating the Boundaries Between Tutors, Faculty, and the Writing Center" this fall at the 2005 International Writing Centers Conference in Minneapolis, Minnesota.

**Linda Miller**, a graduate from our doctoral program, has recently moved back to Western PA (Greensburg) where she is continuing to build her business involving antique and vintage Japanese textiles. In addition to her business, Linda had been teaching as an adjunct at the University of South Florida in the Communications Department. However, Florida legislature removed adjunct faculty from the education budget.

**Toshinobu Nagamine** has recently learned that he won a teaching position in an EFL teacher education program at Prefectural University of Kumamoto (Japan). He will be teaching applied linguistics and EFL teaching methodology courses, as well as working closely with in-service English teachers at junior-high and high schools in Kumamoto to help them engage in various teacher development activities.

In addition, **Toshinobu** and faculty member **Jerry Gebhard** published a paper, "A mutual learning experience: Collaborative journaling between a nonnative speaker intern and native-speaker cooperating-teacher" in *Asian EFL Journal*,



*ENGL 700 Students in Pittsburgh, PA, Summer 2005*

# Student News

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volume 7, number 2 (2005). This paper is published in the on-line and hard-copy edition of the journal. It is the result of their explorations into their decision making processes while team teaching ENGL 101 College Writing (ESL).

**Holly Niemi** gave a presentation titled “English Language Learners: Modifications and Adaptations for Success” at a conference for all Allegheny County Public School Teachers in October.

**Milcah Ochieng**, a graduate of our doctoral program, is now an Assistant Professor in a tenure-track position at the University of Wisconsin at Platteville where she is developing a TESOL Program for K-12 teachers for the School of Education, as well as teaching composition. She will also be working to establish a language institute for ESL students.

**Janet Pierce** presented a paper titled “Social Cultural Theory and ESL instruction” at the Three Rivers TESOL Conference in Oct. 30, 2004; and a paper titled “How Classroom Design can produce effective student L2 learners” at the International Society for Language Studies in Montreal, April 20, 2005. She also presented her paper, “How Classroom Design, Learning Strategies, Ideas of Etho, Pathos and Power can enhance L2 learning,” at the Southeast TESOL conference in Myrtle Beach Sept. 24, 2005.

**Phillip Ryan**, a graduate of our Ph.D. program, presented his dissertation research at the International Ethnography in Education Conference at Oxford University in September.

**Joe Slick**, a recent graduate from our M.A./TESOL Program, is presently teaching for the Saudi oil giant, ARAMCO, in Mubarratz, a fairly remote place. He teaches 18-21 year olds who will be future ARAMCO employees working in such jobs as welding, transport, and mechanics.

**Marcy Trianosky** (Ph.D. C&T) gave a piano recital for friends, faculty, and classmates on August 6, 2005 in the

Newman Center on the IUP campus. Musical selections from the recital included Bach’s Ave Maria, Beethoven’s Moonlight Sonata, Debussy’s Clair de Lune, Chopin’s Nocturne, and Schumann’s “Chopin.” An accomplished pianist, Marcy said she wanted to share her love of music with others, including the sound of the extraordinary grand piano at the Newman Center, a rare Mason & Hamill from the 1930s. Marcy plans to give another recital when she returns next summer.

She has also co-written a chapter titled, “Tutors Speak: What Do We Want from Our Writing Center Directors?” for the new *Writing Center Director’s Resource Manual* being published by Lawrence Erlbaum Associates, edited by Byron Stay and Christina Murphy. The co-author is Carol Peterson Haviland; the director of the writing center at California State University at San Bernardino

**Trikartikaningsih (Kiki)**, a graduate from our doctoral program, is married and currently living in New York in the Hempstead area (Nassau County). She teaches at two colleges. One is Queensborough Community College, in the country side close to her home, and the other is John Jay in Manhattan (West 56<sup>th</sup> street). It looks like Kiki is getting the best of both city and country life!

**Andrea Verschaeve**, C&T Ph.D. candidate, won the 2005 Regional Eight Teacher of the Year for the state of Virginia. Andrea teaches eighth grade at Prince Edward County Middle School. She is doing her dissertation on the closing of Prince Edward County Schools from 1959 to 1964 in response to the Supreme Court’s desegregation order in 1959. ♦

# New Students

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*Welcome to IUP!*



## **Ph.D./Composition & TESOL**

Nashwa Badr, Kiho Baek, Ya-Huei Chen, Eric Glicker, Marlen Harrison, James Ishler, So-Yeon Kim, Andy Moore, Michele Ninacs, Jacqueline Pena, Karen Power, Haiyan Richter, Olubukola Salako, Susan Salminen, Joseph Slick, Sandra Stanko, Chi-Chen Tsai, Jason Wester, Debbie Wilson, Gretchen VonBergen, Seong Won Yun

## **M.A./TESOL**

Jonathan Albright, Anwer Al-Zabrani, Eleni Bakousi, Dana Brem, Ting-Yu Chen, Hui-Chun Chen, Pisarn Chamcharatsri, Shang-Chi Chiu, Jamie Darney, Lin Feng, Cortney Gary, Sandra Harris, Takehiro Hashimoto, Zana Ibrahim, Atsushi Iida, Asuka Iijima, Zainab Jabur, Yuka Kaneko, Masatoshi Kasono, Soo Yun Kim, Gael LeBourhis, Hsin-Mei Lin, Amy Moretti, Shiko Nakahira, Kumi Nishimura, Sally J. Ouimet, Tiffany Smeal, Tai-Ling Tang, Pei-Lun Tien, Shih-Ting Tu, Carig Whitley, Yu-Hsuan Wu, Kenta Yamanouchi, Wan-Ning Yeh, Taissia Zharkoua

## **M.A./Teaching English**

Elaina Barna, Rachel Black, Cortnee Clapper, Stephanie Gorzelsky, Earl Hartwig, David Shearouse, Donald Swanson, Meghan Zeiders ♦

# Graduates

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*Congratulations!*



## **M.A./TESOL**

Nashwa Badr, Kiho Baek, Heather A. Bloom, Kikumi Kai, Pei-Hsun Liu, Yukiko Matsuoka, Yunitari Mustikawati, Ichira Nakamura, Anthony Perna, Sayaka Shimada, Joseph Slick

## **M.A./Teaching English**

Margaret Herb, Nadine L. Ramirez, Maryl R. Roberts, Michelle P. Shirk, Karissa L. Smatlak, Theran W. Snyder ♦

# Dissertation Defenses

*Congratulations!*



- Ali Al-Ghonaim**, “ESL College Students’ Beliefs and Attitudes About Reading-to-Write in Classroom Composition,” directed by Dr. Jeannine Fontaine
- Meteab Al-Zahrani**, “Arab EFL Reaction to Computer Supported Collaborative Writing,” directed by Dr. Michael M. Williamson
- Abdulrahman Alolaiwy**, “Saudi EFL Students’ Use of Reading Strategies in Printed and Electronic Texts,” directed by Dr. Ali A. Aghbar
- Rebecca S. “Day” Babcock**, “Tutoring Deaf College Students in the Writing Center,” directed by Dr. Bennett A. Rafeoth
- Maria “Ria” Rankin Brown**, “Defining Moments in Literacy: Influences that Shape the Literacy Experiences and Beliefs of English Professors,” directed by Dr. Claude Mark Hurlbert
- Shanti Bruce**, “An Analysis of Leadership Practices in Composition Studies,” directed by Dr. Donald A. McAndrew
- Amy Clark**, “We Are Our Mothers’ Words: The Intergenerational Transmission of Everyday Literacy Among Appalachian Women,” directed by Dr. Nancy Hayward
- Ronnie Goodwin**, “A Comparative Study of Selected Japanese and Southern U.S. American Communities’ Perceived Social Norms Regarding Politeness,” directed by Dr. Jeannine Fontaine
- Po-Yen Hsu**, “Culture CALL & EFL Acquisition: A Case Study of Teaching and Learning English with a Cultural-based Curriculum on the Internet,” directed by Dr. Gian Pagnucci
- Hyoung-il Kim**, “A Study of the Factors that Influence Korean Students’ Reading of Culturally Embedded Texts in the U.S.,” directed by Dr. Nancy Hayward
- Ho-Hui “Francis” Lin**, “What Action Research Means to Teachers in Taiwan,” directed by Dr. Jerry G. Gebhard
- Patricia Miller**, “Ecological Interaction in ESL Writing: Perceiving and Acting on Affordances for Self-Regulation in Discourse and Grammar,” directed by Dr. Dan J. Tannacito
- Laura Milner**, “The Language of Loss: Transformation in the Telling,” directed by Dr. Claude Mark Hurlbert
- Salem Mussa**, “The Impact of the Internet on Saudi Arabian EFL Females’ Self-images and Social Attitudes,” directed by Dr. Jeannine Fontaine
- Milcah Ochieng**, “Secondary Voices, Familiar Territory: An Exploratory Study of ESL Academic Writing Practices. A Case Study of Kenyan Students in a North American University,” directed by Dr. Dan J. Tannacito
- Tracy Santa**, “Dead Letters: Error in Composition: 1873-2004,” directed by Dr. Michael M. Williamson
- Denise Sneed Williams**, “Cultural Brokerage in Three Minority Communities in America,” directed by Dr. Jeannine Fontaine ♦



# Thesis Defenses

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*Congratulations!*



**Sameer Al-Jabri**, “The Effects of Semantic and Thematic Clusterings in Learning English Vocabulary by Saudi Students,” directed by Dr. Jeannine Fontaine

**Ching-Yi Ho**, “A Qualitative Study of the Impact of a Taiwanese/American E-mail Exchange Project on Taiwanese Students’ Attitudes, Cultural Knowledge, and Second Language Writing,” directed by Gian Pagnucci

**Kikumi Kai**, “The Role of Poetry Writing in Japanese Junior High School EFL Classrooms,” directed by Dr. Nancy Bell

**Pei-Hsun “Emma” Liu**, “The Acquisition of Second Language Literacy in the Academic Community: A Comparative Case Study of Six Taiwanese Students Studying in America for Different Lengths of Time,” directed by Dr. Dan J. Tannacito

**Brenda Pittman**, “Expressive Writing: A Language of Self-Discovery,” directed by Dr. Donald A. McAndrew

**Sayaka Shimada**, “A Study of Interlanguage Pragmatics: Comparison of Complaining Strategies of Japanese and American College Students,” directed by Dr. Ali A. Aghbar ♦





## Spring 2006

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

Monday 6-8:30 with Lynne Alvine

Examines theory and research in literacy, reading and responding to literature and other forms of writing, and the teaching of young adult and other relevant works of literature. Includes application of theory and research to classroom practices.

### **ENGL 644: ESL Media & Materials**

Thursday 6-8:30 with David Hanauer

Offers an introduction to the basic principles of ESL course design, and the evaluation, adaptation, and design of ESL classroom materials and media. Students will gain an understanding of the structure and uses of ESL materials, as well as a hands-on experience in syllabus design and the evaluation, adaptation, and creation of ESL materials for specific purposes. Students experience working on an ESL/EFL media and materials project and putting on a Materials and Media Fair where they show their projects.

### **ENGL 694: Observation of English Teaching**

Tuesday 1:15-3:45 with Jerry Gebhard

The objectives of the course are to provide opportunities for students (1) to gain skills in describing, analyzing and interpreting teaching, (2) to understand how observation can be used to gain awareness of our teaching beliefs and practices, and (3) to understand new ways we can categorize our knowledge and apply that knowledge to the way we see teaching. This semester students have the chance to work on processing observation skills through practice teaching activities and ethnographic descriptions.

Students will spend the first three weeks reading, talking about, and practicing the use of observation techniques. Students will then be asked to design a lesson to teach classmates something they do not know how to do, teach the lesson while being video taped, and describe, analyze, and give multiple interpretations to the descriptions. During the last part of the semester, students will study concepts underlying ethnographic description, select a context to study (i.e., student cafeteria, pizza parlor, coffee shop, student lounge, library), observe and interview, write a report, and consider how our observations outside class can be useful to us as second/foreign language teachers.

Students will be required to purchase a pack of course readings at Copies Now. An optional book is: Gebhard, Jerry G. and Oprandy, Robert. 1999. *Language teaching awareness: A guide to exploring beliefs and practices*. New York: Cambridge University Press.

### **ENGL 696: Internship in ESL**

Permission needed with Nancy Hayward

Consists of one semester of supervised teaching, tutorial activities, and materials preparation for non-native or limited English-speaking students. The purpose of the practicum is to demonstrate the candidate's preparation for teaching English as a second or foreign language. Prerequisite: Permission of the director of Graduate Studies in Rhetoric and Linguistics.

**ENGL 698: Internship**

Permission needed, Professor TBA

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

**ENGL 703: Language & Cognition**

Tuesday 6-8:30 with Jeannine M. Fontaine

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

**ENGL 715: Qualitative Research**

Tuesday 6-8:30 with Nancy Bell

This course will allow you to extend the introduction to qualitative research methods that you received in Introduction to Research, exploring in greater depth issues of epistemology, ethics, and research design and analysis. We'll be using Joseph Maxwell's *Qualitative Research Design* as our introductory text, plus a variety of articles and other books that I haven't yet decided on (although there will definitely be one on interviewing [Weiss's Learning from Strangers? or maybe Mishler's Research Interviewing?]) and possibly one on fieldnotes [Emerson, et al.'s Writing Ethnographic Fieldnotes?].) The major course requirement will be a small-scale ethnographic study, parts of which (e.g. proposal, fieldnotes, transcripts, sample analysis) will be turned in over the semester. We will also read Ben Rampton's revised *Crossing* and students will be presenting and critiquing their own examples of ethnographic research. I should have the syllabus up on my website in December, so be sure to check.

**ENGL 724: Second Language Acquisition**

Wednesday 6-8:30 with Dan J. Tannacito

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 learner, language, and context.

**ENGL 730: Teaching Writing**

Monday 6-8:30 with Gian S. Pagnucci

Course Overview

When you write, you lay out a line of words. The line of words is a miner's pick, a woodcarver's gouge, a surgeon's probe... The line of words is a hammer. You hammer against the walls of your house. You tap the walls, lightly, everywhere. After giving many years' attention to these things, you know what to listen for. Some of the walls are bearing walls; they have to stay, or everything will fall down. Other walls can go with impunity; you can hear the difference. Unfortunately, it is often a bearing wall that has to go. It cannot be helped. There is only one solution, which appalls you, but there it is. Knock it out. Duck.

—from *The Writing Life* by Annie Dillard (pp. 3-4)

I like this quote by the marvelous writer Annie Dillard because it shows that writing is such a powerful tool for both exploring and challenging our beliefs. This is exactly what we'll try to do in English 730: Teaching Writing, explore and challenge

# Courses

## *Schedules and Descriptions*



our beliefs about how one should teach composition. We'll look at fundamental issues like what to have students write, how to help them learn the writing process, how to grade, what to do about grammatical questions, etc. But we'll also explore the stories that make up our central visions of what it means to teach composition: those stories that shape who we are and why we think about the written word the way we do. Ultimately, I hope each student who takes the course gains a better sense of how best to teach composition, how to defend one's pedagogical choices, and how to learn from other writing teachers along the way. And, with luck, we'll have knocked down a few walls in order to build a stronger school house.

### Writing for the Course

It's hard to talk about teaching writing without actually getting involved in the writing process. So I'll ask students in the class to do lots of writing to help us explore our thoughts and beliefs about teaching composition. Most papers will be shared and/or workshopped collaboratively in class. The papers I'm most likely to assign are these:

- Some short narratives to help unpack your views about writing and teaching
- A teaching philosophy statement
- A web home page
- A pedagogical research paper exploring and/or defending the use of a specific composition teaching technique (or techniques). You may choose to focus on any technique for any class where the teaching of writing is a major course goal. This paper should be 10-20 pages long. The paper should also include 5-10 citations from works outside the assigned course readings.

### Texts I'll Likely Require

Anson, Chris, Joan Graham, David Jolliffe, Nancy Shapiro, and Carolyn Smith. *Scenarios for Teaching Writing. Contexts for Discussion and Reflective Practice*. Urbana, IL: NCTE, 1993. ISBN 0814142559.

Haswell, Richard and Lu, Min-Zhan. *Comp Tales*. New York: Addison Wesley Longman, 2000. ISBN 0321050886.

Pagnucci, Gian. *Living the Narrative Life: Stories as a Tool for Meaning Making*. Portsmouth, NH: Heinemann Boynton/Cook, 2004. ISBN 0325006237.

Villanueva, Victor. *Cross-Talk in Comp Theory: A Reader*. Second Edition. Urbana, IL: NCTE, 2003. ISBN 0814109764.

### Texts That Will Likely Be Optional

Elbow, Peter. *Writing Without Teachers*. New York: Oxford University Press, 1973. ISBN 0195016793.

Rose, Mike. *Lives on the Boundary*. New York: Penguin, 1989. ISBN 0140124039.

### For More Information

For a preview of activities I like to use when teaching this course, please try this English 730 course web site: <http://www.english.iup.edu/pagnucci/courses/730/default.htm>.

## **ENGL 731: Rhetorical Traditions**

Wednesday 6-8:30 with Jean Nienkamp

### Course Description

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.

### Course Objectives

- To become familiar with historical definitions and interpretations of rhetoric
- To examine shifting contemporary definitions and interpretations of rhetoric
- To link rhetorical theories to contemporary pedagogical practices in composition and TESOL.
- To consider the future of rhetoric in the context of cultural diversity and rapid social change.

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

Thursday 6-8:30 with Claude Mark Hurlbert

#### *I. Course Description*

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); and 3) Perspectives on writing systems, traditions of learning, and the implications of technological change.

#### *II. Texts*

In addition to an introduction to literacy theory, I am planning on this class focusing on the study of international literacy initiatives, such as those promoted by UNESCO, The World Bank, and the International Monetary Fund. Email me in the coming weeks and let me know how that sounds, and I will send you an update or final list. But so far I am considering:

Brandt, Deborah. *Literacy in American Lives*. New York: Cambridge UP, 2001.

Finn, Patrick. *Literacy with an Attitude: Educating Working-Class Children in Their Own Self--Interest*. Albany, NY: State U of New York P, 1999.

Heller, Caroline. *Until We Are Strong Together: Women Writers in the Tenderloin*. New York: Teachers College P, 1997.

### **ENGL 748: Advanced Topics in Linguistics: Writing and Language Assessment**

Thursday 6-8:30 with Michael M. Williamson

If one accepts the view that literacy is a multifaceted, situated, multivocalic set of cultural practices, then effective assessments of literacy are bottom up, locally designed, collaborative efforts. Furthermore, such assessment practices derive from the goals set forth by the participants in the course or curriculum, typically known as stakeholders. Finally, all assess-

# Courses

## *Schedules and Descriptions*



ment is a form of continuing research as the developers and other stakeholders study the validity of the practices that have been put in place.

Unfortunately, assessment as a gatekeeper emerged in the last part of the 20th Century. To understand appropriate uses of assessment, assessment development specialists need to know both theory and the historical pressures that have forced what began as an attempt to provide students who needed extra help to be successful in school into a public and private industry aimed at regulating teaching and learning. The history of assessment has also been written in practices that are as old as literacy itself.

This course will examine both the history and theory of assessing language. Then, it will move to a study the process of assessment development and execution from goal setting to the reporting of assessment results and recommendations for the future.

The course will begin with a review the initial goals articulated in the syllabus. Our first day in class will involve revision of those goals and a review of the course syllabus for revision to meet those goals. From there, we review the design of the course assessments for the goals. To ensure that we are setting goals that are important to us and meeting the goals that we set for ourselves, I will ask that we all engage in reflective talk and writing on a regular basis.

My initial goals are intended to provide sufficient theoretical and practical background to plan an assessment development process that will address the various uses of assessment in writing and language programs: placement, exit, and program assessment, among others.

Projects could involve planning an assessment program for a specific site and developing a theoretical rationale for the approach, or theoretical and historical statements about testing and assessment in a particular culture. Students interested in developing and implementing a program in their own institutions will be encouraged to do so.

Theories of assessment have emerged primarily from a single source, psychometrics, also known as educational and psychological measurement. Therefore, the core assessment issues are the same for Composition and TESOL. However, assessments for native and non-native speakers differ in important ways. Further, the voices contributing to the development of assessment practices in the two fields are different. Therefore, I expect that not all students will be reading all the same authors.

I would like, as much as possible, for each participant in the class to have the opportunity to examine the aspects of assessment most relevant to his or her needs and interests. However, I would also like for all of us to have some common experiences with the core texts in assessment.

Either as a group or as individuals, we can examine the following general areas of assessment, among others that you may choose to elect:

Assessment paradigms for native and nonnative speakers

Assessment theory

Validity

Reliability

Authentic assessment

Classroom assessment

Direct versus indirect assessment of written & spoken language

Ethics and assessment

Evaluation

Grading, testing, and assessment

High stakes assessment

History of assessment in education and English studies  
Large scale assessment  
Performance assessment  
The politics of testing and evaluation in educational settings  
Standardized testing  
Teacher assessment  
Technological assessment and assessing technology  
Writing program assessment

Assessment theory, ethics, and history are the three categories that will form a common basis for class discussion. From there, the class may divide into special interest groups to examine other areas in terms of Composition and TESOL. We can cover much more ground as a class if, as we work in directions that we each select for ourselves or small groups and then report to the whole group about the results of our work. Therefore, I will encourage you to consider structuring the class around individual and collaborative small group reading and discussion, followed by reporting the results of your reading and study to the larger class.

You can find a list of proposed texts on my website (<http://www.english.iup.edu/mmwimson>). I will have a draft syllabus up in a couple of weeks and with some suggestions for advanced reading since I usually get requests from folks that like to get a jump on the semester.

### **ENGL 797: Independent Seminar**

Permission needed with Jean Nienkamp, Lynne Alvine, or David Hanauer

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

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

#### **Please Note:**

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

# Academic Calendar

2005-2006



Deadline to apply for Research Grants for Fall .....	11-7
Archival copies due at the Graduate School .....	11-15
NCTE conference in Pittsburgh, PA .....	11-17 to 11-22
Last day of fall classes .....	12-12
Commencement .....	12-18
Summer candidacy portfolios must be postmarked .....	1-13
Summer candidacy portfolios hand carried to Leonard 111 .....	1-16
Late Registration .....	1-16
First day of classes for Spring .....	1-17
Drop/Add ends at end of day. ....	1-23
Deadline to apply for Research Grants for Spring .....	2-6
Deadline to apply for May graduation .....	3-1
Spring Break .....	3-13 to 3-19
International TESOL Convention, Tampa, FL .....	3-15 to 3-19
Acad. yr. candidacy portfolios must be postmarked .....	3/17
Acad. yr. candidacy portfolios hand carried to Leonard 111 .....	3/20
CCCC Convention in Chicago, IL .....	3-22 to 3-25
No Classes—Professional Development Day .....	4-4
Archival copies due at the Graduate School .....	4-15
Spring classes end .....	5-2
Commencement .....	5-13



## Continued from the cover...



"I hate talking on the phone."  
—**Cathy Renwick**



"I'd like to spend some time practicing my "Arabic Calligraphy" skills."  
—**Mahmoud Amer**



"I'm always dreaming to become a real dolphin. Why? Interesting ..."  
—**Soyeon Kim**



"I work out a lot and eat very healthy food."  
—**Deepak Pant**



"Nobody knows that I was trained as a dancer."  
—**Nicole Houser**



"I used to be a ping pong player, somewhat professional."  
—**Weier Ye**



"I like to eat blue cheese even though I am from an Asian country: Taiwan."  
—**Ya-Huei Chen**



"I really like to eat fried bamboo worms. They taste like French fries."  
—**Phongsakorn**



"I am obsessed with Harley Davidson motorcycles."  
—**Whitney Tudor**



"I am a little bit more talkative than you expect."  
—**Kiho Baek**



"I'd like to answer any questions you have about Peoples Republic of China."  
—**Rita Liu**



"I eat six times a day!"  
—**Jeab**

# Composition & TESOL

## Graduate Studies in Composition and TESOL at IUP

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

***Indiana University of Pennsylvania***

## Graduate Studies in Composition and TESOL at IUP

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