

## Mentoring Through Example: C&T News Talks to Jim Strickland

By April Sikorski

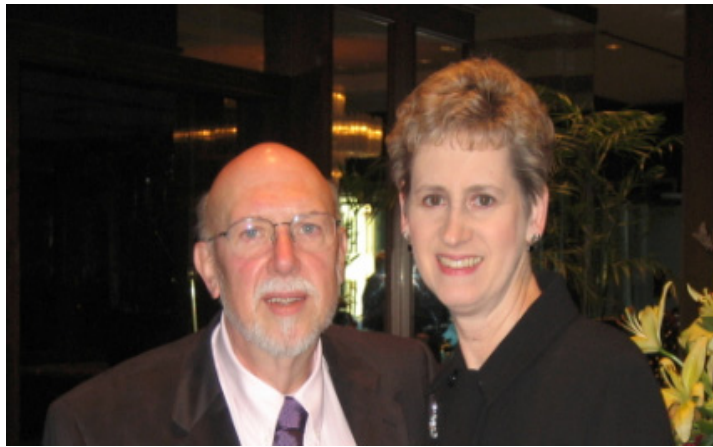
"I'd go to his office and he'd ask me what I wanted to talk about. I didn't want to talk about anything; but I found something to ask about so he wouldn't realize what a dope I was," Jim Strickland said of the late **Dr. Pat Hartwell**. "It was during those informal moments that Pat took a personal interest in me, encouraging me, mentoring me. People who had been in other doctoral programs never got over the level of personal interest the profs at IUP showed, and no one did it better than Hartwell."

Currently a professor of English at Slippery Rock University, C&T alum Strickland, teaches first-year writing courses and a graduate course in Teaching Writing and Literature. Although his credentials show us one side of Strickland, one can look to the memories and experiences of those students and writers he has mentored for a fuller picture.

One such person, Jim Mahoney, author of *Power and Portfolios* and *Power and Poetry*, recalls, "I would not be doing the things I am doing today if it were not for Jim and his encouragement and mentoring...He's so self effacing you don't realize for a while the influence he has had."

In fact, Strickland is quick to credit others, including wife, Kathleen and former teachers, Hartwell and **Don McAndrew**, "Hartwell showed me how to be a composition researcher...and McAndrew taught me how to teach." Since Strickland's writing, both individual and

collaborative with Kathleen, has been influential to the field, Strickland says that his current interest is "helping new authors/teachers get published." As an acquisitions and development editor at Heinemann, Strickland has the chance to do just that. At Heinemann, he has worked on many projects involving C&T faculty, and, most recently, he was chosen to edit the Fourth Edition of **Wendy Bishop's** *The Subject Is Writing* (2006).



Jim and Kathleen Strickland

**Tell me about the newest edition of *The Subject Is Writing*.**

[Bishop's 1<sup>st</sup> edition] was a great book with a great premise: get writers and writing teachers to give students advice about a variety of topics—real advice from people who really know instead of homogenized, disembodied platitudes. When Wendy

died in 2003, I approached Heinemann about doing the 4<sup>th</sup> edition so that it didn't go out of print. Other people apparently had the same idea, and I was honored to be chosen to carry on her project.

**IUP has a tradition of collaborative scholarship. Describe your wife's role in your life and work.**

Kathleen's the idea person; I'm the details person. We write everything together, regardless of whose name is on it. We give each other writerly support rather than constructive criticism. We're like a dance team; we try to make our partner look good.

*Continued on page 4*



## Editorial Staff

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Editor-in-Chief: Robert Saxon

### Submission information

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

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## Inside this Issue

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<b>1</b> Cover Story	<b>3</b> Director's Column	<b>4</b> When I Grow Up	<b>5</b> Cathy's Corner	<b>6</b> C&T Alumni Weekend	<b>6</b> EGO News
<b>7</b> Faculty News	<b>8</b> Student News	<b>11</b> Recent Defences	<b>12</b> New Students	<b>12</b> Graduates	<b>13</b> Courses
<b>25</b> Course Numbering Changes	<b>26</b> Academic Calendar	<b>27</b> Dissertation Photos			

# Director's Column

by Jerry Gebhard



This will be my final director's column as my term as program coordinator will end in August 2006. The program faculty has elected **Ben Rafoth** to be our next director, and we are delighted to welcome him into the Graduate English office. Ben will bring years of experience with him; he has spent years developing and teaching composition and research methodology courses, directing dissertations, directing the IUP Writing Center, and more.

I have enjoyed much about coordinating the program, especially moving with students through their stages of accomplishment. It has been a privilege to have been a part of their successful venture into higher learning. In addition, being director has certainly given me a much more complete understanding of the C&T Program. Interaction with so many students, as well as with people across campus, has given me a fuller more holistic understanding of our C&T Program, and I am grateful to have had this opportunity.

Of course it would have been impossible to direct the program without others, and I have a number of people to thank. First, I want to thank **Cathy Renwick**. I sincerely appreciate her patience in answering my scores and scores of questions, especially during the first year. I also appreciate **Robert Saxon** for his technical knowledge and creative endeavors with our website. I get a lot of feedback from prospective students who comment on the excellence of the website. Thanks also go to **Lilia Savova** and **Lynne Alvine** for advising the MA students. I also want to thank **Karen Dandurand**, the Literature & Criticism Program Director, for answering my questions in a polite and empathetic fashion. I also appreciate the department chair, **Gail Berlin**, who gave our program considerable support through the past three years. I am also grateful to **Don McAndrew** for stepping in to direct the program during the first summer session for the past three years. This allowed me to take a break from administrative duties and to pursue my scholarship and travel interests. My appreciation also goes out to **Nancy Bell** and **Robert Saxon** for their consistent quality work with the C&T News. Of course I also want to thank you, the students, faculty, and alumni for your support. Overall, you have been encouraging, motivating, and attention-grabbing.

Turning to academic matters, if you are planning to register for fall semester courses, you will notice that the **doctoral program course numbers** will be **different**. To emphasize the changes in numbering, I have written a separate column. Please note that the present course numbers are to be used to register for summer session courses. The change in numbering begins in the fall semester.

Although I have included the following information in other places and in the last newsletter, I think it is important to repeat. If you are working on your three chapters and have not yet had your Culminating Evaluation and submitted a Dissertation Research Topic Approval Form, I highly recommend that you do not yet register for ENGL 950 in the fall. The rule is you

only have to register for ENGL 950 from the time your Research Topic Approval Form (signed by your advisor, two readers on your committee, and the program director) is approved by the Graduate School.

However, if you feel you must register, for example, to continue to maintain your status as a student and the benefits this provides at IUP, then only register for one credit. Do this under your dissertation advisor's name. If you do not know who will direct your dissertation yet, register under the name of the program director, Ben Rafoth. I encourage you to spread out the ENGL 950 payments over time, as the present policy mandates that students who have paid the 12-credits of ENGL 950 Dissertation but who have not yet graduated, must register for one-credit of ENGL 950 *Continuous Dissertation* each fall and spring semesters.

I also want to emphasize that students registering for the first 12 credits of dissertation should register for ENGL 950 *Dissertation* (under their dissertation advisor's name), and students who are registering for credits beyond the initial twelve, should register for ENGL 950 *Continuous*



*Continued on page 5*

# When I Grow Up

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Our featured cowboy from last semester's issue was Jean Nienkamp. ♦

## Strickland Interview cont...

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by April Sikorski

### **Tell me about your current work.**

I edited the *CEL Quarterly* for NCTE from 1988-1994, mostly publishing teachers who had never written a professional piece. As an editor with Heinemann, my joy is finding new writers and mentoring them in publication.

### **What did you do at IUP? Tell me about a story or professor you remember.**

What did I do? I read and read and read.

The first time I heard of IUP was from grad students presenting at 4Cs. Hartwell used to put together panels of rhetoric students, mixing new students, dissertation-stage students and faculty. He let everyone use their home affiliations on the program, rather than making us seem like one little part of the big doctoral program, the way some other institutions did.

I have a million Hartwell stories. He was always having us do [annotated bibliographies]. My area was cognitive brain research and I was paired with a second summer "senior," Dave Roberts. I wanted to include Carl Sagan's *Dragons of Eden* in the bibliography, but Dave refused, saying it wasn't researchy enough. We argued, but, as the new kid, I lost. During our presentation at the end of the course, Hartwell interrupts us, turns to Tannacito and says, "Dan, do you see something that's missing?" Tannacito looked over our bibliography with a startled look on his face. Meanwhile, Hartwell had gone to the chalkboard and begun writing *Dragons of Eden* by Carl Sagan. I just stammered, "I wanted to; Dave wouldn't let me..." After a minute I realized I'd been had—punked, as they say now. Hartwell had a mischievous sense of humor, and Dave had gotten him to set me up.

### **Any advice for graduate students regarding dissertations or careers?**

I learned this from Don and Pat—get involved in the profession and the professional organizations like NCTE and 4Cs. Present early and often, to paraphrase Mayor Daley. Get on committees; run for office. ♦

# Cathy's Corner

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by Cathy Renwick



I am going to be a little selfish with this edition of my corner. I have to have surgery and will be out of the office for some time. I am sorry for any inconvenience this will cause students who depend on me for “all the answers.” With the help of God, I will be back—good as new—well before the start of the summer sessions. In the meantime, keep me in your thoughts and prayers, and I look forward to seeing all of you again and to meeting all you new folks at orientation on June 4.

My student assistant will take the messages from my voice mail and the director or perhaps a graduate assistant will have to get back with you. Please limit your messages to the most important issues—like advising, PIN access for Fall registration, etc. I will read my e-mail from Home (I live in Home, PA), but I will be limited in the answers I can send out. The rest I will forward to someone else who can answer your questions. ♦



## Director's Column cont...

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by Jerry Gebhard

**Dissertation.** Quite a few students have inadvertently registered for *Continuous Dissertation* instead of *Dissertation*, likely because the ENGL 950 *Continuous Dissertation* is alphabetically listed before *Dissertation* in the on-line and paper course listings. Please be careful because this could be a time consuming problem later to straighten out.

I also want to highlight that international students who have completed their course work and are not planning to register for classes need to complete a form at the International Affairs Office. You need to complete this form to gain approval to maintain your status as a student while working on your three chapter dissertation proposal.

Finally, I need to point out that I am making my yearly summer one session retreat. **Don McAndrew** will again be the director during the first summer session, as he was during the past two years. Thank you, Don! ♦

# C&T Alumni Weekend

by Ben Rafter



Join us for the C&T Program's Alumni Weekend July 13-15, 2006! Come back to IUP and spend some quality time with friends and colleagues. Re-connect with your favorite squirrels in the Oak Grove! Join us for roundtable discussions, social events, a cookout, and more.

We welcome these featured speakers and distinguished alumni:

**Elizabeth Boquet**, author of *Noise from the Center*, teaches at Fairfield University and is co-editor of *The Writing Center Journal*.

**Michele Eodice**, co-author (with Kami Day) of *First Person: A Study of Co-Authoring in the Academy* directs the Writing Center at the University of Kansas.

**Thomas Farrell**, author of *Reflective Practice in Action* and co-author with Jack Richards of *Professional Development for Language Teachers: Strategies for Teacher Learning* teaches in the Department of Applied Linguistics at Brock University in Ontario, Canada.

## Schedule of events

July 13, 2006 Thursday  
5:00 Wine and cheese reception  
7:00 Dinner

July 14, 2006 Friday  
10:00 am Campus walking tour, including the IUP Writing Center  
11:30-12:15 Luncheon  
12:15-1:45 Remarks by featured speakers followed by Q&A/Discussion  
5:00 pm Cookout at Ben's house

8:00 pm Philly Street pub rendezvous

July 15, 2006 Saturday  
10:00 am – Trail walk in White's Woods or Yellow Creek.  
Noon Picnic lunch

If you are planning to attend, let us know so that we can order enough food! Please send an e-mail to Ben Rafter at [brafoth@iup.edu](mailto:brafoth@iup.edu)

Check <http://www.english.iup.edu/graduate/ct/> for updates. For hotel accommodations, contact the Comfort Inn (724-465-7000), Super 8 Motel (724-349-4600), or Holiday Inn (724-463-3561).◆

# EGO News

by Pamela Rodgers



The English Graduate Organization (EGO) was quite busy this semester! The annual GSA / EGO conference, *Investigating Our Reality: Bridging Interdisciplinary Gaps*, was held on February 18, 2006 with great success. Dr. Marc Bousquet, from Santa Clara University, California was our exciting guest speaker.

The EGO officers this semester are Allyson Marino, President; Lee Hobbs, Vice President; Pamela Rodgers, Secretary; Renae Applegate, Treasurer; Jill Wagner, Workshop Coordinator;

Jay Sarver and Matt Holman, Social Chairs; Whitney Tudor, Publicity; and Mahmoud Amer, Webmaster.

We held a bowling night in February, and we're looking forward to several more social events this semester. We've also held several workshops including material for both MA and PhD students, both Literature and C&T.

Check out our website, [www.english.iup.edu/ego](http://www.english.iup.edu/ego), for

information on meetings, the conference, social events, workshops, and other information.◆

# Faculty News

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**Lynne Alvine** collaborated with other Conference on English Education (CEE) colleagues on an article that is forthcoming in *English Education*. The article, titled “The State of English Education and a Vision for Its Future: A Call to Arms,” was written by members of Strand One of the CEE Summit held at Georgia State University in Athens, Georgia last May. At the Summit, Strand One was charged with answering the question “What is English Education?” Belief statements written by the seven working strands at the CEE Summit meeting can be found on the CEE website (<http://www.ncte.org/groups/cee>). Alvine continues to serve as founding co-chair of the Pennsylvania Conference on English Education, which will hold its third annual spring colloquium at the Dixon Center in Harrisburg on April 7.

**Nancy Bell** presented her paper “Exploiting the Performance Aspect of Micro-teaching” at TESOL this year and will be presenting a different aspect of this same work (Microteaching as Performance: Negotiating Student, Teacher, and Peer Identities) at AAAL this summer. She has also been invited to Youngstown State University to discuss her work on L2 humor with students there on April 21<sup>st</sup>.

**Don McAndrew** will be giving a workshop on leadership for literacy professionals for the Maryland Council of the International Reading Association. The April meeting in Baltimore will feature his recent IRA book, *Literacy Leadership: Six Strategies for Peoplework*, which has been the focus of the spring semester discussions among the 17 local IRA affiliates in Maryland. McAndrew plans on using some of his recent work on humor and leadership to lighten the day-long workshop, and he promises to eat all the crabs and oysters he can.

**Gian Pagnucci** took part in a panel on narrative inquiry at the 2006 Conference on College Composition and Communication in Chicago. The panel also included C&T alum **Robert Wallace**. He gave a book signing of *Living the Narrative Life* at the CCCC as well.

**Jerry Gebhard** traveled to Taichung, Taiwan in March to speak at three universities. He delivered a paper titled *Cultural Concepts and Teaching English as a Foreign Language* at Chung Chou Institute of Technology and at Nan Kai Institute of Technology. He also delivered a paper titled *Teacher Development through Exploration: How to Continually Develop over a Lifetime of Teaching* as well conducted a workshop, *How Communicative? What it Means to Teach Students to Communicate in English* at Hsiuping Institute of Technology. The invitation and talks were arranged by one of our Ph.D. program graduates, **Ai-Hwa Chen**.

Since 2003, **David Ian Hanauer** has developed a series of funded research grants addressing the role of language and discourse in scientific knowledge development. One of the outcomes of this in-depth qualitative research project was the preparation of a forthcoming book that was based upon the original National Science Foundation research project. The book entitled ‘Scientific Discourse: Multiliteracy in the Classroom’ will be published in 2006 by the well respected applied linguistics publisher Continuum Press. Hanauer and a group of his doctoral students (**Heather Walker, Rebecca Garvin** and **Ayelet Sasson**) explored the nature of supermodernity in a panel session at CCCC entitled “Supermodernity and Migrant Literacy.” This session was dedicated to the exploration of migrant literacy and the way this can be reconceptualized and researched in the supermodern world we live in.

**Ben Rafter** was invited to present at the European Writing Centers Association in Istanbul in June. Ben will join Jon Olson of Penn State and Joan Mullin of the University of Texas at Austin on a keynote panel. ♦

# Student News

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**Sayyah Al-Ahmad**, a Rhetoric and Linguistics doctoral graduate, participated in the Ohio TESOL conference in Columbus in November, 2005. Al-Ahmad presented a paper titled "The Effects of Teaching Methods on L1 and L2 Students' Attitudes Toward Writing."

**Adel Al-Omrani** presented "Integrating Test Qualities into L2 Reading Comprehension Tests: The Attitudes of Arab EFL Teachers and Learners toward Five L2 Reading Comprehension Assessment Tasks" at the 6th Annual Graduate Student Forum at the 40th Annual TESOL Convention.

**Mahmoud Amer's** paper, "The use of interactional cues in second language acquisition: A case study of repetition as a turn-taking technique," has been accepted for presentation at the joint AAAL ACLA/CAAL conference in Montreal Canada this coming June. Another paper, "Sacrificing freedom: Arab students and second-hand, post 9/11 anxiety," was presented at the 3 Rivers TESOL conference in Pittsburgh last October and the TESOL conference in Tampa, Florida. He presented "The theory of challenge:

Applications to second language learning and writing" at this year's EGO/GSA conference. He also chaired a session at the CCC in Chicago in March.

**Nashwa E. Badr** gave a presentation titled "Designing Program Promotional Videos" with **Lilia Savova**, **Mai Hassan**, **Mahmoud Amer**, and **Rosa Kazakbaeva** at the Three Rivers TESOL conference for 2005. Badr's paper, "Teaching Culture in Foreign Language Classrooms," was accepted for the 2006 Graduate Student Forum at the 40th Annual TESOL Convention. Badr and **Mai Hassan** have written a review of **Shanti Bruce** and **Ben Rafoth** book, *ESL Writers: A Guide for Writing Center Tutors* (Boynton/Cook Publishers Inc.). The review has been accepted in the *Asian EFL Journal* for the June issue.

**Shanti Bruce** and **Kevin Dvorak** co-chaired the 2006 College Composition and Communication Conference Full Day Writing Center Pre-Conference Workshop in March. Bruce was also selected as Outstanding Professor for the Fall 2005 semester by the student organization, Theta Chi, for the Scholarship and Teacher Appreciation Reception held by the Interfraternity Council of IUP in February 2006.

**Amy Clark**, a C&T doctoral program graduate, is one of six finalists for the 2006 James Berlin Dissertation of the Year Award. The title of her dissertation is "The Vernacular Literacies of Appalachian Women in Three Generation Families." She also won the 2005 Harrison Award for Outstanding Teaching at the University of Virginia's College at Wise, where she presently teaches Composition and Rhetoric.

**Daniela DiGregorio** presented on a panel that was broadcasted live by a regional TV station called WVIA. The name of the program was the "The Next Wave: Hispanics



*IUP students at the 2006 Three Rivers TESOL Conference*



in Northeastern PA.” She talked about ESL population in Northeast PA and general issues that educators and ESL students are currently facing in the American school system. DiGregorio will also present at the TESOL Graduate Forum in Tampa Bay on the topic “Assessment and modifications for ESL students.”

**Michele Eodice**, a C&T graduate, chaired a panel proposed by **Ben Rafoth** titled “Conversational Analysis of Three Tutoring Sessions Involving Disability, Gender, and Second Language” at the March 2006 Conference on College Composition and Communication in Chicago. On the panel, **Rebecca Babcock** presented “The Limits of Nondirective Tutoring with Writers Who Are Deaf and Learning Disabled,” **Brian Fallon** presented “Flirting, Gender, and Sexuality: Shifting Frames in Tutorial Interaction,” and **Marcy Trianosky** presented “The Value of Recurring Tutorials: Building Relationships between ESL Students and Writing Center Tutors.”

**Roseanne Gatto** and **April Sikorski** presented at the 2006 Conference on College Composition and Communication in Chicago on a panel titled “Conference on Compartmentalization, Categorization, and Caricaturization: Re-Theming CCCC.” Gatto also participated in a workshop panel titled “Teaching After the End: Rethinking Our Work in a Post-9/11, Post-Theory, Post-Discipline, Post-(Fill-in-the-Blank) World.” Gatto has secured a position as a composition professor at St. John’s University (Jamaica, NY), starting Fall 2006.

**Eric Glicker’s** journal article “Community Literacy in a Multicultural Context” was accepted for the 2006 *CATESOL* Journal coming out this Fall. He also presented at the TESOL and Applied Linguistics Conference of East Carolina State University.

**Bobbi Ann Hammill**, a C&T doctoral graduate, will have the article “Teaching and Parenting: Who Are the Members of Our Profession?” published in an upcoming 2006 issue of *College Composition and Communication*.

**Susan Kanter** gave a presentation titled “Encouraging Reluctant Writers” to parents of school-aged children at Lord of Life Church. Topics included: PowerPoint picture books, KWL and curiosity-based research, and writing for real (audience and publication ideas). Kanter will also present at the TESOL’s GSF. The presentation is titled, “Using Narrative Genres to Teach Research Writing.”

**Patrick McGinnis**, a summer-program doctoral candidate, is presently in Qatar as a part of his job as Lecturer of Management Communication at the Carnegie Mellon University Tepper School of Business. He will return to IUP this summer to complete his course work.



*Students in the Summer Cross-Cultural Communication Class*

# Student News

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**Jason Messina** obtained a full-time, faculty position with the ESL Center at Mississippi State University.

**Kota Ohata**, a C&T doctoral program graduate, has recently published “Potential sources of anxiety for Japanese learners of English: Preliminary case interviews with five Japanese college students in the US” in *TESL-EJ*, volume 9, number 3. This article concerns Kota’s initial doctoral dissertation research. Kota has also been teaching at International Christian University in Tokyo.

C&T graduate **Toshiyuki Takagaki** and his wife Yuko are the proud parents of a baby boy, Hideyuki, born Dec. 5, 2005.

**Kimberly Thomas** chaired a session at the annual College Composition and Communication Conference convention. The title of the session was “Critical Theories for Questioning and Building Community.”

**Trikartikaningsih (Kiki)**, a C&T doctoral program graduate, has been offered a tenure track position as an assistant professor at Queensborough Community College, New York. Since returning to the US from Indonesia, she has been working Queensborough as an adjunct professor, and will begin her tenure track job in September.

**Melody Wise** conducted a breakout session at the Arkansas Association of Two-Year Colleges in October, 2005. The presentation covered the History/Literature Learning Community that Melody teaches with a colleague at the University of Arkansas Community College at Batesville. ♦



*IUP Students at the 2006 Three Rivers TESOL Conference*



*Not Sure What These IUP Students Are Doing*

# Recent Defenses

*Congratulations!*



**Kathy Albertson**, “College Student Perceptions of Expectations for Academic Literacy in their First Term,” directed by Dr. Nancy Hayward

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

**Crystal Bickford**, “Examining Writing Center Texts: Towards a Tutor Training Pedagogy,” directed by Dr. Ben Rafoth

**Carrie Cook**, “The Questions we Ask: A Study of Tutor Questions and their Effect on Writing Center Tutorials,” directed by Dr. Ben Rafoth

**Mohamed Elgedawy**, “The Post-process Movement in Rhetoric and Composition: A Philosophical Hermeneutic Reading of Being-in-the-world with Others,” directed by Dr. Claude Mark Hurlbert

**Karen Englander**, “Non-native English-speaking Scientists’ Successful Revision,” directed by Dr. Dan J. Tannacito

**Hannah Furrow**, “LGBT Students in the Composition Classroom,” directed by Dr. Carole Bencich

**Ching Yi Ho**, “A Qualitative Study of the Impact of a Taiwanese/American E-mail Exchange Project on Taiwanese Participants’ Attitudes, Cultural Knowledge, and Second Language Writing,” directed by Dr. Gian Pagnucci (my apology for accidentally listing this Dissertation under Thesis in the Fall Newsletter—Cathy)

**Suzan Kobashigawa**, “Native Hawaiian Literacies: A Case Study of Three Generations of One Native Hawaiian Family,” directed by Dr. Jerry Gebhard

**Nuray Luk (Grove)**, “Essays on the History of English Language Teaching (ELT) in Turkey,” directed by Dr. Dan J. Tannacito

**Michele Petrucci**, “Collage Literacy and Textual Landscapes: Four Case Studies of Individuals Layered in Words and Pictures,” directed by Dr. Gian Pagnucci

**Maria Rankin-Brown**, “Defining Moments in Literacy: Influences that Shape the Literacy Experiences and Beliefs of English professors,” directed by Dr. Claude Mark Hurlbert

**Rachel Reneslakis**, “Negotiations of Identity for Evangelical Women Student Writers,” directed by Dr. Nancy Hayward

**Jennifer Staben**, “Not Just Chairs and Tables: New Peer Tutors’ Negotiations With Identity, Literacy, and Difference in a Community College Writing Center,” directed by Dr. Carole Bencich

**Theresa Tseng**, “The Historical Basis of Language Standards and Error in English Language Learning,” directed by Dr. Dan J. Tannacito ♦

# New Students

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*Welcome to IUP!*



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

Elizabeth Campbell, Hsin-Yu Chen, Fhad Al Feraih, Jocelyn Gooch, Judy Holiday, Roza Kazakbaeva, Khawla Kittaneh, Jiun-lung Lei, Kimberly Miller, Dauvan Mulally, Maryl Roberts, Jennifer Rodden, Heather Rust, Senay Sarac, Jeremy Schneider, Leah Staschewski, Shu-chun Tseng, Tan-Jen Wang, Zhiling Wu, Amanda Yanella

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

Ibrahim Ashour, Hasan Aydin, Elena Babkova, Megan Belew, Yuan-Ling Chang, Faishal Faishal, Emiko Kamiya, Takashi Kurata, SeoJeong Lee, Qingyun Luo, Hope Neal, Yu-chia Wang, Jing-Yao Zhang

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

Jesse Cheatle, David Hartman ♦

# Graduates

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*Congratulations!*



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

Nathan Crissman, Jo-His Hu, Roza Kazakbaeva, Jason Messina, Szu-Ying Wu, Li-Fen Yang, Amanda Yannella

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

Ronni B. Hunter, Ramie A. Lukehart ♦

# Courses

## Schedules and Descriptions



### Summer 2006

#### Pre-Session

##### **ENGL 730: Teaching Writing (MA & Ph.D./LIT only)**

Monday and Tuesday 3:30-7:00 with Lynne Alvine

Studies characteristics of the writing process and of the basic writer, methods for the evaluation of writing, and approaches to the teaching of writing.

#### Session I

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

Permission Needed with Lilia Savova

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 Composition and TESOL.

##### **ENGL 700: Introduction to Research**

Monday through Thursday 10:15-12:15 with Don McAndrew

ENGL 700 is intended to introduce you to the range of research possibilities in composition and TESOL. Additionally, the course is intended to give you at least a reading knowledge of these research traditions so that you will be prepared for the research components of other doctoral courses in C&T.

I hope the list of texts below along with the description of major requirements will give you a good idea of what the work of our class will be like. The classes themselves will focus on discussion of the readings and the processes of doing the major projects.

- (1) Reinharz, Shulamit. (1992). *Feminist methods in social research*. New York: Oxford.
- (2) Erlandson, David A., Edward L. Harris, Barbara L. Skipper, & Steven D. Allen. (1993). *Doing naturalistic inquiry: A guide to methods*. Thousand Oaks, CA: Sage.
- (3) Atkinson, Robert. (1998). *The life story interview*. Thousand Oaks, CA: Sage.
- (4) Kyvig, David E. & Myron A. Marty. (1982). *Nearby history: Exploring the past around you*. Thousand Oaks, CA: AltaMira.
- (5) Williams, Frederick. (1979). *Reasoning with statistics*. New York: Holt, Rinehart & Winston.
- (6) McAndrew, Donald A. "Policy analysis (draft)." Xerox at Copies Now. (If time permits.)

Major requirements:

#### 1) Team Research Project

"The Heinz Museum as a Research Process"

In groups of 3-4, observe and report on the John Heinz Museum of Regional History on Smallman Street in the Strip District near downtown Pittsburgh. The Heinz is unique in that it focuses on the issues in our Kyvig and

# Courses

## *Schedules and Descriptions*



Marty book—nearby history—and uses techniques like ethnography, artifact analysis, oral history interview, life history narrative, and descriptive statistics, all of which we will study, to “write” its research report as enactments of characters, written descriptions and explanations, photographs, exhibits of artifacts, videos, archives, and dramatic readings. Your job will be to describe and evaluate the research methodology and report formats we see at work. We will be researching the research process at work at the Heinz and seeing the Strip District, one of Pittsburgh’s most colorful areas.

### 2) Individual Final Research Project

Each of you will do a small scale research project that uses one or more of the major methods we have studied—Erlandson et al. for naturalistic; Atkinson for life story and narrative; Kyvig and Marty for historical; Williams for statistical; or one of the lesser used methods we studied in the Reinharz book, for which you need to read a bit more (ask me for recommendations of what to read). During the last few days of class, each person will have a total of 15 minutes to share their project and answer questions about it. Finally, each of you will turn in a journal article to a named journal describing your study and its results.

### **ENGL 705: Language & Social Context**

Monday through Thursday 8:00-10:00 with Nancy Hayward

ENGL 705 is an introduction to sociolinguistics. In this class, we’ll study how social class, ethnic background, gender, geography, history, and other variables influence language behavior and language change. We’ll also discuss important current issues of language use, language identity, language power, and language legislation worldwide. The class takes into account the historic parameters of sociolinguistics and research paradigms by studying how research is conducted in the field.

We’ll read from the following texts. Other articles and chapters will be available on reserve in the library:

Coulmas, F. (2005). *Sociolinguistics*. Cambridge: Cambridge UP.

Coulmas, F. Ed. (1997). *The handbook of sociolinguistics*. Oxford: Blackwell.

Goals of the class include:

- To become familiar with major themes, issues, key concepts, and terminology in sociolinguistics, and to understand the relation of these to language teaching.
- To understand the ways in which language influences and is influenced by social identity, social structure, and social interaction by reading important research studies and engaging in original research.
- To achieve a depth of understanding in writing about an issue and to be able to communicate this understanding to an audience in an oral presentation.
- To gain experience in designing and conducting research.

You’ll write several shorter, exploratory papers, one longer research-based paper on a topic of personal interest. Also, you’ll engage in several short group projects which usually culminate in oral presentations. I strive to balance the needs of both composition- and TESOL-focused students and to provide a firm background in the origins of sociolinguistic research and publishing as well as current trends in research.

For further information, contact Dr. Nancy Hayward (nhayward@iup.edu).

### **ENGL 708: Technology & Literacy**

Monday and Thursday 3:15-7:15 with Lilia Savova

Participants on this course will examine multiple perspectives on the theory and practice of technology and literacy. More specifically, they will:

- Become acquainted with the history of technology & literacy
- Learn about technology's impact on literacy
- Become aware of the impact of technology on discourse
- Explore and experience distance education
- Gain experience in authentic research and writing for publication
- Lead professional discussions
- Practice designing technology based classroom materials

#### Required Readings

Levine, P. & Scollon, R. (2004). *Discourse and technology. Multimodal discourse analysis*. Washington, D.C.: Georgetown University Press

Selfe, C. et al. (1999). (Eds.) *Passion, pedagogies and 21st century technologies*. Urbana, Illinois: National Council of Teachers of English

White, C. (2003). *Language learning in distance education*. New York, New York: Cambridge University Press

#### **ENGL 723: Second Language Teaching**

Monday and Thursday 3:15-7:15 with David Hanauer

This course is an advanced pedagogy seminar constituted in the aftermath of postmodernism. The course in a series of deconstructive moves, reconceptualizes the idea and practice of second language teaching by critically deconstructing the modernist concept of a 'best method' of teaching a second language, replacing the concept of the native speaker as the target for language learning with the multilingual speaker and exposing the illusionary discourse of objective testing. These constructs are replaced with the post-method approach to teaching with its emphasis on particularity, practicality and empowering possibility. Within the context of the course each student will explore her/his own particularities of second language teaching and develop a fully rationalized teaching module.

#### **ENGL 725: Second Language Literacy**

Monday through Thursday 10:15-12:15 with Dan J. Tannacito

Our focus will be on researching the teaching of academic writing in ESL/EFL contexts. Students are expected to have completed either ENGL 724 (Second Language Acquisition), ENGL 723 (Second Language Teaching), or both.

The main goal of this course is to work collaboratively to synthesize research on second language writing over the last 5-6 years. Students will participate in two teams (4-5 persons per team) to complete one oral and one written task each. Each student gives an oral report based on assigned reading from selected research. Each student will also write a collaborative paper with team members, synthesizing selected research. The research to be used will include but not be limited to articles in professional journals (e.g., *Second Language Writing*, etc.) as well as the works listed below. Students may add to this list.

Hyland, K. (2000). *Disciplinary discourses: Social interactions in academic writing*. (Longman/Pearson).

Canagarajah, A. S. (2001). *Critical academic writing and multilingual students*. (University of Michigan Press).

# Courses

## Schedules and Descriptions



Kroll, B. (2003). *Exploring the dynamics of second language writing* (Cambridge University Press).

Hinkel, E. (2004). *Teaching academic ESL writing* (Erlbaum).

Hirvela, A. (2004). *Connecting reading and writing in second language writing instruction*. (University of Michigan Press).

Hyland, K. (2004). *Genre and second language writing* (University of Michigan).

Casanave, C. P. (2004). *Controversies in second language writing* (University of Michigan Press).

Silva, T., & Matsuda, P. K. (2005). *Second language writing research: perspectives on the process of knowledge construction*. (Erlbaum).

Please note that all students will not need to buy all books.

### **ENGL 733: Theories of Composition**

Monday through Thursday 1:00-3:15 with Claude Mark Hurlbert

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

### **ENGL 746: Advanced Seminar in Literacy: Literacy Stories and Narrative Life**

Monday through Thursday 8:00-10:00 with Gian S. Pagnucci

“When I heard about a job selling strawberries door-to-door, I jumped at it. I went to work with for a white-haired Chicano named Frank. He would carry four or five kids and dozens of crates of strawberries in his ramshackle truck up and down the avenues of the better neighborhoods: houses with mowed lawns and petunia beds. We’d work all day for seventy-five cents, Frank dropping pairs of us off with two crates each, then picking us up at preassigned corners. We spent lots of time together, bouncing around on the truck bed redolent with strawberries or sitting on a corner, cold, listening for the sputter of Frank’s muffler. I started telling the other kids about my books, and soon it was my job to fill up that time with stories.

Reading opened up the world. The I was, a skinny bookworm drawing the attention of street kids who, in any other circumstances, who have had me for breakfast. Like an epic tale-teller, I developed the stories as I went along, relying on a flexible plot line and a repository of heroic events. I had a great time” (from Mike Rose’s *Lives on the Boundary*, p. 21).

In this quote Mike Rose offers us a piece of his literacy story, an account of how he learned to value literacy. In this advanced seminar we’ll explore a variety of literacy stories. In fact, we’ll go all the way back to childhood and talk about the fairy tales and folk stories which are often pivotal early elements of people’s encounters with literacy. (Students are encouraged to bring any books they have about folk tales or fairy tales.) Building on this work, we’ll move to examining the way all sorts of narratives construct not only what literacy is for us, but what life itself is. We’ll retell some of our own life narrative and then use that narrative to unpack our personal definitions of literacy. We’ll then try to expand those personal definitions through studying the literacy stories of other people. We’ll do this by looking at selected literacy narratives from people like Rose, Paulo Friere, Victor Villanueva, and even Stephen King. Then we’ll conduct some field research to gather untold literacy stories. Finally, we’ll spend a lot of time talking about how to write all these different literacy stories as we learn to narrate our own and others’ lives.



Course Activities will include:

- reading discussions
- in class writing
- research planning
- lots of in class draft review
- watching a film together to study the literacy embedded within it
- visiting Border's bookstore together to study this special kind of literacy site

Course Papers will include:

- retelling a fairy/folk tale
- a short retelling of a personal literacy narrative
- a literacy story based on an interview with someone

Course Texts will most likely include:

- *True Stories. Guides for Writing from Your Life* by Rebeccas Rule and Susan Wheeler (a practical guide on how to write narratives)
- *Don't Count Your Chickens! Stories for Kids to Tell* by Gian Pagnucci (a book to help us get back in touch with the childhood roots of our interest in stories)
- *Literacy and Living* by Lorrie Neilsen (a research report about the literate lives of 3 adults)
- *Life is So Good* by George Dawson and Richard Glaubman (a memoir about a man who learned to read at age 98)
- *The Personal Narrative. Writing Ourselves as Teachers and Scholars* edited by Gil Haroian-Guerin (an exploration of narrative scholarship)
- *Creative Reading* by Ron Padgett (a study of our habits as readers with some very useful teaching ideas)
- a number of selected articles

## Session II

### **ENGL 641: Topics in ESL Pedagogy: Teaching Culture**

Monday through Thursday 1:00-3:00 with Jerry Gebhard

In this course we will first consider cultural behaviors, assumptions, values, and conflicts surrounding communication across cultures and within the context of teaching English as a Second Language. We will then turn to four principles teachers can teach to students so that they can negotiate communications with people from other cultural backgrounds. We will also consider activities and materials for teaching culture and cultural concepts that fit these four principles.

Students will be expected to keep a Course Response Log throughout the semester, and based on the content of the log and our class discussions and activities, to write an 8-page report that synthesizes knowledge gained from this course. Students are also expected to either (1) research a topic relevant to the course, raise a research question, and to write an annotated bibliography with 17 highly annotated items or (2) work on a *cross-cultural communication teaching activities file* that includes 10-15 highly developed activities and materials that can be used with future students. These activities need to be based on the four principles discussed in the course.

Three of the texts likely to be used in this course include:

DeCapua, A. and Wintergerst, A.C. 2004. *Crossing cultures in the language classroom*. Ann Arbor, MI: The University of Michigan Press.

Storti, C. 2001. *The art of crossing cultures*, second edition. Yarmouth, ME: Intercultural Press.

# Courses

## Schedules and Descriptions



Wang, M.M., Brislin, R.W., Wang, W.Z., Williams, D. & Chao, J.H. 2000. *Turning bricks into jade: Critical incidents for mutual understanding among Chinese and Americans*. Yarmouth, ME: Intercultural Press.

### **ENGL 703: Language & Cognition**

Monday through Thursday 10:15-12:15 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: Methods in Rhetoric and Linguistics**

Monday through Thursday 10:15-12:15 with Mike Williamson

Involves both reading about and training in qualitative research methods such as participant observation, interviewing, coding, and analysis. Also covers dissemination of research findings. Prerequisites: ENGL 710 and ENGL 730 or ENGL 740.

In addition to exploring various approaches to qualitative research, the course will include the opportunity to develop a proposal for a larger qualitative study and the opportunity to collect and analyze qualitative data.

I will post readings on the course web site with one or more course texts marked for those of you who are interested in getting a head start on the reading.

The web site for the course, <http://www.english.iup.edu/mmwimson/Syllabi/715/Syllabus.htm>, is available for viewing. However, it will be a bit sparse until the end of the spring term of 2006.

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

Monday through Thursday 8:00-10:00 with Dan J. Tannacito

We will look at second language acquisition through the lens of several socio-cultural Paradigms, including Vygotskayan approaches. New areas for research will be emphasized.

Texts will probably include either M. Johnson. (2004). *A philosophy of second language acquisition* (Yale University Press) or Saville-Troike, M. (2006). *Introducing second language acquisition*. (Cambridge University Press) as well as Lantolf, J., & Thorne, S. (2006). *Sociocultural theory and the genesis of second language development* (Oxford University Press). Students will be expected to write an original 15-20 page research paper for publication.

### **ENGL 730: Teaching Writing (Ph.D./C&T only)**

Monday through Thursday 8:00-10:00 with Ben Rafoth

When I have taught this course in the past, I have assembled a reading list based on a small set of topics and then organized class discussion and assignments around these topics. I expect to do something similar when I teach the course again this summer. Unlike our Theories of Composition course, at least as I teach it, Teaching Writing is a pedagogy course and focuses on the relationship between classroom instruction and student learning, broadly defined. And so we will look closely at the classroom implications of issues like social vs. personal approaches to teaching writing, the controversies over standards and assessment, collaborative and individualized instructional models, and so forth.

As background reading for the course, I highly recommend *A Teaching Subject: Composition Since 1966* by Joseph Harris (Prentice Hall/Simon & Schuster, 1997). This short and readable text offers a good introduction to theoretical issues that inform pedagogy.

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

Monday through Thursday 3:15-5:15 with Jean Nienkamp

Studies how rhetorical traditions influence the teaching of composition. Examines how cultural factors such as history, politics, ideology, gender, race and ethnicity affect the composing process. Encourages students to think of composition as an open, multicultural event of imagination and social innovation.

### **ENGL 748: Advanced Seminar in Linguistics (Oral Discourse Analysis)**

Monday through Thursday 1:00-3:00 with Nancy Bell

The term “discourse analysis” can refer to any of a number of methodologies that have been developed to examine language in its social context. You have probably already heard of, for example, conversational analysis, critical discourse analysis, and interactional sociolinguistics, but how are they different? In this course you will become familiar with major schools of DA and the traditions from which they developed. We will examine how and why different types of DA are used and see how an eclectic approach can help illuminate your data. You will then collect data, transcribe it, and apply DA to the analysis of your own project. Doctoral students will most likely work on an aspect of their future dissertation research. M.A. students may want to apply DA to a teacher/action research project or consider pedagogical applications. Our initial meetings will involve discussion of the readings and activities to practice DA. The bulk of the course, however, will be run largely as a workshop to give you as much time as possible doing hands-on work with data. Course requirements include a project proposal, an initial analysis and transcript, a data analysis workshop, and a final paper. NOTE: Summer students should be aware that transcription of interaction, which is a requirement for this course, is *very* time-consuming. You may want to start this course with a preliminary transcription (interview, classroom interaction, student advising session, etc.) in hand in order to make the semester less hectic! Feel free to e-mail me if you have questions.

We'll be using the following texts:

Cameron, D. (2001). *Working with Spoken Discourse*. Thousand Oaks: Sage Publications.  
Johnstone, B. (2002). *Discourse Analysis*. Malden, MA: Blackwell.

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

Permission Needed with Jeannine M. Fontaine, Jerry Gebhard, or Nancy Hayward

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.



### Fall 2006

#### **ENGL 526: ESL Methods & Materials (K-12)**

TBA with Lilia Savova

An introduction to English as a Second Language theory and practice. Aims: (1) general understanding of current theory and methods of teaching ESL; (2) ability to select appropriate, and adapt existing, materials for elementary and high school ESL students. Recommended for all English teachers who expect to have ESL students in their classes.

#### **ENGL 625: Introduction to TESOL**

Monday 6:00-8:30 with Nancy Bell

TESOL is a broad, interdisciplinary field. This course is designed to help you begin the process of socialization into this community's discourse and to become familiar with fundamental concepts and current controversies in the field. You will begin thinking about your own place in the field and how to develop your professional interests both during and beyond this program. Assignments will include a research paper, a journal review, a personal dictionary of key concepts, a group paper responding to a book related to TESOL, and a reflective paper in which you will examine your views on language and teaching.

In addition to a variety of journal articles, we will be using the following books:

McKay, S. (2002). *Teaching English as an International Language*. Oxford: Oxford University Press.

Egbert, J. (ed.) (2003). *Becoming Contributing Professionals*. Alexandria, VA: TESOL.

or

Murphey, T. (ed.) (2003). *Extending Professional Contributions*. Alexandria, VA: TESOL.

#### **ENGL 643: TESL/TEFL Methodology (section one)**

Tuesday 6:00-8:30 with Jerry Gebhard

This course surveys theory and practice in teaching English to non-native speakers and includes traditional and innovative approaches, design, and procedures for teaching all language skills at various educational levels.

Course readings will likely include:

Celce-Murcia, M. (Ed.) 2001. *Teaching English as a second or foreign language*, 3<sup>rd</sup> edition. Boston: Heinle & Heinle.

Gebhard, J.G. 2006. *Teaching English as a foreign and second language: A teacher methodology and self-development guide*, 2<sup>nd</sup> edition. Ann Arbor, MI: The University of Michigan Press.

Larsen-Freeman, M. 2000. *Techniques and principles in language teaching*, 2<sup>nd</sup> edition. New York: Oxford University Press.

Ferris, D.R. 2002. *Treatment of error in second language student writing*. Ann Arbor, MI: The University of Michigan Press.

Folse, K. 2004. *Vocabulary myths*. Ann Arbor, MI: The University of Michigan Press.

Additional requirements include taking mid-term and final written exams, selecting a teaching interest group (teaching reading comprehension; teaching grammar; teaching communicative fluency; teaching and the internet) and preparing and demonstrating activities to classmates through microteaching; work on either a library research or practical teaching activity project.

**ENGL 643: TESL/TEFL Methodology (section two)**

Wednesday 6:00-8:30, Professor TBA

Surveys current theory and practice in teaching English to non-native speakers. It includes traditional and innovative approaches, methods, and techniques for teaching all the language skills at various educational levels.

**ENGL 692: American English Grammar (section one)**

Tuesday 6:00-8:30 with Jeannine M. Fontaine

The study of phonology, morphology, syntax, and semantics of present-day American English, using various approaches to the analysis of grammar and usage.

**ENGL 692: American English Grammar (section two)**

Thursday 6:00-8:30 with Jeannine M. Fontaine

The study of phonology, morphology, syntax, and semantics of present-day American English, using various approaches to the analysis of grammar and usage.

**ENGL 693: Teaching English in the Secondary Schools**

Wednesday 6:00-8:30 with Linda Norris

Explores recent developments in teaching of language, composition and literature.

**ENGL 696: Internship in ESL**

Permission needed with David Hanauer

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 Composition and TESOL.

**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 800: Introduction to Research**

Monday 6:00-8:30 with Ben Rafter

This course takes a very long view of research in composition, beginning with a date in European history that marked a shift in thought from humanism to dogmatism. As we will read in Stephen Toulmin's *Cosmopolis* (University of Chicago Press, 1990), on May 14, 1610, King Henri IV of France was assassinated, setting off a chain of events that pushed Europe steadily away from the values of pluralism, tolerance, and skepticism and toward those of conformity, intolerance, and certainty, with profound implications for the development of scientific and social thought. Today, the social sciences generally and composition and TESOL in particular carry the legacy of these long traditions even as they struggle to overcome them. In

# Courses

## Schedules and Descriptions



this course, we will examine a range of approaches to research in the fields of composition and TESOL and try to understand their rationales as well as their applications. As background reading for this course, I highly recommend Thomas Schwandt's *Qualitative Inquiry: A Dictionary of Terms*.

### **ENGL 705/805: Language & Social Context**

Wednesday 6:00-8:30 with Nancy Hayward

ENGL 705/805 is an introduction to sociolinguistics. In this class, we'll study how social class, ethnic background, gender, geography, history, and other variables influence language behavior and language change. We'll also discuss important current issues of language use, language identity, language power, and language legislation worldwide. The class takes into account the historic parameters of sociolinguistics and research paradigms by studying how research is conducted in the field.

We'll read from the following texts. Other articles and chapters will be available on reserve in the library:

Coulmas, F. (2005). *Sociolinguistics*. Cambridge: Cambridge UP.

Coulmas, F. Ed. (1997). *The handbook of sociolinguistics*. Oxford: Blackwell.

Goals of the class include:

- To become familiar with major themes, issues, key concepts, and terminology in sociolinguistics, and to understand the relation of these to language teaching.
- To understand the ways in which language influences and is influenced by social identity, social structure, and social interaction by reading important research studies and engaging in original research.
- To achieve a depth of understanding in writing about an issue and to be able to communicate this understanding to an audience in an oral presentation.
- To gain experience in designing and conducting research.

You'll write several shorter, exploratory papers, one longer research-based paper on a topic of personal interest. Also, you'll engage in several short group projects which usually culminate in oral presentations. I strive to balance the needs of both composition- and TESOL-focused students and to provide a firm background in the origins of sociolinguistic research and publishing as well as current trends in research. For further information, contact Dr. Nancy Hayward (nhayward@iup.edu).

### **ENGL 808: Technology & Literacy**

Tuesday 6:00-8:30 with Mike Williamson

Explores the interrelationship between literacy and technology, primarily the use of computing technology. Active participation by students is expected in demonstrations of the use of computer technology in the teaching of English.

The course will introduce you to several of the more controversial aspects of the relationship between technology and literacy. The primary economic and political issue is access. Access means a variety of things when applied to both literacy and technology. During the term, I hope that you will come to understand the many meanings of access in the study of technology and literacy.

I also hope that you will come to your own conclusions about the appropriate use of technology in your teaching. The purpose of this course is to give you an awareness of various technologies used in the teaching of English and the background to evaluate them, as well as an awareness of the developing technologies of the future.

My approach will be to encourage each student to join into the class community with the shared goal of coming to a better understanding of the potential and peril of technology in the teaching of language and literacy, as well as the broader cultural implications of technology, both within and outside of schooling.

The web site for the course, <http://www.english.iup.edu/mmwimson/Syllabi/708/Technology&Literacy.htm>, has the last syllabus I used when I taught the course. I will be revising it between now and the fall term of 2006.

Students who wish to get a head start may want to take a look at the web site for the course readings marked with an asterisk.

### **ENGL 723/823: Second Language Teaching**

Wednesday 6:00-8:30 with Dan J. Tannacito

This course considers trends, issues, and research in second language teaching.

Students enrolling in this course should have completed ENGL 643: TESL/TEFL methodology or its equivalent. The course has two purposes: to help novice as well as experienced teachers to improve their teaching and to research classroom discourse and contexts.

The focus of the fall semester course will be on teaching ESL/EFL in college level courses and programs. We will focus on political (e.g. critical pedagogy), social (e.g. differing communities of practice; interaction), as well as cultural (conflicts and dilemmas) issues in teaching.

The course will draw heavily from two texts: S. McKay (2006), *Researching second language classrooms* (Erlbaum) and E. Hinkel (2005), *Handbook of second language teaching* (on reserve) . Also strongly recommended is: J. Richards & T.S.C. Farrell (2005). *Professional development for language teachers*. Cambridge University Press).

Students will be expected to read extensively and write two papers—a plan for their own self-development and a research paper on teaching.

### **ENGL 725/825: Second Language Literacy**

Tuesday 6:00-8:30 with David Hanauer

This course is designed to provide an empirical and philosophical grounding in the developing field of second language literacy research. The first half of the course critically investigates and evaluates the empirical research that has been conducted on the issue of second language literacy. A constructivist approach is taken within the classroom to this research which requires each student to define and redefine the concept of second language literacy through a deep conceptual understanding of the meaning of literacy. The second half of the course is dedicated to philosophical and theoretical developments in second language literacy, specifically the issues of post-process approaches to literacy and the contextualization and localization of literacy within the framework of New Literacy and Multiliteracy research paradigms. Within the context of the class each student will be required to conduct an empirical research project on a second language literacy question. The research will follow all the guidelines of professional research as required within the field of applied linguistics.

### **ENGL 833: Theories of Composition**

Thursday 6:00-8:30 with Jean Nienkamp

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

# Courses

## Schedules and Descriptions



### **ENGL 846: Advanced Seminar in Literacy: Literacy Stories and Narrative Life**

Monday 6:00-8:30 with Gian S. Pagnucci

“When I heard about a job selling strawberries door-to-door, I jumped at it. I went to work with for a white-haired Chicano named Frank. He would carry four or five kids and dozens of crates of strawberries in his ramshackle truck up and down the avenues of the better neighborhoods: houses with mowed lawns and petunia beds. We’d work all day for seventy-five cents, Frank dropping pairs of us off with two crates each, then picking us up at preassigned corners. We spent lots of time together, bouncing around on the truck bed redolent with strawberries or sitting on a corner, cold, listening for the sputter of Frank’s muffler. I started telling the other kids about my books, and soon it was my job to fill up that time with stories.

Reading opened up the world. The I was, a skinny bookworm drawing the attention of street kids who, in any other circumstances, who have had me for breakfast. Like an epic tale-teller, I developed the stories as I went along, relying on a flexible plot line and a repository of heroic events. I had a great time” (from Mike Rose’s *Lives on the Boundary*, p. 21). In this quote Mike Rose offers us a piece of his literacy story, an account of how he learned to value literacy. In this advanced seminar we’ll explore a variety of literacy stories. In fact, we’ll go all the way back to childhood and talk about the fairy tales and folk stories which are often pivotal early elements of people’s encounters with literacy. (Students are encouraged to bring any books they have about folk tales or fairy tales.) Building on this work, we’ll move to examining the way all sorts of narratives construct not only what literacy is for us, but what life itself is. We’ll retell some of our own life narrative and then use that narrative to unpack our personal definitions of literacy. We’ll then try to expand those personal definitions through studying the literacy stories of other people. We’ll do this by looking at selected literacy narratives from people like Rose, Paulo Friere, Victor Villanueva, and even Stephen King. Then we’ll conduct some field research to gather untold literacy stories. Finally, we’ll spend a lot of time talking about how to write all these different literacy stories as we learn to narrate our own and others’ lives.

Course Activities will include:

- reading discussions
- in class writing
- research planning
- lots of in class draft review
- watching a film together to study the literacy embedded within it
- visiting Border’s bookstore together to study this special kind of literacy site

Course Papers will include:

- retelling a fairy/folk tale
- a short retelling of a personal literacy narrative
- a literacy story based on an interview with someone

Course Texts will most likely include:

- *True Stories. Guides for Writing from Your Life* by Rebeccas Rule and Susan Wheeler (a practical guide on how to write narratives)
- *Don’t Count Your Chickens! Stories for Kids to Tell* by Gian Pagnucci (a book to help us get back in touch with the childhood roots of our interest in stories)
- *Literacy and Living* by Lorrie Neilsen (a research report about the literate lives of 3 adults)
- *Life is So Good* by George Dawson and Richard Glaubman (a memoir about a man who learned to read at age 98)
- *The Personal Narrative. Writing Ourselves as Teachers and Scholars* edited by Gil Haroian-Guerin (an exploration of narrative scholarship)
- *Creative Reading* by Ron Padgett (a study of our habits as readers with some very useful teaching ideas)
- a number of selected articles

### **ENGL 797/897: Independent Seminar**



Permission Needed with Jeannine M. Fontaine, Jerry Gebhard, or Nancy Hayward (Tentative)

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). ♦

## Course Numbering Changes



There will be a new course numbering system starting in the fall 2006 semester. (Note that summer 2006 courses maintain the old numbers.) The good news is that there are no changes to MA courses. These numbers stay as they are — all stay with their original 500 or 600 level numbers. However, all doctoral level course numbers will change from 700 to 800 numbers. The transition is not complex for courses that only allow doctoral students to enroll, as the second two digits in the number stay the same. Here is an example:

ENGL 700 Introduction to Research changes to ENGL 800.

However, those courses that allow MA students to take a doctoral course as an elective or are dual level, will be listed with two numbers, a 700 number (that MA students use to enroll in the course) and an 800 number (that doctoral students use to enroll in the course). Here is an example:

ENGL 724 Second Language Acquisition changes to ENGL 724/824

Here is a complete list of doctoral-level courses, including the new numbers, offered in the fall. Remember, if you are studying in an MA program, and are registering for a doctoral-level program elective, you are expected to register under the 700 level number. If you are a doctoral student, make sure to register under the 800 level number. Also, if you are an MA student and hope to register for a doctoral course without a 700 number (808, 833, 846), you need to get permission from the instructor, and if you gain that permission, then talk with Cathy who can open a seat for you in this course.

**Fall 2006**

ENGL 800	Introduction to Research
ENGL 705/805	Language & Social Context
ENGL 808	Technology & Literacy
ENGL 723/823	Second Language Teaching
ENGL 725/825	Second language Literacy
ENGL 833	Theories of Composition
ENGL 846	Advanced Seminar in Literacy
ENGL 797/897	Independent Seminar ♦

# Academic Calendar

2006-2007



April	3	Summer/Fall registration begins
May	2	"I" grades from Fall must be submitted to Registrar's Office
May	2	Spring Classes end
May	2	Research Topic Approval forms due in Grad. School for December graduation
May	13	Spring Commencement
May	15	Early summer session begins
May	29	Memorial Day—no classes
June	1	Deadline to apply for August Graduation
June	4	<b>ORIENTATION FOR NEW &amp; RETURNING STUDENTS</b> <b>6:00 p.m. in Leonard 111 or other room T.B.A.</b>
June	4	Late Registration for summer
June	5	Summer Session I begins
July	4	No Classes
July	7	Summer Session I ends
July	10	Summer Session II begins
July	13-14	<b>C&amp;T Alumni Weekend</b>
July	15	Archival Copies of Thesis/Dissertations due in Grad. School for August Graduation
Aug.	10	Summer II classes end
Aug.	10	Research Topic Approval Forms due in Grad. School for May graduation.
Aug.	27	<b>ORIENTATION FOR NEW AND RETURNING STUDENTS</b> <b>6:00 p.m., Leonard 111 (or other room T.B.A)</b>
Aug.	27	Late Registration
Aug.	28	Classes Begin
Sept.	4	Labor Day—No Classes
Oct.	23-24	Fall recess—No Classes
Nov.	22-26	Thanksgiving Recess
Nov.	27	Classes resume
Dec.	11	Fall Classes end
Jan.	17	<b>COMMENCEMENT</b>
Jan.	17	Spring Classes Begin

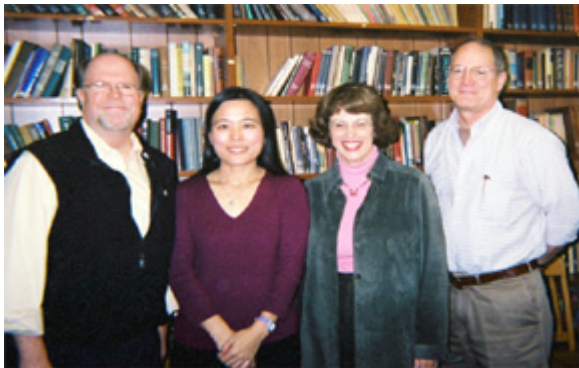
# C&T Dissertation Photo Gallery



*Hannah Furrow poses at her dissertation defense with director Carole Bencich and readers.*



*Theresa Tseng poses at her dissertation defense with director Dan Tannacito and reader.*



*Ai-Hwa Chen poses at her dissertation defense with director Jerry Gebhard and readers.*



*Mavie Radkin-Brown poses at her dissertation defense with director Claude Mark Hulbert and readers.*



*Nurai Luk-Yilmaz poses at her dissertation defense with director Dan Tannacito and readers.*



*Michelle Petrucci poses at her dissertation defense with director Gian Pagnucci and readers.*

# Composition & TESOL

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