



THE WORD

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

IUP English Faculty Moms, Stronger Together

By Dr. Katie Miller, Dr. Bryna Siegel Finer, and Dr. Emily Wender

The 2017 PASSHE Women’s Consortium Conference was held at IUP this past September. The theme, “We Are Stronger Together—Intersectionality in a Diverse World,” brought speakers and audience members from throughout Pennsylvania. The three of us organized and presented a panel discussion entitled, “We Are Stronger Together: Hanging on as Academic Moms.” As faculty moms, we are all significant contributors to our department in our teaching and service load, we each maintain a rigorous scholarly agenda, and combined, we have five children ages six and under.



Dr. Miller, Siegel Finer, and Wender (left to right) at the 2018 PASSHE Women’s Consortium Conference

additional needs like time and space to breastfeed, and work hours bound by childcare. Diane Hodge adds that the maternal wall in academia contributes to “attributional biases” against mothers, like assuming they won’t want to be on committees, travel to conferences, do summer research or teaching, or work at all outside of the office, because mothering takes the time that these responsibilities would. These scholars and others agree that the maternal wall is the reason women who have “early career babies” (5yrs post-Ph.D.) are less likely to earn tenure or survive in academia. We are three of those women.

While perhaps the most common euphemism for sexism is “the glass ceiling,” Swiss and Walker coined the term “maternal wall” in 1993 for the negative bias that mothers experience that often stalls their careers – this bias is the perception that mothers are over-emotional, struggle with the demands of career and parenting, they have

In the presentation, we shared narratives, images, and text messages that highlight our overlapping identities as mothers, teachers, and scholars, and then discussed strategies for hanging in there as academic moms, including leaning on each other for personal and professional support. We ended by engaging the audience in discussion around three

Issue 3, Spring 2018

- 2 Publisher Parish: IUP English Publications
- 3 IUP English Publications (continued)
- 4 English Ed. Students at National Conference; Gallery of Writing
- 5 IUP English Speakers Series
- 6 Alumni Spotlight; Faculty Spotlight
- 7 Writing Center: Why Tutoring Works
- 8 Upcoming Events

The Word editorial staff:

Todd Thompson, editor-in-chief; Carl Sell, editorial assistant.

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

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major questions: What does it mean to “hang on” as an academic mom? What support systems do we rely on, and how does it feel to rely on supports in order to do the work on an academic? In what ways might talking about our kids be a political act that seeks to normalize mothering and parenting in professional academic spaces?

Publisher Parish: IUP English Houses a Slew of Quality Academic Journals

IUP English is home to nine different publications covering a wide range of topics, interests, and audiences within several fields of English studies. These innovative journals situate IUP English within important scholarly and creative conversations locally, regionally, and nationally. Here are some brief snapshots of these publications and the students and faculty who produce them:

via *NGAR's* new website (iupngar.wordpress.com) as well as keep up-to-date on events and calls for submissions.

Pennsylvania English, funded by the Pennsylvania College English Association (PCEA) and IUP English, is one of the oldest and most widely distributed state journals of the College English Association. This multidisciplinary journal has published poetry, short

exchange of ideas and information related to the improvement of teacher education at all levels. The journal has been housed at IUP since 2014, with printing done by IUP's Printing Center.

Red Flag Poetry is an Indiana, PA-based small press that publishes poetry and art on postcards mailed to your home, a monthly email poem, chapbooks, and the occasional full-length collection of



Working Papers in C&T

The Crimson Quill is a journal aimed at encouraging Liberal Studies English students to find ownership and take pride in their contributions to the university community through their writing. This publication includes various academic genres of expository writing performed at the university, exploring multiple academic disciplines.

New Growth Arts Review is a student-run literary and arts magazine. *NGAR* has been publishing the prose, poetry, art, and photography of IUP's creative community for over 40 years—with their first publication dating back to 1976. *NGAR's* current staff has been dedicated to reestablishing the magazine's social media presence and developing a stronger readership in other departments. Dr. Chauna Craig serves as faculty advisor. You can now check out past issues

fiction, literary non-fiction, and literary essays from writers across the world for almost 40 years. Dr. Michael T. Williamson serves as editor-in-chief and editor of the literary essays section. Dr. John Marsden serves as the Associate Editor of the literary essays section. The Fiction/Non-Fiction editor, Dr. Michael Cox (IUP English Ph.D. alum), teaches at the University of Pittsburgh, Johnstown.

Pennsylvania Teacher Educator is an official publication of the Pennsylvania Association of Colleges and Teacher Educators (PAC-TE). Dr. Linda Norris is a co-editor, and Dr. Jo-Anne Kerr is the managing editor. The journal is published as a service to members of the organization and others concerned with teacher education, offering a forum for the open

poetry. Currently, Red Flag has four chapbooks, twenty-four monthly poems, and one full-length collection slated for 2018. Thanks to the support of IUP English, IUP students, faculty, and staff are eligible for free postcard subscriptions when they subscribe using their IUP email addresses. For more information or to subscribe see Redflagpoetry.com.

Studies in the Humanities, founded in 1969, and published bi-annually by IUP English since 1975, is a multidisciplinary journal of theoretical investigations in literature, film, drama, and cultural studies in globalism. Drs. Susan Comfort, Tom Slater, and Rosalee Stillwell serve on the Editorial Board.

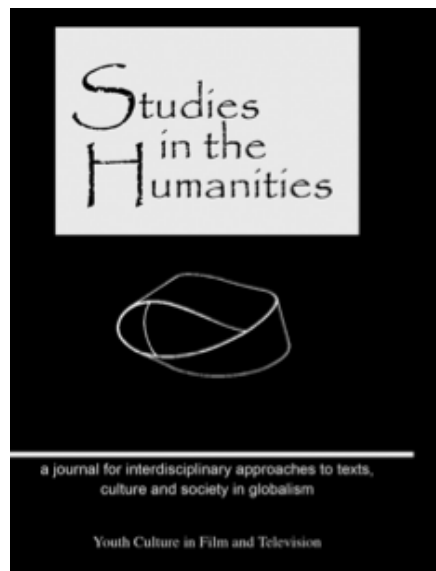
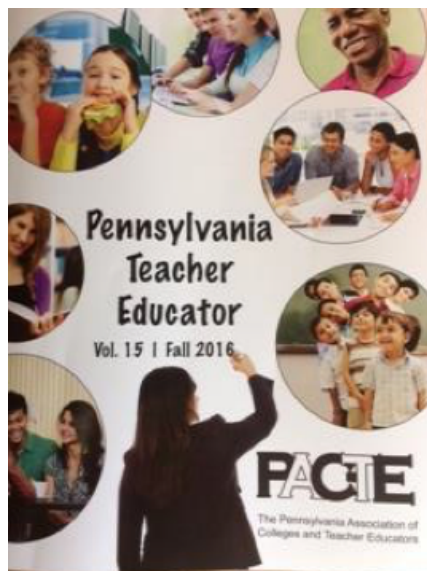
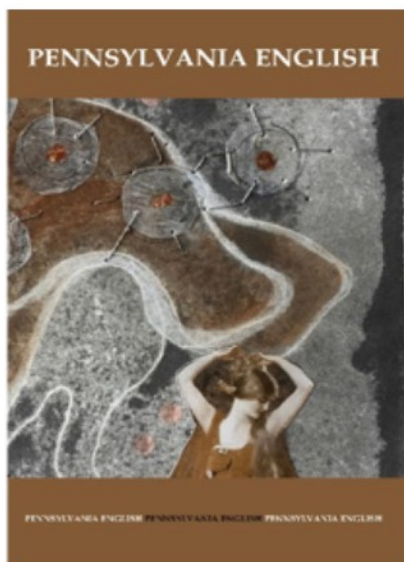
Watchung Review is a peer-reviewed journal focused on current

trends, cutting-edge literary writing, and research, including work on rhetoric and composition as well as digital humanities. The journal promotes the critical nexus of literature, writing theory, pedagogy, and technology. Dr. Kenneth Sherwood is on the

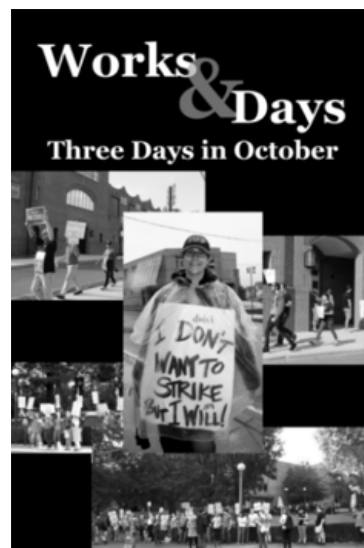
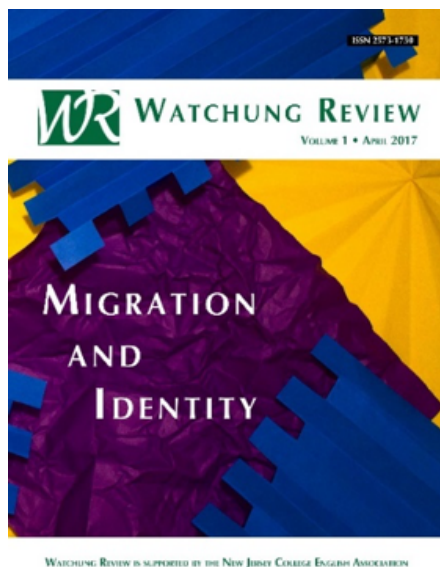
Composition, Applied Linguistics, & Literature (formerly *Working Papers in Composition and TESOL*) provides a space for graduate students to publish in fields related to the teaching of academic writing, creative writing, and literature. The journal in its

editors-in-chief will be IUP English graduate students Jialei Jing and Lara Hauer, with Roger Powell and Angie Carter, this year's editors-in-chief, assisting.

Works and Days has been edited by Dr. David Downing since its



advisory board. IUP English graduate students hold several key editorial positions: Rachael Warmington is the editor-in-chief and website designer, Alexandra Lykissas is the copy editor, Julia Grove is the graphic and document designer, A. J. Schmitz is a peer-reviewer, and Sheila Farr is the senior editorial assistant. *Watchung Review* is supported by the New Jersey College English Association.



new format will embrace online publication, present multimodal work, and include reflective pieces on course design and assignments, multiple perspectives on book reviews, as well as more traditional research and praxis articles. Next year's

launch at SUNY Buffalo in 1979. The journal, which Downing brought to IUP in 1988, has focused on the social, historical, and political dimensions of literature and the arts. Special topics issues have included: *Information University: Rise of the Education Management Organization* (2003), *Academic Freedom and Intellectual Activism in the Post-9/11 University* (2008–09), *Scholactivism: Reflections on Transforming Praxis in and beyond the Classroom* (2016–17), and *Three Days in October: APSCUF Strong* (2017-18). IUP English graduate students Abigail Hennon and Alex Hagood currently serve as Editorial Assistants.

Inspiring Pedagogical Connections: Working Papers in

English Education Students Attend National Conference



Five English Education students attended the National Council of Teachers of English (NCTE) Annual Convention in St. Louis, Missouri this past November.

NCTE is the premier conference in the field of English Education, hosting thousands of English educators from throughout the country.

At the conference, IUP students met major authors of young adult literature, the writers of key textbooks in their methods courses, and amazing literacy teachers at all levels.

Pictured, from left: Amanda Spindler, Emily O'Donnell, Jessie List, Alicia DeMille, and Chelsea Warner

IUP Student Writing To Be Showcased in Liberal Studies English Gallery of Student Writing Celebration

The second Liberal Studies English (LSE) Gallery of Student Writing Celebration will be held on Thursday, April 5, from 1:30-2:30 in the English Department.

Current IUP students can submit work to the Celebration, which showcases the excellent writing produced by students in ENGL 100, 101, 121, and 202 courses. Students are also encouraged to submit their work to *The Crimson Quill*, an IUP student-run publication.

The LSE Gallery of Student Writing Celebration will feature food, drinks, and prizes to celebrate writing done in IUP's general education courses so that students recognize how meaningful and valued their writing is.

LEFT: Marissa McKinley, Assistant Writing Program Administrator and IUP English doctoral student, addresses students and faculty at the 2017 LSE Gallery of Student Writing Celebration.



English Department Reinvigorates Speakers Series

The English Department has revived its Speakers Series in an attempt to bring a wide variety of writers, scholars, and professionals of interest and benefit to current IUP students and the entire IUP English community.

Scheduled events for Spring 2018 include a mix of creative writers, video game designers, and IUP English professors

sharing their in-progress work. The full current schedule (which remains subject to change) is available below.

IUP English is always interested in bringing its alumni back to campus. So if you are an IUP English alumnus who could offer a valuable presentation in future semesters (or know one), contact Todd Thompson at todd.thompson@iup.edu.

IUP English Department Speaker Series Spring 2018

Feb
20

Schell Games

6 p.m., HSS 126

"Winning with Schell Games: Inside Game Design and Career Opportunities"

Mar
6

Dr. Mary Stewart

Faculty Spotlight

3:30 p.m., HSS 113

"Cultivating Communities of Inquiry in Online Writing Courses: Results from a Mixed Method Study of ENGL 202"

Mar
27

Dr. Mike Sell

Faculty Spotlight

5 p.m., HSS 113

"The Play's the Thing: Exploring the Interface between Literature, Theater, and Videogames"

Apr
2

Maggie Anderson

Poetry Reading & Book Signing

1 p.m., HSS 126

Selections from *DEAR ALL*,

Writer Q&A

2:00 p.m., HSS 126

Apr
18

Ken Liu

Talk

11 a.m., Location: TBA

"Betrayal With Integrity: On the Experience of Translating Chinese Science Fiction"

Fiction Reading & Book Signing

4:30 p.m., Location: TBA

"The Bookmaking Species"



Alumni Spotlight: Where Are They Now?

Dr. Daniel Strait (L&C, Ph.D. 1998), is Professor of English and Associate Dean of the College of Arts and Sciences at Asbury University in Wilmore, KY. He recently gave a talk, entitled “For what account can thy ill steward make?: Embodied Perception and the Natural World in the Poetry of George Herbert,” at the Arizona Center for Medieval and Renaissance Studies, held at Arizona State University.

Aisha Toombs (nee Anderson) (B.A. 1999) is author of two children’s chapter books: *Nerdi Bunny and the Busy Bee Bully Bear Business* (2015) and *Nerdi Bunny and the Big Bayou Gator Grief* (2017). For more information, go to www.NerdiBunny.com.

Doug Sell (B.A. 2000), was married in September 2017. He wrote his own poem to serve as a reading at the ceremony.

Dr. Sarah Henderson Lee (C&T, Ph.D. 2011), Assistant Professor of English at Minnesota State University, was recently invited to Bahrain through the U.S. Department of State’s English Language Specialist Program. During her two weeks in the country, she led professional development workshops on second language writing for over 250 English teachers.

Dr. Shannon Tanghe (C&T, Ph.D. 2013) is Program Director of the M.A. in ESL program at Saint Mary’s University of Minnesota in Minneapolis, MN. She recently received a Collaborative Urban Educators grant providing funding for teacher licensure program pathways for community youth coaches.

Dr. Eric Meljac (L&C, Ph.D. 2013), is Assistant Professor of English at West Texas A&M University in Canyon, TX. This year Dr. Meljac is serving on the department search committee, as Sigma Tau Delta advisor, and as organizer of the Great Books community outreach initiative. He won the 2017 College Outstanding Contributions Service Award for his service work. He has forthcoming essays in *The Victorian, Impact*, and elsewhere.

Ricky Courtot (B.Ed. 2013) is an English teacher at Watkins Mill High School in Silver Spring, MD. He says, “I get to spend every day of my job helping my students build a bridge between their academic worlds and the ‘real’ world we all live in.”

Dr. Tayseer Abu Odeh (L&C, Ph.D. 2016), recently had an article, titled “The Pleasures and Pitfalls of Exile and Counterpoint in Farah’s Maps,” accepted for publication in *Arab Studies Quarterly*, an interdisciplinary Journal established by Edward Said in 1979.

Beth Warner (B.Ed. 2016) is a 10th grade English Teacher at Martin Luther King College Preparatory High School in Memphis, TN. She says, “The most engaging part of my job is figuring out how to help my kids find their voices.”

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

A Brief Word

Dr. Chauna Craig’s essay “Hidden in Plain Sight” was noted as “Notable Nonrequired Reading” in *The Best American Nonrequired Reading 2017* (Houghton Mifflin Harcourt).

Dr. Dana Driscoll’s co-authored article, titled “Centering Institutional Status and Scholarly Identity: An Analysis of Writing Center Administration Position Advertisements, 2004-2014,” appeared in *Writing Center Journal*.

Dr. Melanie Holm published an article, titled “‘Happy Creator’: Paratexts and Pleasure in Margaret Cavendish’s Blazing Worlds,” in *Restoration*.

Dr. Kenneth Sherwood published a book-length serial poem titled *Code of Signals* (Moria Poetry/Locofo).

Dr. Bryna Siegel Finer published a co-edited essay collection titled *Writing Program Architecture: Thirty Cases for Reference and Research* (Utah State University Press).

Dr. Mary Stewart and her research team won a grant, the 2018 Conference on College Composition and Communication Emergent Researcher Award, which will fund a cross-institutional, mixed-methods study of collaborative learning in online and blended writing courses.

Dr. Matt Vetter was awarded a Wikimedia Foundation grant for the 2018 Interdisciplinary Art+Feminism Wikipedia Edit-a-thon.

For more faculty news, go to www.iup.edu/english/news.

Why Tutoring Works

By Ben Rafoth, Director,
Kathleen Jones White Writing Center



Now and then, critics of higher education decry what they perceive as the remedial college curriculum, and by this they usually mean courses that teach skills the critics believe should have been mastered in high school. Writing tutors can be the targets of such criticism, which goes something like this: “If students had been required to learn grammar the way it was taught 50 years ago, they would know how to write and we wouldn’t need writing centers.”

As someone who has been involved in tutoring, tutor training, and teaching writing for several decades, I would note that praise, from writers themselves, far outweighs criticism. Students who visit the Jones White Writing Center for help with their papers praise their tutors for making their writing better organized, clearer, and cleaner. Exactly how tutors manage to accomplish these improvements is not always obvious, however. Whether you are a critic, a doubter, or a believer in writing tutors, it is worth considering why even good writers need writing tutors.

The main reason is that tutors read and respond critically to writers’ thoughts and ideas, drawing them out and pushing them forward. They pose questions, raise doubts, and offer challenges; they fact-check, support, encourage, and correct. Working alone and too far inside their own heads, writers are rarely able to accomplish these things on their own. Tutoring works because it forces writers to confront a real audience that takes their writing seriously.

Writers cannot see what tutors see because tutors read with a critical eye. Writers see what they meant to say, while tutors see what they actually said. The gap between what writers intend to say and what actually comes across is due less to laziness or poor study habits and more to the vain hope that a first draft is the final draft—when in fact, it is probably garbage. To get from garbage to good, writers need feedback and revision.

M.H. Abrams, author of the literary classic *The Mirror and the Lamp*, once said, “I think the hardest thing to teach a

student is that what he or she puts down on paper is changeable. It’s not the final thing, it’s the first thing, which may just be the suggestive, vague identification of something that you have to come back to and rewrite.”

Last semester, I met with a student in the writing center who pulled up his paper on a laptop and asked for help with his grammar. When we began, he made clear to me that he had used the grammar-check function in Word and probably didn’t need to come to the writing center, but here he was and would I take a quick look. The quick look soon found these two sentences toward the end of the first paragraph:

After multiple attempts to repair the printers, the employees have found that they are unrepairable. With these issues, comes along with taking away from their task at hand of performing their jobs effectively and efficiently.

Grammar-check had flagged two words, *unrepairable* and *doing*. The student decided there was nothing wrong with *unrepairable* and changed *doing* to *performing*. In fact, the obvious problem with this student’s writing has nothing to do with these words, and everything to do with how the writer “hears” himself on the page. To his ear, he sounds learned, perhaps even sophisticated.

I came to understand this after talking with the student for a short while. He explained that he was trying to write in a formal, academic style. He said he wanted to sound college-level, “not basic.” Such ambition is admirable, I said, but academic writing values qualities like clarity, precision, and conciseness, not bloated and confusing phrases. He had not heard the bloat and confusion until I asked him to read the paragraph aloud. He stumbled, then shook his head and stared at the screen. In that moment, I sensed that he realized we were talking not about his grammar but about what kind of person he was and the identity he wished to project in his choice of words. He may have thought writing was just grammar when he sat down, but at this point, he saw it was about how he came across to others.

We ended up spending about 30 minutes on his one-page writing assignment, probably 20 minutes longer than he had expected. But in that 30 minutes, the student learned something about himself, as a writer, that can be learned only from a teacher or tutor in a one-to-one private conference. Listening to lectures, using grammar checkers, and even reading great literature cannot open writers’ eyes to see their own work as others see it. That requires the critical eye of a tutor or teacher, a conversation, and revision.



Mark Your Calendar! Upcoming Events

Mar. 6

Faculty Spotlight: Dr. Mary Stewart, 3:30 PM

Mar. 16

IUP C&T Reunion at CCCC Conference, 7-9 PM,
Leinenkugel's KC, Kansas City, MO

Mar. 27

Faculty Spotlight: Dr. Mike Sell, 5 PM (location TBA)

Mar. 29

IUP English Get-Together at TESOL Convention,
5:30-7:30 PM, Room E 272 B, McCormick Place Lakeside
Center, Chicago, IL

Mar. 30

Lit Night open mic, 6 PM, Artist's Hand Gallery &
Espresso Bar

April 3

Poet **Maggie Anderson:** reading and author Q and A (times
and location TBA)

April 5

LSE Gallery of Student Writing Celebration, 1:30, English
Dept.

April 12

IUP English Alumni Gathering at Northeast MLA
Conference (NEMLA), 6-8 PM, Yale, Harvard, and
Princeton Club, Pittsburgh, PA

April 18

Writer **Ken Liu:** presentation 11 AM, fiction reading 4:30
PM (locations TBA)

April 26

Spring **Student Teacher Luncheon,** 12 PM, North Hall
Dining Room

April 27

Lit Night open mic, 6 PM, Artist's Hand Gallery &
Espresso Bar

April 29

English Department **Honors Ceremony,** 1 PM, HSS 126

The Word
IUP English Newsletter



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