

Composition & TESOL

THE C&T NEWSLETTER

Students and Faculty Celebrate Accomplishments

By Catherine Kelly

On Friday, Sept. 9, 2011, students, faculty, family, and friends came together for the First Annual Composition and TESOL Awards Banquet. The Awards Banquet, which was held in the Crimson Event Center in Folger Hall, honored students from both the Master of Arts in TESOL and the Ph.D. in Composition and TESOL programs.

According to Dr. Sharon K. Deckert, the director of Graduate Studies in Composition and TESOL, the purpose of this Awards Banquet is to commemorate “the fine performances of Composition and TESOL students.”

In particular, the Awards Banquet recognized the scholarly work of 11 students in different stages of their academic careers at IUP – from students earning their masters in the TESOL program to students who have already earned their doctorate in the Composition and TESOL program.

In addition, the Awards Banquet acknowledged the service of two recently-retired faculty members – Dr. Jeannine Fontaine and Dr. Nancy Hayward. With a combined 48 years of service, Dr. Fontaine and Dr. Hayward are much-loved faculty members in the program.

“It’s hard to even talk about them leaving,” Dr. Deckert said.

Certainly, their impact on the program was greatly apparent at the Awards Banquet as students and faculty eagerly grasped the opportunity to talk to and reminisce with both Dr.

Fontaine and Dr. Hayward. This enthusiasm to speak to one another exemplifies the supportive atmosphere of the program, and Dr. Gian Pagnucci, chair of the Department of English, noted this kinship.

“We are a real community both here and internationally,” he said.

Indeed, the Awards Banquet continued to instill a sense of community because it provided faculty and students a moment to collectively celebrate and support one another’s academic and scholarly achievements.

Congratulations to all the awardees!



Some award winners celebrating at the ceremony. Pictured from left to right: Pisarn (Bee) Chamcharatsri, Indah Puspawati, Lilian Mina, Ibrahim Ashour, and Brian Fotinakes.

2011 Composition & TESOL Awards and Recipients

Gebhard Family MATESOL Award for Creative Excellence: Indah Puspawati

Patrick M. Hartwell Memorial Scholarship: Brian Fotinakes

Promising Future Research in Composition: John Reilly

Promising Future Research in TESOL: Ibrahim Ashour

Promising Future Interdisciplinary Research in Literacy: Sarah Henderson Lee

Ninacs Innovative Researcher in Composition: Cynthia Payne

Innovative Researcher in TESOL: Atsushi Iida

Exemplary Interdisciplinary Research in Literacy Award: Elizabeth Campbell

Exemplary Teaching of Literacy and Language Award: Pisarn (Bee) Chamcharatsri

Exemplary Teaching of Literacy and Language Award: Mohamed Ahmed

Professional Accomplishment in Research Award: Lilian Mina



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The faculty, students, &
alumni of the Graduate
Studies in Composition &
TESOL Doctoral Program

Students Share Fond Memories of Dr. Nancy Hayward

By Catherine Kelly



Pictured from left to right: Dr. Nancy Hayward and Kimberly Wert

During the First Annual Composition and TESOL Awards Banquet, one apparent theme was a joint sense of community and dedication. This kinship and dedication was especially evident when faculty and students collectively honored retiree Dr. Nancy Hayward.

With 25 years of service at IUP, Dr. Hayward's contributions to the Composition and TESOL (C&T) program are vast. Stemming from her scholarly interests and knowledge in such subjects as L2 composition and sociolinguistics,

Dr. Hayward has taught various classes in the C&T program, including Second Language Teaching and Language and Social Context. She retired at the end of June 2011, but her impact on her students is and will continue to be greatly felt.

Indeed, C&T student Brian Fotinakes noted how Dr. Hayward's demeanor inspired her students. Mr. Fotinakes was in one of Dr. Hayward's classes when she fractured her pelvis right before the semester began. According to Mr. Fotinakes, the fact that she still came to class as soon as she was able showed her commendable dedication to her students.

"Athletes get praise for playing through pain; teachers don't often, but Nancy Hayward should," he said.

Besides her dedication, Dr. Hayward fostered in her students a sense of community. Ms. Kimberly Wert, a C&T student and former graduate assistant to Dr. Hayward, saw this first-hand when she sat in on some of Dr. Hayward's classes last summer. She noted the collaboration of the students when they insisted on providing Dr. Hayward with a cake to celebrate her retirement. Ms. Wert noted how the cake came to symbolize and rejoice the "togetherness" of Dr. Hayward's classes.

According to Ms. Wert, "Feeling that bond is a rare and precious experience."

This sense of kinship is something Dr. Hayward, herself, extremely values in the classroom. She noted that such a community atmosphere allows students to foster "an appreciation of each other" and allows for "connections to form" that could grow beyond the classroom.

In fact, the community aspects of her classes are what Dr. Hayward said she will miss most about the C&T program.

"I will miss the students and not having those connections" she said.

The students will miss Dr. Hayward as well.

"IUP will be diminished by the loss of your presence," Ms. Wert said to Dr. Hayward at the Awards Banquet.

Based on the abundance of support Dr. Hayward received at the Awards Banquet, this statement is most likely echoed in the thoughts of many of her students and colleagues as well.

Passing of Long-time IUP English Department Faculty

Dr. Karen Dandurand, a member of the English Department faculty, died Monday, September 12, of cancer. Dr. Dandurand arrived at IUP in 1986 and served as director of the Literature and Criticism program for several years. She was a beloved teacher who was known for her interests in nineteenth century American literature, women's literature, autobiography, and letters.

She was also one of the founding editors of *Legacy*, a journal of American women writers published by the University of Nebraska Press.

Dr. Fontaine Keeps a Busy Schedule in Retirement

By Nathan Lindberg

Some consider retirement lying around doing nothing. Dr. Jeannine Fontaine is definitely not one of those. When asked if she missed teaching in the IUP English department since retiring last June, Dr. Fontaine said, "I haven't had time to. I've been too busy."

However, it is clear she has been missed at school. "I took two classes with Dr. Fontaine, and she was the most compassionate teacher I ever had," said Qamar Jaamour, a student from the MA TESOL program. "The most important thing for her was her students, and it was not just academically or professionally. She was passionate personally. I will miss her so much."

Rachael "Renzy" Shade, who was Dr. Fontaine's graduate assistant for two years, introduced Dr. Fontaine at the First Annual Composition and TESOL Awards Banquet. "Anyone who has spent time doing a research project with her or has taken her courses knows how dedicated she was to her scholarly work and especially her students," Shade told event attendees.

Besides trying to catch up on "about 50 things" she says she has been putting off (not to mention working in her garden), Dr. Fontaine plans on working in her original field, Persian literature. "At the center, I want to learn and develop in whatever I do," she said. Yet she won't be completely absent from IUP. She is still the advisor for nine dissertations and has six readerships. In addition, she says she does "a little teaching on the side."

"She's a great teacher and knowledgeable beyond belief," said John Grant, a student in the C&T program.

When asked if she had any advice for students she said, "Always be excited and interested in what you are doing."



Pictured from left to right: Rachael Shade and Dr. Fontaine

Dr. Sedef Smith Brings Diversity of Experience to C&T

By Nathan Lindberg



New C&T Professor, Dr. Sedef Uzuner Smith

New C&T professor Dr. Sedef Uzuner Smith started teaching this semester and already feels at home doing what she loves. "I have what I want," she said. "This is my dream job."

Originally from Turkey, when Dr. Smith was growing up, her American relatives would send her gifts and tell her about their home life. Early on, she decided she wanted someday to study and work in the U.S.

After she earned her BA in foreign language studies in Turkey, she was accepted to Temple University, Philadelphia, where she earned an MA in TESOL. Then she completed her Ph.D. in Curriculum and Instruction at the State University of New York at Albany. Part of her doctrine emphasized online teaching theory under the mentorship of Peter Shea, whom she co-authored with. Among the subjects she has taught are graduate level TESOL and education courses, and undergraduate ESL/EFL reading and writing. Currently she is pursuing using applied linguistics in science technology engineering and mathematics (STEM), working with C&T professor Dr. David Hanauer.

She enjoys working in a wide array of academia, but thinks it may have hampered early employment opportunities. "I'm hard to classify," she said, adding several university hiring boards seemed frustrated, unable to pigeonhole her.

Fortunately, for the C&T program her diversity proved an asset. She was hired in August and is currently teaching MA and undergraduate students.

Her sudden move has hardly given her a chance to explore the area. It has also separated her from her husband, Jason Smith, who for the time being resides in Huston. The distance is not easy – Dr. Smith flies to Texas every two weeks – but her husband is trying to find work in the area.

In the future, Dr. Smith will be using her experience in online teaching theory to begin online courses in the English department. Next semester, she will be teaching MA-level as well as undergraduate-level courses in research and research writing.

C&T Well Represented at Penn State Conference

By Cheryl Sheridan

This year, the 22nd Penn State Conference on Rhetoric and Composition was held from July 10 to 12 at the Nittany Lion Inn in State College, Pennsylvania. In his opening remarks, conference chair, Suresh Canagarajah, said with about 150 registered attendees, including 22 invited speakers, from around 20 countries, this year's gathering was the largest and most international it had ever been. Many interesting and exciting interactions occurred during this prestigious conference, and one had the sense of being in the midst of the field's dynamic shift along the lines of the conference theme: Rhetoric and Writing across Language Boundaries. Furthermore, the C&T community was well represented by students and faculty at the conference. Some who contributed to the growing awareness in research and teaching of the experiences of multilingual individuals in different contexts included Dr. Gloria Park and Shannon Tanghe (ABD), who presented "Raising Awareness Through Pedagogy: A Transnational Praxis Project" reporting the results of their study of teachers in the U.S. and Korea. Cheryl Sheridan (2010 summer cohort) presented "Proposing an Agency Map for Narrative Research" which uses multilingual professional language users' autobiographical border crossing narratives to pilot the agency map. Kathleen Vacek and Alice Lee (2010 summer cohort) in "Unlocking the Composing Strategies of Multilingual Writers: A Pilot Study with Multilingual Writing Tutors" shared a creative research design combining think-aloud protocols and transcripts of participants' descriptions of their writing strategies to gain insights into them. Finally, Ana Wetzl's presentation, "Designing Essay Prompts for 1.5 Students: Are We Aware of the Ethnocentric Trap?" showed how teachers can be oblivious to how their writing prompts can be detrimentally disconnected from their students' circumstances. These and other presentations by C&T colleagues definitely contributed to the conference's "focus on multilingualism in writing and rhetoric" (Canagarajah, 2011, p. 1).

This focus was variously expressed in the plenary addresses over the three days. One of the most memorable presentations at the conference was Vershawn Young's *Ghetto Memories*, a monologue he performed on the second evening. An autobiographical story that touches on many issues faced by black men in American society, his performance especially critiques "code switching" and promotes "code meshing." It seemed the performance and the subsequent spirited discussion provided a catalyst for the shift to which the conference had been building. Young says he felt the performance positively impacted the thinking on code meshing as traditional presentations, articles, or books have not (personal communication, October 10, 2011). On the other hand, Paul Matsuda, one of the plenary speakers at the conference, said that the Q and A session was "a pivotal moment in the conversation about code meshing in U.S. writing studies, though the representation of the known and the new information are much more complex because of the mixed perceptions held by the audience" (personal communication, September 7, 2011).

Another way multilingualism was embraced at the conference is in the concept, translingual literacy. In their plenary address entitled "Translingual Literacy and the Production of Difference" Bruce Horner and Min-Zhan Lu set out "to persuade teachers and researchers of the validity of a pedagogy advancing translingual literacy" (Horner & Lu, 2011, p. 16). Finally, at the end of the conference, participants combined all the versions of multilingualism and ideas of how to move it forward into a draft "Statement on Plurilinguistic Education" from the perspective of language educators, scholars, and administrators. While it is hard to say how much impact the conversations at the Penn State conference this year will have on others in the field of rhetoric and composition in the short term, Young says, "I think it primed people for action as well as more conversation" (personal communication, October 10, 2011).

However, one thing is for sure: Witnessing these discussions and debates among established scholars of rhetoric and composition was fascinating and the diversity among the attendees in such an intimate setting was invigorating. It makes one realize that a significant pleasure in being a teacher-scholar is derived from being part of something bigger than one can accomplish alone or even with a collaborator.

References

- Canagarajah, A. S. (2011). Greetings from the Conference Chair *22nd Penn State Conference on Rhetoric and Composition: Rhetoric and Writing across Language Boundaries* [Conference Handbook]. State College, PA.
- Horner, B., & Lu, M.-Z. (2011). Translingual Literacy and the Production of Difference *22nd Penn State Conference on Rhetoric and Composition: Rhetoric and Writing across Language Boundaries* [Conference Handbook] (pp. 16). State College, PA.

NCTE Award Given to Romanelli for Graphic Comic Study

By Dr. Ben Rafoth



Dr. Marie H. Romanelli

Dr. Marie H. Romanelli, Composition and TESOL graduate in 2009, was awarded Honorable Mention for her dissertation, which was submitted to the National Council of Teachers of English 2011 Promising Researcher Award. The Promising Researcher Award is among NCTE's most prestigious and competitive awards; it's given to only one or two people each year. Previous winners have included such distinguished scholars as Steve Athanases, Ann DiPardo, and Elaine Chin.

Marie's dissertation, "Exploring the Culture and Cognition of Outsider Literacy Practices in Adult Readers of Graphic Novels," represents a combination of her interests in the intersections of visual arts and literacy. Through investigating the nature of multi-modal literacy, her research explores how experienced, adult readers of graphic novels understand and process both visual and verbal text components of graphic novels, and how the readers' literacy experiences have shaped their reading.

Romanelli teaches middle and secondary English at a public school in Pittsburgh, a position she has held for 20 years. She received her Ph.D. in English from the Composition and TESOL Program at Indiana University of Pennsylvania in December, 2009.

Interview with Marie Romanelli

C&T Newsletter: Why did you pick graphic novels as your multimodal subject?

Dr. Romanelli: I first heard the term "graphic novel" in a graduate reading class at IUP and I was intrigued - so much so that I wanted to learn more about what these texts were and why they were so popular, and that led to my exploration of how people read/experience multimodal texts. I have to confess that as a middle school teacher, I held the age-old prejudice that comic books represented "deficit literacy" until I actually bothered to explore them, and that changed everything for me. I read *Watchman* and *Road to Perdition*, and was completely hooked by the depth and breadth of the stories and sophisticated imagery.

(Soap-box time: I have another motivation, though, that does figure prominently in my dissertation, and that is my concern for how the idea of reading for pleasure and learning is becoming marginalized in public education. As a secondary-level teacher in a public school system, I've seen first-hand how the No Child Left Behind and subsequent Race to the Top acts have shifted the emphasis of reading instruction from learning to decontextualized "targeted skills attainment." One of the common threads from my discussion with the folks who participated in my study was how much they loved to read - anything - and how much their reading imprinted on their daily lives. High-stakes testing transforms reading into a chore, something that's only done in school to answer test questions, and this approach, in my opinion, is the antithesis of education.)

C&T Newsletter: How is literacy different when reading a graphic novel?

Dr. Romanelli: Generally speaking, reading graphic novels is an active, critical and creative endeavor, where a reader's context (what they bring to the text) is as important to the experience as the actual reading actions. One of the important differences I found was that in addition to traditional verbal-only and visual-only reading actions, reading graphic novels incorporates a kind of hybridized reading across modes, where readers consider text as both an image and a verbal construct. In many ways, for my participants reading a graphic novel was a synaesthetic experience where the text tapped into and united all the reader's senses, allowing for a kind of absorption in the text. My readers read with an eye for scent and sound, and talked about how the stories unfolded in a kind of expanded cinematic timeframe - a kind of visual and temporal fluidity that is unique to comics and graphic novels.

C&T Newsletter: Do you have a favorite graphic novel, and/or author?

Dr. Romanelli: *Watchmen*, *Watchmen*, *Watchmen*! Every time I read it I find some new detail, some new nuance that I missed before that deepened my understanding and appreciation for the story.

C&T Newsletter: What does the award mean to you?

Dr. Romanelli: I'm still somewhat gobsmacked at having even placed, and I really need to emphasize how grateful I am for the advice and guidance I received from Dr. Rafoth and my committee (as well as the participants who graciously volunteered their time for my study!) as this wouldn't have been possible without their support.

C&T Newsletter: Can you recommend any graphic novels for newbies?

Dr. Romanelli: That depends on the newbie - I really enjoyed *Road to Perdition*, the *Sin City* series, (and *Maus*, of course.) I'm not well-versed on the superhero novels. Gareth Hinds also did a graphic novel version of *Beowulf* that's just terrific. For a younger newbie, there's a really touching, well-done book about the Soviet's first space dog, Laika (called *Laika*) and another one that I found compelling that adults might enjoy, too - a manga- about the aftermath of the atomic bombing in Hiroshima called *Town of Evening Calm, Country of Cherry Blossoms*.

C&T Newsletter: Where do you get your graphic novels?

Dr. Romanelli: The Carnegie library system has a lot of graphic novels, too. So does Half-Price books, and once in a blue moon I treat myself to the Phantom of the Attic.

C&T Faculty News

Dr. Patrick Bizzaro has published a new co-edited collection of essays, *Constructing Ourselves as Writer-Teacher-Writers*, with Hampton Press. The journal, *Writing on the Edge*, has in its spring 2011 issue published "Our Work Defines Who We Are: An Interview with Patrick Bizzaro," done by IUP temp faculty member Ed Carvalho. Bizzaro published the poem, "Evolution," in *Chautauqua*, the literary journal of the Chautauqua Institution and has three poems coming out this fall in *Making Connections: Interdisciplinary Approaches to Cultural Diversity*. Essays by Bizzaro this year include "Writers' Self-Reports, (Com)positioning, and the Recent History of Academic Creative Writing" as well as the co-authored Introduction to the volume *Constructing Ourselves*. He has also published "Workshop: An Ontology" in the edited collection, *Does the Writing Workshop Work?* and "Poets' Demands on Their Readers" in *Asheville Poetry Review* (fall 2011). He has given papers at Conference on College Composition and Communication and Associated Writers and Writing Programs and ran a workshop at East Carolina University on working with ESL writers in the writing center. He has been selected by his peers at the Reps Council to serve on the President's Athletic Advisory Council. He has also won a Fulbright Senior Specialist Award to work next summer at University of the Free State in South Africa.

During the past year, **Dr. Resa Crane Bizzaro** has published several essays, including "Academic Feminisms: Gaining or Losing Ground?" in *On the Issues: The Progressive Women's Magazine*; and "A Community of Scholars: The Native American Caucus," *English Journal*. The latter essay appeared in a one-hundred-year anniversary of *EJ*. Resa also published a book chapter, titled "'Work to be done': Native Americans and Visibility in English Studies," which appears in *Listening to our Elders: Writing and Working for Change*, published jointly by Utah State University Press and New City Community Press. In November, "Assent Among Modern Indigenous Peoples" will appear in *College English*.

During the previous year, Resa reviewed book and article manuscripts for *College Composition and Communication* and *College English*. In addition, Resa participated in the CCC Poster Page Group, which determines upcoming keywords and topics for the online version of the journal. The incoming editor of *College English*, Kelly Ritter, has invited Resa to join the journal's editorial board. As part of her work, Resa will review submissions and join board meetings to determine special issue topics and assist in making decisions related to the journal.

In April, Resa's paper, "There's gold in them thar hills!: EuroAmerican Newspaper Rhetorics in Support of Cherokee Removal," was a featured session at the Conference on College Composition and Communication in Atlanta, GA.

More recently, Resa was asked to serve a second term as the Chair of the CCCC Tribal College Faculty Fellowship Committee, which awards fellowships for faculty from tribal colleges to attend the annual conference. Resa organizes the committee's work, then she appears at the CCCC Awards Session to present a check and certificate to those selected for the fellowship. Resa also served as a Stage I Reviewer for the 2012 CCCC.

Closer to home, Resa accepted the role of GA Coordinator in the C&T Program. She serves as a contact for new and returning GAs and helps resolve problems and answer questions for graduate assistants.

Finally, in September of this year, Min-Zhan Lu invited Resa to be a keynote speaker at the 2012 Thomas R. Watson Conference, which is sponsored by the University of Louisville and meets biennially.

Dr. David Hanauer was awarded a three year, \$179,000 grant from the prestigious Howard Hughes Medical Institute (HHMI) for work on developing assessment knowledge for scientists in a range of disciplines. This is the first time the Howard Hughes Medical Institute has given a grant directly to a faculty member at IUP. Dr. Hanauer has been involved in the assessment of scientific inquiry for the last four years as a member of the educational team of the PHIRE (Phage Hunting Integrating Research and Education) Program run by Prof. Graham Hatfull at the Pittsburgh Bacteriophage Institute at the University of Pittsburgh. The PHIRE program, which is also funded by the HHMI, is both a scientific and educational experiment in ways of using real science in education and involves bringing middle, high school and undergraduate students into a professional laboratory and

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having them develop parallel research projects. As part of this educational team, Dr. Hanauer developed a novel approach to the assessment of scientific knowledge termed “Active Assessment”. This developed expertise has now been recognized through this new grant which involves facilitating workshops and materials designed to propagate innovative approaches to assessment within a collaboration among four HHMI funded universities. Dr. Hanauer’s research on science education and assessment has been published in the journal *Science* and in a series of books from scientific publishers including his 2009 book *Active Assessment: Assessing Scientific Inquiry* published by Springer and his 2006 book *Scientific Discourse: Multiliteracy in the Classroom* published by Continuum.

Recent articles published or to be published by Dr. Hanauer

- Hanauer, D. (in press). The discursive construction of the separation wall at Abu Dis: Graffiti as political discourse. *Journal of Language and Politics*
- Hanauer, D. (in press). Living the Kindertransport: A poetic representation. *Shofar: An Interdisciplinary Journal of Jewish Studies*.
- Hanauer, D. & Englander, K. (2011). Quantifying the burden of writing research articles in a second language: Data from Mexican scientists. *Written Communication*
- Hanauer, D. (2011). Meaningful literacy: Writing poetry in the language classroom. *Language Teaching: Surveys and Studies*.
- Hanauer, D. (2011). The scientific study of poetic writing. *The Scientific Study of Literature*, 1(1), 9-87.
- Hanauer, D. (2010). Laboratory identity: A linguistic landscape analysis of personalized space within a microbiology laboratory. *Critical Inquiry in Language Studies*, 7 (2), 152-172.

Book chapter by Dr. Hanauer

- Hanauer, D. (in press). Transitory linguistic landscapes as political discourse: Signage at three political demonstrations in Pittsburgh, USA. In C. Helot and M. Barni (Eds.), *Linguistic Landscapes, Multilingualism and Social Change*. Frankfurt: Peter Lang

Dr. Ben Rafoth will deliver the keynote address at the 23rd annual Mid-Atlantic Writing Center Association conference at Shippensburg University on March 31, 2012. The theme of this year’s conference is “Writing Centers as Change Agents.” The Mid-Atlantic Writing Center Association is one of 12 regional associations within the International Writing Centers Association.

Dr. Ben Rafoth and Dr. Nathalie Singh-Corcoran of the University of West Virginia will co-chair the International Writing Centers Association Summer Institute July 29- August 3, 2012 at Seven Springs Mountain Resort.

The IWCA Summer Institute is a week-long event devoted to all things writing center and features presentations, roundtable discussions, informal gatherings, and recreational events. Six leaders will facilitate these events and offer ample opportunities for one-on-one conversations.

The leaders for the SI direct the writing centers at their institutions and are recognized scholars in the field. Besides Rafoth and Sing-Corcoran, the leaders for the 2012 SI are Dr. Nancy Grimm (Michigan Technological University), Dr. Brian Fallon (The Fashion Institute of Technology), Dr. Tammy Conard-Salvo (Purdue University), and Dr. Jennifer Wells (Florida State University). Fallon and Wells are alumni of the IUP C and T Program. The SI is open to the first 30 registrants and fills early. Anyone interested should contact the co-chairs at brafoth@iup.edu or Nathalie.singh-Corcoran@mail.wvu.edu

Tutors from three nearby writing centers – IUP, Duquesne University, and West Virginia University – will gather for an annual colloquium at WVU on November 12, 2011. Participants from IUP will include Ben Rafoth, Lindsay Sabatino, Mitch James, and Melissa Lutz. The theme of this year’s colloquium is “Writing Centers as Learning Cultures” and explores such questions as: What does it mean for a writing center to promote a culture of learning? What does a learning culture look like? The IUP group will present on the development of IUP’s Online Writing Center.

C&T Student and Alumni News

Ann Amicucci is working as a Teaching Associate in IUP's English Department and is conducting dissertation research on students' non-academic digital literacy practices and the roles of these practices in first-year writing classrooms. She gave a presentation at the National Council of Teachers of English annual convention this November with C&T colleagues Pisarn Bee Chamcharatsri and John Reilly.

Dr. Rebecca Day Babcock, C&T alumni class of 2005, was recently promoted to the rank of Associate Professor and awarded tenure at the University of Texas Permian Basin. Rebecca teaches in the English Department at UTB. Her research interests involve writing centers and teaching writing to students who are hearing impaired.

Over the summer, **Pisarn Bee Chamcharatsri** has presented at the Symposium on Second Language Writing 2011 on *Publishing Hegemony: Reflection of L2 Writer*, Taipei, Taiwan, and at Voices of ELT: The First International Conference on *Unpacking World Englishes into Pedagogical Tools*, Bangkok, Thailand. He was also invited to give a talk on *Poetry/Creative Non-fiction* for a graduate seminar on Innovations in ELT at Faculty of Education, Chulalongkorn University, Bangkok, Thailand. His pedagogical task, Teaching World Englishes to American Students, will be appearing in Teaching English as an International Language (Edited by Aya Matsuda and Chatwara Duran, Multilingual Matters). He also published an article, *Critiquing ELT in Thailand: A reflection from history to practice*, with an IUP alumnus Dr. Phongsakorn Methitham. Last but not least, Ann Amicucci, John Reilly, and himself will present a quantitative data result on their collaborative project, which explored the perception of writing instructors and second language writers at NCTE in November 2011 in Chicago.

Pisarn Bee Chamcharatsri, Kyung Min Kim, and Tomoko Oda are working on a writing center project entitled Perception of Multilingual Writers and Tutoring Strategies. This project is under the supervision of Dr. Ben Rafoth.



Tamara Girardi's newborn Frank Donald Girardi, future C & T grad?

Tamara Girardi, former editor of the C&T newsletter, finished her coursework in June and is currently at work on her dissertation, which aims to analyze the ways creative writing is taught in the academy and how such teaching practices might be improved. Work has been slow since she and her husband Domenick welcomed their first child, Frank Donald Girardi, (pictured left) on September 6, but she is happily stealing time to read during Frank's many naps and late at night. She will present "Creative Writing Pedagogy: A Writer-Centered Approach to Acquisition and Learning," as part of a panel that also features C&T students Mitch James and Abigail Grant at CCCC in March 2012 and will continue to revise her young adult novels *These Walls Can Talk* and *Broken* for submission.

Rachael (Renzy) Shade is now ABD (yay!) and is teaching one section of section research writing this fall. She is currently working on the first three chapters of her dissertation. She will be presenting "Global connectivity in confrontation with local connectivity: Quechua communities and English writing" at the Writing Education Across Borders conference at the Pennsylvania State University in September. In addition, she and Lilian Mina are working on a research project titled "Twitter for Conciseness in Writing."

C&T Student and Alumni News

Abigail Grant misses sending pleading emails to the C&T community about newsletter updates. She feels that it was always a pleasure to have that one-on-one interaction with all C&T'ers, near and far. Since finishing coursework in May 2011, Abigail has moved to the island of Manteo in North Carolina and is the new Full-time English Instructor for the College of the Albemarle. She *will finish* her three chapters in the next few weeks and looks forward to being back at IUP for a defense in the Fall. Abigail has recently been asked to facilitate online instructor workshops in APA for Everest College of Phoenix. Most recently, Abigail has had her QP manuscript accepted as a book chapter, another book chapter accepted for an upcoming book about the *Harry Potter* series, and was invited to present at CCCC 2012 with Tamara Girardi and Mitch James. Ipso facto, Abigail remains too busy and continues to love it.

Catherine Kelly, a Ph.D. candidate in the Composition and TESOL program, currently serves as the Public Relations Chair for the English Graduate Organization (EGO) and is in the process of forming a student-led organization for Composition and TESOL students. She is also the co-editor of the Fall 2011 C&T Newsletter.

Hayat Messekher is presenting at the Pennsylvania Association of Councils of Trustees–PACT-2011 Annual Conference in a panel Highlighting International Student Experiences at IUP. She will share insights from her own experience as a Fulbright scholar at IUP and from her dissertation project on the experiences of international graduate students at American universities.

Lilian Mina is a Ph.D. candidate in C&T, and graduate assistant in the C & L. Here is just part of her busy schedule this year:

First conference: Highlands Communications Conference (IUP)

Paper: "University Female Students' View of Gender Roles: The Media's Effect"

Second conference: Education Across the Borders (Penn State at State College)

Paper: "Breaking the Borders Between Eastern and Western Rhetorical Traditions in the Writing Class"

Third Conference: Conference on Environmental, Cultural, Economic and Social Sustainability" (Vancouver, Canada)

Paper: "Rhetoric of Place: Pedagogy of Sustainability in the Technical Writing Class"

Zhiling (Willa) Wu is one of the recipients of the 2010 Doctoral Dissertation Grant awarded by the International Research Foundation (TIRF) for English Language Education. Her research topic is related to language assessment and her dissertation advisor is Dr. Michael M. Williamson.

C&T Program in Process of Redesigning the Curriculum

By Catherine Kelly

Currently, the Graduate Studies in Composition and TESOL Doctoral Program is in the process of redesigning its curriculum. This redesign deals primarily with coursework requirements and only affects students who started coursework in the summer of 2011 and afterward.

Specifically, the current redesign pertains to the required courses in the first and last semesters of coursework. For their first semester of coursework, students are now required to take ENGL 800 Introduction to Research, ENGL 825 Second Language Literacy, and ENGL 833 Theories of Composition. For their last semester of coursework, students are to take ENGL 815 Qualitative Research, ENGL 830 Teaching Multilingual Writers, and ENGL 848 Advanced Topics in Applied Linguistic Research.

According to Dr. Gian Pagnucci, chair of the Department of English, these new coursework requirements are part of the plan to remove the specialization in composition or TESOL. Dr. Pagnucci notes that this plan is a key benefit of the curriculum's redesign.

"It makes the program more unified and gives all students the best of all worlds," he said.

In addition, this newly designed curriculum can ease scheduling matters. Dr. Pagnucci notes that having a set arrangement of required classes "makes registration a more pleasant experience."

According to Dr. Pagnucci, such a curriculum also "opens doors for a lot more courses that tie in professors' specialties."

It is important to make clear that this designed curriculum **does not** affect the coursework requirements of students who entered the program before the summer of 2011.

English 824 Offered Online, 823 Coming in May

By Nathan Lindberg

If all went well, the C&T program should have its first online course up and running. However, at press time the course was still awaiting final approval. Assuming it was accepted, Second Language Acquisition, English 724/824, is also the first online course of IUP's English department.

The course was designed and is being taught by Dr. Dan Tannacito, who said it will be very similar to the face-to-face version, but utilizing benefits of the Internet, such as rapid sharing of work and an expanded choice of reading material. Dr. Tannacito also said that spring semester students will get a chance to mix with summer students, two cohorts that are often very disconnected.

In addition to assigned reading material, students are expected to periodically write and post 250 to 750-word blog entries and read their peers' blogs. All these texts may be discussed when students log in at assigned times for online lessons and chat exchanges.

C & T Department Welcomes New Secretary Maggie Shotts

You may have noticed the new smiling face greeting you in the English graduate office. Maggie Shotts replaced Bertha Cecconi over the summer as the new secretary. Shotts' previous position was in the Development Office. She was chosen for her present position because of her experience in the school of graduate studies and research, where she began her career at IUP in 1996.

Shotts said the position is challenging, but she does enjoy her work and looks forward to learning more about the position, students, and faculty.

Forum Connections:

◆ Did you know that C&T has a closed group Facebook page with 54 users already? The page has not been used much in the recent past, but is ready to be activated again. Either search for "Composition and TESOL" on Facebook and send a request to join, or email n.w.lindberg@iup.edu and share your thoughts with your community.

◆ Interested in Technology and TESOL? Interested in technology and creative writing? Interested in a new era of changing the classroom? This is your chance to meet other intellectuals and experts in the field, join my Technology and the Future Classroom. Send a request to (Facebook) Maha Mathaer with a message asking to join the techno forum or email m.alawdat@iup.edu

◆ Hi, my name is Nathan. I am interested in theories of online teaching both exclusive and blended with traditional classroom teaching. Join my forum and we can discuss theory together. Email n.w.lindberg@iup.edu to join.

◆ Creative writing is the ability to create a world for your words, wings for them to fly, and life for them to live ... if you want to create that world and live further with thoughts, just join the group and let creativity start. Email ytsr@iup.edu to join this creative writing forum.

Start your own forum. Email your announcement n.w.lindberg@iup.edu to be in the spring newsletter.

Save the Dates: Conferences

Thinking of submitting to a conference? The chart below contains a selection of some national, international, and relatively local upcoming conferences. (This is not a comprehensive list, but rather a small sample of the conferences that are available. Selection depended on its stature in the discipline, its national or international reach, or its locality to IUP. Sincerest apologies if a conference you are interested is not listed. In the future, if you would like the C&T Newsletter to publish a particular conference's Save the Date, please contact the editors.)

<i>Conference Name</i>	<i>Conference Dates</i>	<i>Location</i>	<i>Submission Deadline</i>
LIROD 2012 (The 4 th Language in the Realm of Social Dynamics International Conference)	March 22-23, 2012	Bangkok, Thailand	Jan. 2, 2012
MAWCA 2012 (Mid-Atlantic Writing Centers Association)	March 30-31, 2012	Shippensburg, PA	Dec. 20, 2011
NEWCA 2012 (Northeast Writing Centers Association)	April 13-15, 2012	Queens, NY	Dec. 31, 2011
The Seventh International ELT Research Conference	April 27-28, 2012	Canakkale, Turkey	Jan. 13, 2012
CADAAD 2012 (Critical Approaches to Discourse Analysis Across Disciplines)	July 4-6, 2012	Braga, Portugal	Dec. 18, 2011
ALA 2012 (Association for Language Awareness)	July 8-11, 2012	Montreal, QC, Canada	Jan. 9, 2012
L3 2012 (Annual International Conference on Language, Literature and Linguistics)	July 9-10, 2012	Singapore	March 9, 2012
CILC 2012 (1 st International Conference on Interactivity, Language and Cognition)	Sept. 12-14, 2012	Odense, Denmark	Jan. 31, 2012
2012 Thomas R. Watson Conference on Rhetoric and Composition	Oct. 18-20, 2012	Louisville, KY	March 1, 2012
NCTE 2012 (National Council of Teachers of English)	Nov. 15-18, 2012	Las Vegas, NV	To Be Announced
2013 CCCC Annual Convention (Conference on College Composition and Communication)	March 13-16, 2013	Las Vegas, NV	To Be Announced
TESOL 2013	March 20-23, 2013	Dallas, TX	To Be Announced

Paper or Plastic? What Do You Read On?

By Nathan Lindberg

The C&T Newsletter sent out a survey about using eReaders. This article is based on that survey. Be sure to respond to the spring survey.

Some people still love the smell and feel of books, but in the C&T program, electronic text readers are gaining popularity.

Of the 22 C&T faculty and students who responded to the newsletter survey, 15 do not use eBook readers, but seven of those are interested or even planning on purchasing a device in the future. Most of the seven non-users, however, are adamant in their devotion to traditional books. Five of the non-users attribute their affinity to liking paper. As second-year Ph.D. student John Hepler states, "I prefer the tactile sensation of reading from paper."

Of the four faculty that responded, three use electronic texts regularly. Just a few months ago, Dr. David Hanauer purchased a Samsung Galaxy Tab after comparing other models. The Galaxy he purchased allows users to write directly on electronic text with a stylus, just like using a pencil on paper. As for the future, Hanauer states flatly "everything will be digital."

Dr. Michael M. Williamson used a Nook from Barnes and Noble in the past because it could read PDF files, but recently he has switched to Motorola's Xoom. He finds it easier to mark on text with his new machine, and it was about half the price of an iPad. In addition, he can synch his Xoom with other machines, so he can read the same book on different devices and still open to the last page he read.

This semester, Dr. Williamson says he had his first student come to class with the assigned textbook in electronic form. Students using eTextbooks and scholars publishing them will most likely become more commonplace. In fact, Dr. Williamson is editing a book series for Hampton Books on rhetoric in composition that will be published primarily electronically.

Dr. Williamson says he does most of his journal reading on electronic devices. In his attic are 30 or more years of *College English* journals gathering dust. He says anyone willing to haul them away can have them. However, he says there are some traditional tomes he will not part with. He still keeps books as far back as high school just to remember the way he marked on them. Books can be special, and he feels they will never go completely away. "Any form of literacy that has ever been invented has never disappeared," he states, citing copies of the Torah that are still hand-written and considered more valuable.

Dr. Lynne Alvine is pragmatic about text formats. She says she might read a book on paper, switch to her iPhone after she leaves her office, maybe later read on her iPad, or even peruse on her Nook. Dr. Alvine's office is lined and surrounded by books, but she feels no remorse going electronic. "I know how wonderful it is to hold a book in your hand and feel it and smell it. But I have plenty of books if I need to do that."

When she is asked about the future of books, Dr. Alvine smiles. "Gutenberg's printing press isn't used anymore," she says wryly.

Some C&T students already see advantages using electronic reading devices. First-year student Bader Algubaisi uses his iPad for reading because it allows access to so much material. In addition he states, "I also like the fact that the eReaders are light and can be carried easily compared to carrying tons of books and articles for example."

Similarly, student-author Mitch James points out carrying one device for him would be "less hassle when I move again." Three other students say they think going electronic would be better for the environment.

Yet, not all device users are completely satisfied with their model. First-year student Bryan Corbin said he likes the portability of the Kindle, but does not like the inability to find highlighted pages quickly.

Meanwhile, others students are having none of it. "To hell with eReaders," states Abigail Grant ABD.

Despite aficionado devotion, the subjugation of paper to electronic text seems inevitable. Even as far back as 1998, nine years before the Kindle was introduced, Thomas M. Disch declared, "Once the technology of the reading machine has been perfected the printed book will go the way of incunabula, the 78-rpm record, and Beta tapes (p 543)."

Electronic reading devices are still vying for perfection, but on Amazon.com in May this year, eBook downloads exceeded paper book sales for the first time. Perhaps that may prove to have been the tangible turning point.

References

Disch, T. (1998) The future of the book: A prophecy. *The Hudson Review*, 50(4), 534-543.

A Letter of Thank You to IUP from Samah Elbelazi

Samah Elbelazi is a first-year C&T student from Libya who came to Indiana just over a year ago. The recent revolution in her homeland made matters difficult for her, but she was able to continue her studies thanks to help from IUP faculty and staff. This is her thank you to them.

Thank you letter to the IUP :

Hi, my name is Samah Elbelazi. I recently joined the Ph.D. Program in Composition and TESOL at Indiana University of Pennsylvania. All of what I want to say is that IUP is a great place to start your future career. The Comp & TESOL Program is the first step towards the real teaching experience.

As a Libyan student in the program, I want to thank IUP for their support while my country went through an unexpected war. Actually the word thank you spreads to nearly everyone in this esteemed University, starting from ALI, especially Dr. Tannacito and his deepest understanding to my situation. Jessica and Michelle from the International Office of Education were wonderful with me. The Graduate School and Dr. Deckert and Dr. Pagnucci from the English Department, everyone was part of what I am doing now. When we had no funds, IUP staff dealt gently with me, trying to offer me all the advice I needed. They were the caring family while all the connections were cut between me and my parents back home. They were patient; they offered me the admission regardless of my financial situation. All of this made me trust them more, as they were looking to what kind of student I was, not how much I had. Recently, they offered me a Graduate Assistantship that made me so grateful. It is really difficult to describe my feeling towards IUP and the glorious staff working here. Being the first Libyan student here, I recommended ALI as a language center and IUP to all my friends back in Libya and I expect more students coming in the next years, and also I made recommendations to my students in Libya to pursue their MA in TESOL. I want to say thank you USA too, for their help to the Libyan students in USA universities. Their continuous concern about our funds and education sped the process of transferring the money to our accounts. I am very proud of myself being in this community, taking back with me a great picture of America.



Samah Elbelazi at the Libyan Embassy in Washington, D.C.

Here is a prose-poem I wrote about my country and like would to share with the C&T community:

By Samah - Libya, August 10, 2011

Thinking of you all the time, thinking of every single breeze that touches your smiley face. Are you OK?

No, it does not seem so...the smoke of the bombs covers your shiny smile and your red cheeks are no longer bright... I miss your voice, your anger and your crowded streets... I miss the smell of home and the touch of mom's hand ... I miss your shops your food and even your traffic lights ... "Libya," you are in my heart, I am proud of you baby, I am proud being you and being mine... I am proud of your men and women... I am proud of those who paid their blood to be safe, to be free to be beautiful as you always be... do not worry Libya, your wedding is too close, your freedom is waving from the far east and west, your men are coming, with their hearts beating calling your name full of Love "Libya" you are not alone, never been alone... I am with you and all the free true Libyans are with you too... you gave me confidence, that I should be willing to have such honor... Ahh if I can just see you, if I can kiss you or the simplest of all to set under your olive trees.

A Time of Transitions (Continued)

Letter from the Director



Hello C&T Community Members,

This is the first column as C&T Director that I have had the pleasure to write. I would like to begin this column by welcoming the newest cohorts of C&T students, MA TESOL students, and MATE students. Welcome to each of you.

I've titled this letter "A Time of Transitions (Continued)" for two reasons. First I would like to acknowledge the work of Dr. Gian Pagnucci during his tenure as C&T Director. As a program, and as individuals, we are grateful for the work he has done. The second reason that I chose this title is in direct acknowledgement of Dr. Pagnucci's last letter to the program. We are, indeed, in a time of transitions, and this is an ongoing process that will take time and commitment of all of us in this program. Nothing can

be more damaging than a program that refuses to change, and very little is as exciting as a program that periodically chooses to reshape itself in response to a changing academic world.

So I have come into this directorship in a time of transition; but not only am I a new director, Dr. Gloria Park is a new director of MA TESOL, and Dr. Linda Norris is a new director of the MATE program. Our office secretary, Maggie Shotts, is also new--making this a very real time of transition in all of these positions.

Another change that is very important is the new C&T PhD student organization, the "Composition and TESOL Association" (CTA). Led at this point by the work of Catherine Kelly, students in the PhD program have met together to form an organization that will represent students' perspectives and voices, provide support for students, and create social support and activities. I look forward to the seeing CTA as it generates student support at many levels of students' experiences and provides an even stronger basis for student interaction and mutual support within the program.

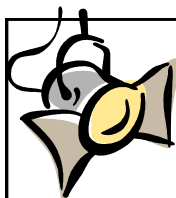
The C&T program is in the process of revising our curriculum, and I am both challenged by and delighted with this potential. Fundamental understandings of our program in which we explore the connections between composition and English as it is learned and spoken around the world are imperative as we work to maintain a cutting edge program. These changes will not be easy, and there may be somewhat bumpy times as we work through this process. But this transition is an important one that challenges us to create a program that is responsive to current moves in composition and TESOL. One way that this will show up in our curriculum is with an increased number of special topics and advanced seminar classes that highlight the strengths and current research interests of C&T faculty members.

As many of you are experiencing this semester, the "bumpy times" mentioned in the last paragraph can also play themselves out in relation to registering for coursework as we move to a more cohort-model framework and as we find a transitional balance in our program between adopting new classes and maintaining older, required courses; but be assured that we are deeply dedicated to making sure that you are able to get into the courses that you need and are interested in. This too, is part of transition.

Before I go, I would like to particularly thank Nathan Lindberg and Catherine Kelly who have done such an exemplary job of putting this first newsletter of the academic year together. We are grateful for the work they have done in collecting the news, information, and even ads from students seeking to develop particular supportive groups. It is truly a remarkable achievement, and we all hope that you find that it energizes you in a new way in the program.

I wish you all the best in the exciting times of change before us,

Dr. Sharon K. Deckert, C&T Director



Announcing the EGO Student Spotlight!

Once every two weeks or so, EGO will spotlight one English graduate student. In this spotlight, the student can share his or her major/concentration, research interests, hobbies, and a favorite motivational/inspirational quote. This information, along with a photograph of the student, will be displayed on EGO's bulletin board and Facebook page. Any student enrolled in any of the English graduate programs can be involved.

EGO hopes that this project will help English graduate students get to know each other better and share their interests. Students who would like to be involved should e-mail Catherine Kelly (EGO's public relations chair) at c.kelly2@iup.edu for more details.