

The Polyglot

The Newsletter of the IUP Department of Foreign Languages

IUP Language Departments Merge, Form New Department of Foreign Languages

On May 1, 2011, the former Departments of Spanish and French/German were merged into one unit, the new IUP Department of Foreign Languages, which is now among the largest foreign language departments in the PASSHE system. The merger came about because of the desire to strengthen and support our current and future degree and certification programs, as well as to maximize the utilization of resources. During the 2010-2011 academic year, a depart-

mental merger committee was formed to review and work on the merged policies for promotion, tenure, evaluation, curriculum, recruitment, and other departmental endeavors. The Department was renamed as the Foreign Languages Department to reflect the many languages housed in it, including French, Spanish, German, Chinese, Arabic, and Russian, among others. The Foreign Language Department continues to offer the many fine programs and activities that the individual depart-

ments had been providing, and its faculty look forward to the many new opportunities for working together, as they are now able to work even more collaboratively to support departmental curriculum, academic programs, study abroad opportunities, and our students as a whole. The department invites you to visit the departmental website at <http://www.iup.edu/foreignlanguages/> so that you may see firsthand the many new opportunities for you with the IUP Foreign Languages Department.

MA in Spanish Approved: First classes in Fall 2012

The Department of Foreign Languages is pleased to announce that its Master of Arts Degree Program in Spanish will begin offering classes in the fall semester of 2012. The program includes a broad curriculum in which language, culture, and literature are taught as a continuous whole. This program of advanced study combines the areas of foreign language pedagogy, Hispanic literatures and cultures, and Spanish language and applied linguistics. All classes will focus on language

skills and content knowledge. The program is comprised of a core, which all students will take, and two tracks: Applied Linguistics and Teaching Meth-



odology, or Literature and Cul-

tures. Courses in both tracks are designed to integrate reading and interpreting authentic texts and explore cultural products, practices and perspectives in the Spanish-speaking world. To view complete course descriptions online go to www.iup.edu/graduate/catalog. It is possible to apply online through the IUP graduate school or by requesting a hard copy application (email graduate-admissions@iup.edu). For more information, write to spanish-ma@iup.edu or contact Dr. Frank B. Brooks, the Masters Coordinator (fbrooks@iup.edu).

Welcome New Foreign Languages Faculty



Dr. Shijuan Liu was born in Mainland China. She holds a B.A. in Chinese Language and Literature from Hebei Teachers College (Currently the west campus of Hebei Normal University); She earned a M.A. in Modern Chinese from Renmin University of China (RUC), Beijing, in 1996, where she was employed to teach Chinese as a foreign language to students from all over the world after her graduation. Motivated to improve the practice of teaching Chinese and inspired by her students who travelled thousands of miles to study in China, Liu came to the United States for a doctorate in Instructional Systems Technology at the School of Education, Indiana

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Huan ying

University, Bloomington (IUB), where

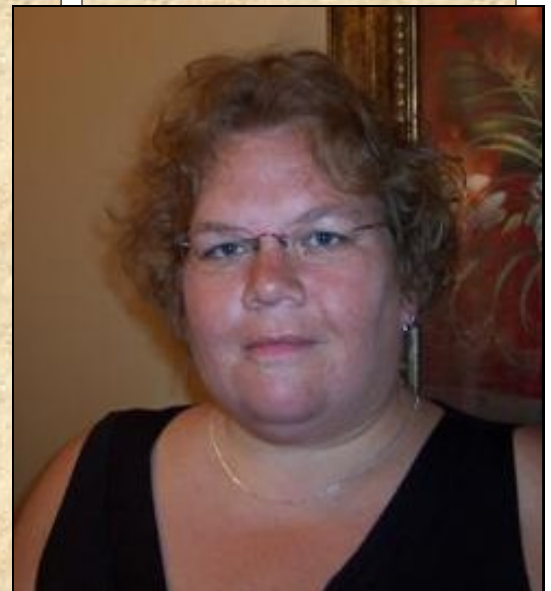
she systematically studied the instructional design of courses and programs, as well as the improvement of teaching and learning with the assistance of modern technologies. Liu has several years of experience teaching Chinese as a foreign/second language. She taught at RUC as a tenured full-time faculty for five years, and taught Chinese part-time to undergraduate and graduate students at IUB. After finishing her doctorate in 2008, she taught Chinese in the

Department of Modern Languages and Literatures at California State University at Los Angeles, where she also served as the Director of Language Laboratory. Most recently, Dr. Liu taught Chinese to heritage and non-heritage learners as a full-time faculty at Northwestern University in the suburb of Chicago. Her current research interests focus on computer assisted language learning, Chinese language pedagogy and assessment, and the acquisition of Chinese characters by non-heritage learners and young heritage learners. Liu has presented at many professional conferences. Her work has appeared as peer-reviewed journal articles and book chapters. She is on the editorial board

 Willkommen

of two journals, and serves as the column editor for the *Journal of Technology and Chinese Language Teaching*.

Dr. Christina Huhn joins IUP in 2011 as an Assistant Professor of Spanish. Her doctorate is in Foreign Language Education and Technology from Purdue University. Her experience in-



cludes work in a wide variety of areas, including technology, beginning language learners and second language writing. Her work has also included program assessments as both her MA Thesis and Doctoral dissertation, for local school districts, and program review as an NCATE Program Reviewer. She comes to IUP from

 Bienvenue

West Virginia where she serves as co-president of the West Virginia Foreign Language Teachers Association (through Fall 2012). Dr. Huhn participates regularly in ACTFL, and has presented papers at SCOLT, the KFLC and other local conferences. Her published research focuses on foreign language instruction and foreign language teacher preparation. Prior to returning to academia, she worked in Bilingual Customer Service, and as a Translator/ Interpreter. Christina is originally from the upper Midwest, and enjoys being outdoors with her dogs, as well as music, beadwork and digital photography.

are in the fields of Variationist SLA and Sociolinguistics. He has been a part of three recent collaborative works related to these two fields. Two of these are based on Variationist SLA including *The SLA of Direct Object Pronouns in a Study Abroad Immersion Environment Where Use Is Variable* (2010) and *The L2 acquisition of variable perfective past time reference in Spanish in an overseas immersion setting* (Forthcoming). A recent work in sociolinguistic perception, *Assessing Language Attitudes through a Matched-guise Experiment: The Case of Consonantal Deletion in Venezuelan Spanish* (Forthcoming), has also been accepted for publication.

Being born in Mississippi, but also living in Texas, Minnesota, Illinois and Indiana, and with his wife, Caroline, hailing from New York, he has learned how to ask for a coke, soda or pop and when to use y'all, you (s) guys, you'uns and you all, only once letting y'all slip out in New York. He has also learned to love sports as different as football and broomball, and can even enjoy a curling match on TV. A word about family is in order. Caroline has made the journey possible by helping Jason with his organizational skills and being a good listener. The boys have re-

newed his love for Legos. His daughter, who loves penguins, has almost convinced him that he needs to be a Pittsburgh Penguins fan, but having rooted for the North Stars in Minnesota and the Stars in Dallas, it might take some time. When there is a break in the action, he will enjoy the fall colors in the beautiful state of Pennsylvania and maybe play his guitar.

To submit items for the Foreign Languages newsletter, send an email to Dr. Laura Delbrugge at lauradel@iup.edu. We would love to hear how and what our students and alumni are doing!

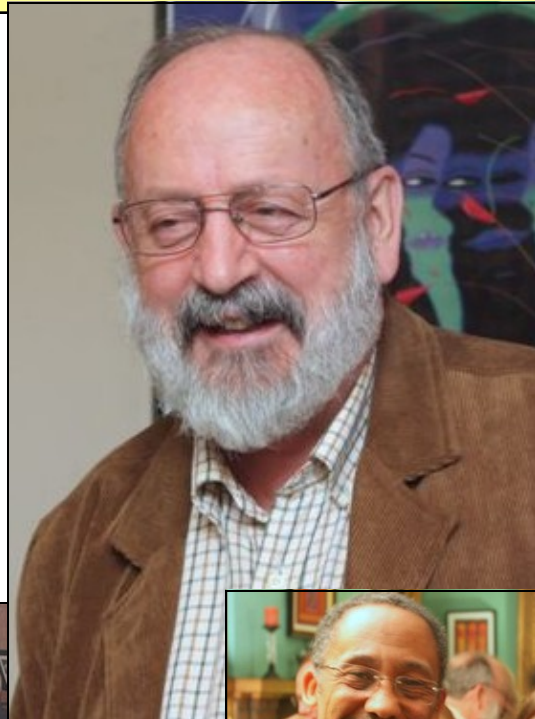


Dr. Jason Killam joined the department in fall 2011. Dr. Killam is coming to Indiana, PA from Bloomington, IN, where he recently finished his dissertation, *An Interlanguage Analysis of Differential Object Marking in L2 Spanish*, at Indiana University. His main research interests

Bienvenido

Dr. Peter Broad Retires from IUP

After decades of service to IUP and the Spanish Department, Dr. Peter Broad retired in June 2011. On May 6, Dr. Broad's colleagues in the Department of Foreign Languages held a retirement party in his honor. There is no doubt that Dr. Broad will be sorely missed in the department, after all, who will teach those 8 am classes now? We wish you all the best Dr. Broad, and thank you so very much!



Congratulations December 2010, May and August 2011 Spanish Graduates

Congratulations to all the Spanish graduates from December 2010, May 2011 and August 2011

December 2010
Spanish BA

- Jessica Lynn Davidovich
- Meghan Victoria Huff (Spanish Education double major)
- Lisa Marie Ricca

Spanish Education

- Angela Marie Duffy

Spanish for International Trade

- Jennifer Marlowe Smith

May 2011
Spanish BA

- Marlen Ayllon
- Amalia Elizabeth Flores
- Emily Anne Franey
- Colleen Marie Garten
- Stacey Hanson
- Suzanne A. Johnston
- Paul Edward Schillinger
- Stella Marie Stratigos

Spanish Education

- Allison Parks Avila
- Gwen Nemeth Gaviola
- Lauren Anne Petro

Spanish for International Trade

- Whitney Rae Geary
- Ivan Nuñez

August 2011

Spanish Education

- Nicholas Gabriel Gallo

Spanish for International Trade

- Mercedes Medina



From left to right: Lauren Petro, Gwen Gaviola, Mercedes Medina, Ivan Nuñez, Marlen Ayllon, Colleen Garten, Dr. Peter Broad, Paul Schillinger, Suzanne Johnston, Meghan Huff, Alison Avila, and Nick Gallo.

Camino de Santiago: Road to Discovery

In the summer of 2012, Spanish professor, Dr. Dawn Smith-Sherwood, and a 2009 alumna of the Spanish Education program, Ms. Naysa Altmeyer, participated in Dr. Caleb Finegan's LBST 499 course, The Road to Santiago, which took place in northern Spain. Both Dr. Smith-Sherwood and Naysa undertook the daunting pilgrimage to Santiago, a month-long walk in northern Spain along the route followed by Christian pilgrims for a thousand years. Read on for more details of their life-changing experiences.

DR. DAWN SMITH-SHERWOOD

While there are many pilgrim routes that lead to Santiago, Spain, the Camino Francés is the most-commonly traveled by tradition. Beginning in the French foothills of the Pyrenees, it swiftly ascends from St. Jean Pied-de-Port and crosses a low spot--the Cize Pass--in the mountainous border between France and Spain. At Roncesvalles, the traditional starting point for Spanish pilgrims, the Camino enters the Basque province of Navarra. From then on, heading ever west, the Camino Francés crosses La Rioja, Burgos, Palencia, León, Lugo, and La Coruña. All told, some 500 miles of hilly, flat, damp, dry, rainy, windy amazing Spanish countryside--as well as several major cities: Pamplona (of San Fermín/Hemingway/'running of the bulls' fame), Burgos (home of El Cid Campeador), León (famous for its lovely Gothic cathedral), and of course, Santiago (purported burial

place of Spain's patron saint, St. James the Major, one of the original twelve Apostles of Jesus). As soon as I saw Dr. Finegan's poster announcing that he was taking a group of students to walk the Camino de Santiago (LBST 499: The Road to Santiago)--during my planned sabbatical?, while I was already going to be in Spain?--I literally RAN to his office to ask him to let me walk as well. I was prepared to beg. You see, as a Spanish professor with a scholarly focus on the literature and culture of Spain, I had definitely included the Camino as an item on my professional 'bucket list.' I would visit places in Spain I'd never



been before. Finally know my Romanesque from my Gothic. I would learn more about current IUP students. Gain insight into so many confusing (for me) behaviors. I would 'walk off' all the bitterness accumulated over 14 long years as a full-time professor in several challenging work environments. In short, after 500 miles, I would love

my job again! Oh, yeah, and I was a Catholic, so that whole "pilgrim thing" might have some spiritual relevance as well. As it turns out, what was initially an afterthought proved my most significant gain from the Camino. For me, being Catholic is a constant work in progress--and practice. The mass, the gestures, the prayers, the lighting of candles, the taking of communion: these many practices do not make perfect. They make more practice. In my understanding, faith is not a binary issue. It is not something 'I have' or 'do not have' at any given moment. It,

like me, is always in the process of becoming. As Miguel de Unamuno (19th/20th-century Basque/Spanish writer--highly recommend him!) famously asserted, 'Creer es querer creer.' Believing is wanting to believe.' The want, the desire, the practice is the thing. The further we traveled the Camino, the more profound my sense of the importance of practice became. Walking itself became a kind of practice, a kind of prayer. On the days I walked mostly alone, I accompanied the rhythm of my

steps with my favorite choir songs. And so many had to do with the Camino, the Way! As we walked further west, the days were also leading liturgically to Pentecost, the feast of the descent of the Holy Spirit to Earth. From as far east as the Alto del Perdón, to Tosantos, to

Carrión de los Condes, and to O Cebreiro, I had the most profound sense that I was being accompanied by the Spirit. Of the members of the Trinity, the Spirit is my favorite. It brings gifts! They number seven: wisdom, understanding, right judgment, courage, knowledge, reverence, wonder and awe. When we approached the Cathedral at Santiago for the traditional noontime pilgrim mass, I was overwhelmed by the accumulation of so much grace experienced along the way. I really started to cry as soon as I heard the Galician bagpipe ('gaita') playing its moving tune in an adjacent archway. Dr. Finegan's rituals and inspiring words, the sweet sister cantor who encouraged us to join in her 'Jubilate Deo', the swinging of the 'botafumeiro,' the post-mass reunion with a long-lost pilgrim friend from Brazil--I was completely overwhelmed by all I sensed there. All I touched, heard, smelled, tasted, and saw. All I felt. Ineffable. It is commonly said of prayer that what one asks for may not be what one directly receives. This rings true for me of the Camino. This fall, as I return to work at IUP, may I continue to open, enjoy, and share the gifts of the Spirit gathered through my many footsteps along St. James' Way.

Recommended reading:

Brierly, John. *A Pilgrim's Guide to the Camino de Santiago*. 2010.

Codd, Kevin. *To the Field of Stars*. 2008.

Coelho, Paulo. *The Pilgrimage*. 1992.

Gitlitz, David M. and Linda Kay Davidson. *The Pilgrimage Road to Santiago*. 2000.

Hitt, Jack. *Off the Road*. 1994.

NAYSA ALTMAYER

When I left for Spain to do the 500 mile pilgrimage, El Camino de Santiago with IUP professors Dr. Caleb Finegan and Dr. Dawn Smith-Sherwood, and a group of students from IUP, I could not wait to get away from the "real-world" for a while. I had been furloughed from my Spanish teaching job of two years because of budget cuts and I was left wondering what I was even doing with my life. Contrary to my normally positive existence, I was overwhelmed with negativity, and knowing I was going to Spain for a month to "clear my head", or start over if you will, felt like the only constant in my roller coaster world. I was SO excited and my calendar countdown helped me get through the particularly difficult final weeks of work. I couldn't wait to go somewhere where I didn't have to be anyone or think about anything—all I had to do was walk. Other than practicing my Spanish with the natives and adopting some of the group leader's Buddha-like quali-



ties, I really had no intentions of forming a bunch of relationships. In short, I wanted to be alone to "figure things out." So I must say that it came as a surprise to me when I immedi-

ately found myself bonding with the group. I had subconsciously been worried that I wouldn't fit in, I mean, I wasn't technically a college student anymore but nor was I a professor. I quickly realized no one cared and labels didn't even exist...we were all simply pilgrims and "all that mattered was walking." I learned a lot about the people I walked with and relationships developed as fast as the blisters on my feet. I spent the majority of my days surrounded by awesome new friends and had some of the best times of my life. In the end, the trip I so wanted to take on "solo" wasn't just about me—it was bigger than that. I learned more about myself through my interactions with other people than I did on my own. As Shauna Kearns said in her trip reflection, "we have no idea how long our true camino is", so I intend on walking mine in good company. Thanks for the great laughs and memories fellow pilgrims, I needed that! Now that I am home, I no longer have yellow arrows to guide me down the road, but as Dr. Finegan said, "The real camino starts now." I am happy to say he was right and even happier to say that, upon returning from Spain, my positivity had been restored and I am now teaching Spanish at the Blairsville-Saltsburg School district and working on my Master's Degree at the University of Pittsburgh. So, as they say along the trail in Spain: ¡Buen Camino!

IUP 2011 Spring Methodology Conference on Foreign Language Teaching: Mark Your Calendars for 2012 and Like Us on Facebook

Every April, the Department of Foreign Languages holds the IUP Spring Methodology Conference on Foreign Language Teaching. It attracts annually at the beautiful Chestnut Ridge Golf Club and Resort (132 Pine Ridge Road, Blairsville) around 200 high school and college teachers of French, German, and Spanish. Past keynote speakers have included June K. Phillips (Past president ACTFL), Renate A. Schultz (University of Arizona), Miles Turnbull (University of Prince Edward



The Conference Committee: Dr. McDaniel, Dr. Glisan, Dr. Barton, Keynote Speaker Dr. Duarte Silva, Dr. Brooks, Dr. Witthöeft, Dr. Dassier, and Dr. Zambrano-Paff.

Island), Emily Spinelli (Past president, American Associa-

tion of Teachers of Spanish & Portuguese), and Duarte Silva (Stanford University and Director, the California Foreign Language Project). **Mark your calendars: The next conference will take place at the Chestnut Ridge on April 27, 2012,** and our keynote speaker will be Richard Donato (University of Pittsburgh). You can also find the IUP Spring Methodology Conference on Foreign Language Teaching on FACEBOOK and LIKE its page to keep up to date with everything related to the conference. (URL: <http://www.iupmethodologyconference.com>).



Past and present IUP Spanish Education majors and Dr. Glisan

The Foreign Languages NING Network

Do you NING? A NING network is a private thematic social network, a little bit like Facebook but centered on specific topics or themes and accessible by invitation only (as you know, some states have made it illegal for faculty and students to be friends on Facebook and My Space). Did you know that the

Department of Foreign Languages generously sponsors its own NING network? It's called IUP-ForeignLanguageEdu. Its primary purpose is to provide to our faculty and students a social network devoted to the study of foreign languages. If you and your students (minors and majors only) want to be granted access to the IUPForeignLanguageEdu social

network and enjoy all its resources, please send an email message to dassier@iup.edu (Subject: Invitation IUP NING Network). In return, you will receive an invitation to join the network by email. Gracias, Merci, Danke, Xiexie. (URL: <http://iupforeignlanguageedu.ning.com>)

Faculty News

•**Dr. Frank B. Brooks** presented two papers at the 2010 annual meeting of ACTFL in Boston:

(1) *"On the Mend: Working the Lang/Lit Split, Achieving Advanced Speaking, Writing, and 'Literary' Proficiencies,"* during an ACTFL Plenary Session follow up with **Drs. Sean McDaniel** and **Dawn Smith-Sherwood**; and (2) *"PACE-ING Grammar and Communication Through A Guided Participatory Approach"* with **Dr. Jean-Louis Dassier**.

•**Dr. Paul Carranza** presented a paper at the 10th Biennial Conference of the Society for Renaissance and Baroque Hispanic Poetry at Queen's University in Belfast, Northern Ireland, on September 5.

•**Dr. Laura Delbrugge's** book, *A Scholarly Edition of Andrés de Li's Thesoro de la passion (1494)*, was published by Brill Press in May 2011.

•**Dr. Eileen W. Glisan** is directing ACTFL's new Research Priorities in Foreign Language Education Project, an endeavor through which research areas have been identified for research critical to moving language education forward in the U.S. In Phase I, scholars in the field are completing reviews of the literature in these priority areas. The reviews will be published in a special issue of *Foreign Language Annals*, which Dr. Glisan is co-editing for publication in May 2012. Dr. Glisan completed her work as Chair of the Professional Development Task Force for ACTFL's

"Decade of Standards: Influence, Impact, Future Directions" grant-funded project. In her capacity as Immediate Past President of the American Council on the Teaching of Foreign Languages (ACTFL), she represented the organization and presented at the second ACTFL CEFR Conference in Provo, Utah, in August.

•**Dr. Lydia Rodríguez** participated in the AATSP Conference in Washington, D.C. At the conference, she was invited to attend a reception hosted by Mr. Jorge



Dez-

callar, the Ambassador of Spain. Moreover, she had the honor of meeting and speaking with US Latina author Esmeralda Santiago; in addition to brainstorming new conference and journal ideas with Executive Director of the MLA Rosemary Feal. Dr. Rodríguez's presentation was titled "The Family in Loida Maritza Pérez's *Geographies of Home*."

•**Dr. Marjorie Zambrano-Paff** has published two articles, "The Impact of Interpreters' Linguistic Choices in Bilingual Hearings," in *Selected Proceedings of the 13th Hispanic Linguistics Symposium*, and "Immigration Interpreter's Co-Construction of Defendant's Testimony through Coercive Linguistic Techniques" (Part II), in the *Hispanic Journal*, v. 32 (2011). Recent conference presentations include "Pragmatics: A Fourth 'P' in

Teaching Culture?" at the IUP Spring Methodology Conference on Foreign Language Teaching, (April 2011), "Mediated Humor in the Legal Setting: the Construction of New Identities," at the International Society for Language Studies (ISLS), Aruba, (June 2011), and "Teaching Culture through Pragmatics" at Georgia Mason University, D.C. (August 2011).

Student News

•**Naysa Altmeyer** ('09) accepted a teaching position in the Blairsville-Saltsburg School District. She is also pursuing a Master's Degree at the University of Pittsburgh.

•**Allison Toolin Ávila** ('11) has accepted a long-term substitute position in Spanish at Springdale Jr.-Sr. High School, PA.

•**Maurice Childs** ('11) has accepted a position as a North American Language and Culture Assistant in Spain.

•**Emily Dowdell** ('09) accepted a teaching position in the Upper St. Clair School District, Pittsburgh, PA.

•**Angela Duffy** ('10) accepted a teaching position in the Washington (PA) School District.

•**Stacey Hanson** ('11) has accepted a teaching position in Ronda, Spain for a year.

•**Suzanne Johnston** ('11) was accepted into the MA program in Spanish Linguistics at Michigan State University.

•**Darla Kiefer** ('10) accepted a teaching position in the United School District, Armagh, PA.

•**Kimberly Kowalski** ('10) accepted a teaching position in the Moon Township School District, Moon Township, PA.

•**Amanda McAnulty** ('05) accepted a new teaching position in the Indiana Area School District.

•**Maria Robinson** ('09) accepted a teaching position at Springfield Township High School in Philadelphia, PA.

Nancy, France Summer Program 2012

A delegation of seven IUP and two Bloomsburg University students participated in the month-long 2011 *Cours d'été pour étudiants étrangers* hosted by the *Université de Nancy 2*. Over 30 European, Asian, African and North American nationalities were represented in the group which totaled 140 students. In addition to intensive daily instruction in French language,



culture and history, the group benefited from cultural excursions

and long weekend trips to the Normandy coast, Paris and Luxembourg. Plans for the 2012 edition of the *Cours* are already under way with visits scheduled to the châteaux of the Loire valley and the world famous Mont-Saint-Michel monastery.

VALLADOLID Spring 2011

During the spring semester of 2011, ten students participated in the 49th annual spring study abroad program in Valladolid, Spain. Led by Dr. Liliana Jurewicz, the group included

Stacie Saracco, Quion Gunning, Lauren Kaczynski, Kylie Smith,



Kirsten Kraker, Kesley Isaza, Joshua Frankenfield, Jennifer Yasechko, Courtney Smith, and Casey Ryan. Student took fifteen to eighteen credits of Spanish coursework and traveled extensively during class breaks. Next year's program is in the planning stages now, and those interested

should contact Dr. Jurewicz at lej@iup.edu as soon as possible and also visit the department website

(www.iup.edu/foreignlanguages) for more information.



Chinese Language Student Studies in China, Taiwan

My trip to Taiwan was truly unforgettable. Although the island is very small, there was just too much for me to see during my 3-month summer stay. I landed at Taoyuan airport early June to start studying Chinese language. I spent a great deal of my time in the northern city in the New Taipei City District, Danshui which is known for Iron Eggs and romantic sunsets across the beach. However, when I had time off I spent a lot of my time sampling the local foods and city life in the Yonghe District in Taipei. No matter what kind of thing tickles your fancy, I guarantee you can find it in Taipei. Food from all over the world can be found there. And if you're one for animals (very much like myself) you'll love the wildlife that is specific to Taiwan only. The Formosan Magpie is one of the most beautiful birds I've ever seen, and my favorite animal is definitely the Formosan Black Bear (or Moon Bear for short). The Taipei Zoo is great for seeing animals from all across the globe but even some close to the



Meghan Ann Lupole, a third year Chinese language student (with a major in Asian Studies), studied Chinese at Tamkang University in Taiwan for three months this past summer. The picture shows her posing with a sculpture of the Formosan Black Bear, the largest mammal and only native bear in Taiwan.

hearts of the Taiwanese people. My adventures in Taiwan will never be forgotten: a people who are hospitable and extremely kind and a land which is as modern as it is beautiful.

Department Hosts Annual Majors and Minors Meeting

Over seventy students attended the annual Foreign Language Majors and Minors Night held Wednesday, Sept. 21, 2011 in Wallwork Hall. Students were able to meet all departmental professors, and talk to them about departmental programs of study, study abroad opportuni-

ties, and career choices. If you were not able to attend this meeting and need more information about any of the departmental offerings you can contact the department at (724) 357-2325 as well as



check out the website at www.iup.edu/foreignlanguages.



"LIFE IN FRENCH" POSTER CONTEST

Department of Foreign Languages

2011 CONTEST THEMES

The "LIFE IN FRENCH" POSTER CONTEST themes are based on The French Language Initiative (Partnership between the Embassy of France in the U.S. and the American Association of Teachers of French).

Themes and topics may be found on the following websites:

The World Speaks French: <http://www.theworldspeaksfrench.org/index.html>

ELIGIBILITY

The "LIFE IN FRENCH" POSTER CONTEST is sponsored by the Department of Foreign Languages at Indiana University of Pennsylvania. The contest is open to all students currently enrolled at IUP. Posters submitted by artists who are not enrolled at IUP will not be considered by the judges. It is however NOT necessary to be enrolled in a French course to enter the contest.

To be eligible for the contest the candidates must fill an entry form (available online and in Sutton 405); entry form and artwork must be turned to Dr. Dassier (Office: Sutton 405, mailbox: Sutton 455) no later than FRIDAY, NOVEMBER 18th, 2011.

**Topic 1:
THE WORLD SPEAKS
FRENCH**

**Topic 2:
THE WORLD
LEARNS FRENCH**

**Topic 3:
THE WORLD
NEEDS FRENCH**

CONTEST RULES

- Any media may be used to create a flat or two-dimensional effect (paint, crayon, colored pencil, charcoal, stickers, computer art, paper or other materials on a regular poster board).
- Poster size must be between 8.5" x 11" and 22" x 28".
- All posters must be created by an individual student rather than a team of students.
- One of the three 2011 Stewardship titles ("THE WORLD SPEAKS FRENCH," "THE WORLD LEARNS FRENCH," or "THE WORLD NEEDS FRENCH") must be on the poster. (Please, don't use any other title)
- The name of the artist (and Email address) must appear only on the back of the poster and must have an entry form to be eligible for judging.
- Artists may enter more than one poster in the contest.
- Artists understand that their artwork, upon entering the contest, is considered to be donated to the Department of Foreign Languages at IUP. The winning posters may not be claimed back as they will be displayed throughout campus. Posters that are not displayed on campus may be claimed after December 1st, any Tuesday between 9:00am and noon, in Sutton 405.
- Posters will be judged between November 19th and December 5th. The name of the artists will not be revealed to the judges during the contest (blind review). Results of the contest will be posted on the French Board located on the 4th floor of Sutton Hall, next to the Department of Foreign Languages; the top three winners will be individually contacted by Email before December 6th, 2011.
- The winning posters will be displayed on the French advertisement boards in Sutton Hall (4th Floor), Eberly 210, Eberly 212, Eberly 313.
- The winning artists (first place through 3rd place) will be awarded a gift certificate of their choice donated by the IUP French faculty (ranging in value from \$25 to \$50).

**More info: Contact
dassier@iup.edu**

POSTER EVALUATIONS
The "LIFE IN FRENCH"
POSTER

CONTEST entries are re-
viewed

by a panel consisting of the
faculty from the IUP French
program and local guest art-
ists/

art professors. The posters
are evaluated on the following
criteria:

- Visual effectiveness (50 percent)
- Effectiveness of the advocacy message (20 percent)
- Originality (20 percent) and
- Universal appeal (10 percent)

DEADLINE:

NOVEMBER 18, 2011

**More Questions?
Contact Dr. Dassier at
dassier@iup.edu or
leave a
message at 724-357-
7965.**

