

C&T News

Volume 17, Issue 2
Spring, 2004

Composition & TESOL

Graduate Studies in Composition and TESOL at Indiana University of Pennsylvania

A Farewell to Wendy Bishop

Compiled by Tom McLaren

Friends Remember Her

Wendy Bishop was a star in the field and a credit to our program. We all mourn her passing. Here are some friends remembering her.

Having It All

Finally, on this snowy Sunday morning, there is time to write about Wendy. The hubbub of the end of the fall semester and the end of a book are behind. So, then, what to write? I could tell of the first time I saw Wendy, a brand new doctoral student sitting next to a window thrown open to catch the fatigued breezes that are summer sessions at IUP. She was the only one to ask a question as I explained qualitative analysis, guesting in Pat Hartwell's Intro to Research Methods class. I could tell of our walking the streets at Minneapolis CCCC arguing about the nature of bias in her dissertation. Or I could tell of her sharing the letters her father wrote her mother during his military service. All these memories re-create Wendy; she becomes now again. So memories are certainly what to write about. But which memories? The choices will create Wendy this morning. No small sculpting.

I choose two memories to make my Wendy this December Sunday. The first is Wendy and I sitting in my kitchen, sipping wine, while my wife, Marge, cooks dinner and laughs. Why this fit of three people? The three of us meet only every few years, but our fit is 10W-30 slick, like a well cared for engine, we hum and warm. Marge is very selective and has chosen Wendy from among many other doctoral students. Later that night, as we clear the table, Marge explains, "With Wendy, it's always like we just talked to each other yesterday."



Dr. Rafoth, Crystal Bickford, Dr. Pagnucci

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Rafoth Chairs Conference

by Tom McLaren and Shanti Bruce

IWCA NCPTW

Dr. Ben Rafoth coordinated the first-ever joint conference of the International Writing Centers Association (IWCA) and the National Conference on Peer Tutoring in Writing (NCPTW). It took place October 23-25, 2003.

Though he received a lot of help from the conference planning committee and **Traci Augostosky**, his assistant and the chair of the proposal review committee, it was Rafoth's responsibility to put

together the program, including opening events, keynote speaker, meals, and entertainment. "I think the hardest thing about coordinating a conference like this is the unknown. Until it happens, one can't be sure how many people will show up to each event, how many vegetarian meals people will request, how many people will appear who did not register, and so on. There are many factors like this that kept me awake at night. But in the end, we had 951 people in attendance, a record number."

Writing center tutors, directors, composition faculty, college administrators, and exhibitors from around the world gathered for the 2003 Joint IWCA-NCPTW Conference in Hershey, PA, for a weekend of getting to know one another and sharing ideas. With a record-breaking 950 people in attendance, the 125 concurrent sessions were well-attended and the poster sessions made for interesting coffee talk.

Conference Chair Ben Rafoth, Program Chair Traci Augostosky, Registration Guru Jim Peterson, and a host of other IUP graduate students and writing center tutors put in overtime to make sure this conference would be more than just work. With chocolate socials, trips to Chocolate World and the Hershey Theme Park, and night hiking through the surrounding trails, participants were treated to more than just best practices.

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Indiana University of Pennsylvania

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Director's Column

As I read through previous *C&TNews* issues, I can easily see the amount of energy and time it took to put together and edit these letters. I admire the kind of talent it takes to process a newsletter—to not only report news, but also to build the voice within the letter based on the audience of readers. I want to thank **Gian Pagnucci** for editing *C&TNews* over the past nine years. As the editor, Gian immediately took on the task with interest, technical literacy, and a new voice. Thank you, Gian! I also want to congratulate **Nancy Bell**, our new *C&TNews* editor. It is already obvious that Nancy and our new student editor, **Tom McLaren**, bring fresh ideas and enthusiasm to the job.

I also want to thank **Robert Saxon**, our talented Website designer. Robert has helped us to design our new Website: www.english.iup.edu/graduate/ct. Now you can go on line to learn about our doctoral program, including residency requirements, course requirements and descriptions of courses, the research requirement, the Qualifying Evaluation (Degree Candidacy) process, the two core reading lists (one for Composition and one for TESOL), the Culminating Evaluation process, and the dissertation requirement. Likewise, you can find answers to questions about the MA TE program, including admissions information, course requirements and descriptions, financial resources, the Praxis Exam, and supervised field experiences. You can also find answers to your queries about our MA TESOL program, such as course requirements and descriptions, the Award for Creative Excellence, the Portfolio requirement, TESOL Grad Student Forum, Checklist for Graduates Seeking ESL Teaching Positions in Pennsylvania, and more.

C&TNews issues are also available on our Website, as well as our schedules of course offerings (with faculty-written blurbs about what the course will include, such as text and course requirements). You can also read faculty profiles, locate faculty e-mail addresses and phone numbers, and learn about the history of our program. I hope you log on to our site to find answers to your questions or to simply learn more about our recently revised programs.

I am looking forward to greeting new summer program students and welcoming back students from previous summers. As I will be in Asia during the first summer session, **Don McAndrew**, our previous program director, and **Cathy Renwick**, our program office manager, will be facilitating the orientation for new summer students on Sunday evening (6:00 p.m.), June 6. If you are a new student and starting in the summer, make sure to come to Leonard Hall to attend this informative orientation. I will be back to teach during the second summer session and look forward to talking with all of you!

We also have orientations for students beginning in the Fall. The office of International Affairs has an orientation for all incoming international students; this orientation begins on August 23 (arrival date) with an informal pizza party from 9:00-11:00 p.m. The formal orientation is in the Ohio room at the Hub and begins at 9:00 a.m. on August 24. This orientation lasts two days and is very informative, so it is important to attend it. During the orientation, on Wednesday, August 25, at 10:30 a.m. all MA TESOL students need to meet with Lilia Savova, the MA TESOL Program Coordinator, in 112 Leonard Hall. In addition, we would like all new American MA TESOL students to come to this MA TESOL program orientation.

If you are a new international or American doctoral student joining our doctoral program in the Fall semester, please make sure to attend our program orientation on Saturday, August 28th. Our Composition and TESOL program orientation will be shortly after the Graduate School orientation for all new American graduate students. At this time, you can learn about program requirements, get answers to your questions, meet some of our veteran students, and enjoy food while making new friends.

—Jerry Gebhard



Continued from page 1

I also choose another memory. Wendy, Sharon Wieland, and I are having dinner at NCTE's spring convention at the Broadmoor in Colorado Springs. The three of us planned to come in a day early so that we would have time to play together. We toured Garden of the Gods and saw the Sangre de Cristo mountains in the distance. At dinner, our talk is of families and teaching and writing, as usual. Wendy and Sharon work hard to teach me about what it's like to be a woman who wants to be the best mother, the best teacher and the best writer and scholar. They talk of juggling children, spouses, colleagues, administrators and publishers. Their words are heavy with soreness and disappointments. Finally, I interrupt, and attempt to sooth by saying that maybe trying to be the best mother, wife and writer is self-defeating; maybe you just can't have it all. Wendy throws her hair back and says, "But, Don, we want it all!" Years later, she had published many books and was a leader in CCCC, and I received a wedding photo of Wendy, her husband, Dean, and their children. Wendy's kids, who I knew from infancy, were children no more. Her husband smiled proudly. I recalled Wendy's comment at NCTE Colorado Springs and thought that Wendy, indeed, had done it—she got it all.—*Don McAndrew, Advisor*

Fellow Alumnus and Friend

"Wendy, indeed, had done it—she got it all."

Late at night, if we'd been good and done our work, Wendy and I would walk through the summer darkness to hear jazz and drink a Heineken at the Brown Hotel. During these walks, we transformed ourselves: we were no longer grad students struggling with a new discourse community, no longer lonely parents doing

summer school away from our families, no longer strangers. In a place without friction, we talked our way through the streets of Indiana, PA, sometimes for hours before and after that single beer.

Nineteen years ago, in our first PhD-level class, Wendy and I were assigned to co-author an annotated bib. Neither of us was at all sure we really wanted a PhD—we shared bad experiences with MA programs—but in an incredible stroke of kismet, we looked around a room of strangers, simultaneously settled our eyes on one another, and somehow KNEW that we were partners. And the assignment became a friendship; we propped each other up and held onto each other through degrees we might never have completed alone. Somehow, I thought my best thoughts with Wendy: she had this electricity about her which brought me out, which (I later learned) brought lots of people out. From that beginning we spent years sharing stories about the role of emotion in education: how much we came to

love certain students, how they came to love us, how that love was essential to the learning. As she became more and more prominent in composition, and I became more and more convinced that classrooms were more important than national conferences, we saw each other less and less, relying on e-mail that would rise up in furious activity only to fade into six-month silences. But last year, we finally co-authored that essay we'd been writing for 17 years, on love in the classroom. We thought we were finally wrapping up a conversation; I guess we were wrapping up more than that: no more misbehaving at conferences for this duo. The last time we got together—in Savannah at the IWCA—we walked for hours through the historic district, had one Heineken, and walked some more.

Although Wendy never spent a lot of time working in writing centers, she was a writing center person at heart. I sometimes imagine that she saw the whole world as one giant writing center, which is why her work spoke to so many of us. Collaboration, conversation, revision: this was her way of life; this was what we accomplished together in our hundreds of miles of walking.

I just looked on the Web, and it appears they're still playing music at the Brown Hotel. Maybe someone up in Pennsylvania could stop by and have a Heineken for Wendy. She'd like that.—*Kevin Davis, East Central University, IUPalum*

A Heart of Gold

During my first year here in Indiana for the C&T Ph.D. program, I found myself caught in that end-of-the-semester panic, staring at a blank computer screen and wishing I could find a way to make the required twenty pages magically appear. I remember that it was a very hot and humid April night, and every movement seemed slowed. I was feeling what I imagine many first-year doctoral students (and second, and third, too) might feel: what have I done? Can I really do this? Do I really want to?

I cast my net wide to find possible inspiration and sources for that project, and I turned to an essay by Wendy Bishop, "Heart of Gold," from the collection *Living Rhetoric and Composition: Stories of the Discipline*, edited by Duane H. Roen, Stuart C. Brown, and Theresa Enos. In this essay, Wendy describes her experiences at IUP and her journey into the field of rhet/comp. Reading about this person who had been where I was and moved forward brought tears to my eyes and gave me a bit of the hope I needed. Later that night, in what would be my first-ever fan letter, I tracked down Wendy's e-mail address and sent her a note, thanking

"Collaboration, conversation, revision: this was her way of life"

her for being not just an academic source, but a personal one as well.

I didn't really expect an answer, but one was in my inbox before 6:30 the next morning. Wendy was amazingly warm and supportive in her response, assuring me that she had felt much of what I was feeling, too, and that I would find a way through. She invited me to keep in touch, especially when I started on my dissertation.

"It was who she was as a person that I found most extraordinary"

The following year, I interviewed Wendy for the C&T News (Spring 2003), and I found her to be just as warm in person. She spoke of how IUP became the "first friendly place for [her] in the academy," and it occurred to me then that she seemed committed to extending that friendliness to others in the field as well.

A few months later, we exchanged e-mails again, this time with me seeking advice about overcoming the fear of publishing. Who better to ask than someone as prolific as Wendy? With her usual warmth and modesty, she extended herself and her experience to me. She told me that with some of her writing, what she pictured most were readers—the teachers out there who are just where she was, 20 years ago—wishing they could be in dialogue with that author. Publishing, she said, allowed her to participate in that compact. Yes, the fear was there, she said, but she told me to go with my hunches, and she urged me "to just kick off from the edge and try to enjoy it."

Wendy's academic achievements were significant, but it was who she was as a person that I found most extraordinary. She didn't just write; she was engaging in dialogue. She reached out to readers on the other side of the page. Whenever possible, she mentored students—even anonymous ones who reached out to her from other places. Wendy was an inspiration and a role model. As do so many, I miss her. —*Kelli L. Custer, IUP C&T Ph.D. Candidate*

Continued from page 1

Kurt Bouman, Punxsutawney Writing Center Director, could be found behind the registration table howling away on a harmonica, singing writing center-based remakes of songs, including fan favorite "Three-to-Five Sources" (sung to the tune of "Wild Horses" by the Rolling Stones), and **Kevin Dvorak** provided a creative outlet by setting up a Spontaneous Writing Booth where people selected prompts, wrote spontaneous prose and poetry, and posted their writings for all to enjoy.

". . .the hardest thing about coordinating a conference like this is the unknown"

Alumni currently serving as writing center directors, **Beth Boquet** (Fairfield University), **Michelle Eodice** (University of Kansas), **Todd Krug** (St. Joseph's University), and their tutors were also in attendance. When the conference concluded, **Alex Doehrer** wrote an article, "Writing Back in Hershey," for *The Dangling Modifier*.

MA TESOL News

by Lilia Savova

For the fourth consecutive year, students from the MA TESOL Program will be representing our department and university at the TESOL 2004 Graduate Student Forum (GSF) and Convention in Long Beach, California, on March 30, 2004. After serving as GSF hosts, organizers and presenters for three years, this year they are returning in great numbers as presenters. Over 20 students have had their proposals accepted. To meet professional standards and prepare for other TESOL conferences, students attended five workshops on proposal writing offered by Dr. Lilia Savova in fall 2003. Thanks to the generous support from the C & T Program, the English Department and the Office of Graduate Research, MA TESOL students are now developing a video film about the GSF and other multimedia projects. They have also started an online journal for graduate research "TESOL Grad Student Platform." This journal will solicit outstanding work by TESOL graduate students nationally and internationally. It will also offer an interactive discussion forum. The first issue is expected to appear by the end of April, 2004. ♦

EGO News

by Angelique Medvesky

The fall and spring semesters have been very eventful for the English Graduate Organization. **Heather Duda** (PhD Lit), the organization's vice-president, has been busy chairing the committee for the second annual conference that was held at IUP on February 20th and 21st. The conference, entitled "All Together Now: Culture and Society on an (Inter)National Stage," was a big success and we were happy to see graduate students from other departments presenting and attending. Dr. Keith Gilyard, a professor and author from Penn State University, presented the keynote speech on Friday night.

EGO has sponsored many informative workshops already this semester. On January 29th, Dr. **Ben Rafoth** led a CV workshop in the writing center. Students were encouraged to bring a copy of their CV on a disk as it was a "working" workshop. On February 9th, Dr. **Martha Bower** presented a workshop on "Writing Effective Proposals." The workshop was held in Nicholson Library and those in attendance learned the do's and don'ts when preparing for a conference.

A "Who's Who in the University" will be the topic of our next workshop. The workshop is tentatively scheduled for March 5th at 1:00 pm. Dr. **Gail Berlin** will be leading the workshop. We are also anticipating scheduling an IRB workshop in March.

Amy Hagenrater (PhD Lit), EGO's social coordinator, has been busy all year planning various outings and events. Among many things, members of EGO have gone canoeing at Yellow Creek, bowling, and have seen movies and gone to dinner. EGO is also hoping to participate in a charity softball tournament sponsored by GSA this April.

Thank you to both **Claire Norris** (PhD Lit) and **Kelli Custer** (PhD C&T) for their leadership roles as co-presidents for the 2003/2004 school year! EGO presidential nominations for the 2004/2005 school year will be held on April 15th. Elections will be held on April 29th.

All English graduate students are automatically members of EGO. EGO meets every other week. The dates are always posted in the English lounge in Leonard Hall. Please check out EGO'S website at <http://www.people.iup.edu/vzzk/>. You can also join the listserv at iupeg@yahoo.com.

Program Founding Professor Dies

by Tom McLaren

We are also saddened by the loss of a former faculty member who passed recently, Dr. Marilyn Sternglass. A Pittsburgh native, Sternglass grew up in Squirrel Hill, attended Allderdice High School, received her Bachelor's and Master's Degrees in English from Carnegie-Mellon University and her Ph.D. in linguistics from the University of Pittsburgh. She went on to an illustrious teaching career which included time at Carnegie Mellon, Community College of Allegheny County, Indiana University of Pennsylvania, Indiana University at Bloomington, and the City College of the City University of New York.

Dr. Sternglass worked in the field of Basic Writing, empowering basic writing students to speak with their own voices. Her book, *Time to Know Them: A Longitudinal Study of Writing and Learning at the College Level*, was the 1998 co-winner of the Mina Shaughnessy Prize of the Modern Language Association and winner of the 1999 Conference on College Composition and Communication Outstanding Book Award.

Professor Sternglass, along with Dr. Frank Como, were the architects of our English Department's first Ph.D. program designing it for leading teachers in community and four-year colleges and instituting our widely imitated summers only program.

From 1975-1978, Dr. Sternglass was the first director of the Ph.D. program, then called "English Education," the forerunner of our current C&T program.

Professor **Dan Tannacito** who, along with the late Dr. **Pat Hartwell**, worked with her after they joined the program in 1977 says that: "In addition to being a composition scholar, Sternglass was an ardent advocate within the department and across campus for the program, one of only 20 such programs in the country at the time."

"As the first faculty member to be hired into the program from outside," says Tannacito, "Professor Sternglass brought a key curricular vision to the preparation of English teachers by focusing on the research and pedagogy of reading and writing—courses she taught regularly. Her uniqueness was also evident in her realization that the professionally-prepared English teacher needed grounding in rhetoric and linguistics, including psycholinguistics, sociolinguistics, and TESOL related courses. This recognition enabled the program to expand and be renamed 'Rhetoric & Linguistics' after her tenure at IUP."

Grad Students Organize Conference

by Mary Verbout

The second annual Interdisciplinary Graduate Conference “All Together Now: Culture and Society on an (Inter)national Stage” was held Friday and Saturday, February 20 and 21, 2004. The purpose of this conference, which is co-sponsored by GSA and EGO, is to bring the diverse disciplines of graduate students at IUP together to explore other fields and share with one another. Registration was free to all and included continental breakfast, lunch, and afternoon snack. How was that possible, you ask? In addition to funding from EGO and GSA, generous support came from the two Directors of Graduate Studies, Dr. **Jerry Gebhard** (Composition and TESOL), and Dr. **Karen Dandurand** (Literature and Criticism). In addition, several publishing houses had tables set up and provided funding for beverages and snacks.

The conference kicked off Friday evening at 6:00 p.m. in the HUB with a keynote address from Keith Gilyard, “Toward Critical Ethnicity in Academic and Popular Culture.” Keith Gilyard is Professor of English at Pennsylvania State University. His extensive writings on language and education include the books *Voices of the Self* and *Let's Flip the Script: An African American Discourse on Language, Literature, and Learning*. He is a former head of the Conference on College Composition and Communication and is a recent inductee into the International Literary Hall of Fame for Writers of African Descent, housed in the Gwendolyn Brooks Center at Chicago State University.

The conference continued on Saturday with registration beginning at 9:00 a.m. Presentation formats included panels, roundtable discussions, and workshops. Over 40 presenters explored topics ranging from the connection between animal abuse and interhuman violence to the role literature can play in teaching critical thinking skills. Professor **Ben Rafoth** reprised the CV writing workshop he gave earlier this semester. The conference wrapped up with an open-mic night of poetry, fiction, and music at Commonplace Coffee House from 8:00 until 10:00.

Since October, 2003, Chair **Heather Duda**, doctoral student in Literature and Criticism program, and a group of dedicated volunteers worked to bring this conference to the IUP community. ♦

Writing Center Upgrade

by Kevin Dvorak

During one of their first meetings of the Fall 2003 semester, Dr. Ben Rafoth, director of the IUP Writing Center for the past 16 years, and his new graduate assistant, Kevin Dvorak, former Assistant Director of the Writing Center at Sonoma State University, discussed ideas for changing two specific elements of the Writing Center: its physical layout and the wages tutors earned. “To me, it was one of those conversations that seemed more hypothetical than practical,” said Dr. Rafoth. “At first, I really didn’t think that it would go much further.”

The conversation did go further. And by the end of October, just after Rafoth had finished successfully running the International Writing Center Association’s Conference, Rafoth and Dvorak had put together a concrete plan.

“What I had envisioned early on was changing the cubicle-style tutoring station area we had into a more comfortable, coffeehouse-like environment where people could sit on couches, relax, drink a lot of coffee, and talk about writing,” Dvorak said. So, in an effort to remodel, the two spent a lot of time planning what the new space would look like—if they could get the money.

After revising the draft to meet the demand of their specific audience, Rafoth and Dvorak sent a copy to one dean. And, as expected, they were told that there was no funding currently available there, but they could try elsewhere. So, they did. And they met the same response. So, they did again. This time, they were met with a positive response. But the mission was not complete. The harder part was actually yet to come: to convince another Dean’s office that Writing Center tutors should earn more than minimum wage.

“Tutoring is hard work mentally,” said Dvorak. “It just didn’t seem right to me that the people who work here should be paid minimum wage for the amount they assist this community.” So, it was back to the proposal board. And after numerous emails, the two finally had a chance to sit down in person with Dr. Yaw Asamoah, Dean of the College of Arts and Humanities. Asamoah was highly receptive to Rafoth and Dvorak’s proposal, and much to the surprise of the two, did not need much, if any, convincing that tutors should be paid more.

The Writing Center now has two couches, a coffee bar, and small water fountain (the last being donated) that comprise a more student-friendly writing atmosphere. Tutors are being paid higher wages that better accommodate the fantastic work that they do. “This has become such a better place to work,” said Alex Doehrer, current graduate tutor, before he sipped a cup of coffee. “Students I’ve worked with have been extremely receptive to how the place works—and we tutors are all much happier too.”

Student News

Mubarak Alkhatnai presented a paper entitled "Privacy Concerns when Using E-mail as a Teaching Tool" at the Two Year College English Association conference. He also presented this year at the Pennsylvania Council of Teachers of English and Language Arts and at the English Association of Pennsylvania State Universities.

Mubarak Alkhatnai, Fawziya Alawadi, Haroon Al-Qahtani, and Amanda Moore jointly presented "Making your own Educational Videos" at this year's Three Rivers TESOL conference.

Kelli Custer's essay "Up the Virtual Staircase" will appear in the Spring 2004 issue of *Rendezvous*.

Alex Doehrer, M.A. Generalist and **Amanda Moore**, M.A. TESOL are co-editing a new online journal: *TESOL Graduate Student Platform*. Amanda is presenting at the Graduate Student Forum at the TESOL 2004 conference in Long Beach. Her presentation is entitled "Using Dictionaries to Increase Intermediate ESL Vocabulary." Alex will be attending the TESOL conference to conduct public relations, make contacts, compile manuscripts, photograph events, and write articles for the journal and website.

John Dunn will present a paper on "The History of High-stakes Writing Assessment" at the Conference on College Composition and Communication in San Antonio in March.

Yi-Wen Huang, in addition to her presentations at IUP's graduate conference, will present "Family Structure, Language and Ethnic Identity Among Second Generation Chinese-American Children and Adolescents" at the Pennsylvania College English Associations Conference.

Elaine Huber (PhD, 2002) recently published "Unexplored Territory: Writing Instruction in Pennsylvania

Homeschool Settings, Grades 9-11" in the journal *Home School Researcher*. A follow-up piece by Elaine is scheduled to appear later this spring in the same journal. The article was based on her dissertation, completed in 2002 and directed by Ben Rafoth.

Chad Eric Littleton will be presenting a workshop with Pamela B. Childers entitled "Prioritizing in the Writing Center: Visions and Reality" at the Southeastern Writing Centers Association's conference in Atlanta in February.

Tom McLaren presented papers in the Fall at Georgia State University's New Voices Conference and at the English Association of Pennsylvania State Universities Conference. This spring, along with presenting at IUP's graduate conference, he will be presenting a paper entitled "Artaud's Cruelty as Invention in the Process-based Creative Writing Classroom" at the Pennsylvania College English Association Conference and one at 4C's with David Zuzak entitled "Anchoring Session Issues Using an Audience Awareness Scoring Rubric."

Amy Jo Minett has a book chapter forthcoming in *Changing Cultures, Changing Identity: Writing Center(ed) Work Across the World*, edited by Joan Mullin (University of Toledo) and Leigh Ryan (University of Maryland). Her chapter reflects on a creative writing workshop and journal she launched for students at Central European University in Budapest, Hungary, and the ways in which students' creative writing may resist the conventions (and colonial constructs) of academic English.

Joanna N. Paull will be published in the Winter 2004 issue of the Louisiana English Journal with an article addressing composition teachers' integration of technology in their college classrooms. Her tentative title is "Teacher, My Login Won't Work: An Investigation of the Goals of College Composition Instructors' Integration of Technology in their Classrooms."

Heidi Stevenson is presenting at the Michigan Academy of Arts and Sciences 2004 Annual Meetings, being published in an anthology on modernism and presenting a paper at the Conference on College Composition and Communication, San Antonio, TX, in March, 2004, entitled "Ecocomposition: Limited Theory or Metapedagogy?"

Theresa Jinling Tseng has had her article "Challenges may Offer Opportunities to Grow Professionally" published in the latest issue (Volume 5, issue 2) of the Nonnative English Speakers in TESOL Caucus E-Newsletter TESOL 2004 and will present a paper entitled "Historical Perspectives on Second Language Error Correction in the Twentieth Century" at this year's PhD student Forum at the TESOL convention.

Denise Williams presented a paper entitled "Converging Pathways: Communities, Connections, and Process on the Navajo Indian Reservation" at West Chester University in October and one entitled "The Chinese, Technology and the Internet" at Three Rivers TESOL at the University of Pittsburgh on Nov. 1st.

Graduates

Congratulations!

MA/TESOL December Graduates

Yun Ju Chen, Isabel Bolanos-Villalobos, Yoshio Fujiwara, Jiajia He, Cheng-Chin Huang, Tsuchiya Sonoko

MA/Teaching English December Graduate

Lea J. Delcocot

Dissertation Defenses

Jamie Beatty, "Composition and Sobriety: Stories of Women Writing Recovery and Spirituality into Their Lives," directed by Dr. Bennett Rafoth.

Toshie Noji, "The Socialization of Japanese ESL Students into Oral Discourse Practices at a U.S. University," directed by Dr. Ali Aghbar.

Jeehee Sung, "The Influence of the Knowledge and Use of Lexical Collocations on the Speaking Proficiency," directed by Dr. Ali Aghbar.

Rula Bataineh, "A Cross-Cultural Study of the Speech Act of Apology in American English and Jordanian Arabic," directed by Dr. Ali Aghbar.

Reka Meray, "Using Think-aloud Protocols to Investigate the Rereading Process of Native and Non-Native Speakers of English," directed by Dr. Carole Bencich.

Jeanette Berger, "Keeping the Faith: Case Studies of University Teachers Negotiating Critical Pedagogy," directed by Dr. Gian Pagnucci.

Abdulaziz Fageeh, "Saudi College Students' Beliefs Regarding Their English Writing Difficulties," directed by Dr. Jeannine (Donna) Fontaine.

Eric Stainbrook, "Reading Comics: A Theoretical Analysis of Textuality and Discourse in the Comics Medium," directed by Dr. Gian Pagnucci.

Richard Theis, "Mapping the Geography: A Narrative of Long-Term Adjunct Composition Teaching," directed by Dr. Gian Pagnucci.

New Students

Welcome to IUP!

PhD/Composition & TESOL

Kimberly Thomas, Jiajia He, David Golden, Janet Pierce, Christopher Garcia, Adcharawan Buripakdi, Chen-Hong Li, Chen-Chin Huang, John Kluttz, Jon M. Hank, Mubarak Alkhatnai, Chien-chia Wu, Qiang Guo, Brian Fallon, Saad Almutairi, Liang-Yi Chung, Hae Jeong Yu, Kandanaï Worajittipol, Clifton Justice, Nicole Houser, Rick Hunter

MA/TESOL

Reineke I. Harya, Nashwa Badr, Kenji Kayama, Mai Hassan, Dong Ryong Bae, Noriko Kadoma, Tae Jung Kim, Heather Bloom

MA/Teaching English

Ramie Lukehart, Catherine Rudosky, Katrina Quinn, Ronni B. Hunter, Charles Kassick

Upcoming Conferences

Cultural Diversity & Language Education

University of Hawai'i at Manoa, Honolulu, Hawai'i

September 17-19, 2004

<http://nflrc.hawaii.edu/prodev/CDALE/>

The deadline for proposals is April 15, 2004

International Society for the History of Rhetoric

Los Angeles, California

July 13-17, 2005

<http://www.usc.edu/ishr2005>

The deadline for proposals is May 15, 2004.

4th Symposium on Second Language Writing

Purdue University, West Lafayette, Indiana

September 30 - October 2, 2004

<http://www.symposium.jslw.org/>

The deadline for proposals is May 15, 2004.

16th International Conference on Pragmatics and Language Learning

Indiana University - Bloomington

March 31 - April 2, 2005

<http://www.indiana.edu/~pll2005/index.htm>

The deadline for proposals is October 1, 2004

Faculty News

Ali Aghbar together with former graduate student, **Narat Sakontawut**, will be presenting a paper titled, "Audience Awareness Through Information Structure," at the TESOL Convention in Long Beach, CA, in April 2004.

Lynne Alvine's "In Memoriam" tribute to teacher, scholar, researcher Nancy Martin appeared in the November 2003 issue of *English Journal*. Ms. Martin, a longtime colleague of British language theorist James N. Britton, was professor emeritus and former English Department Chair of the Institute of Education at the University of London. She died at age 94, at her home in London, in June of 2003.

Dr. Alvine, along with other site leaders from the Southcentral Pennsylvania Writing Project, presented a session at the National Writing Project annual directors' meeting in San Francisco in November of 2003, in conjunction with the NCTE Annual Convention. The session was titled "A Model for Coaching Teaching Demonstrations: Developing the Professional Demonstration Lesson at Southcentral Pennsylvania Writing Project."

This semester, Dr. Alvine and Dr. Kim Martin Long of Shippensburg University of PA have invited Pennsylvania English Educators to a one-day colloquium focused on issues and concerns related to preparing secondary English teachers. The colloquium, "Programs and Possibilities" will be at Shippensburg University on March 19. At that meeting, participants will also explore the organization of the Pennsylvania Conference on English Education, a network for English Educators in the commonwealth.

Nancy Bell will be presenting her paper "Humor in NS-NNS Interaction: Resources, Rights, and Representations" at AAAL in May and will be presenting "Safe Territory: The Humorous Narratives of Bilingual Women" at the International Gender and Language Association conference in Ithaca, in June. Her paper "Facilitating Second Language Acquisition in Elementary and Secondary Physical Education Classes," co-written with David Lorenzi of IUP's department of Health and Physical Education, has been accepted for publication in the *Journal of P.E., Recreation, and Dance*.

Claude Mark Hurlbert will deliver a paper, "The CCCC Paper: The Good, the Bad, and the Ugly," on the panel, "Does CCCC Matter? A Critique and a Call for Change," at CCCC in San Antonio, Texas in March of 2004. The panel, which includes Michael Blitz, Derek Owens and Robert Yagelski, will be an attempt to explore alternatives to the CCCC convention. He will also chair a session proposed by C & T doctoral student, **Kathleen D. Rowlands**. The panel, "How Composition Matters When Teaching Literature," will also include Lynn Bloom and **Carole Bencich**.

Jean Nienkamp has been invited to participate in a symposium at Penn State in honor of Marie Secor's retirement. She'll be speaking on Stephen Toulmin on rhetoric and ethics.

Gian Pagnucci and C&T alum **Nicholas Mauriello** will present "Lessons Planned, Lessons Learned: Students Designing Writing Topics for Teachers" at the Fifty-Fifth Conference on College Composition and Communication in San Antonio, TX, on Saturday, March 27th 2004.

Ben Rafoth coordinated the first-ever joint conference of the International Writing Centers Association (IWCA) and the National Conference on Peer Tutoring in Writing (NCPTW). It took place October 23-25, 2003.

Lilia Savova has had a chapter on "Grammar Conversations: Educating Teachers About Grammar Discourses" published in *Grammar Teaching in Teacher Education*, edited by D. Liu and P. Masters.

At the 2004 TESOL Convention, she will be presenting on five topics, three of which are individual, and two are joint presentations. She will be the invited speaker on "Designing Communicative Grammar Activities." Her other presentations focus on "Video for Educational Purposes" (jointly with B. Morris), "Meeting the Needs of Pre-Service Teachers in Higher Education," (jointly with 4 other panelists), "Strategies in Grammar Teaching in Teacher Education," and "Creating Videos for Professional Purposes." She will also be leading the IUP MA TESOL Graduate Student Forum team at the Convention.

At the beginning of March 2004, she has been invited to lecture on college curriculum issues by three Bulgarian universities: University of Sofia, New Bulgarian University and University of Shoumen. There she will meet with English Department faculty and students, as well as with EFL researchers from the European Union.

Dan J. Tannacito and **Toshie Noji** will present their paper "Cultural Affordances and Constraints in the Construction of Identity by Japanese ESL Learners" at the American Association for Applied Linguistics annual conference in Portland, Oregon, from May 1-4, 2004. This paper will discuss both the outcomes of language acquisition and learning about self, others, and the world based on their current qualitative research into the changing identities of Japanese learners who sojourn in the U.S. Dr. Noji completed her Ph.D. in the C&T program in 2003. Her dissertation is entitled *The Socialization of Japanese ESL Students into Oral Discourse Practices at a U.S. University: A Qualitative Description*.

Michael M. Williamson with C&T alumnus **Brian Huot** and Ph.D. candidate **J.S. Dunn, Jr.** will present a paper on "The History of High-stakes Writing Assessment" at the Conference on College Composition and Communication, San Antonio, TX, in March, 2004.

Cathy's Corner

by Cathy Renwick

In 1990, the Graduate School adopted a continuous registration policy. In short, this policy states that doctoral students must be enrolled in each Fall and in each Spring semester (summers exempt) until the defense of the dissertation. The policy was amended in 2003 to require continuous registration until the student submits his/her dissertation to the Graduate School (extending the policy beyond defense).

Ph.D./English students fall under this policy. Ph.D. students in English must enroll and pay for 12 dissertation credits while working on their dissertation. After registering and paying for those 12 credits, The Graduate School takes over the enrollment. Anyone who already has 12 credits of 950 (dissertation) is registered for 950-101 (one hour of continuous dissertation credit). ENGL 950 101 carries NO tuition. However, certain fees (approximately \$100 per semester) must be paid until the completed dissertation is submitted to the Graduate Research Office.

Now, here comes the confusing part—students at the dissertation level must register for at least one dissertation credit each Fall and Spring. Having said that, I will add that students may register for all 12 credits in one semester and pay the “full-time” tuition (equal to the tuition for 9 credits). This would give three credits to a student for “free.” The student would then come under the 950 101 registration and pay no more tuition—just fees.

I want to make sure that everyone is aware that when you leave the University, it is your duty to make sure that Accounts Receivable knows your current address. (I believe there is a place in URSA to change your address.) If a bill is returned to A.R., the student's records are put on “hold.” This prevents the Graduate School from enrolling you in subsequent semesters, and puts you in jeopardy of being dismissed from the program. If there is any possibility that you are one of these students, please contact Accounts Receivable at 724-357-2207 as soon as possible to correct this problem. I'm sure you don't want to show up at your dissertation defense to find out that you have been dismissed from the university!

MA TESOL Award: Creative Excellence

If you are a full time MA TESOL Program student, you could be the next recipient of the MA TESOL Award for Creative Excellence! This award includes a letter of acknowledgment and \$350. To be considered, please follow the guidelines given below.

Eligibility

- Any full time student enrolled in the English Department MA TESOL program is eligible.
- The award is based on work students have done while in the program.

Nomination/Application Procedures

Students can nominate themselves, or faculty or classmates can nominate students. Nominations must be made by April 1, 2003.

Nominations should be made to the English Department MA TESOL Program Award Committee Chair, Dr. Lilia Savova (lsavova@iup.edu).

Each nominee/applicant interested in being considered for the award will submit: (a) work done while studying in the MA TESOL Program (e.g., research paper; video tape of teaching; lesson plan; teaching material; other) and (b) an essay (2-5 double spaced typed pages) indicating ways the nominee believes the submitted work incorporates some of the criteria for the MA TESOL Program Award for Creative Excellence. (See list of criteria).

Applicants/nominees can submit their work and the essay anytime between April 1st and 14th. No work will be accepted after noon on April 14, 2003. Please give the work/essay to Cathy Renwick at the Graduate English Office.

Criteria for the Award

(Nominees/applicants need to meet some of these criteria)

- Includes creative or original ideas
- Shows humor or some touches of wit
- Work leads to self-awareness
- Is likely to influence others or has influenced others
- Relates theory to practice in creative ways
- Reflects a free spirit
- Relates the field of TESOL to other fields or relates other fields to TESOL
- Shows dedication to the TESOL profession
- Thoughtfully questions accepted practices/ideas
- Shows original thinking
- Shows personal growth
- Shows a curious exploratory spirit

Course Descriptions, Summer, 2004

Summer Session I, June 7-July 5

ENGL 625: Introduction to TESOL. Nancy Bell. Monday-Thursday, 8:00 a.m.-10:00.

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

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

Candlin, C. & N. Mercer (2001). *English Language Teaching in Its Social Context*. New York: Routledge.

Ramanathan, V. (2002). *The Politics of TESOL Education: Writing, Knowledge, Critical Pedagogy*. New York: Routledge.

Richard-Amato, P. (2003). *Making it Happen: From Interactive to Participatory Language Teaching*, 3rd edition. White Plains, NY: Pearson.

I think I'll also order H. D. Brown's *Principles of Language Learning and Teaching* (Longman, 2000) as a recommended text if it's still available. It's a good introduction to some traditionally important concepts that are only touched on in the other books.

ENGL 643: TESL/TEFL Methodology. Ali Aghbar. Monday-Thursday, 3:15p.m.-5:15.

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

For further information e-mail this professor at A.Aghbar@iup.edu or check his website:

<http://www.english.iup.edu/aaghbar/>.

ENGL 692: American English Grammar. Lilia Savova. Monday-Thursday, 10:15a.m.-12:15.

This course provides students with opportunities to study phonology, morphology, syntax, and semantics using various approaches to the analysis of grammar and usage. It is designed to meet the specific needs of a rather varied group of students who belong to different programs (MA/Generalist, MA/TESOL, MA/TE, and Ph.D./C & T). It introduces a core of linguistic knowledge and skills in the theoretical analyses and pedagogical applications of the major grammatical categories in English. Furthermore, it assists students in making informed curriculum decisions based on the understanding of language as a system and English as an umbrella label for numerous socio-cultural, regional and global varieties of English.

This course is designed from the student's perspective. i.e., course objectives and requirements use disciplinary content to address major student needs and important professional skills, such as:

- Identify and interpret own feelings, attitudes and beliefs about grammar in different contexts
- Identify, understand, define, and use appropriately linguistic categories and terms
- Understand the broad use and application of linguistic knowledge in a variety of fields
- Apply linguistic knowledge in the editing of texts
- Apply linguistic knowledge in the analysis, comparison, and contrast of texts
- Apply linguistic knowledge in the forensic analysis of texts
- Apply linguistic and pedagogic knowledge in the teaching of grammar
- Apply linguistic and pedagogic knowledge in ESOL test design
- Gain new insights in the ways of talking about grammar

ENGL 696: Internship in ESL. David Hanauer. By permission.

Consists of 45 hours of supervised teaching, tutorial activities, or materials preparation for non-native or limited English-speaking students. The purpose of this internship is to demonstrate the candidate's preparation for teaching English as a second or foreign language. Permission required. Please contact Dr. Hanauer for further information: Hanauer@iup.edu.

ENGL 700: Introduction to Research. Don McAndrew. Monday-Thursday, 10:15 a.m.-12:15.

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

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

Reinharz, Shulamit. (1992). *Feminist methods in social research*. New York: Oxford.

(2) Erlandson, David A., Edward L. Harris, Barbara L. Skipper, & Steven D. Allen. (1993). *Doing naturalistic inquiry: A guide to methods*. Thousand Oaks, CA: Sage.

(3) Atkinson, Robert. (1998). *The life story interview*. Thousand Oaks, CA: Sage.

(4) Kyvig, David E. & Myron A. Marty. (1982). *Nearby history: Exploring the past around you*. Thousand Oaks, CA: AltaMira.

(5) Williams, Frederick. (1979). *Reasoning with statistics*. New York: Holt, Rinehart & Winston.

(6) McAndrew, Donald A. "Policy analysis (draft)." Xerox at Copies Now. (If time permits.)

Major requirements:

Team Research Project

"The Heinz Museum as a Research Process"

In groups of 3-4, observe and report on the John Heinz Museum of Regional History on Smallman Street in the Strip District near

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

Individual Final Research Project

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

ENGL 705: Language & Social Context.

Nancy Hayward. Monday-Thursday, 1:00p.m.-3:00.

Language and Social Context serves as an introduction to sociolinguistics. We’ll read and discuss how social class, ethnic background, gender, geography, and other variables influence language choice, language behavior, and language change. After becoming conversant with the history of sociolinguistics as an academic field, we’ll apply sociolinguistic theories to some contemporary issues such as:

stereotypes of gendered language

standard English and stigmatized dialects

critical discourse analysis

language choices in the classroom

bilingualism

We’ll begin by reading Hudson’s *Sociolinguistics* (1999, Cambridge). This text will be supplemented by Galindo and Gonzales’ *Speaking Chicana* (1999, U Arizona Press) and a number of articles on reserve in the library.

For further information, please contact me at nhayward@iup.edu.

ENGL 708: Technology & Literacy. Michael Williamson. Monday-Thursday, 8:00a.m. - 10:00.

Presents an overview of the interrelationship between literacy and technology. Demonstrates approaches to teaching English using computer technology.

Please check out Dr. Williamson’s website <http://www.english.iup.edu/mmwwinson>

And contact him for further information at Michael.M.Williamson@iup.edu.

ENGL 723: Second Language Teaching. David Hanauer. Monday & Tuesday, 8:00-12:00.

Considers trends, issues, and research in second language teaching and assessment, as well as considers ways teachers can explore teaching beliefs and practices. Please contact Dr. Hanauer for further information: Hanauer@iup.edu.

ENGL 725: Second Language Literacy. Dan Tannacito. Monday -Thursday, 10:15-12:15.

This course is intended to introduce students to the ways in which multiple languages and literacies interact and are affected by social and cultural constructs. We will concern ourselves mainly with writing although reading will be a minor focus.

Students should read in advance the following seminal works, which will be discussed at the first meeting:

Fairclough, Norman. (1989). Discourse and power. *Language and power* (pp.42-76). NY: Longman.

Gee, James. Paul. (1992). Ideology and theory: The moral basis for discourse analysis. In *The social mind: Language, identity, and social practice* (pp. 3-26). NY: Bergin & Garvey.

Hornberger, N (1987). Continua of biliteracy. *Review of Educational Research* 59(3), 271-296.

Street, Brian. V. (1984). The “ideological” model. Literacy in theory and practice (pp. 95-125). Cambridge: Cambridge University press.

Students will write a research-oriented paper on second language literacy. In addition, doctoral students are required to read beyond the syllabus— 5 books or 10 articles (or some combination) from

The Reading List (see website)—and present short (250 word) written summaries and evaluations.

This course welcomes doctoral students in the C&T, L&C as well as M.A. TESOL and M.A. Generalist programs. Students should visit my website: <http://www.ali.iup.edu/djt/> where I will post and update readings that can be done in advance of the start of the summer session. For further information, contact me at djt@iup.edu or dtannacito@yourinter.net.

ENGL 730: Teaching Writing (MA & Ph.D./Lit only). Lynne Alvine. Monday-Thursday, 1:00p.m.-3:00.

This section of English 730 is designed for M.A. students and Ph.D. Literature students who are not expected to have the same level of background in composition theory as the C&T Ph.D. students. The goals of the course will be as follows:

1. To learn about key issues and controversies in composition pedagogy.
2. To learn how theory and research shape practice and how these, in turn, are shaped by practice in the field of composition teaching.
3. To develop a deeper theoretical and practical understanding of the teaching of writing and what it means to be a writing teacher.
4. To understand process approaches to teaching writing and strategies for setting up an effective writing workshop environment “from the inside.”

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5. To become a reflective teacher, one who looks and looks again at his/her own teaching, with an eye for deeper understandings of theory and continuing improvement of practice.
6. To explore applications for the infusion of technology into the composition classroom and its implications for teaching and learning.

About half the course will be devoted to discussions of readings on the theory and practice of teaching writing. The balance of our time will be given to experiencing several of the invention, drafting, revision, and editing strategies that are often found in a classroom writing workshop.

Possible texts:

Corbett, E.P.J., Myers, N., Tate, G., (2000). *The Writing Teacher's Sourcebook*. Fourth Edition. Oxford: Oxford University Press.

McAndrew, D. and Riegstad, T. (2001) *Tutoring Writing: A Practical Guide for Conferences*. Portsmouth, NH: Heinemann.

Romano, T. (2000). *Blending Genre, Altering Style*. Portsmouth, NH: Heinemann Boynton/Cook.

A course packet of readings will also be available at a local copy center.

ENGL 733: Theories of Composition. C. Mark Hurlbert. Monday - Thursday, 3:15-5:15.

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

I am far from making my final decision, but currently I am strongly leaning toward including the following:

Boquet, Elizabeth. *Noise from the Center*. Logan, UT: Utah UP, 2002.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. New York: Oxford UP, 1997.

Derrickson, Teresa, ed. Information University: Rise of the Education Management Organization. Spec. Issue of *Works and Days* 41/42 21 (2003).

Thomas Kent, ed. *Post-Process Theory: Beyond the Writing Process Paradigm*. Carbondale, IL: Southern Illinois UP, 1999.

Tate, Gary, Amy Rupiper, and Kurt Schick, eds. *A Guide to Composition Pedagogies*. New York: Oxford UP, 2001.

I will be selling *Works and Days* in class, or it may be obtained from David Downing.

Students may contact me at Hurlbert@iup.edu with other suggestions or for my final book list.

Summer Session II, July 12 - August 12

ENGL 694: Observation of English Teaching. Jerry Gebhard. Monday -Thursday, 10:15a.m.-12:15.

This course provides a basic understanding and practice in using systematic nonjudgmental observation to see teaching differently. This summer we will do a variety of activities, including activities for

exploring our beliefs and teaching practices, observations of live and/or video taped classroom interaction, and discussions of ethnographic observation techniques to understand interaction in and outside classrooms from a more emic perspective. This summer the course is open to MA TESOL, MA TE students, and Ph.D. students.

We will use the following book:

Fanselow, John F. 1992. *Contrasting conversations: activities for exploring our beliefs and teaching practices*. (Not available in the bookstore. This book will be made available to students on the first day of class.)

We will also draw content selectively from the following books. In addition, we read and discuss articles and book chapters on ethnography.

Bailey, K. M., Curtis, A., and Nunan, D. 2001. *Pursuing professional development: The self as source*. Boston: Heinle & Heinle.

Gebhard, J. G. and Oprandy, R. 1999. *Language teaching awareness: A guide to exploring beliefs and practices*. New York: Cambridge University Press.

ENGL 703: Language & Cognition. Jeannine Fontaine. Monday -Thursday, 1:00p.m.-3:00.

Examines areas where language, thought, and cognitive process interact. Studies the essential nature of meaning and mental concepts, the core characteristics of language, and the complex relations between the two domains. For more information, please contact jfontain@iup.edu.

ENGL 715: Qualitative Research. Ben Rafoth. Monday-Thursday, 10:15a.m.-12:15.

Involves both reading about and training in qualitative research methods such as participant observation, interviewing, coding, and analysis. Also covers dissemination of research findings. Prerequisites: ENGL 710 and ENGL 730 or ENGL 740. For more information, please contact brafoth@iup.edu

ENGL 730: Teaching Writing (Ph.D./C&T only). Gian Pagnucci. Monday-Thursday, 10:15a.m.-12:15.

Studies characteristics of the writing process and of the basic writer, methods for the evaluation of writing, and approaches to the teaching of writing. For more information, please contact pagnucci@iup.edu.

ENGL 731: Rhetorical Traditions. Jean Nienkamp. Monday-Thursday, 1:00p.m.-3:00.

How many times recently have you heard the term "rhetoric" used in public discourse—in a positive sense? Neutrally? How about pejoratively? From Plato to the present, rhetoric always seems to be what the other guy is doing—while our side just "tells it like it is." At the same time, the study of rhetoric has been an important part of a liberal and civic education since at least the time of the *Iliad*, where it is recorded that Phoenix taught Achilles to be a "speaker of words and a doer of deeds" (9.442ff). Since so much of human life is dependent on language, the study of how language is effective has been seen as important—sometimes valuable, sometimes dangerous, but always important. In this course, we will examine the various issues—e.g., about knowledge, truth, ethics, ideologies, style and substance—that come to the fore in a consideration of the persuasive uses of language. Given that we have only five weeks to

“cover” roughly 2500 years of rhetorical history, our survey will necessarily be sketchy—not only among the canonical writers, but also with regard to non-Europeans and women whose writings address the effects of language in society. It will, however, provide you with numerous entry points into a fascinating body of knowledge, and I hope that you will broaden and question the ideas and issues that we bring up in class according to your own scholarly, literary, philosophical, critical, and political interests.

Students will have a number of opportunities to try out these theories on their field(s) of interest, whether they be public discourse, literature, or composition or TESOL theory or pedagogy: brief daily responses to the readings, with which we'll start our discussions, an oral report analyzing a professional journal, and a seminar paper.

Jean Nienkamp, an Isocratean-Burkean-Perelman-and-Olbrechts-Tyteckean kind of a rhetorician, has a book on *Internal Rhetorics*, an edition of *Plato on Rhetoric and Language* and one of Tabitha Gilman Tenney's *Female Quixotism*.

ENGL 745: Theories of Literacy. Carole Bencich. Monday-Thursday, 8:00a.m.-10:00.

I taught ENGL 745 for the first time last summer, and was very happy with the course. It is impossible to know who will be in the class this year, and difficult to construct a required book list without input from students in the class, not to mention six months in advance of the course. So...I am submitting a description of my last year's plan for teaching Theories of Literacy.

I will likely use the 2001 Cushman, Kintgen, Kroll & Rose book, *Literacy: A critical sourcebook*, since it is a classic for considering historical definitions and interpretations of literacy. (This is the updated version of the 1988 Kintgen, Kroll & Rose book that is on both core lists of C & T readings.) I also like Manguel's *A history of reading*, a trade book that “follows the quirky and passionate 6000-year-old history of the written word.” Freire's *Pedagogy of the oppressed* and Heath's *Ways with words*, also on the core list of C & T readings, give alternate views of literacy and culture. Still drawing from the Comp list, I note Rosenblatt's *Literature as Exploration*, a brilliant little book that describes the transactional theory of reading.

Meyer's *Stories from the heart: Teachers and students researching their literacy* will be an appropriate background for our own sharing of stories about how we learned to read, and how our personal literacies are reflected in our classrooms. We'll compare the reading strategies that make us successful graduate students, and we'll place this personal knowledge within our cultural knowledge and assumptions about literacy. I'll also consider using Judith Rodby's 1992 *Appropriating Literacy* and Naomi Baron's 2000 *Alphabet to email*, which I used in last summer's ENGL 745.

Finally, I don't want to ignore the importance of visual and oral literacy, so I'm considering how Susan Sontag's *On photography* might fit, as well as Dai Sijie's *Balzac and the Little Chinese Seamstress*, a wonderful novel about the juncture of oral and written literacy during China's Cultural Revolution.

Course requirements will include an informal literacy autobiography, brief written responses to the readings, and a formal paper.

I understand that this book list is probably way too ambitious for a five-week summer course – and I'm sure I'll discover other book choices between now and May, when I submit my list to the book

store. You will, however, appreciate that the list is a mix of academic and trade books. In fact, it's a heady blend of *effluent* and *aesthetic* reading, to use Rosenblatt's terms for reading which is done for knowledge and reading which is done for pleasure. I will build an element of choice into the reading assignments, so that you can pursue the literacy topics that are most important to you.

As you register, I'm happy to hear your suggestions for the course. Just e-mail me at cbencich@iup.edu. By June, I should have identified the books I will definitely use, and you may e-mail me then to get this list.

ENGL 746: Advanced Seminar in Linguistics: Discourse Analysis. Dan Tannacito. Monday-Thursday, 8:00a.m.-10:00.

This course will focus on how to analyze both written and oral data from one of several discourse perspectives, primarily socio-pragmatic. While there are numerous issues of theory to discuss, the emphasis will be on research methodology.

Students are encouraged to read the following seminal articles for the first meeting:

Austin, J. L. (1962). *How to do things with words*. Oxford: Oxford University Press.

Bakhtin, M. M. (1986). *The problem of speech genres*. In *Speech genres and other late essays*, trans. By V. W. McGee and ed. By C. Emerson & M. Holquist. Austin, TX: University of Texas Press.

Fairclough, N. (1992). Discourse and text: Linguistic and intertextual analysis within discourse analysis. *Discourse & Society* 3 (2), 193-217.

Halliday, M. A. K., & Hasan, R. (1989). *Language, context, and text*. (pp. 3-28). Oxford: Oxford University Press.

Schegloff, E. A., & Sacks, H. (1968). Opening up closings. *Semiotica* 7, 289-327.

A research paper applying discourse analysis to written and/or oral data of interest to the student is required.

This course is intended for doctoral students who have prior coursework in linguistics. Students should visit my website: <http://www.ali.iup.edu/djt/> where I will post and update readings that can be done in advance of the start of the summer session. For further information, contact me at djt@iup.edu or dtannacito@yourinter.net.

ENGL 797: Independent Seminar (Bell, Nienkamp, Hanauer)

Selected readings and/or research in a specialized area of composition, criticism, and/or critical theory, literature, TESOL, linguistics, creative writing, cultural studies, literary translation, or literacy, not normally covered by the curriculum in either track of the Ph. D. in English. By permission only. Please contact the professor for more information.

Course Descriptions, Fall, 2004

ENGL 625: Introduction to TESOL. Nancy Hayward. Monday, 6:00-8:30.

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An introduction to key concepts in teaching English as a second or foreign language. In addition to offering a broad introduction to the knowledge and skills needed to become a professional teacher of ESL or EFL, this course serves to prepare students for the remainder of the MATESOL program. Students are expected to improve their language ability as well as their research and presentation skills in this course. Required for MATESOL students in their first semester. For more information, please contact nhayward@iup.edu

ENGL 643: TESL/TEFL Methodology. Ali Aghbar. Tuesday, 6:00-8:30.

This course surveys current theory and practice in teaching English to non-native speakers and includes traditional and innovative approaches, design, and procedures for teaching all language skills at various educational levels, as well as research on the teaching and learning of English as a second language. For further information on this session's particular focus, please e-mail this professor at A.Aghbar@iup.edu or check his website: <http://www.english.iup.edu/aaghbar/>.

ENGL 692: American English Grammar. Jeannine Fontaine. Thursday, 6:00-8:30.

The study of phonology, morphology, syntax, and semantics of present-day American English, using various approaches to the analysis of grammar and usage. For more information, please contact jfontain@iup.edu.

ENGL 693: Teaching English in the Secondary Schools. Linda Norris. Wednesday, 6:00-8:30.

Explores recent developments in teaching of language, compositions, and literature. For more information, please contact LNORRIS@iup.edu.

ENGL 696: Internship in ESL. Jeannine Fontaine. TBA

Consists of 45 hours of supervised teaching, tutorial activities, or materials preparation for non-native or limited English-speaking students. The purpose of this internship is to demonstrate the candidate's preparation for teaching English as a second or foreign language. Permission is required. Please contact Dr. Fontaine at jfontaine@iup.edu for further information.

ENGL 698: Internship. TBA

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

ENGL 700: Introduction to Research. Michael M. Williamson. Monday, 6:00-8:30.

Introduces students to various types of research in Composition and TESOL for examining the transmission of literacy.

Please check out Dr. Williamson's website <http://www.english.iup.edu/mmwinson>

And contact him for further information at Michael.M.Williamson@iup.edu.

ENGL 705: Language & Social Context Nancy Bell. Tuesday, 6:00-8:30.

One of my wise mentors once told me, "The more you know about a topic, the harder it is to teach it." These words came back to me as I tried to pare down my reading list for this class – impossible! What I think I'll do instead is get together a core of readings to use as the basis for talking about language and social context, and then make available to you some of my favorite readings (and maybe some that I'm not so crazy about, but that are considered classics in the field) that focus on specific areas within sociolinguistics (e.g.; language and gender, language policy, language and identity, language varieties, etc.) and let you select those that most interest you. By doing this it is my hope that the class will tailor itself to each student's needs and that our discussions will be richer. I'll also order an introductory sociolinguistics text for those who would like a broad introduction to the field, and a couple of texts on research methods and discourse analysis. Here are the books that I plan to order:

Johnstone, B. (2002). *Discourse Analysis*. Malden, MA: Blackwell.

Johnstone, B. (2000). *Qualitative Methods in Sociolinguistics*. New York: OUP.

Fairclough, N. (2003). *Analysing Discourse: Textual Analysis for Social Research*. New York: Routledge.

For those who'd like a general introductory textbook I'll be ordering one of these (haven't decided yet which):

Wardhaugh, R. (2002). *An Introduction to Sociolinguistics*. 4th ed., Malden, MA: Blackwell.

Holmes, J. (2001). *An Introduction to Sociolinguistics*. 2nd ed., Reading, MA: Pearson.

ENGL 708: Technology & Literacy. Gian Pagnucci. Wednesday, 6:00-8:30.

"What was it?" Hiro says. "I just glimpsed some snow at the very end."

"You saw the whole thing," David says. "A fixed-pattern of black-and-white pixels, fairly high-resolution. Just a few hundred thousand ones and zeroes for me to look at."

"So in other words, someone just exposed your optic nerve to, what, maybe a hundred thousand bytes of information," Hiro says.

"Noise, is more like it."

"Well, all information looks like noise until you break the code," Hiro says.

(—from *Snow Crash* by Neal Stephenson, pp. 73-74).

Technology is simple, really. It's mostly 1s and 0s. Unfortunately, those 1s and 0s are often racing by so fast, all we can see is snow. This course will help you to make some sense of all that technological noise. We'll explore life in the cyber world, literacy in the information age, and teaching in the electronic classroom. Along the way, we'll make use of the Internet, computers, and other advanced technologies, but we'll also spend lots of time on traditional classroom activities: like reading and discussing books. Any new technologies will be explained in class by the professor: no beginners will be left behind!

Course Projects

For our course work, we will blend both technological theory and computer-based teaching practice. In particular, all students in the course will be asked to create a professional web site to house their

course work. This work will include:

A personal narrative about technology

A teaching philosophy statement

A pedagogical essay discussing a technology-based teaching practice which is theoretically grounded

A pedagogical web resource (a web quest, teaching web page, WebCT site, etc.)

In this way, students can learn new theories about technology and then see how the theories work out in real practice.

Course Texts

Our readings will fall into two broad categories (with a fair amount of overlap):

Literacy in the Technological Age

Literacy. A Critical Sourcebook edited by Ellen Cushman, Eugene R. Kintgen, Barry M. Kroll, and Mike Rose (paper, Bedford/St. Martin's, current edition, 2001, ISBN: 0312250428, required)

Technology and Literacy in the Twenty-First Century by Cynthia L. Selfe (paper, Southern Illinois University Press, 1999, ISBN: 0809322692, required)

Teaching in the Electronic Classroom

Passions, Pedagogies, and 21st Century Technologies edited by Gail E. Hawisher and Cynthia L. Selfe (paper, Utah State University Press, 1999, ISBN: 0874212588, required)

Teaching Writing with Computers. An Introduction edited by Pamela Takayoshi & Brian Huot (paper, Boston: Houghton Mifflin Company, 2003, ISBN: 0618115269, required)

Course Web Site

For more information about this course, please view the web site below:

<http://www.english.iup.edu/pagnucci/courses/708/default.htm>

ENGL 723: Second Language Teaching. Lilia Savova. Tuesday, 1:15-3:45.

In this course, students will learn about major trends, issues, research, and exploration in second language teaching. They will be introduced to a framework for teaching and learning in the ESOL classroom, to the teaching of the language system and the development of the language skills, as well as to ESOL planning and to ESOL learning assessment.

Course objectives and requirements focus on the development of varied research skills, both theoretical and applied. I.e., while this course acknowledges the validity of individual or popular perceptions of and experiences in second language learning and teaching, it encourages deeper explorations into the corresponding research findings. Using advanced research knowledge and skills, students are encouraged to:

Become aware of the basic concepts regarding the teaching of second and foreign languages

Learn about specific issues in second and foreign languages

Juxtapose approaches to the presentation and analysis of the second language classroom

Apply theoretical assumptions and research findings in authentic professional projects

Use web-based and video multimedia technology in the design of authentic professional projects

Prepare for and participate in professional events

Present before peers and other professionals, in and out of class

ENGL 725: Second Language Literacy. David Hanauer. Thursday, 6:00-8:30.

Studies theory, research, and pedagogy associated with the development of literacy in two languages, either simultaneously or successively. Focuses on how individuals and groups become literate in English as an additional or second language. Includes explorations of political, cultural, social, contextual, as well as cognitive, textual, and educational issues that arise in acquiring and using a second language literacy. Open to MA TESOL and Ph. D. students in Composition and TESOL. For further information on this session's particular course, please contact the professor at Hanauer@iup.edu.

ENGL 733: Theories of Composition. Jean Nienkamp. Thursday, 6:00-8:30

In this course, we will review the major theories of composition, especially as they have evolved over the past ten years. We'll begin with some history of how composition got to where it is today; examine how cultural factors such as politics, ideology, gender, race, and ethnicity affect theorizing about composition; and go into more depth in one area of study, contact zone theory. Throughout the course we will be testing the theories against our own teaching and life experiences, perhaps constructing our own theories of composition together and separately.

Books

Victor Villanueva's *Cross Talk in Composition Theory* (2nd edition—2003)

Helen Fox's *Listening to the World*

Janice Wolff's *Professing in the Contact Zone*

Robert Connors' *Composition-Rhetoric*

James Berlin's *Rhetorics, Poetics, and Cultures*

ENGL 746: Advanced Seminar in Literacy: Writing Centers Ben Rafoth. Wednesday, 6:00-8:30.

In this seminar, I would like to focus on writing centers and the theory, issues, limits, and possibilities that surround them. Topics for the seminar will be drawn from the following:

- The issue of helping — what is it? who benefits?
- Responding to writing — has Composition Studies influenced writing center practices?
- ESL writers in the writing center
- Research in writing centers — what can we study?
- Writing center narratives — what do the stories reveal? what is our story?

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- Writing centers and the curriculum — who supports whom?
- Counseling vs. teaching
- Online tutoring
- Assessing outcomes
- And others, to be decided by the class

We will read a few recent titles, including Boquet's *Noise from the Center*, Grimm's *Good Intentions*, and Bruce & Rafoth's forthcoming *Tutoring ESL Writers*, as well as many of the fields most classic articles from various journals. As I've done in seminars in the past, I will ask each member of the class to take responsibility for leading a seminar, which will involve a brief presentation on a topic and then leading our class discussion. I would also like each of us to draft a manuscript for submission to any journal or edited collection in composition or TESOL, but I am open to alternatives. If you have ideas or suggestions for the seminar, please e-mail me at brafoth@iup.edu.

ENGL 797: Independent Seminar. (Hayward, Hurlbert, McAndrew).

Selected readings and/or research in a specialized area of composition, criticism, and/or critical theory, literature, TESOL, linguistics, creative writing, cultural studies, literary translation, or literacy, not normally covered by the curriculum in either track of the Ph. D. in English. . In consultation with a designated faculty member in the semester prior to registration, a student submits a complete syllabus for study and assessment in one of the areas listed above. The syllabus must be approved first by the faculty member and then by the director of the appropriate graduate program. This course shall be delivered to individuals or small groups, either in residence or electronically, as determined by the instructor/program. May be repeated once with new content. Prerequisite: Permission of relevant program director(s) and instructor. Please contact the professors for more information.

Mentors: Hurlbert, Gebhard, Savova

Please note

Course descriptions and schedules are available on the web early in each semester:

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

Important Dates

Courses - Summer June 7-Aug 12

Summer and fall registration begins	Mar. 31, 2004
Early Session begins	May 10
Deadline to apply for August Graduation	June 1
Summer orientation	June 6, 6 PM
Summer Session 1 begins	June 7
Summer Session 1 ends	July 3
No Classes	July 5
Summer Session 2 begins	July 12
Archival copies for Aug. Graduation due.....	July 15
Summer Session 2 ends	Aug. 12

Courses - Fall

Orientation-for new MA/TESOL students: August 25
10:30-11:30 112 Leonard (Nicholson Library)

Orientation-for new & returning Ph.D. C&T students:
August 28 (following Graduate School's orientation—112
Leonard Hall)

Fall classes begin	Aug. 30
Labor Day (no classes)	Sep. 6
Apply for December Graduation.....	Oct. 1
Fall Recess (no classes).....	Oct. 18/19
Thanksgiving recess	Nov. 24 through 28
Fall classes end	Dec. 13
Commencement	Dec. 19
Spring classes begin	Jan. 10

Graduation

Archival copies for Aug. Graduation due.....	July 15
Application for Aug. graduation due	March 1
Archival copies for Dec. graduation due.....	November 15
Application for Dec. graduation due	Oct. 1
Commencement	Dec. 19



Mubarak Alkhatnai, Yoshio Fujiwara, Lilia Savova, Fauziya Alauvadi, and Amanda Moore at 3 Rivers TESOL



Summer Session

Composition & TESOL

Alex Doehrer and Amanda Moore, Indiana, PA, January 2004

C&T Photo Gallery



IWCA/NCPTW Conference



*Fall 2003
Nancy Hayward's Sociolinguistics Class*



Composition & TESOL

Graduate Studies in Composition and TESOL at IUP

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

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Graduate Studies in Composition and TESOL at IUP

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