

C&T News

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Composition & ESOL

Graduate Studies in Composition and TESOL at Indiana University of Pennsylvania

Aghbar and Bencich to Retire

By Robert Saxon

After many years of dedicated service in the field of English studies at IUP, Ali-Asghar Aghbar and Carole Bencich plan to retire. Both are planning to end their work at IUP during the Summer semester. Dr. Aghbar wanted to let everyone know that he “enjoyed working with all of you and will cherish all the good memories.” Dr. Bencich wanted to let all of you know that she won’t miss a single wretched face on this campus. Just kidding. She will also leave with many fond memories and a treasure of friendships and experiences from our department.

In trying to come up with a piece to write about for this article, I was interested in uncovering a potential meaning for retirement. Dr.



Dr. Carol Bencich



Dr. Ali-Asghar Aghbar

Aghbar, in his humble

way, managed to elude my probing. However, Dr. Bencich was less fortunate. Being a former composition student of hers, she must have felt obligated to help me come up with an article. In the spirit of our constructivist pedagogy, I shall provide you with the details of our discussion and leave the meaning making up to you.

Dr. Bencich started our discussion by referring to “Housman’s poem about the athlete dying.” She thought it was best to get out of teaching before she became completely ineffective. If she is the dying athlete, I must be the fan. I found it hard to think a great teacher like her could ever become ineffective. Since my feelings were thus and I never heard of the poem anyway, I decided to ignore the statement and focus on her past.

Dr. Bencich told me she started out teaching nursery, junior, and senior high school. She eventually became a district wide supervisor for the language arts curriculum. After her husband passed away, she decided to pursue her doctorate and teach future teachers. We talked briefly about her time in the education field. She concluded that with each transition she was able to provide changes herself; making a difference in the lives of many students and teachers in the process.

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Indiana University of Pennsylvania



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Director's Column

It is hard to believe that we are well into the spring semester and it is time to register for summer and fall semester classes! As I get multiple advisement requests this time of year, I thought I would offer advice in this column.

Let's begin with advice for those of you who are new to our doctoral program. To meet residency requirements, summer program students are expected to take 12 credits during two consecutive summers. This means that during each five-week session you take two courses or 6 credits. During the first session you are expected to enroll in ENGL 700 Introduction to Research. This course not only provides an overview of research methodology, it also introduces you to our program, including our candidacy portfolio requirement. I also advise you to take either ENGL 708 Technology and Literacy or ENGL 705 Language and Social Context. You are required to take ENGL 708 and to take either ENGL 705 or 703 (Language and Cognition, offered during summer session two). During the second semester I suggest you take either ENGL 703 (if you haven't taken ENGL 705), and a specialization course or two (if you took ENGL 705 the first semester).

If you are planning to be a year-round student and are starting your course work this summer, you can take 12 credits, but you may take less if you want to ease your way into our program. Some year-round students, who want to get a head start on the course requirements, take 6 credits during the summer, then take a full 9-credit load in the fall.

I want to point out that you can register on-line through URSA, IUP's computer information system, by using your USER ID number and pin number (your 6-digit birth date the first time you log on). I also want you to know that I am available to talk with you by e-mail (jgebhard@iup.edu) or phone (simply email me to set up a phone meeting time).

If you are a returning second or third year student, I imagine you already know what courses you are interested in taking. I want to highlight that this summer we will offer both ENGL 746 Advanced Seminar in Literacy (summer one) and ENGL 748 Advanced Seminar in Linguistics (summer two). Each time we offer these courses, the topic changes. So, you can take either of these seminars more than once. This summer the Literacy seminar will be taught by **Don McAndrew** on the topic of Leadership. The Linguistics seminar will be taught by **Dan Tannacito** on the topic of Discourse Analysis. The Linguistics seminar this summer can count toward your second research requirement course.

If you are working on your three chapters and have not yet had your Culminating Evaluation and submitted a Dissertation Research Topic Approval Form, I highly recommend that you do not yet register for ENGL 950 this summer. However, if you feel you must register, then only register for one credit. Do this under your dissertation advisor's name. I encourage you to spread out the ENGL 950 over time, as the new policy mandates that students who have paid the 12-credits of ENGL 950 Dissertation but who have not yet graduated, must register for one-credit of ENGL 950 *Continuous Dissertation* each Fall and Spring semesters.

As we are phasing out the summers-only MA TESOL program, we no longer have to offer required MA TESOL program courses during the summer. As such, this summer we have included two elective courses just for the MA TESOL students, although certainly doctoral students with a strong interest in these topics can take either class as a program elective. The first class is ENGL 641 Topics in ESL Pedagogy. It will be taught during the first session by **Lilia Savova** on the topic of Assessment in TESOL. During the second summer session I will be teaching the other MA TESOL program course, ENGL 743 Cross-Cultural Communication. I realize that there are still one or two students trying to complete the MA TESOL Program in the summers. Please email or call me (412-357-2263) to talk about how you can complete the program requirements.

I want to highlight that we are offering ENGL 745 Theories of Literacy during the first summer session. This course will be taught by **Carol Bencich** who is retiring this summer.

This will be your last chance to take this course with this knowledgeable professor. I want to personally add that I will miss Carol. Her knowledge of literacy, love for teaching and the students, and her devotion to the C&T Program has been evident.



Finally, I need to point out that I am making my yearly summer one session retreat and will be spending much of the five weeks on the west coast. **Don McAndrew** will again be the director during the first summer session, as he was last year. Thank you, Don! ♦

—Jerry Gebhard

Continued from cover



One of the greatest changes she remembered was our program moving from Rhetoric and Linguistics to Composition and TESOL. She was “amazed to see a seamless mixture of native and international students” in her classes. She found that she was also being changed by them and they seeded her desire for travel. But much like a sail boat wanting to turn in different directions, Dr. Bencich stated, “you cannot force change, you can only provide the possibility.” Someone may set the sail, but who knows which way the wind will blow the boat. Forget my weird comparison. Sailing has nothing to do with teaching or retirement.

“A quest for meaning drives existence and books have something to offer everyone.”

-Carole Bencich

Still, Dr. Bencich seems to look forward to her retirement much like the king in Tennyson’s “Ulysses.” She leaves her crown to future teachers in our department and hopes to travel throughout much of the world. She told me “Tibet and China are at the top of her list.” She also plans to travel throughout the halls of libraries and book stores with the time to explore many pages of inquiry and adventure. She remarked that some freedom will also come with her retirement. She will be free of stacks of student dissertations, worry over clashing with the ideas of others, and most importantly; IUP emails. Where ever the wind may take her, I hope she enjoys the journey.

Dr. Bencich concluded our discussion with, “In my 16 years at IUP, I have co-founded and co-directed a National Writing Project site and coordinated the English Education and MA/TE Programs, at the same time as I taught and mentored students in the Rhetoric and Linguistics and Composition & TESOL Programs. Four hats proved to be too many for one head, and I gradually stepped away from administrative roles to concentrate on teaching. I have directed thirteen dissertations at IUP, and I will truly miss the excitement of working with new researchers in the field of literacy. I am sure that the production and sharing of knowledge will continue to be a major part of my life, but I also look forward to a period of increased flexibility, more time for my own writing, and more time for a personal life with my family.”◆

Saying Good-bye to Aghbar



It's been a pleasure to work with Ali over the last twenty years both in the creation of curriculum at the master's level and in the implementation of our doctoral program. I'll remember Ali as a dissertation reader who was always fair and cooperative with students, as a uncomplaining colleague who shouldered his share and walked the peaceful path, and as a man whose sense of humor lightened the burdens of our mutual duties. Thanks, Ali, for your service to our community. You were a pillar in the creation of our program and I hope you are long-remembered.

—**Dan Tannacito**

I am really impressed by Dr. Aghbar's well-organized class. The students benefit a lot from the media project, in which the students introduce each other how to create flash, web pages, PowerPoint and how to apply them to classroom teaching as well. Dr. Aghbar also asked the students to design a content-based course. However, instead of leaving it to students to finish all at once, he guided the students to accomplish it step by step according to different chapters on course designing covered each week. In order to solve specific problems of each student concerning course designing, he has twice spent a whole afternoon to hold teacher-student conference to offer each student constructive suggestions. Now hearing that Dr. Aghbar is going to retire, we thank him for his seasoned guidance and sincerely wish he could have a happy retiring life!

—**Zhiling Wu**

I will miss Ali. He has enriched my life as an educator and scholar in many ways. Working with him on a variety of dissertation committees, he and his students have taught me a lot about grammar and teaching grammar. My understanding of cohesion and coherence has certainly been strengthened because of knowing Ali! Teaching some of the same courses as Ali, in particular the ESL Media and Materials and the TESL/TEFL Methodology courses, has also provided me with opportunities for professional growth because we have shared syllabi and teaching ideas. For example, we both shared our interest in developing the ESL Media and Materials Fair, as well as attended Fairs put on by our students. I want to wish Ali the best of luck during his retirement! Enjoy! Celebrate your accomplishments!

—**Jerry Gebhard**

MA TESOL News

by Lilia Savova



On a cold winter day, the bravest one third of this year's TESOL Convention presenters gathered outside for a sunny spring picture. We got the sun out, took off our winter coats and put on our warmest smiles. We still have to work on our presentation skills though. We didn't do a very good job of hiding the snow.

As a follow-up to a previous project, the TESOL Grad Student Forum video, this year, a group of highly dedicated, enthusiastic and talented students and myself have been working on creating a short promotional video. **Mahmoud Amer, Yunitari Mustikawati, Nashwa Badr, Roza Kazakbaeva** and myself (who should have known better) have now discovered why the credits to professional films include hundreds of people.

Even though many hours went just in research and organizational activities, we are all very excited. We started back in November with an examination of the goals, the resources and the materials for this project within the

department and within the university. We met with administrators, professors, videographers, students and alumni. We scheduled interviews in a professional studio.

It was fascinating to hear the responses we got. We now have many hours of recorded interviews. We are at the most important stage of this project, i.e., making sense of our data, selecting shots that meet our goals, editing them and organizing them in a 5-10 minute dynamic presentation of the strengths of our MA TESOL Program. Wish us good luck! ♦

EGO News

by Aly Marino



Spring 2005 has been a very busy semester for EGO. The IUP GSA/ EGO 3rd annual Interdisciplinary Graduate Conference, “Transforming Our World and Work,” was held on February 18 and 19 with great success. Our conference is a wonderful forum for both first-time presenters and seasoned veterans to gather with their peers and share their recent projects. This year’s conference featured two prominent keynote speakers: Dr. Randy Martin, from IUP’s Criminology department, and Professor Gerald Nora, a prosecuting attorney for the District Attorney’s Office in Chicago. During the conference, IUP Graduate students and faculty attended and participated in panels and presentations representing IUP’s various

graduate programs. As a conference fund-raiser, EGO held a raffle for a special edition and signed copy of Joseph Heller’s *Catch 22*.

In addition to the conference and a few social events, EGO held a “Dissertation Question and Answer” workshop with **Dr. Carol Bencich** on March 22. For the remainder of the semester, we will continue with our EGO t-shirt sale, available for order through any EGO officer, and more social events. Our next meeting will be held on March 29. We will be taking nominations for next year’s officers on April 12, and the final vote will take place on April 19. We invite all IUP English Graduate students to come and have their voices heard!

Our website is up and running with minutes, events, email addresses, and other resources: <http://www.people.iup.edu/flji/EGO/index04.html>. Keep an eye on the EGO listserv for upcoming events. ♦

Faculty News



Nancy Bell will be presenting at several conferences over the spring and summer. At the Pragmatics and Language Learning conference in April, her paper is called “L2 Pragmatic Comprehension: The Case of Humor.” She will present preliminary results of a research project on microteaching called “Microteaching: What is it that’s Going on Here?” at the conference of the International Society for Language Studies in Montreal, also in April. Over the summer she will be presenting two versions of a paper entitled “Learning About and Through Humor in the L2 Classroom,” first at the conference for the International Society for Humor Studies in June, and again as part of a panel at the International Association for Applied Linguistics in July.

Jerry Gebhard was invited to give two presentations to and conduct a workshop for English teachers and teacher supervisors at the Instituto Cultural Perano Norteamericano in Lima. The purpose of the visit was to engage both

teachers and supervisors in proactive observation for the purpose of teacher development.

Gebhard has also had an article accepted for publication in the *JALT Journal*, a research oriented journal published by Japan Association of Language Teachers (the national affiliate of International TESOL). His paper, “Awareness of Teaching through Action Research: Examples, Benefits, and Limitations” is based on his research of what Japanese EFL teachers learned about doing action research, as well as the limitations action research had on their abilities to see their teaching differently.

Nancy Hayward will be presenting on “U.S. Faculty (Mis)Perceptions of ESL Students” at the International Society for Language Studies conference in April.

Claude Mark Hurlbert and **Anestine Hector-Mason** (C & T alumna) have an article, “Exporting the ‘Violence of Literacy’: Education According to UNESCO and The World Bank,” accepted for publication in *Composition Forum*.

Hurlbert and Hector-Mason also spoke on the panel, “Affirming Access or Securing the Gates?: UNESCO, the World Bank, the IMF, and the Globalization of Literacy,” at the CCCC in San Francisco, in March along with current C&T students **Ikuko Fujiwara**, **Christoper Garcia**, and **Massaer Paye**.

Hurlbert, Derek Owens (St. Johns University), and Robert Yagelski (SUNY Albany) have an article, “Making 4Cs Matter More,” accepted for publication in *Writing on the Edge*.

He also appeared with **David Hanauer** on the panel “Standardization in English Studies: Resisting the Normalizing Gaze,” at the CCCC. Hurlbert will chair and Hanauer will speak with **David Downing**, and Lit. & Crit. alumna **Teresa Derrickson**.

Donald A. McAndrew’s *Literacy Leadership: Six Strategies for Peoplework* was published by the International Reading Association. The book encourages literacy teachers in K-college to develop their leadership skills in order to have a wider impact on the teaching of literacy in classrooms and communities. It reviews theory and research on leadership generally and on leadership in schools specifically. Then it presents six strategies derived from that theory and research that teachers and administrators can apply in their daily work lives to improve the peoplework at the heart of leadership.

Ben Rafoth will be one of nine leaders at the International Writing Centers Association 2005 Summer Institute at the University of Kansas in Lawrence. Other leaders will include Carol Severino, Michael Pemberton, Jeanne Simpson, Janet Swenson, Clint Gardner, Harry Denny, Frankie Condon, and **Beth Boquet**. The co-chairs of this year’s Institute are Anne Geller and **Michele Eodice**. Both Eodice and Boquet are IUP alumni.

The second edition of Ben Rafoth’s *A Tutor’s Guide: Helping Writers One to One* (Heinemann Boynton/Cook) will be published this summer. About a third of the chapters will be new material and will include two current C&T doctoral students, **Nicole Munday** and **Carol Briam**. Both are in the final stages of their dissertations. Carol is living and

working in France, and Nicole teaches at Salisbury State University in Maryland.

A chapter written by **Kevin Dvorak** and Ben Rafoth will appear this summer in the *Writing Center Director’s Resource*, to be published this summer by Lawrence Erlbaum. The title of their chapter is Getting to Know You: Examining Relationships Between Writing Center Directors, Co-Directors, and Assistant Directors.

Rafoth presented a paper at 4 C’s in San Francisco this year on a panel entitled, “Should Graduate Programs in Rhetoric/Composition Include Training in Second Language Writing?” Other participants on the panel include Susan Kay Miller, Kevin Eric De Pew, and Maureen Goggin.

He also presented a day-long workshop for deans, first-year composition instructors, and deans at the University of Notre Dame in February.

Rafoth is also serving as the faculty writer for IUP’s Comprehensive Self-Study for Middle States Re-Accreditation. The Self-Study is the most comprehensive assessment of the institution in thirty years. He will complete the first draft of the report in April.♦

Student News



The Composition and TESOL Program hosted an open reception for students, alumni, friends, and guests at CCCC in San Francisco March 18th. The reception was held at the Maxwell Hotel, near the Moscone Center. As in years past, the C&T reception at 4 C's is a great opportunity for our alumni to reconnect with one another — and for current students to meet the faces behind those names they see on dissertation bindings! If you were not able to join us this year, we'll look for you next time.

Mubarak Alkhatnai presented a paper in the EAPSU conference on October 21-22 at California University of Pennsylvania. He also presented a paper in the Three Rivers TESOL conference in Pittsburgh on October 30, 2004 and led IUP's Student team to the conference. 15 sessions out of 35 were led by IUP students at the Three River TESOL conference. A proposal by Mubarak was also accepted for the 2005 Graduate Student Forum that is going to take place in San Antonio, TX during the TESOL 2005 conference.

Mahmoud Amer has published an article entitled "Dynamic sound control" to an on-line prestigious community of computer designers and programmers specializing in ActionScript (a computer scripting language) at www.actionscript.org. He will also present in this year's TESOL in San Antonio, Texas. His paper is entitled "Native Speakers' Reaction to Foreign Accent: An Understanding from the Source."

Nashwa Badr gave a presentation at Three Rivers TESOL in 2004. The presentation was titled "Expressing Emotion in a Second Language: National Culture and Emotion Expression" Nashwa has also had two papers accepted at the GSF at the TESOL convention this year. The first one is a poster titled "Applications of Vocabulary Learning Models," the second one is a paper titled "Social Identity

Theory and Second Language Acquisition: A Case Study of an Adolescent Muslim Female in the U.S.A." With **John Baker**, Nashwa also co-authored a book review on Thomas Farrell's book *Reflective Practice in Action*. The review has been accepted for publication in The English Connection, Korea TESOL's quarterly publication.

Kelli Custer presented in a roundtable discussion entitled "Writing Pedagogy and Mentoring: Wendy Bishop's Legacy" at the December 2004 MLA conference in Philadelphia. She also presented in the Research Forum the results of her ongoing dissertation research, "Driven Identities: How Leaders in Composition/Rhetoric are changing the Field" at the Upcoming Conference on College on Composition and Communication. This presentation is based on interviews of 13 past chairs of CCCC, completed during the summer and fall. She is also a full-time temporary faculty member at IUP this year.

Anestine Hector, a recent graduate from our doctoral program, has been hired as a Research Analyst for the American Institutes for Research in Washington, DC. She will be working in the Adult ESL research department.

Joy Kennedy (Ph.D. Lit. & Crit.) was selected to discuss nature writing with writers Barry Lopez, Bill McKibben, Denis Covington, and others at a weekend retreat offered by the "Writers Write the Natural World" conference, hosted by Texas Tech University by the banks of the Llano river in Junction, Texas. Joy also has an essay "The Edge of the World: Feminist Geography and Literature" upcoming in *Interdisciplinary Literary Studies*.

Chad Littleton presented a workshop with Pamela B. Childers and James A. Inman entitled "Connecting Writing Centers in Secondary Schools, Colleges, and Universities:

Collaborative Critical Thinking and Writing” at the Southeastern Writing Centers Association conference in February 2005 in Charleston, SC. He also co-hosted the Spring meeting of the Tennessee Writing Centers Collaborative in April 2005. Chad received the College of Arts and Sciences Outstanding Adjunct Teaching Award for 2004 at the University of Tennessee at Chattanooga in December.

Holly Niemi presented her dissertation topic at the Doctoral Forum at the National TESOL Convention. The topic was “ESL Staff Development for Mainstream Content Area Teachers.” She has also been hired as Adjunct Faculty at Duquesne University (Pittsburgh, PA) teaching in the School of Education Master’s Program and ESL Certification K-12.

Phillip Ryan presented his dissertation research, “Exploring Elementary Teachers’ Experiences with English Language Learners,” at the 26th Annual Ethnography in Education Forum at the University of Pennsylvania’s Center for Urban Education, February 26th, 2005.

Deborah Sams presented a paper, “Bullying and the ESL Student: Issues of Face, Power, and Verbal Aggression” on March 25 in the Language Attitudes and Popular Linguistics session of the PCA/ACA National Conference in San Diego. The paper was also presented at TNTESOL in March.

Toshi Takagaki (Ph.D, 1999) has been active in the field of biliteracy and TESOL. His recent articles appeared in such journals as *TESL Canada Journal* 21:1(2003), *Asian Englishes* 7:1(2004), and *English Teaching Forum* 43: 2 (2005).

Marcy Trianosky, C&T Doctoral program, presented at 4C’s in San Francisco on March 18th, chairing a panel called,

“When is Basic Writing Not Basic Writing? Untangling Pedagogy and Assessment in the Small Liberal Arts College.” The panel examined the ways in which pedagogy and assessment of basic writers at small institutions must be adjusted to their unique contexts. Marcy’s presentation was called “ESL Writers in the Basic Writing Classroom: Pedagogical Challenges in the Small Institution.” In her talk, Marcy discussed how ESL writers are often misidentified as basic writers at small institutions, when in fact second language interference and cultural adjustment issues provide more useful frameworks for assessing the skills of such writers. Marcy currently teaches and directs the Writing Center at Hollins University, a small liberal arts college for women in Southwest Virginia.

Sonoko Tsuchiya, a graduate from the MA TESOL Program, presented a paper at the Northern New English TESOL conference last November. While there she met **Sheena Blodgett**, a doctoral student in our program. ♦



IUP students at the Three River TESOL conference

New Students

Welcome to IUP!



PhD/Composition & TESOL

Kelly Adams, Fahad Al-Eid, Alison Brown, Arlyn J. Caban, Shannon Casey, Roger Cohen, Jennifer Deering, Joel Diamond, Michael Dittman, Kimberly Donovan, Elizabeth Duncan, Cynthia Epp, Dawn Fels, Amanda Godbee, Heather Hoffman, Craig Hulst, Maosheng Hung, Kimberli Huster, Ngarmny Intachakra, Wan-Tsai Kung, Hsiang-Ju Lee, Pei-Hsun Liu, Janet Lucas, Phongsakorn Methitham, Mary Alice Moore, Shu Pin Nall, Korakote Natiladdanon, Steven Pearlman, Julie Ann Peluso, Lara Plate, Kimberly Rudkin, Karen Smatlack, Bethany Snyder, Marjorie Stewart, Megan Titus, Whitney Tudor, Melody Wise, Xuechun Xhou

MA/TESOL

Kevin Belknap, Bethany Catanzaro, Chin-fen Chang, Chao-Ling Chen, Kyung Suk Chung, Shao-Chun Hsu, Satoko Kurosawa, Yu Ling Liao, Yueh-o Lin, Ruiying Liu, Xu Ma, Yin Ju Tai, Xiaoyuan Tan, Lama Nassif, Kumi Nishimura, Susan Price, Margaret Hadinger, Janmei Xu, Yi Hsueh Yang

MA/Teaching English

Craig Adams, Jeri Bookhammer, Derek Long, Ning Chu, Kimberly Hoover, Jamie Lichtenfels, William McGinnis, Marlene Petro, Melissa Vello ♦

Graduates

Congratulations!



MA/TESOL

Kozue Hiroki, So Yeon Kim, Tsukasa Miyashiro, Hsuan Sun, Leah Wilde

MA/Teaching English

Casey Brady, Matthew Brennan, Erin Fulton, Beth Genemore, Adam Russelburg

Dissertation Defenses

Congratulations!



Wahi Abdulmalek, “Investigating the Processes of Participants at a National Writing Project Summer Institute,” directed by Dr. Carole Bencich.

Ali Alrajhi, “Joining the Online Literacy Club: Internet Reading Among Saudi EFL Learners,” directed by Dr. Gian Pagnucci.

Sami Alshwaikh, “Learning Vocabulary Through Internet Reading: Approaches and Attitudes of ESL MBA Students,” directed by Dr. Jeannine Fontaine.

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

Ai-Hwa Chen, “Understanding of Speech Act Realization Across Cultures and Languages: How Taiwanese Students Negotiate Their Meaning Comprehensibly to American Students Through the Use of E-mail,” directed by Dr. Jerry Gebhard.

Marie Louise Compaore, “A Cross-Cultural Analysis of Conceptual Metaphor in Language,” directed by Dr. Jeannine Fontaine.

Cheryl Davis, “Motivated to Serve, Motivated to Learn: Theorizing Care in The Composition Service-Learning Classroom,” directed by Dr. Claude Mark Hurlbert.

Bobbi Hammill, “My Mother and Your Mother: Composition Stories of Mathers and Academic Daughters,” directed by Dr. Carole Bencich.

Frank W. Hermann, “The Silicon Tutor: A Critical Examination of the Uses of Intelligent Tutoring Systems in Writing Assessment and Pedagogy,” directed by Dr. Bennett Rafoth.

William R. Jones, “Forces in Space: A Bakhtinian Exploration of Online Writing Groups,” directed by Dr. Gian Pagnucci.

Alev Ozbilgin, “Turkish and English Literacy in an English Medium University in Turkey: A Qualitative Study,” directed by Dr. Dan J. Tannacito.

Brenda Pittman, “Expressive Writing: A Language of Self-discovery,” directed by Dr. Donald A. McAndrew.

Riva Sharples, “The Business of Consumer Literacy: How the Modern Book Industry Shapes What We Read,” directed by Dr. Gian Pagnucci.

Jungwan Yang, “Extra Consciousness: Role of Anxiety in the Self-Concepts of South Korean Students in the U.S. from a Cultural Perspective,” directed by Dr. Carole Bencich.

Courses

Schedules and Descriptions



Summer Pre-Session 2005

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

Monday through Thursday 3:30-7:00 with Lynne Alvine

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

Summer Session I 2005

ENGL 641: Topics in ESL Pedagogy (assessment)

Monday through Thursday 10:15-12:15 with Lilia Savova

This course introduces students to aspects of student, course and program evaluation. It presents a framework of ESOL knowledge and uses this as a base for creating a variety of assessment tools to evaluate students' communicative competencies. Furthermore, it sensitizes students to the benefits and caveats of standardized and alternative forms of assessment. Last but not least, it links student assessment to course and program goals and offers an insight in the evaluation of curriculum units, such as lessons, courses and programs.

Students will engage in research activities that provide the basis for assessment tools design. They will explore student-centered assessment strategies and apply these in their individual and joint projects.

ENGL 696: Internship in ESL

Permission needed with Nancy Hayward

Consists of one semester of supervised teaching, tutorial activities, and materials preparation for non-native or limited English-speaking students. The purpose of the practicum is to demonstrate the candidate's preparation for teaching English as a second or foreign language.

ENGL 700: Introduction to Research

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

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

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

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

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

- (3) Atkinson, Robert. (1998). *The life story interview*. Thousand Oaks, CA: Sage.
- (4) Kyvig, David E. & Myron A. Marty. (1982). *Nearby history: Exploring the past around you*. Thousand Oaks, CA: AltaMira.
- (5) Williams, Frederick. (1979). *Reasoning with statistics*. New York: Holt, Rinehart & Winston.
- (6) McAndrew, Donald A. "Policy analysis (draft)." Xerox at Copies Now. (If time permits.)

Major requirements:

1) Team Research Project

"The Heinz Museum as a Research Process"

In groups of 3-4, observe and report on the John Heinz Museum of Regional History on Smallman Street in the Strip District near downtown Pittsburgh. The Heinz is unique in that it focuses on the issues in our Kyvig and Marty book—nearby history—and uses techniques like ethnography, artifact analysis, oral history interview, life history narrative, and descriptive statistics, all of which we will study, to "write" its research report as enactments of characters, written descriptions and explanations, photographs, exhibits of artifacts, videos, archives, and dramatic readings. Your job will be to describe and evaluate the research methodology and report formats we see at work. We will be researching the research process at work at the Heinz and seeing the Strip District, one of Pittsburgh's most colorful areas.

2) Individual Final Research Project

Each of you will do a small scale research project that uses one or more of the major methods we have studied—Erlandson et al. for naturalistic; Atkinson for life story and narrative; Kyvig and Marty for historical; Williams for statistical; or one of the lesser used methods we studied in the 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

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

This course introduces you to foundations, current topics, and research methodology in sociolinguistics. Language is the primary way in which we construct our selves and our society. During the semester we will explore how this is done, as well as examine applied topics in sociolinguistics with a particular emphasis on education. We'll be using Janet Holmes (2001) text for the basics (*An Introduction to Sociolinguistics*, 2nd ed., Reading, MA: Pearson), then I'll 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 Barbara Johnstone's (2000) very readable discussion of qualitative methods in sociolinguistics as a recommended text (*Qualitative Methods in Sociolinguistics*. New York: OUP).

Requirements for the course include 2 short synthesis papers, a research proposal and final research project, a presentation of your research, and a book review. You may want to start thinking now about a book you'd like to review for this course. If you choose a recent one you may be able to publish it, however, you are also welcome to choose an older book if it interests you. Edited volumes or complete studies are both okay. Below are some examples of books that I have found interesting or want to read myself. For a wider variety of recent books check out the "publications received" in recent journals that publish sociolinguistic studies, search "publications" of linguistlist.org (limit to "books" and "sociolinguistics"), or peruse publishers'

Courses

Schedules and Descriptions



websites. Check the fall 705 syllabus on my website for a list of books that I've found interesting or would like to read myself and that are examples of appropriate texts to review.

ENGL 708: Technology & Literacy

Monday through Thursday 1:00-3:00 with Michael M. Williamson

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

ENGL 723: Second Language Teaching

Monday through Thursday 3:15-5:15 with Nancy Hayward

Considers trends, issues, and research in second language teaching and assessment, as well as considers ways teachers can explore teaching beliefs and practices.

ENGL 733: Theories of Composition

Monday through Thursday 10:15-12:15 with Ben Rafoth

In this course, we will examine the modern and postmodern theories of composition that have dominated the field for the past 40 years or so, and we will see how these theories have shaped our notions of best practices in the classroom. Among our readings will be *Fragments of Rationality* by Lester Faigley, which won the CCCC Outstanding Book Award. Additional information on readings TBA.

ENGL 745: Theories of Literacy

Monday through Thursday 8:00-10:00 with Carole Bencich

Theories of Literacy is an exciting course, because of the opportunity to blend personal experiences in literacy with theoretical understandings regarding the political, social, technological, cognitive, cultural, and other implications of literacy. The course is particularly relevant, given the mix of international literacies represented by students in the class.

I will 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 am also considering the 6th edition (2004) of Frank Smith's classic, *Understanding Reading*, as well as Danling Fu's *My Trouble is my English*, for its narrative investigation of ESL students' experiences in American schools, and Jeanne Henry's *If Not Now*, for its workshop solution to the problem of non-motivated college readers. ESL literacy will be an important component of the course, either through an assigned book or individual projects.

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 use Naomi Baron's 2000 *Alphabet to email*.

We will include a book club experience, using Nafisi's popular *Reading Lolita in Tehran*, Lee's *Native Speaker*, Dai Sijie's *Balzac and the Little Chinese Seamstress*, or another fictional work featuring international literacy.

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

You will notice that the reading list is a mix of academic and trade books. In fact, it's a blend of efferent 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.

ENGL 746: Advanced Seminar in Literacy: Leadership

Monday through Thursday 3:15-5:15 with Donald McAndrew

We will think of two overriding goals: one scholarly—to learn as much as possible about leadership and leaders—the other personal—to prepare to become a leader in our daily work lives as literacy educators.

To learn about leadership we will begin by reading my 2005 book *Literacy Leadership: Six Strategies for Peoplework*. From there we will move out to reading about leadership in various literacy venues like the National Writing Project, Writing Centers and Writing Across the Curriculum programs. We will continue to widen our focus by next examining leadership in English departments as portrayed in such journals as the *English Leadership Quarterly*, *Writing Program Administration*, and the *ADE Bulletin*. We will widen our focus still further by reading about teacher leadership generally and finish with reading about leadership in the workplace and community.

To prepare to become a leader in our daily work lives, each of you will create a reflective autobiography on leadership reviewing any leadership positions you have held or any leaders you have observed or read about. From this autobiography each of you will then outline a leadership project you will undertake during the next academic year at your home institutions.

Summer Session II 2005

ENGL 703: Language & Cognition

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

Examines areas where language, thought, and cognitive process interact. Studies the essential nature of meaning and mental concepts, the core characteristics of language, and the complex relations between the two domains.

ENGL 715: Qualitative Research

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

Involves both reading about and training in qualitative research methods such as participant observation, interviewing, coding, and analysis. Also covers dissemination of research findings.

ENGL 724: Second Language Acquisition

Monday through Thursday 10:15-12:15 with Jeannine M. Fontaine

Introduces current research in second language acquisition especially of English. Focuses on prominent research trends in the study of the language learner, the process of acquisition, and the interaction of learner, language, and context.

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

Monday through Thursday 10:15-12:15 with Jean Nienkamp

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

ENGL 731: Rhetorical Traditions

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

I. Course Description

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

II. Texts

I have not made up my mind just yet about the texts I will be using, but I am relatively certain I will use the following:

Barnstone, Tony, and Chou Ping, Trans. and Eds. *The Art of Writing: Teachings of the Chinese Masters*. Boston: Shambala, 1996.

Bizzell, Patricia, and Bruce Herzberg, eds. *The Rhetorical Tradition: Readings from Classical Times to the Present*. 2nd ed. Boston: Bedford, 2001.

I am also considering using some, but probably not all, of the following:

Blitz, Michael, and C. Mark Hurlbert. *Letters for the Living: Teaching Writing in a Violent Age*. Urbana, IL: NCTE, 1998.

Gilyard, Keith, ed. *Race, Rhetoric and Composition*. Portsmouth, NH: Boynton/Cook Heinemann, 1999.

Holledge, Julie and Joanne Tompkins. *Women's Intercultural Performance*. New York, Routledge, 2000.

Richardson, Elaine. *African American Literacies*. Literacies. Ed. David Barton. New York: Routledge, 2003.

Schroeder, Christopher, Helen Fox, and Patricia Bizzell, eds. *Alt/Dis: Alternative Discourses and the Academy*. Portsmouth, NH: Boynton/Cook Heinemann, 2002.

Optional:

Kennedy, George A. *Comparative Rhetoric: An Historical and Cross-Cultural Introduction*. New York: Oxford UP, 1998.

Email me in the coming weeks and I will send you the final list. See you in the summer.

ENGL 742: Cross-cultural Communication

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

This course considers cultural behaviors, assumptions, values, and conflicts surrounding communication across cultures and within the context of teaching English as a Second Language. This summer we will focus on intercultural interactions and cultural adjustment process. Enrollment priority is given to students enrolled in the MA TESOL and doctoral C&T programs. This course can be used a program elective in both programs.

We will use a variety of readings. In addition to a course reading pack obtained at Copies Now, we will likely read these books:

Kiesling, S. and Paulston, C.B. (Eds.) 2005. *Intercultural discourse and communication*. Malden, MA: Blackwell.

Storti, Craig. 1990. *The art of crossing cultures*. Yarmouth, ME: Intercultural Press.

Students will be expected to keep a Reading/documentary Viewing Response Log and based on the content of the log and our class discussions and activities, to write an 8 page report that synthesizes knowledge gained from this course. Ph.D. students are expected to research a topic relevant to the course, raise a research question, and to write an annotated bibliography with 17 highly annotated items. M.A. students have a choice to either select to do the annotated bibliography or work on a *cross-cultural communication teaching activities file* that includes 10-15 activities and materials you can use with future students.

A syllabus should be ready by May and posted on Gebhard's course webpage.

ENGL 748: Advanced Seminar in Linguistics: Discourse Analysis

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

This course provides an introduction to and hands-on experience carrying out written discourse analysis. Thus, it will serve as a complement to an earlier course this year on oral discourse, although it will be treated as a first course as well. Open to MA and Ph.D. students.

Discourse analysis is a way of thinking about and reading textual material. There are many varieties of discourse analysis, each providing a number of techniques for carrying out analysis. Hence, it is also a research methodology. Among those we will cover in some detail are:

Structural Functional Analysis (Halliday)

Textual Interaction (Hoey)

Discursive Discourse Analysis (Potter)

Critical Discourse Analysis (Fairclough)

Students will be asked to apply one or more versions of discourse analysis introduced to an area of interest of their own in composition, second language writing, or education.

ENGL 797: Independent Seminar

Permission needed, Ben Rafoth, Dan J. Tannacito, or Gian S. Pagnucci

Selected readings and/or research in a specialized area of composition, criticism, and/or critical theory, literature, TESOL, linguistics, creative writing, cultural studies, literary translation, or literacy not normally covered by the curriculum in either track of the Ph.D. in English. Independent Seminar provides an opportunity to pursue interests not accommodated by course offerings. It is not recommended during a student's first semester of course work.

Please contact Cathy Renwick in the Graduate Office for further information.

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Fall 2005

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

Time TBA with Nancy Hayward

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

ENGL 625: Introduction to TESOL

Monday 6-8:30 with Nancy Bell

TESOL is a broad, interdisciplinary field. This course is designed to help you begin the process of socialization into this community's discourse and to become familiar with fundamental concepts and current controversies in the field. You will begin thinking about your own place in the field and how to develop your professional interests both during and beyond this program. Assignments will include a research paper, a journal review, a personal dictionary of key concepts, a group paper responding to Vai Ramanathan's book *The Politics of TESOL Education* (2002), and a reflective paper in which you will examine your views on language and teaching.

In addition to a variety of journal articles, I am considering one of the following books:

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

Harmer, J. (2001). *The Practice of English Language Teaching*. 3rd edition, Essex: Pearson Education.

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

ENGL 643: TESL/TEFL Methodology

Tuesday 1:15-3:45 with Jerry G. Gebhard

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

Course readings will likely include:

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

Gebhard, J.G. 2005. *Teaching English as a foreign and second language: A teacher methodology and self-development guide*, 2nd edition. Ann Arbor, MI: The University of Michigan Press.

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

Students will be required to join a book critique group; each group will be required to read one of the two books listed below, as well as to create a poster and to give an oral critique of the book. The two books will be:

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

Liu, J. and Hansen, J. 2002. *Peer response in second language writing classrooms*. Ann Arbor, MI: The University of Michigan Press.

Additional requirements include writing four five-page response papers to course content; selecting a teaching interest group (teaching reading comprehension; teaching grammar; teaching communicative fluency; teaching and the internet) and preparing and demonstrating activities to classmates through microteaching; work on either a library research or practical teaching activity project.

The complete syllabus for this course should be posted on the professor's course webpage by May.

ENGL 692: American English Grammar

Thursday 6-8:30 with Jeannine M. Fontaine

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

ENGL 693: Teaching English in the Secondary Schools

Wednesday 6-8:30 with Linda Norris

This course is an integral part of our MA/TE program that supports the view of the social construction of knowledge and literacy. We will engage in reflective thinking as well as developing deeper content knowledge and stronger professional competence through videotaped lessons, through experiences in real classrooms, and through inquiry projects. This course complies with the principles, attitudes, characteristics, knowledge, issues and relationships among standards outlined and advocated in the NCTE's *Guidelines for the Preparation of Teachers of English Language Arts*, NCATE guidelines, and Chapter 354 guidelines for the state of Pennsylvania. Graduate students in this course should also show a commitment to the program by being active in the NCTE/IUP student organization and/or engaging in another pre-professional or professional equivalent such as TESOL, PAC-TE, PCTELA, NCTE, or CCCC.

Graduate students enrolled in this course have made a strong commitment to becoming or to continuing their development as a secondary, post-secondary, or ESL English instructor. This course should help them decide if they really want to student teach or pursue the teaching profession in other capacities or not. We will be reading current texts about pedagogy, writing and doing lessons and projects with feedback from instructor, peers, experienced teachers, and students, and preparing professional portfolios. By actually working with experienced teachers in school situations and with students at different academic and chronological levels, this course engages English/language arts teachers in authentic tasks for students with special needs and diverse backgrounds. This course will focus particularly on teacher as researcher, as well as teaching literature and writing with an emphasis on grammar, and the use of technology in the classroom with an emphasis on film.

Students in this course often begin teacher research that they can present at the English graduate conference and at national conferences like NCTE. Students will collect videotapes of their lessons and ones from the undergraduate program for their work on how beginning teachers formulate their practice and how these students are contributing to research on developing teaching identities.

Required materials and instructional strategies:

Textbooks (we generally read about seven current texts over the fifteen weeks); VHS tape—for videotaping and for viewing lessons taught during class; computer disk/CD—to type all lesson plans and portfolio documents; notebook—for taking class notes and class discussion reflections; binder or folders (for working and showcase portfolios); Xeroxing costs—for duplicating lesson plans/materials; bulletin board supplies and/or transparencies; strategies employed—student-centered discussion, simulation, role playing, modeling, cooperative learning, large and small group activities, hands-on projects, providing for special needs, culturally responsive teaching, differentiated approaches.

Courses

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Course Objectives:

To engage prospective and experienced English teachers in articulating and developing instructional theories and practices and to help them to understand the implications of these theories and practices in their teaching philosophies and repertoires.

To provide opportunities for pre-service and experienced English teachers to teach English/language arts in both live and simulated situations, to receive constructive feedback from peers and mentor teachers, and to promote confidence in them that they will be providing their students with appropriate, challenging, well-grounded, and enjoyable experiences.

To read, write about, and discuss current teaching theories and practices to prepare pre-service English teachers for student teaching and careers in English education and to advance experienced teachers in new and current trends.

To promote the notions of teacher-educator and teacher-scholar through an inquiry-based approach and research project centering on current issues or studies that affect teachers, students, families and communities.

To insure that our MATE graduates leave our program with a clear and solid understanding of critical literacy practices beneficial to classroom and academic settings as well as the ability to demonstrate those practices themselves.

ENGL 696: Internship in ESL

Permission needed, Dan J. Tannacito

Consists of one semester of supervised teaching, tutorial activities, and materials preparation for non-native or limited English-speaking students. The purpose of the practicum is to demonstrate the candidate's preparation for teaching English as a second or foreign language.

ENGL 698: Internship

Permission needed, Lynne Alvine

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

ENGL 700: Introduction to Research

Monday 6-8:30 with Donald McAndrew

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

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

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

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

Major requirements:

1) Team Research Project

"The Heinz Museum as a Research Process"

In groups of 3-4, observe and report on the John Heinz Museum of Regional History on Smallman Street in the Strip District near downtown Pittsburgh. The Heinz is unique in that it focuses on the issues in our Kyvig and Marty book—nearby history—and uses techniques like ethnography, artifact analysis, oral history interview, life history narrative, and descriptive statistics, all of which we will study, to "write" its research report as enactments of characters, written descriptions and explanations, photographs, exhibits of artifacts, videos, archives, and dramatic readings. Your job will be to describe and evaluate the research methodology and report formats we see at work. We will be researching the research process at work at the Heinz and seeing the Strip District, one of Pittsburgh's most colorful areas.

2) Individual Final Research Project

Each of you will do a small scale research project that uses one or more of the major methods we have studied—Erlandson et al. for naturalistic; Atkinson for life story and narrative; Kyvig and Marty for historical; Williams for statistical; or one of the lesser used methods we studied in the 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

Wednesday 6-8:30 with Nancy Hayward

Introduces the study of language as a social phenomenon, including such topics as language varieties, stereotypes, and social identity; language planning and language policy; standard and nonstandard usage; censorship; discourse analysis; language attitudes; language, culture, and thought; communicative competence; small group communication; and classroom interactions.

ENGL 708: Technology & Literacy

Tuesday 6-8:30 with Lilia Savova

This course will address the concept of technological literacy, i.e., the ability to use, manage, assess, and understand technology; the integration of technology in the composition classroom, i.e., ways of using computers to enhance learning and teaching writing; and, the integration of technology in the ESOL classroom, i.e., ways of incorporating computers and video in ESOL curriculum design. It is designed to support multiple technological literacies.

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Students in this class will have the opportunity to learn through the individual research of library and internet resources, and through the design of joint multimedia projects. They will explore the multiple uses of traditional and innovative educational technologies as they apply to their preferred field of study.

Assigned readings and class discussions will focus on subjects that are similar to the ones in the *Journal of Literacy and Technology* available at www.literacyandtechnology.org.

ENGL 723: Second Language Teaching

Tuesday 6-8:30 with David Hanauer

Considers trends, issues, and research in second language teaching and assessment, as well as considers ways teachers can explore teaching beliefs and practices.

ENGL 725: Second Language Literacy

Thursday 6-8:30 with Dan J. Tannacito

This course will combine two frameworks for the analysis of, primarily, second language writing. The first framework of that of New Literacy Studies (Street, Scribner & Cole, Gee, Luke) focusing not so much on the acquisition of skills but rather on what it means to think of literacy as a social practice. In this new view of literacy, social practices are problematized and politically oriented (either dominant or marginalized and resistant). To prepare, students can read in advance B. Street (2003). What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice. *Current Issues in Comparative Education*, 5(2). (available at: www.tc.columbia.edu/cice/articles/bs152.pdf).

The second framework is that of social psychology in which culture is seen as a theory of life, embodied in numerous cognitive scripts that are acquired through the process of primary and secondary socialization in structural and symbolic communities of meaning.

Students will be required to conduct primary research using these frameworks to investigate problems of interest to themselves. The course is open to Ph.D. and advanced M.A. students.

ENGL 733: Theories of Composition

Wednesday 6-8:30 with Ben Rafoth

In this course, we will examine the modern and postmodern theories of composition that have dominated the field for the past 40 years or so, and we will see how these theories have shaped our notions of best practices in the classroom. Among our readings will be *Fragments of Rationality* by Lester Faigley, which won the CCCC Outstanding Book Award. Additional information on readings TBA.

ENGL 746: Advanced Seminar in Literacy

Thursday 6-8:30 with Claude Mark Hurlbert

Focuses on a single topic in depth. Topics will be announced in advance and will include language history and change, writing systems, models of language, linguistic stylistics, narrative analysis, cross-linguistic patterns in syntax, language structure and use, and more.

ENGL 797: Independent Seminar

Permission needed, Nancy Hayward, Donald McAndrew, or Gian S. Pagnucci

Selected readings and/or research in a specialized area of composition, criticism, and/or critical theory, literature, TESOL, linguistics, creative writing, cultural studies, literary translation, or literacy not normally covered by the curriculum in either track of the Ph.D. in English. Independent Seminar provides an opportunity to pursue interests not accommodated by course offerings. It is not recommended during a student's first semester of course work.

By permission only. Please contact Cathy Renwick in the Graduate Office for further information.

Please Note:

Course descriptions and schedules are available on the website early in each semester at www.english.iup.edu/graduate/office/ct/courses.htm.

Academic Calendar

2005-2006



Register for August Graduation	6-1	Spring Classes Begin	1-17
Orientation at 6:00pm	6-5	Spring Break	3-13 to 19
Summer Session One Begins	6-6	Archival copies due at the Graduate School	4-15
No Classes	7-4	Spring Classes End	5-2
Summer Session One Ends	7-8	Commencement	5-13
Summer Session Two Begins	7-11		
Archival copies due at the Graduate School	7-15		
Summer Session Two Ends	8-11		
Orientation at 6:00pm	8-28		
Late Registration	8-28		
Fall Classes Begin	8-29		
Labor Day, No Classes	9-5		
Register for December Graduation	10-1		
Fall Recess, No Classes	10-24/25		
Archival copies due at the Graduate School	11-15		
Thanksgiving Recess, No Classes	11-23 to 27		
Last Day of Classes for Fall	12-12		
Commencement	12-18		

Nikolov to Visit

by Jerry Gebhard



I am delighted to announce that **Dr. Marianne Nikolov**, Professor of English Applied Linguistics and Director of the Ph.D. Program in Second Language Pedagogy at The University of Pécs (Hungary), will visit our program on April 13th to talk on *Issues in Second Language Acquisition and Pedagogy*. Her talk will be from **6:00-7:30 pm** in the **Oakroom West** in **Foster Hall**.

Dr. Nikolov is a well known scholar throughout Europe and has published numerous articles, book chapters and books. Two of her recent books include *Research into Teaching English to Young Learners* (University Press Pécs) and *Studies in English Theoretical and Applied Linguistics* (Lingua Franca Csoport).

Professor Nikolov is presently a Senior Fulbright Visiting Professor at the University of California, Berkeley, and we are fortunate to be able to invite her to talk with us through the Fulbright Occasional Lecturer Program (OLP). It will be an honor to have Professor Nikolov talk to us. I sincerely hope that you are able to attend this informative talk on issues in second language acquisition and pedagogy.

C&T Dissertation Photo Gallery



Ali Alrajhi poses at his dissertation defense with readers Jeannine Fontaine, Carole Bencich, and director Gian Pagnucci.



Sami Alshwairkh poses at his dissertation defense with readers Gian Pagnucci, Mary Jalongo, and director Jeannine Fontaine.



Ai Hwa Chen poses at her dissertation defense with readers Carole Bencich, Mike Williamson, and director Jerry Gebhard.



Marie Louise Compaore poses at her dissertation defense with readers Ben Rafoth, Carole Bencich, and director Jeannine Fontaine.



William Jones poses at his dissertation defense with reader Gary Dean and director Gian Pagnucci.



Patricia Miller poses at her dissertation defense with readers Jerry Gebhard, Jo Ann Crandall, and director Dan Tannacito.



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