

Composition & TESOL

THE C & T NEWSLETTER

Celebrating Jerry Gebhard and Don McAndrew

Two C&T professors will retire in 2007. Students and faculty offer fond farewells.



“Don McAndrew is one of the most energetic and imaginative people I have had the privilege to know. The most important thing I learned from Don is the ebullient sense of confidence that has always seemed to me to be at the core of his beliefs and actions. I have seen how he has been challenged by changing conditions and has grown from that experience.

The last 25 years have brought about considerable change in the English Department and in the university as a whole. Few faculty in the department have lived through what was a turbulent change from a regional state teachers college to a university now ranked as Research II. If you take a moment to look at Don’s considerable scholarship over the years, you will find that he has demonstrated more creativity in the issues that he has examined and in the contributions he has made to the field.” *Dr. Michael M Williamson*

“Some people teach composition; some people live for the teaching of composition. Don McAndrew is the latter. Sure, we have all heard him talk about Deep Creek and his lawn and garden, but anyone who has spent any amount of time with Don McAndrew knows that the man is one of the those rare individuals who was born to be a teacher. Throughout his career, Don has made an uncompromising stand for quality in the teaching of writing. He has argued that composition is as meaningful a field of study as literature, and he did so long before it was fashionable to make that case. He has argued that composition is as important a field of study as linguistics, and he did so at times when the argument was an unpopular one to make. And throughout his career he has argued that writing teachers have a responsibility to be the best teachers they can possibly be.” *Dr. Claude Mark Hurlbert*

“Jerry Gebhard and I first met when I interviewed him at TESOL in NYC in 1982. At that time, an advanced Thai graduate student joined me in the interview process. Jerry’s excellent knowledge of Thailand and the Thai language were impressive then (as well as Japanese and Chinese). This multilingualism and multiculturalism epitomized his approach to TESOL education. Jerry has left an indelible mark on our program through his scholarship and teaching in the field of teacher education. He has been a principle contributor to our program’s reputation as student-focused graduate degrees. I will certainly miss Jerry’s collegiality and friendship but most of all his humility and gentleness.” *Dr. Dan Tanacito*



“Hi Jerry - I have learned a lot from you as a TESOL teacher, and it has impacted my future in education. You taught us TESOL theories, and you embodied these theories in our class. One of the most important principles I learned from you is the difference between the words “improve” and “develop,” that is “Nonjudgmental stance.” Judgmental stance hinders us from seeing what things really are, and who I really am. This notion is now one of my most important principles to live by not only as a teacher, but also as a person. I am very proud to share your last semester at this university, but at the same time I am sad when I think I will not be able to take any more of your classes. However, I know you are a person who cannot leave the field of education. I am hoping to keep contact with you, and someday discuss how we can develop ourselves. I wish the best of health to you. Best Regards. *Takashi Kurata*

Continued on page 4



Editor

Marlen Elliot Harrison

Faculty Advisor

Nancy Bell

Photo Credits

Daniela DiGregorio

Marlen Elliot Harrison

Henny Zacharias

Contributors

Jerry Gebhard

David Hanauer

Claude Mark Hurlbert

Takashi Kurata

Gian Pagnucci

Ben Rafoth

Cathy Renwick

Lilia Savova

Dan Tanacito

Michael M. Williamson

Students, Alumni and
Professors of the
C&T Programs



Inside This Issue

Celebrating Jerry Gebhard and Don McAndrew	pages 1, 4-5
Director's Column	page 3
Cathy's Corner	page 3
IUP Represented at Thailand TESOL	page 6
English Graduate Organization (EGO) News	page 6
C&T Presentations at Three Rivers TESOL, 2006	page 7
C&T Hosts 2007 Three Rivers TESOL Conference	page 7
Faculty News	pages 8-9
Student News	pages 10-12
World of Writers, Call for Manuscripts	page 11
Dissertation Defenses	page 13
Recent Graduates	page 13
Summer/Fall Course Schedule	page 14
Summer/Fall 2007 Course Descriptions	pages 15-25
Important Dates	page 26
Working Papers in Composition & TESOL, Call for Submissions	page 27

Faculty

• Dr. Lynne Alvine	Lynne.Alvine@iup.edu
• Dr. Nancy Bell	Nancy.Bell@iup.edu
• Dr. Sharon Deckert	Sharon.Deckert@iup.edu
• Dr. Jeannine M. Fontaine	Jeannine.Fontaine@iup.edu
• Dr. Jerry Gebhard	Jerry.Gebhard@iup.edu
• Dr. David Hanauer	David.Hanauer@iup.edu
• Dr. Nancy Hayward	Nancy.Hayward@iup.edu
• Dr. Claude Mark Hurlbert	C.Hurlbert@iup.edu
• Dr. Donald A. McAndrew	Donald.McAndrew@iup.edu
• Dr. Jean Nienkamp	Jean.Nienkamp@iup.edu
• Dr. Gian S. Pagnucci	Gian.Pagnucci@iup.edu
• Dr. Ben Rafoth	Bennett.Rafoth@iup.edu
• Dr. Lilia Savova	Lilia.Savova@iup.edu
• Dr. Dan J. Tannacito	Dan.Tannacito@iup.edu
• Dr. Michael M. Williamson	Michael.M.Williamson@iup.edu
• Cathy Renwick, Graduate Dept Secretary	Catherine.Renwick@iup.edu

Director's Column

This semester marks one of the C&T program's many turning points as we draw closer to the retirement of two distinguished faculty, Jerry Gebhard and Don McAndrew. Most of you reading this have had one or both of them in class, and among the faculty, we have all had the pleasure of working with them on theses and dissertations, curriculum, and various projects. As former directors, they worked diligently to recruit the best and brightest students, and our program gained strength because of them. Don and Jerry were part of a larger effort at the university to strengthen graduate education, which has grown dramatically. Last year, with 2,272 graduate students enrolled across the university, IUP awarded 559 graduate degrees. The C&T program is among the largest and most diverse of these programs on campus, with a distinguished record of educating teacher-scholars from across the US and around the world. This reputation grows out of the commitment and leadership of faculty like Jerry and Don, and from the work and loyalty of our students and alumni. Best wishes to Jerry and Don for many enjoyable years in retirement!



By Ben Rafoth, Director of English C&T programs

Cathy's Corner



Let's take a closer look at those pesky dissertation credits!

Ok, everyone knows that you need to have 12 dissertation credits by the time you defend. Now, enters the continuous dissertation policy. To make a long story short, all Ph.D. students who have completed their course work and Culminating 3-chapter review for C&T, must be registered for at least one dissertation credit each Fall and Spring until they graduate. In order to get 12 credits by the time you defend, you will have to register for more than one dissertation credit in at least one semester. Many students leave it up to me to put them on the automatic registration list. The Dean's office will register students for one dissertation credit if they have not registered for themselves. Now I have to complain a little here. This is not at all automatic. It involves finding out who registered, who didn't, who needs to, and who they are working with. It would be in your best interest to get your PIN and register yourself for however many dissertation credits you want or need for a semester. In addition, you need to enroll just as you would for a course--in other words, not waiting until the last minute. The enrollment information is due in the office of the Dean of Humanities about two weeks before the beginning of a semester.

Now, when you do register, PLEASE be careful to register for regular Dissertation credits. The ONLY time you register for Continuous Dissertation credits is when you have already taken all 12 of the required credits and still have not finished your dissertation. Be careful to look for the credits listed under the person who is your dissertation advisor. I open dissertation credits for each faculty in 1, 3, and 6-credit sections. If you need 2, 4, 5, or more than six credits in a given semester, you need to talk with the director of your program well in advance so that a special section can be opened through the Dean of Humanities.

By Cathy Renwick, Secretary of Graduate Studies in English

"THE C&T PROGRAM IS
AMONG THE LARGEST
AND MOST DIVERSE OF
THESE PROGRAMS ON
CAMPUS, WITH A
DISTINGUISHED RECORD
OF EDUCATING TEACHER-
SCHOLARS FROM
ACROSS THE US AND
AROUND THE WORLD. "

DR. BEN RAFOTH

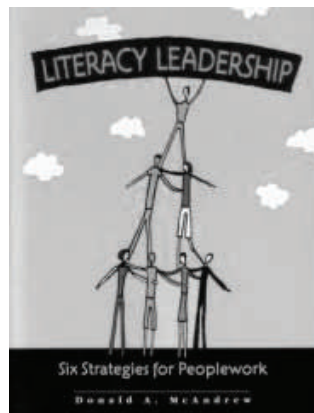
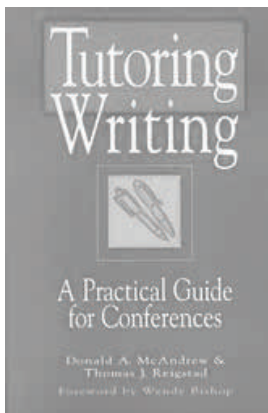
Celebrating Don McAndrew, cont'd

"I have 2 particularly fond memories of Don McAndrew, both of which revolve around temperature. That's probably appropriate since Don has such a fiery Irish personality and also seems able to occasionally make other people's blood boil!

Don was kind enough to invite my wife Edel and me to his wonderful place at Deep Creek Lake. Among other things, this meant we were treated to some wonderful cooking by Don's better half, Marge. We went one time in the Winter. The place was beautiful, and we could watch from Don's deck skiers going down the slopes. Unfortunately, Don, no doubt raised with some Irish frugality in mind, liked to save on the heating bill by turning down the temperature as everyone went to bed. And I mean WAY down. It was so cold as Edel and I got into bed, that we kept our clothes and sweatshirts on, piled our coats on the bed above the blankets, and I even slept with a winter cap on my head. That morning Marge got the heat going again by soundly smacking Don for almost freezing everyone to death.

My other Don story also is about a trip to Deep Creek, but this it was during the summer. This time we were joined on the visit by Jim and Kathy Strickland. Don wanted to show off his big motor boat, so he marched us all down to the water for what we naturally assumed would be a boat ride. We all climbed off the pier into the boat and sat down. And then we sat and sat and sat. And it got hotter and hotter and hotter as the sun beat mercilessly down on us. After about 30 minutes, Jim finally asked, "Are we actually going to go out on the water for a ride?" "Oh no," Don calmly remarked, "we'll do that tonight. We just like to sit here around noon to enjoy the sunshine before lunch. You know how dark it always is in western PA. There's nothing like a little warm sunshine." At this point, I stood up, rubbed gingerly at the sun burn beginning to christen my neck, and said, "I think I am plenty warm enough. You guys can sit here all day if you like, I'm going under the trees where the temperature isn't 100." I grabbed a lawn chair, got out of the boat, and soon was enjoying the cool shade of a big oak tree along the shore. It took maybe 2 minutes before Jim, even more fried looking than I felt, came running along the pier to escape the sun too. Jim and I both stated that sitting in the burning noon time sun was pure madness, so it was exactly what we would expect of Don. I stand by that today, too. Don was mad to soak up all those rays. But perhaps there was a method to Don's madness, because as Jim and I sat under that tree, enjoy the cool and the sound of lapping waves, Jim said to me, "You know, Gian, I've been meaning to see if I couldn't talk you into writing a book for Heinemann press." I replied, "That's funny, I actually did have this idea for a book on narrative." *Living the Narrative Life* got its start on that hot summer day, so I guess I really have Don to thank for dragging me out into the sunshine!" Dr. Gian Pagnucci

Books by Don McAndrew include:



Celebrating Jerry Gebhard, cont'd

"I have several memories of the time I have spent with Jerry at IUP. First, I guess it is Jerry more than anyone else who convinced me to come to IUP. He set up the initial contact, he met me at the airport, hosted me and kept in contact through the process of interview and position evaluation. In keeping with Jerry's affinity to Japanese culture, I would like to remember Jerry (or perhaps remind him) of a few moments that were meaningful to me in his presence through the form of the HAIKU." *Dr. David Hanauer*

Slippers, January 2002

White snow,
Stone winding path
Red slippers at an open door

Sushi House, July 2004

Square, black tray
Tempura steaming
Green tea and conversation

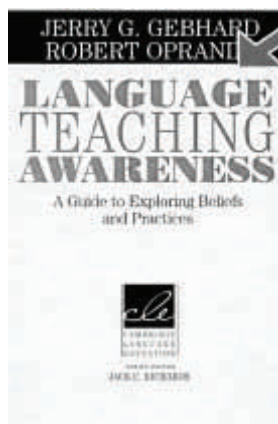
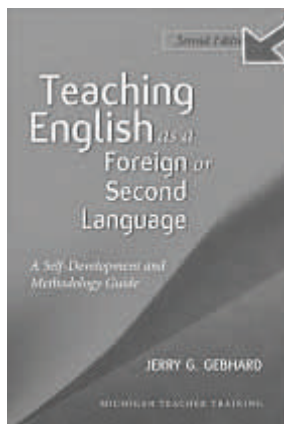
Road Trip, January 2002

Heated car seat
Bare branched snow
Driving gloves

Retirement, February 2007

Swimming, walking
Discussion
Narrative instead of prose.

Books by Jerry Gebhard include:



IUP Represented at Thailand TESOL

The Thailand TESOL/Pan-Asian Consortium International Conference was held on January 26-28 at the Imperial Queen's Park Hotel in Bangkok. The theme for this conference was Beyond Boundaries: Teaching English for Global Communication in Asia and attracted some 1,500 participants from Thailand, Singapore, Malaysia, Vietnam, Indonesia, Cambodia, Japan, Taiwan, South Korea, Russia, Australia, Britain, Canada and the United States. The conference agenda included an opening address by the Thailand Minister of Education, Dr. Wichit Srisa-arn and a keynote address by Jun Liu, the President of International TESOL. There were also 15 plenary and featured speaker sessions throughout the three day conference, as well as a full schedule of on-going sessions and a very special Asian Youth Forum. This forum included students from 11 different Asian countries who offered feedback sessions to English teachers and curriculum planners, talked on world affairs and the importance of English within the global community, and had fun performing traditional dance and drama for the conference participants.

IUP was nicely represented during this conference. Tom Farrell, a graduate from our doctoral program, gave a featured speaker talk on Reflective Language Teaching: From Theory to Practice. Faculty member Jerry Gebhard gave two papers, a featured speaker talk, Teaching Asian Students Cultural Concepts and an on-going session talk, Narrative Research on Cultural Adjustment of Asian students at an American university. Ajarn Saneh Thongrin, a C&T Ph.D. program graduate, presented EFL Writing Teachers at a Crossroads: Collectivist Concepts of Writing. Other participants attending the conference included MA TESOL Program graduates Ajarn Arnon (now holding a doctorate from Oklahoma State University and Assistant Dean of International Affairs at Burapha University), Ajarn Kamonrat (teaching a Thammasat University), and Ajarn Apinun (now completing her Ph.D. at the University of Melbourne).

By Dr. Jerry Gebhard

English Graduate Organization (EGO)

Under the direction of a new advisor, Dr. Cheryl Wilson, a new webmaster, Justin Watts, and officers from both English graduate programs, EGO has had an exciting semester. On March 3, GSA/EGO hosted its fifth annual interdisciplinary graduate student conference in the HUB. The conference title this year was "Coffee Cups, All-Nighters and Ticking Clocks: Celebrating Ideas across Disciplines," and the keynote speaker was Dr. Jeff Williams from Carnegie Mellon University. Individual presentations, panel presentations, round-table discussions, poster sessions, artwork, and performances demonstrated how scholarly work at the graduate level is innovative, investigative, and in-depth. There was a small registration fee for participation in the conference, and lunch and refreshments were provided at no additional cost.

EGO plans to hold several workshops this spring. Possibilities include workshops on blogging by C&T PhD candidate Marlen Harrison, on publication by Dr. Hanauer, on mock interviews and/or publishing by Dr. Emerick, and on the stages of the dissertation-writing process by students currently writing in spring. Members of EGO also plan to enjoy several social events throughout the semester, including bowling at Mohawk Lanes and dinners at area restaurants. Come join us! Meetings are held every other Thursday at 4:45 PM in the Leonard Lounge.

C&T Presentations at Three Rivers TESOL, 2006

This year's Three Rivers TESOL Conference in Pittsburgh was a remarkable achievement in the professional development of many of C&T's masters and doctoral students. It is my pleasure to report that, as always, our students distinguished themselves, our program and university. 17 IUP students (O. Salako, Shu-Fen Lai, S. Kurosawa, Y. Kaneko, A. Pujiastuti, Chen-Hong Li, J. Slick, M. Harrison, N. Zacharias, L. Wang, E. Han, B. Murray, J. Pierce, A. Lapidus, Q. Zang, Liang-Yi Chang, I. Al-Hawamdeh) and, myself, Lilia Savova, offered 19 of the 34 conference sessions. Below is a list of the C & T presentations at this event:

Shu-fen Lai, *Vocabulary Learning Strategies Used by EFL Learners*; Satoko Kurosawa & Yuka Kaneko, *Using Comic Books in EFL Classrooms in Japan*; Lilia Savova, *A nonstandard approach to Standard English*; Ani Pujiastuti, *The Students' Use of Pragmatic Particles in English Conversation*; Chen-Hong Li, *Enhancing L2 Listening Comprehension: An Examination of Speech Rate, Speech Modification, and Interaction*; Joseph Slick, *Teaching Saudi students*; Olubukola Salako, *Task-Based Oral Testing: Oral Tests Derived From Task-Based Activities*; Marlen Harrison, *Brainstorming Blogging: Using weblogs in the language classroom*; Nugrahenny T Zacharias, *When I 'sing' the poem ...*; Chen-Hong Li, *Differences and Similarities of Reading Strategy Use in Mandarin Chinese (L1) and English (L2): A Survey Study*; Lan Wang, *Native Speakers' Attitudes toward Peer Feedback in a Mixed Group*; Eunhee Han, *Constructing Non-native English teachers' Value as World English Speakers*; Berenice L. Murray, *Learning Effective Strategies for Accurate Spelling*; Janet L. Pierce, *Cultures, Computers and Communities: Interaction in the ESL Classroom*; Alexander Lapidus, *Comics in L2 Culture Mediation and Negotiation*; Qisi Zhang, *Why NES Students Need an ITA?*; Liang-Yi Chung, *Asian college exchange students' development of English academic writing skills in American universities*; Imad AL-Hawamdeh, *Cook's going beyond the native speaker in language teaching: Reflections and limitations*; Ani Pujiastuti, *English Native Speaker Teachers In Indonesia: The Dangers Of Grabbing 'The Wrong Person In The Wrong Place'*

More information on the conference program is available at:

www.3rtesol.org/conf/fall06/program_2006.html

By Dr. Lilia Savova

“THIS YEAR’S
THREE RIVERS
TESOL
CONFERENCE IN
PITTSBURGH WAS A
REMARKABLE
ACHIEVEMENT IN
THE PROFESSIONAL
DEVELOPMENT OF
MANY OF C&T’S
MASTERS AND
DOCTORAL
STUDENTS. “

DR. LILIA SAVOVA

C&T Hosts 2007 Three Rivers TESOL Conference

This fall, our program will have the opportunity to host the next Three Rivers Conference. One of our students, Janet Pierce, will be the conference Chair. She is already busy planning the event, which requires a lot of support from peers, faculty and administrators. I'm sure she will appreciate your help and you will have the chance to gain valuable experience. Help will be needed to seek funding, promote the event, design the call for participation, adjudicate proposals, design the program, invite session chairs, organize the publishers' exhibition, negotiate refreshments, staff the hospitality booth, host the keynote speaker, reserve and set rooms and equipment, put together conference folders. In brief, you don't want to miss that.

As the Chair of the last conference held at IUP, I still remember these glorious moments, a few strategic malfunctions, but, best of all, our students' wonderful contribution working as members on the organizing committees, learning about professional leadership. Please contact Janet <j.pierce@iup.edu> ASAP to volunteer. You won't regret it.

By Dr. Lilia Savova

Faculty News



Dr. Nancy Bell

- On February 6, **Dr. Lynne Alvine** was the speaker for the Armstrong Reading Association dinner meeting in Butler. Her topic was “Overcoming the Legacy of Apartheid: Bantu Education in the Rainbow Nation,” and she shared a photo narrative of her visits to schools and workshops with teachers during her May 2004 trip to the Durban area. Additionally, Dr. Alvine has been invited to speak at the 10th Anniversary Conference of the Ikwezi College of Continuing Education in Durban, South Africa on March 9. While in South Africa from March 2-15, she will also conduct workshops for the Ikwezi staff and for secondary teachers. Dr. Alvine has also been invited to participate in the Conference on English Education (CEE) Summit II at Lake Forest College in Chicago on June 1- 4. A selected group of 100 CEE leaders from across the country will meet to take stock of the present and chart the future of the profession of teacher education.

- **Dr. Nancy Bell**, with Anne Pomerantz of the University of Pennsylvania, will present a paper entitled “Playing the School Game: Sanctioned and Unsanctioned Play in a Foreign Language Classroom” at AAAL as part of a panel on language play that the two organized. In addition, she will be presenting preliminary findings of a study of failed humor at the conference of the International Society for Humor Studies this summer in Rhode Island. She also has two articles appearing this spring. After a long wait in the publishing queue, “How native and non-native English speakers adapt to humor in intercultural interaction” will appear in the first volume for this year of *Humor: International Journal of Humor Research*. Later this spring “Safe Territory?: Bilingual women’s humorous narratives” will appear in *Research on Language and Social Interaction*.

- **Dr. Jerry Gebhard** has published a book chapter, “The TESOL Practicum and Internship” in *The Cambridge Guide to Second Language Teacher Education*, edited by Jack Richards and Anne Burns (in press, Cambridge University Press). Dr. Gebhard has also contributed to IUP’s on-line C&T journal, *Working Papers in Composition & TESOL*, by inviting four graduates from our doctoral program, all who Dr. Gebhard advised during the dissertation stage of their study at IUP, to write articles on what they learned from doing a dissertation, as well as how this learning experience has been useful to them in their careers and lives. He has also included an article on his own dissertation experience and how the content and process of doing a dissertation has impacted his career at IUP. This issue on *The Ph.D. Dissertation Experience* will be on-line later this spring 2007 semester. Students who are writing or plan to write a dissertation, as well as alumni and faculty who want to reflect on the value of the dissertation experience might find this collection interesting and beneficial. Simply click on www.english.iup.edu/publications, and then click on *Working Papers in Composition & TESOL* (**Dan Tannacito** and **Amy Flick**, editors). Articles include:

- **Phillip Ryan** – Beyond Data Collection and Analysis: The Broader Impact of the Dissertation Process on a Novice Researcher
- **Saneh Thongrin** – Journey Around the Wheel: Narration of Transformative Learning
- **Kota Ohata** – Looking Back on my Ph.D. Dissertation Project: A Summary and Reflections
- **Trikartikaningsih Byas** – My Life Before, During, and After the Dissertation
- **Jerry Gebhard** – Twenty-Five Years Later: Reflections on the Value of the Doctoral Dissertation

Faculty News

Dr. Gebhard has also been invited to be a plenary speaker at the Pan-Korea English Teachers' Association (PKETA) Annual International Conference in Busan, Korea. As the invited speaker, he will talk on "Teacher Development and the Korean English Teacher: Making Your Own Informed Teaching Decisions". His talk will be published in *The English Language Teaching Journal*. In addition, Jerry has been invited to join Keith Folse, Betty Azar, and Patricia Byrd as a colloquium speaker for the Materials Writers Interest Section Academic Session at the 2007 International TESOL Conference. Jerry's paper will be "Limitations of Classroom Textbooks and the Value of Student Generated Texts".



Dr. Gian Pagnucci

- **Dr. David Hanauer** is the first author on the paper entitled "Teaching Scientific Inquiry," which appeared in the December issue of *Science*. The article deals with the constraints that the current culture of schooling with its emphasis on testable knowledge has created. Basically, the standardization of knowledge creates a culture of conformity that is the antithesis of scientific inquiry and education. The article then goes on to describe the approach developed within the microbiology laboratory (where Dr. Hanauer collects data) that involves bringing students into close contact with professional real science and scientists. In addition, his funding from the Howard Hughes Medical Institute was just officially renewed, bringing the current funding from this source to \$100,000 and work from his last National Science Foundation Grant was published in his third book entitled *Scientific Discourse: Multiliteracy in the Classroom* (Continuum Press, August 2006).

- **Dr. Don McAndrew** was notified that his 2005 book *Literacy Leadership: Six Strategies for Peoplework* (Newark, DL: International Reading Association) was one of four finalists from 332 submissions for the Distinguished Achievement Award in Professional Development from the Association of Educational Publishers. Entries are first reviewed by screening judges who narrow the field, followed by the final certifying committee who review and certify finalists and winners. Books are judged on five criteria: quality of writing, educational value, originality/creativity, audience interest, and ease of use. Additionally, Dr. McAndrew was invited to give a whole day workshop in Baltimore, MD on improving leadership skills for the officers of the 17 councils of the State of Maryland International Reading Association. The 68 officers from across the state had spent the three previous months reading and discussing Don's 2005 book *Literacy Leadership: Six Strategies for Peoplework* (Newark, DL: International Reading Association). Dr. McAndrew extended the issues in his book by focusing on the chapter he wished he had included, "Using Humor in Leading."

- **Dr. Gian Pagnucci** will give a reader's theatre presentation at the 2007 Annual Meeting of the American Educational Research Association (AERA) in Chicago this April. Dr. Pagnucci will be presenting with Mathematics Education scholar Edel Reilly, and well known English Education scholar David Schaafsma. Their collaborative presentation will explore how stories of mentoring, family, and friendship shape teacher identity formation.

- **Dr. Lilia Savova** has been invited to be the editor of "Effective Use of Textbooks," which is part of TESOL's most ambitious 13-volume "Classroom Practice Series." TESOL selects its editors in a process that is highly competitive and includes widely publicized searches among TESOL professionals worldwide. In addition to being the editor of this volume, Dr. Savova will be the series editor of two more books from this series, "Classroom Management," and "Pragmatics." Along with other editors, she will participate in TESOL's featured session on "Changing Trends in Classroom Practice." At this year's TESOL Convention in Seattle, WA, she will also present on her recently published chapter on a TESOL curriculum model she designed.

Student News

- Four IUP PhD graduate students are presenting at the International Writing Center Association conference in Houston, April, 2007. The panel, titled "*What Kind of Place Is This, Anyway?: Exploring Writing Centers as Communities of Practice*," will feature the following topics: "Representing Community: The Work of Discourse and the Discourse of Work in Writing Centers," by **John Boyd**; "Developmental Education is not Remediation: The Writing Center and the Learning Center as Compatible Spaces," by **Janet Lucas**; "Creating A Space of Their Own: Writing Tutors in the Learning Center as a Community of Practice," by **Kim Donovan**; and "Gendered Communities: Writing Centers in Women's Institutions," by **Marcy Trianosky**.
- **Mubarak Alkhatnai, Adel Alomarni, Karen Greenstone, Qisi Zhang and Susan Salminen** published a book review on Patrick Moran's book "*Teaching Culture: Perspectives in Practice*". It was published in the TESOL Quarterly Volume, 40 Number 4 December 2006. This critique was originally written as an assignment in **Jerry Gebhard's** summer ENGL 742 Cross-Cultural Communication course.
- **Mahmoud Amer** and Dan Tannacito are presenting a paper entitled "*An ESL Guide: The Development of a Software Application grounded in Vygotsky's Socio-cultural Theory of Language Learning*," at the AAAL 2007 Annual Conference, Costa Mesa, CA on April 24, 2007.
- **Dr. Carrie Cook**, who graduated in 2006 from the C&T program, has recently accepted a position at Georgetown College (Georgetown, KY) as a tenure track assistant professor of English. Carrie's advisor was Dr. Ben Rafoth. Among Carrie's new colleagues is **Dr. John Sadlon** who received his PhD from IUP's R&L program (1978) and has been the Director of Georgetown College's writing center for many years. Dr. Cook's current presentation schedule includes the following: EELI: A Program that Works (Panel Presentation with colleagues from Eastern's English Language Instruction Program); TESOL (March 2007) Presenting with Dr. Christel Broady (Georgetown College) "Training ESL Teacher Leaders Online"; IWCA (April 2007) Presenting with Ms. Barbara Szubinska (Eastern Kentucky University) "Leaving the Comfort Zone: Switching Documentation Styles with Confidence."
- **Jennifer Oakes Curtis'** proposal for the paper, "*Freedom to Speak: Orality in the Freshman English Classroom*," has been accepted by the PCEA Conference.
- **Daniela DiGregorio** will present her paper "Migration, International Adoption and Identity Reconstruction" at the 2007 Conference of the International Society for Language Studies in Honolulu, Hawaii.
- **Karen Englander** is still in Mexico, having now been promoted to full professor at her university with the completion of her degree. She has presented aspects of her work at the Mexican national TESOL conference, at the European Sociolinguistics Symposium last year, and has been accepted to give a paper at this year's American Association of Applied Linguistics.
- **Tom Farrell**, Ph.D. program graduate, has just published *Succeeding with English Language Learners: A Guide for Beginning Teachers* (2006, Corwin Press/Sage).

Student News

- **Dawn Fels**, along with Claude Hurlbert and **Roseanne Gatto** will present "*Ten Thousand New Reasons For Never Adopting a Composition Textbook*" at CCCC in March. Also on the panel are Michael Blitz (John Jay College of Criminal Justice) and Derek Owens (St. John's University). In April, **Dawn Fels**, **Brian Fallon**, **Valerie Tobler**, and two undergraduate IUP writing center tutors will present individual narratives as part of a panel entitled "*When Tutors are Othered: Negotiating Boundary Work through Narratives*" at the International Writing Centers Association's annual conference in Houston. Dawn will also join **Mahmoud Amer** on a panel about using technology in the writing center to teach language and writing. Their presentation, "*ESL Guide: Developing Language and Writing Skills in the Writing Center*," will showcase new software Mahmoud and others have been developing for use with ESL students.
- **Jiajia He**, C&T Doctoral candidate, will present her paper "*Post-Process Theory in Chinese EFL Writing Classes*" at the CCCC Convention in New York on March 23, 2007. The presentation reports on her study of using Western writing strategies in Chinese university EFL classes and what benefits can be brought to ESL/EFL learners attending US universities. She will be assisted in the presentation by **Stephen Swartz**, C&T Doctoral candidate.
- **Marlen Elliot Harrison**, PhD candidate in Composition & TESOL, has recently published his manuscript "*Developing Keypal Projects in the Japanese University Classroom*" in the National University of Singapore's *Reflections on English Language Teaching (RELT)*. Marlen also published a book chapter entitled "*Taking the Teacher Out of the Test: Minimizing teacher participation in language testing*" in the Japan Association for Language Teaching's (JALT) *More Autonomy You Ask (MAYA)* anthology. Marlen has been invited by the Nara chapter of JALT to present his research on blog use and on-line communities of practice for April, 2007.
- **Clifton Justice**, IUP PhD candidate in Composition/TESOL, will be speaking at the 2007 CCCC Annual Convention. Justice will be presenting during the session, "Placing and Erasing the Queer." Justice's presentation is titled "*Between a Rock and a Hard Place: Coming Out in the Writing Classroom*." Justice will also present at the Research Network Forum, held in the conference hotel the day before the convention begins. He will present his research on qualitative methodological strategies employed in studying queer academic subjects during the past 75 years.
- **Alec Lapidus** presented his paper "*Comics in Second Language Culture Negotiation*" at the 40th Annual TESOL International Convention in Tampa, FL in March 2006 and another one titled "*Comics in L2 Culture Mediation and Negotiation*" at the Three Rivers TESOL Convention in Pittsburgh in October 2006. He also had two articles on graduate TESOL education published in the international *English Language Gazette* (London, UK) in 2006.

Continued on page 12

Calls for Manuscripts

World of Writers, a peer-reviewed on-line journal, is dedicated to helping undergraduate students publish their work. It is simple. Students enrolled in Research Writing 202, College Writing 101, and classes similar in nature may submit their final projects to the editors of WOW for consideration. Each piece is reviewed by three members of the editorial board who rank and select the best projects. Pieces are published at the end of fall and spring semesters. Submission guidelines are available on the journal site <http://worldofwriters.wordpress.com/submission-guidelines/>. For more information, contact either Mahmoud Amer (xxjm@iup.edu) or Dawn Fels (hjrm@iup.edu).

Composition
& TESOL

Student News, cont'd

- **Janet Lucas'** article entitled "*Getting Personal: Responding to Student Self-Disclosure*" along with a comment and response will be published in an upcoming issue of *Teaching English* in the Two-Year College this spring. Also this spring, together with fellow IUP doctoral students, she will be part of a panel presentation "*A Couple of White Chicks Sitting Around Talking: Teaching, Writing, and Teaching Writing*" at the Conference on College Composition and Communication in New York City and part of another panel "*Representing Community: The Work of Discourse and the Discourse of Work in Writing Centers*" at the International Writing Centers Association Conference in Houston. In addition, she presented papers at the Washington Community and Technical Colleges Humanities Conference and the Two-Year College Association Conference last October. Janet currently teaches and directs the tutoring program and writing center at Peninsula College in Northwest Washington State.
- **Deepak Pant** is presenting his paper, "*Empowering students; Voice and identity representation in undergraduate composition classrooms*" at the 2007 CCCC Annual Convention, March 21-24, 2007 in New York.
- **Leah Straszewski** presented her master's research "*Understanding Genre in First-Year Composition*" at NCTE in the fall of 2006.
- **Kimberly Thomas** has received a 2007 CCCC Scholars for the Dream Travel Award and is excited to be representing IUP.
- **Whitney Tudor** will be presenting her paper entitled "*Private Speech and the Second Language Learner*" at the 5th annual GSA/EGO interdisciplinary graduate student conference here at IUP in March. In addition, she will be presenting another paper entitled, "*The Rhetoric of the World Bank and Education for All*" at the 2007 National PCA/ACA (Popular Culture Association/American Culture Association) Conference in Boston, MA, April 4-7.
- **Nugrahenny T. Zacharias**, a first-year doctoral student in Composition and TESOL, has published an article "*Teacher and Student Attitudes toward Teacher Feedback*" in *RELC Journal*, vol.38 (1):36-50.



Deborah Sams, Janet Pierce and Daniela DiGregorio at the TESOL conference in Tampa Bay, FL 2006.

Dissertation Defenses

The following Ph.D. students have defended their dissertations since the Fall Newsletter was published:

- **Nancy B. Dessommes**, "Whiteness and Resistance: Investigating Student Ph.D./R&L-C&T Defenses"
- **Wesley Boozer**, "A Teacher with Liberatory Aspirations Researches Student Responses to His Student-Centered College Writing Class," directed by Dr. Michael M. Williamson
- **Fahad Hamad AlJumah**, "The Use of Metaphor in Business: A Comparative Analysis of Arabic and English Language Usage," directed by Dr. Jeannine Fontaine
- **She-Fen Lai**, "Vocabulary Knowledge, Vocabulary Strategies and EFL Reading Comprehension of College Students in Taiwan," directed by Dr. Jeannine Fontaine
- **Richard Halsey**, "Through Students' Eyes: What Writing Teachers Need to Know," directed by Dr. Michael M. Williamson
- **Caroline Fitzpatrick**, "Literate as Folk: A Study of Feminine Discourse in a Pennsylvania Quilting Circle," directed by Dr. Donald A. McAndrew
- **Toshinobu Nagamine**, "Exploring Teachers' Beliefs Through Collaborative Journaling: A Qualitative Case Study of Japanese Preservice Teachers' Transformative Development Processes in an EFL Teacher Education Program," directed by Dr. Jerry Gebhard
- **Aimee York**, "Points of Contact: The Making of a Writing Teacher," directed by Dr. Gian Pagnucci
- **Melody R. Bynum Pickle**, "Writing's Place in Outdoor Experiential Education: A study of How Outdoor Educators Use and Value Writing in Experiential Education," directed by Dr. Donald McAndrew
- **Natalie Dorfeld**, "Broke, Bohemian, and Burned Out: An In-Depth Analysis of the Adjunct Lifestyle," directed by Dr. Gian Pagnucci.

Congratulations to the following graduates:

MA/TE

Elaina Barna, Jesse Cheatle, Yletta Clark, Earl Hartwig, Kimberley Hoover, Derek Long

MA/TESOL

Anwer Al-Zahrani, Chin-Fen Chang, Jessica Grim, Zana Ibrahim, Atsushi Iida, Yuka Kaneko, Satoko Kurosawa, Kenta Yamanouchi, Wan-Ning yeh

Editor's Note: *PhD candidate Jennifer Oakes Curtis was inadvertently omitted from the list of new students in the Fall 2006 newsletter. Our apologies to Ms. Curtis.*

Summer/Fall 2007 Course Descriptions

Pre-session

ENGL 730/830: Teaching Writing (M.A. & Ph.D./LIT only), Alvine, M-R 3:30-7:00

Session I

ENGL 696: Internship in ESL, Savova, Permission
 ENGL 800: Introduction to Research, Rafoth M-R 10:15-12:15
 ENGL 705/805: Language & Social Context, Hayward M-R 8:00-10:00
 ENGL 808: Technology & Literacy, Savova M-R 1:00-3:00
 ENGL 723/823: Second Language Teaching, Hanauer TR 3:15 - 7:15
 ENGL 725/825: Second Language Literacy, Tannacito M-R 10:15-12:15
 ENGL 733/833: Theories of Composition, Hurlbert M-R 1:00-3:00
 ENGL 846: Advanced Seminar in Literacy, Pagnucci (Narrative Research) M-R 8:00-10:00

Session II

ENGL 641: Topics in ESL Pedagogy, Deckert (Teaching Culture) M-R 1:00-3:00
 ENGL 703/803: Language & Cognition, Fontaine M-R 10:15-12:15
 ENGL 815: Qualitative Research, Bell M-R 8:00-10:00
 ENGL 724/824: Second Language Acquisition, Deckert M-R 8:00-10:00
 ENGL 830: Teaching Writing (Ph.D./C&T only), Wmson M-R 10:15-12:15
 ENGL 831: Rhetorical Traditions, Nienkamp M-R 1:00-3:00
 ENGL 848: Advanced Seminar in Linguistics, Tannacito M-R 1:00-3:00
 (Discourse Analysis)

ENGL 797/897: Independent Seminar, Hurlbert, Savova, Deckert

Fall 2007

ENGL 526: ESL Methods & Materials, Deckert TBA
 ENGL 625: Introduction to TESOL, Bell M 6:00-8:30
 ENGL 643: TESL/TEFL Methodology, Savova T 6:00-8:30
 ENGL 688: Practicum in TESOL, Hayward T 6:00-8:30
 ENGL 692: American English Grammar section 1, Fontaine R 6:00-8:30
 ENGL 692: American English Grammar section 2, Fontaine T 6:00-8:30
 ENGL 693: Teaching English in the Secondary Schools, Norris W 6:00-8:30
 ENGL 698: Internship, TBA Permission
 ENGL 800: Introduction to Research, Rafoth M 6:00-8:30
 ENGL 705/805: Language & Social Context, Hayward W 6:00-8:30
 ENGL 808: Technology & Literacy, Pagnucci T 6:00-8:30
 ENGL 723/823: Second Language Teaching, Hanauer W 6:00-8:30
 ENGL 725/825: Second language Literacy, Tannacito T 6:00-8:30
 ENGL 833: Theories of Composition, TBA R 6:00-8:30
 ENGL 846: Advanced Seminar in Literacy (Assessment), Williamson M 6:00-8:30
 ENGL 797/897: Independent Seminar, Savova, Bell, Deckert

Summer/Fall 2007 Course Descriptions

SUMMER PRE-SESSION

- **ENGL 730/830: Teaching Writing (M.A. & Ph.D./LIT only), Dr. Lynne Alvine**

Pre-session 2007, M-R 3:30-7:00

From catalog: Studies characteristics of the writing process and of the basic writer, methods for the evaluation of writing, and methods for the teaching of writing. Please contact the instructor for more information.

SUMMER SESSION I 2007

- **ENGL 800: Introduction to Research, Dr. Ben Rafoth**

Summer I 2007 (10:15-12:15) and Fall 2007 (Monday evenings)

The aim of this course is to become familiar with the philosophical and historical backdrops for approaches to research in the fields of composition and TESOL, and to become more thoughtful consumers of quantitative research. We begin the course with an overview of philosophical concepts to investigate and report on. Our first reading is the Thaiss & Zawacki book, which provides a frame for the course by illuminating aspects of research design, purpose, methods, and assumptions. It sets the stage for ideas we will examine in the course, including a brief but important unit on statistics with the Salkind text. Quantitative methods provide a systematic way to think about comparisons and contrasts in intellectual inquiry. Statistical methods may appear less frequently in our fields than they used to but they do still appear, and they provide a basis for designing and critiquing both qualitative, quantitative, and mixed-method studies. We will also discuss IUP's institutional review process for the protection of human subjects and the requirements for the Qualifying Portfolio. We will also read Toulmin's *Cosmopolis*, a fascinating historical and philosophical look at the birth of modernism in Europe in the 17th century and its impact on the present. By the end of the course, we should all have a better understanding of the reasons why research methods emerge as part of an intellectual tradition and carry both the glory and the burden of that tradition. By taking such an historical and philosophical perspective in this course, we will achieve a better understanding of how research methods influence the making of knowledge in composition, TESOL, and related fields.

READINGS

Salkind, N. (2004). *Statistics for People Who (Think They) Hate Statistics*. Thousand Oaks, CA: Sage.

Thaiss, C. and Zawacki, T.M. (2006). *Engaged writers and dynamic disciplines*. Portsmouth, NH: Heinemann Boynton/Cook.

Toulmin, S. (1992). *Cosmopolis*. Chicago, IL: Univ. of Chicago Press.

Schwandt, T.A. (1997). *Qualitative inquiry: A dictionary of terms*. Thousand Oaks, CA: Sage.

Summer/Fall 2007 Course Descriptions

• ENGL 705/805: Language and Social Context, Dr. Nancy Hayward

Summer I 2007 & Fall 2007, M-Th 8:00-10:00

ENGL 705 is an introduction to sociolinguistics. In this class, we'll study how social class, ethnic background, gender, geography, history, and other variables influence language behavior and language change. We'll also discuss important current issues of language use, language identity, language power, and language legislation worldwide. The class takes into account the historic parameters of sociolinguistics and research paradigms by studying how research is conducted in the field. We'll read from the following text, supplemented with articles and chapters from other sources. These will be available on reserve in the library:

Meyerhoff, M. (2006). *Introducing Sociolinguistics*. New York: Routledge.

Goals of the class include:

- To become familiar with major themes, issues, key concepts, and terminology in sociolinguistics, and to understand the relation of these to language teaching.
- To understand the ways in which language influences and is influenced by social identity, social structure, and social interaction by reading important research studies and engaging in original research.
- To achieve a depth of understanding in writing about an issue and to be able to communicate this understanding to an audience in an oral presentation.
- To gain experience in designing and conducting research.

You'll write several shorter, exploratory papers, one longer research-based paper on a topic of personal interest. Also, you'll engage in several short group projects which usually culminate in oral presentations. I strive to balance the needs of both composition- and TESOL-focused students and to provide a firm background in the origins of sociolinguistic research and publishing as well as current trends in research. For further information, contact Dr. Nancy Hayward (nhayward@iup.edu).

• ENGL 808: Technology & Literacy, Dr. Lilia Savova

Summer I 2007, M-R 1:00-3:00

Participants in this course will examine multiple perspectives on the theory and practice of technology and literacy. More specifically, they will: Become acquainted with the history of technology & literacy; Learn about technology's impact on literacy; Become aware of the impact of technology on discourse; Explore and experience distance education; Gain experience in authentic research and writing for publication; Lead professional discussions; Practice designing technology based classroom materials; Prepare professional presentations.

Course Requirements

Students will be engaged in class activities that demonstrate their understanding of assigned readings in face-to-face classroom discussions and in virtual chat room discussions. They will also develop individual and collaborative technology projects on specific technology & literacy issues. All course activities have a strong research component.

Summer/Fall 2007 Course Descriptions

- **ENGL 723/823: Second Language Teaching, Dr. David Hanauer**

Summer I 2007 & Fall 2007, T/R 3:15 - 7:15

This course is an advanced pedagogy seminar on the doctoral level that deals with current conceptualizations of teaching English in a variety of world contexts. One of the basic aims of this course is to complexify simplistic understandings of English teaching and to deconstruct instrumentalist assumptions concerning the role of the second language teacher. The old concept of language teaching directed through the factory model of the best method approach is ill-suited to handle the new complexities of language education and accordingly the current course will acquaint students with alternative models of what it means to teach a second language. Specifically the course will develop the themes of World Englishes, Post-Method Pedagogy and Critical Language Pedagogy. Ultimately, students in this course will be required to reconceptualize their own roles as language teachers and reconsider their pedagogical practice.

- **ENGL 725/825: Second Language Literacy, Dr. Dan Tannacito**

Summer I 2007 & Fall 2007, M-R 10:15-12:15

The focus of this course will be on researching **the teaching of academic writing in ESL/EFL contexts**. Students are expected to have completed either ENGL 824/724 (Second Language Acquisition) or ENGL823/723 (Second Language Teaching) before enrolling. The main goal of the course this semester is to write collaborative papers synthesizing the last 5-6 years of research on second language writing. To do this, students will form teams to complete one oral and one written task. Each student will join two teams: an oral presentation report team and a synthesis paper team. Each team will read and present information from the texts below as well as articles in professional journals (e.g., *Second Language Writing*, etc.) and in a second team contribute to the collaborative written report.

The following texts will be required reading:

Casanave, C. P. (2004). *Controversies in second language writing*. (University of Michigan Press).

Matsuda, P.K., Cox, M., Jordan, J., & Ortmeier-Hooper, C. (Ed.). (2006). *Second-language writing in the composition classroom: A critical sourcebook*. Boston: Bedford/St. Martin's.



Ben Rafoth & PhD candidate Henny Zacharias roast marshmallows at a student retreat in Derry, P.A.

Summer/Fall 2007 Course Descriptions

- **ENGL 733: Theories of Composition, Dr. Claude Mark Hurlbert**

Summer I 2007, M-R 1:00-3:00

I. Course Description

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.

II. Texts

Downing, David B., Claude Mark Hurlbert, and Paula Mathieu, eds. *Beyond English Inc.: Curricular Reform in a Global Economy*. Portsmouth, NH: Boynton/Cook Heinemann, 2002. ISBN: 0-86709-517-2

Vandenberg, Peter, Sue Hum, and Jennifer Clary-Lemon, eds. *Relations, Locations, Positions: Composition Theory for Writing Teachers*. Urbana, IL: NCTE, 2006. ISBN: 0-8141-2400-3

Hello Students,

As the northwest wind blows lake affect snow and sub-zero temperatures across Western Pennsylvania, it is hard to imagine the heat and inspiration of the IUP summer. So, I am far from making my final course decisions about the texts I will be adopting for this summer's class. Still, I am quite certain about the two I have listed above, and I will certainly be adding more. In other words, I will be making many decisions about the summer class as the weeks roll and the temperature climbs. If you would like the final list, email me at hurlbert@iup.edu, and I will send it. In the meantime, may you all be healthy and happy. See you in the summer! Cmb

- **ENGL 846: Advanced Seminar in Literacy (Narrative Research), Dr. Gian Pagnucci**

Summer I 2007, M-R 8:00-10:00

"It's against the rules," Sanders said. "Against human *nature*. This elaborate story, you can't say, Hey, by the way, I don't know the *ending*. I mean, you got certain obligations." (from Tim O'Brien's *The Things They Carried*)

As a teacher and scholar, I'm convinced that we not only should value stories as a tool for learning, but that we are obligated to do so. Narratives help us to understand the world around us in ways no other form can. So I believe we need to seek out and then recount the vital stories of people's lives.

That's what we'll work on in this course: reading, writing, and telling stories. We'll study narrative inquiry and story-based teaching. We'll look at why stories are so important to our thinking and also why they seem to be overlooked in our schooling. I hope that by the end of the course, many of you will be looking ahead with thoughts about narrative dissertations you might write.

Continued on page 19

Summer/Fall 2007 Course Descriptions

- **ENGL 846: Advanced Seminar in Literacy (Narrative Research), Dr. Gian Pagnucci, (continued from page 18)**

Course Paper: Each student in the class will be asked to write a narrative research paper of their choosing. We'll share these narratives together in class as a community of writers, reading drafts of the papers at various stages. We'll also discuss the craft of writing powerful narratives.

Course Field Trip: I plan to have us visit Border's Bookstore in Pittsburgh one day during the semester. We'll share a meal there and together select a novel to read as a part of our exploration of narratives.

Course Texts: As part of the course, we'll watch Tim Burton's *Big Fish*, an interesting film about stories.

We'll also likely read the following books:

Clandinin, D. Jean, and F. Michael Connelley. 1999. *Narrative Inquiry. Experience and Story in Qualitative Research*. San Francisco: Jossey-Bass Publishers.

Meyer, Richard J. 1996. *Stories from the Heart. Teachers and Students Researching Their Literacy Lives*. Mahwah, NJ: Lawrence Erlbaum Associates.

O'Brien, Tim. 1990. *The Things They Carried*. New York: Penguin Books.

Pagnucci, Gian S. 2004. *Living the Narrative Life: Stories as Tools for Meaning Making*. Portsmouth, NH: Boynton/Cook Heinemann.

Trimmer, Joseph F. 1997. *Narration as Knowledge. Tales of the Teaching Life*. Portsmouth, NH: Boynton/Cook Heinemann.

Plus one novel to be selected by the class.

Course Web Site: For more information, please visit:

<http://www.english.iup.edu/pagnucci/courses/846-narrative/>

SUMMER SESSION II 2007

- **ENGL 641: Topics in ESL Pedagogy, Dr. Sharon Deckert**

Summer II 2007, M-R 1:00-3:00

Teacher and Learner Identities: Implications for ESL Pedagogy

In the field of SLA there has been increasing interest in issues related to identity. In the field of ESL in particular, there has been, as Canagarajah (2006) argues, a radical reorientation along new paradigms including understanding L2 learners motivation and acquisition in terms of social participation and identity construction. This course is an investigation into issues related to teacher and learner identities and how these issues relate to concepts of pedagogy. Texts we will use include: Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow, Longman.

Summer/Fall 2007 Course Descriptions

- **ENGL 703/803: Language and Cognition, Dr. Jeannine Fontaine**

Summer II 2007, M-R 10:15-12:15

I have not yet chosen texts for this course yet, so anything I say on specifics would be highly tentative at this point. As I see it, participants in the course will have three kinds of focus to think about. First, a 'core' text will focus on some central aspect of the way in which language and cognition work together to produce what we speak of as thought or learning. This main text will be drawn either from writings by psycholinguists on the subject, or from the broader field of cognitive studies, which inevitably touches on topics involving language. A second focus for the course will be on how this information matters in pedagogical terms; given the feedback I've had on last summer's text, I will surely recommend it, and possibly even use it again as a common reading; James Zull's *The Art of Changing the Brain* provided us with hours of stimulating discussion in this area, and I would like to include a reading of this type in the summer's mix. The third focus will be one chosen by the participants themselves; that is, each participant will choose a third 'text,' on a specialized topic to be negotiated early in the term. Please contact me by email (jfontain@iup.edu) to learn more, as I will be working on the specifics of the syllabus and text choices in the coming weeks.

- **ENGL 815: Qualitative Research, Dr. Nancy Bell**

Summer II 2007, M-R 10:15-12:15

This course will allow you to extend the introduction to qualitative research methods that you received in Introduction to Research, exploring in greater depth issues of epistemology, ethics, and research design and analysis. While qualitative research requires the use of everyday abilities such as observing and asking questions, specific practice and training is required in order to do a rigorous, thoughtful, and sophisticated study. As such, you will do three short projects aimed at developing your skills as a qualitative researcher: an observation with fieldnotes and analysis; an interview, which will be transcribed and analyzed; and a document analysis. You will also be required to complete an IRB proposal and to present an analysis of a published piece of qualitative research. The major course requirement will be a research proposal for a qualitative study, most likely your dissertation. Classes will be largely a combination of reading discussion and data analysis workshop. In addition to a variety of journal articles, we will be reading the following book during the first two days of class: Maxwell, J. A. (2005). *Qualitative Research Design: An Interactive Approach*, 2nd ed. Thousand Oaks: Sage.

If you want to start any additional reading ahead of time e-mail me for the completed syllabus, which should be ready by May.

- **ENGL 724/824: Second Language Acquisition, Dr. Sharon Deckert**

Summer II 2007, M-R 8:00-10:00

In this course we will examine the process of learning and using a second language. Research in second language acquisition (SLA) is multi-disciplinary in nature, reflecting the complex nature of language learning and use. Linguistic, psychological and social processes that underlie language learning and use will be introduced, and current research findings will be examined from the perspective of both the language teaching professional and the SLA researcher. Texts we will use include:

Bayley, R., & Schecter, S. R., Eds.(2003). *Language socialization in bilingual and multilingual societies*. Clevedon,Eng: Multilingual Matters. (Ph.D. only)

Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.

Saville-Troike, M. (2006). *Introducing second language acquisition*. NY: Cambridge Press.

Summer/Fall 2007 Course Descriptions

- **ENGL 830: Teaching Writing (Ph.D./C&T only), Dr. Michael Williamson**

Summer II 2007, M-R 8:00-10:00

From catalog: Studies characteristics of the writing process and of the basic writer, methods for the evaluation of writing, and methods for the teaching of writing. Please contact the instructor for more information or visit: www.english.iup.edu/mmwmson/Syllabi/830/Teaching%20Writing.htm

- **ENGL 831: Rhetorical Traditions, Dr. Jean Nienkamp**

Summer II 2007, M-R 1:00-3:00

Course Description: 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.

Course Objectives: To become familiar with historical definitions and interpretations of rhetoric; To examine shifting contemporary definitions and interpretations of rhetoric; To link rhetorical theories to contemporary pedagogical practices in composition and TESOL; To consider the future of rhetoric in the context of cultural diversity and rapid social change.

- **ENGL 848/748: Advanced Seminar in Linguistics: Discourse Analysis, Dr. Dan Tannacito**

Summer II 2007, M-R 1:00-3:00

This course will cover three areas: **critical discourse analysis, written discourse analysis and conversation analysis of the classroom**, which apply equally well to first and second language use. Seminararians will be responsible for presenting material to the class regularly and for a major research paper.

The required texts will include:

Bazerman, C., & Prior, P., (Eds.). (2004). *What writing does and how it does it: An introduction to analyzing texts and textual practices*. Mahwah, NJ: Erlbaum.

Fairclough, N. (2003). *Analyzing discourse: Textual analysis for social research*. NY: Routledge.

Seedhouse, P. (2004). *The interactional architecture of the language classroom: A conversation analysis perspective*. Malden, MA: Blackwell.

Summer/Fall 2007 Course Descriptions

FALL 2007

- **ENGL 526: ESL Methods & Materials, Dr. Sharon Deckert**

Fall 2007, TBA/Late afternoon

From catalog: 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. Please contact the instructor for more information.

- **ENGL 625: Introduction to TESOL, Dr. Nancy Bell**

Fall 2007, M 6:00-8:30

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 group paper responding to and synthesizing readings, and a reflective paper in which you will examine your views on language and teaching. In addition to a variety of journal articles, we will be using the following books:

McKay, S. (2002). *Teaching English as an International Language*. Oxford: Oxford University Press.

and one of the following:

Egbert, J. (ed.) (2003). *Becoming Contributing Professionals*. Alexandria, VA: TESOL.

Murphey, T. (ed.) (2003). *Extending Professional Contributions*. Alexandria, VA: TESOL.

- **ENGL 643: TESL/TEFL Methodology, Dr. Lilia P. Savova**

Fall 2007, T 6:00-8:30

Participants in this course will examine multiple perspectives on the theory and practice of TESOL. More specifically, they will: Gain an insight in the historical trends in second language education; Differentiate between global generalizations about TESOL and their applications in specific contexts; Understand and apply fundamental educational principles in second language education; Identify, compare, and contrast the distinctive features of different methods of teaching English to speakers of other languages; Identify and define major terms used in the analysis of EFL/ESL methodology; Select & apply effective strategies and techniques to achieve specific classroom objective; Design customized ESOL curricula; Identify, diagnose problems, and prescribe remedial activities to ESL students; Identify, explain, and justify method(s) used in an ESL student book.

Students will be engaged in class discussions of assigned readings, which may include a juxtaposition of TESOL approaches, strategies and techniques as applied in specific contexts. They may also be required to prepare research studies of current teaching or learning issues. Class projects will introduce students to contemporary uses of computers and multimedia.

- **ENGL 693: Teaching English in the Secondary Schools, Dr. Linda Norri**

Fall 2007, W 6:00-8:30

From Catalog: Explores recent developments in teaching of language, compositions, and literature. Please contact the instructor for more information: Linda.Norris@iup.edu

Summer/Fall 2007 Course Descriptions

- **ENGL 692: American English Grammar, Dr. Jeannine Fontaine**

Fall 2007, Section 1: R 6:00-8:30; Section 2: T 6:00-8:30

I am working on plans for this course, though I do not have specific texts chosen at this point. The course will introduce all the main 'core' areas of linguistic study as applied to English (phonology, morphology, syntax, and semantics). It will also cover the social and pragmatic aspects of language usage in English. It has become clear to me that we should also pay some attention to the important dimension of World English(es). In the course of the term, important issues involving standards and usage will inevitably arise, in particular as these are central to decisions involving language use in education. Participants will produce a portfolio including a range of short journal and reaction pieces as well as a response paper on a special topic of choice. I am currently considering a range of possible readings, but I will have more details on these, as well as on the structure of the course, by early summer; please contact me (jfontain@iup.edu) for more information as it develops.

- **ENGL 808: Technology and Literacy, Dr. Gian Pagnucci**

Fall 2007, T 6:00-8:30

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 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). I am still working on my ideas for our readings, so this list is likely to change a bit before fall.

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

Better off by Eric Brende (paper, Harper Perennial, 2004, ISBN: 0060570059, required)

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, probably required)

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)

Re-Mapping narrative: Technology's impact on the way we write edited by Gian Pagnucci and Nicholas Mauriello (paper, Hampton Press, Inc., 2007, required)

And a technology focused novel

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

<http://www.english.iup.edu/pagnucci/courses/808/default.htm>

Summer/Fall 2007 Course Descriptions

- **ENGL 833: Theories of Composition, Instructor TBA**

Fall 2007, R 6:00-8:30

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

- **ENGL 846: Advanced Seminar in Literacy (Narrative Research), Dr. Michael Williamson**

Fall 2007, M-R 8:00-10:00

If one accepts the view that literacy is a multifaceted, situated, situated, multivocalic set of cultural practices, then effective assessments of literacy are bottom up, locally designed, collaborative efforts. Furthermore, such assessment practices derive from the goals set forth by the participants in the course or curriculum, typically known as stakeholders. Finally, all assessment is a form of continuing research as the developers and other stakeholders study the validity of the practices that have been put in place.

Unfortunately, assessment as a gatekeeper emerged in the last part of the 20th Century. To understand appropriate uses of assessment, assessment development specialists need to know both theory and the historical pressures that have forced what began as an attempt to provide students who needed extra help to be successful in school into a public and private industry aimed at regulating teaching and learning. The history of assessment has also been written in practices that are as old as literacy itself.

This course will examine both the history and theory of assessing language. Then, it will move to a study the process of assessment development and execution from goal setting to the reporting of assessment results and recommendations for the future.

The course will begin with a review the initial goals articulated in the syllabus. Our first day in class will involve revision of those goals and a review of the course syllabus for revision to meet those goals. From there, we review the design of the course assessments for the goals. To ensure that we are setting goals that are important to us and meeting the goals that we set for ourselves, I will ask that we all engage in reflective talk and writing on a regular basis.

My initial goals are intended to provide sufficient theoretical and practical background to plan an assessment development process that will address the various uses of assessment in writing and language programs: placement, exit, and program assessment, among others. Projects could involve planning an assessment program for a specific site and developing a theoretical rationale for the approach, or theoretical and historical statements about testing and assessment in a particular culture. Students interested in developing and implementing a program in their own institutions will be encouraged to do so.

Theories of assessment have emerged primarily from a single source, psychometrics, also known as educational and psychological measurement. Therefore, the core assessment issues are the same for Composition and TESOL. However, assessments for native and non-native speakers differ in important ways. Further, the voices contributing to the development of assessment practices in the two fields are different. Therefore, I expect that not all students will be reading all the same authors. I would like, as much as possible, for each participant in the class to have the opportunity to examine the aspects of assessment most relevant to his or her needs and interests. However, I would also like for all of us to have some common experiences with the core texts in assessment.

Summer/Fall 2007 Course Descriptions

ENGL 846: Advanced Seminar in Literacy (Narrative Research), Dr. Michael Williamson, (*continued from page 24*)

Either as a group or as individuals, we can examine the following general areas of assessment, among others that you may choose to elect: Assessment paradigms for native and nonnative speakers; Assessment theory; Validity; Reliability; Authentic assessment; Classroom assessment; Direct versus indirect assessment of written & spoken language; Ethics and assessment; Evaluation; Grading, testing, and assessment; High stakes assessment; History of assessment in education and English studies; Large scale assessment; Performance assessment; The politics of testing and evaluation in educational settings; Standardized testing; Teacher assessment; Technological assessment and assessing technology; and Writing program assessment.

Assessment theory, ethics, and history are the three categories that will form a common basis for class discussion. From there, the class may divide into special interest groups to examine other areas in terms of Composition and TESOL. We can cover much more ground as a class if, as we work in directions that we each select for ourselves or small groups and then report to the whole group about the results of our work. Therefore, I will encourage you to consider structuring the class around individual and collaborative small group reading and discussion, followed by reporting the results of your reading and study to the larger class.

I have a draft syllabus up in a couple of weeks and with some suggestions for advanced reading since I usually get requests from folks that like to get a jump on the semester.

You can find additional proposed texts on my website www.english.iup.edu/mmwillmson. I keep reading in the area and will be offering new readings for your consideration.

Some of the texts I am considering:

Bailey, Kathleen M. (1997). *Learning About Language Assessment: Dilemmas, Decisions, and Directions*. NY: Heinle & Heinle.

Broad, Bob. (2003) *What we really value: Beyond rubrics in teaching and assessing writing*. Logan, UT: Utah State University Press.

Chen, L., Watanabe, Y., & Curtis, A. (2004). *Washback in language testing: Research contexts and methods*. Mahwah, NJ: Lawrence Erlbaum.

Eliot, N. (2005). *On a scale: A social history of writing assessment in America*. Peter Lang: NY

Hillocks, Jr., George, (2002). *The testing trap: How state assessments control writing*. New York: Teachers College.

Huot, Brian A. (2003). *(Re)Articulating writing assessment*. Logan, UT: Utah State University Press.

Levy, M. & Stockwell, G. (2006) *CALL dimensions*. Mahwah, NJ: Lawrence Erlbaum.

Rivera, C. & Colum, M. (2006). *State assessment and policy practices for English language learners: A national perspective*. Mahwah, NJ: Lawrence Erlbaum.

Important Dates

Summer, 2007

April	2	Registration begins for summer and fall
May	1	"I" grades from Fall 2006 are due in Registrar's office
	1	Spring Classes end
	1	Research Topic Approval Forms due in Grad. School for Fall graduation
	12	Spring Commencement
	14	Early Summer Session
	28	Memorial Day--no classes
June	1	Deadline to apply for August graduation
	3	6:00 p.m. Orientation for new and returning summer students--111, Leonard Hall.
	4	Classes Begin--Summer Session I
July	4	Fourth of July--no classes
	6	Summer Session I ends
	9	Summer Session II begins
	16	Archival Copies due in Grad. School for August graduation
Aug	9	Summer II ends
	9	Research Topic Approval Forms due in Grad. School for May '08 graduation.

FALL, 2007

Aug	26	6:00 p.m. Orientation, new and returning Fall students
	26	Late Registration
	27	Fall classes begin; Drop/Add begins
Sept.	2	Drop/Add ends
	3	Labor Day--no classes
Oct.	1	Deadline to apply for December graduation
	31	Individual Course Withdrawal deadline (W)
Nov.	9	Semester Withdrawal (all classes--W)
	15	Archival copies due in Grad. School for Dec. graduation
	19-25	Thanksgiving recess
	26	Classes resume
Dec.	10	Fall classes end
	10	Research Topic Approval forms due in Grad. School for August '08 graduation
	16	Commencement

Call for Papers

WPC&T solicits research that celebrates the interests, innovation, and creativity that characterize our program. Interested researchers and writers are encouraged to submit works-in-progress, theoretical discussions, philosophical critiques, or research papers that articulate the relationship from the perspective of either field or both. Possible areas of inquiry include literacy, technology, pedagogy, teacher education, broad concern such as the particular ways that composition and TESOL perspectives may be related. Reviews of recently published monographs (no older than the prior calendar year) are also encouraged.

Currently, a commemorative issue for Dr. Don McAndrew is in preparation. Submissions featuring the work of his current or former students are welcome.

Submission Guidelines

Papers

A paper should include a separate abstract page, a text not to exceed 20, typed double-spaced pages in Times New Roman (12 pt font with 1 inch margins), a title page, and a reference list rather than a bibliography. Figures and tables should be appended, and headings may be included in the text, according to American Psychological Association (5th edition) style. The title page should include the title of the paper; each author's name, affiliation, and email address. The abstract (no longer than 100 words) should summarize the issue or question addressed, the results presents, and the conclusions reached. Submissions deviating from these guidelines risk rejection without consideration of their merits.

Authors who use copyrighted material should provide a letter granting permission to publish the selected information. Copyright of articles or reviews in Working Papers in Composition and TESOL remain with the author(s).

Book Reviews

Reviews should be approximately 500 words (double-spaced, Times New Roman 12 pt font, and 1 inch margins) and prepared in accordance with the APA (5th edition). Positive or negative reviews are welcome. Reviews should use minimum references. In all cases, a review should state the content of the monograph and evaluate the contribution it makes or does not make to the study of composition and/or TESOL.

To submit a manuscript for publication or to receive additional information, please contact Dr. Dan Tannacito or Amy Flick at wpct@iup.edu or call (724) 357- 6944.



Graduate Studies in English Composition and TESOL at IUP

Masters of Arts in English

- Specialties in Teaching English or in TESOL (Teaching English to Speakers of Other Languages)

Doctor of Philosophy in English

- 94% of graduates have tenure-track jobs after 2 years
- Specialty in Composition and/or TESOL
- Summers only option for academic residency
- Well-published, expert faculty
- Classroom and practice oriented dissertation research
- Friendly, down-to-earth atmosphere

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

Indiana University of Pennsylvania

Graduate Studies in English Composition and TESOL
Leonard Hall, Room 111
421 North Walk
Indiana, PA 15705-1094
United States of America
(724) 357-2261 telephone
(724) 357-2265 fax

111501-315306-71210-112301

Non-profit Org.

U.S. Postage Paid

Permit No. 198

Indiana, PA 15701