

# C&T CONNECTION

The IUP Composition and Applied Linguistics PhD Program and  
MATESOL Newsletter



## HIGHLIGHTS

### Student Accomplishments Highlights

**2013 alumna,  
Dr. Shannon Tanghe**

**2021 alumna,  
Madeleine Rosa**

## WE STAND WITH UKRAINE

**IUP English Department will be holding a vigil on Tuesday, March 1st**

*"On February 24th Russia launched a full-scale [invasion/attack] in Ukraine. The people of Ukraine woke up to airstrikes in almost all major cities. As of Feb 25th, the capital of Ukraine, Kyiv, and major cities were heavily attacked by tanks, missiles, airstrikes, and military. Hundreds of civilians and children are injured or dead. Millions are hiding in bomb shelters. This war is not a local matter, but it has implications for the entire world. The war happening in the largest country of Europe is a threat to whole humanity and security of each country" -Oksana Moroz, Feb 24th, 2022*

As of February 26th, thousands of people are fleeing, as refugees, to Poland and other neighboring countries. Every single minute, more and more people are dying and infrastructures in Ukraine are being attacked and destroyed.

This Vigil will be a space for us to come together to support one another and have a few moments of silence to show our support and solidarity. I realize that we must create these safe spaces for those who can grieve and share our voices, and we need to do these more often. So many of our students from around the conflict zones are being affected every single day, and I/ we as a community can and should do more.

**Please consider attending in-person or via Zoom**

Tuesday, March 1st, 2022

Starting at 5pm (US EST)

HSS/Leonard Hall Room 225--The large auditorium style classroom on the 2nd floor.

For others who want to join via Zoom, I will have my Zoom room open starting at 4:50pm (US EST)

Connect with me on Zoom,

<https://iupvideo.zoom.us/my/doctorglo>

# EVERYTHING IS A GENRE: RESEARCHING AND TEACHING FOR SOCIAL CHANGE THROUGH THE USE OF MULTIMODAL TEXTUAL FORMS

**Forster Agama, James Dunn, Marcela Hebbard, & RAsheda Young**

On Saturday, February 5th, James Dunn, Forster Agama, Marcela Hebbard and RAsheda Young presented **"Everything Is A Genre: Researching and Teaching for Social Change Through the Use of Multimodal Textual Forms"** at NCTEAR. "We grounded our presentation in frameworks that disrupt traditional teaching practices with the goal of showing how we foster students' criticality. We also presented multimodal assignments that promote social justice."

Forster Agama presented **"Revisiting the Classical and the Rogerian Models of Argumentation: Their Affordances and Constraints."** James Dunn presented **"Chipping Away at Linguistic Borders."** RAsheda Young presented **"But It's All Multimodal: A Case for Redefining Borders by Getting in Formation."** Marcela Hebbard presented on the overarching framework.

**NCTEAR 2022 Virtual Conference**

## KEYNOTE SPEAKER RASHEDA YOUNG

**NJCEA's 44th Annual Conference - Pathways to Diverse and Inclusive Curricula: The Way Forward**

**RAsheda Young** was selected as a keynote speaker for the NJCEA (New Jersey College English Association) Annual Conference. Her presentation, "Humanizing Learning through Radical Self-acceptance and Love: A Playful Approach," will take place on March 19, 2022 and is hosted by Seton Hall University through Teams. More information can be found at <https://njcea.org/2022-call-for-proposals>.

## INCORPORATING THE LITERACY NARRATIVE INTO A FYW WITH LINGUISTICALLY DIVERSE STUDENTS

**Trisha Travers, 3rd year summers-only doctoral candidate**

**Trisha Travers**, a 3rd year summers-only candidate, has been accepted for manuscript publication for *Teaching English in the Two-Year College*. The article began in Dr. Gloria Park's ENGL 823 course (Second Language Teaching) during Summer 2020. After some revisions, the piece titled "Incorporating the Literacy Narrative into a FYW with Linguistically Diverse Students" has been accepted for publishing. The volume and issue of publication is not yet known.

*Teaching English in the Two-Year College*

## MANHATTAN COLLEGE AWARDS GRANT FOR RESEARCH ON MULTILINGUALISM IN COLLEGES AND UNIVERSITIES

**Bernadette Lopez Fitzsimmons, summers-only 2022 cohort**

Manhattan College has awarded a grant to **Bernadette Lopez Fitzsimmons**. The grant is for research on multilingualism in colleges and universities. The application was submitted in October and was based off a research project worked on during Dr. Gloria Park's ENGL 810 course (Narrative Inquiry). Bernadette hopes to create a faculty development lesson after COVID-19.

*Manhattan College*



## SHANNON TANGHE, PHD

**Program Director of M.A.  
in English as a Second  
Language at St. Mary's  
University of Minnesota**

**What pushed you to apply for the [CAL] Ph.D. program, especially since you were already teaching in South Korea?**

When I went to Korea, I had gone to school for elementary education in the United States at the University of Minnesota. I felt like I had some good general background information. When I was in Korea, I started off teaching younger learners, like elementary-age students and later, university students.

After I was there for a couple of years, I got into teacher education. When I was in teacher education, I was teaching in a master's program. I felt like I wasn't able to give my students as much as I wanted to. I felt like I needed to know more—needed to learn more—so that I could be a better teacher. That's what motivated me to go to IUP and complete the doctoral program there. I had heard good things about it, and the schedule worked out well because I was a part of the summer residency program, so I went there every summer for 10 weeks and then 8 weeks. It was just a great way to jump in and spend your summer immersed in that and then go back and apply it in the classroom.

**What helped you to become the professional you are today? Especially since you were already a working, teaching professional at the time you decided to work toward your Ph.D? [revised]**

There were two kinds of critical things that pushed me. In that, what I remember is, especially the in-class discussions, just having my eyes opened and being challenged in my own beliefs. Things that I thought I knew and that I thought I understood, but [it got me] kind of thinking about them in different ways. I just remember great discussions in some of those courses that got me excited. And [those] were things that I tried to bring back into my classes in Korea. Being a part of that summer cohort model was amazing too because it was an intense experience. Most of us who were there didn't know anyone else, because we had come from all over to Indiana, PA. We were in these classes all day. On evenings and weekends, we hung out with other people from the program. We would extend those conversations basically the whole time there. We just had some great dialogues, and there was a strong sense of community. That motivated me and helped me to learn a lot as well. One other thing that was key during my time in the program was definitely the mentorship of Dr. Park.

## Previous accomplishments

> head professor at Dankook University's (Korea) MA TESOL program; 2006 – 2016

> 2016 TESOL Teacher of the Year

> "30 Up And Coming" emerging leaders in the TESOL field; 2017

She was my dissertation advisor in the program, but even before that, we had put together a telecollaboration where the graduate school I was working at in South Korea that partnered with the master's students at IUP. We did this virtual telecollaboration and then we wrote it up as an article, and published it in System Journal. That was my first real academic publication. Being able to do that and have Dr. Park as a mentor and a guide through that program, through that process was empowering for me. I had felt like prior to that, I was reading research in class, but I didn't feel like I was a contributor and like I was producing that research...kind of just being guided through that process, I did feel like "Ok, I know more how to do this," And I am, I can be, an active contributor of research and to the field. Having that mentorship experience helped me too, and it changed the way I think about my own mentoring relationships with my students because I wanted to be that person as well. Someone, who others could look back and go, "Wow this really helped me." This was a critical incident or a key moment that helped to change something. That's what I definitely experienced through that process with Dr. Park.

**Do you think that mentorship with Dr. Park influenced you in the way that led you to be named one of the "30 up and coming emerging leaders in the TESOL field (2017)" and is it still influencing how you interact with students in the classroom today?**

Yeah, it was. Because it did change the way I build my relationships and build community with students in my classroom. Because of the positive experiences I have had with Dr. Park, but also with the whole cohort and community at IUP, I strive to create that community at the graduate school I was at in Korea. Because I think that it didn't have the same sense of community. Having experienced it myself, as a student, brought me a new perspective that I benefitted from personally. I thought "I really want to do this." Yes, those experiences definitely helped me to try to create that in the graduate school I was in.

**Once you started building that community in the graduate school, did you see instant positive change with your students? Or since it's such a different learning experience over there, schooling experience, did it take longer for those changes to implement the way you wanted them to?**

Part of it was. There were some changes that happened fairly quickly. Like things when I felt like I wanted to invest more time and energy. To do things like "Hey, let's start this." We started a Saturday reflection club, a reflective teaching club where we would come together and create a dialogue. There were maybe seven students who joined it initially. But right away, because we were all in and it wasn't like a school thing, it was outside of school thing, we just had this smaller community within the community. We did some co-presenting as a group as well. In some ways, it was a smaller scale, but in other ways, they were also kind of being guided towards more professional contributions in the field. The relationships that we built through that time outside of the classroom were very helpful as well. Even now, that is always something in mind. Because of those experiences, I've been changed as a learner and also a teacher. I would never go back to what I was doing before I knew what I know now. It did have a huge change [and] a huge impact on me both in my teaching and learning.

**Just continuing on with building community and making changes in the classroom relating to your 2017, "Making and Keeping Your New Year's Resolutions" blog post, do you think that the furthered experiences you've had since that point in time have changed the way you would advise new educators in these sorts of fields?**

When I looked [back], what stood out to me what the need for everyone to make an intentional effort to grow personally and professionally and develop yourselves in whatever ways work for you. Since 2017, even since 2019, what we've experienced in the past two years with this pandemic is that it shook the world. It shook teachers and learners, and it shook the ways we learn and the ways we interact and collaborate with people.

"And I think [that's] the most exciting thing...being in teacher education. That's the really cool thing about it because the students in our cohort, right? They're teachers, right? They're going out there and impacting the lives of youth every day, and so that's exciting to be a part of their journeys and to hear about the cool things that they are doing in their classrooms as well."

As we think about not only prioritizing the self-care that teachers need, but also, us prioritizing the ways that we are professionally and personally developing is something that, with everything going on, and even more so with the pandemic, is easy to put to the side. Just finding out what works for you as an individual is most important and perhaps not following a set of guidelines or things. Those were the things that I found that made me go, "Oh, well this really helped me." But they might not work for everyone. I don't want them to be prescriptive like, "You should do this," but like, "Hey, this is something that I tried that worked for me." If others can use them, great! If not, then maybe they can help them to think of ways. I think reflection was a part of that. To just kind of reflect and find ways that work for them. Whatever those may be.

There was another IUP alumnus who, his name is Thomas Farrell, you may be familiar with his work, but he does a lot of work in Korea. I follow a lot of his reflective language teaching practices, and the work he's done is inspirational for me.

**I wanted to know about that "Education Beyond face-to-face mode opportunities and challenges" virtual conference that you had done in March (2021) that was in India, correct? But you did it virtually?**

Actually, January of 2019 was the first time they asked me to deliver a keynote there so that one was done face-to-face. That was a cool experience. I went to India; I was able to deliver my speech there, and it was just a fabulous experience. It is part of the university, the Maharaja Sayajirao University of Baroda in Gujarat, India. Basically, they have this center for teacher education, and it is one of the best teacher preparation programs in India. The conference itself was amazing because there were a lot of doctoral students, but they had also brought in educators and people from the Indian Ministry of Education. They had a great dialogue about educational policy and advocacy. There was a lot of good back and forth during the two-or-three-day conference. This [past] year, in 2021, they asked me to give a speech there again, and I said yes because I love it. It's a great conference. It was interesting because, as you mentioned, it was education beyond face-to-face. We were in this pandemic during a time when India, in particular, was having a rough time of the pandemic. They hadn't gotten any vaccines yet. It was just a hard time for the country as a nation. It was interesting that we were able to talk about some of that as well. The presentation was modeling education beyond face-to-face because we were doing it through technology, and it was [an] interesting conference. I hope I'm able to join it again and in person sometime in the future!

**Your current title is that you are the program director and associate professor in the Master of Arts in ESL program at the Saint Mary's University of Minnesota. Were there any big influences or big changes that have occurred since you've taken that position as the program director or is there's anything you're currently working towards to better the program at Saint Mary's?**

I'd say there are three focus areas that I've been working on there. The one that I'm most excited about is a new teacher pathway program that we've developed there. This is in Minnesota, and like many other states in the U.S., there's a huge disparity in the demographics of teachers and students in the classroom. In Minnesota, we have about 4 to 5 percent of our teachers who identify as a person of color. About 96% are white teachers. Students, we have, state-wide, about 30% of students identify as a person of color. Whereas, in the metro area, which is where I teach, it's closer to about 70% of our students. These students are not seeing themselves represented by the teachers in front of the classroom. And this, I mean, research shows, this can lead students to feel disconnected. It can also impact graduation rates and those who go on to college. One of the things that I've been focused on is this teacher pathway program which is specifically designed to recruit and retain teachers of color into our teacher licensure programs. We have two pathways: ESL and special education at the moment. We're also expanding into all licensure areas.

## English Grab and Gab

The monthly English Grab and Gab is a fun social gathering held during the first Tuesday of every month! Join English faculty and students on the 5th Floor of Leonard Hall (Humanities and Social Sciences Building) for snacks and social-time from 11:30 a.m. - 12:30 p.m. once a month!

We started this around 2018. It's just exciting to be a part of it because we partner with the local nonprofit organization community. We've worked with some fabulous coaches who are already coaching in the school, but they don't have a teaching license. We designed a pathway that helps them keep their current employment and help them become a licensed teacher while doing that. Over the past, probably five years, we've gotten four rounds of grant funding. It's been almost 450 thousand dollars that we've gotten for this project. Almost all of that has gone directly to the students who are in the program as tuition scholarships, textbook scholarships. And things that help them to remove some of the barriers or some of the financial barriers of completing the licensure program because that is not easy. There is a lot that goes with it. But if we can remove some barriers, it helps to swing that pendulum a little bit. That's one thing that I'm excited about.

Another thing that I think has had a positive impact is establishing more partnerships with the local community. I'm originally from Minnesota, but a very different area of Minnesota. Then I was in Korea and [after that] I came here [to Saint Mary's University]. I wanted to just learn about whose community is around us and what are some ways that we can collaborate together with the community. I've been working with different partners in the area. One thing that we always do in the class is think about educational access, especially for English Language Learners. Who has access? Who doesn't? Why not? And what can we do? How can we fill some of those gaps? The university I'm at now is a Catholic Lasallian university. Many of the Catholic schools in the area don't have EL services for learners. We've been partnering with some of those schools and two different charter schools that serve primarily Somalian or East African populations of students and we created afterschool ESL classes. ESL, I know it's an outdated term, but in Minnesota, that's what the term used for licensure is. We work closely with these schools, and it's just been a fun way to have a mutually beneficial relationship. Because our teachers get hands-on teaching experiences while working with learners, who sometimes might need additional support in English Language Learning, and they have some pre-service and in-service teachers who they can partner with. It's been a fun way to feel more established in the community and provide services that are beneficial for the community as well.

One of my passions is International Education—global education. In about 2018, I had the chance to be Longview Global Teaching Fellow, and that was a very neat experience because it's a close-knit community of people. We would share what are some ways that you're introducing global competencies into your classes and into your teacher-ed programs and get great ideas from everyone else. That helped me to think more about other ways that I could continue to have more of a local and global understanding within the teacher educations programs. I think this is critical for all teachers, but especially for English Language Learner teachers because they're going to be teaching students from all over the world. The more prepared we are to do that, the better we'll be able to support our learners in the classroom. I do a lot of workshops not just for students in the program, but for different schools in the area and for faculty in other departments. We are looking at ways that we can build on assets of multilingualism that English Language Learners, or user who speak many languages, are bringing into the classroom. That's a way, too, that I'm excited about because it extends beyond the students in the program but also to other programs as well. And I think [that's] the most exciting thing...being in teacher education. That's the cool thing about it because the students in our cohort, right? They're teachers, right? They're going out there and impacting the lives of youth every day, and so that's exciting to be a part of their journeys and to hear about the cool things that they are doing in their classrooms as well.

## Mentioned in this interview

Thomas Farrell, Ph.D

> IUP alum Dr. Thomas Farrell is currently a professor of Applied Linguistics at Brock University.

> He is also a published author who works extensively on reflective practice, language teacher development, and language teacher education.

## About

Madeleine began her Masters in 2020 while working as a Writing Center Tutor and eventually became a Graduate Assistant and research assistant to Dr. Gloria Park. As an undergraduate at IUP, she worked as an assistant for the Women's and Gender Studies program from 2018-2019 and became the program intern in Spring 2019.

## MADELEINE ROSA, MA

### Fall 2021 alumna

#### What is your undergraduate major(s)/minor(s)?

English- Writing Studies and Women's and Gender Studies

#### Why did you decide to pursue your education at IUP?

When I was applying to colleges in 2016, I was still living in California; however, I knew that my family would be moving to Pennsylvania in 2017. My extended family lives around the Pittsburgh area and eight of them are IUP alumni, so when I toured colleges in the area, they took me to IUP and I loved the campus and all it had to offer. I finished my undergraduate degree in three years, but I didn't feel like my time at IUP was complete, so after taking a semester off, I applied for the Masters in English Composition and Literature program.

#### What are some of your interests outside of class?

Outside of class, I enjoy making art and visiting Pittsburgh,

#### What are some of your academic interests?

I have been interested in the use of mindfulness and meditation in the classroom. Specifically in a second language classroom where students may have higher anxiety levels whether it be the pressures of learning a new language or the stress of being at a new school in a different country (which is the case for some of my current students).

#### Why did you decide to pursue TESOL at IUP?

I initially was interested in English Literature and Composition, but when I began enrolling in courses, a majority of them were TESOL classes. When I applied to schools for my Masters, I always had more of an interest in linguistics than in literature, but knew that I wanted to go into the English Teaching realm, so when I began taking more classes in TESOL, I knew that it was the right fit for me.





"Mindfulness in education has been pretty relevant to me for the past year and it keeps coming up in unexpected ways. Like I mentioned above, I am interested in using mindfulness to ease students' anxiety in an English as an Additional Language classroom. I hope to continue studying contemplative pedagogy and how it can be used outside of the religious studies classroom to benefit students from all backgrounds studying a variety of subjects."

**What are your long-term goals and do they intertwine with your TESOL degree?**

My long term goals are to become a full-time professor. I still plan on getting my PhD in composition and applied linguistics, so this was the start of continuing my education. I hope to teach graduate students like myself, so that they can bring the knowledge that they learn in their Masters programs back to their schools and continue to spread the knowledge.

**How do you think your education at IUP has prepared you for teaching?**

IUP prepared me to work with students at a more human and emotional level. I think a lot of programs teach you the technical side of things when it comes to preparing you for working outside of school, but when it comes to IUP, what I learned came not only from the content of the courses and the emphasis on critical pedagogy, but the actual application of critical pedagogy from the professors I had. Learning about critical pedagogy was a really eye opening experience for me and going learning it as a student who would one day become a teacher, I was forced to evaluate my learning and teaching practices and find the core reasons for why I truly wanted to be a teacher.



# CTA NEWS

## The Composition and TESOL Association

### Upcoming Spring Events:

- 3/7 - QP Manuscript Workshop on Zoom: 8:00-8:45 PM
- 3/9 - Gamification Workshop: 5 PM-6:30 PM
- 4/6 - Planning for next year's election: 5-6:30 PM
- 4/20 - Wikipedia Workshop in the Writing Center: 7 PM-8 PM
- 4/27 - Dr. Willis Workshop for Online Teaching: 6 PM-7 PM

### About CTA

The mission of the Composition and TESOL Association is (1) to provide academic and communal sustainability to graduate students enrolled in the Graduate Studies in Composition and Applied Linguistics and M.A. TESOL Programs, as well as related academic programs and (2) to provide student-representation in relevant departmental and programmatic decisions. Membership in this association is open to all IUP students, and especially those admitted in the aforementioned programs.

**Keep an eye out for emails from Dr. Vetter for more information about upcoming events.**

## QUESTIONS REGARDING CTA?

Matthew Vetter, PhD  
IUP Faculty Advisor  
[mvetter@iup.edu](mailto:mvetter@iup.edu)

Andrew Yim  
President  
[bhmcc@iup.edu](mailto:bhmcc@iup.edu)

Jacklyn Heslop  
Vice President  
[fjhcc@iup.edu](mailto:fjhcc@iup.edu)

Madelyn Carroll  
Social Events Coordinator  
[pgmcc@iup.edu](mailto:pgmcc@iup.edu)

Willa Black  
Treasurer  
[hnfse@iup.edu](mailto:hnfse@iup.edu)

Maria Vint  
Program Liaison  
[kthbc@iup.edu](mailto:kthbc@iup.edu)



## Questions Regarding The Writing Center?

Dana Driscoll, PhD  
Director  
[ddriscol@iup.edu](mailto:ddriscol@iup.edu)

Andrew Yim  
Assistant Director  
[bhmcc@iup.edu](mailto:bhmcc@iup.edu)

# THE KATHLEEN JONES WHITE WRITING CENTER NEWS

### **graduate workshops**

*The Writing Center will be hosting a variety of workshops throughout the Spring semester for undergraduate and graduate level students.*

### **Wednesday Workshops:**

Every Wednesday from 7:00 – 8:00 pm EST, students can attend writing workshops either in-person or via zoom. The Spring semester schedule can be found on the IUP website: <https://www.iup.edu/writingcenter/workshops/wednesday-workshops.html>

### **Graduate Writing Groups:**

We are again offering our popular Graduate Writing Groups, which are ongoing writing groups for graduate writers who are working on independent writing projects (thesis, dissertation or article writing). Our writing groups will provide a supportive environment that focus on goal setting and accountability, a supportive group environment, feedback from peers, and short interactive presentations on key aspects of thesis/dissertation writing. The groups are led by an advanced graduate tutor who is nearing the end of their own dissertation writing process. Sign up for groups here: [https://iup.col.qualtrics.com/jfe/form/SV\\_e4cBompCEd2B9j0](https://iup.col.qualtrics.com/jfe/form/SV_e4cBompCEd2B9j0)

# VOL 2, ISSUE 2

C&T Connection

## For More Information Contact Our Program Director

Gloria Park, PhD

Professor of English

Co-Director of Graduate Studies in Composition and Applied  
Linguistics (CAL)

*gloria.park@iup.edu*

Melanie Holm, PhD

Associate Professor of English

Co-Director of Graduate Studies in Composition and Applied  
Linguistics (CAL)

*melanie.holm@iup.edu*

## Connect With Us On Social Media!



Facebook Groups: CAL Placement & Professionalization,  
Composition and TESOL, and @IUPCALTESOL