

Composition & TESOL

THE C & T NEWSLETTER

Technology & Composition: An interview with Gian Pagnucci

My dissertation advisor, Dr. Gian Pagnucci, has recently been nominated by IUP faculty for a number of prestigious pedagogical awards. I would like to highlight his work in teaching and learning by recapitulating portions from an in-depth interview that I conducted with him during my (doctoral) research methods course. During that time, for purposes of my narrative study, he graciously permitted me to observe his class over a period of six weeks. After completing transcription of our conversation, interesting discursive data from Dr. Pagnucci's comments helped to frame my explorations of the impact of technology on composition pedagogy. His innovative yet pragmatic work at IUP has spanned over a decade, while continuing to inspire a new generation of English educators to work at institutions of higher education the world over. Excerpts of Dr. Pagnucci's comments follow:



(1) On Teaching Writing: "...I like the collaborative element that can arise in a teaching writing course. So if I ask people to design an assignment collaboratively or to create a design for a course collaboratively, it forces them to...voice their pedagogical beliefs but then also have to play those beliefs on someone else and through the production of that document that they're doing on the computer something practical comes out of it....Once you put your own thinking and ideas down on the computer, you're never going to just rely on the textbook because now your own ideas are coming first...."

(2) Role of Professor as Listener: "I think we tend to think of the teacher as the deliverer and not someone to listen. In various ways, I have had students tell me how they value being listened to. So whether it's getting to choose what they want to do or letting them vote on things or just reading things and responding to it....That's kind of a guiding point for me and there's nothing particularly written down about that in a theoretical way."

(3) Serving as a Mentor to Students: "I think probably the most important role is to be a role model. I'm less interested in sort of being the expert or having all the expert knowledge. I tend to try and model the practices that I believe in and I've tried to construct courses built around an idea....I'm always trying to create a diverse learning environment...we interact, we get online, we read different things, we watch something, we listen to something, we write one kind of document and then we respond to other people."

(4) On the Use of Technology: "The danger of technology is that you'll let it become driving force as opposed to something that supports your pedagogical objectives. So over the years, I've tried to learn to make sure technology doesn't displace the other things I'm trying to do in a class. At the same time, I think technology...tends to make classrooms more active. It's excellent for archival purposes, and it often forces an instructor to do a better job of documenting your goals and assignments....I tend to have to really think more carefully about what I'm asking students to do and why and then how that might be linked to other resources online."

(5) The Goal of Pedagogy: "I think with writing I'm never trying to say this is how you have to do it; but, ultimately, how do you learn to make writing meaningful for yourself? ...I'd like people to walk out of any class saying: 'I read something I cared about, I wrote something I cared about, and I took ownership of my own learning for a moment.' They'll be well-served by that for years to come regardless of anything else that I would have to say."

By: Eric A. Glicker, Doctoral Candidate, ABD



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Photo Credits

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Gian Pagnucci

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The faculty, students, &
alumni of the Graduate
Programs in Composition
& TESOL

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COURSE INFORMATION

Course schedules and detailed descriptions may now be found at our new online community; please visit <http://Composition-TESOL.info>

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THE C&T NEWSLETTER MOVES ON-LINE



If you're thinking that this current newsletter feels awfully light in your hands, that's because we've been hard at work creating a new companion website for the Graduate Programs in Composition and TESOL. We've recognized the need to step firmly into the web-based world of the 21st century by developing an easy-to-navigate, interactive website that includes community discussion boards, dynamic content, and all of the news that's fit to share!

We've taken much of what you've come to expect from the printed newsletter and moved it to <http://composition-tesol.info>. Along with important dates for the 2007-2008 school year, this new, slimmed down printed publication includes student and faculty news and a schedule of courses for the upcoming semester.

Visit composition-tesol.info to:

- Submit your information or cover story for the next newsletter
- View course schedules by semester & read detailed course descriptions
- Browse information about upcoming conferences and CFP's
- Discover who's graduated and who's just getting started
- Participate in polls about composition and TESOL
- Explore our new community forums where you can both post and read about everything from employment and grant opportunities to thesis and dissertation descriptions

And best of all, you'll be able to leave comments anywhere on the site! Just register using the MEMBER/LOGIN feature at the top right corner of any Composition-TESOL.info web page to get started! We hope this new approach to keeping you up-to-date about the Graduate Programs in Composition and TESOL is both useful and enjoyable. Moreover, we hope that your participation on the website will nurture the spirit of the C&T community as prospective and current students, alumni, and faculty come together to share their ideas and news!

Official information about the C&T program will continue to be located on the main IUP website, <http://www.iup.edu/composition-tesol>.

Ben Rafoth, Director of Graduate Studies in Composition and TESOL

Many thanks to Marlen Harrison for designing the new site.

"EXPLORE OUR NEW
COMMUNITY FORUMS
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- BEN RAFOTH

Composition
& TESOL

FACULTY NEWS

- **Dr. David Hanauer** recently published the following: Hanauer, D. (2007). Attention directed literary education: An empirical investigation. In S. Zyngier & G. Watson (Eds.), *Literature and Stylistics for Language Learners*: London, UK: Palgrave Macmillan; Hanauer, D. (2007). Poetry reading and group discussion in elementary school. In R. Horowitz (Ed.), *Talking Texts: How Speech and Writing Interact in School Learning*. Lawrence Erlbaum; Hanauer, D. (2008). Non-place identity: Britain's response to migration in the age of supermodernity. In G. Delanty, P. Jones and R. Wodak (Eds.), *Migrant Voices: Discourses of Belonging and Exclusion*. Liverpool, UK: Liverpool University Press.; Funded Research Report: Hanauer, D. (2007) *Undergraduate Assessment: A Genre Analysis of Microbiological Laboratory Literacy*. Report presented to the Pittsburgh Bacteriophage Institute. Funded by the Howard Hughes Medical Institute. In addition, Dr. Hanauer in collaboration with colleagues from the Bacteriophage Institute of Pittsburgh has signed a book contract with the science publisher Springer-Langer for a book entitled Active Assessment: Assessing Scientific Inquiry. This book is the result of a three year research project conducted at the bacteriophage Institute of Pittsburgh and funded by the Howard Hughes Institute. This will be Dr. Hanauer's fourth book in the last five years and a continuation of his work in relation to scientific literacy. Dr. Hanauer's last book was entitled Scientific Discourse: Multiliteracy in the Classroom and was published by Continuum Press.
- **Dr. Lilia Savova** is currently editing the submissions to 5 of the 15 volumes that comprise the TESOL Classroom Series. Briefly, the volume on "Effective Use of Textbooks" includes studies of classroom practices from seven countries. Unlike previous publications that mainly included practical suggestions for the classroom, this volume offers research-based articles on the design and adaptation of classroom materials in different settings. The two volumes on "Pragmatics" are the first to offer ways of integrating pragmatics in TESOL at all proficiency levels and school ages. Many of them suggest that while it's quite a task to learn how to speak in a grammatically correct fashion, it is even more important to learn how to use language appropriately and effectively. The volume on "Reading" includes leading research on the latest trends in the Reading classroom. A variety of reading materials, tasks and goals are well represented. Last, but not least, the volume on "Classroom Management" comes to meet a growing need for materials on educational leadership and social entrepreneurship. It discusses the dynamics of language development in the context of linguistic, psychological, socio-political, cultural, organizational, communication and other recent findings. I also wrote a chapter on "Authentic Tasks for Effective Learning: When is an Apple not an Apple," in which I juxtapose authenticity as a product, i.e., as an absolute, context-independent, binary, static, global construct, to authenticity as a process, i.e., as a relative, context-dependent, multidimensional, dynamic, local construct. I'm also thinking about ways in which I could apply this work in my classes (Language Assessment in Summer I; Second Language Teaching; and Oral & Written Discourse in the fall).

STUDENT & ALUMNI NEWS

- **Nashwa Badr (PhD, Student):** Badr, N. (2007, November). *Native and Nonnative Teacher! The Struggle for Power in ELT*. Paper presented at the EGYPTESOL 2007 conference in Cairo, Egypt.
- **Melissa Borgia, (PhD, Candidate):** Borgia, M. (2008, May). *Modifying Assessment Tools for Ganohsesge:kba:' He:nodeyestha, a Seneca Culture Language School*. Research presented at the 15th Annual Stabilizing Indigenous Languages Symposium at Northern Arizona University, in Flagstaff, AZ.

STUDENT & ALUMNI NEWS

- **Jennifer O. Curtis (PhD, Candidate):** Curtis, J. O. (2008). A grave mistake. In Kenneth L. Untiedt (Ed.), *Publications of the Texas Folklore Society (PTFS)*, # 65. Forthcoming.; Curtis, J. O. (2008, April). *Campus/Community Connections: Writing a New Role*. Research accepted at the Research Network Forum at the Conference for College Composition and Communication, New Orleans.; Curtis, Jennifer O. (2008, February). A center for storytelling excellence. Presentation at the National Storytelling Education Summit, Pigeon Forge, Tennessee.; Curtis, J. O. (2008). Proposal participant for IWCA 2008 pre-conference outreach workshop.
- **Jason DePolo (PhD, Candidate; Co-coordinator of Composition at North Carolina A&T State University):** DePolo, J. (2007, July). *Linguistic Diversity and the African American Student*. Paper presented at the Seventh International Conference on Diversity in Organizations, Communities, and Nations in Amsterdam, The Netherlands.
- **Olaf Fors (PhD, Candidate):** Fors, O. (2008, March/April). *The language problem: Resituating L2 writing pedagogy*. Research presented at the American Association of Applied Linguistics Annual Conference, Washington, DC.; Fors, O. (2008, April). *Building LEARN (Local Education and Academic Research Network) communities: Using critical research as a teacher training/development tool to facilitate local knowledge construction and empower participants*. Research presented at the Conference of College Composition and Communication (CCCC) New Orleans, LA.; Fors, O. (2008, May). *Moving beyond the text: Relational rhetoric and discursal positioning*. Research presented at the Rhetoric Society of America (RSA) Seattle, WA.
- **Eric Albert Glicker (PhD, ABD):** Glicker, E. (2007). Service Learning for Academic Literacy in Adult ESL Programs. *The CATESOL Journal*, 18(1), 40-47.; Glicker, E., Pagnucci, G., & Sherwood, K. (2007, October 26). *Cyber Performances: Exploring How Students Interpret Digital English Projects*. English Assn of Penn State Universities (EAPSU) Conference, Indiana, PA.; Glicker, E. (2008, May). SIG Group: Blogs, Wikis and Social Software. Research presented at the Conference of College Composition And Communication (CCCC) New Orleans, LA.; Glicker, E & Jerz, D, et al. Social Software: An Annotated Bibliography (In Progress).
- **Marlen Elliot Harrison (PhD, ABD):** Harrison, M. (2008, January). *Communities of Practice, Internet, and Blogging*. Presentation for the IUP Department of English Colloquium Series, Indiana, PA.; Harrison, M. (2008, March). *The Closet in the Classroom: Re-positioning queer sexuality in the TESOL classroom*. Poster presented at the American Association of Applied Linguistics Annual Conference in Washington, DC.; Harrison, M. (2008, April). *Constructions of Masculinity in the Teaching of English as a Foreign Language*. Research presented at the American Men's Studies Association Annual Conference, Wake Forest, NC. In addition, Mr. Harrison is acting webmaster and secretary for the *English Association of Pennsylvania State Universities (EAPSU)* and is serving on the IUP GLBT Commission, a group of IUP faculty and staff whose mission is to address the needs of and administer programs focusing on the GLBT community at IUP.
- **Jiajia He (PhD, ABD):** He, J. (2008, February). *Applying Contemporary Western Composition Pedagogical Approaches in Chinese EFL University Writing Classes*. Research presented at the 3rd International Santa Barbara Conference on Writing Research, "Writing Research Across Borders" in Santa Barbara, CA.
- **Maggie Herb (PhD, Student; Asst Director of the IUP Writing Center):** Herb, M. (2007, October). *Why we do what we do: acknowledging the influence of our writing center's history*. Presentation given at the National Conference on Peer Tutoring in Writing at Penn State University, October 20, with Dr. Tina Perdue and undergraduate tutors Jessica Legg and Katie Kobal, State College, PA.

STUDENT & ALUMNI NEWS

- **Janet Lucas (PhD, ABD):** Peninsula College English instructor Janet Lucas has been awarded a Lisa Ede Teaching Excellence Award for Adjunct Faculty by the Two-Year College Association (TYCA) Pacific Northwest Division. Read more about this honor at <http://Composition-TESOL.info> in our *News for Students* section!
- **Steven Perlman (PhD, Alumni):** Heinemann-Boynton/Cook has accepted his dissertation, Beyond Response: Transcending Peer Feedback Through Critical Collaborative Assessment for publication. It focuses on reconciling the rift between good pedagogy and assessment by exercising collaborative summative assessment pedagogies with students. The book is to be released early 2009.
- **Jennifer Ritter (PhD, Alumni):** Jennifer now teaches and tutors at Salt Lake Community College, Utah.
- **Olubukola (Bukky) Salako (PhD, ABD):** Salako, O. (2008, February). *Nigerian Pidgin English & African American Vernacular English: The Other Non-Standard Standard*. Presentation at the National Association of African-American Studies & Affiliates (NAAAS) Conference in Baton Rouge, LA.
- **Stephen Swartz (PHD, ABD):** Stephen took a break from polishing his dissertation to visit the province of Yunnan, China during winter vacation. Swartz met with students from Yunnan University and Dali University for cultural exchange and English language practice. The highlight of the visit was a trek up 4700 meter Jade Dragon Mountain while engaging the students in conversation ranging from how to milk a yak to the healthful properties of Yunnan's famous Pu'er tea.

GARVIN & HANAUER: LINGUISTIC LANDSCAPE

Rebecca Garvin, a doctoral student in the C & T program, and her dissertation director, Dr. David I. Hanauer, presented papers at the inaugural conference of linguistic landscape research at Tel-Aviv University in Israel. The conference was organized by Prof. Elana Shohamy and was designed to establish a group of core researchers who will develop the research paradigm of linguistic landscape research. The participation in the conference was by invitation only and consisted of a truly internationally group of renowned scholars in the field of applied linguistic research. Linguistic landscape research deals with the role of signage and public literacy within a variety of social settings. As exemplified within the conference this research agenda is valuable in exploring the nature of conflictual relations among a variety of groups who live in close proximity. Research was presented from across the world including all five continents. Rebecca Garvin presented a paper on her research dealing with the changes to the linguistic landscape in her home town of Memphis Tennessee. Of special importance within her lecture was the methodological components of postmodern interviewing combined with what she terms as the "walking interview". Within the conference Rebecca's work was well received and a lot of interest was directed at the development of appropriate research methodologies. Rebecca Garvin has been asked to join several research groups designed to share knowledge concerning linguistic landscape research as well as submit some of her work for publication with an upcoming book on the linguistic landscape.

By: Dr. David I. Hanauer

Important Dates

LATE SPRING 2008

Deadline to apply for May graduation	Saturday, March 1, 2008
Spring Break	Saturday, March 8 - 16, 2008
Archival copies of Dissertations/Thesis for May graduation	Tuesday, April 15, 2008
End of Classes	Monday, April 28, 2008
Commencement	Sunday, May 10, 2008

SUMMER 2008

Early Summer Session (if classes are available)	Monday, May 26 - 30, 2008
Deadline to apply for August graduation	Sunday, June 1, 2008
Summer I Begins	Monday, June 2, 2008
Summer I Ends	Thursday, July 3, 2008
Summer II Begins	Monday, July 7, 2008
Archival copies of Dissertations/Thesis for Aug. graduation	Tuesday, July 15, 2008
Summer II Ends	Thursday, August 7, 2008
Deadline to submit Research Topic Approval Forms for May 2009 graduation	Friday, August 15, 2008

FALL 2008

Late Registration	Sunday, August 24, 2008
Classes Begin	Monday, August 25, 2008
Labor Day (no classes)	Monday, September 1, 2008
Deadline to apply for December graduation	Wednesday, October 1, 2008
Archival copies of Dissertations/Thesis for Dec. graduation	Monday, November 17, 2008
Thanksgiving Recess (no classes)	Monday, November 24 - 30, 2008
Classes Resume	Monday, December 1, 2008
Classes End (end of day)	Monday, December 8, 2008
Commencement	Sunday, December 14, 2008
Deadline to submit Research Topic Approval form for August 2009 graduation	Monday, December 15, 2008

- David Schaafsma
 - Paul Kei Matsuda
 - Sondra Perl
- April 9, 2008, tentative
- July 17-18, 2008
- Fall, 2008, Date TBA

The following speakers are scheduled to visit IUP in 2008; please visit <http://Composition-TESOL.info> for more information:

SCHEDULE OF SPEAKERS



Graduate Studies in English Composition and TESOL at IUP

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