

WINDS OF INNOVATION: WHEN CREATIVE SCHOLARS LEAD

In a recent Chronicle of Higher Education article, Andrew Hacker and Claudia Dreifus called for a major overhaul of America's institutions of higher learning. They also named a handful of colleges around the United States that are doing their job well, asserting that ASU "may well be the most experimental institution in the country. . . . Many academic departments have been dissolved and re-formed within new interdisciplinary institutes, breaking the stranglehold of the disciplines that is so deadly at most colleges."

No wonder ASU was selected in August to join the prestigious Ashoka U Changemaker Campus Consortium, a branch of Ashoka, a global non-profit network of 2,500+ social entrepreneurs. According to Ashoka U Director Marina Kim, "The leadership [at ASU] has already created radical structural changes to catalyze interdisciplinary changes to world challenges."

The ASU Department of English, under the joint leadership since 2004 of recent Chair and newly appointed Dean of Humanities Neal A. Lester, and incoming Chair Maureen Daly Goggin, previously Associate and Interim Chair, has strived for change. This is not change for its own sake, but change that matters, to meet pedagogical needs, to navigate stringent economic imperatives, and to explore, query, and create shifts in cultural and social awareness.

Among the Department's most recent accomplishments are an Environmental Humanities Certificate, a Creative Writing undergraduate concentration, increased focus on indigenous rhetorics and border studies, a 25% reduction in the work load of graduate teaching assistants, a multiyear plan to double the number of tenure-track lines, and an outside review of the Writing Programs (the largest of such programs in the country) conducted by representatives from the Council of Writing Program Administrators.

Prodigious researchers and scholars, as well as committed teachers with numerous honors, Lester and Goggin are collaborating on a new vision statement for English studies forthcoming in the spring.

Educated in highly divergent fields, Lester with a PhD in English specializing in African American and other literatures, and Goggin with a PhD in Rhetoric, these interdisciplinary thinkers have produced fruitful collaborative scholarly work. They co-edited the book *Racialized Politics of Desire in Personal Ads* and co-authored two articles on popular constructions of heterosexual black male and

interracial black/white identities.

Individually their scholarship is various and groundbreaking, such as Lester's courageously innovative undergraduate course "The N-Word: An Anatomy Lesson." This course has garnered significant attention in the press, including a guest appearance on North Carolina NPR's *The State of Things*. He has written at length on troubling images in African American children's literature, and on African American hair.

Goggin's writing has explored "women's work," particularly needlepoint, as rhetorical power, and appears alongside her large body of scholarship on classical rhetoric and composition studies. This includes books such as *Authoring a Discipline: Scholarly Journals and the Post-World War II Emergence of Rhetoric and Composition*, textbooks (two editions of *The Norton Field Guide to Writing*, with Richard Bullock), and a host of articles and chapters. Goggin has also co-edited three books on gender and material culture with Beth Tobin, newly-appointed Associate Chair, another far-reaching thinker and scholar, whose *Picturing Imperial Power: Colonial Subjects in Eighteenth-Century British Painting* won the "Best Book on British Art before 1800" presented by the Historians of British Art.

Retiring former Dean of Humanities, Deborah Losse, appraised her replacement: "Dr. Lester is a gifted mentor of students and faculty. He has been honored for his accomplishments in teaching, research and outreach to the community." Lester's outreach work includes his recent election as Chair of the Arizona Humanities Council's Board of Directors.

Announcing Goggin's appointment, Losse said, "Dr. Goggin is an internationally known scholar in the area of rhetoric and composition. Her work, bringing together the disciplines of rhetoric and composition, material culture and visual culture through her interest in needlework, exemplifies the cross-cutting scholarship that is exemplified at a New American University."

The multidisciplinary world in which we live is far from the myopia of traditional departments. In the words of Bob Dylan when he finds himself "listening to Billy Joe Shaver" while "reading James Joyce"—"I feel a change comin' on."

—CORNELIA WELLS



Maureen Daly Goggin



Neal A. Lester

ONLINE OUTREACH: GLOBAL, LOCAL

A U.S.-CHINA PARTNERSHIP

Introducing Project Yao (yao.eserver.org): a cooperative research partnership between the Department of English at ASU, Iowa State University's New Media Center, and Sichuan University. Yao is a free, open-access, online research tool for those who want to investigate literary relations between China and the United States.

The project provides data on Chinese translations of U.S. literature. A team of a dozen graduate students at Sichuan University prepares the necessary bibliographic work, enters the data, and does quality checks. The site currently receives over 50,000 unique visits per month.

Initial project data reveal interesting features of China-U.S. literary relations based on analysis of a set of American authors publishing prior to 1920:

- From 1949 through the 1960s, despite a Cold War boycott initiated by the U.S. and military conflict in Korea, Chinese publishing houses produced more translations of American literature than ever before. That growth reflects interest in U.S. socialist writers, such as Jack London and Theodore Dreiser.
- Translation of these authors nearly disappeared during the civil tumult of the Chinese Cultural Revolution from 1966-1976, vanishing entirely in some years.
- Exponential growth in Chinese translation of pre-1920 American literature occurred 1995-2008, rising from 196 to 324—an increase of 165% in that time.
- During 2000-2008, more translations of this earlier U.S. literature into Chinese (544) appeared than during the entire period 1914-1999.

The first decade of the twenty-first century has brought massive intensification of literary translation relations between China and the United States, unprecedented since Lin Shu's translation of *Uncle Tom's Cabin*—the first Chinese translation of an American novel—appeared in 1901.

—JOE LOCKARD



"Yao" ("覘") is an ancient Chinese word describing when two people come together and look at one another.

AN ARIZONA-NEW MEXICO PARTNERSHIP

How can the energies of writing become a tool for social rehabilitation? How can students use the critical skills they gain in classrooms to benefit others? And how can the Internet link students with writers who need assistance?

This fall, eleven students participated in a first-ever, online prison-writing internship which aimed to do just that. Co-facilitated by Department of English faculty Joe Lockard and Sherry Rankins-Robertson and developed in cooperation with the New Mexico Corrections Department, the course challenged a highly motivated group of ASU interns to provide feedback on the writing of 90 inmate-writers at the Penitentiary of New Mexico.

According to New Mexico prison educator Michelle Ribeiro, "The course provided a space for inmates who genuinely wanted to express themselves and improve their writing skills, but they had very little opportunity for doing so."

This work took place in six two-week cycles of submission and comment. For security reasons, all work took place anonymously: identities of both interns and inmates remain concealed.

Intern training emphasized writing supportive, encouraging, critical comments; few inmates have ever received

such attention to their writing. In addition to working with texts from prisoners, the interns were assigned readings in prison literature—books such as Jimmy Santiago Baca's memoir *A Place to Stand* and Richard Shelton's prison teaching chronicle *Crossing the Yard*—along with readings on composition and literary theory.

Eleven interns were selected for the program from an initial applicant pool of 38. "They were very talented and energetic," said Lockard of the students. "This was the first undergraduate class I've encountered where the average cumulative GPA was over 3.9!" Rankins-Robertson noted that "These students were incredibly passionate about the project . . . [they] worked collectively for a common goal, more so than for individual grades."

ASU student Abigail Amabisca said that she "had no idea how this [internship] would leave a more permanent mark on my life" while another student stated that she was not aware how little information on prison education was available. Emily Tingle said, "I like that I didn't come here with a mission, but I am leaving with an incredible passion for prison literacy."

—SHERRY RANKINS-ROBERTSON



Fall 2010: Prison educator and emeritus faculty Kristin Valentine spoke with interns about her work for over thirty years with inmate writers. She currently teaches at Federal Prison Camp (FPC) and says this experience has changed her so significantly that she "cannot see the world the same anymore."

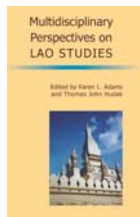
▶ Looking for the "Chair's Corner"? See page 4.

NEW PUBLICATIONS

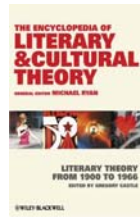
The volume *Romance and Rhetoric* honors the academic career of Professor Dhira B. Mahoney, recently retired from the Department of English at ASU. Mahoney's well-known scholarship employs rhetorical theory in readings of late medieval literature, particularly prologues and epilogues, women's writings, and Arthuriana. Co-edited by a Department of English alumna (Anita Obermeier, PhD 1992), the Festschrift includes essays by alumni Christina Francis (PhD 2004) and Judith Lanzendorfer (MA 1997; PhD 2001), and Associate Professor Rosalynn Voaden, as well as testimonials from students.



Georgiana Donavin and Anita Obermeier, eds. *Romance and Rhetoric: Essays in Honour of Dhira B. Mahoney*. Brepols, 2010.



Karen Adams and Thomas John Hudak, eds. *Multidisciplinary Perspectives on Lao Studies*. Center for Asian Research, Arizona State Univ., 2010.



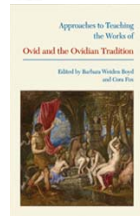
Gregory Castle, ed. *The Encyclopedia of Literary and Cultural Theory: Volume 1 - Literary Theory from 1900 to 1966*. Wiley-Blackwell, 2011.



Paul Cook. *Tintagel*. Reissue. Phoenix Pick, 2010.



Norman Dubie. *The Volcano*. Copper Canyon Press, 2010.



Cora Fox and Barbara Weiden Boyd, eds. *Approaches to Teaching the Works of Ovid and the Ovidian Tradition*. Modern Language Association of America, 2010.



James Paul Gee and Elisabeth R. Hayes. *Women and Gaming: The Sims and 21st Century Learning*. Palgrave/Macmillan, 2010.



James Paul Gee and Elisabeth R. Hayes. *Language and Learning in the Digital Age*. Routledge, 2011.



James Paul Gee. *How to Do Discourse Analysis: A Toolkit*. Routledge, 2010.



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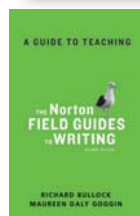
James Paul Gee. *New Digital Media and Learning as an Emerging Area and "Worked Examples" as One Way Forward*. MIT Press, 2010.



James Paul Gee. *Social Linguistics and Literacies: Ideology in Discourses*, 3rd ed. Routledge, 2010.



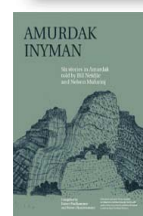
Christina Scoggan Gillette. *Painting in the Margins: Women Artists and Evangelical Ideology in Nineteenth-Century Novels*. Lambert, 2010.



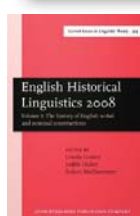
Maureen Daly Goggin and Richard Bullock. *A Guide to Teaching: The Norton Field Guides to Writing with Readings*, rev. 2nd ed. W.W. Norton, 2009.



Beckian Fritz Goldberg. *Reliquary Fever: New and Selected Poems*. New Issues Poetry and Prose, 2010.



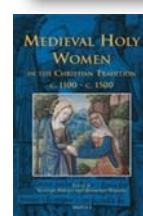
Robert Mailhammer, Robert Handelsmann, Jonathan Nadj, David Minyimak, and Charlie Mangulda. *Amurdak Inyman: Six Stories in Amurdak Told by Bill Heidjie and Nelson Mulwunj*. Iwaidja Inyman, 2009.



Robert Mailhammer, Judith Huber, and Ursula Lenker, eds. *English Historical Linguistics 2008: Selected Papers from the Fifteenth International Conference on English Historical Linguistics (ICEHL 15), Munich, 24-30 August 2008. Volume I*. John Benjamins, 2010.



Jewell Parker Rhodes. *Ninth Ward*. Little, Brown, 2010.



Rosalynn Voaden and Alastair Minnis, eds. *Medieval Holy Women in the Christian Tradition c. 1100-1500*. Brepols, 2010.

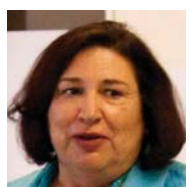
NEW FACULTY & STAFF

CHAIR'S CORNER: Celebrating "Winds of Change"

Our Department has experienced several "winds of change" since August 2010, some of which are covered in this newsletter. Also featured here are new faculty who joined our department this year and who are their own cultivators of change. First, we are proud of the eight faculty from Education who bring with them a PhD Program in Applied Linguistics (see page 8 for more information). Together they bring exciting research and coursework in applied linguistics, literacies, cyberspace, digital languages and texts, TESOL, and Native American languages—to

name just a few areas. We are also excited by the seven hires we made in literature, creative writing, rhetoric and composition, and linguistics. Our fourteen additions are already making interesting contributions to research, teaching, and service. And if we are counting new additions, we can't help but welcome two new family additions: Ayanna Thompson had a baby girl named Thaisa in June and Christine Holbo had a baby boy named Alexander in August. Yes, we are counting all sorts of "winds of change" and are looking forward to counting more to come. —MAUREEN DALY GOGGIN

M. BEATRIZ ARIAS :: Applied Linguistics [Education]



M. Beatriz Arias, Associate Professor of English in Applied Linguistics, transitioned recently to the Department of English from the Mary Lou Fulton Institute and Graduate School of Education bringing with her the ACCESS program. ACCESS is a federal grant program that pays tuition for teachers seeking their ESL endorsement. Arias was awarded the \$1.4 mil-

lion grant for this program in 2007, with the program continuing through 2012. Arias says that as an instructor she tries to "model for students the strategies that I think are effective to use with English Learners," focusing on group activities that reach beyond the level of "just good teaching." When she is not working, Arias likes to relax in the kitchen, preparing large meals for family and friends to share. She also likes walking the canal trails with her dogs Blackie and Buddy. —ELIZABETH LUJAN

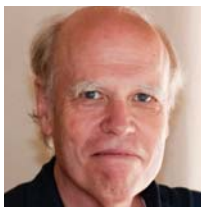
RON BROGLIO :: Literature [19th-Century British]

Assistant Professor Ron Broglio comes to ASU from Georgia Tech. Before completing an English PhD in Romanticism and literary theory (University of Florida, 1999) he studied British literature at Boston College, world religions at Loyola University in New Orleans, and completed undergraduate studies at St. Meinrad College in Indiana. Broglio's most recent research is on animals. He begins with the premise that at "the intersection of animals, technology, and culture their 'fur' jams the wheels of the world's cultural machine." In other words, animals reveal much



about culture and what it means to be human—even a human animal. His forthcoming book *On the Surface: Thinking with Animals and Art* (2011), addresses animal phenomenology in contemporary animal art and philosophy. At the same time, Broglio continues publishing on landscape aesthetics (as in his *Technologies of the Picturesque*), William Blake, and digital humanities. —PARIS MASEK

JAMES PAUL GEE :: Applied Linguistics [Education]



James Paul Gee is the Mary Lou Fulton Presidential Professor of Literacy Studies at ASU. A member of the National Academy of Education, his book *Sociolinguistics and Literacies* (third edition 2007) was one of the founding documents in the formation of the "New Literacy Studies," an interdisciplinary field devoted to studying language, learning, and literacy in an integrated way. His book, *An Introduction to Discourse Analysis* (third edition 2011) brings together his work on a methodology for studying communication in its cultural settings,

an approach that has been widely influential over the last two decades. Gee's most recent books deal with video games, language, and learning: *Good Video Games and Good Learning: Collected Essays* (2007); *Women and Gaming: The Sims and 21st Century Learning* (2010) and *Language and Learning in the Digital World* (2011), the latter two written with Elizabeth Hayes. Gee has published widely in journals in linguistics, psychology, the social sciences, and education. By accident, he has ended up with nine cats and some have begun referring to him as "the old cat man."

—JILL CULLEY AND JAMES GEE

ELISABETH HAYES :: Applied Linguistics [Education]

Elisabeth "Betty" Hayes is a Professor in the Department of English. Prior to joining ASU's faculty she was a professor at the University of Wisconsin-Madison (1990-2008), and has been on the faculty at Syracuse and at Rutgers, where she earned her doctorate in 1987.

Hayes is currently co-principal investigator for COMPUGIRLS, a program funded by the National Science Foundation. It engages low-income, adolescent girls in using new digital media to address issues of social justice, while developing their computational thinking, design, and critical literacy abilities. Hayes was also a co-investigator on two MacArthur Foundation-funded projects involving

young people and gaming as a learning tool. Hayes' current research interests include understanding how social and cultural aspects of online gaming support learning, particularly the development of fluency with digital technology and with specialist languages. Recent publications include *Women and Gaming: The Sims and 21st Century Learning* (2010) and *Language in a Digital Age* (2011), both co-authored with Jim Gee, and the forthcoming edited volume (with Sean Duncan) *New Literacies in Videogaming Affinity Spaces*. —CINDY COWLES



NEW FACULTY & STAFF

TARA ISON :: Creative Writing [Fiction]



This fall, novelist Tara Ison joins ASU's Creative Writing Program as Assistant Professor. Asked what she loves about teaching, she replies, "Giving back. [Teaching] keeps me sharp. Students allow me to re-think writing and question my perceptions about it." She believes the true value of a creative writing program is the way it "allows students to make a mess" and provides "a safe place" to do so.

Ison received her MFA in Fiction and Literature from Bennington College. Her first novel, *A Child out of Alcatraz*, was a finalist for the 1997 *Los Angeles Times* Book Awards "Best First Fiction." Her second novel, *The List*, was published in 2007. She is the recipient of a 2008 NEA Creative Writing fellowship and a 2008 COLA Individual Artist Grant. When not teaching or writing, Tara reveals a passion for "*Mad Men*, *Dexter*, *Big Love*, movies, dogs, and knitting—in no particular order."

—SHAWAWN M. BERRY

MICHELLE IWEN :: Creative Writing [Program Manager]

Michelle Iwen, new MFA Program Manager, has taken the reins from Karla Elling who retired last spring. Luckily, due to Iwen's experience as format advisor for the Graduate College and graduate coordinator for the School of Human Evolution and Social Change, it's been a very smooth transition. In addition to advising creative writing students and learning the ropes, she has launched a blackboard organization for MFA faculty and students, which houses discussion boards, job announcements and program information. Iwen holds a BA in English and an MFA in Creative Writing from ASU and is completing her doctorate in Critical and Cultural Theory at Cardiff University, Wales. She expects to defend her dissertation, focused on eighteenth-century women's writing and the discourses of madness, in January 2011. Her article, "*Cogito ero sum: Criminal Logic and Mad-Discourse in Shutter Island*" will appear in a book of



essays on criminality next year and a chapter from her dissertation, "Women Writers and the Pathologizing of Gender in Eighteenth-Century English Mad Discourse" has been published in *Gender Forum*. She is also editing a special issue of the journal *Assuming Gender*, due out in March 2011. Even though Iwen has her hands full managing the Creative Writing Program, writing her dissertation, and teaching a composition class at Mesa Community College, she still finds time to volunteer for the American Cancer Society and the Leukemia and Lymphoma Society. "I am extremely happy to be a staff member in English," states Iwen. "I enjoyed my time here as a student and am excited to see familiar faces and meet new colleagues."

—SHEILA LUNA

KATHLEEN LAMP :: Rhetoric and Composition [History of Rhetoric]



Kathleen (Kassie) Lamp joins the Department of English as an Assistant Professor. Prior to joining the ASU faculty she was an adjunct instructor teaching first-year writing in two Chicago-area community colleges. She completed her MA (2004) and PhD (2009) at the University of Illinois at Urbana-Champaign.

Lamp is interested in how non-traditional rhetorical media—monuments, altars, statuary, coins, and city planning—eased a transition between the Roman Republic and the Empire and influenced citizenship practices. Her research enables her to consider

popular art as vernacular rhetorical texts, which brings the voices of the Roman people into our understanding of rhetorical history.

Lamp's dissertation won the American Society for the History of Rhetoric Dissertation Award for 2009. Portions of her dissertation have been published in *Rhetoric Society Quarterly* and are forthcoming in *Philosophy in Rhetoric*. A paper based on one of its chapters was recently designated Top Paper in the Visual Communication Division at the annual National Communication Association Conference. Lamp is a member of the Steering Committee for the American Society for the History of Rhetoric. She is currently revising her dissertation as a book and is thrilled to be at ASU.

—CINDY COWLES

ELENORE LONG :: Rhetoric and Composition [Community Literacy]

When people from different social, cultural, and economic positions attempt to deliberate shared concerns, conflict is often inevitable. The way people deal with this diversity is a question on which Associate Professor Elenore Long has focused since the early 1990s when she took up the issue while at Pittsburgh's Community Literacy Center (CLC), first as a research assistant and post-doctoral fellow and later as CLC's director and board president. Her work enabled her to write with urban residents, to use writing to cross borders and boundaries, and to investigate the complex ways people "negotiate courses of rhetorical action in the face of competing—often conflicting—theories, goals, institutional expectations, traditions,



values, and habits of mind."

Long arrived at ASU in 2008 as a Visiting Assistant Professor from Eastern Washington University, where she was the Writing Programs Administrator. Now in her third year here, Long loves ASU's interdisciplinarity. She is excited to be among ASU's rhetoric and composition faculty who, she believes, are uniquely poised to address the most daunting challenges of our day, such as access, justice, and building a sustainable future. She says, "I am intrigued by the contested connection between literacy and social justice, something I studied at the CLC." Perhaps even more exciting for Long, she and her daughter Hannah, 12, had side-by-side book reviews published in the October 2009 edition of the *Journal of Adult and Adolescent Literacy*.

—JENNIFER CLIFTON

NEW FACULTY & STAFF

JEFF MACSWAN :: Applied Linguistics [Education]



Jeff MacSwan, Professor of English in Applied Linguistics, first came to ASU as Assistant Professor in the Mary Lou Fulton Institute and Graduate School of Education after receiving his PhD from UCLA in 1997. MacSwan's research interests focus on structural and linguistic aspects of bilingual language in an effort to understand "linguistic competence." To further this work, MacSwan has been meeting regularly with a group of graduate students in the Applied

Linguistics PhD program to study code-switching as it applies to bilingualism in Navajo-English and Spanish-English. MacSwan is often invited to speak and teach at other institutions. He says, "My most interesting recent experience was as part of an invited workshop at Stanford organized by the National Research Council" to address the question of language and poverty interacting in schools. When MacSwan has free time he likes to tackle hobbies that are fun for his children and wife, including playing guitar, building computer and home-media networks, home renovations, and trips to California beaches.

—ELIZABETH LUJAN

ROBERT MAILHAMMER :: Linguistics [Historical/Comparative]

Robert Mailhammer, a new Assistant Professor in the Department of English, is a linguist with primary interests in historical linguistics and language documentation. Before joining the department, he worked as a postdoctoral researcher at the Australian National University, where he documented Amurdak, a critically endangered Iwaidjan language of Northern Australia. He completed his PhD at the University of Munich in 2007 with a dissertation on the strong verbs of Proto-Germanic and their etymological connections, work that was published as a book with Mouton de Gruyter in 2007. He has taught linguistics at the University of Munich and the Catholic University of Eichstätt-Ingolstadt in Germany.



Mailhammer's current research focuses on Amurdak, the linguistic prehistory of Europe, and the history of the Germanic and Australian languages. He is also interested in other areas of linguistics, in particular language contact, typology, and language theory as well as in other related fields, including English and German literature, teaching English and German, and collaborating in interdisciplinary research. Apart from linguistics, Robert is passionate about his family and Taekwondo, which he teaches at Team ASU Taekwondo.

—JOE LOCKARD AND ROBERT MAILHAMMER

AYA MATSUDA :: Applied Linguistics [Education]

Aya Matsuda (PhD, Purdue University, 2000) spent three years at ASU's Mary Lou Fulton Graduate School of Education before joining the Department of English this fall as Associate Professor. Prior to arriving at ASU, she was Associate Professor of English at the University of New Hampshire, where she taught undergraduate and graduate courses in linguistics and TESOL. Her experience as an English learner and teacher in Japan, where she was born and raised until age 17, strongly influences her scholarship. Matsuda's scholarly work analyzes the dominance of the native speaker norm and marginalization



of nonnative English speakers—learners, teachers, and researchers—in the field of English language teaching. Her recent research interests revolve around the use of English as an international language, linguistic and pedagogical implications of the global spread of English, integration of a world Englishes perspective into U.S. education, and identity negotiation of bilingual writers. Her work has appeared in such leading journals as *English Today*, *JALT Journal*, *World Englishes*, and *TESOL Quarterly*, as well as a number of edited collections. She currently serves as an editorial board member for *TESOL Quarterly* and co-editor for the "World Englishes" and "Language Ideology" sections of *The Encyclopedia for Applied Linguistics*.

—TANITA SAENKHUM

CLAIRE RENAUD :: Linguistics [Second-Language Acquisition Syntax]



Assistant Professor Claire Renaud is originally from Normandy, France, where her father was also a professor. She says she appreciates the differences in the American higher education system, especially its faculty-student interaction. In France, according to Renaud, teachers typically do not have contact with students

until the final exam looms. "Here I grow more as a scholar. I have to go deeper into the material, and I learn much from the students." Renaud also values research activities in US universities, which are optional for faculty in France. She holds a PhD from Indiana University and specializes in second language acquisition. Outside the demands of work, Renaud expresses her artistic side through modern dance, a long-held passion.

—JANE PARKINSON

NEW FACULTY & STAFF

KELLIE ROLSTAD :: Applied Linguistics [Education]



Associate Professor Kellie Rolstad joined ASU's Department of English this semester along with her colleagues in Applied Linguistics. However, she has been a member of ASU's community since 1999 when she joined the faculty of the Mary Lou Fulton Institute and Graduate School of Education. Rolstad researches language as it impacts minority and early childhood education, including issues related to homeschooling and radical unschooling.

She holds a PhD in Education, Curriculum and Teaching Studies from UCLA, and has held visiting appointments both there and at Harvard's Graduate School of Education. A lover of languages, Rolstad is fluent in Spanish, French, and German, and has done coursework in Farsi, Dutch, Italian, Bulgarian, Turkish, Latin, Swahili, American Sign Language, and Aztec/Nahuatl. She has written many book chapters and refereed articles; co-edited *ISB4: Proceedings of the 4th International Symposium on Bilingualism*; and her latest book, *Rethinking Language in School*, is in press.

—JAN KELLY

EUNICE ROMERO-LITTLE :: Applied Linguistics [Education]

Eunice Romero-Little, Associate Professor of English in the Applied Linguistics program, recently shifted from the Mary Lou Fulton College of Education where she was Assistant Professor from August 2004. Romero-Little came to ASU from the University of New Mexico with a few brief years in between at the University of Arizona. Her current research interest in literacy among Indigenous peoples takes a wider view of literacy by looking outside the con-



ventional definitions of reading and writing promoted in schools. Romero-Little is working on a research project in Jemez Pueblo, New Mexico where she is seeking to understand early learning experiences among the Jemez children. She argues "that their early learning experiences provide them with rich multimodal learning that promotes their cognitive, linguistic, social and spiritual growth in ways that prepare them for literacy in schools." When she is not working or researching, Romero-Little likes to take in new sights through travel.

—ELIZABETH LUJAN

DORIS WARRINER :: Applied Linguistics [Education]

Associate Professor Doris Warriner's work investigates the relationship between social contexts of education, language learning, and literacy, with a focus on the social, economic, and historical processes that influence the lived experiences of immigrant and refugee families living in the U.S. In a time where globalization, immigration, and cross-cultural issues are increasingly relevant and consequential, her contributions have significant implications for theories of language, literacy, and learning in and out of school settings. Recent publications have appeared in highly prestigious journals including *Anthropology and Educa-*

tion Quarterly, Linguistics and Education, and The Journal of Language, Identity, and Education. Prior to coming to ASU, she has taught and conducted research in Fairbanks, Salt Lake City, Philadelphia, Washington DC, and Tokyo. When not teaching or conducting research, Warriner can be found on the sidelines watching her two boys (ages seven and nine) play soccer.



—AYA MATSUDA

JENNIFER CHINN, WES JACKSON, AUTUMN MCKELVEY :: Advising [Undergraduate]

With thanks for many years of service and a job well done, the Department of English bids farewell to academic advisor Elizabeth McNeil, who took a teaching position at ASU's Downtown campus. At the same time, we are excited to welcome a diverse group of three new advisors who have accepted this challenging position:



Autumn McKelvey and Wes Jackson

Wes Jackson joins the department from Northcentral University, an online school where he worked for over three years in Academic Advising and taught undergraduate writing courses. He attended Northern Arizona University where he earned both his BA in English

and his MA in English–Secondary Education. Jackson enjoys nineteenth-century American literature, focusing on the writings of Henry David Thoreau and the Concord literary community.

Jennifer Chinn is excited to be rejoining the department. She received her MA in literature at ASU in 1997 and has worked with ASU's student population at both the Registrar's Office and Undergraduate Admissions. She has also taught composition for local community colleges. Taking this position, she says, is like "coming home." Her literary interests vary from James Joyce's works to Holocaust literature and testimonies.

Finally, Autumn McKelvey, who has her MA in linguistics from ASU, joined us this past summer from Northern Arizona University. She has taught a variety of English and academic success courses at NAU and Coconino Community College over the last ten years. She is enthusiastic about dedicating her talents to ensuring student success in the Department of English.

—KATHLEEN HICKS

WORD LOVERS' CORNER

CHANGING WORDS IN A CHANGING WORLD

We all know that changes occur in the world and when they do, people make up new words to talk about them. In one of our language awareness classes, we decided to look at the relatively new topic of *sustainability* to see how journalists are using all the new terms.

After reading seven articles, three from magazines and four from *The Arizona Republic*, students jotted down “new” terms or usages they noticed; we came up with a total of 200 such terms. What surprised us most was that in all but one instance we could see traces of words we already knew.

The totally new word, at least for us, was *edamame*. But in the class was a girl from the Middle East and also a girl who works as a waitress at a fancy restaurant. They both knew that this is a name for soybeans. Perhaps because of their beautiful light green color, they are now fashionable on salad bars, where they communicate a positive endorsement of all things *green*.

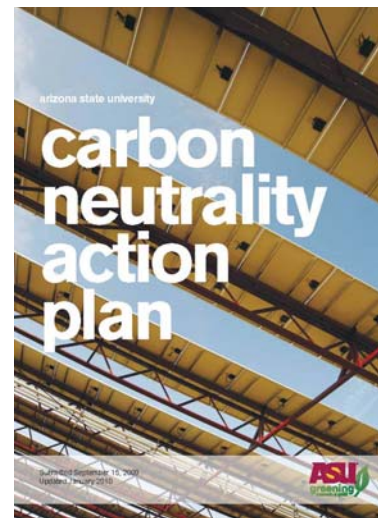
We found so many uses of *green* that we decided it is a good illustration of why linguists say that we cannot identify the part of speech just by a word's typical meaning. In elementary school—which, interestingly, used to be called *grammar school*—we always identified *green* as an adjective. We decided that the main reason it has become such a popular way to refer to the concept of sustainability, is that it is so familiar and so easy to spell. Five of our articles had *green* in the headline. We found it used as part of two proper names (*Greenpeace*, *U.S.A.* and the *Phoenix Green Chamber of Commerce*). We also found it

in the compound, *greenhouse-gas emissions*, as a verb (to help *green* a local business), a plural noun (industries *in favor of the greens*), an adverb (*think green!*), a gerund (*the vitally important greening of commerce*), and adjectives (*the green team of advisers at the White House*, *a green recession*, and *green energy initiatives*).

We learned the concept of language *historicism*s when we ran across words that have outlasted the product they named. For example, we were puzzled by the initials *bbl* in relation to oil, as in “1.8 billion *bbl*. of oil.” Students joked that if it were in caps it could be the text message, “Be Back Later.” After a bit of *Googling*, we discovered that it stands for *blue barrels*. Back in the late 1800s, the Standard Oil Company decided to set “standards” for the production of oil, which until then had been shipped in wooden barrels. These were supposed to hold 40 gallons, but they leaked and it sloshed out. The Standard Oil Company made big steel drums (called *blue barrels* probably because of their shiny, water-like appearance) that held 42 gallons. Today, oil is neither stored nor shipped in barrels, but it is still measured that way.

Other *historicism*s fun to talk about were the *cc* and *bcc* blanks in our e-mails. Only two students in the class remembered having seen actual *carbon paper*, which used to be the only way to make copies. When I explained that these are abbreviations for *carbon copy* and *blind carbon copy*, one student confessed that while she knew it referred to *copy*, she had assumed the initials were just repeating the word *copy* as an illustration of

what was happening. All of us had to think awhile before we could relate the idea of *carbon paper* to such terms as *black carbon*, *carbon footprint*, *carbon dating*, *carbon negative*, and *carbon cap-and-trade legislation*.



In 2009, ASU unveiled a plan to become “carbon neutral” by 2025. carbonzero.asu.edu

Our favorite newly created word was *slacktivists*, alluding to people too lazy to be real activists, but who will join in something if it's convenient. Second in popularity was the word *carrotmob* to refer to people getting together and supporting merchants who practice sustainability. We were amused by the article about this movement in San Francisco which explained how it is *branching out* so that “carrots are looking greener every day.”

—ALLEEN AND DON NILSEN

WHAT IS APPLIED LINGUISTICS?

Hardly a day goes by without seeing a newspaper article or hearing people talk about language: “What’s the best way to teach English language learners?” “Can dying languages be saved? Dead ones revitalized?” “Does texting corrupt English?” “Do men and women speak differently?” “*Phat = cool = hot?*?”

► Applied Linguistics at ASU:
english.clas.asu.edu/appliedling
enggrad@asu.edu | 480.965.3194

Everyone has something to say about these questions because language is such an integral part of our lives and an important part of our identity. But there is a group of scholars—applied linguists—who research these language-related issues, and some are now in our English department (see *new faculty profiles*, pages 4–7).

Applied linguistics is an interdisciplinary field that addresses a

broad range of real-life language issues and problems, drawing on a range of theoretical and methodological approaches. At ASU, the university-wide PhD Program in Applied Linguistics is now part of the English department. The program has fifty affiliated faculty members from nine academic units on campus, and a number of English department faculty—including eight new faculty members who recently transferred from the former Mary Lou Fulton Graduate School of Education—are actively involved in the program. Examples of research areas and topics pursued by faculty and students of the Applied Linguistics Program include bilingualism, discourse analysis, humor studies, Indigenous language education, language planning and policy, literacy studies, second language acquisition, second language writing, sociolinguistics, teaching English to speakers of other languages, and world Englishes.

—AYA MATSUDA

CHANGING THE GAME

WRITING PROGRAMS UNDERTAKES SELF-STUDY PROJECT

Laotzu said that knowing yourself is true wisdom. One might say this precept guided the massive self-study project undertaken last fall and spring by the Department of English's Writing Programs.

Under the direction of Professor Shirley Rose, a twenty-member committee explored every facet of Writing Programs and compiled a daunting array of statistical data. This information was scrutinized by the Consultant-Evaluator Service of the Council of Writing Program Administrators. Areas of inquiry included curriculum, faculty, program administration, and partnerships.

In a final report issued in March 2010, the committee articulated 42 strength statements and challenge questions for review by the CWPA. Two panelists for the CWPA, who have backgrounds in Writing Programs administration and who are professors at their home universities, made a site visit April 25-27 to provide a "reality check" of ASU Writing Programs' perceived strengths and challenges. Additionally, they solicited and analyzed input from a wide range of parties.

The ASU Writing Programs is the largest college writing program in the United States. It accounts for 77 percent of the English department's enrollments, 78 percent of its scheduled classes, and 70 percent of its teaching staff. Despite many challenges as ASU faces unprecedented growth and continuing budget shortfalls, Writing Programs has worked diligently to meet its large instructional responsibilities.

The program assists the university's first-year student retention goal, which currently stands at 81 percent. It has also responded with more hybrid and online course offerings—now totaling 32 percent of all writing courses—to ease classroom space demands. However, changes are needed in governance structure, assessment design, multi-media capabilities, first-year composition class size, infrastructure to support community engagement, and multi-campus faculty and curriculum development. There is concern to increase Writing Programs' visibility both within and outside the department.

We must always change, renew, rejuvenate ourselves; otherwise we harden.

—Johann Wolfgang von Goethe

In May 2010, the Council of Writing Program Administrators produced its own report outlining the assets of WP's current program and making nine recommendations for building on those assets. Their recommendations addressed issues such as compensation, tenure-track-led curriculum development and leadership, Writing Programs authority and budget oversight, research, and communication. Rose states that an *ad hoc* committee has been formed to address the panel's recommendations.

—JANE PARKINSON

FOUR WRITING PROGRAMS FACULTY ENJOY STINT AS "GUEST COACHES"



In ASU Sun Devil Football's 41-20 home win over NAU, head football coach Dennis Erickson had his hands full with a team that committed thirteen penalties, the most since his arrival at ASU. Four guest coaches from Writing Programs, however, did not have to yell at the sloppy Sun Devils. Shirley Rose, Katherine Heenan, Camille Newton, and Sarah Fedirka were invited by Jean Boyd, Associate Athletic Director, to experience the vibrancy of the game from the sidelines and to glean new insights into the academic support that ASU provides its student-athletes. This certainly fits with what has become a Writing Programs basic tenet under Rose's leadership: "We meet student writers where they are."

Before the kickoff, the guest coaches toured Carson Center and reveled in the views from the roof of the press box. They learned about athletes' retention rates, GPAs, schedules, and tutoring. It was an eye-opener, said Newton, to see how packed the athletes' schedules are. Heenan added that the Athletic Academic Specialists, supervised by Corinne Corte, do an excellent job of encouraging student-athletes to compete in the classroom as well as on the field. These academic coaches experience players on a "human scale"



Shirley Rose, Katherine Heenan, Camille Newton, and Sarah Fedirka pose with Jean Boyd (center) at the Sept. 11 football game where the Writing Programs faculty were "guest coaches" as part of an effort to integrate these often disparate parts of campus life.

reflected Rose.

All the guest coaches reported that their adrenalin was pumping as the spectacle of college football unfolded right in front of them (the Writing Programs quartet was seated right near the bench). Up-close encounters with bone-jarring hits and thudding crashes—that, too, was an experience on a "human scale" that the guest coaches will not soon forget. —JANE PARKINSON

IN MEMORIAM

SING, SOMEONE—IN MEMORY OF JEREMY SPOHR (1971–2010)

Jeremy received his MFA from ASU in the fall of 2009; he died in August 2010. To many of us he was a good friend: deep listener, thoughtful examiner—sturdy and generous and funny and dear. He was a singularly attentive and curious person, and these qualities propelled his friendships, his teaching, his writing, his birding, his yoga(!), and his reading. It's that reading I've turned to in the hope of creating a memorial he himself would feel at home in. A *cento* is a poem made from other people's poems, a collage of lines made new together by unexpected proximity, unexpected detachment. Maker-of-centos Dean Young says that in poetry, "we're trying to make birds, not birdhouses," which seems a useful argument in favor of a poem rather than an obituary. Writing a cento, David Lehman says, "may be an extension of the act of reading, a way to prolong the pleasure." My aim here is to make from among Jeremy's favorite poets—and from among his own poems—an extension of his presence, to prolong the pleasure of reading along with him.

—SALLY BALL

CENTO FOR J.

Because you're here, we're in this together.
Ha. If only you came this way, taking the route
you'd be likely to take (*as fast as that!*)—
When someone leaves, someone remains.
I I I all smashed by the radiance of a star.

Who, if I cried out, would hear me?
The trees, wouldn't they, absorbed
in their own magic, abundant,
hermetic, wide open—

But something (we can't say what) has been withdrawn.
A penny-star? A green vine angering for life?
Field flower, our talisman in sorrow.

The oath sworn between earth
and water, flesh and spirit, broken,
only to be sworn again, over and over.
I place my feet with care in such a world,
till my head knocks against the sky.

Infinity: are you native there? Or are you
the victim of presence of mind?

(*Spohr; Eliot; Spohr; Vallejo; Shen-hui; Rilke; Levertov; Rilke; Lorca; Stevens; Levertov; Kinnell; Stafford; Williams; Spohr; Barthes; Stevens; Spohr; Olson; Oppen; Moore; Spohr; Sibley Guide to Bird Life and Behavior; Spohr; Vallejo; Weil; Spohr; Lorca. Some syllables here and there are mine.*)

Such tink and tank and tunk-a-tunk-tunk:

it's nowhere's reproach.

For god's sake tell me
if you are not well,
sweet heart.

All the small selves haunting us in the stones,
the unanswered question, the resolute doubt.

Friends, send me your birds! The eyes
of nighthawks are larger; there is a way
to be swallow-minded. These are the witnesses:
the Thursdays. To know this is forgiveness.

Friends, send me your birds!

The nighthawks of your hands
learn a mournful song
that will clean all the earth
away from me.



Photo/courtesy Beth Staples

LENORE L. BRADY (1952–2010)



Friends and family gathered in October 2010 to celebrate the life of Department of English alumna Lenore Brady, who passed away on October 5 after a year-long battle with cancer. Brady became a well-known and beloved member of the English department community in the years 1994-2002 during

which she earned her BA, MA, and PhD in English Literature. Her area of specialization was twentieth-century American literature with focuses on fictions of social change and ethnic and women's writing. In Spring 2003 she joined the ASU honors faculty and

began teaching courses such as "The Human Event," "American Ethnic Literature," "Women and Literature," and "Introduction to Contemporary Literature." Her many contributions to ASU's undergraduate curriculum include directing Barrett, the Honors College at the Polytechnic campus, and developing and supervising the publication of *Lux*, an undergraduate creative review at ASU. Brady was an outstanding and caring educator, mentor, mother, grandmother, daughter, sister, partner, and friend. The many people whose lives she touched remember her for her warmth, humor, critical insight, and incomparable style.

—JACQUIE SCOTT

CELIA ALLENE ADAMS COOPER (1947–2010)

Allene Cooper, Department of English alumna (PhD 1991) and former faculty member, passed away on October 2, 2010. For eight years until her retirement in 2005, Cooper played an integral role as a Lecturer in English's Writing Programs, particularly in developing opportunities for students to prepare workplace writing skills. Cooper was the "driving force behind the Writing Certificate," according to Professor Emeritus John Ramage. She created the "Document Production" course and wrote a textbook *Thinking and Writing by Design: A Cross-Disciplinary Rhetoric and Reader* that was published in 1996.

Cooper also worked with Ramage and Cathy Church in the Pro-

vost's Office in the early days of the "Stretch" Program. She was, as Ramage said, a person who "got things done."

Cooper was known as a committed teacher with optimism, dynamism, and a passion for her work. "She brought a high level of humanity to her teaching," said Lecturer Sarah Duerden who worked with Cooper in the Writing Programs.

Cooper loved to travel, and, according to her family, her wit and spirit "lifted all who were around her." She is survived by four brothers, two sisters, three sons, a daughter and thirteen granddaughters.



—KAREN DWYER

STUDENT STORIES

BIG DEPARTMENT, SMALL WORLD FOR INTERNATIONAL GRADUATE STUDENTS

Dolls from Russia, camels from Jordan, and fans from China adorn my office shelves in the Language and Literature Building. As graduate coordinator, I've met students from across the globe who come here to study English. Almost twenty percent of our 280 graduate students are from other countries. Learning

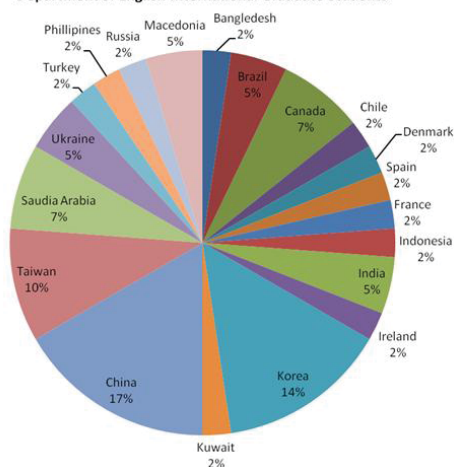
about these different cultures and languages enriches my life, and I believe it enriches the Department of English, as well.

Integrating into American culture, let alone ASU, isn't easy. Students are sometimes eager to learn everything right away and can easily become overwhelmed. As mentor to several foreign students, Hui-Ling Yang advises new international students to be patient and open to differences. Yang, a PhD student in Rhetoric, Composition and Linguistics, recalls that even though she read voraciously about American culture before leaving Taiwan, it took her three years to acclimate to the customs, the food, and the lingo. Yang enjoys finding commonalities in languages and she thinks Americans have a good sense of humor. Her dissertation is on grammaticalization in the Hakka, Mandarin, and Southern Min languages.

weather." One of three international students in literature, Heo is writing a master's thesis on the relationship between Wallace Stevens' work and Zen Buddhism.

Both Yang and Heo appreciate their professors' support and awareness of their cultures. In contrast to Taiwan, where praise from teachers is rare, Yang adds that ASU professors bestow compliments freely, which helps build confidence. "It makes me feel proud to be part of the big family."

Department of English International Graduate Students



The number of international graduate students in the Department of English is consistent with overall enrollment at ASU, where the proportion of foreign graduate students has risen from 14 to 18 percent over the last year. Twenty different countries are represented in the international graduate student population in the Department of English.

Wondo Heo, a high school English teacher from Busan, Korea, came to ASU because he heard it was "one of the most developing schools in the U.S." He loves Hayden Library, but wishes they had more books from northeastern Asia. While he sometimes misses the lush scenery of Busan, he enjoys Arizona. "The living expenses are relatively low," said Heo, "and we can get rid of worries caused by cold



While international students enhance our English family, some are expanding their own families. Students Seong-Hoon Kim (PhD literature) and Seung-Eun Jung (MTESOL) welcomed their baby boy, Justin Ye-June Kim, this September 10. Photo/courtesy Seong-Hoon Kim.

From Korea to the Ukraine and Taiwan to Turkey, international students create a rich multicultural community within the Department of English family. It is a small world, after all. —SHEILA LUNA

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accents on ENGLISH

MAROONED IN NEED OF GOLD

The Department of English's *Marooned Undergraduate Creative Review* provides ASU undergraduates a place to publish poetry, short stories, essays, photography and art. The Fall 2010, 74-page volume features work by twenty-four ASU undergraduates alongside that of ASU alumna Sarah Vap (MFA 2005) and renowned poet Jeannine Savard, an ASU faculty member.

In 2008, *Marooned* returned from a three-year hiatus and became the focal point of an internship for English majors. The internship challenges interns to promote, market, and raise funds for the magazine, while providing ASU students a valuable vehicle to have their voices heard.

Since its inception, *Marooned* has continued to change dramatically. Each year *Marooned* has new interns who bring with them new ideas, connections, and perspectives. What remains the same is faculty advisor Bob Haynes' insistence on quality, demonstrated by this excerpt from John-Michael P. Bloomquist's "This Medicine Should Be Taken with Plenty of Water." The poem was awarded the 2010 *Marooned* Editor's Prize.

The heat made suited boys itch,
plastic champagne glasses of Martinelli's sweat,
and women in lace, pale as sheets,
fold their wedding programs to fan.

Throughout the procession, the groom
was thinking about sex. How once,
after his dad shot a squirrel on the cabin
balcony with a .22, he held it by the tail,
and pointing to the blood, said, if you're her first,
this is what'll happen.

While the ASU Department of English provides financial backing for *Marooned's* printing, the magazine depends on donations and book sales for other operating costs.

—DEANNA STOVER



From L: Fall 2010 *Marooned* intern editors Deanna Stover and Marissa Grondin demonstrate the proper use of a semicolon. Photo/ Bob Haynes

▶ Contact *Marooned*:
www.asumarooned.net
Robert.Haynes@asu.edu

DEPARTMENT OF ENGLISH
COMING EVENTS

January 28-29, 2011 | "Human/Transhuman Connections in Sustainability Ecologies." *IDS 2011: GSEA Conference*. ASU, Tempe campus.

March 24, 2011 | "Native Science and Western Science: Possibilities for a Powerful Collaboration." Lecture by Leroy Little Bear, Professor Emeritus, Harvard University; Head, SEED Graduate Institute. *Simon Ortiz and Labriola Center Lecture on Indigenous Land, Culture, and Community*. Heard Museum (2301 N. Central Ave.) Phoenix, 7 p.m.

April 28, 2011 | Lecture by John Kucich, Professor of English, Rutgers University. *Ian Fletcher Memorial Lecture*. University Club (UCLUB) ASU, Tempe campus, 6 p.m.

May 12, 2011 | Department of English Awards Ceremony and Graduation Reception. Memorial Union, Alumni Lounge (MU 202) ASU, Tempe campus, 3 p.m.

October 6, 2011 | Lecture by Arlinda Locklear, Attorney, Washington DC. *Simon Ortiz and Labriola Center Lecture on Indigenous Land, Culture, and Community*. Heard Museum (2301 N. Central Ave.) Phoenix, 7 p.m.

October 21-22, 2011 | "Places." Keynote Speaker: Kim Donehower. *2011 Western States Rhetoric and Literacy Conference*. ASU, Tempe campus.