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## contents

- 2 Fall 2015 Convocation
- 3 “Why I Write:” 2015 National Day on Writing Celebration
- 4 Conference Recaps
- 5 Conference Previews
- 8 L2 Committee Highlights
- 8 L2 Writers in PW Courses
- 9 Community Engagement: Supporting United Food Bank
- 10 Welcoming New Writing Programs Faculty
- 11 Kudos & Milestones
- 12 Farewell to Ruth Johnston
- 13 Call for Submissions

## in this issue

By **Rebecca Robinson, Lead Editor**

The stories featured in this issue of *Writing Notes* display a number of ways that Writing Programs engages with our local, national, and international communities. During this year’s NDOW celebration, participants shared answers to the prompt “Why I Write” and collaboratively designed a paper quilt that highlights the many ways that writing impacts our lives. Writing Programs faculty chaired and presented at no fewer than three major conferences hosted here in the valley. And Writing Programs L2 faculty continue to focus on ways we can serve our international students through innovative pedagogy. In addition, Adelheid Thieme reminds us of the great work Writing Programs faculty are doing with local charities, and the continued need for such support. And finally, we said a fond farewell to Ruth Johnston, who had been serving as Writing Programs Administrative Assistant for the past 12 years and retired this October. •

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## Fall 2015 convocation

By Gregg Fields, Assistant Director of Writing Programs

This Fall Convocation came with its usual suspects and a few new additions. For the first half of the day, Associate Director of Writing Programs, Adelheid Thieme, provided a wonderful German breakfast and a warm welcome while introducing and congratulating many of the new or newly promoted members of Writing Programs. Following Adelheid's warm introductions, Program Manager Demetria Baker brought her usual creativity to the policy reminders and updates portion of the morning in the form of a Writing Programs' Jeopardy skit performed by Tonya Eick, Gregg Fields, Valerie Fazel, and Jordan Loveridge.

Beyond these expected portions of the morning, this year, Writing Programs added an invited guest, Erin Trujillo, Associate Director of Counseling Services, who gave an engaging, interactive, and informative presentation on "Counseling and Crisis Services for Students." Erin's presentation was praised in both hallway talk and email as one of the most impactful portions of convocation this year. Many instructors asked that speakers like Erin be invited more often.

After a brief break for lunch, Writing Programs finished out the day by organizing two consecutive slots of concurrent sessions.



Topics included teaching online/hybrid courses, using social media/TEDtalks, approaching Title IX and sexual harassment issues in the composition classroom, and teaching ENG 107/108 for both new and experienced instructors, but of all the afternoon breakout workshops, the session on "Cultural Issues of International Students" drew twenty-seven of the nearly seventy participants, three times the number of other concurrent sessions. This session communicated changes in international student demographics, necessary policy adjustments, pronunciation of international names, student-chosen "American" names, cultural approaches to plagiarism, and practices that allow for international student think time to name a few.

Whether participating in this session or one of the other nine, Convocation continues to be one of the few moments throughout the year when our wonderful Writing Programs' community can come together to interact, refresh one another, and develop further before jumping into our various and sometimes hectic schedules.

For more highlights from convocation find us on social media [#ASUwpConvocation2015](https://twitter.com/ASUwpConvocation2015).

## VITA update

By Gregg Fields, Assistant Director of Writing Programs

Attempting to build on our VITA Project goal to celebrate the work of instructors and students in the writing classroom, beginning this Fall, Writing Programs has begun a new branch of the project, which we are calling #VITA\_MINutes. Writing Programs hopes that this branch of the project will continue "enabling participants to make a lasting contribution to Writing Programs' teaching and learning [and] representing teaching and learning contexts that are relatively inaccessible to other writing program stakeholders" (VITA Project Values). Through short vignettes that characterize individual instructors' classrooms, #VITA-MINutes will continue to draw focus to the work of ASU-Tempe's writing instructors.

Some of the vignettes included thus far have focused on:

- Linda Bergquist's "Cultural Trends"
- Balbir Backhaus's "Sketch Drafting"
- Heather Ackerman's activity designed to "Develop an Analytical Eye"
- Nate Bump's "Socio-Politics of Star-Bellied Sneetches"
- Michael Cryer's "Question of Truth," and many more.

To get a glimpse into the ASU writing classroom, visit Writing Programs #VITA\_MINutes blog at <http://tinyurl.com/vita-minutes>, or follow the respective links.





## “why I write:” ASU’s national day on writing celebration

By Rebecca Robinson, Assistant Director of Writing Programs

For our Writing Programs National Day on Writing (NDOW) celebration on October 20th, 2015, we asked participants to respond to prompts based on this year’s theme, “Why I Write,” by writing and drawing on origami squares, which they then taped onto large sheets of paper to make “paper quilts.” Over 200 ASU students, faculty, and staff visited our booth outside the Danforth Chapel and shared reasons why they write for their education, their families, their careers, the environment, their communities, and for the future. Many participants also tweeted their answers using the #WhyIWrite hashtag.

Other organizations within the ASU writing community also joined in the celebrations, with events at all the campus Writing Centers, and additional participation online. ASU Writers’ Place Awards coordinator Dana Tait invited faculty and students to share their favorite line of prose (fiction or non-fiction) or poetry on their Facebook page. You can see their responses at [Facebook.com/ASUWritersPlace](https://www.facebook.com/ASUWritersPlace).

NDOW is an annual event sponsored by the National Council of Teachers of English, and celebrated by affiliated organizations throughout the United States. One of the great strengths of NDOW is the opportunity to help people recognize just how much writing is a part of their lives, even when they don’t think of themselves as writers. For instance, when an ASU staff member on his way to lunch paused to see what was going on at our booth, I asked him if he’d like to share why he writes on one of our squares why he writes. “I’d love to,” he replied, “but I’m not

really a writer! I mean, all I ever write is expense reports for my job.” “Oh, that’s writing!” I said. “That’s really important writing!” So he made a square. Recognizing and valuing writing of all kinds makes the work we do as teachers and scholars more visible.

The afternoon’s event was cut short by a sudden rainstorm, but our cadre of volunteers, including several students from Tonya Eick’s English 107 classes, leapt into action, breaking down our booth in record time and rushing the materials and equipment back to LL. While some of the paper got a little waterlogged, we were able to save all the squares.

Because we had to give all that paper time to dry out, we arranged to complete the assembly of our “paper quilts” in a pop-up installation at this year’s Feminisms & Rhetorics conference, hosted here on the Tempe campus and co-chaired by our own Shirley Rose and Maureen Goggin. Susan Bernstein and I were joined by Abigail Oakley, Sylvia Dahdal, and Ellen Johnson to design the quilts’ layout and tape the squares to large sheets of backing paper. As we sorted the origami squares by color and theme, we were by turns amused, touched, and inspired by what participants had written on their squares. Finished quilts, which can be viewed on the 3rd floor of LL and on the Writing Programs Facebook page, represent a collaborative, hybrid composition that captures many, but certainly not all facets of why we write at Arizona State University. •



• writing takes place •



## conference recaps and previews

By **Rebecca Robinson, Assistant Director of Writing Programs**

This academic year has offered an extraordinary number of opportunities for Writing Programs scholars to participate in regional, national, and international conferences hosted right here at ASU and in the Phoenix valley. The following pages offer recaps of conferences held this Fall, and previews of upcoming conferences in the Spring. We congratulate our colleagues who chaired, volunteered, and presented at these conferences! •

## feminisms and rhetorics, “women’s ways of making”

By **Allegra Smith, Teaching Associate**

ASU Department of English professors Maureen Daly Goggin and Shirley Rose, in collaboration with the Coalition of Women Scholars in the History of Rhetoric and Composition (CWSHRC), chaired and organized the 10<sup>th</sup> biennial Feminisms and Rhetorics (FemRhet) Conference here at ASU from October 28–31, 2015. FemRhet was attended by nearly 500 scholars from across the country and the world who presented, shared research, facilitated workshops, and networked with colleagues from other institutions in 16 different presentation sessions.

The theme of the conference, “Women’s Ways of Making,” sought to call attention to the many ways women make their worlds, particularly in the spaces where the boundaries between personal and professional lives are most difficult to draw.

(continued on page 6)



## western states rhetoric and literacy: “rhetorics and literacies in motion”

By **Sarah Jackson Young, Teaching Associate**



Celebrating its twentieth birthday, the Western States Rhetoric and Literacy Conference (WSRL) kicked off this year on October 30<sup>th</sup> at Arizona State University Tempe’s Memorial Union. Running over the Halloween weekend concurrently with the 10<sup>th</sup> Biennial Feminisms and Rhetorics Conference (FemRhet), WSRL centered on the theme “Rhetorics and Literacies in Motion.” Following a welcome and introduction from professors Peter Goggin (ASU) and Maureen Mathison (University of Utah), the conference began with professor Thomas Rickert’s (Purdue University) keynote, “Rhetoric and the Paleolithic: Notes Toward a Prehistory of Rhetoric.”

(continued on page 7)

## IR16, “digital imaginaries”

By **Abigail Oakley, Teaching Associate**

Internet Researchers is an international conference that took place in Phoenix, Arizona this past October. Each year this conference is organized by the Association of Internet Researchers (AoIR), an international “academic association dedicated to the advancement of the cross-disciplinary field of Internet studies.” This year’s AoIR president is ASU’s own Alex Halavais, an Associate Professor in Social & Behavioral Sciences on West Campus. The theme of IR16 was “Digital Imaginaries,” and encouraged participants to reflect on the myriad of ways the internet is imagined and affects imaginings. ASU had a strong showing at this conference in both students and faculty. English Department graduate student presenters included Sarah Jackson-Young, Jennifer Russum, Sarah Muñoz-Bates, Tracy Hayes, and Abigail Oakley. ASU English Department

Alumni Cindy Tekobbe and Dawn Opel also presented in multiple panels at this conference.

The day before the conference began, AoIR hosted several pre-conference workshops including a Doctoral Colloquium where PhD students got one-on-one time with experienced internet researchers. The other pre-conference workshops focused on digital research methods. The workshops included a tutorial of how to create a web-scraping tool using the Python programming language, a hands-on workshop collecting images from Instagram, a demonstration of visualizing and working with Twitter data in Tableau software, and a consideration of interface design elements and socio-technical features using qualitative methods. (continued on page 7)



Please join us for the Writing Programs  
**2016 ASU Composition Conference**

On Saturday, February 27, 2016

**Plenary Speaker**

Professor Peter Goggin, Arizona State University

**Submission Deadline:**  
**Friday, January 15, 2016**

We welcome submissions for either individual presentations (15-20 minutes) or panel presentations. Topics may include but are not limited to composition theories and practices, assessment, program administration, literacies, multilingualism, composition and technology, as well as any topics that bridge these. **Proposals should include** an abstract for the program (50 words max) and a summary (300 words max). Submit proposals to [ASUcompconf2016@gmail.com](mailto:ASUcompconf2016@gmail.com). For additional information, please contact Dr. Adelheid Thieme at [thieme@asu.edu](mailto:thieme@asu.edu). •

## 21st southwest english symposium: "objects and commodities"

By **Kayla Bruce, Teaching Associate**

The 2016 Southwest English Symposium will be held on Saturday, February 20th, at the College Avenue Commons on ASU's Tempe campus. The symposium is hosted by ASU and co-sponsored by ASU's Graduate Scholars of English Association. This year, co-chairs Abigail Oakley and Kayla Bruce decided on the symposium theme "Objects and Commodities." The call asks participants to address the following questions: "What does it mean to think objectively, be objective, to objectify, and to be objectified? What is considered a commodity, and how do we commodify?" The symposium will be concluded by a poetry reading and hosted appetizers at Rula Bula on Mill Avenue. The poetry reading will go from 4:30-6:00pm. There will be a gathering at Postinos the night before the conference.

Participants from twenty different universities and colleges have submitted proposals, and we look forward to welcoming them to ASU. Ian Bogost, Ivan Allen College Distinguished Chair in Media Studies and Professor of Interactive Computing at the Georgia Institute of Technology, will be the keynote speaker. Dr. Bogost is a technology and popular culture scholar, and we look forward to his take on the theme of 'objects and commodities,' as understood through his research. Carrying forward on the momentum created by last year's symposium, chaired by Tonya Eick, we know that the energy and camaraderie of the symposium will be beneficial and exciting for all involved. •

## 22nd annual graduate linguistics/TESOL symposium

By **William Kruger, Teaching Associate**

The 22nd Annual Graduate Linguistics/TESOL Symposium will be held on Saturday, February 27th, 2016 at the ASU Memorial Union (Tempe Campus). Abstract submissions for the symposium are due by January 4th, 2016. The symposium has a long history at ASU as an interdisciplinary event bringing together local graduate students and faculty in the fields of Linguistics, Applied Linguistics, TESOL, and Language Studies to network and share their ongoing research. The symposium is affiliated with the Graduate Scholars of English Association (GSEA) and funded by the Graduate and Professional Student Association (GPSA).

Dr. Heather Willson-Sturman, Assistant Professor of Linguistics at Brigham Young University, will feature as the keynote speaker at this year's event. Heather has done work in language documentation and syntax, focusing on Marshallese and Micronesian

languages. We look forward to her talk as the final event of the day, concluding the graduate presentations which will be scheduled throughout the morning and early afternoon.

The symposium is a free event and a great opportunity to join students and faculty for professional development in a friendly academic environment. We welcome abstracts on any topic related to linguistics and (L1/L2) language learning/teaching. If you are interested in submitting and/or attending, or if you would like to volunteer at the event, more details can be found on the Call For Papers flier (<http://tinyurl.com/asulingtesol16cfp>), or you can contact the symposium committee directly via [ASULinguisticsTESOL@gmail.com](mailto:ASULinguisticsTESOL@gmail.com). •

## feminisms and rhetorics (continued)

Presentations and demonstrations showed how women employ tools from their scholarly toolbox to illuminate embodied activities like needlework, singing, and yoga. Others brought insights gained from meditation and reflection during their engagement with activities such as these to make sense of the ways we speak and write with one another. Still others traversed and theorized the embodied makings of home, work, and civic spaces.



Plenary addresses and keynotes were given at the conference by:

- Ann Morton, a fiber artist who explored textile techniques as a way to illuminate social issues surrounding homelessness
- Tara Ison, Loel Kim, Molly Koehn, Alleen Nilsen, and Skye Lucking, who gave demonstrations of different types of studio and performance arts
- Thomas Rickert, who discussed rhetorical practices of the paleolithic in a plenary shared with the Western States Rhetoric and Literacy Conference
- Angela Haas, who installed a decolonial feminist operating system to interrupt imperial metaphors surrounding technorhetorics
- Elizabeth Flynn, Patricia Sotirin, and Ann Brady, who revisited and recontextualized their concept of resilience from their 2012 book *Feminist Rhetorical Resilience*
- Carol Mattingly, who examined and explained the hidden literacy habits of U.S. Catholic women in the 19<sup>th</sup> century.

In addition, conference attendees enjoyed a film screening of *Threads*, a film directed by Cathy Stevulak, and a performance by the international award-winning Scottsdale Chorus, entitled "Women's Ways of Making Music."

ASU graduate students and faculty were well-represented at the conference, both as volunteers and session chairs, as well as presenters and participants. Paper and session presenters from the Department of English included:

- Susan Naomi Bernstein, "All Of Our Grievances Are Connected: Quilting an ADHD Rhetorical Epistemology"
- Jessica Boykin, "Dude, I Can't Fight Crime in This Costume"
- Kayla Bruce, "Motive to Movement: A Socially Just Application of Communal & Food Literacies in The Language of Baklava for Women in Madison, WI"

- Shersta A. Chabot, "Making Space for Women's History: Activism, Rhetoric and the National Women's History (Cyber)Museum"
- Holly Fulton-Babicke, "Embodiment and Creation in the Ripped Goddess Online Community"
- Denise Y. Hill, "In the Margin of the Margins: Aspie Girls and the Phallogocentric Rhetoric of Autism"
- Steven W. Hopkins, "Making Ourselves as Teachers Inside Classroom Constraints"
- Elenore Long, "Grist Born of Difference and Rendered a Resource for Making New Knowledge: Negotiating Conflict in Curricular Redesign"
- Elizabeth Lowry, "Making Her Work Acceptable: A Nineteenth Century Woman's Ventures in Scientific Invention"
- Kelly Medina-López, "Coyolxauhqui is How I Know: Myth as a Methodological Framework for Knowing in the Flesh"
- Keith D. Miller, "No Birds Sing above Rivers of Death: Rachel Carson's Transformation of Traditional, Judeo-Christian Apocalyptic Rhetoric"
- Casie Moreland, "Why Women? Why Race? Why it Matters in Professional, Technical, and Business Writing"
- Sarah Muñoz-Bates, "The Hushed Zone: Why the Grievances



of Female Undocumented Chinese Immigrants Are Often Not Heard"

- Alleen Nilsen, "Beware of Unintended Consequences: Give Us Back our Names, Please!"
- Abigail H. Oakley, "Knitting: Not Just for Old Ladies"
- Dawn Opel (along with alumnae A. Nicole Pfannenstiel and Cindy Tekobbe), "Think/Make/Game: Utilizing Digital Makerspaces in the Composition Classroom"
- Shirley K. Rose, "Choosing and Sharing Adventures: Knowledge-Making with/in a Digital Archive of Suffrage Cartoons)
- Jennifer A. Russum, "From Sewing Circles to Linky Parties: Women's Sewing Practices in the Digital Age"

(continued on page 7)



## WSRL (continued)

In his presentation, Rickert discussed a “pre-history” of rhetoric which looked at the emergence of rhetoric in ancient cultures before the Greeks in places such as cave art from Lascaux. The audience, made up of participants of both WSRL and Fem Rhet, engaged Rickert in a lively discussion with questions ranging from research methods to the relationship between shamans, altered states, and cave artwork. Other presentations throughout the weekend ranged in topics from rhetorical agency to multilingual classrooms to zombies.

In all, there were eighty-one presenters for individual and panel presentations at WSRL. Participants came from afar from places such as the University of Graz in Austria and Texas A&M University at Qatar to the more local institutions of University of Arizona, Northern Arizona University, and New Mexico State University. Presenters ranged from attendees who have been active participants for years and seldom miss a conference to those who presented at WSRL for the first time. This year’s conference co-chairs, Peter Goggin and Sarah Jackson Young, also had help from Sean Moxley-Kelly, Glenn Newman, Narin Loa, Rebecca Robinson, Pat Morandi, and photos by Sage Gorucu. Sponsors of this no-fee conference included ASU’s Department of English, ASU College of Liberal Arts & Sciences: Humanities, Feminisms and Rhetorics Conference 2015, and the ASU Institute for Humanities Research.

In addition to the conference presentations, there were also other activities for the participants to enjoy. Sponsored by Fem Rhet, WSRL participants could attend a film screening of *Threads*, a documentary about artist Surayia Rahman and the work she does in Bangladesh, and Fem Rhet also sponsored a performance called “Women’s Ways of Making Music” by the Scottsdale Chorus at the Evelyn Smith Music Theater. A joint happy hour was also held for grad students by the Rhetoric Society of America at World of Beer where attendees enjoyed post-conferencing appetizers. The ASU football team also played Oregon the night before the conference began, and those in town early were able to see the Sun Devils succumb to the Ducks, 61-55.

Started by Peter Goggin and Maureen Mathison, the conference rotates approximately every four years from Goggin’s location at ASU, Mathison’s location the University of Utah, and guest host locations in between. Next year’s conference is themed “Rhetoric and Literacy on the Border” and will be held October 21-22, 2016 at the University of California, San Diego. The keynote speaker will be Elizabeth Losh from the College of William and Mary. Anyone interested in more details can contact Peter Goggin at [petergo@asu.edu](mailto:petergo@asu.edu). •

## feminisms and rhetorics (continued)

- Christina Saidy, "Writing Her Way In: A Chicana Woman Learning to 'Make It' in the University"
- Nanette Schuster, "Rhetoric Silence as Authorial Agency: Mary Prince's Making of Meaning"
- Andrea J. Severson, "Fleur de Force: Beauty, Creativity, and YouTube"
- Paulette J. Stevenson, "Branding (Post)Feminism: The Global Reach of Title IX"
- Sarah Jackson Young, "Digital Assemblages and the Elderly"

For more information on conference presentations and activities, including an archive of highlights from the conference tweets (#FemRhet15), see <https://storify.com/argella/feminisms-and-rhetorics-conference-2015>. •



## IR16 (continued)

Panel sessions reflected AoIR’s international and interdisciplinary nature with panel topics that included “Digital Gaze,” “Histories of Hating,” “Social Justice in Higher Education,” “Finding Identity,” “Cryptocurrency,” “Governing Online,” “Cyberbullies,” and “Weird Internet.” Overall, this was a friendly and welcoming conference that created many opportunities for academic conversations and future collaborative projects amongst attendees. •

## second language writing committee Fall highlights

By Sarah Snyder, Associate Director of Second Language Writing, and Tonya Eick, Assistant Director of Second Language Writing

Time flies when you're having fun, so fall 2015 started quickly and ended even more quickly for the SLW Committee!

The Second Language Writing Workshop Series continued this semester, helping Writing Programs faculty adapt L2 strategies for all classrooms. During the first workshop in week three of the semester, Tonya Eick presented on "A Time and Place for Silence" in which she encouraged teachers to consider what silence from students really means. In the same week, Adam Webb presented "Ideas for Sale," in which he discussed motivations and methods of plagiarism that teachers can be aware of.

In week 6, The Second Language Workshop Series was concerned with digital literacies for all students. Sarah Hynes presented her approach to scaffolding digital assignments to maximize student success in her presentation titled "Practical Considerations for Crafting Digital Assignments." Katherine Heenan presented "Evaluating Multimodal Projects," which allowed teachers who use digital or multimedia assignments to reevaluate their approaches to assessing the assignments.

Over the semester, four outstanding instructors were recognized in the L2 Writing Teacher Feature, written by Kat O'Meara. September's teacher was Yuching Jill Yang, Gregory Fields was awarded in October, and both Tonya Eick and Aaron Crippen were acknowledged in November. Each teacher featured has contributed one of their favorite lesson plans which can be accessed through ASU's Digication page for the L2 Teacher Feature ([https://asu.digication.com/l2\\_writing\\_teacher\\_feature/Home](https://asu.digication.com/l2_writing_teacher_feature/Home)).

We ended the year in early December with a warm and cozy potluck that overflowed with foods from around the world and lots of great conversation. Cheers to looking forward to what next year will bring us both professionally and personally! •



## second language writers in professional writing courses

By Gregg Fields, Assistant Director of Writing Programs

As a recent [State Press news article](#) highlighted, the presence of international students at ASU continues to grow and expand: in fact, "ASU is an academic home to more than 10,000 international students from more than 120 countries around the world" (Jimenez, 2015). And beyond just international students, ASU continues to serve local multilingual students and students with home languages other than English. Writing Programs already provides some support to these students through courses like WAC 101/107, ENG 107, and ENG 108 as well as a number of complementing programs like in-class tutor internships and ENG 194 walk-along 1-credit-hour support courses. However, this Fall, to further support this growing demographic of multilingual students with its own unique and varied education needs, a joint task force of professional writing instructors and the Second Language Writing (SLW) program developed a multi-phase response to supporting upper-division professional writing (PW) instructors who teach ENG 301/302 and their students.

To begin the process of this multi-phase response, the SLW program held a focus group with PW instructors to prepare for a more formal long-term needs assessment to begin in Spring 2016. Further, as an early response, the SLW program also held workshops for both Writing Center tutors and PW instructors through the Professional Writing Practicum taught by Assistant Professor Mark Hannah. These workshops addressed ways to effectively respond to and support multilingual writers in upper-

division courses. As a final touch to this semester's initial phase, the SLW program has developed an online bank of practical resources for PW instructors as well as an online forum for further communicating, discussing, and addressing the needs of instructors and students in ENG 301/302.

For the Spring 2016 semester, the SLW program is preparing a handful of early semester workshops for instructors on topics including "Facilitating Language Development," "Group Work Accountability and Grading," and "Who are L2 Writers?." Beyond these early semester workshops, members of the Second Language Writing Program plan to present multiple sessions at the ASU Composition Conference in February. As a final aspect of the response, a needs assessment has been developed and will be implemented in Spring 2016 to determine the needs and goals of professional writing instructors and students: SLW researchers will be soliciting participants over winter break and into the Spring semester.

So, while these are just a few highlights of the steps being taken to provide more comprehensive support to both instructors and multilingual writing students at ASU, these steps show Writing Programs' continued commitment to the diverse and ever-growing population of ASU writing students and faculty. •



# community engagement: supporting United Food Bank

By Adelheid Thieme, Associate Director of Writing Programs



For the past five years, English Department faculty and staff have successfully contributed to several projects benefiting animals and people in need of help. One of the organizations that the English Department has supported is the **United Food Bank**. According to **Karen Dwyer, Chair of the Community Engagement Committee**, we have annually donated money and food to fund well over 2,000 meals.

I recently had the opportunity to visit the United Food Bank warehouse at 245 South Nina Drive in Mesa, AZ and attend a presentation by Rayna Palmer, Chief Operations Office of the United Food Bank, who provided insights into the work of this organization.

Founded in 1983, the United Food Bank maintains a food distribution warehouse that serves food to insecure individuals in Arizona. The organization provides nutritious food to people in eastern Maricopa, Gila, Pinal, southern Navajo and southern Apache counties (19,608 square mile service area).

The United Food Bank has a “BackPack” program that provides needy children with basic foods that tide them over the weekend when schools are closed and do not provide free breakfasts and lunches. These children often come from families that need to choose whether they will purchase food or pay for other essentials such as rent, utilities, and medication. Many children who grow up in such families would go hungry if it were not for these backpacks filled with food that they take home over the weekend and return empty on Monday mornings.

Unfortunately, poverty in Arizona is widespread, as we can see from the following **2015 Hunger Facts**:

Poverty in Arizona:	Food Insecurity within Service Area:	Scope of Service:
1 in 4 Children 1 in 5 Adults 1 in 7 Seniors	225,598 Individuals 93,525 Children 84,493 Households	203 Community Partners 284 Hunger Relief Programs 535,745 Emergency Food Boxes 20,967,287 Pounds of Food Annually 17,480,239 Meals Annually

About three fourths of the food distributed to needy individuals is supplied by private donors (the other fourth is provided by the Food Distribution Programs administered by USDA’s Food and Nutrition Service). The United Food Bank maintains a fleet of trucks that transport expired food items from stores such as Kroger and Costco. Many of these “expired” items (e.g. bread, cereals, fresh produce) that would otherwise be discarded are taken to the warehouse and then made available to community partners like the public dining rooms and the St. Vincent de Paul Society. For example, the food boxes that the English Department offers to families in the Christmas Adopt-A-Family program, in addition to presents for each family member, contain many food items supplied by the United Food Bank.

In addition, the United Food Bank welcomes food drives like the one organized by the English Department under the leadership of **Karen Silva**, as well as monetary donations. Every donation, large or small, plays a significant role in supporting people who often find themselves at a low point in their lives and are extremely grateful for the generosity of caring fellow citizens.

Volunteers perform work critical for the success of the United Food Bank. They help sort food, pack emergency food boxes and backpacks, organize food drives, collect non-perishable food, and advocate for ending hunger. More information about volunteer activities is available at [unitedfoodbank.org](http://unitedfoodbank.org). Everybody is needed and welcome to help ensure a brighter future for Arizona residents. •



# Writing Programs' new faculty, 2015-2016

Compiled by **Gregg Fields**, Assistant Director of Writing Programs



**Susan Nguyen** graduated from Virginia Tech in 2014. During her years in Blacksburg, she enjoyed hiking throughout the Blue Ridge Mountains and climbing trees in an effort to deal with her fear of heights. She's currently learning to love Arizona's desert hellscape. Things that keep showing up in her poems lately: sex, womanhood, war, & death.



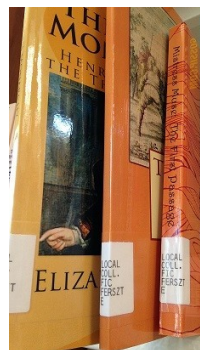
**David Boyles** is an Arizona native and ASU alum who has just returned to Tempe after 6 years away in Las Vegas and Tampa. He started as a Shakespeare scholar and wrote a dissertation on the history of Shakespeare pedagogy in higher education. Now, however, he primarily teaches and writes on rhetoric and composition. A TV fanatic, he is currently teaching an ENG 101 course themed around *Orange is the New Black*. He has a forthcoming book chapter on how he uses TV fan culture and blogging in his FYC classes. In his spare time he's probably either cooking, browsing at Changing Hands, or watching *America's Next Top Model*.



**Allegra Smith** received BA's in professional writing and gender studies, as well as an MA in digital rhetoric from Michigan State University, and decided to move to the desert to pursue her doctorate, focusing on technical communication and internet culture. When not hastily typing or photoshopping, she enjoys trying new teas, making giant pots of soup, and flirting with other people's dogs in hopes that they will follow her home.



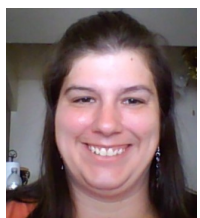
**Jared Klemp** is a native Arizonan and an alumnus of Arizona State. His research investigates the politics of modernist experiments with character. When not teaching or writing, Jared likes to convince himself that this year is, in fact, "next year" for the Cubs. He also enjoys making his family wait an unacceptable amount of time for whatever overly ambitious cooking project he's decided to make for dinner.



**Elizabeth Ferszt** is an instructor in Writing Programs at ASU Tempe campus. She has taught English 101, 102, 301, and 302 at ASU since 2012. Her research focus is early American literature; she has presented and published in her field, including "[Transatlantic Dame School: The Early Poems of Anne Bradstreet as Pedagogy](#)." She has also authored three YA novels on Anne Bradstreet as well as a composition text called *Easy Researcher*, available through Amazon.com.



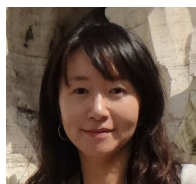
**Jeremy P. Meyer** teaches both literature and the craft of writing. His research into these fields led him to pursue studies in Library Science. Having found the role of administrator within a library too removed from the classroom, he returned to the classroom teaching writing. He has worked in community colleges along the way and now has returned to Arizona State University, where he continues to teach writing.



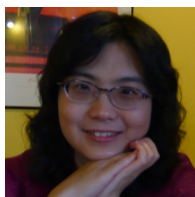
**Heather Crook** earned her MA in English from the State University of New York at Oswego in Oswego, NY at the May 2013 convocation. She earned her BA in English Literature with a minor in Secondary Education from Le Moyne College in Syracuse in December 2004. After relocating to Arizona in July 2013, Heather began teaching higher education in the spring of 2014. She taught at Arizona College, Central Arizona College, and Gateway Community College prior to coming to ASU.



**Kelly Medina-Lopez**



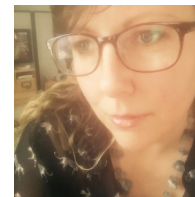
**Junghwa Kim**



**Taimin Wu**



**Jason Griffith**



**Cheyenne Black**



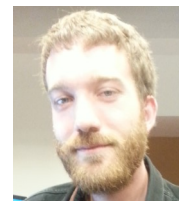
**Connor Syrewicz**



**Yifan Guo**



**Holly Fulton**



**Edward Derbes**



**Shomit Barua**





## kudos and milestones!

Compiled by **Rebecca Robinson, Assistant Director of Writing Programs**

**Tina Santana** received the Graduate Education Completion Fellowship for Spring 2016.

**Jose Alberto Lima** received the Graduate Education Completion Fellowship for Fall 2015.

**Brent Chappelow** received the Graduate Education Dissertation Fellowship for 2015/16.

**Karen Carter** received the Graduate Education Dissertation Fellowship for 2015/16.

**Kerri Slatius** received the Katharine Turner Dissertation Fellowship for 2015/16.

**Sarah Elizabeth Snyder** received the Carl C. Carlie Linguistics Fellowship for 2015/16.

**Jose Sebastian Terneus** received the Wilfred A. Ferrell Memorial Fellowship for 2015/16.

**Cristina Duculescu** received the Marvin Fisher Book Award Spring 2016.

**Young Wha Lee** received the English International Graduate Student Book Scholarship for 2015/16.

**Meghan Nestel** received the Portnoff Fellowship in Comparative Literature for 2015/16.

**Elizabeth Ferszt** presented at the Scottsdale Public Library Local Authors Book Fair on Saturday, December 5th, where her YA trilogy of historical fiction was on display.

**John Henry Adams** received his PhD on December 14, 2015. His dissertation is *Book Culture and Assembled Selves in the English Renaissance*.

**Aimee Blau's** husband, David, graduated with his Master's in Industrial Engineering from ASU, and the couple recently closed on their first home! Quite a semester!

**Peter Goggin** published "Rhetorical and Material Boundaries: Animal Agency and Presence in Small Oceanic Islands" in the edited collection *Rhetoric Across Borders*. He presented "Constructing the Future: Expert Discourse on the Yet to Be" at the Rhetoric In Society Conference (RIS 5) in Warsaw, Poland, on June 24, 2015, and "'Dear Future Generations': A Model for Sustainability Pedagogy" at CCC in Tampa, FL on March 18, 2015. He gave an invited lecture, "Islands: Shifting Perspectives—Animal Agency" at University of Graz International Summer School, Seggau, Austria on 3 July, 2015, and was Director/Chair of the 19<sup>th</sup> Annual Western States Rhetoric and Literacy Conference, Rhetorics and Literacies in Motion, held here at the ASU Tempe campus on October 29-31, 2015.

**Maureen Daly Goggin** and Michael Stancliff published "Research as Creative Practice: Two Metaphors for Teaching and Learning" in *English Journal* 105.2. Maureen also published "Joie de Fabriquer: The Rhetoricity of Yarn Bombing" in *Peitho* 17.2, and "Knitting Social Identity: Yarn Graffiti in Transnational Craftivist Protest" in *HyperCultura* 3. She gave an invited keynote lecture, "The Art of Gee's Bend Quilts," at Lehman College, CUNY, on 22 April 2015 and 23 April 2015, and another keynote address, "Writing Trauma in Pens of Steel and Inks of Thread" at GUSEGG, Shifting Perspectives: Europe and the Americas, in Leibnitz, Austria, on 6 July 2015. She presented "Preparing Students for the Emergent Knowledge Society: New Topics and Pedagogies in Rhetoric" at the Rhetoric Society of Europe conference in Warsaw, Poland, on 22 June 2015, and with Shirley Rose, Maureen co-chaired the 10th biennial Feminisms and Rhetorics conference, Women's Ways of Making, at the ASU Tempe campus on October 28-31, 2015.

**Keith Miller** researched at Library of Congress, Schomburg Center, Syracuse University, Johnson Presidential Library, and Birmingham Civil Rights Institute in 2015. He was interviewed by Roland Martin on *News One Now*. In February 2016, he is bringing Rene Billups Baker to ASU to talk about her father, who led a march that broke the back of segregation in Birmingham. She

## kudos and milestones continued

has never before spoken outside Birmingham. Keith published “All Nations, One Blood, Three Hundred Years: Martin Luther King, Jr., Fannie Lou Hamer, and Civil Rights Rhetoric as Transatlantic Abolitionism” in the edited collection *Rhetoric Across Borders*. His talks for 2015 include “On Charles Billups, Civil Rights Pioneer,” at Sardis Baptist Church, Birmingham, Alabama (January); “The Need for a Single Topic in an FYC Course,” at the ASU Composition Conference (February); “Rethinking Malcolm X: Why the National Memory Is Wrong,” for ASU Americanist Reading Group (October) and “No Birds Sing over Rivers of Death: Rachel Carson’s Use of Apocalyptic Rhetoric” for Feminisms and Rhetorics (October).

**Keith Miller** and **Casie Moreland** co-authored “The Triumph of Whiteness: DC Courses and Hierarchical Racism in Texas,” which will be included in *Haunting Whiteness* (ed. Krista Ratcliffe, *et al.*) that will be published by SIUP. Keith and Casey presented “The Rise of Dual Credit Composition Courses” at CCCC, Tampa, FL in March 2015.

**Valerie Fazel** and co-author Louise Geddes of Adelphi University published “Give me your hands if we be friends’: Collaborative Authority in Shakespeare Fan Fiction” in the journal *Shakespeare* (August 2015).

**Rebecca J. Robinson’s** chapter, “Writing about Writing in the Disciplines in First-Year Composition” will be published in *Next Steps: New Directions for/in Writing about Writing*, edited by Barb Bird, Doug Downs, I. Moriah McCracken, and Jan Rieman. She presented “Discourse Analysis in FYC as an Approach to the Thresholds of Academic Disciplines” at the Western States Rhetoric and Literacy conference in Tempe, AZ on 30 October 2015, “Listening In on the Challenges of Multimedia Assignments” with Steven W. Hopkins at the Council of Writing Program Administrators Conference in Boise, ID in July 2015, and “Twitter as a Collaborative Writing and Learning Environment” with Abigail Oakley at the Computers & Writing Conference in Stout, WI in May 2015. She received a University Graduate Fellowship for Fall 2015, and a group travel grant with Abigail Oakley from the Graduate and Professional Student Association in Spring 2015.

**Gregory Fields** presented on “Translingual as “Neologism”? Avoiding the Epistemology of Erasure: A History” in New Zealand at the Symposium on Second Language Writing, and received an English Department Travel Award for the purpose. •

## farewell to Ruth Johnston

By **Rebecca Robinson, Assistant Director of Writing Programs**

On Friday, October 2nd, ASU Writing Programs said farewell to our beloved Administrative Assistant, Ruth Johnston, at a retirement party hosted in the home of Adelheid Thieme. Dozens of friends and colleagues signed cards, shared memories, and enjoyed delicious potluck dishes and desserts. As a thank-you for her wonderful service and friendship, members of ASU Writing Programs gifted her \$1540.00 to help her defray costs of her upcoming move to Illinois, to be closer to her family. Before the cake was served, Director of Writing Programs Shirley Rose read a heartfelt message of gratitude and recognition of the many years of wonderful service Ruth has given us. We will all miss Ruth’s smiles, warmth, and kindness. •







## call for participants: the VITA project

The VITA project (or Visualizing Teaching in Action) is an opportunity to showcase the semi-public spaces within writing classrooms. Writing is generally conceived of as a solo and private activity. The VITA project seeks to make public the activities that go along with writing: teaching, collaborating, brainstorming, and learning from one another. We hope that the project will enable students, teachers, administrators, and others in the public to see what goes on as part of Writing Programs classes.

Participants in the VITA project are volunteers. We ask anyone who is interested in participating to contact one of the photographers for VITA. After agreeing to participate, the photographer and teacher set up a good time to visit the classroom or virtual teaching space. Students also participate on a voluntary basis: all students included in VITA have signed a model release and consent form. The project is explained to them in advance, and they are encouraged to look through past VITA posts.

For more information about the VITA project, including how to participate, visit [the VITA project website](#). •

## call for submissions: *Writing Notes* Spring 2016 issue

*Writing Notes* is looking for contributors for the Spring 2016 edition. We invite **book reviews** of approximately 500 words on pedagogical texts of interests to the Writing Programs. We ask for 150-word submissions on “**Classroom Strategies that Work**,” a continuing segment devoted to sharing the practices we employ in our own classrooms with other Writing Programs teachers. We also want to know about your “**Scholarly Public Engagement**” work with local communities or with broader publics, either in an essay of about 500 words, or a short form “blurb” of 100 words or less. Have any other article submissions or suggestions? Please share them with us. And don’t forget to submit your **Kudos** and **Milestones** during the next semester. Submission information will be sent out early in the semester. If there is something that we have not mentioned that you would like covered in *Writing Notes*, let us know.

Want to discuss what you’ve read in this issue? Visit the Writing Programs Blackboard site or Facebook page to provide your feedback/commentary. •

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