

# NEW GROWTH *for* MESA WRITING PROJECT

## National Writing Project Grant Expands Mentoring Program

Piloted in summer 2007, the annual Mesa Writing Project (MWP) brings together ASU English faculty and Mesa Public Schools K-12 writing teachers in a train-the-trainer-style workshop; it is premised on the assumption that educators who see themselves as apprentice writers will be more adept at teaching writing. MWP co-director and ASU doctoral student Laura Walsh says that when teachers are empowered to “form writing communities, and develop as writers themselves,” they gain a deeper appreciation of the challenges their students face. Walsh reports that the participating Mesa teachers have “expressed incredible enthusiasm about returning to their classrooms each fall to incorporate what they had learned” during the summer. In addition, project co-director Professor James Blasingame affirms that “our five assessment measures showed statistically significant changes in the knowledge, attitudes, and skill sets of the Mesa teachers who participated.”

The MWP is only one component of the much larger Beta Partnership sponsored by Dr. Eugene Garcia and the ASU Office of the Vice President for Education Partnerships. The Beta Partnership aspires to share ASU resources with K-12 teachers and schools in the Mesa district, the largest school district in Arizona.

The program showed much promise, but few could have predicted how deeply and successfully it would engage ASU faculty and administrators. Participation by the Department of English took many forms:

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*To teach is to learn twice.*

—Joseph Joubert

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- Principal Lecturer Sarah Duerden gave presentations to eighty Mesa writing teachers on the nature of college writing;
- Professors Don and Alleen Nilsen provided resources for teaching K-12 source-based vocabulary;
- ASU English students developed more than fifty webquests on young adult novels;
- Over 25 English department faculty supplied expertise in an “Ask the Expert” website section;
- Assistant Professor Jessica Early and her doctoral students gave workshops on writing college admissions essays for high school students who will be first-generation college students.

Many of the above resources are also available on the MWP website—[asu.edu/clas/english/beta](http://asu.edu/clas/english/beta).

To expand their efforts valley-wide, ASU English Education faculty Blasingame and

Early recently received a National Writing Project grant to be matched by ASU resources, thanks to College of Liberal Arts and Sciences Humanities Dean Deborah Losse, and Department of English Chair Neal Lester. Conversations are also underway across the four ASU campuses and their Writing Programs to collaborate on teaching writing in secondary schools.

The most recent project in the Beta Partnership, a K-12 Native American curriculum, is being developed by ASU English poet and professor of Indigenous literature Simon Ortiz. Noting the substantial Native American population in the Mesa School District as well as the Phoenix valley as a whole, Ortiz observes that currently the literature of Indigenous peoples is only sporadically referenced in K-12 classrooms. Ortiz and others will be instrumental in creating this new curriculum. Blasingame is enthusiastic: “Meetings have now begun on a regular basis, a cadre of stakeholders is being assembled, and in the not-too-distant future, you’ll see an amazing curriculum, one we believe will be a model for the world.” The dedicated collaboration between ASU and Mesa faculty and administrators is what makes this ambitious undertaking a reality.

—SALLY WOELFEL

# The Chair's Corner — New Books by Faculty

Seventeen new tenure-track faculty members have joined us since 2006, and another eleven searches are currently underway. Colleagues around the country are buzzing about our growth, and we are happy to be building the ranks that further strengthen our programs and broaden the impact of our individual and collective excellence in teaching, research, and service.



Neal A. Lester

As outstanding faculty attract top-quality students, we are now able to lower the teaching loads of our graduate Teaching Assistants, effective 2009/2010—one of the changes that is fundamental to our ongoing efforts to remain competitive with our peer institutions and to facilitate the most direct route to graduate degree completion.

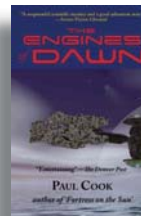
Thanks to the generous support from Humanities Dean Deborah Losse and the College of Liberal Arts and Sciences, the Department of English co-sponsored with the University of New Mexico an excellent Association of Departments of English (ADE) Summer Seminar in the West, in Santa Fe. Joining me in representing English at ASU were Alberto Ríos, Elizabeth Horan, Robert Sturges, and Elizabeth Archuleta (ASU Women and Gender Studies). Attendees from across the country raved about the many positive developments at ASU and in this department.

With such projects as the undergraduate Student Learning Outcomes Assessment vehicle being designed, with progress being made toward online English degree options for non-traditional students and distance learners, with a new coordinator of our Indigenous rhetoric first-year courses, with our usual array of faculty lectures and social events, the Department of English sustains its vibrancy on this campus and in the profession. Our many successes underscore our efforts as a team. For these many fine efforts, I am grateful and most appreciative. Onward!

—NEAL A. LESTER



Bhira (Balbir) Backhaus. *Under the Lemon Trees*. Thomas Dunne/St. Martin's, 2009.



Paul Cook. *The Engines of Dawn*. Reissue. Phoenix Pick/Arc Manor, 2008.



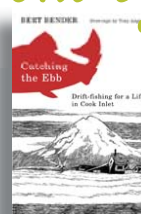
Paul Cook. *Karma Kommandos*. Phoenix Pick/Arc Manor, 2008.



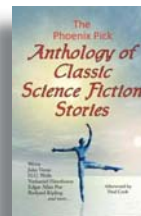
T.M. McNally. *Keçi Köprüsü*. Turkish translation of *The Goat Bridge*. Odtü Yayıncılık, 2008.



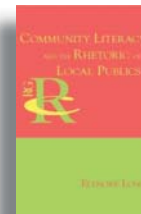
Duane Roen, Gregory Glau, & Barry Maid. *McGraw-Hill Guide: Writing for College, Writing for Life*. McGraw-Hill, 2008.



Bert Bender. *Catching the Ebb: Drift-Fishing for a Life in Cook Inlet*. Oregon State Univ. Press, 2008.



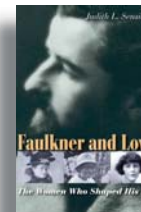
Paul Cook, ed. *The Phoenix Pick Anthology of Classic Science Fiction Stories*. Phoenix Pick/Arc Manor, 2008.



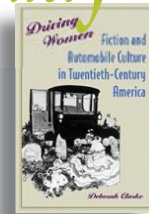
Elenore Long. *Community Literacy and the Rhetoric of Local Publics*. Parlor, 2008.



T.M. McNally. *Low Flying Aircraft*. Paperback. Univ. of Georgia Press, 2008.



Judith Sensibar. *Faulkner and Love: The Women Who Shaped His Art*. Yale Univ. Press, 2008.



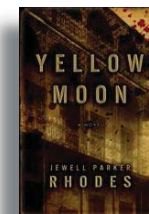
Deborah Clarke. *Driving Women: Fiction and Automobile Culture in Twentieth-Century America*. Johns Hopkins Univ. Press, 2007.



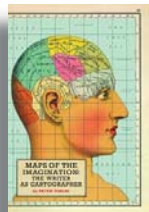
Paul Cook. *Fortress on the Sun*. Reissue. Phoenix Pick/Arc Manor, 2008.



Mark Lussier & Bruce Matsunaga, eds. *Engaged Romanticism: Romanticism as Praxis*. Cambridge Scholars, 2008.



Jewell Parker Rhodes. *Yellow Moon*. Atria, 2008.



Peter Turchi. *Maps of the Imagination: The Writer as Cartographer*. Trinity Univ. Press, 2007.

# Mentors and Mentoring

## MENTORING, IN A WORD

**M**entorship is meaningful, even vital. We all know it and we all do what we can, some directly, some in ways that offer good models, some by chance. But the language we use—mentor, mentorship—has a tired ring in a 200 mph twenty-first-century context, where texting and rapping have firm footholds previously occupied by letter writing and barbershop quartets.

This is not a statement of despair, certainly not with regard to barbershop quartets, but it is a challenge. Mentoring matters. What we model may morph into something we ourselves

leg, for example, but something bigger and more than “hand” in this time of increasing hyperbole and inflation. We could go esoteric and talk about a “Philip Glass ceiling”—creating cracks everywhere and music resulting rather than the sky falling.

Whatever we do, what we can’t do is forget the power of helping somebody else, of knowing that we are exactly in a position to do just that, and that helping will matter—the same way it has mattered to us, each one. Mentoring—it’s old and it’s new, every time and right now. —ALBERTO RÍOS

*Gladly would he learn and gladly teach.*

—Geoffrey Chaucer

do not recognize in our students, but good work begets good work, regardless of what it looks or sounds like. We know this, even as we complain about what is happening to the world.

About the word “mentoring”—does it need to be one word? Is the idea better served now as a phrase? There’s the wonderful “fellow traveler,” though politics may have ruined the idiom. We could be playful, with something like “inspirators,” a *portmanteau* word combining “inspire” and “conspire.” We could extend the tired extant language and perhaps freshen it: “extend a helping arm,” or a helping arm, back, and one

**O**NEBOOKAZ 2009 will feature ASU Regents’ Professor of English Alberto Ríos’s *Capirotada* as its adult selection, while Roni Capin Rivera-Ashford’s *Hip, Hip Hooray, It’s Monsoon Day!* is the children’s selection and the first bilingual ONEBOOKAZ title. Both books were chosen by Arizonans through an online vote in September 2008, and both winning titles feature Arizona people, places, and culture, fulfilling the newest goal of the ONEBOOKAZ program: to help Arizonans read their way to the upcoming State Centennial in 2012. ONEBOOKAZ 2009 kicks off on April 12, 2009 at the Tempe Center for the Arts with a literary evening and authors’ awards ceremony. To read excerpts from the books, to learn more about the authors, to read about the other nominees, and to find out about ONEBOOKAZ events happening around the state, visit [www.onebookaz.org](http://www.onebookaz.org).



[onebookaz.org](http://www.onebookaz.org).

—ONEBOOKAZ press release, 10 October 2008

## ROEN NAMED OUTSTANDING GRADUATE MENTOR

**T**o English graduate students active in the Graduate Scholars of English Association (GSEA) and ASU’s Preparing Future Faculty program, it comes as no surprise that Professor Duane Roen was honored by the Graduate College as Outstanding Graduate Mentor for 2008-2009.

“Duane Roen is the Clark Kent of composition graduate studies,” says English alumna Cynthia “CJ” Jenéy (PhD 2000), now Assistant Professor of English at Missouri Western State University. “That mild-mannered façade is a disguise for a true superhero when it comes to getting grad students through the flaming hoops of dissertation, defense, and that all-important job search.”

It’s a reputation that Roen has quietly built over his twenty-seven-year career in the field of rhetoric and composition, the last thirteen years at ASU. Roen moved from the Tempe campus to the Polytechnic campus in 2004 to build a strong humanities and arts dimension there; still, he has continued to work closely with the Graduate College, offering career development workshops there and for GSEA. He has served on dozens of graduate committees in the Rhetoric and Composition Program, directing many theses and dissertations. This fall, Roen is teaching the English department course “Advanced Studies in Rhetoric and Composition: Writing Program Administration.”

Roen and psychology professor Douglas Kenrick became the twenty-fifth and twenty-sixth ASU faculty members to receive this honor since it was established in 1987. The two were fêted at the September 18 reception with students, family, and colleagues at ASU’s University Club.

—MAUREEN ROEN



Duane Roen (center) with English department graduate students who coordinated his nomination: Sherry Robertson (left) and Chris Vasset (right).

# Mentors and Mentoring

## MENTORING ENHANCES ENGLISH CLUB UNDERGRADUATE CONFERENCE



ASU History Professor Matthew Whitaker as conference keynote.

This fall, the English Club hosted its first undergraduate academic conference, “Choosing the Future: Critical Issues in American Life,” on Saturday, October 18, 2008. Fourteen ASU students presented on scholarly projects focused on varied yet socially-relevant topics such as gender humor, conflict diamonds, and Barack Obama’s conservatism. All participants were required to work on their projects in consultation with a faculty mentor. Undergraduate English major and Barrett Honors College student Michelle “Misha”

Zelechowski is one conference participant who benefited from the mentoring experience. Larry Ellis, Department of English Lecturer, served as Zelechowski’s mentor for her project on land mines, and in her opinion, “It was definitely beneficial to have someone whose opinion I respected look over my progress and guide me in my work. I had never presented at a conference before, and he was instrumental in preparing me.” The English Club thanks all undergraduate faculty mentors who contributed to this event.

—GINGER HANSON

## WORD LOVERS’ CORNER: MENTORS AND MENTEES

In every dictionary we own—and we own several—we find *mentor* defined as the friend of Odysseus who was entrusted with the education of Odysseus’s son, Telemachus. Some, but not all of our dictionaries, add a note explaining that Athena, the Goddess of Wisdom, was really the one teaching and guiding Telemachus “under the guise” of Mentor. No one explains why she felt it necessary to disguise herself as a man.

All our dictionaries agree that the word *mentor* is an *eponym* (a word taken from someone’s name), but what we searched for and couldn’t find was whether or not it is also an *apronym* (a name created by a storyteller to describe a character) as when John Bunyan in his 1678 *The Pilgrim’s Progress* gives his characters such names as Christian, Ob-stinate, Pliable, Hypocrisy, and Mr. Worldly Wiseman.

We suspect that *mentor* is an apronym related to the Latin root *mens* or *mentis*, meaning *mind* and the Greek *menos* meaning *spirit*. In modern English, we see these roots in such words as *mental*, *Mensa*, *demented*, and *mentally ill*. A little more distant, but still related, are *remind*, *remember*, *memento*, and *mention*. J. K. Rowling uses the root in her Harry Potter books when the characters employ the *occlumency* spell to *occlude* or block outsiders from reading their minds.

Great teachers or mentors whose names have found their way into dictionaries include Socrates, who gave us the *Socratic method* of teaching, and Plato, who gave us the concept of *platonism* as well as the philosophy of *Platonism*.

Something our dictionaries do not tell us, but that we figured out ourselves, is that *mentoring* occurs over a long period of time. No one says that the crash course that John McCain and his advisers gave Sarah Palin was mentoring. It was too rushed and there wasn’t time for the kinds of subtle correcting and back-and-

forth pondering and discussion that is part of a true mentoring relationship.

As well, mentoring is a two-way street, with mentors learning from their mentees. One reason that young people love to read books by J. R. R. Tolkien, C. S. Lewis, and Ursula K. Le Guin is that the authors write with such respect for young characters being mentored.

Even in modern pop culture, we have mentors and mentees, ranging from Batman and Robin to The Lone Ranger and Tonto. What most of us remember from *The Lone Ranger* is Tonto’s response when the two men find themselves in the midst of hostile Indians and the Lone Ranger fearfully confides, “We’re surrounded!” Tonto says, “What you mean *we*—paleface?”

Robinson Crusoe and his *Man Friday* from Daniel Defoe’s 1719 novel are mentor and mentee, but it is interesting that the character whose name found its way into dictionaries first is the mentee, not the mentor. In the 1940s when Friday’s name made its way into dictionaries, his gender was changed so that the term became *Girl Friday*, defined as “a female assistant (as in an office) entrusted with a wide variety of tasks.” *Girl Friday* is now considered sexist and can no longer be used in classified newspaper ads.

This happened at about the same time (the mid 1980s) that (*to*) *mentor* was put into dictionaries as a verb. Its new prominence was undoubtedly influenced by feminists who began talking about women mentoring each other to counter the old stereotypes of women as *queen bees* and as people who never learned to play on teams.

*As you teach, you learn.*

—Jewish Proverb

Indeed, we were surprised that our brief study of a single word taught us not only about language change, but also about how such change provides visible evidence of almost invisible cultural values. It made us realize that years ago, when we answered a survey asking what one book we would most like to have with us on a deserted island, we weren’t so wrong when we responded, “a good dictionary.”

—ALLEN AND DON NILSEN

# Additions and Promotions

## A NEW GENERATION TO GUIDE: BIBLIOPHILES' BOUNCING BABIES



AMELIA  
AKIKO NEVIN  
May 29, 2008

"Amelia has six fingers on her left hand . . . just kidding (poets lie). [But] she did just learn how to roll over yesterday."  
—Dad: Sean Nevin, Staff/Alumnus



VIENNA JAMES  
CALHOUN  
November 6, 2007

"I went into labor on my birthday and had four, half-days of contractions before it was the real thing."  
—Cynthia Calhoun, Faculty/Student



LINDEE KENYON  
GORDON  
March 17, 2008

"She was almost born on the way to the hospital. . . . We've vowed to have a home birth next time."  
—Mom: Corrine Gordon, Student



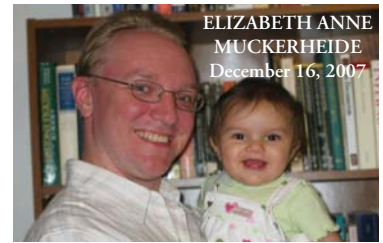
AVA-MIRIELLE  
HOHMANN  
April 23, 2008

"She erupts into giggles when we do the old-school rendition of the 'Batman' theme song."  
—Parents: Alana Brussin, Faculty & Tim Hohmann, Alumnus



EZRI ACACIA DICUS  
April 24, 2008

"Ezri was very special to her grandfather. . . . He felt she was the light that brightened the fading of his life."  
—Dad: Jim Dicus, Student



ELIZABETH ANNE  
MUCKERHEIDE  
December 16, 2007

"Lizzie enjoys playing with Daddy's books, walking, and generally being a good-natured baby, to the surprise and relief of her parents."  
—Dad: Ryan Muckerheide, Faculty/Student



MARGARET  
"MAGGIE"  
SHANNON LARUE  
December 2, 2007

"Maggie was named after her great, great grandmother, an artist and practical joker, who turned 100 this summer."  
—Mom: Kristen LaRue, Staff



ALLISON THERESA HARNEY  
March 26, 2008

"She is in the 99th percentile for her height so she plans to be a brain surgeon who supermodels on the side."  
—Mom: Kathleen Hicks, Faculty

## ALUMNUS TAKING HIS TURN AS MENTOR

Kyle Grant Wilson is the coordinator of the ENG 101/102 Indigenous rhetoric courses at ASU. Formerly known as the "Rain-bow" sections and pioneered more than twenty years ago by recently retired professor G. Lynn Nelson, these courses constitute a successful and innovative commitment to Native American and undergraduate education, with a particular emphasis on retention. The courses, open to anyone, approach the study of writing by using the works of Indigenous authors and examining related topics, issues, and other texts. "Indigenous" in these courses



Kyle Wilson poses with his niece—and newest mentee.

refers to all Indigenous peoples worldwide, which raises myriad immediate and comparative possibilities for students. Wilson, a full-blooded Diné (Navajo), originally from Fort Defiance, Arizona, is himself an embodiment of the courses' success, having taken them as an undergraduate. After completing a degree in Secondary Education in English, he rejoined Nelson as a tutor for the courses. Graduating in the spring of 2005 with his MFA in poetry, Wilson was recently featured in *Poet Lore*, the oldest continuously published poetry magazine in the United States. He continues to teach in a variety of venues, both at ASU and in the Maricopa Community Colleges. Taking over the supervision of these courses is a homecoming on many levels, and moves the courses—and Wilson himself—into a next generation of learners and teachers.

—ALBERTO RÍOS

## New Faculty and Staff

DEBORAH CLARKE :: Literature [Modern American Fiction]

Deborah Clarke, Professor, comes to Arizona State University from Pennsylvania State University, where she taught for 20 years, most recently as Professor of English and Women's Studies. She holds a BA from the University of Michigan (Ann Arbor), and a PhD from Yale University. Her publications include *Driving Women: Fiction and Automobile Culture in Twentieth-Century America* (2007), *Robbing the Mother: Women in Faulkner* (1994), essays in prominent collections on William Faulkner, and works about Toni Morrison and Zora Neale Hurston. Currently, she is in the early stages of a study on notions of credit and debt in the works of William Faulkner, Edith Wharton, and Theodore Dreiser—particularly

focusing upon living beyond one's means and how these concepts compromise an individual's inclusion in American society.



She describes her arrival in Tempe and the greater Phoenix metropolitan area as an exciting new move to a major U.S. city, and she is excited about the opportunity to visit local golf courses and baseball spring training venues around the area. Clarke looks forward to contributing to the development of

the graduate English program at ASU and to fostering and supporting students' interests in American literature.

—CHRISTOPHER HOOPER

DJANGO PARIS :: English Education [English as a Second Language]

Django Paris, Assistant Professor of English in the English Education Program, began his teaching career in education and literacy studies with positions in Arizona, the Dominican Republic, and California. His next stop graduate school, Paris earned his MA in Curriculum and Teacher Education and then his PhD in English Education and Literacy Studies with a minor concentration in Applied Linguistics from Stanford University. While at Stanford, Paris focused his research on how oral and written language in multi-ethnic communities challenges and reinforces notions of ethnic division and difference.



Currently, Paris's research areas include the effects of pluralism in multi-ethnic communities and how teachers can best use this

information in the classroom for better interethnic understanding and literacy learning. Additionally, Paris looks to study connections between teenagers and text messaging and other forms of new media literacy, as well as connections of both graffiti and rap lyrics to the English classroom. In recognition of his work, Paris has received fellowships from the Ford Foundation and the Spencer Foundation.

When not working, Paris enjoys recreational activities such as playing basketball, spending time with his family, and cooking his favorite type of food, Jamaican. He is also a fan of Reggae legend Bob Marley, the first three "Star Wars" films, and lists Sean Connery as his favorite James Bond. In spring 2009, Paris will teach ENG 482/506: "Methods of Teaching English" and ENG 606: "Youth Language and Literacy—Research and Methodology."

—ARTURO VALDESPINO

PETER TURCHI :: Creative Writing [Fiction]

This fall, the Creative Writing Program at ASU welcomes Peter Turchi, Professor, as its newest fiction faculty. Turchi is the author of five books and is co-editor of two anthologies. His most recent work, *Maps of the Imagination: The Writer as Cartographer* (2007), explores how writers and mapmakers use space to present information.

Turchi had directed Warren Wilson's creative writing program—the first low-residency creative writing MFA in the country—since 1993, and before that spent three years at Appalachian State University in North Carolina, in addition to a year at Northwestern University and lectureships at DePaul, DuPage, Loyola, and Columbia Universities in Chicago.

At ASU, Turchi says that he hopes, among other things, to increase enthusiasm for creative writing among undergraduates. "Undergraduate writing courses offer a chance for increased interest in literacy and reading," Turchi believes, "while also showing that writing can be fun." As an author and as a teacher,

Turchi focuses on the technical forms behind the writing, believing that "something above that sense of play in the writing is important."

When not teaching, Turchi can be spotted gardening, and looks forward to experimenting with desert plants. He'll also take on challengers in a game of table tennis—that's "table tennis," not "ping pong." "Ping pong is a game you play with a drink in your hand," says Turchi. "Table tennis is a sport."

Turchi currently teaches a fiction workshop and is building a course for the spring involving narrative mysteries. He looks forward to meeting all members of the ASU English Creative Writing Program and settling into this community.

—JUSTIN SIKES



### LEWIS NICHOLSON :: Academic Success Specialist [Undergraduate Advising]

Lewis Nicholson, Advisor, brings a varied background of experience to this work. He entered the Air Force and obtained his undergraduate degree in Public Administration from the University of Arizona, leading to a career as a commissioned officer. He earned his master's degree in Administration of Justice from Webster University and went on to do doctoral work in American Studies at the College of William & Mary. For the next thirty years, Nicholson taught sociology and justice studies at Christopher Newport University and Chowan Uni-



versity and was Faculty Advisor and the Director of Freshman Advising. During this period, he served as a pastor of his local church. He has now retired his duties at the congregation but not his interest in spirituality and helping others. When he is not working, he is reading, writing, or meditating. He practices meditative contemplation and is currently writing a book on the subject. Next semester, he is enrolling in a Hebrew language course. His goal is to study original texts of the Bible. He enjoys the multicultural environment in Arizona and at the university. In the future, he would like to see greater numbers of African Americans enrolling in English programs at ASU and would happily include himself in efforts to help make that a reality.

—SHOSHANNA STARZYNSKI

### LAURA TURCHI :: English Education [Teacher Preparation]

Laura Turchi, Clinical Professor of English Education, recently came to ASU from Warren Wilson College, “a tiny hippy liberal arts college” in Asheville, North Carolina, where she directed the teacher education program. During her time in Asheville, Turchi was active in community and civic affairs and served as a violist with the Blue Ridge Community Orchestra. Turchi earned her EdD in 1996 from Appalachian State University. Her dissertation was an inquiry related to National Board Certified Teachers—“Teacher Classroom Inquiry: Activities, Thinking, Reflective Stances and Collaboration Embedded in the Assessment of Accomplished Teaching by the National Board for Professional Teaching Standards.” Turchi is

interested in the impact of media and technology on secondary schools and adolescent literacy, and is currently teaching “Information Matters: Media, Teaching, and Tools.” With her half-time appointment in the Office of the Vice President for Education Partnerships, Turchi will serve as an advocate for the humanities within school reform, working to bridge traditional gaps between theory and practice, especially through teacher classroom research.



—JENNIFER CLIFTON

### ZACHARY WAGGONER :: Rhetoric and Composition [Writing Programs]

Zachary Waggoner, Lecturer, is a native of Illinois and began his career at Western Illinois University, where he received his BAS and MA. Later, he received his PhD at Arizona State University. In addition to teaching a variety of courses for ASU's Writing Programs, ranging from first-year composition to videogame theory, Waggoner is now a co-instructor of



the “New TA Seminar” and “New TA Practicum.” His research interests include videogame rhetoric, computers and writing, technological interfaces, and the rhetoric of gender in society. When he's not playing videogames for “research” purposes, Waggoner spends his spare time hiking, watching movies, and rounding up people to play basketball. In the spring, Waggoner will teach “Videogame Theory,” and his book, *My Avatar, My Self: (Dis)Locating Identity in the Videogame World* is scheduled for publication in 2009.

—JENNIFER CLIFTON

### ALICE ROBISON :: Rhetoric and Composition [New Media]

Alice Robison is an Assistant Professor in Rhetoric and Composition. Her research focuses on digital technologies and social media, including videogame writing and development processes and contextual meaning-making in digital spaces. In particular, Robison studies how game developers “write, think, and talk about the ways their games are made and interpreted,” and how this process helps us “think differently about writing and learning to write.” She received her PhD in English from University of Wisconsin-Madison, and recently completed a Postdoctoral Fellowship at the MIT Comparative Media Studies Program. At ASU, Robison is a faculty researcher on the Situated Multimedia Arts Learning Laboratory (SMAL-

Lab) in the Arts, Media and Engineering program. She is also involved in research programs sponsored by the MacArthur



Foundation, including the Quest to Learn school run by the Institute of Play in New York City. Outside the university, she enjoys swimming, yoga, and is particularly interested in politics. In the spring, she will be teaching a graduate seminar class in “Advanced Studies in Rhetoric, Writing, Technology, and Culture” called “Digital Cultures and Social Media.”

—JEFF HOLMES

## New Faculty and Staff

### J. EDWARD MALLOT :: Literature [Postcolonial Studies]

Eddie Mallot, Assistant Professor, started his career at Rhodes College in Memphis, Tennessee, where he taught postcolonial and twentieth-century British literature between 2005 and 2008. He obtained his PhD degree from the University of Iowa, specializing in South Asian Literature written in English. Mallot is looking forward to continuing his research at ASU and to collaborating with faculty and students both from the English department and from other departments. He loves to travel and spends lots of time abroad, mostly in India and England, where he conducts much of his research.

The opportunity to travel is one of the reasons he is attracted to the field of postcolonial and transnational studies. He is also a big pop culture fan and “watches way too much bad TV.” He is currently working on a book-length manuscript titled, *Where Memory Lies: Recollection and Recovery in Contemporary South Asian Literatures in English*. He will be teaching a graduate seminar on postcolonial theory and literature in spring 2009.



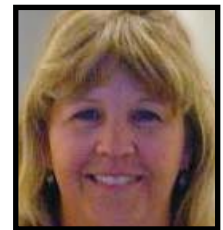
—NINA SABOLIK

### SUSAN TABOR :: Coordinator [Payroll]

Susan Tabor, Payroll Coordinator, began her career after taking some inspiring field-related classes at the University of Phoenix. In 2002, Tabor was offered a position by the State of Arizona. Beginning in Accounts Payable, she was quickly promoted to payroll and eventually became Payroll Coordinator. After three years with the State, Susan was transferred to Arizona State University to work with the Office for Research and Sponsored Projects Administration (ORSPA). Tabor was

an accountant with ORSPA for three years before transferring to English. As of this fall, Tabor has lived in Arizona for twenty-five years. Originally from Illinois, she moved to the East Valley in the 1980s and has never looked back!

—ELIZABETH LOWRY



### ELENORE LONG :: Rhetoric and Composition [Community Literacy]

Visiting Assistant Professor Elenore Long is on leave from Eastern Washington University, where she directs the Writing Program and Writing Center. Her doctoral work at Carnegie Mellon University focused on intercultural inquiry—how collaborative writers use rhetorical tools to transform “difference” into resources for addressing complex and pressing social issues. These years later, she’s still interested in the



limits and potential of participatory democracy. Long’s recently published book, *Community Literacy and the Rhetoric of Local Publics* (2008), provides a five-point framework for interpreting accounts of ordinary people “going public.” She is currently working on two articles that apply key concepts from community literacy studies to issues of sustainability. This fall, along with teaching ENG 101, Long is teaching a graduate seminar on knowledge activism that features the wide range of rhetorical tools that activist rhetoricians use to contribute to public life.

—ANDREA ALDEN LEWIS

### CHRISTINE HOLBO :: Literature [19th-20th Century American]

What can the first American cookbook tell us about the history of the novel? In a recent lecture for her course on “Literatures of the U.S. to 1860,” Christine Holbo, Assistant Professor, illuminated the world of the early American novel by discussing its relation to the emergence of a distinctly American cuisine and to the development of a market for American cookbooks. Offering readings of recipes for “Indian pudding,” “chouder” and “dressed turtle” alongside Hannah Webster Foster’s 1797 *The Coquette*, a novel of a young woman’s struggle for self-determination, Holbo encourages her undergraduate students to approach the study of American literature as part of a dynamic global economy of ideas and identities, luxuries and liberties, environmental resources, and human inventions.



Holbo’s enthusiasm for the interactions of material culture and print culture, literary form, and intellectual history carries

over from her teaching to her research. She is currently working on two books that explore the limits of literature in the post-Civil War era. The first is a study of the challenges of social knowledge and social sympathy in the American realist novel. Her second project focuses on the emergence of “everyday life” as a shared object of concern for both literature and the new social science disciplines that emerged around the turn of the century.

In her free time, Holbo enjoys cooking and admits that she occasionally tries out the recipes from her eighteenth-century cookbooks. “But not the turtle recipe,” Holbo adds. “New England sea turtles are endangered. Like so much in early American literature, these recipes remind us of the way Americans have benefited from and abused our natural environment. Cultural history is not just about reconstructing the past; it’s about understanding what one has lost.”

—MICHAEL PFISTER



### STEVE FARMER :: Literature [general]

Steve Farmer, Lecturer, is something of a departmental “jack of all trades.” Throughout his career at ASU, he has taught various literature and composition courses. Farmer received his PhD at the University of Kansas and taught there and at the Kansas City Art Institute before coming to Arizona in the 1990s. His scholarship is rooted in Victorian fiction where he has published scholarly editions of a pair of Wilkie Collins novels and



most recently an edition of Ella Hepworth Dixon’s 1894 “New Woman” novel, *The Story of a Modern Woman*.

Perhaps most notable is Farmer’s firm commitment to mentoring and the professional development of graduate students, exemplified by his appointment as Mentor for Graduate Teaching Assistants in literature.

Anyone who spends time in Farmer’s office will notice a variety of texts related to rock, blues, and jazz music. Farmer is an avid music collector and enjoys attending various record conventions throughout the country.

—MICHAEL PFISTER

### DAVID KRSTOVICH :: Academic Success Specialist [Undergraduate Advising]

David Krstovich, Undergraduate Academic Advisor, has always had an interest in literature and writing. After earning his BA at De Paul University in Chicago in 1994, he spent three years working in nonprofit development at the University of Chicago Medical Center. After this, he entered a master’s program at the University of Illinois where, in 2001, he earned a graduate degree in English Literature and Creative Writing. Krstovich went on to tutor writing in Santa Fe, New Mexico. At Santa Fe Community College, Krstovich discovered academic advising when he was offered an administrative

position to function in tandem with his tutoring work. After three years in New Mexico, Krstovich moved to Arizona, taking a position as an academic advisor in the Department of Civil and Environmental Engineering at Arizona State University. After two and a half years, Krstovich was pleased to accept an appointment as academic advisor here in the English department.



—ELIZABETH LOWRY

### CARRIE GILLON :: Linguistics [Native American Semantics]



Carrie Gillon, Assistant Professor, holds a doctoral degree from University of British Columbia. Her dissertation deals with the semantics of determiners of one of the Salish languages spoken on Canada’s west coast. Upon graduation, she conducted further research and fieldwork in Labrador,

thanks to a postdoctoral fellowship from the Department of Linguistics and the Faculty of Arts at Memorial University of Newfoundland. Gillon admits to starting out in engineering but quickly becoming interested in linguistics, where she would deal both with science and languages, two of her passions.

She has dedicated herself to the study of aboriginal languages, collaborating, for example, on the Squamish dictionary. Gillon is recipient of numerous research grants and assistantships and has presented at conferences in the U.S. and Canada, as well as overseas. She has published on aspects of Salish languages, and has two publications forthcoming: an article in the *International Journal of American Linguistics* and a chapter in an edited volume of *Linguistik Aktuell*. Gillon is currently teaching “Modern Grammar and Formal Semantics” and preparing to work on the structure of nominal phrases of one of the Native American languages spoken in Arizona.

—VICTOR PARRA-GUINALDO

### BRYAN SMITH :: Linguistics [Applied Linguistics / CALL]

Bryan Smith, Assistant Professor, helps bolster the technical know-how in our Linguistics program with his expertise in Computer-Assisted Language Learning (CALL). CALL is what it sounds like it is—a field within linguistics where students gain second-language skills with the aid of computer technology. Smith hopes to offer at least one course per semester in the field.

Most will forgive that Smith received his PhD in Second Language Acquisition and Teaching from the University of Arizona, but only if he keeps his Wildcat Fever under wraps. His credentials have served him well, however, as he has taught

in both public schools and American universities, as well as in Germany, where he lived on and off for four years.



Most recently at ASU’s Polytechnic campus in the School of Educational Innovation and Teaching Preparation, Smith is looking forward to working with students in the English department. Smith doesn’t have much time for hobbies, but when he does, they are “whatever my five-year-old daughter’s hobbies are.... So, right now... gymnastics and Daisy Scouts.”

—KRISTEN LARUE

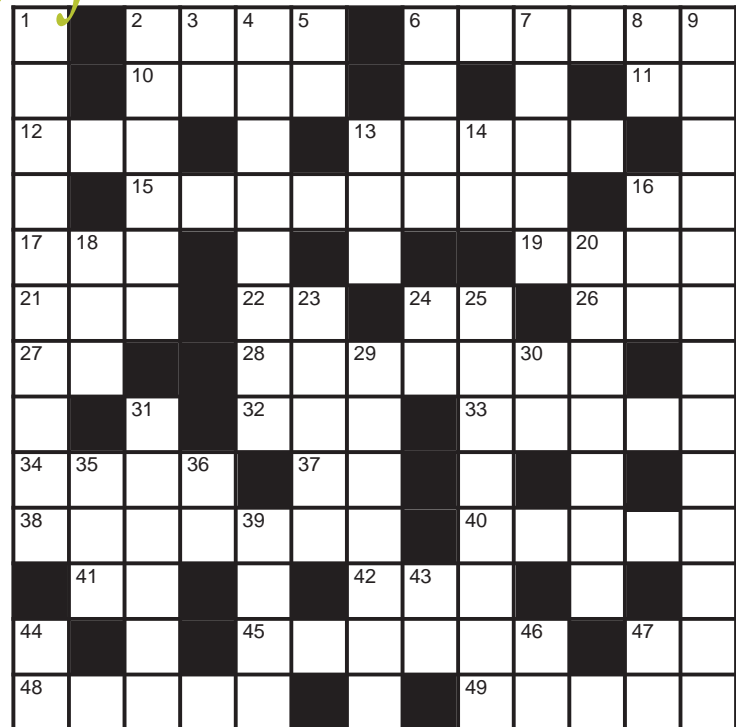
# Fall Fun, by Alberto Ríos

## ACROSS

- 2 Could be Chair's corner after budget cuts  
 6 New-new faculty & staff?  
 10 Magnum, but not champagne or PI.  
 11 Master of ceremonies & Hammer  
 12 Director, texted  
 13 MLA sheet, manual  
 15 McLuhan was not a sheriff, exactly  
 16 Annual report: Abbr.  
 17 Grade point average  
 19 Between Whitman's yawp & Ginsberg's howl  
 21 Sub-specialty of D. Paris  
 22 Some 40-across live here, too  
 24 Interjection, or Foghorn Leghorn's self-reference  
 26 Master of Electrical Engineering  
 27 A nickel short, in chemistry class  
 28 Driving song?  
 32 Harvard Film Archive: abbr.  
 33 Expertise, sometimes coming in a set  
 34 One currently costs \$386 for ASU undergrad  
 37 Potassium iodide, or Chinese life energy  
 38 Chinese university with ASU connections  
 40 Indigenous Canadian  
 41 Book, texted  
 42 Boston Naming Test (psychology): abbr.  
 45 The shape the earth is in  
 47 To or not to, English major  
 48 It's got a big "A" on it—look outside in Tempe  
 49 Like some calendars

## DOWN

- 1 K. Wilson's new rhetoric classes  
 2 What this university used to be  
 3 Operation, in spy-speak  
 4 English department's programs in the community  
 5 Strikeouts in baseball, esp. in Kansas  
 6 Mesa Writing Project, second to none  
 7 Not the University Club, exactly  
 8 The longer dash, but not 100 meter  
 9 The English department's other familiar "A" (see 48 across)  
 13 Librarians do not say this anymore  
 14 While, on a license plate  
 16 Shock and...what was it?  
 18 Pitchfork-shaped letter, familiar to Sun Devils



Answers on back page.

- 20 Our courses that can change topic  
 23 Writer who bugs literature students  
 24 @ in email addresses  
 25 Some Phoenix children write in one  
 29 Indigenous rhetoric class sections, formerly  
 30 All right, esp. in Oklahoma  
 31 Speedy response  
 35 The point of a pen  
 36 Thursday, on a calendar  
 39 Desire  
 43 *Nota bene*  
 44 Pound, not Ezra  
 46 Love You, texted  
 47 One degree, unmarried

## Outreach

### ENGLISH PROFESSOR MENTORS JEWISH LITERATURE DISCUSSION GROUP

This semester Associate Professor Joe Lockard exercised his belief in “public education” by leading a free, ASU Libraries book discussion series co-sponsored by ASU English.

“Let’s Talk About It: Jewish Literature—Identity and Imagination” was open to anyone interested in Jewish literature and culture and intended to promote greater cross-cultural awareness and social tolerance. Ninety-one people attended the sessions which focused on five books.



Joe Lockard

Lockard says that he was pleased by the support. “Rumors to the contrary, there are still people out there who like reading thick books,” he adds.

Rachel Leket-Mor, religion, philosophy, and Jewish studies bibliographer, helped ASU Libraries secure a grant for the series from Nextbook and the American Library Association. Other supporters were ASU’s Jewish Studies Program, Hillel at ASU, the Newman Center at ASU, and the Bureau of Jewish Education of Greater Phoenix.

The series included discussions on these

books: *Journey to the End of the Millennium* by A.B. Yehoshua; *Red Cavalry* by Isaac Babel; *The Assistant* by Bernard Malamud; *Mona in the Promised Land* by Gish Jen; and *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland* by Jan T. Gross.

Lockard considers this kind of public scholarship integral to the University’s mission. “It’s important that we do outside the classroom what we’re advocating inside the classroom. If people read together and talk together, then they live better together.” —KARYN RIEDELL

# Outreach

## CREATIVE WRITING MENTORING PHOENIX HOSPITAL CHILDREN

The Department of Nephrology at Phoenix Children's Hospital is the largest treatment center in the Southwest for infants, children, and adolescents with kidney (renal) disorders and high blood pressure (hypertension). The hospital's Dialysis Center has six dialysis machine stations, and treatments take anywhere from three to four hours, three days per week. Children and staff in this unit welcomed the first group of MFA candidates along with Professor Melissa

Pritchard in February 2008 for a special kind of collaboration. The children, ranging from third- to twelfth-graders, are unable to leave their chairs during dialysis treatment, so distractions are needed to help pass the time. Our goal as hospital volunteers for the first day was to introduce ourselves and the idea of working together on creative writing projects. The smiles we received were all the assurance we needed to know that we weren't the only ones excited about creative writing.



In addition to his outreach work with youth, Fernando Perez, MFA candidate in poetry, studied in Prague, Czech Republic during summer 2008.

My involvement with the Dialysis Center through the creative writing project has made me more aware of my life, thankful for my blessings, and aware of how much my volunteering matters to these patients. When I sat with Mirna, a feisty and wonderful nineteen-year-old, my own thoughts and worries disappeared. In many ways, she helped me more than I was able to help her; and in the end, the two to three hours that we played Uno, shared stories, or worked to create a book collage of words and images made time more peaceful for me as well. Our activities seemed to take her mind off her present situation and gave her something to look forward to. Still, I cannot help feeling that I am the one most indebted to these children and the opportunity they have given me.

—FERNANDO PÉREZ

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NEWSLETTER OF THE DEPARTMENT OF ENGLISH AT ARIZONA STATE UNIVERSITY

COMING EVENTS...

**FEBRUARY 27-28, 2009 :: 3<sup>rd</sup> Annual *Beowulf* Symposium**

Events include "*Beowulf* in Bits" and a communal reading.  
ASU Tempe campus, more information TBA

**MARCH 23, 2009 :: Simon Ortiz and Labriola Center Lecture on Indigenous Land, Culture, and Community**

"*Resurgence of Traditional Ways of Being: Indigenous Paths of Action and Freedom*"  
Gerald Taiaiake Alfred, Professor of Indigenous Governance, University of Victoria  
Heard Museum (2301 N Central Ave) Phoenix, 7:00 p.m.

**MARCH 27-28, 2009 :: 14th Annual Southwest Graduate English Symposium**

"*Transform, Transmute, Transgress: Blurring the Boundaries of Material Culture*"  
ASU Tempe campus, more information TBA

**APRIL 22, 2009 :: Ian Fletcher Memorial Lecture**

"*Mothering Monsters: Mary Shelley's Frankenstein*"  
Anne Mellor, Distinguished Professor of English & Women's Studies, UCLA  
Memorial Union Alumni Lounge (MU 202) ASU, 5:00 p.m.

**APRIL 23, 2009 :: Shakespeare's Birthday Bash**

William Shakespeare turns 445!  
ASU Tempe campus, more information TBA

**Spoiler Alert!** This is the solution to the puzzle on page 10.

I		N	O	O	K		B	A	B	I	E	S
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B	U	T	T	E		W		L	U	N	A	R