



W r i t i n g N o t e s

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Meet the New TAs

Each year we welcome a new group of graduate students into the fold to join in the process of molding young minds. Since our department is so large, this is an opportunity to get to know a little more about these folks. *Writing Notes* has asked the new teaching assistants and associates to submit brief bios that include the basics: name, field of study, where they are coming from and finally what profession they would be working in if they weren't in graduate school. After all, moving to Arizona in the middle of August and going through TA seminar is enough to make any person question occupation choice. You can match faces to names by going to the Writing Programs Office and consulting the photo album:

Bryan VanGinhoven is a Ph.D. student in Medieval Literature with the ASU English Department. His research has led him

to investigate numerous issues in Medieval literature and culture, including paleographical studies, the role of medieval marriage rituals in popular literature, and the early church's views on the practice of self-castration. Currently, he is focusing on the literature of north-east England in the 15th century and medieval Latin commentaries on classical and late-antique Latin writings. He also spends time in the equally interdisciplinary field of Irish studies, reading authors such as Yeats, Joyce, and Beckett, and is interested in exploring the methodological parallels between these two fields.

Hi, my name is **Chung-chien Chang**. Most people also know me as Karen, the one with a schizophrenic personality. You might be wondering why people think of me that way. Let me explain: It has to go back to my learning method and educational history. I first came to the US to earn

my undergraduate degree here at ASU. Then, just before I graduated, I received a scholarship offer from the Monterey Institute of International Studies (MIIS) in Monterey, CA to major in translation and interpretation.

As MIIS offers the one and only translation and interpretation master's program in English and Chinese in the country, I eagerly moved there and delved into the world of languages, code-switching and multi-tasking. For rendering simultaneous interpretation between Chinese and English, the schizophrenic side of me came to be shaped. Maybe it is the rigorous training that has created my habit to constantly interpret people's speech. Usually at any given time, there are three parts of “me” co-existing at the same time. Don't worry for I have got them under control.

Growing up in a very traditional family in Taiwan, I am very close to all of my family members

Notes from the Director, Greg Glau

First, I'm pleased to welcome Nick Behm as the new editor of *Writing Notes*, and again want to thank Mike Callaway for his excellent work last year. *Writing Notes* gives all of us who teach in Writing Programs – about 195 in all – a useful way of communicating with one another.

Second, with so many teachers, you'd expect that we have lots of students – and you would be right. As we did last fall, Writing Programs is offering more than 500 sections of classes, this fall semester. We also have almost 300 more students: 9873 students this fall compared to 9580 last fall.

The lower class size (19) for our 100-level courses continues to produce positive results. We have three full years of data now, since classes were dropped to 19 students:

- Pass rates are higher for WAC 101, ENG 101, and ENG 102 than they've been over the previous ten academic years
- The continuation rate -- students who take ENG 101 in the fall followed by ENG 102 the subsequent spring -- are higher than they've been over the previous ten years
- Student evaluation numbers are better for all ranks of faculty than they've been for the previous 12 semesters

Third, since our office continues to handle course and assignment scheduling for Writing Programs, you will know much sooner what and when you'll be teaching next semester. As always, kudos to Demetria for doing such a fantastic job in organizing this huge amount of work!

Fourth, *Summer Bridge* this past summer jumped from about 75 students in 2006 to more than 160 this past summer -- and there is talk of going to 250 students for next summer.

Fifth, we have a new partnership with the Barrett Honors College, where two of our Instructors are interfacing with their faculty on the 102H courses we offer every semester. We are also working to develop more of a partnership with the Writing Center, especially at Hassayampa Academic Village, where they will have a tutoring center. We also continue to work with the W. P. Carey School of Business on ENG 302 sections, and we continue to work with the University of Arizona to offer a MedStart summer class for students interested in a medical career.

Sixth, ASU at the Downtown campus now offers its own writing classes (I've helped them with curriculum and served on their hiring committees, and they now have two writing Instructors teaching there).

Finally – and most importantly – I want to thank each of you for your hard work, professionalism, and dedication to teaching our students. It's truly my pleasure to work with you all.

- Greg

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and I miss them very much while I am here. I have spent the past few years teaching at universities in Taiwan and now I am back to ASU to study for the PhD in Linguistics/ Rhetoric/Composition. I enjoy meeting different people and the constant chance to learn and share new things. For example, everyday I write in my blog so that my former students get a vicarious glimpse of life in the United States.

Yang, Hui-Ling
PhD in Rhetoric/

Composition/ Linguistics
Growing up trilingual in Taiwan, **Hui-Ling** has always been fascinated with languages. She didn't begin to learn English until the age of 14. The enjoyment of reading and writing in English is her inspiration and motivation to take on advanced studies in an English speaking country. Hui-Ling's career is interdisciplinary in Rhetoric, English Ed, and Linguistics. Her major area of interest is to apply Linguistic knowledge to language learning. She has presented her research in modality transfer, specifically from reading to listening, at the Linguistics/ TESOL Symposium in 2006 at ASU, as well as in Chinese Linguistics at international conferences taking place in the US.
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A former ASU student, she is glad to return to the big, warm family of the Department of English, where she is studying rhetoric and composition while pursuing her Ph.D. with a concentration in Linguistics.

Michelle Pinkard most recently hails from Baltimore, Md. where she recently earned an MA in Creative Writing from Morgan State University. She is pursuing her PhD in Literature.

Rachel Malis is a native of Connecticut, but has spent the past few years in Washington, DC. She studied at the University of Mary Washington and completed her undergraduate work in Feminist Studies and English & Creative Writing at the George Washington University. While entirely homesick for the east coast, Rachel is not missing her job in brokerage and finance. She is currently pursuing her Masters in Fine Arts in Poetry and trying to stay hydrated.

Brian Lee is a Korean-born native of Hacienda Heights, CA; an unincorporated part of Los Angeles County that has the distinction of being the home to arguably the largest Buddhist temple in the Western Hemisphere as well as Fergie of pop music fame. I attended the U.S. Naval Academy (I suspect my story was the uncredited inspiration for James Franco's character in the movie *Annapolis*) and graduated with a B.S. in history. For the next six years I was stationed in San Diego as an indentured servant doing whatever odd jobs my nautical masters bade me. I thoroughly enjoyed a lengthy period of unemployment before arriving at ASU. I am now in the MFA program studying fiction. I do not, however, think of my teaching assistantship as indentured servitude.

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English Department Computing Workshops for Fall

There have already been a number of workshops held this year. What you see here are the remaining workshops, which are subject to change depending on staff and classroom resources, so be sure to RSVP and then check your email for changes. If you have questions about a particular workshop, or would like to suggest a workshop, please e-mail Bruce Matsunaga at bhm@asu.edu

Date	Workshop	Instructor
11/1, 2-3 pm, LL 316	Using Powerpoint to create a presentation.	Matsunaga
11/15 2-3 pm, LL 316	Using Audacity to Create a Podcast/Audiofile	Matsunaga
11/29, 2-3 pm, LL 316	Dreamweaver MX 2004	Matsunaga
12/13, 2-3 pm, LL 316	Using MS Movie Maker	Matsunaga

“Kudos To”

Natalie Martinez, Michael Callaway, and Christine Vassett have been selected to present at the CCCC in New Orleans, 2008.

John Young has an essay on baseball entitled "Spring Training Lights" in the spring issue of *Creative Nonfiction*. **Caitlin Horrocks**, a graduate of the ASU M.F.A. program (Spring '07), also has an essay appearing in that same issue.

Shavawn M. Berry, MPW, presented with **Cornelia Wells**, Ph. D. at the Arizona English Teacher's Association 2007 Conference held at Arizona State University, Polytechnic campus on October 5, 2007 on the topic, "Returning Students To Their Senses: Helping Students Love and Own Their Writing."

“Kudos To” Continued from Page Three:

Shavawn also had two poems, “Descent into Madness” and “Feral Child,” accepted in *Westview - A Journal of Southwestern Oklahoma* in an upcoming issue.

Jackie Wheeler is presenting a paper titled "Sustainability in the Classroom: Lessons from a Course in Environmental Rhetoric" at Western States Rhetoric and Literacy Conference, Oct 25-27, 2007.

Tom Bonfiglio has received an Honorable Mention in *The Pushcart Prize XXXI: Best of the Small Presses (2007 Edition)* anthology for his story “Jamestown, N.Y.”

Maureen Goggin was promoted to full professor this year. In addition, she has recently published the following pieces and given the following papers:

- Roan, Duane, Maureen Daly Goggin, and Jennifer Clary Lemon. “Teaching of Writing and Writing Teachers through the Ages.” *Handbook of Writing Research*. Ed. Charles Bazerman. Mahwah, NJ: Lawrence Erlbaum, 2007. 343-64.

- Stancliff, Michael, and Maureen Daly Goggin. “What’s Theorizing Got to Do with It?: Teaching Theory as Resourceful Conflict and Reflection in TA Preparation.” *WPA: Writing Program Administration* 30 (2007): 11-28.

Conference talks:

2007 *Stitching Genre: Commemoration and Protest in Needle and Thread*. SIGET International Symposium on Genre Studies. Tubarão, Brazil: 16 August 2007.

2007 *Hanging by a Thread: (Re)Presenting Identity in Needle and Thread*. Conference on College Composition and Communication. New York: 24 March 2007.

2007 *A Checkered Past: The Extra-Ordinary Power of Red in Early Modern Needlework*. Group for Early Modern Cultural Studies (GEMCS) Conference. Chicago: 23 February 2007.

Ryan Skinnell has recently got word that a chapter he co-authored with Dr. Irene Clark, called "Accessing the Performative Through Genre: Genre Theory and Literary Texts" will be published in her upcoming book, *Genres of Academic Writing: Theoretical Insights, Pedagogical Opportunities* (Utah State UP). It's due out in 2008. He also has been accepted to present at the Conference on College Composition and Communication (CCCC) for a paper, "Complicating Genres in First Year Composition: A Reality Check."

Nicholas Behm's essay “A Brief Comparison Between Teaching Assistant and Adjunct Faculty Positions” has been accepted for publication in the FORUM section of a 2008 issue of *College Composition and Communication*. Also, Nick has been accepted to participate in the RSA Research Network during the Rhetoric Society of America conference in May. Lastly, Nick will represent ASU at the National Conference on Graduate-Student Leadership at the University of Kentucky in November. **“Kudos To” is Continued on Page Seven.**

A Note from GSEA

Now in its 16th year, the Graduate Scholars of English Association is moving and shaking the ASU English Department. Our membership is nearly one-fourth of the English graduate students enrolled in the department, and we are hoping to make it to one-half by the close of 2007. GSEA has proven its value to our English graduate students, the department, the university, and the community by advocating graduate student issues on campus, building bridges between graduate students and faculty, representing the university through publications and conference presentations, and volunteering for various community-oriented projects. GSEA members and other volunteers are currently preparing for a variety of fundraising activities and potential community outreach and service projects... and a few social activities as well. GSEA may be known for its social activities, but we hope no one will forget that our main objective is to support English graduate students as they prepare for life outside of a graduate program.

One of our primary responsibilities in GSEA is to assist students through the graduate experience, and prepare them for academic positions after graduate school. As is customary in our organization, then, GSEA coordinates a series of professional development workshops for graduate students. One enhancement GSEA will provide to the professional development workshop series is to make workshop materials more accessible for more students. Therefore, in order to expand the availability of these materials, we have begun placing them online on the GSEA website calendar. Materials from several workshops are currently available through our online archives. In this way, these important materials will be more accessible for graduate students who are not able to attend the workshops.

GSEA will once again provide travel grant opportunities for GSEA members who are actively involved in the organization. These grants help our graduate students present their work at conferences all over the nation, and they support students who participate in scholarly workshops, retreats, and interviews at academic conventions. Travel grants, then, work not only to offset financial expenses for our graduate students' professional development, but to advance ASU's visibility in our various concentrations. Travel grant deadlines for fall and spring are November 2, 2007 and March 28, 2008. For a calendar of events or more information about GSEA and its many programs and opportunities, please visit the GSEA website at <http://www.asu.edu/clubs/gsea> or contact me at saccardi@asu.edu. Hope to see you at the meetings!

Steven Accardi
President, Graduate Scholars of English Association

Remaining GSEA Workshops for Fall

Syllabus Swap,

Thursday, November 1, 1:45-3:00 pm
LL 165

Teaching Portfolio Part I.

Duane Roen,
Thursday, November 8, 1:45-3:00 pm
LL 316

Graduate Colloquium,

Thursday November 15, 1:45-3:00 pm
LL 165

Preparing for the Language Exam

Tuesday, November 20,
1:45-3:00 p.m., LL 316

Teaching Portfolio Part II

Duane Roen
Thursday, November 29,
1:45-3:00 p.m., LL 165

End of Semester Happy Hour

Friday, November 30,
4:00-7:00 p.m., Grilled Expedition

Mock Interviews

Neal Lester, Dan Bivona, Duane Roen
Wednesday, December 5,
8:30-11:30 a.m., LL 165



Center for Learning and Teaching Excellence Workshops

The **Center for Learning and Teaching Excellence**, with other campus groups, facilitates workshops to enhance the preparation and delivery of classes at Arizona State University to enhance student learning. You may view and register for workshops online at <http://clte.asu.edu/workshop/Fall/index.htm>. Below is a brief schedule.

Workshop	Date and Time	Location
Assessment/Rubrics Judy Grace	Friday, October 26th 10am-12pm	ASU @ the Tempe Campus, BA LI-31
Designing and Refining Syllabi Allison Mullady	Friday, October 26th 9am-11am	ASU @ the Tempe Campus, AG 212
Teaching and Learning BookClub Allison Mullady	Monday, October 29th 2-4pm	ASU @ the Tempe Campus, MU 209 (Yavapai Rm)
Creating Super Prompts Sandra Nagy	Monday, October 29th 2-4pm	ASU @ the Tempe Campus, BA 396
The Learning Cycle: Ways of Assessing Learning Karen Bossen	Tuesday, Oct 30, 2007 12:15 PM - 1:30 PM	ASU @ the TEMPE CAMPUS AG 212
Classroom Assessment Techniques: The Pro/Con Grid/ The One Sentence Summary Karen Bossen	Wednesday Oct 31, 2007 12:15 PM - 1:30 PM	ASU @ the TEMPE CAMPUS AG 212
Active Learning Series (Part I) Allison Mullady	Thursday, Nov 01, 2007 12:15 PM - 1:30 PM	ASU @ the TEMPE CAMPUS AG 212
Communicating Assignment Expectations Through Rubrics Vicki Harmon	Thursday, Nov 01, 2007 12:00 NOON - 1:30 PM	ASU @ the DOWNTOWN CAMPUS UCENT 207
Responding to Writing: The Good, The Bad and The Ugly Sandra Nagy	Monday, Nov 05, 2007 2:00 PM - 4:00 PM	ASU @ the TEMPE CAMPUS BA 396

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Jennifer Lowe is a first-year MFA student in poetry. Jen and her partner Peter moved here from Santa Fe, NM (where she was an adjunct instructor, freelance film critic, and ghostwriter of nonfiction books) and now find themselves fascinated by novelties like palm trees, air conditioning and yard work. Jen previously attended Boston University's creative writing program, and studied English literature at the University of Cambridge. The last three books she read were *Let Us Now Praise Famous Men*, *The Wings of the Dove*, and *Harry Potter and the Deathly Hallows*. She shares her study with a very fat grumpy black cat named Pyewacket.

Flurije Salihu -- This is my first year here at ASU. I have previously taught at the University of South Carolina, where I received my M.A. in twentieth-century American literature. I am currently enrolled in the PhD program here, specializing in Rhetoric and Composition. My main academic interests are situated in rhetoric and technology. More specifically, I am looking at the manifestations of the network in computer mediated discourses. In my spare time, I like to read vampire romances, drive north to see grass and trees, and watch cheesy lifetime movies.

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W.P. Instructors **Judy Van** and **Christine Helfers** presented a paper entitled “Revising the Role of Contract Faculty in the New American University” at the Conference on College Composition and Communication in New York City March 23, 2007.

Sarah Duerden, Writing Programs lecturer, and **Christine Helfers**, W.P. Instructor, spoke to high school and college English teachers at the Arizona English Teachers Association meeting Saturday, October 13, 2007. Their presentation title was “Teaching College Students: Developing Writing Assignments Beyond the Text.”

Christine Helfers accompanied the ASU@Cambridge program, sponsored by the Arizona Center for Medieval and Renaissance Studies during Summer Session II. She enjoyed the cool summer weather of England, while working as a Program Assistant and Writing Tutor. This year, she is again assisting ACMRS with recruitment efforts and program planning. This is a great program for both undergrad and grad students, so please help her in spreading the word to students. If you are a grad student, there are grad classes or directed study options available as well. Why should the undergrads have all the fun?

Greg Glau, Duane Roen, and Barry Maid have a textbook coming out in January of 2008. The textbook is titled *The McGraw-Hill Guide: Writing for College, Writing for Life*. **Greg Glau’s** essay “Stretch at 10: A Progress Report on Arizona State University’s *Stretch Program*” will be published in the fall 2007 issue of the *Journal of Basic Writing*.

Dawn Thacker was recently awarded a GPSA Research Grant for 2007-2008.

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Eric Aldrich hails from Worcester, Massachusetts and is pursuing a Ph.D in literature here at ASU. He graduated from Assumption College in Worcester in 2002 and taught English at the high school level for four years. Eric is primarily interested in American literature before 1900.

Ryan Skinnell is a PhD student in Rhetoric and Composition. He completed his MA, also in Rhet/Comp, at California State University, Northridge in the spring and intends to wallow in his PhD requirements so as to avoid the hazards of procuring a real job. He lives with his 10-month-old, deconstructionist daughter (bent on destroying the “sleepy time”/“play time” binary) and his anti-pedagogy wife (literally, she hates the word “pedagogy”), both of whom are mildly bitter at having to leave California for the slightly warmer climes of Arizona. Ryan’s sophomoric wit and churlish disposition make him uniquely suited for the academy in that he can hope later in life to keep well wishers at bay by espousing “expert” positions on subjects about which no one else cares to hear. Finally, Ryan likes long walks on the beach, really real people, and puppies.

Originally from southern California, **Erin McPeak** received her B.A. in Intercultural Studies from Biola University. Having always been fascinated by people, groups, languages, and traveling, she moved a few years later to Buenos Aires, Argentina to study Spanish and experience, first-hand, Argentine life. Erin began the M.TESOL program at ASU in the fall of 2006 with plans to teach English language and composition to second language learners, both here in the States as well as abroad. She finishes her studies this December.

A Note from Writing Programs: Although all of the new instructors and faculty associates are not listed here, we extend our warmest welcome to all of the new additions to the Writing Programs family. As stated before, there is currently a photo album available in the Writing Programs office which will allow you to put names to the faces that you pass in the hallways.

WRITING
PROGRAMS @
ARIZONA STATE
UNIVERSITY

Welcome Back

Call for Papers

14th Annual Southwest Graduate English Symposium

[RE]INVENTING COMMUNICATIONS AND COMMUNITIES: TRANSMISSION, TRANSLATION, TRANSGRESSION

Friday, February 29, 2008

Saturday, March 1, 2008

The conference entitled “[Re]Inventing Communications and Communities: Transmission, Translation, Transgression” invites you to submit papers that critically examine the invention/re-invention of communications and communities. How are communications and communities transformed by transmission and translation? How can communications and communities survive and thrive? How far can we go with transgression?

Interdisciplinary and creative panels and papers are encouraged in fields that include literature, rhetoric and composition, creative writing, theater studies, communication, language studies, English education, women and gender studies, film, visual studies, history, psychology, philosophy, religion, social sciences, media studies, and popular culture.

Paper abstracts should be no more than 350 words and submitted by November 1, 2007. Please include home and office numbers, complete mailing address, e-mail address, professional affiliation, and AV requirements with your submission.

Please direct submissions and questions to asu2008symp@gmail.com

Linguistics/TESL Symposium

Information will be forthcoming, so keep an eye out.

Call for Submissions

Writing Notes is looking for contributors for the Spring edition. We invite **book reviews** of 500-1000 words on pedagogical texts of interest to the Writing Programs. Also, we ask for 150 word submissions on “**Classroom Strategies that Work,**” a segment that we started last spring and hope to continue. If you are considering proposing a new textbook for a Writing Programs class, we would all appreciate it if you shared a **review** of that text with us. Do you want to discuss the experience that you had **working with a librarian or the library's online resources?** Do you have a **favorite paper assignment?** Have you been working at the new **Downtown campus?** We would like to hear from you. Share with us. Finally, if you have any good news to share, email me at nnbehm@gmail.com and you will be included in the “**Kudos To**” section. If there is something that we have not mentioned that you would like covered in *Writing Notes*. Let us know.

