



# The Freestone

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## Ironic Circumstances: English PhD Program

By Lacey Wilson

Rear Admiral Grace Hopper, one of the longest-serving admirals in the United States Navy, said that it's easier to ask forgiveness than to ask permission. While some might believe that shooting first and apologizing later is the best way to get something important done, CSU's English department seems to prove that diligence, hard work, and contextual awareness are ultimately more productive.

In the late 1980s, the CSU English department began developing plans for a doctoral program. At the time, the Colorado Commission on Higher Education (CCHE) prohibited the reproduction of doctoral programs in different public universities in the

state. Since University of Colorado at Boulder already had a literature PhD program, CSU's potential doctoral program could be anything but literature. Still, the department's faculty (which was considerably larger than today's faculty) wanted a doctoral program that bridged their diverse specialties—from literature and English education to linguistics, creative writing, and composition. As PhD committee members discussed the program's possible offerings, they found that writing was a theme that underpinned their many interests and fostered the interdisciplinarity they desired. So began the department's venture into an English PhD.

Soon after its original conception, the PhD encountered delays from CSU administration and the CCHE; after initial plans began, discussion stopped and the English PhD was tabled until further notice.

In 2006, the English PhD became a pos-

## Memorable Teachers

By Stacy Burns

As the end of my time at CSU draws near, I find myself thinking more about the teachers I've had who have somehow contributed to my being here: Mrs. Heckman in second grade, who assigned my first creative writing exercise; Miss Davidson in high school, who devoted her office hours to helping me work through various creative writing exercise books; and Prof. Heller at Kansas State University, who convinced me I was doing the world a great disservice by not majoring in creative writing. I've come to realize how rarely we publicly acknowledge the people who have had the largest impact on our lives.

And so, I decided to give the English faculty at CSU an opportunity to share their most memorable teachers with us. Some of these memories stand as endearing testaments to the people who encouraged and nurtured us; others detail terrifying moments in the classroom. But all of them are portraits of the people who have somehow shaped our faculty into the exemplary teachers they are today.

The anecdotes and memories I received are scattered throughout the pages of this newsletter. I hope they bring to mind some of your own memorable teachers. ♦

sibility yet again. The College of Liberal Arts dean, Ann Gill, inspired changes in the college and university, and finally, nearly twenty years later, university administration gave the go-ahead to the English department. This time, nearly all of the external dilemmas that delayed the original PhD plans have disappeared, including the CCHE's rule against similar doctoral programs in state universities. All that remain now are the problems that riddle English and other humanities departments across academia: fewer faculty members and less funding all around. As Bruce Ronda, English department chair, claimed, these are ironic circumstances for the doctoral program.

Though the rule against repetition of doctoral programs in state universities has disappeared since the beginning of the PhD

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# Passing the Torch: *English Journal* Leaves CSU

By Gwen Shonkweiler

*English Journal*, a fully refereed publication for teachers and pre-service teachers of English, has been housed at CSU since September 2003 and is fast approaching the end of its five-year term. It will be moving to Stony Brook University after the July 2008 issue is published. The current editor, Louann Reid, will be passing the torch to Ken Lindblom of Stony Brook University, who has been a column editor for the publication since 2003.

*English Journal* is supported by its host university; at CSU, it is supported by the university, the College of Liberal Arts, and the English department. It currently requires two full-time employees at CSU plus one part-time employee with the NCTE (National Council of Teachers of English). Six issues are published every year—each about 116 pages long. Issues include regular features, columns, and approximately twelve thematically linked articles.

*English Journal* has greatly benefitted students at both the undergraduate and graduate levels. As editor, Louann Reid has been able to provide undergraduate students in CO 301D (Writing in the Disciplines: Education) with direct insights into the publication process, and has given two graduate students each year an opportunity to learn about the publishing industry as editorial associates. The publication has also benefitted the university and community members by increasing the visibility of CSU to secondary teachers in the region and by facilitating connections between English teachers.

Reid has found her position both rewarding and challenging. She greatly enjoys offering the opportunity for writers to publish their first piece, guiding them through the editorial process and providing feedback that helps develop their writing. Also, she claims that reading the 300–400 submissions each year has helped her to remain on the cutting edge of secondary classroom practices. But the greatest reward, according to Reid and the other *English Journal* staff, is hearing back from readers, who claim to read every issue and to still find—in every issue—useful information.

For Reid, the greatest challenge of the editor position has been keeping up with the constant deadlines. Since an issue goes to print every other month year-round, every day presents new tasks that need to be completed. Adding to the workload is the fact that the *English Journal* staff proofreads more thoroughly than publishing guidelines actually require; each article is read at least five times by at least two different proofreaders before it is approved.

*English Journal* has received four awards of excellence from APEX (Awards for Publication Excellence), three for writing and one for column writing excellence. The staff at CSU has also received praise for creating some of the best covers the journal has seen in past decades.

Anyone can submit articles to *English Journal* as long as the material is related to secondary school English instruction. Calls for submissions that specify future issues' themes can be found in each issue or online at [www.englishjournal.colostate.edu](http://www.englishjournal.colostate.edu). ♦

Photo courtesy of Julia Innes



September 2005 Cover

## Unforgettable Personalities: Take One

Deanna Kern Ludwin's Most Memorable Teacher

Balzac, Camus, Dostoyevsky, Flaubert, Kafka, Turgenev, Voltaire: these are the writers whose works we read in Madame X's World Literature class at Creighton University. I'm certain we read many other writers as well, and that none of them were women—a fact to which my classmates and I didn't think to object back in 1969.

In this class—a capstone seminar—we were actually expected to talk, though it wasn't easy with Madame X scrutinizing every word. She had wild hair and deep-set eyes underscored with sallow, sagging skin. She spoke in curt, publishable sen-

tences; she called us "Miss" and "Mister." I found all of our readings delicious, and I had some things to say. But every time Madame X asked a question, then waited with her I-suffer-no-fools scowl, I froze. One day, though, I was particularly excited and willing to share. I don't remember what we were reading, but I do remember that she asked some especially challenging questions. My friend Chuck, a smart and affable guy, raised his hand and offered an answer

The class waited. And waited. And finally, Madame X responded. "Obviously," she said, "you did not read the book.

Chuck feebly tried to explain himself, then gave up. The rest of us sat in silence, stunned: Chuck's analysis had seemed informed, plausible.

Though I continued to enjoy the reading, I don't remember other class "discussions." I do remember trying to avoid eye contact, fearing I'd be called on for a contribution. I don't remember speaking at all during that semester, which is—perhaps—one reason I got a B. ♦

# Studying for a Career: Internships with the Center for Literary Publishing

By M.T. Northrup

If you've ever been lost in Aylesworth—and let's be honest, who hasn't?—you may have passed a long glass window in the middle wing that says "Center for Literary Publishing" (otherwise known as CLP). And if you've ever been lost with respect to what you'll be doing with your life, you may have been referred to an internship at that very same CLP.

Stephanie G'Schwind, the CLP's director and editor of *Colorado Review*, works hard to foster and encourage critical publishing skills among her interns. "[Stephanie] spends inordinate amounts of time mentoring every

how to copyedit, typeset, manage submissions, proofread, use *The Chicago Manual of Style*, work fund-raisers, and a lot more than that. I learned a lot of terminology: blue lines, proofs, covers, kerning. The difference between copyediting and proofreading. That stuff matters when you're applying for jobs."

Like Jackson, many other former interns have emerged from their CLP experiences with not only an interest in publishing but also a career. Initially some students are drawn to the internship by the camaraderie available in working in an environment made up of writers and literary types. "[The internship] was recommended as a good opportunity to meet other grad students, and it seemed like it might be fun, but I didn't really know what to expect," said Brian Winstead, associate editor at Penton Media.

Alternatively, some graduate students are interested in learning more about how their own writing will be carried through the publishing process. "It was helpful to me as a writer—both as far as understanding what kind of work was expected in a quality literary magazine, as well as understanding what my manuscript would go through," said Jean Knight Pace, associate editor for *Organize* magazine.

Many interns find that the CLP internship exceeds their initial expectations in the on-the-job training that it provides. "What I discovered and learned was that working at CLP offered me hands-on training for a career in publishing that dovetailed with my MFA," claimed Jackson.

The experience gives interns practice on skills that are oftentimes invisible to both authors and the public. This includes work with software indispensable to the publishing in-

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single intern...She gets to know you, your interests, and provides valuable feedback on your work. What she really does, better than anyone I know, is give great advice. Her mentoring and encouragement were invaluable in helping me figure out a career path," said Trevor Jackson, a former intern who now works as the English Language Arts project editor for Buckle Down Publishing.

Interns perform a whole range of functions to contribute to the production of this small press and, in the process, gain invaluable experience. Jackson said, "I learned how to read submissions and make recommendations, as I expected I would. I also learned

## The CLP's Recent National Recognition

Originally published in *Colorado Review's* summer 2005 issue, Robin Black's essay "The Answer That Increasingly Appeals" was reprinted in *The Best Creative Nonfiction*, Volume 1, which was published by W.W. Norton in 2007.

From *Colorado Review's* summer 2006 issue, Dennis Fulgoni's story "Dead Man's Nail" is included in *New Stories from the Southwest*, published by the University of Ohio Press in January 2008.

*The Best American Poetry 2007* includes two poems that were first published in *Colorado Review*: "The Family," by Arthur Vogelsang, and "Remiss Rebut," by Harriet Zinnes.

Photo: M. T. Northrup



Tanya MyKhaylychenko reads a nonfiction submission.

dustry, such as InDesign and FileMaker. "It was definitely helpful to see the manuscript's journey from submission to print—revisions, proofs, etc. It is also key to collaborate with authors, editors, art directors, and even the sales team," said Julie Grace Wenzel, associate editor at Penton Media.

Additionally, the work of an intern includes everyday correspondence with authors and exposure to the diverse marketplace available to writers. A CLP internship can serve to broaden and deepen the graduate experiences of individuals, and it can also open new and exciting options. "I thought I had only one option after graduation: teaching. CLP helped me prepare for and succeed (inasmuch as I have) in a different career track. Few graduate writing programs offer that same opportunity," said Jackson.

Winstead noted that not only were his initial expectations exceeded, but also that he chose a whole new career path because of his internship. He said, "I never expected that CLP was really going to lead to a full professional publishing house—albeit, small press. And, of course, I had no way of knowing how much I would fall in love with that world."

Former CLP interns have found that the skills they acquired continue to be helpful in their publishing work today, though the for-

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# You Can't Beat That: Todd Mitchell's Passion for Students

By Kathryn Hulings

Last year when Todd Mitchell gave a reading at Octavia Books in New Orleans, his audience had more than a few friendly faces. Among the folks who came to hear Mitchell read from his April 2007 release, *The Traitor King*, were some of Mitchell's former students from ten years before, during his time at Metairie Park Country Day School.

While Mitchell recalled that the "devastation caused by the failed levies was far worse than anything I'd seen in the news," he was also quick to share his hopeful observation that "New Orleans itself remains irrepressibly alive." The tenacious spirit of New Orleans was not the only thing Mitchell was able to embrace; he also got to spend time with his former students, now adults, and to rejoice in the people they'd become—his students are now the very people who are working hard to rebuild their beloved city. "For me," reflected Mitchell, "this was the ultimate gift—to see how the work I'd done as a teacher so many years before may have influenced who those students became, and how they worked to help others."

Mitchell's days of influencing the lives of adolescent students are far from over; currently he is busy visiting elementary, middle, and high schools across Colorado. He recognizes that "many students in elementary, middle and high schools view reading and writing as purely academic tasks that create anxiety and are fraught with failure." Still Mitchell remains optimistic: "I have a unique opportunity to change students' perspectives of reading and writing." Mitchell remembers how when he was a kid, schools never hosted author visits. Now, as a successful educator and author, he is cognizant of how beneficial these visits can be to a school and wishes they were done more often. The powerful impact of personal connections that his visits create for students is not lost on Mitchell. "I've received literally hundreds of letters

from students expressing how excited they were to meet a 'real author,' and how they've started writing their own books now."

The task of writing for these adolescents brings with it issues of concern not necessarily inherent in writing for adults. "I constantly think about how to relate to my audience," Mitchell admitted, adding that "when I'm writing for adolescents, I have to revive my inner teen and constantly ask myself, 'What would appeal to this age group? What vocabulary would they use? How would they relate to this story?'" These questions aren't contained to Mitchell's imagination; he purposefully spends time with adolescents to make sure he is in touch with their language, not wanting his adolescent characters to "sound like they grew up in the 80s." Mitchell appreciates the lure and appeal of TV, video games, and other media-driven pursuits; he understands that books may not be first on the list of potential activities for a teenager with time on their hands—yet he accepts this as a happy challenge. "I have to always give readers a reason to turn the page and keep reading. In general," he mused, "there's an economy and pace to adolescent literature that I find very appealing."

That pace can be tempered by some of the ethical conundrums and topical taboos that may accompany writing for adolescents. "The ethical dilemma I have," he confided, "is how to write honestly for adolescents without causing my book to be excluded from school

libraries, reading lists, and curriculums." *The Traitor King*, which is aimed for the younger, nine-year-old-and-up audience, didn't really pose any problems with potentially prohibited issues; Mitchell's upcoming book, coming out next year with Candlewick, however, is more provocative in its content. This new book's main character, James, is described by Mitchell as "a sophomore who is sexually active and engages in self-destructive behaviors." Concerned with his responsibility to

the adolescent audience, Mitchell struggles, both artistically and ethically, with the literary question "Is it wrong for a writer to gloss over or tone down the depiction of taboo issues to reach a wider audience?" His answer to his own query spells out the challenges and the conflicts facing the writer of adolescent literature. "On the one hand," Mitchell asserted, "I think adolescents crave honest depictions of taboo issues, because these are the issues they face and struggle with in their daily lives. On the other hand," he added, "when you're writing for adolescents, you have the dual challenge of appealing to adolescents while needing the approval of adult readers—after all, most of the critics and purchasers of the books are adults. The problem is that adolescents don't always gravitate toward the things adults approve of."

Mitchell has more projects in mind that are sure to receive future nods of approval from both adolescents and adults. At present, Mitchell is excited about his work on a collaborative project with a graphic artist—the venture has made him "eager to explore how text and pictures can interact to create hybrid narratives."

Mitchell's writing adventure is accompanied by the graduate and undergraduate classes he teaches at CSU, and his continuing plans to keep visiting elementary, middle, and high schools across the country. Exuding genuine passion for his work, Mitchell claimed that "one of the greatest benefits of writing for adolescents is the way it allows me to connect to young people and be in schools again, especially elementary schools."

It's easy to see why, after ten years, his former New Orleans students wanted to spend time with Mitchell. It's hard to forget a teacher who actually loves being with students in their own space. He gladly admitted, "There's something about elementary schools that fills me with happiness—the drawings on the walls, the raw energy, the students' excitement about corndogs and recess—you can't beat that!" ♦



Cover of Mitchell's book

Photo courtesy of Todd Mitchell



Todd Mitchell speaks to students.

# Working for Change: NWP in Fort Collins

By Cameron Shinn

Since 1974 the National Writing Project (NWP) has been training teacher-leaders, putting them through a four-week, six-credit class to have an experience most teachers would label, “life changing.” In the summer of 2003, CSU received its own National Writing Project site. Since that date, educators from kindergarten to college have collaborated to learn more and bring about quality education reform: in short, to give students the best.

For the past five years, twenty teachers have given up four weeks of their summer to labor in small rooms, some without air-conditioning, in overly tight quarters, to learn not just about teaching writing, but also about the teacher’s role in education for the twenty-first century. That has meant, for some, presenting at national conferences, providing workshops for students and teachers, and for all participants, the opportunity to change education at its most basic level: the classroom.

In 2005, Cindy O’Donnell-Allen of CSU, Director of the CSU Writing Project, Emily Richards-Moyer, Professional Development Chair of the CSU Writing Project and teacher in the Poudre School District (PSD), and I, as Teacher Co-Director and PSD teacher, presented at the NWP annual conference in Pittsburgh, along with representatives from the writing projects in Greeley, Denver, and

Garrett, and Tiffany Hunt, all PSD teachers, presented at the National Council of Teachers of English conference (NCTE) in Nashville on how to use alternative forms of curriculum, texts, and pedagogy to maximize student engagement, learning, and to help create a better culture of education inside classrooms. O’Donnell-Allen and Bud Hunt, a teacher from the St. Vrain School District, presented on beginning and sustaining teacher inquiry groups for NWP teachers, using the curiosity of teachers and systematic research to enhance education, and then how to disseminate that knowledge to other teachers so they and their students may benefit. This last year O’Donnell-Allen, Garrett and I gave two presentations in New York City, at both the NCTE and NWP, on utilizing book clubs as a means of facilitating student-led discussions of difficult societal issues—prompting such discussions by reading controversial texts; O’Donnell-Allen is currently at work on a second book, specifically addressing this topic.

CSU Writing Project teachers also left their classrooms on occasion to teach other teachers and students. In only its third year, the CSU Writing Project provided inservices to twelve different schools in the Poudre School District: three high schools, one junior high, and eight elementary schools, as well as another elementary school in Greeley. That same year, the CSU Writing Project began a three-year partnership with the St. Vrain School District (SVSD), working with intermediate teachers on implementing best-practice writing strategies. Once this partnership began, Loma Linda Elementary saw their school’s first double-digit gains on its CSAP writing tests. In the last year of their partnership, Loma Linda Elementary had Writing Project teachers teach-

ing in their classrooms in the morning, and afterward, helping third, fourth, and fifth grade teachers spend their afternoons in collaborative planning sessions.

For the past two summers CSU writing project teachers have been providing inservices at CSU for teachers wanting to improve writing instruction across content areas, and teachers seeking to better themselves as writers. The summer of 2007 also provided three new workshop opportunities: the Watershed Writing Workshop (a professional development opportunity offered to teachers in Leadville and neighboring towns, areas that, because of their rural location, have very little access to professional development), the first week-long workshop in Brush, Colorado (focusing on classroom instructional practices), and a week-long workshop in PSD at Johnson Elementary (focusing on establishing, building, and maintaining a writing workshop model for writing instruction). The teachers of Johnson Elementary also

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**“Educators...have collaborated to learn more and bring about quality education reform: in short, to give students the best.”**

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agreed to continue this development with twelve ninety-minute sessions throughout the school year to continue their momentum of change.

Teacher-leaders from the CSU Writing Project have also sought other ways to create an impact via publication:

- Megan Baker and Nicole Herr, both of PSD, were published in *Teaching Tolerance*;
- Teachers Kyla Carter (PSD), Julie Meiklejohn (LaJunta), Hannah Mancina (SVSD), and Richards-Moyer have been published in *English Journal*;
- Tiffany and Bud Hunt have served as editors of “New Voices,” a column in *English Journal* for the last five years;
- Natalie Barnes (CSU) and Craig Moyer (PSD) have both been published in state art journals;
- Cameron Shinn published a poem in *Fugue*;
- E. Jason Clarke, a high school teacher from Thompson Valley School District, published his novel *Letter from Tomorrow*, an accomplishment he said he wouldn’t have done without the support of his CSU

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Photo: Will Allen



Cindy O’Donnell-Allen cuts the CSU Writing Project’s 5th anniversary cake.

Pueblo. Our topic was how to use teacher-leaders to facilitate effective professional development. The following year Cindy O’Donnell-Allen, Richards-Moyer, Rebecca

# Training Tomorrow's Teachers: NCTE at CSU

By Monique Pawlowski

English Education students are excited about NCTE. So said Abby Brunton, this year's elected officer of the club's chapter at CSU: "It's a great way to become involved in a community of educated professionals who share the same passions. It's grounded in supportive relationships."

NCTE, which stands for the National Council of Teachers of English, enhances all aspects of English and Language Arts education at elementary, secondary, and collegiate levels. According to the organization's website ([www.ncte.org](http://www.ncte.org)), there are approximately 60,000 members, both in the United States and abroad. CSU's chapter boasts forty registered members and is growing. "This year's NCTE staff at CSU is made up of both undergraduate and graduate students, so the information at each meeting targets a larger audience," said Brunton. "This semester's officers are more dedicated than ever to hearing the students' voices and giving them the experience they are looking for."

That experience happens every other Wednesday night at six, when members gather to eat, talk, share stories and ideas, and build a community centered on the betterment of English education. "Being an active member of NCTE at CSU is a valuable way to enter professional conversations," said Pamela Coke, Professor of English and the CSU chapter's faculty advisor. The conversations are fueled by the range of guest speakers who inform students about various aspects of the English Education profession—from student teachers to administrators to union affiliates. "Last semester, Tom Lopez, the principal at Rocky Mountain High School, came and spoke about hiring practices," said

Brunton. Recent speakers also include Rod Lucero, an Associate Professor in the School of Education at CSU, who spoke on school law and education policies, and Mary Lyn Jones, the president of the Poudre Education Association, who discussed benefits and services the association provides its member teachers. Approximately every third semester, a meeting is devoted to GLBT (Gay, Lesbian, Bisexual & Transgender) Safe Zone Training and attracts a large turnout.

This semester includes an impressive lineup of speakers and presentations. In addition to an informative session about interdisciplinary units, a meeting concerning special education students and the requirements for integrating them into a mainstream classroom is in the works; later meetings include mock interviews, a resume workshop, and differentiating lessons for English Language Learners. For five dollars a year (or three a semester), members will be ahead of their peers when the time comes to teach. Coke claimed that "the number one reason to participate is to learn about the issues—what are we facing out there in the education world?" ♦



Photo: Monique Pawlowski

Students attend a recent NCTE meeting.

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## Faculty Get Involved with the SpeakOut! Women's Writing Workshops

By Mandy Billings

The SpeakOut! Women's Writing Workshop at the Larimer County Detention Center has been greatly enhanced this semester by guest speakers from the CSU English department. So far faculty members Sarah Sloane, Sue Doe, and Dan Beachy-Quick have each led a workshop, with Todd Mitchell, Sasha Steensen, and Suzi Smith (a performance poet from Denver) joining the workshop later this semester.

The SpeakOut! workshop series at the Larimer County Detention Center, an initiative of CSU's Community Literacy Center (CLC), conducts ninety-minute weekly writing workshops over the course of twelve weeks and culminates in a publication of the women's writing. While the workshops are

usually led by Tobi Jacobi (co-director of the CLC) and by CLC interns Mandy Billings, Terry Northrup, and Abby Brunton, the guest speakers are able to focus workshops around their specific areas of research and expertise. Sarah Sloane shaped her presentation around activities from her book *The I Ching for Writers*, Dan Beachy-Quick made 19th-century British poetry accessible, and Sue Doe discussed the basics of life writing.

"It was wonderful to lead the workshop," Doe said. "I loved every minute of it. I guess I had this image of a 'reluctant' class, but [the participants] were more engaged and invested in the class time than my classes sometimes are at the university."

The responses from the participants have

been overwhelmingly positive as well. Messages thanking the guest speakers for coming are written by the women on almost every guest speaker evaluation form, and some of the women have turned the writing exercises given by guest speakers into longer pieces that will be published in the spring 2008 edition of *SpeakOut! Journal*.

"It seems to me imperative that we not forget the voiceless and cast-away people who are in our midst," Doe said when asked why she felt the SpeakOut! workshop was important. "They have integrity. Their voices are important. They have made mistakes, but who among us hasn't? Those of us on the outside need to pay attention." ♦

# The Diversity and Importance of CSU's TESL/TEFL Program

By Elissa Hoffert

The students in CSU's TESL/TEFL master's program are as diverse as the students they are preparing to teach. The program currently boasts between thirty-five and forty students from such countries as South Korea, Saudi Arabia, China, Kuwait, Taiwan, Brazil, Nicaragua, and Japan. Though TESL/TEFL students share the same classrooms and the same professors—Douglas Flahive, Fabiola Ehlers-Zavala, and Gerald Delahunty—an array of journeys led them here and still awaits them.

## Serving a Need in the States

Though Amanda Pawelski has spent most of her life in the United States, she feels being born in Australia (to parents from the United States) and her family's travels have impressed the importance of multiculturalism upon her. Pawelski was drawn to the TESL/TEFL department at CSU because she felt it would give her a chance to blend her love of languages with her love of literature, and she was ready to get away from the East Coast. "Colorado has a lot of minority groups. It's a hot spot to study the field and put it into practice," Pawelski said.

Though Pawelski is in her second semester of the program, she has already had plenty of opportunities to teach English to international students in both the practicum class offered as part of TESL/TEFL's core curriculum and in a program she developed with her peer Christina McCormick.

Pawelski and McCormick developed the Parent/Child Literacy Group as part of a class project last semester. But this semester, they have seen their idea materialize. There are currently six women and five children in the program from such countries as China, Korea, and Libya. Most of the women are wives of PhD students or international staff and faculty.

During the parent/child literacy group sessions, parents and children spend the first ten minutes together reading a book centered on the theme of the day. For the rest of the class, the children separate from their parents. However, both children and adults have the same target for the day with objectives that have been adapted for each group.

In the future, Pawelski sees herself working in Denver with language learners like stay-at-home moms who are not usually provided English lessons.

"I came into the program with a narrow view of just how many opportunities there are—family literacy, K-12, night school and everything in between. The program has made me more aware of issues facing English-language learners and the daily struggles that others may not know."

## The Peace Corps Plan

Caitlin Philp grew up in Fort Collins and hated school, so she decided to complete her BA in English Education. "I thought, 'If I'm going to complain about it, I'd better do something to change it,'" Philp said.

When Philp finished her BA, she had two things she wanted to do—go back and get her MA or join the Peace Corps. So when she saw a poster advertising an opportunity to do both through Peace Corps master's International and realized that CSU was one of only three schools that worked with the program, she started filling out her application.

Philp plans to leave for the Peace Corps in June; however, she has yet to hear exactly where she's going. Regardless of her destination, once Philp has arrived, the Peace Corps will provide her enrollment in an Intensive Language Program. Though Philp will be focused on her Peace Corps assignment, she will continue working on CSU's TEFL/TESL program requirements with a

Photo: Elissa Hoffert



Amanda Pawelski and Leewon at the Parent/Child Literacy Group

## GET INVOLVED WITH TESL/TEFL

Contact Emily Ellis, vice president of communications of the TESL/TEFL Graduate Student Association, at [emilye@simla.colostate.edu](mailto:emilye@simla.colostate.edu)

or Adrienne Harris, president of the GSA, at [adrienne.harris@colostate.edu](mailto:adrienne.harris@colostate.edu).

Peace Corps representative.

Philp's advice for those interested in pursuing the Peace Corps path: "Be patient and be flexible."

## TESL/TEFL for Specific Purposes

Hannah Grant-Boyajian is currently in the fourth semester of her dual master's degree in TESL/TEFL and Spanish. After completing her bachelor's in Spanish International Relations in New York, Grant-Boyajian decided she wanted to continue her studies in TESL/TEFL. When she checked out CSU's dual Spanish and TESL/TEFL option and realized she could get two master's degrees in three years, she was soon on her way to Fort Collins.

Grant-Boyajian's decision to pack her three years at CSU with two degrees is indicative of her life as a student. Along with her studies, Grant-Boyajian also teaches Spanish 105 during the fall semester and Spanish 107 during the spring semester. "I understand what challenges second-language Spanish speakers face," Grant-Boyajian said. "I can anticipate their errors and challenges by looking at my own experiences."

Grant-Boyajian's experiences have not been limited to the Spanish classroom. This semester, she also serves as an intern with the Poudre School District in a parent involvement class, which is sponsored through Title One. Two nights a week, Grant-Boyajian teaches a class to six parents, all from Mexico, which is intended to impress the importance of helping their students with homework. According to Grant-Boyajian, one of the most emphasized issues is for her students to promote literacy within their own families. While the class has taken a trip to the library to get library cards, Grant-Boyajian is careful not to limit her students' reading interactions to library books. "Even reading a cookbook and looking up what time *Dora the Explorer* comes on television can help them. I want

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Caitlin Philp, Hannah Grant-Boyajian, Amanda Pawelski and Rayed Alsakran

them to be expanding their view of literacy,” Grant-Boyajian said.

Though Grant Boyajian teaches classes at CSU and PSD, she still finds time to teach Spanish to medical professionals. This semester, Grant-Boyajian is working with two dentists once a week, so they can speak Spanish with their clients in Greeley. This is an area where Grant-Boyajian sees herself working in the future. “Language as a barrier to healthcare is a big issue in this country. Just being able to ask a few questions is really calming to someone,” Grant-Boyajian said.

### Taking Back New Techniques

Rayed Alsakran came to Fort Collins from Riyadh, Saudi Arabia, in August 2007. As an employee at the Institute of Public Administration in Riyadh, Alsakran was encouraged to come to CSU by a fellow employee and CSU alum in TESL/TEFL.

Alsakran explained that the Institute of Public Administration is comparable to a community college in the United States, but it is much more focused on English. Students who attend the institute receive a two-year degree, and each degree has some sort of English component. During his time there, Alsakran taught multiple levels of English.

“Once you are employed there for two years, you are entitled to a master’s, and you must go to the USA to get it. If you don’t go, you transfer from faculty to staff,” Alsakran said.

All students in Saudi Arabia are required to go through an English program like the one offered at the Institute before they can go on to an area of study of their choosing.

Though Alsakran is learning new techniques to take back to Saudi Arabia, he realizes that he will have some challenges implementing all of his techniques into the classroom. He’ll collaborate with teachers there to decide what works best for their students. ♦

Writing Project colleagues;

- O’Donnell-Allen published a book *The Book Club Companion: Fostering Strategic Readers in the Secondary Classroom*.

This spring and summer, the CSU Writing Project has myriad offerings, beginning with Beyond the Binder, a conference geared toward teaching literacy strategies for all teachers, across all content levels. There will also be a session titled “What Administrators Need to Know about Teaching Writing,” in which administrators will learn about current research and the most effective approaches for teaching writing. This summer, the CSU Writing Project also has two different week-long workshops on campus for teachers:

the second annual Early Career Teachers Workshop and a workshop for teachers who would like to learn about writing across different content areas while finding the writer inside themselves. Also, the fifth annual Young Writers Workshop will occur (a week-long event where soon-to-be seventh, eighth, and ninth graders gather on CSU campus to grow and develop as writers) and the sixth Summer Institute.

In six short years CSU Writing Project has gone from twenty teachers with one program, to nearly one hundred twenty teachers and nearly ten programs, all with one goal in mind: empowering teachers to make change so that the best becomes a reality. ♦

## Books for Humanity

By Janelle Adsit

Last year, Deanna Kern Ludwin launched a new program intended to put books into the homes of all Fort Collins Habitat for Humanity families. In its first year, the project equipped all thirty-one Habitat homes with a custom-built bookcase and basic reference library.

In addition, Books for Humanity, in conjunction with the Center for Community Literacy and the TESL/TEFL Graduate Student Association, also maintains a free bookstore, “BookStop,” at the CORE (Community Organizing to Reach Empowerment). The store moved to CORE this year to increase the community’s access to the books. The store keeps at least a thousand books on its shelves, which are available for people to own free of charge.

Many members of the CSU community took part in this effort: four students in the English department gained internship experience through the program, and faculty members from the department donated new and gently used books to the bookstore. Habitat’s Resource Development Director and CSU alumna Kristin Wood Candella (BA Political Science, 1998) also helped orchestrate the project as did Jessica Richards Palmquist and daughter Ellen Palmquist.

As a third component of the program, each year Habitat families are invited to do their holiday shopping at the Family Book Fest. A wide selection of new books is available at no charge at this event, and volunteers provide free gift wrapping. The nights have

included choral performances, face painting, and balloon races. This year Todd Mitchell made a guest author appearance.

“Every time I think of the little girl who selected *Charlotte’s Web* because her teacher had read it to the class, my heart fills with gratitude for Fort Collins’s Habitat families and their ardent desire to bring books into their homes,” said Ludwin.

Having had such success with the pilot program, Ludwin is now working with Habitat for Humanity to promote the program in other areas. Residents of Iowa, Minnesota, and Ohio have already expressed interest in initiating their own Books for Humanity programs, and a start-up manual is soon to be available online to anyone requesting it. Ludwin is excited about the program’s future growth: “Our work has only begun!” ♦



A child picks a book from the children’s corner, which was designed by Ellen Palmquist.

# Working for Equity: Non-Tenure-Track Faculty

By Sue Doe

Three years ago, the *Freestone* ran a front page article by Kerri Mitchell on the topic of adjunct faculty, reporting that these faculty were providing instruction to well over half the lower-division composition and literature courses offered in the English department at CSU while living at salaries beneath those of the average high school graduate in the United States. Today the presence of non-tenure-track faculty in English department classrooms is as significant as it was in 2005, but salaries have gone up and there is a rising level of awareness regarding both the essential contributions of this sector of the faculty and the persistent state of vulnerability in which they do their work. Since 2004, when it was pointed out to then-Provost Peter Nicholls that there had been no pay raise for the six years previous, there have been annual, if incremental, baseline salary increases. These pay increases, supported by current Provost Tony Frank, have taken per-section baseline pay from the 2004 level of \$3,000 per section to the current level of \$3,785 with the assurance for the foreseeable future of annual pay increases to the base that will be commensurate with tenure-track faculty pay increases.

Also, understanding is steadily growing that non-tenure-track faculty are anything but adjunct. A glance at Webster's reveals why: the term "adjunct" means "something attached to another thing but in a dependent or subordinate position"; a person "associated with another in some duty or service in a subordinate or auxiliary capacity as helper or assistant." Few in the English department at CSU would argue that non-tenure-track faculty are auxiliary helpers. Rather, the English department and larger CSU community increasingly understand that non-tenure-track faculty or NTTs (pronounced "entities") are

actually "essential entities." Additionally, as a result of the change in job classification dictated by Provost Frank in the fall of 2007, most non-tenure-track faculty are now "special appointment faculty" rather than "temporary appointment faculty," a name change that carries both symbolic and real meaning. The faculty manual defines "special appointment" as faculty whose relationship with the university may extend beyond a year. Special appointment faculty obtain immediate opportunity for participation in the health-benefits program (rather than needing to wait a full year of service) as well as other benefits, such as access to the dependent stipend for tuition.

Beyond shifts in pay and identifiers, the NTTs in English also have achieved new opportunities in terms of self-governance. The NTT Committee is recognized in the department code as a standing committee representing contingent faculty needs, interests, and issues to the

department. One member of this committee serves on the Executive Committee. In addition, a committee called the Non-Tenure-Track Hiring and Evaluation Committee (or NTTHEC) is composed of several contingent and tenure-line faculty who collaborate to review annual application files. Additionally, NTTs elect a representative to the College of Liberal Arts Adjunct Council, which was formed in the spring of 2005.

Also, in the fall of 2006, Provost Frank created a university committee, the Provost's Task Force for Shared Governance, to study the issues of non-tenure-track faculty. That committee produced the "6 R's," which the provost endorsed. Today that committee has been charged to learn how these recommendations are being implemented throughout the university. The "6 R's" include expecta-



Photo: Sue Doe

Rebecca Davidson-McGoldrick and Laura Thomas

tions for the campus community to properly acknowledge the RIGHTS, REPRESENTATION, RESPECT, RECOGNITION, RESOURCES, and REMUNERATION owed to these essential people. The impetus for the provost's creation of the task force derived from a resolution from the CSU Faculty Council, which declared in April 2006 that non-tenure-track faculty are a valued and integral part of the academic faculty, are valued as professional colleagues, and that annual pay increases, fringe benefits, and resources for professional development should be available to them.

While important improvements have been made since the last article in the *Freestone*, many obstacles remain. In English, where the numbers of non-tenure-track faculty are large, finding appropriate office space is always a challenge. Additionally, with the implementation of special appointment language, most non-tenure-track faculty must be annually evaluated—a labor-intensive task for both NTTs and the chair, who this year read and evaluated every file. Beyond the annual review, however, is the thorny issue of reapplication, which continues to be required despite the special appointment reclassification because of funding-formula problems that prevent ongoing base funding for core courses such as CO 150. As a result, the monies that pay for most NTTs are not available until late spring to mid-summer, and this situation perpetuates a dispiriting reapplication/rehire cycle. Because of such issues, NTTs in English continue to work vigorously for responsible funding of core courses by the university as well as improvements to salary differentials that reflect years

*continued on next page*

NON-TENURE-TRACK: continued from previous page

of service and value to the department. Finally, NTTs and others continue to work for the creation of long-term, renewable, or rolling appointments so that job stability becomes a reality. In short, the work for equity goes on, as good work must, but today there is room for optimism.

### Here's a sample of our non-tenure-track faculty's recent achievements:

**Rebecca Davidson-McGoldrick** and **Laura Thomas** (photo on previous page) collaborated in the summer of 2007 on a major revision of the CO 150 common syllabus. They revised the curriculum to better address gt-Pathways requirements and made some significant changes to readings and assignments. The critical reading unit focused on several *NY Times* articles by Michael Pollan that were precursors to his book *The Omnivore's Dilemma*. They also added a local inquiry unit that engaged students in investigating campus and community sites of interest to new students, then reporting on them and writing arguments about them.

In addition to teaching multiple classes and serving as an administrative instructor mentoring GTAs, **David Bowen** is publisher and editor in chief of the New American Press. He has recently published a chapbook of poems by Margaret Rabb (*Old Home*), a chapbook of Lee K. Abbott's story *One of Star Wars*, *One of Doom*, and an anthology of lesser-known Chekhov stories titled *The Other Chekhov*, with introductions by contemporary writers such as Fred Chappell, Christopher Coake, Benjamin Percy, Jeff Parker, and David R. Slavitt. This spring Bowen is also releasing a nonfiction chapbook by Steve Davenport (*Murder on Gasoline Lake*) and a collection of travel essays by Thomas E. Kennedy called *Riding the Dog: A Look Back at America*.

For information on **Todd Mitchell's** accomplishments, see pages 4 and 21.

Also highlighted in pages 21-23 are **Deborah Dimon**, **Deanna Kern Ludwin**, **Dan Robinson**, **Terry Sandelin**, and **Sonya Veck**. ♦

Photo: Sue Doe



David Bowen

PhD: continued from page 1

process, and despite changes in the texture and shape of the department, CSU's current goals for the upcoming English PhD, called "Language, Literacy, and Rhetoric," still reflect many of the same interests original faculty held in the PhD's infancy. Writing—situated historically, rhetorically, and socially—continues to provide a shared platform on which all of the fields within English can be heard, and in this vein, interdisciplinary praxis contributes to the vitality of the department. The core values remain, even in the new century. The challenges that the program faces—and, indeed, the shape the program is taking—reflect the changes the new century has brought to academia.

Composed of Gerry Delahunty, SueEllen Campbell, Debby Thompson, Louann Reid, Cindy O'Donnell-Allen, Kate Kiefer, Lisa Langstraat, and Bruce Ronda, the current committee looks forward to implementing the new program in fall 2010. Ronda states that the program, though it does not focus on literary studies in the same way CU-Boulder's program does, will maintain a "truly interdisciplinary nature" in which candidates will choose a topic and pursue their studies under the advisement of a committee of faculty from across the college. Moreover, the program offers multiple electives from departments such as Speech Communication, Philosophy, and Journalism, in addition to varied specialties doctoral faculty will bring to the classes and seminars they teach. The department's strong rhetoric/composition, writing, and technology fields will continue to bolster the doctoral program as well, helping draw the attention of potential applicants from across the globe. The PhD will, without a doubt, roll out into a welcoming environment. Ensuring that other programs and students in the department also feel welcome is one of the ongoing challenges the planning committee faces.

The serious decline in faculty numbers from twenty years ago is one of the major issues facing the committee in the next two years. Fewer faculty means fewer professors for doctoral-level seminars as well as dissertation committees. It also means less time to go around for all students—both undergraduates and postgraduates. This consideration has forced the committee and the university to tread carefully while planning the program and to keep the needs of MA, MFA, and undergraduate students in mind. One of the driving goals of the program's planners is to avoid "weakening or marginalizing" the department's other programs. PhD candidates will teach upper-level undergraduate English courses, leaving first-year courses such as CO 150 for MA/MFA-seeking graduate teaching assistants. Another factor mitigating the potential for the PhD program to marginalize the MA/MFA programs is that the CCHE will soon be requiring all university undergraduates to take an upper-division composition course, channeling thousands of students back to Eddy Hall for CO 300-level courses in order to graduate. While doctoral students would be part of the group teaching these upper-division courses, MA/MFA graduate teaching assistants would continue to teach the lower-division literature and composition courses they currently teach.

All that's left for the committee is finalizing curricula in the short term, and in the long term, building up numbers of regular faculty in the department. The first goal will rely on continued discussion about the ideals, objectives, and guiding philosophies of the doctoral program. Ronda believes that the program itself, from planning to actually implementing it, has the capacity to attract tenure-track faculty, thereby helping the department meet its second major goal. Of course, one of the biggest issues in keeping those potential faculty members is funding, which is an ongoing challenge for liberal arts departments across the country. The immediate solution is to hire more adjunct faculty to teach lower-division courses in the department, allowing for tenured and tenure-track faculty to support the doctoral program. It seems likely, however, that once the program is in place, more faculty—and, therefore, more funding—will be needed to accommodate for growth in candidate numbers and for faculty losses due to retirement.

It's true: the PhD is no longer coming into the same world that the original committee members imagined, which seems like an irony on the surface. But a program is only as strong as its ability to overcome challenges: a small faculty and a changed academic world may prove to be exactly what "Language, Literacy, and Rhetoric" needs to survive and grow. And there's no need to ask forgiveness for that. ♦

CLP: continued from page 3

mat and business type may vary. “Although a literary journal is different than other types of magazines, there are still certain aspects that are always the same,” Pace said.

And even those who already have significant experience in the field of publishing can find the internship a valuable experience. Ann Diaz, a freelance editor, said, “I gained a much keener awareness of many aspects of the [publishing] culture.”

Those who have already worked in publishing and are able to sharpen and nuance their skills. “I think my biggest thing that I took with me was having an idea of how a magazine runs (this is something the average person on the street wouldn’t have) as well as an idea of how to put things together,” said Pace.

CLP internships can also help in the expansion of an already prolific publishing career. As Diaz said, “I give significant credit to the growth of my freelance business to having this internship and my CSU graduate work on my resume.”

Through G’Schwind’s guidance and the hard work of the interns, the CLP produces a spec-

trum of publications. These publications include most recently *The Maximum*, a book of poems by Sarah Campbell, and *Colorado Review*, a literary magazine that comes out three times a year. These publications and internships support the already outstanding reputation held by the English department. Said Jackson, “One of the strongest selling points at CSU’s writing program is the opportunity to work on a literary journal.”

Work that has appeared in *Colorado Review* has recently been noted in *Best American Essays* and has been published in *Harper’s Magazine*. The quality of this authorship reflects the quality of the work done by G’Schwind and her interns. ♦

### GET INVOLVED IN THE CENTER FOR LITERARY PUBLISHING

Check out the website at  
[coloradoreview.colostate.edu/internship](http://coloradoreview.colostate.edu/internship)

Contact Stephanie G’Schwind at  
[stephanie.gschwind@colostate.edu](mailto:stephanie.gschwind@colostate.edu)

### Useful Phrases

#### Barbara Sebek’s Most Memorable Teacher

University of Chicago, fall 1982. I wrote my first college paper for a humanities course called “Form, Problem, Event.” Professor Jeffrey Stern (then a recently minted English PhD, now a clinical psychoanalyst) responded to my first paper: “Don’t promise me ice cream, then give me...I don’t know...pretzels!” He never uttered the phrase “introduction with thesis statement” (it would be years later while being trained as a composition GTA that I heard such a phrase), but he taught me to provide one. ♦

## Our Idols

### Sarah Sloane’s Most Memorable Teacher

When I was a graduate student at Ohio State University in the late eighties, I had the good fortune of studying with Andrea Lunsford. A brilliant thinker and teacher, Andrea is famous for her extensive scholarship in Writing Studies. But we graduate students knew her best as a professor who cared about us as much as she did her scholarship—and who made a mean pot of Boston baked beans. Within the field known as rhetoric and composition, Andrea’s long white hair, Tennessee accent, and stories about her granny were almost as legendary as her vast intellect. There never was (nor is) an off-duty moment for Andrea. She frequently opened her home to parties for guest lecturers, colleagues, and friends. A pizza delivery boy is reported to have one night found Andrea in her pajamas with the *Oxford English Dictionary* open on her lap; she was looking up the differences between “swamp,” “fen,” and “bog” while she waited for her food. On another afternoon (or so we heard), she discussed the locative with a repairman for half an hour. Andrea’s fame and friendliness were so well-known that she seemed to spend half of each year flying the country and delivering lectures, participating in conferences, collaborating with her frequent co-author Lisa Ede, and consulting with writing program directors everywhere. When we graduate students didn’t refer to her as Glinda the Good Witch, we referred to her as “Our Lady of the Tarmac.”

When Andrea was elected Chair of CCCC (Conference on College Composition and Communication), she composed her keynote address in less than an hour; she wrote the first draft while stuck in traffic, leaning her notebook on the steering wheel as she scrawled it. When she won a lifetime service award from the Modern Language Association, she took the time to mention a current graduate student from Kenya standing in the back of a packed room. When she was nominated for President of the MLA, she proposed that all the candidates collaborate in giving a talk at the Presidential Forum, which is exactly what happened the following year.

Always elegant, tall, and drop-dead gorgeous, Andrea once came to a party at our house in Columbus dressed in a brilliant blue T-shirt and pearly white trousers. As Andrea conversed with some colleagues about the latest kink in postmodern theory, she reached for a chicken wing and stood there munching on it meditatively. My tubby old cat Molly, never shy, waddled over to Andrea, reared up on her back legs, and sank both paws and all their claws into Andrea’s perfect trousers. As Molly’s eyes never left the piece of chicken, Andrea continued to chew contentedly, remarking only, “But what does it signify?”

Andrea is now a professor of English at Stanford University. I like to imagine her in her new home with her lucky graduate students. No doubt, guest speakers regularly visit her house, friends drop by frequently, and a bubbly hot casserole of Boston baked beans is on its way out of the oven. ♦

# Focus the Nation: The Department's Pivotal Role in Climate Change Education

By Marlena Stanford & Katie Shapiro

On January 30 and January 31, CSU, along with over a thousand other colleges and universities nationwide, hosted Focus the Nation. Focus the Nation was a two-day national teach-in dedicated to global warming and climate change solutions. Focus the Nation's website ([www.focusthenation.org](http://www.focusthenation.org)) described the event as a "simultaneous educational symposia held across the country." The event was directed at both education and civic engagement. Each institution participating was encouraged to have a teach-in, invite government officials, and broadcast "The 2% Solution," an interactive webcast. Arguably the cornerstone of Focus the Nation at CSU was the teach-in, an educational effort that included participation in workshops and panels to explain climate change and brainstorm global warming solutions.

Professors John Calderazzo and SueEllen Campbell championed Focus the Nation at CSU. In a recent interview, they explained that their involvement began through various e-mails received from both national organizers and various colleagues at CSU. Calderazzo claimed that, at first, he was confused why he and Campbell were receiving these e-mails when, "after all, we are English professors, hardly scientists." But Calderazzo soon realized that the correspondence was a result of his and Campbell's "already [having] established themselves on campus as the go-to folks for general-interest programs on climate change, thanks to the program that we had already created here and were co-directing." That program—a series of talks on campus intended primarily for faculty but open to all interested—is called Changing Climates @ CSU (<http://changingclimates.colostate.edu/Home.html>). Changing Climates @ CSU ran throughout the fall of 2007 and will resume in the fall of 2008. Campbell said that the aims of this program "are to bring together CSU's current expertise on the subject, to educate faculty about more aspects of the issue so that they can [then] educate more students, and along the way, offer more information to the community." Calderazzo and Campbell used this prior experience and networking to lay the groundwork for Focus the Nation.

Focus the Nation pulled presenters from

many different disciplines in order to highlight, as Calderazzo put it, the "multidisciplinary array of ways to consider this topic." There were about fifty speakers for twenty-five events; each event covered a different topic pertaining to global warming and climate change. Topics included climate change and the economy, climate change and art/literature, national security and peak oil, the science of climate change, communication strategies for climate change, alternative energies, ecosystems affected by climate change, and policy. There were also two panels addressing what the government can do about climate change; these panels included state representatives John Kefalas and Randy Fischer, as well as state senators Steve Johnson and Bob Bacon. In addition to the teach-in, there were ongoing displays in the Lory Student Center.

One English department graduate student, Shane Bondi, presented a paper about reducing your carbon footprint, which she wrote for John Calderazzo's nonfiction class. Bondi claimed, "Judging from the feedback I got on my presentation, I feel like it went pretty well. I was invited to present [the paper] again in April at the Colorado Global Climate Conference...and at least a few people spoke to me afterward and said that they were going to make changes in their lives based on my presentation. As far as I'm concerned, if I can make even one person think about his or her life and try to make positive changes, I've done something successful."

Many CSU faculty members and undergraduate and graduate students from diverse academic backgrounds helped organize the event. Campbell claimed, "We wanted to make as varied a set of talks as we could muster available to as many listeners as possible." According to Campbell, the goal and hope for Focus the Nation was "to involve a fairly large number of faculty members, including those who had not previously done presentations on climate change issues."

Meanwhile, Calderazzo led many public relations efforts to attract students and members of the Fort Collins community. There were about 2400 people in attendance. Most of the attendees were students, but there were a significant number of people from the community as well. Campbell said the event "abundantly" met their goals.

We are still seeing positive results on campus, in our community, and throughout the country. Said Calderazzo, "We have learned about talks and presentations in town, around the state, and across the country about how universities might best teach climate change, how scientists can better communicate with the public, and so forth. That's all very exciting. We also heard that many classes were following up the events with class discussions, research projects, papers, and so forth."

Campbell is also optimistic that the hard work she and others put into the Focus the Nation event will be well worth the effort: "We just have faith that the effects of this sort of

Photo: NASA

thing are real—if usually hard to see and often delayed.”

Faculty and students of the English department will in fact be participating in climate change issues in the near future. Next semester the CO 150 common syllabus—a syllabus given to new graduate teaching assistants and optional for other

CO 150 instructors—will present issues and questions relating to energy use, which will no doubt lead to discussions about global climate change. David Bowen, a special appointment instructor in the English department, is finding and compiling readings for next semester’s syllabus. Bowen claimed that this topic will be successful in a first-year writing course because “complex, immediate problems tend to be the best kind to put under a critical microscope in a writing class. We consume energy every day, and the way these resources are produced and consumed has resulted in widespread challenges that impact everyone everywhere.”

This semester Bowen is testing out the focus on energy and climate change in his CO 150 classes. He said that students’ experiences with Focus the Nation this semester have not only helped them become better writers and thinkers, but they have also helped students understand climate change issues in the context of their everyday lives. “My students benefitted enormously from their individual and collective experiences of the Focus the Nation presentations, which have been key in expanding the inquiry they’re pursuing in their research and critical writing. They’re starting to make connections between climate change and food production, economic development, the presidential race, religion.”

There is still much we can and should do as students and teachers of English. Speaking to this, Campbell said, “We’d like to see more faculty members and graduate students get involved in their own ways. We’d hope literary historians might think about the effects of climate on the cultures whose texts they’re reading, for instance, or rhetoricians might think about what kinds of communication about global warming are most effective and why.” Climate change affects every discipline, and it is important to consider how it might affect English studies. Furthermore, as effective writers and communicators we have the ability to engage a wide audience about climate change. As Bondi claimed, “In the English department we have the opportunity to use our skills as writers to communicate with people, and to use our classrooms as places to study the writings of people who try to understand and appreciate the world around them.” ♦

## Large Lessons

### Pam Coke’s Most Memorable Teacher

I told her, “I don’t believe in hell.” She was incredulous. “But, Pam, how can you not believe in hell? Don’t you see how everything in life is about balance? You can’t have peace without war. You can’t have love without hate. You can’t have heaven without hell.”

I have to admit, she made me stop and think. That was Sister Catherine Jean’s great gift to me: she taught me how to think, not what to think. Sister Catherine Jean didn’t want me to blindly accept every concept she taught, but she did want me to consider the multiple facets of ideas. She taught critical thinking before it was en vogue.

She was my sixth grade teacher at St. Anthony Catholic School in Dubuque, Iowa. Sixth grade was a big year for me: my older sister was battling Hodgkin’s disease, my friendship circles were in flux, I had my first boyfriend. Life was constant drama. But Sister Catherine Jean taught me how to quiet the voices outside of myself.

As we were all busy working on a science experiment or taking a test, she walked around the room. I watched her constantly. She stopped to answer questions, gently putting her hand on a student’s shoulder, and looking directly into the student’s eyes. She answered every question as though it were the most important task she could have. Sometimes she closed her eyes as she walked, and I knew she was quieting her other voices, focusing on something inside herself, yet bigger than herself.

She was a gift to me, a model of a balanced teaching life. She had an inner peace and an outer happiness that I admired a great deal. Whenever someone gives me a compliment about my own teaching, they are complimenting Sister Catherine Jean.

While I was in graduate school at the University of Iowa, she wrote me a letter and said she thought I would make a fine nun. Had I considered this as a possible calling? (Those of you who know me are probably laughing out loud at this point.) At the time, I was engaged to my husband, Ken. I let her know that while she had, indeed, instilled a calling in me, that calling was to teach. She thought that sounded like a good plan, too.

Sixth grade was a long time ago. I’m still not sure if I believe in hell, but I do know that the time I spent in Sister Catherine Jean’s classroom was a taste of heaven. ♦

# Changing Degree Programs Better Fit Student Interests

By Julie Van Scoy

Rumors have been circulating and word is finally out—big changes are in store for the degree programs offered by the CSU English department. After this semester, the Communication Development (CD) program will retire, and soon prospective students might find a master's in Creative Nonfiction (CNF) to be an option. Faculty members involved in the retirement of the CD program and the proposal for the CNF program stress that though the two changes are not officially linked, they are both driven by motivations to offer courses that better cater to student needs and interests.

According to assistant chair Kate Kiefer, retiring the CD program has come up repeatedly in the past few years. It began in the early 1970s as an interdepartmental program involving the English, Speech Communication, and Journalism and Technical Communication departments. Now affiliated only with the English department, CD has evolved over the years, but according to Lisa Langstraat, program director, the program no longer gives graduate students the tools they need to be successful. Langstraat said that CD encourages a generalist approach to English studies, while the field of English now emphasizes specialization in one area.

In fact, said Langstraat, CD has become a “catchall,” an alternative for students interested in an array of topics including editing, nonfiction, and cultural studies. But as Langstraat said, the department does not have the resources to offer classes allowing students to specialize in all areas of interest. And, according to Sarah Sloane, most of the master's theses or projects completed by CD students in recent years (covering such diverse topics as studies of desktop publishing, web design, hyperme-

dia, and visual rhetorics; the writing of community college students; and even “A Rhetorical Analysis of the *Freestone*”) would fit into the Rhetoric and Composition program anyway.

Indeed, Langstraat said there has been dwindling interest in the CD program since the beginning of the Rhetoric and Composition program in 2002, with only thirteen applications last year. Around 70 percent of those applicants, she said, were interested in creative nonfiction. Sloane, a member of the CNF proposal committee, said, “While the portfolio option in creative nonfiction was designed to respond to this growing student interest, we quickly realized that offering this option alone wasn't enough.” And while CD students have focused on nonfiction, Langstraat said, “Those students shouldn't have to take ‘Theories of Writing’ and other courses that don't relate to their interests.”

Now, said SueEllen Campbell, another member of the CNF proposal committee, the new program can address the increasing interest in creative nonfiction in a more relevant way. And with growing faculty interest and publication in the genre, Sloane said, a new emphasis in CNF seems especially relevant.

John Calderazzo, chair of the proposal committee, said current nonfiction courses will be offered more regularly with the addition of new courses such as Reading Literary Jour-

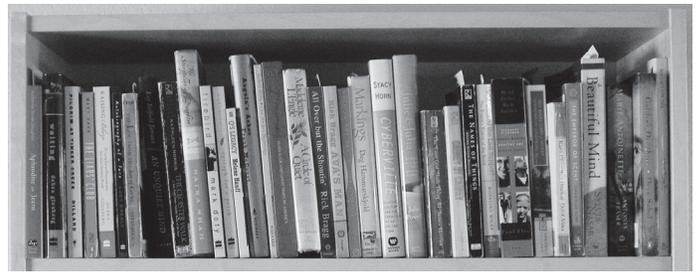


Photo: Susan A. Kitchens familyoralhistory.us / 2020hindsight.org

nalism, Poetry/Nonfiction Mixed Genre workshops, and Major Authors. Specifically, Writing and the Body, a new course that will be taught jointly by professors Sarah Sloane and Debby Thompson, will “explore several genres of creative nonfiction—science writing, memoir, medical discourse, literary essays, and informational pieces,” said Sloane. The CNF program should take two years to complete and will likely require three nonfiction writing workshops, two nonfiction literature courses, an annotated bibliography, and a thesis or project. Campbell said, “We want a program that gives equal weight to the reading and the writing of creative or literary nonfiction—and that includes a wide range of types of writing within this broad category.” If all goes according to plan, the new program will start up officially in the fall of 2009, though current students who are interested could start taking coursework that follows the informal guidelines the committee is working on now.

Meanwhile, those already enrolled in the CD program have nothing to fear. Langstraat stresses that current CD students will still receive full faculty support. She also notes that the degree will continue to be valuable as those students enter the job market, especially for those who tailor the degree to their specific interests.

Langstraat said, “We're really excited about this change.” She and the other faculty involved emphasize that student interests will always be top priority, and that while emphases are shifting, students fulfilling requirements in any of the department's programs are still graduating with an MA in English. Sloane seemed to speak for all involved when she said, “In our proposed changes we look forward to continuing the departmental tradition of valuing good writing, insightful readings, and perceptive thinking as they have been realized in the past.” ♦

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**“While the portfolio option in creative nonfiction was designed to respond to this growing student interest, we quickly realized that offering this option alone wasn't enough.”**

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Photo: Tom Ran



# Gaining Experience & Credit at the Writing Center & Center for Community Literacy

By Laura Puls

When I first heard about an internship with the Writing Center, I imagined that I would teach revising skills that I had picked up in my classes to help others improve themselves as writers. After going through the internship, I now understand how those skills work in real situations, when writers do not know where to start revising or they do not want to revise aspects that might need work. I had to explain to writers—as well as figure out for myself—why some strategies worked in different situations. I have become more aware of what my professors asked me to do in writing because I have seen theory and practice come together through this internship.

This fall was the first time that internships at the Writing Center (WC) and Community Literacy Center (CLC) have counted toward the English degree; before, they were limited to elective credit. English faculty members Lisa Langstraat, Tobi Jacobi, and the undergraduate committee have been discussing the change for the last three years. Langstraat, the WC director, explained how internships meet the major's requirements.

"Internships blend experiential learning and academic research. They are a kind of dynamic work. Students begin to understand writing processes in multiple ways," she said.

Seniors Emily Nicols and Carmody Leerssen and I, a junior, were the first WC interns to earn core credit for our work. The WC trained us and gave us guidelines that we could use to begin talking about a paper, but most of our learning about writing took place in actual sessions with clients. As consultants, we read papers aloud with clients, listened to their concerns, asked questions and offered ideas for revision. The whole experience was interactive; we explained the reasoning behind our suggestions and asked

writers what they thought. This way, writers understood why we thought our suggestions would help, while they maintained ownership of their writing.

Leerssen loves writing and wanted others to find that same interest. "After taking so many writing classes, this was a way to put what I learned in the classroom into action. Writing always came naturally to me, so I wanted to show others how it can be enjoyable and how writing is much more than grammar and punctuation," she said.

The internship gave Nichols new ways to talk effectively with others about their writing, both at the WC and at writing work-

shops she leads, in conjunction with the Center for Community Literacy, at the boys' and girls' Turning Point Houses. "I was afraid that any kind of commentary might discourage already self-conscious writers. However, the questioning that we do at the WC is less

likely to come off as critiquing. It gets students to think about their writing and how all of those different factors affect different readings. It has also been an immensely useful tool at Turning Point," she said.

As an additional component of our internship, Nicols, Leerssen, and I researched WC topics and produced projects that would help future consultants. Nicols discussed different strategies consultants could use to deal with attitudes that disrupt consultations; Leerssen researched ways for consultants to help clients see an audience beyond the professor for their writing; I suggested using aspects of psychoanalytic theory and visual aids for writers to consider their writing in new ways.

Our writing and research was not isolated: we discussed our ideas with each other, our directors, and other consultants. I presented my research at a WC conference in Wyoming, a great opportunity for me to share my

academic work with and listen to WC consultants from other schools. Through this internship, my idea of writing has moved away from the finished page handed to a professor and has become a living action of real people who continually create with and for other people.

Leerssen and Nicols had similar experiences with how this internship affected their own writing. Leerssen learned to look at her writing from different perspectives: "I discovered new strategies when writing my own papers that I never thought of before. Since I was looking at so many different papers and styles, it really opened my eyes to how I could make my own writing even better."

Nicols was surprised how helping others affected her own approaches to writing: "By learning to talk other people through the issues that they are having with their papers, I have come to be so much more cognizant of what's going on in my own writing. I have been writing better thesis statements because I am more aware of focus than I ever have been."

This year, the CLC welcomed six interns: Laura Barron, Mandy Billings, Sydney Fox, Kathryn Hulings, Jessi Rochel, and Melanie Witt. Each intern works within a project of the CLC that focuses on a different aspect of literacy.

Tobi Jacobi, co-director of the CLC, points out that these initiatives show interns that literacy practices exist beyond the schoolroom. "When interns work with writers outside of the classroom, they see a different reality. Interns must learn how to get people excited about literacy who may not have had a good experience with traditional literacy practices," she said.

One branch of the CLC is SpeakOut!, a program that meets at multiple locations and is led by interns Mandy Billings (MFA Fiction) and Kathryn Hulings (Senior, English Education). Billings leads a creative writing workshop for women at the Larimer County Detention Center, and Hulings, along with WC intern Emily Nicols, works with at-risk youth at Turning Point Center for Youth and Family Development.

Billings explained why she decided to participate in this internship: "I thought this project would be a positive application of what I feel strongly about: feminist theory-

Photo: Deanna Kern Ludwin



Laura Puls helps her client with an academic essay.

*continued on page 20*

## New Faculty

By Charles J. Malone

Faculty members' doors are windows to their very souls. Dan Beachy-Quick's door verifies this idea. He shows me a photo of a friend sent of a piece of mosaic floor representing the phrase "know thyself" carved over the Delphic oracle. In addition to that wisdom, I see a bit of Beachy-Quick's interest in the classical. I am reminded both of an earlier conversation when Beachy-Quick speaks of a teacher advising him to "make friends with the dead ones" and the strong presence of the great tradition of poetry in Beachy-Quick's teaching and writing

Also decorating his door are fascinating drawings from a student in the very first class Beachy-Quick taught. He sees a "collage



and collision of very different elements," "cyphers," "whimsy," and "landscapes." The drawings serve as a way of keeping in touch with the student. Beachy-Quick tells me of their correspondence and does not hesitate to say the student is also a gifted poet. Looking over the small collection of drawings, Beachy-Quick said, "I like to think about a continuity of teaching and students."

Below these drawings is another one, signed "Hana," with the two a's stacked on top of each other. Beachy-Quick's daughter moved here along with his wife, Kristy. He left a teaching position at the School of the Art Institute of Chicago and returned to the state he and his wife grew up in. Of course he misses the friends they made in the city and the access he had to the museum at the Art Institute, but Beachy-Quick is glad to be out of the city—its difficulties, traffic and winters.

Beachy-Quick is the newest member of the creative writing program faculty. He teaches exclusively poetry now at both the

graduate and undergraduate level, but he looks forward to branching out into literature.

Sue Doe's door equals Beachy-Quick's in representing her passions and interests. It's a collage of current articles from the *New York Times* and the *Chronicle of Higher Education*. The first piece is a discourse analysis of key words used by presidential candidates in debates. It visually portrays what candidates talk about and how they relate to one another. Next to this article, a story from the *Times* looks at the possible buyout of the *Collegian*. Also on the door is an article looking at one of Sue's areas of research; this clip from the *Chronicle* reports the unionization of non-tenure-track faculty at the University of Maryland. In the juxtaposition of the *Chronicle* and the *Times* it should be apparent that the intersection



*continued on next page*

## Carol Mitchell, Jon Thiem, & Carol Cantrell Retire

By Erin Parsons & Madeline Smith

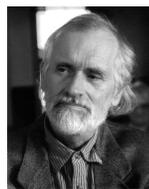
This year the English department sees the departure of three of its most innovative professors, as Carol Mitchell, Jon Thiem, and Carol Cantrell all prepare for their coming years of retirement. With expertise ranging from ecofeminism to Asian literature, each of these teachers has shared not only their own knowledge, but cultural influence from all over the world in their teaching careers.



Carol Mitchell, an early advocate of women's advancement, chaired the first Salary Study Committee for Women and Minorities at CSU. She has published articles on women in epics, folklore and literature, joke telling and mythology. She said that one of the best things about working at CSU is the opportunity to learn and teach diverse subjects, where professors have the space to

explore new territory in their research and teaching. Additionally, in her tenure at CSU, Mitchell has been a Fulbright scholar in India, and encouraged by experience abroad, she returned to develop brand new Asian literature and beginning mythology classes with Jon Thiem.

Jon Thiem has done his share of traveling the world and exploring diverse subjects. In earlier years, he taught in Ghana as a Peace Corps volunteer. In his tenure as a professor, he has authored, translated, and edited a number of books including translations, fiction anthologies, and volumes of poetry—among them *Lorenzo de' Medici: Selected Poems and Prose* (Penn State Press), which was short-listed for the Columbia Translation Center Prize; this is the first book-length collection in English of the literary works of de' Medici. Thiem has focused his research on the mythos involved with those who follow the lives and works of great postmodern writers, such as the biographers, translators, and readers. Additionally, he has explored the theme of book destruction and anti-intellectualism in world literature.



Carol Cantrell, a recent pilgrim in the footsteps of Ezra Pound, has brought a great amount of erudition to the department. Inspired by Pound's words "to set here the roads of France," Cantrell found Pound to be an excellent tour guide via his journals and descriptions of the country. This greater understanding of Pound's landscape has been helpful to her in her graduate seminar this semester on the poet. It has also fed into her interest of ecofeminism theory, which may seem "counter-intuitive" to Pound's writings, but has actually proved very important to Cantrell in reaching deeper into the complex meanings of Pound's various poems. In her final semester at CSU, she is teaching a class on Modern Poetry, which she said was a delightful parting gift from the department. Her research interests have always been within modern poetry and feminism, and she is ending her career on that same note.



These professors will be missed, certainly. Each has had a great impact on the conversations in literature and on the generations of students that arrived at CSU in time to have them as teachers. ♦

## Inspiring Moments

### Jennifer DiJulio's Most Memorable Teacher

I remember scribbling away on a short story while still a little girl living in England. When the teacher came by and looked over my shoulder, she exclaimed, "That's quite good!" The surprise in her voice made me realize that she really meant it. It resulted in an "ego-boost" and the creation of many more short stories. ♦

*NEW FACULTY: continued from previous page* between the academic environment and the broader public interests Doe very much.

Doe currently teaches Writing in the Discipline of Social Sciences and serves as the gPathways coordinator supporting faculty and graduate students across disciplines as writing becomes a larger part of the coursework in the specific disciplines offered here. Her students write for purposes beyond academic assignments. She has embraced an idea of Kate Kiefer's involving students in community partnerships. This way they write for real world circumstances. This direction "surprises students" and demands a "huge shift in their thinking." She said, "Hopefully students can put these [documents] in their portfolios, and when they go on the job market they will be able to demonstrate that they are actually able to produce texts for a variety of situations—not just courses."

Although new to her current faculty position, Doe has been part of CSU since 2000, working on her doctoral degree and teaching in a non-tenure-track position by special appointment across the disciplines of Education and Language Arts. Doe loves this community: "There's something about this department that is just extraordinary. It's a wonderful community. I love the cross-sections of different disciplinary interests and the intersections of all these different approaches to English Studies. It's just an opportunity to learn every single day."

Doe is drawn to Fort Collins as a university town with all its problems and potentials. She sees a healthy, sunny environment and is proud to state, "I raised my children here." Her oldest son, Adam, and daughter, Maggie, live in Chicago. Her other son, Steve, a CSU English graduate, is currently living and

working in Durango.

**Carrie Lamanna** is at first uncomfortable with the importance I give to the items displayed on her door, but after moving beyond the metal name plate and small schedule card, many of her interests become apparent.



First is a photograph of a woman taking a photograph with her camera pointed back at the observer. The card suggests to Lamanna the idea that "the researcher needs to have her tools turned back on her."

The rest of Lamanna's subversive postcard collection deals with issues of gender and education. It's clear the way these '50s style postcards poke fun at that period doesn't differ much from problematic messages in society today. There's a little girl with bizarre wire contraptions from a 1930s home-permanent machine coming out of her hair, which references Lamanna's stated struggles with curly hair and ideas of beauty in our society.

We look at two small comics critiquing classroom practices that beat down creativity. All these playful images pushing against traditional practices echo the way Lamanna talks about technology as opening up new potentials in composition.

in composition.

Lamanna has so far taught Writing in the Humanities, Writing Online, and Literacy

and Technology. Her interests are in computers and composition, specifically new media technology. Video, sound, motion, and animation all fascinate Lamanna in their relationships to composition and literacy.

One of the assignments Lamanna shared asks students to conduct an interview and produce both a written text and an edited audio version of the same interview. Lamanna finds that students respond to these issues in different ways. Often they are nervous but at the same time many students really get into and enjoy the opportunities. "For students, when they get to the college level, they know how to use the computer for certain things but their grade anxiety goes up when they realize they are going to be graded on learning a new computer skill." Although some students feel anxious about these skills, their applications already surround us. I can't help but feel a little bit jealous of their opportunity.

Lamanna and her husband have just moved out here, leaving family behind in Cleveland, Greensboro, and Tallahassee. Although she came here to interview just after the blizzard last year, she was not dissuaded from giving Fort Collins a chance and has been enjoying the weather this year.

Next time you go looking for a faculty member, take a minute to muse over the faces they present to us through the canvas of the office door. ♦

All new faculty photos: Charles J. Malone  
Retirees' photos courtesy of Carol Mitchell, Jon Thiem, and Carol Cantrell.

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**"Faculty members' doors are windows to their very souls."**

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## Making Use of Props

### Lisa Seed Trujillo's Most Memorable Teacher

Gilbert Findlay had a tie for every day of the semester—and quite possibly a tie pin. Masterfully, he matched each tie and tie pin/clip to at least one of the topics or themes of one of the classes he was teaching that day. I loved that it took many students quite a while to catch on; some never did. There were days when I'd miss the intro to the class because I was trying to figure out the "meaning of the tie."

He also had a really interesting technique for getting the class's attention when the majority seemed to be drifting and/or sleeping—he could get, without being obvious, his hearing aid to squeak in a way that would make everyone jump...hysterical, really. And quite a unique approach to redirecting the class. I loved his class; his passion for literature and teaching were absolutely contagious! ♦



Photo: Bethany Shorb  
[www.cyberoptix.com](http://www.cyberoptix.com)

## A Fascinating Life: Aparna Gollapudi

By Erin Parsons

When I first contacted Aparna Gollapudi about an interview, she confessed that her life often seemed “dull as dishwater” and didn’t imagine we would have much to talk about. Upon sitting down and speaking with her, however, I found that her life is anything but dull.

Educated in India, Gollapudi moved to the United States and received her PhD in English at the University of Connecticut and then continued on to teach and study. In India, she told me, students spent months on a single work, exploring the many nuances of every single line, which helped them with the distinctive testing methods. When she first began teaching in the United States, she found this approach did not always work. Now, she observes that the breadth of looking at many works in a single class is more useful to the different grading methods here, and also that classes here respond better to this way of teaching.

Her research interests lie in 18th-century literature, which she admitted to not particularly liking as an undergraduate. As her education continued, however, she discovered that she had just been reading the “wrong things.” Dramas in particular caught her interest, and she gave many amusing examples of how theater works much differently today than in previous centuries, with competing performances between the actors on the stage and the audience.

Gollapudi still goes back to visit India and looks forward to finding a happy balance between research and teaching in the coming years. ♦

## TILT Launches Teaching Certificate Program

By Madeline Smith

If anything can be learned from this year’s launch of the graduate teaching certification Program by The Institute for Learning and Teaching (TILT), it is the importance of teacher education across disciplines. By initiating this program, CSU has latched on to a national trend toward recognizing the importance of instructing future teachers in graduate education. This TILT program, coordinated by Lisa Langstraat, offers graduate students from any department at CSU the opportunity to earn a teaching certificate.

The new certificate program provides countless benefits for everyone involved. Not only is there a frequent shortage of qualified GTAs, but roughly 70 percent of graduate students plan on making use of their higher education through teaching. Hence, it seems quite important for these students to have the chance to develop their skills as future post-secondary educators. Besides providing practical opportunities for graduate students to earn credentials, gain experience, and develop a portfolio, this certificate program calls for recognition of teaching as an intellectual discipline.

Directed by English professor Mike Palmquist, TILT offers professional development programs and activities for teachers, supports research on learning and teaching, and promotes collaboration within and across disciplines. Toward these ends, the almost sixty graduate students enrolled in the teaching certificate program attend workshops and colloquia offered by TILT with CSU faculty members.

Additionally, certificate candidates practice teaching and gain feedback from their students, teachers, and colleagues. An e-portfolio is also required, composed of sample lesson plans, syllabi, relevant research, teaching evaluations, and an expression of teaching philosophy. The teaching certification program thus affords graduate students the opportunity to create documents that are necessary components of the teaching position application as well as feedback on these documents and, eventually, professional credentials.

Because of the interdisciplinary nature of the program, students can pursue one of four pathways to achieve the teaching certificate. Each pathway is flexible, allowing students to tailor their education to their own plans and goals. Two of these pathways are more intense programs, directed at College Teaching and Service Learning. These pathways require forty-hour commitments including twenty hours of teaching, tutoring, or other hands-on experience in either college teaching or service learning-related activities. The other two programs are technology-based and involve a twenty-hour commitment to be completed by the end of the year; these are the certificate programs in Teaching with Technology and in Learning Management Systems (LMS).

The program is a wonderful opportunity for graduate students to refine both their skills and their curricula vitae. The teaching certificate program emphasizes the importance of education, and thus fosters an academic culture that values excellence in learning as well as teaching. ♦

## Unforgettable Personalities: Take Two

Bruce Ronda’s Most Memorable Teacher

From 1970 to 1972 I worked in a laboratory at Yale Medical School as a conscientious objector during the Vietnam War. Through the generosity of the graduate school and the American Studies program, I was also taking some courses toward the completion of my PhD. One of these courses was Harold

Bloom’s American Romantic Poetry, and I would often come in at the very last minute, still wearing my white lab coat.

I think Bloom took pity on me, and may be appreciated what I was doing; he sometimes waved me into the chair next to his, which the other students usually avoided and took other places around the big table.

How could I refuse? Bloom was, shall we say, not a very good discussion leader, valuing few opinions more highly than his own (he was probably right about that). After he unleashed his anger at one tactless student who had the gall to challenge his interpretation of a Dickinson poem, we learned that the best approach was to ply him with questions and listen to his wonderful monologues on Emerson, Ammons, and Ashbery. I still have all my notes, of course. ♦

# Kin: A Memorial of Sorts

Leslee Becker's Most Memorable Teachers

Flannery O'Connor and Faulkner could do this story justice, so just pretend that you're in their hands.

Our story begins in the early 60s, and I'm suddenly in college. I'm seventeen, set loose from a small town in the Adirondacks, Au Sable Forks, and a high school legendary for what it lacked and what it had in abundance. It lacked a guidance counselor and college-prep courses, but it had multitudes of old, blue-haired ladies whose faces were "as broad and innocent as a cabbage," and who taught typing, home economics, accounting, and business arithmetic. The typing teacher, Mrs. Bowen, had a missing digit, and when we tried to cheat by looking under the metal hood she placed over our typewriters, she'd drive the stump of her index finger into our necks.

Latin and French were offered occasionally, but never in a reliable sequence. The foreign language teacher was Mrs. Shea, a tall, dignified widow who'd fallen on hard times, and had to support two daughters and a drinking habit. She tried to prepare me for the New York State Regents' Exam by tutoring me after school in her car. While I conjugated verbs, Mrs. Shea sipped whiskey from a perfume bottle, smoked cigarettes, and muttered French phrases.

Thirty-three kids were in my senior class, most of them the sons and daughters of workers at the paper mill, the enterprise responsible for the Technicolor river that ran through town, its hues influenced by paper dyes. Other townfolk had to travel to Dannemora to work at the state prison, or try to find odd jobs in a town devoted to oddity.

Teachers were not eager to come to our town, unless something catastrophic landed them there, like Mrs. Shea. It'd be pretty to think that she saw something in me, some spark, or potential, to explain why she chose to tutor me gratis in her car. Something, or a combination of things, led me to her, and also to college. As

I said, we didn't have a guidance counselor, but during my junior year, Ned Hoey, the all-purpose administrator, and science and phys-ed teacher, assumed the role of guidance counselor, and asked me one day about my plans.

"I'm going to be an actress. I'm going to go to the American Academy of Dramatic Arts in New York City."

He told me to take algebra, physics, and French—"just to be on the safe side."

That year we had an English teacher, Addison Wight, a sad, damaged man, always dressed in a threadbare tweed suit tapestried with chalk dust and cigarette ashes, another drinker who'd ended up in Au Sable Forks as a last resort. He tried to teach us Shakespeare. The only stuff we'd read was *Hot Rod* and a peculiar story told through the point of view of a snake.

I won a NY State Regents' Scholarship my senior year, with a proviso that I must attend a state school. My mother assumed all along that I was destined to be a ward of the state, an inmate at Dannemora, and I still had that goal of becoming an actress, so I delayed applying to college, and then in September said, "I'm going."

We drove to Cortland, and missed out on orientation. We hauled my stuff to the dorm. The authorities assigned me to the boys' dorm, long before co-ed habitation and conjugal privileges, and my roommate said, "Hey, there's been a mistake. You don't belong here."

The first snafu was followed by many others, including my not meeting up with an advisor. That's how I ended up with Lester Hurt, another man in tweed, but with a Southern accent and an attitude, something that bespoke of old-world manners and a legendary impatience with rubes. He signed me up for the usual spate of freshman courses, despite my avowal that I wanted to specialize in dramatic arts.

I didn't buy the books required for any

of the courses except Lester Hurt's, and instead of attending classes, I hopped buses to Syracuse and Ithaca to watch movies and plays, returning to campus to gawk at library picture books of movie stars and freaks, and every volume of *Theatre World* to read about Broadway and off-Broadway plays. I landed roles in a couple of Albee and Ionesco plays, and also landed on academic and social probation, the latter for not wearing dresses at Sunday teas and brunches, and for having contraband in my dorm room—beer, discovered during furtive room checks.

"Miss Becker, I am sorely disappointed in you," Lester Hurt said, and gave me a choice. I could drop out, and spare everyone a load of trouble, or I could take dummy math, botany, and psychology in the summer, but also take any English courses I desired my sophomore year to prove that I deserved to be in college. I took his course in the Bible as Literature and other courses from him that allowed me to read Melville and Faulkner.

He was considered the most demanding teacher on campus, notorious for giving quizzes with one question worth 100 points. In the Bible course, the question pertained to the exact number of cubits of Noah's ark, and an explanation of what cubits meant. With Faulkner, the question involved some arcane thing in *The Sound and the Fury*.

I think that Lester Hurt liked my stupid wonder at what writers did. I was doing just fine in his courses, and planned to write a spectacular paper on Faulkner, and then one day someone entered the classroom, and announced that Professor Hurt had died on his way to school—a cerebral hemorrhage.

Social probation meant that I was forbidden to leave campus. I hitchhiked to Homer to attend Lester Hurt's graveside service. The Dean of Women picked me up. I figured it was curtains for me for my flagrant violation of the rules, but she treated me like a companion, not a criminal.

Photo: Miriam Berkley



Leslee Becker

*continued on next page*

KIN: *continued from previous page*

He was buried in a pine box. It was springtime, and I endowed the setting with all things Southern—lush trees drooping and panting in the humidity, cicadas drumming in the field, and the widow, regal and sophisticated, swathed in a shimmery orchid dress, and smelling of verbenas. I was infatuated with connections and associations, and still am, always believing that such emotions are authorized because I've stepped into a story or novel, and while this might sound like the product of a girl's imagination, I know that I saw, next to Lester Hurt's un-manicured plot, a neighboring tombstone that said Faulkner. I even presumed to approach Mrs. Hurt, uncertain of what to say, except, "I liked him. I respected him. He saved me."

She told me he'd talked about me, even had one of my papers and the vial of bull semen I'd given him. I can't recall why I chose bull semen as a gift, maybe because of a connection with something we'd read in class that set me on my way, leaving campus, breaking the rules, to meet with a farmer to get sperm.

I like to think it's because Lester Hurt handed me a life, and through a complicated genealogy, we were kin, and my forebears (Mrs. Shea, Mr. Wight) and all the people in the books I read, and all the writers who were connected.

I still have my Modern Library collection of Faulkner's stories. I paid \$2.45 for it, and I marked passages that affected me and that I needed to pay attention to for one of Lester Hurt's quizzes. His voice and Faulkner's are still in my head, telling me about "verities," "immutable progression," "the old fierce pull of blood," "the human heart in conflict with itself," and how we're meant "not only to endure, but to prevail."

Now we come to a dog-eared page of "The Bear" that must've struck me in 1963 as being noteworthy:

*So he should have hated and feared Lion. Yet he did not. It seemed to him that there was a fatality in it. It seemed to him that something, he didn't know what, was beginning; had already begun. It was like the last act on a set stage. It was the beginning of the end of something, he didn't know what except that he would not grieve. He would be humble and proud that he had been found worthy to be a part of it too or even just to see it too. ♦*

INTERNSHIP: *continued from page 15*

Photo courtesy of the CLC



A SpeakOut! participant works on a poem at the Larimer County Detention Center.

and working with people who traditionally don't have a voice."

Participants in SpeakOut! listen to local writers' presentations, write from a given prompt, and discuss writing together. At the end of the semester, they host a celebratory reading and have their work published in *SpeakOut! Journal*, which is distributed for free in public libraries, coffee shops, and bookstores.

"By having this workshop at [Larimer County Detention Center and Turning Point], which so many people see as populations not worth listening to, we come in to say, 'We want to hear you and give you a space to publish your writing so others can hear you,'" Billings said.

Another initiative of the CLC is the Intergenerational Book Club and Writing Project, which brings together different age groups to read, discuss books, and write. This is the second year that intern Jessi Rochel is heading up this project.

"Basic reading and writing is not done at any one point in our lives. With this club, community members can take time to read and share their opinions with a wide audience," Rochel said.

In the fall, Rochel selects six books and sends out brochures to tell people how to sign up. People register in pairs and pick one free book that they want to read together. They can also log on anytime to an online forum to post responses to Rochel's discussion questions. The Intergenerational Club includes writing workshops, and participants can publish their work in a collaborative journal.

Of the internship Rochel said, "I have learned how to be in charge and make decisions. I am more involved in the community

and connected with places that I didn't know about before."

The most recent initiative at the CLC is called Partnerships for Literary Success. Under the direction of co-director Fabiola Ehlers-Zavala, intern Melanie Witt (MA TESL/TEFL) leads the project. She works with CORE (Community Organizing to Reach Empowerment) to increase ways for English-language learners in Fort Collins to approach literacy through individual tutoring, more language classes, and publication opportunities.

Witt plans to teach English abroad, using the skills that she is learning now while teaching for the Intensive English Program at CSU and Partnerships at CLC.

Another way that interns can participate in the CLC is through administrative work. Junior Laura Barron is an administrative assistant intern who promotes the CLC programs, writes grant proposals, and maintains databases of contacts and funding sources. She is learning what is needed for a nonprofit organization to operate effectively.

The Writing Center offers internships for three to four students in the fall, while internships at CLC are yearlong commitments for three to five students. Some interns, such as Emily Nichols and Mandy Billings, have participated in both programs. Students interested in either internship must complete applications in the spring. ♦



CLC Intern Melanie Witt teaches an ESL class at CORE Center.

Photo courtesy of the CLC

## IF INTERESTED

In a Writing Center internship, contact Lisa Langstraat at [Lisa.Langstraat@colostate.edu](mailto:Lisa.Langstraat@colostate.edu).

In a position with the CLC, contact assistant director Janelle Adsit at [clc@lamar.colostate.edu](mailto:clc@lamar.colostate.edu).

# SOME RECENT FACULTY PUBLICATIONS

## POETRY

**Dan Beachy-Quick** “Lines” in *Poetry*; “Poem (Coriolanus)” in *Cultural Society*; four poems in *Front Porch*.

**John Calderazzo** “Mount St. Helens” in *Catastrophe and Renewal at Mount St. Helens* (Oregon State University Press).

**Matthew Cooperman** Poem from a new manuscript, “Spool,” in *Electronic Poetry Review*; five poems from “Spool” in *Denver Quarterly*; “Still: Noir” in *Lana Turner*.

**Deanna Kern Ludwin** “My Lover’s Greatest Fear” in *Gertrude*.

**Sasha Steensen** *The Future of an Illusion* (Dos Books); seven poems in *Little Red Leaves*; five poems in *mid|rib*.

## FICTION

**Leslee Becker** “Terrier” in *Kenyon Review*.

**David Milofsky** “Biofeedback” in *The Best of Bellevue Literary Review*.

**Todd Mitchell** *Ghost Year* (Candlewick Press).

**Dan Robinson** “Annie’s Place” in *Weber: The Contemporary West*.

## NONFICTION

**Dan Beachy-Quick** “The Indweller’s Aversion: Thoreau’s Sacrificial Wonder” in *Literary Imagination*; “A Whaler’s Dictionary” in *GutCult*.

**Pam Coke** “Uniting the Disparate: Connecting Best Practices and Educational Mandates” in *English Journal*; “What Happened to the Children?: Involving Students in Reading Comprehension Assessment” in the *Ohio Journal of English Language Arts*.

**Fabiola Ehlers-Zavala** “Teaching Adolescent English Language Learners” in *Reading Success for Struggling Adolescent Learners*.

**Doug Flahive** “A Reconsideration of the Contents of Pedagogical Implications (PIs) and Further Research Needed (FRNs) Moves in the Reporting of Second Language Writing Research and their Roles in Theory Building” in *Practicing Theory in Second Language Writing*.

**David Milofsky** “Cripple’s Kid” in *Bellevue Literary Review*.

**Terry Sandelin** *Miniatures in Minutes* (C & T Publishing).

**Barbara Sebek** Editor, *Global Traffic: Discourses and Practices of Trade in English Literature and Culture from 1550 to 1700* (Palgrave Press).

**Sasha Steensen** “Revisiting Ekphrasis: The Field Report in the Creative Writing Classroom” in *The Best of the AWP Pedagogy Papers 2008*.

**Jon Thiem and Deborah Dimon** *Rabbit Creek Country: Three Lives in the Heart of the Mountain West* (University of New Mexico Press).

**Debby Thompson** “Diggin the Fo’ Fathers: Suzan-Lori Park’s Histories” in *Contemporary African American Women Playwrights: A Casebook* (Routledge).

**Sonya Veck** “Chaucerian Counterpoise in *The Canterbury Tales*: Newfanglesness, Suffisaunce and the 21st Century Reader” in *The Canterbury Tales Revisited: 21st Century Interpretations* (Cambridge Scholars Press).

Photo: Elaine Emswiler



## SOME RECENT STUDENT & ALUMNI PUBLICATIONS

<b>Janelle Adsit</b> (MA)	Poetry: “Expectant” in the <i>Oyez Review</i> ; an untitled postcard poem in <i>Amoskeag</i> ; “Amen to the sound of a daisy planted” in <i>Inkwell</i> ; “Seeing Another” and “California Drowning” in <i>IMPROV: An Anthology of Colorado Poets</i> ; “Nonverbal III” in the <i>Broken Bridge Review</i> ; “A few more guesses” and “Start” in <i>Red Clay Review</i> .
<b>Jessica Baron</b> (MFA)	Poetry: “one” and “two” in <i>Wheelhouse Magazine</i> .
<b>Chad Davis</b> (MA '00)	Nonfiction: <i>Struts 2 in Action</i> (Manning Press).
<b>Tabitha Dial</b> (MFA)	Poetry: “March Storm” and “21 grams” in <i>IMPROV: An Anthology of Colorado Poets</i> ; “Untitled Affair” in <i>The Indelible Kitchen</i> .
<b>David Doran</b> (MFA)	Poetry: “Empire, MI” in <i>Word For/Word</i> .
<b>Aby Kaupang Cooperman</b> (MFA '07)	Poetry: “In our Unbuilt Bodies beyond DeKooning’s River Door” in <i>Parthenon West Review</i> .
<b>Allison Mackin</b> (MFA)	Poetry: “Rend,” “Lamp and Give,” and “Truce” in <i>Interim</i> .
<b>Devin Murphy</b> (MFA)	Fiction: “Augustine’s Mountain’s” in <i>Many Mountains Moving</i> .
<b>Drew Nolte</b> (MFA)	Poetry: “Drug” in <i>DIAGRAM</i> ; “The Insertable,” “Lt. McNeil,” and “Scribes and Illuminators” in <i>Phoebe</i> .
<b>Kathy Palmquist</b> (MA)	Nonfiction: “Thresholds in Space: Willa Cather’s Reticent Furnishings” in the <i>Sigma Tau Delta Review</i> . Poetry: “Anticipation” and “Pay Attention” in <i>IMPROV: An Anthology of Colorado Poets</i> .
<b>Laura Pritchett</b> (BA '93; MA '95)	Editor, <i>The Gleaners: Eco-Essays on Recycling, Re-Use, and Living Lightly on the Land</i> (University of Oklahoma Press).
<b>Jared Schickling</b> (MFA)	Poetry: “the emergence” in <i>Artvoice, submissions</i> (Blazevox).
<b>Cisco Tharp</b> (BA '07)	Nonfiction: “Mate’s Circle” in <i>Silk Road</i> .
<b>Julie Van Scoy</b> (MA)	Nonfiction: “Through the Lens” in <i>Marginalia</i> .

## AWARDS & RECOGNITIONS

The *New Orleans Review* will run a feature on **Dan Beachy-Quick’s** poetry.

**Leslee Becker** was a finalist in the Michigan Literary Awards Contest for her novel “Cold River City,” and her story “A Summer Tale,” was a finalist in the Moondance International Film Festival competition.

**Gerry Callahan** appeared October 18 on Minnesota’s Public Radio to discuss antibiotic-resistant staff and his book *Infection: The Uninvited Universe*. Additionally, he was interviewed by *U.S. News and World Report* as well as Austrian National Radio about his book, and he gave the keynote address to the Clinical Laboratory Conference on April 30 in Denver.

**Carol Cantrell** was awarded the College of Liberal Arts John N. Stern Distinguished Professor Award at an honors event in February. This award is presented annually by the college to honor faculty who have demonstrated exemplary accomplishments in all aspects of their professional responsibilities over an extended period of time. Other English department faculty members who have received the Stern Award include John Clark Pratt (Creative Writing/Fiction), Bill McBride (English Education), Mary Crow (Creative Writing/Poetry), and Bill Tremblay (Creative Writing/Poetry).

**Judy Doenges** held the month-long James Silberman and Selma Shapiro Residency at Yaddo. Yaddo offers residencies to profes-

sional creative artists from all nations and backgrounds; its mission is to nurture the creative process by providing an opportunity for artists to work without interruption in a supportive environment.

**Fabiola Ehlers-Zavala** has been elected as the Research Representative for the TESOL 2009 Nominating Committee. The Nominating Committee works on identifying future members of TESOL’s Board of Directors. This is an international election, and members are elected to this position by its international membership. Additionally, Ehlers-Zavala’s “Effective Teachers of English Language Learners (ETELL)” proposal has been selected as one of the Carl H. Bimson

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*AWARDS: continued from previous page*

Humanities Seminars for 2008–2009. She has been awarded \$9,000 and her project will involve teachers of English-language learners from Middle School, Adams County S.D. #14, located in Commerce City. In her notification letter, Professor Irene Vernon stated: “The selection committee spoke highly of the value of [the] project in not only fulfilling the goals of the seminar program but also its outreach to underserved school districts and at-risk youth.”

**Roze Hentschell** was awarded a National Endowment for the Humanities Summer Stipend to work on her new book project, “The Cultural Geography of St. Paul’s Precinct, 1580–1625.”

**Mary Hudgens Henderson** (MA TESL/TEFL and MA Foreign Languages) received a Graduate Student Travel Award 2008 from the American Association for Applied Lin-

guistics (AAAL). This is an international competition, and only two graduate students are recipients of the award each year.

**Aby Kaupang Cooperman’s** (MFA ’07) manuscript “little ‘g’ god grows tired of me” was named as a finalist in the Switchback Books Competition. Her chapbook “Scenic fences | houses innumerable” was runner-up in the Caketrain chapbook competition judged by Claudia Rankine, a finalist for the Laurel Review/Greentower Press 2007 Midwest Chapbook Competition, and a runner-up in the CRANKY chapbook competition.

**Deanna Kern Ludwin** has been awarded a 2007 Habitat for Humanity Hammer Award “for creating Books for Humanity” and for her “partnership in providing books and a brighter future for our families.” Also, this year Deanna’s chapbook *It Isn’t Sex If* was one of five finalists in the 2007 Gertrude

Press poetry chapbook contest.

**Devin Murphy** (MFA) was the 3rd Place Winner of *Glimmer Train’s* Short Story Award for New Writers with “Augustine’s Mountains.”

**Louann Reid** was interviewed about being a literacy leader and videotaped for future showing on NCTE’s website, and she was honored for her work on *English Journal* with a reception at the Annual Convention of the National Council of Teachers of English.

**Paul Trembath** was invited to give three public lectures at Yonsei University in Seoul, Korea, on January 7, 8, and 9. He presented “Three Lectures on Poststructuralism”: “What Derrida Does with Plato and Saussure,” “What Lacan Does with Freud,” and “What Foucault and Deleuze Do with Nietzsche.”

## CONFERENCE PRESENTATIONS

**Rhiannon Adkins** (MA), **Fabiola Ehlers-Zavala**, **Graham Douglas** (MA), **Deokyeong Jeong** (MA), and **Melanie Witt** (MA) “TESL/TEFL advocacy week in Colorado” at the Annual COTESOL Conference and at International TESOL 2008.

**John Calderazzo** “Nature Abhors a Box: Writing Poetry in The Canopy Confluence” at the Ecological Society of American annual conference; “Science and the Science in Poetry” at the Association for the Study of Literature & Environment annual conference.

**Matthew Cooperman** “Ed Dorn and the Western World” at the Ed Dorn Symposium.

**Sue Doe** “Discussion-in-Action: A Strategy for Collegial Discourse Among Tenure-Track and Non-Tenure Faculty” at the Sixth Biennial Feminism(s) and Rhetoric(s) Conference.

**Fabiola Ehlers-Zavala and Doug Flahive** “Trends and Perspectives in L2 Reading Research” and “Classifying Conceptual Metaphors in Written Academic Discourse” at International TESOL 2008.

**Fabiola Ehlers-Zavala, Hannah Grant-Boyajian** (MA), **Mary Hudgens-Henderson** (MA), and **Melanie Witt** (MA) “Perceptions of teacher accent in ESL students” at International TESOL 2008.

**Fabiola Ehlers-Zavala and Mary Hudgens Henderson** (MA) “Perceptions of Teacher Accent by Spanish Speakers” at the Annual Meeting of the American Association for Applied Linguistics.

**Doug Flahive** “What Happened to Reading to Write Research?” at the “Breakfast with TESOL’s Best” for the 42<sup>nd</sup> Annual TESOL

Convention and Exhibit.

**Roze Hentschell** “Sermons and Satire at Paul’s Cross” at the annual colloquium, “Seminars in Early Modern Preaching”; “‘The peruser of everie mans works’: Reading the Reader in St. Paul’s Precinct” at the Modern Language Association Convention.

**Tobi Jacobi** “Politics of Feminism in Jail Writing Workshops” at the Sixth Biennial Feminism(s) and Rhetoric(s).

**Justin Jory** (MA) “Wikifying Writing: From Traditional Limitations to New Possibilities” at the 29th Annual Meeting of the Southwest/Texas Popular Culture and American Culture Associations.

**Louann Reid** “Teachers Writing for Publication” at the conference of the Colorado Language Arts Society in Denver; “Mapping History through Graphic Novels” at the Annual Convention of the National Council of Teachers of English.

**Sarah Sloane** “Paranoia/Schizophrenia” from her memoir *The Antler Diaries* at the annual Western Literature Association conference; “Reading the Margins of ‘The Magic Book’: Theorizing ‘Mixed Reality’s’ Reading Spaces” at the Modern Language Association Convention.

**Marlena Stanford** (MA) “Mainstream Raunch and Foucault’s Biopolitics: Redefining Ideas of Sex Appeal” at the 29th Annual Meeting of the Southwest/Texas Popular Culture and American Culture Associations.

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We hope you enjoy the fifteenth edition of the *Freestone*. We trust that this newsletter will bring together students, faculty, and alumni of the CSU English department for many years to come. You can help by keeping us informed of your recent activities and achievements; e-mail Sheila Dargon any time during the academic year at [sheila.dargon@colostate.edu](mailto:sheila.dargon@colostate.edu) with news.

If you would like to make a contribution to help us meet future publishing costs, please send a check made payable to Colorado State University Department of English, c/o *Freestone*.

Thank you for your support!

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