

The Freestone

A Publication of the Colorado State University English Department

Spring 1997

Poetry, Literacy, and Other Musings

Mary Crow, Colorado Poet Laureate

by Mary Graziano

Last October, Colorado Governor Roy Romer selected Mary Crow as the state's new poet laureate, a four year position for which over 50 nominees competed. A CSU English professor since 1964, Crow's career is distinguished by many honors and achievements. She has published seven books and been featured in over 100 magazines, served on eight writing boards and panels, and read her poetry all over the country. She presented her poem "Saturday Matinee," from *I have tasted the Apple* (BOA, 1996), on Garrison Keillor's Writers' Almanac, a National Public Radio program.

Over the years, she has worked to elevate public awareness of the importance of poetry to our culture, and her efforts have been rewarded with over a dozen research grants and awards. In 1984, she was awarded the National Endowment for the Arts Poetry Fellowship, a Fulbright Creative Writing award in 1988, and she received a Fulbright Research Award to Argentina and Venezuela in 1992 - the same year that she won the Colorado Book Award for *Vertical Poetry*.



Mary Crow

Photo by Mike Delinquist

Crow's efforts on behalf of poetry contributed to her selection as poet laureate. In her application she wrote, "Now is when we especially need a state poet laureate, someone who will remind us that poetry speaks to our most important and enduring feelings." During our interview, Crow further elaborated, "Everybody has creativity. Everybody could write poetry, sketch a picture, or sing a song." If Crow has a mission as poet laureate, it is to send the message that poetry belongs to everyone, that it should play a more central role in the community, and that it should be used in the classroom to improve children's literacy. "I would like to see more school children exposed to poetry, by reading it, by writing it, and having it as a means to

Saturday Matinee

Gene Autry galloping hard on his pony,
in black and white, the ground and bushes gray,
toward gray mountains under a gray sky
where white clouds drift, hooves pounding
in the small theater as I sat forward
in my seat, my heart in my mouth with envy,
with longing for freedom, for Gene Autry,
the boy beside me sliding his hand over
for mine, the odor of popcorn in place

of sagebrush, and I saw myself inside
that movie, black hat on my head while
I rushed after him, my pony dapple-gray,
my hair long and blown black by the wind,
galloping so hard but upright western style,
a real cowgirl, and the hand in the theater
like some kind of insect I was brushing away,

my body wanting to rush after my mind--
away from that kid in his button-down shirt,
away from the white clapboard houses,
the dark deciduous forest on the edges
of town, the asphalt, the street lights,
and my father forbidding me to go
to the movie while I sobbed, sobbed
for love of Gene Autry, for love
of the wide open west, of horses
and galloping, for love, for love.

MARY CROW: "Saturday Matinee" copyright 1996 by Mary Crow. Reprinted from *I HAVE TASTED THE APPLE*, by Mary Crow, with the permission of BOA Editions, Ltd., 260 East Ave., Rochester, NY 14604

express their feelings," she said.

For many years already, Crow has helped local children learn about poetry. She is one of the founders of Kids At Work, a literacy program established at Dunn Elementary School six years

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The Freestone

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About Freestone:

We chose the name *Freestone* — which refers to a mountain stream with a bed composed of slowly shifting stones — because it is an apt metaphor for the nature of change in English departments. Except during the spring runoff (or massive budget reallocations), those changes typically come slowly, and aren't always noticed by a student who is here for only four or five years. Nonetheless, over time, accumulated changes can result in profound differences.

Ph.D. Program Still in the Works

by Mari Asano

The long-awaited Ph.D. program in the English department is moving ever closer to implementation. According to Carol Cantrell, graduate coordinator, the College of Liberal Arts has approved the proposal, and it has now been forwarded to the University Curriculum Committee for final approval. After the proposal has been approved by the University, it will be sent to the Governing Board and the Colorado Commission of Higher Education for review. Because the commission changed its procedures for approval of new programs, the department has to wait longer to clear all the changes.

The new Ph.D. program in Discourse Studies marks the fourth such offering in the College of Liberal Arts and represents a unique alliance of the English department

with the Departments of Speech Communication, Technical Journalism, and Foreign Languages. The degree entails the combination of three focuses: reading/writing theory, literature and cultural theory, and linguistics. Students may individually tailor programs to meet their previous training and career objectives by choosing two of the three areas above to form a concentration.

Cantrell is not certain how long it will take for the actual implementation of the program; however, she estimates that the earliest the course will begin is in the fall of 1998.



Carol Cantrell

Helping Grads Find Careers

The Publishing Panel

by Cara McDonald

Let's face it. The job market is tough for those interested in the publishing field. What CSU students needed was not more jobs waiting tables while they sent out hundreds of cold resumes. Instead, they needed down-to-earth, practical advice about working in the publishing industry to help them prepare for careers and know where to look for job opportunities.

This year, help was at hand, thanks to the joint efforts of Deanna Ludwin, Graduate Internship Coordinator for the English department and JoAnn Cornell, Career Center Liaison for the College of Liberal Arts. The two coordinated the first panel on publish-

The Freestone Staff



photo by Alison Xifen

Molly Di Zerega, Mary Graziano
Kathryn Morgan. Mari Asano, absent

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Freshman Seminars

by Mary Graziano

Smaller class sizes. Group discussions. Challenging writing projects. Higher performance expectations. Demanding, stimulating subject matter. Now, by enrolling in a freshman seminar, first-year students can experience what juniors and seniors already take for granted.

The seminars embody the essential liberal arts experience, giving newcomers a preview of their future. Associate Dean Bob Keller of the College of Liberal Arts is excited about the program's value to students, noting, "The seminars give freshmen a taste of the best a university education can offer." They were implemented four years ago by the Committee on the Liberal Arts, but began as the vision of Dean Loren Crabtree, "who was looking for ways to improve undergraduate education." Held only during the fall and limited to fifteen students, the seminars use an interdisciplinary approach to explore a wide variety of topics.

Enrollment is restricted to freshmen, giving newcomers a transition experience from the high school classroom to the college classroom. When surrounded by their peers, seminar students are more likely to participate in class discussions.

"Freshman seminars are interdisciplinary and theme oriented, not the overview or introductory type, making them different from the standard core classes freshmen are required to take," Keller said.

Titles such as *Religion, Media, and Society* and *Ecology and the Arts* exemplify the thematic nature of the seminars. According to Keller, professors with interdisciplinary backgrounds naturally gravitate to these teaching opportunities.

Within the College of Liberal Arts, employing interdisciplinary methods of teaching is a growing trend - a trend reflected in the upcoming change to core curriculum requirements. The new requirements will emphasize the relationships rather than the boundaries between disciplines, stressing the integration of knowledge rather than a wide selection of classes from which to choose. College officials believe that this will create a student body with a common ground of experience and a shared body of knowledge.

"An interdisciplinary approach to teaching makes learning more coherent, more focused. We want to help

students integrate knowledge, not leave them entirely on their own," Keller explained. Other new programs, such as the American or International Studies concentrations, also are indicative of the move toward interdisciplinary approaches to teaching and learning.

Although many of the departments within the college have not yet participated in teaching the seminars, the English department has always been a steadfast supporter of the program. Professor Louann Reid is currently planning a seminar titled *The Packaging of Knowledge*. The course content will extend beyond the boundaries of composition and literature.

"The freshmen will examine the ways in which knowledge and information are shaped by individuals and institutions such as universities, culture, the media, and the Internet," Reid explained. She likes the seminar format because students participate more, enhancing her own perspective on the material. She is also very excited about teaching freshmen. "I want to provide the students with learning experiences that will extend far beyond this class, and I hope that the questions and topics that we discuss will make them better educated more thoughtful citizens."

Freshman seminars give students an exciting learning experience early in their college career, keeping them motivated to continue. Keller is pleased with the success of the seminars, but he would like more offerings. Currently the college can serve only half of the entering freshman class. It sponsored 10 seminars in 1996 and has seven planned for 1997.



Louann Reid

"The seminars give freshmen a taste of the best a university education can offer."

New Core Curriculum On Its Way

by Karen Marcus

Core classes consist of those annoying requirements that all students must complete before graduating. The usual undergraduate grumbles sound like this: "We're required to take too many core classes!" "They are usually so boring!" and "They have no practical value!" Well, cheer up, undergrads! As of the fall 1997 semester, CSU undergraduates entering the Colleges of Liberal Arts and Natural Sciences will choose from a newly condensed selection of core curriculum courses. These colleges have created the Arts and Sciences Core Curriculum (ASCC), a new program which aims at providing coherence and an integrative approach to education.

According to Robert Keller, Associate Dean of the College of Liberal Arts, students automatically fulfill University core requirements by taking the classes offered in the ASCC program.

Although there will be fewer courses to choose from, the courses remaining have been redesigned in a way that allows for a greater breadth of information.

The new ASCC requirements will provide a union of disciplines that integrates subject matter, combining perspectives usually found in the English department with those of the natural sciences. "The modern research university has promoted specialization in inquiry and thus it has fostered the fragmentation of knowledge," Keller explained. The ASCC seeks to address this issue by helping students make connections between traditionally disconnected disciplines.

To accomplish its goals, the ASCC

provides a new framework which includes a category titled Foundations and Perspectives. Foundations refers to courses that cover fundamental areas of knowledge. These classes provide students with a foundational understanding of a given area, encouraging them to build upon that knowledge in greater detail later in their scholastic careers. An English course examining Shakespeare's influence in our culture could be considered foundational.

As English Professor Gilbert Findlay explains, "Shakespeare has become so ingrained in our common knowledge that lines and characters from his works exist in cultural discourse without our having read them." In the foundational approach to education, a class studying Shakespeare might learn about his life and works, closely examining how he came to hold his position of prestige in our society, what encouraged that rise

to power, and the potential effects of literature on a culture.

Perspectives, in contrast, "refers not only to subject, but also to historicity -

how historians think, not just what they think about," says Findlay. This approach would allow students a glimpse into the complexity of knowledge and ways of knowing. States Keller, "Perspectives addresses breadth of understanding, including the frameworks of analysis or expression, the fundamental areas of agreement and disagreement, and the relationship between one discipline to others."

Findlay has been instrumental in redesigning courses in the English department that reflect this new

approach to instruction and learning.

For the English department, reading is the foundational activity to be taught. "The English department, as well as other departments, is being invited to rethink fundamental dimensions of what we do in our classrooms," says Findlay. These dimensions include teaching critical, independent thinking; showing multiple approaches to a text; and encouraging direct, personal engagement by students. Findlay also highlights the importance of relevance and asserts that students must gain perspective on the cultural power of literature and other such categories on their own lives.

Both Keller and Findlay acknowledge some disadvantages to the new curriculum. Faculty will now have fewer options for teaching because fewer classes are offered. Also, each course carries the burden of providing breadth over depth in its attempts to cover a vast amount of information. And, because of the greater demand for fewer courses, the English department may eventually need to develop programs such as the current composition program to standardize introductory courses. Of course, no curriculum is perfect and both Keller and Findlay allow for future changes. "We think it's an organic, evolutionary core," says Keller. They both view the new program as a positive and productive change, one that will promote cooperative education and stimulate the intellectual growth of the students and faculty alike.



Bob Keller

Photo by Mari Kanno

"We think it's an organic, evolutionary core."

Taking on the Core

The Two Sides of Professor Findlay

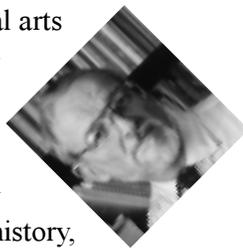
The Core Is Coming, the Core Is Coming...

Dr. Gilbert P. Findlay

As Karen Marcus has described above, the Colleges of Liberal Arts and Natural Sciences will initiate a core curriculum (ASCC), 12-15 "skills" credits and 24-26 "foundations and perspectives" credits, beginning for incoming freshmen Fall, 1997. When fully in place this Core will have a profound effect on a CSU degree, at least for the two colleges. The ASCC has been proposing, defining, debating, revising, resisting, and accepting this program for the last two years and now, at last, here it comes! Why the change?

Pomona, my undergraduate liberal arts college, required "seven pillars of wisdom"--courses in physical and biological science, languages and literature, philosophy or religion ("like whipped cream on spinach," my fearsome philosophy prof remarked), history, economics or political science, the arts--more than a year's course work. But after World War II and then the '60's, with the exponential growth, democratization, and diversification of higher education, such programs were diluted or abandoned. Thus, no common experience defined a degree from any given university. Instead, most majors could be pasted together from a smorgasbord of selections. CSU's well-intended USP program asks students to take 11 from a choice of roughly 478 courses. Thus, there has been no defining educational foundation for a CSU degree.

The ideal of the ASCC is to reconstitute a university-level Arts and Sciences foundation. It will challenge entering university students with really *higher* education, and introduce them, before their career choices are set, to the complex variations of perspectives among our disciplines--how do historians think about their discipline, how natural scientists, thinkers in humanities, or the arts. At the same time, it will illustrate the common ground these disciplines share, the fundamental standards of evidence and critical thinking, for instance. Upper-division majors will have a common, but not lock-step, experience, so every advanced class will not need to assume that nobody knows anything and start once again with fundamentals. Best of all, the core will challenge the faculty to rethink both their own disciplines and their approaches to teaching. Me, child physics major, having read Thomas Kuhn, think I know how physicists think. But if a physics prof asked me

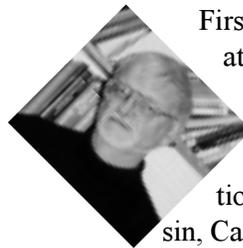


...So Run and Tell the King Already

G. Powell Findlay, PhD

So, my pompous twin, above, has predicted the arrival of the Educational Millennium. Big woo. Yeah, Arts and Sciences are instituting the Core next fall. But like most Big Ideas there will a gap between theory and execution. I have seen a dozen reforms--curricular, administrative, even constitutional--worked over, then abandoned because they could not be grafted on to the institution (definition of an institution? Entropy, with roofed buildings and custodians). It's not that the ideas are not good, even noble, yet there are some inevitable walls we are going to hit.

First, and no insult to CSU students, CSU attracts second-tier students. The selection process sends the "elite" to Columbia, Rice, Davidson, Carleton, St. Olaf. And the illusion of reputation takes some off to Stanford, Wisconsin, Cal-Berkeley, or even to be disillusioned at CU. CSU does not get leftovers, but the median academic self-esteem of most entering freshmen is not very high. Often a virtue, yes--few prigs and snobs--but the Core will be a shock, not to their abilities but to their habits and expectations. Second, I have heard colleagues admire the course descriptions of many of the new core proposals and remark that they wish they had taken such courses--in graduate school. The proposals, even E 140, Introduction to Literature, are impressive--read intimidating--in their reach, breadth and complexity. Third, will the Core really reconcentrate a University curriculum? The charge for "perspectives" discourages faculty from a return to the "truths and values" of yesteryear, but embraces post-modern theory on gender-race-and-class, psychology and economic determinism, post-colonial paradigms, cultural materialism, identity politics. Outside the University, conservatives consider this the politicization of the curriculum, "core" values sacrificed to political agendas. The University risks raising opposition from a significant political minority around the state. Fourth, CSU has an ingrained institutional bias toward vocationalism--training students for jobs--rather than education--preparing minds to function independently. The ASCC is education, not training. Fifth, practically, CSU is a land-grant university with more than 20,000 students. The sheer numbers may overwhelm the Core. The English Department currently enrolls 1,200-1,300 students per year in E 140, and this will probably increase. We have maintained



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Welcome, Chip Rhodes!

by Kathryn Morgan

Although Professor Winthrop Rhodes' first book is due out soon, he still doesn't have a suitable title. *A Decade of Desire: class and culturalism in 20's fiction* currently adorns this probe at literature and silent film in early 20th century America but Rhodes (known to all as Chip) is not satisfied. "I hate that title and I'm trying to come up with a better one," he says. "It sounds self-consciously and cynically sexy and, whatever else it is, it's a piece of scholarship; it's not sexy."

From the looks of things, his book title is about the only thing Rhodes is dissatisfied with these days; after all, he has a new job, a new wife, and is looking for a new house. "This is all part of a package deal," he jokes.

Rhodes is the new face around Eddy these days, and he is as happy to be here as we are to have him. He comes to the English department after teaching one year at Cal State in Los Angeles and last year at the University of Nevada in Las Vegas. His interests lie not only in American literature and film but also in dialogues between the two, amounting to an interdisciplinary approach to American studies.

Rhodes has published numerous essays and pieces of scholarship including such diverse topics as Marxist theory, Theodore Drieser, and the Harlem Renaissance. When asked about his interest in film, Rhodes embarrassingly admitted to publishing an essay in his second year of graduate school (SUNY Stonybrook) on the movie *Ferris Beuler's Day Off*. Research for this paper initiated his interest in film theory and, as Stonybrook just happened to have a nationally acclaimed film theorists on staff, Rhodes was able to explore the field with an expert.

Rhodes has published essays on silent film stars Clara Bow and Rudolph Valentino, and on film maker King Vidor. "It was increasingly interesting to me how much film was tentatively figuring out what were the features of the genre," he says. "It [film] was thinking about a lot of the same historical issues that the novelists were but was working them through in ways that were very specific to film."

Rhodes brings to CSU experience not only in academic writing but also in journalism. He wrote a humor column

for many years that was published in his college newspaper and he also spent two years in between college and graduate school in Kentucky working as a reporter while continuing his column. Because Rhodes had his sights set on writing before he decided to teach, he remembers his reporter days fondly. "It didn't pay anything but it was a lot of fun," he mused.



Making the transition from reporter to professor, Rhodes says, required some effort. "It took three years to stop sounding like a reporter and start sounding like an academic." However, Rhodes found that he could successfully integrate his experiences as a reporter and a humor columnist in a way that enhanced his teaching approach, which he characterizes as "informal." He says that his two years as a reporter taught him to ask good questions, a task more

difficult than it seems, while his years as a writer of humor helped him bring his not-so-serious side to the classroom.

He attempts to color his class discussions with fresh, new ideas and has found that being fairly green at the business of teaching has kept him humble. "Every time you think you're a great teacher because you just walked out of a class that was really charged and exciting, if you get even remotely complacent and think, 'I've got this class nailed down' or 'I'm an excellent teacher,' something will happen the next day that will remind

you that if you're not always on top of your game then the class is not going to work." Good advice for any educator, novice or experienced.

As for living in Colorado, Rhodes and his new wife could not be happier. When I asked him what he likes to do in his spare time, Rhodes hesitated. Between taking care of a new job, looking for a new house, nurturing a new marriage, and wracking his brain for a title to his new book there is little time left for extracurricular activities. But he assures me that now that things have settled down he plans to resume old interests and explore his environs.

As for teaching at CSU, Rhodes says he feels extremely grateful to be in a "department that is always infused with new ideas," one he feels he can enrich with his own. "People here are comfortable enough with their roles as intellectuals, teachers, and scholars to welcome new people who welcome their ideas."

"It took three years to stop sounding like a reporter and start sounding like an academic."

The Writing Center Moves to the Web

by Debbie Matuskevich

The English Department's campus Writing Center has made its services available via the World Wide Web. Located at <http://www.colostate.edu/Depts/WritingCenter>, the Online Writing Center provides support for student writers and for instructors on a round-the-clock basis.

The Online Writing Center is the result of a research and development project conducted by the Center for Research on Writing and Communication Technologies, an interdisciplinary research center that draws faculty and graduate students from English, Journalism and Technical Communication, and Speech Communication. The project, funded by the Colorado Commission on Higher Education, is in its fourth year of funding.

The Online Writing Center provides access, via its Web pages, to instructional materials (including online textbooks, interactive tutorials, and annotated example texts and speeches), to assignments for courses in composition, technical communication, and several engineering disciplines, and to tutors in the campus Writing Center. Students can share their drafts with Writing Center tutors or their instructors via electronic mail and they can discuss writing issues via e-mail, Web forums (similar to newsgroups), and chat programs. Plans for additional enhancements include an online calendar that will allow students to schedule face-to-face meetings with tutors.

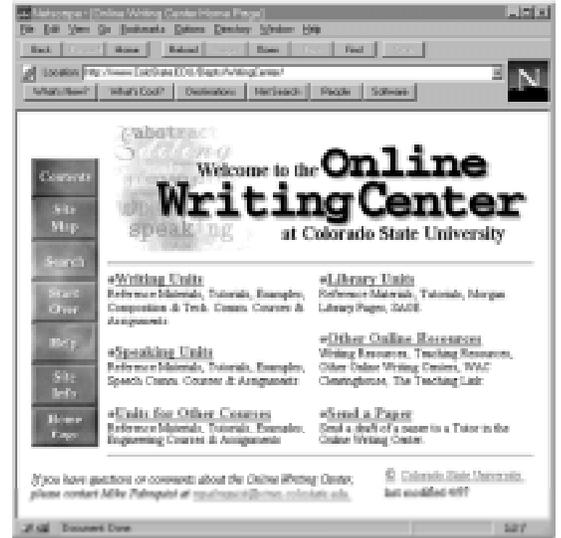
Beginning in Fall 1997, all sections of the Departments' composition

courses will make use of the Online Writing Center. Students will be able to access detailed assignments, example texts, reference materials, tutorials, and Web forums organized by individual classes. Teachers will have access to detailed lesson plans, discussions of the course goals and objectives, and a wide range of resource materials at CSU and other institutions.

"The idea for the Online Writing Center started five years ago, as computer support for CSU's writing-across-the-curriculum program," said Mike Palmquist, co-director of the Center for Research on Writing and Communication Technologies and head of design and development for the project.

"The Writing Center 'opens the door wider' to expand the audience for our WAC program. For students, access to the Online Writing Center means that WAC-related writing instruction is no longer restricted to the disciplinary classroom. Instead, students in all courses - regardless of whether their instructor is participating in the WAC program - can turn to the Online Writing Center for advice and support."

English Department faculty involved in the project include Palmquist, Kate Kiefer, Donna LeCourt, Steve Reid, and Doug Flahive. In addition, a number of graduate students, including current students Marla Cowell, Deb



Matuskevich, and Eric Sperry, have been involved with the project during the past three years.

Plans for the Online Writing Center include expanding the number of disciplines involved in the project. For the past two years, faculty in electrical engineering, civil engineering, and mechanical engineering have been involved in the project. Goals for expansion include courses in the liberal arts, in the natural sciences, and in agriculture.

Design of the project has involved several faculty, graduate students, and research associates. Luann Barnes, programmer for the project, has been involved in setting up the overall structure of the Online Writing Center. In other words, she makes sure "everything works." "Our first rounds of usability testing for the site were recently completed," said Barnes. "We've been able to get some great feedback from students in the courses using the Online Writing Center. So far, it appears that we haven't had any major problems anticipating how students and teachers will use the site."

Dawn Kowalski, content devel

"The Writing Center 'opens the door wider' to expand the audience for our WAC program..."

Colorado Review Continues to Thrive



By Kathryn Morgan

The *Colorado Review* is still going strong in its 23rd year of production. The national literary magazine is sponsored by the English department, the College of Liberal Arts, and the Center for Literary Publishing.

The *Review* currently appears twice a year, but those working on the publication are planning to produce another issue that will be theme-oriented. Editor David Milofsky says that they are still deciding what that theme will be and when they can produce this special issue. "We are thinking of creating a magazine that deals with central topics that are relevant to those of today such as gay and lesbian issues, Latino issues, or an issue devoted entirely to creativity."

Among the literary awards sponsored by the *Colorado Review* is the Colorado Prize for Poetry, also sponsored by the Center for Literary Publishing. Bruce Beasley, this year's winner, was awarded 1,000 dollars and a guarantee by the Colorado Prize to publish a book of his poetry.

The *Colorado Review*, in conjunction with the Oxford Hotel and the Tattered Cover Book store, also sponsors the Evil Companions Literary Award, awarded annually to writers who live in or write about the West. This year's winner is Mona Simpson, one of the nation's best young American writers and author of three critically-acclaimed novels, including her latest work, *A Regular Guy*.

The students on staff certainly have their work cut out for them, as the *Review* receives over 10,000 submissions a year from all around the world. The students act as acquisition editors, reading and editing those entries which have been selected for acceptance to the magazine. The final poetry selections are made by two nationally-known poetry professors, Jorie Graham and Donald Revell. Milofsky describes the atmosphere of the staff as a lot of fun and says, "Not only do the students work very hard but they also enjoy themselves while they learn."

With their sights set on expanding readership, those involved with the magazine are happy to have more breathing room in their new office in Aylesworth Hall. Their new space will undoubtedly allow them room to grow in a way that continues the tradition of excellence that readers have come to expect from the *Colorado Review*.

Check Out the Greyrock

by Kathryn Morgan

The *Greyrock Review* is going strong after help from various fund-raising efforts. This year the *Greyrock* held bake sales and a poetry slam. For those who are unfamiliar with this concept, a poetry slam involves three-minute poetry readings with prizes awarded to the funniest, zaniest poem. Each participant pays a five dollar entry fee that goes toward the winner's prize and partially funds production of the *Greyrock*. This year's slam was held at Avogadro's and was both fun for the participants and a huge success for the journal. "These fund-raisers are by far the most entertaining of the money-raising events," said Nannette Rogers-Kennedy, graduate advisor to

the *Greyrock* staff.

The 15 undergraduate students who make up this year's staff are committed to preserving the quality of the journal. Most of them sign up to be a part of the *Greyrock* as an internship and receive credit toward graduation. "This year's staff is very enthusiastic and they all work very well together," said Rogers-Kennedy. Reading the many entries improves not only her writing, but that of her staffers as well. "We all benefit from exposure to the different styles and skills of the submitters. Evaluating their work helps us become better evaluators of our own writing."

One of this year's exciting changes will be a new logo which the staff hopes will become a permanent



fixture on the cover of the *Greyrock*. Those involved in the production of the journal this year would like to set a new standard with the logo. "We think having the same logo every year would give the *Greyrock* some continuity, an identifiable trait," claims Rogers-Kennedy. The logo was designed by Editor in Chief Juhl Wojahn.

This year's *Greyrock*, just shy of 100 pages, is due out in mid April and is sure to be worth checking out.

Get On-Line with the Nieve Roja Journal

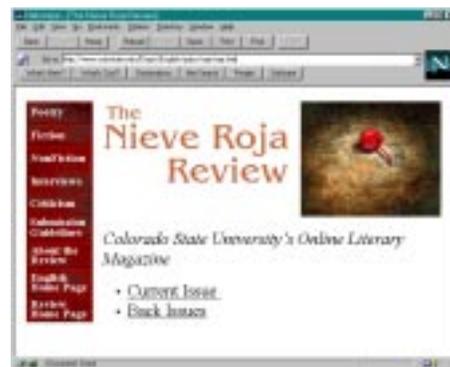
by Jennifer Houser

Those of you who have not visited the English department web page are in for an exciting surprise! The Nieve Roja Review, an on-line literary journal, will make its inaugural appearance on the CSU Department of English World Wide Web home page this spring. Nieve Roja, which means "red snow" in Spanish, is edited by Mark Sanchez, a graduate student in creative writing, and Marla Cowell, a graduate student in communication development. What makes this journal unique is a complete absence of paper. Unlike publications such as *The Colorado Review* and *The Greyrock Review*, which start as paper copy, the Nieve Roja Review will be strictly on-line, meaning it will be connected to the Internet.

Mark and Marla are accepting any type of submission, but are especially interested in writing specifically crafted with the medium in mind, such

as hypertext fiction. The main concerns are the quality of the writing, not the quantity, as well as a diverse representation of themes and range of work.

Interest in an on-line journal began with discussions between Professor Mike Palmquist and Mark Smallwood, a graduate student in creative writing. After writing an initial proposal to the English department, the project was put on hold until Palmquist approached Marla Cowell in hopes of creating a master's project out of the journal. Mark Sanchez initially only intended to be involved in the planning stages, but he saw an opportunity to "explore certain aspects of Colorado, especially from Chicano writers." Both students planned "to produce a Colorado State University literary publication that was exclusively comprised of students' work." The editors also hope that students in other departments, such as art and commu-

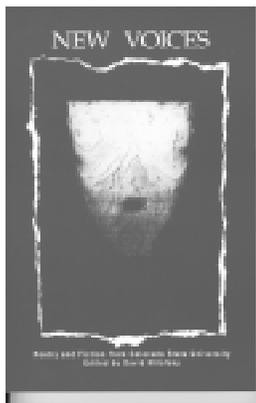


nication, will be interested in working on the journal in the future.

The World Wide Web offers something to everyone. With such a diverse readership on the Web, the editors hope to reach a niche in the field of English studies. But they realize that they must first reach the CSU community. Additionally, the journal will be linked to the English department home page and can

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SSSHHH...Can You Hear the New Voices?



by Kathryn Morgan

New Voices, a creation of the Center for Literary Publishing that includes short stories and poetry written by current and former

students, can still be heard.

Its follow-up, *New Voices: The Essay*, also written entirely by past and present CSU students, is still used in introductory literature and creative writing classes as an educational tool, in conjunction with traditional mate-

rial. For *The Essay*, the collection's editorial board decided on themes for the new anthology and asked submitters to write on those themes. The result is an anthology that serves as a complete work of literary merit on its own and as a companion in many English classes here on campus.

According to David Milofsky, Director of the Creative Writing Program, "Acceptance of both of these books has been terrific." He says that people seem to love both anthologies and that he couldn't be more pleased with their reception.

What sets these publications apart from the rest is the fact that the students are financially rewarded for

accepted submissions. The students receive compensation in the form of fellowships and scholarships for their writing. "This is one of the few times when we pay the contributors," says Milofsky. Allowing students and alumni an opportunity to be a part of an anthology of literary works and then paying them to participate is, according to Milofsky, unprecedented. "I don't know of another department in the country that does this kind of thing."

Plans are already being laid for a second edition of *New Voices* and the anticipated time of arrival should be in about two years. Keep your ears peeled for new voices; you should hear them soon.

Recontextualizing the Classroom

By Jennifer Houser

The world offers many types of contexts in which to test the material in a textbook,” says Professor Gerald Delahunty, who tries to merge the experience of the classroom with the experience of the real world by incorporating service learning into his courses. Service learning is part of a nationwide movement designed to promote responsible citizenship in a democratic society. Students involved in service learning volunteer their time to agencies that provide services to marginalized groups within their local area.

From their efforts, students gain practical experience, discover the relevance of their class materials, and render valuable assistance to their community. Through service learning, students step outside the textbook and discover ways in which they can participate in society. “Service is not doing charity work,” Delahunty says. “It involves the establishment of a partnership between students and agencies in which both benefit.”

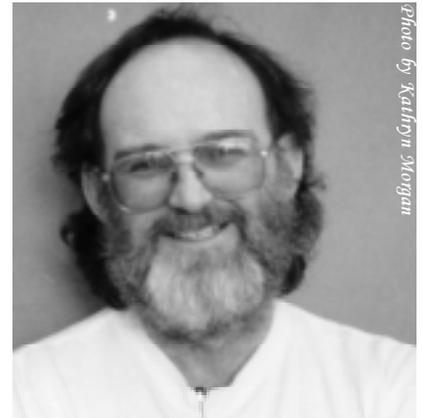
A professor can turn an ordinary class into a service learning class by adding an experiential component, such as service to a disadvantaged group, to the course content. Student participation, however, is always optional. Making it a requirement would contradict the goals of service learning. At the beginning of Delahunty’s service learning courses, representatives from the various agencies describe their missions, their clients, and the service opportunities they provide, so that students can decide what is their best “fit”.

Even Start and the Education and Life Training Center

(ELTC) are the two agencies in which most of Delahunty’s students have served. Students who volunteer must serve the agencies for a minimum of 15 hours per semester. Many extend their volunteer hours and several have continued to volunteer at the agency after completion of the course. Integrating grades into service learning is challenging. Delahunty has tried awarding extra credit and substituting it for other class requirements. He also requires students to write a paper synthesizing the class materials with the service activities.

Professors Carol Cantrell and James Garvey have also integrated service learning into one or more courses. In a course titled English Language for Teachers, Delahunty

and Garvey have collaborated with Intensive English Program (IEP) staff to create conversation partnerships between foreign students learning English and English Teaching Licensure (TL) students. Although students at the IEP cannot be considered a



Gerald Delahunty

“marginalized” group, these partnerships are modeled on service learning activities and are a favorite option for TL students. Elizabeth Rewey, a post-bachelor student in the TL program, enjoyed putting the textbook into practice with her conversation partner. “I particularly enjoyed putting the theories aside and conversing with students from Japan,” she added.

Service learning, like all experiential education, empowers students, says Delahunty. He relates the experience of a graduate student in the English as a Second Language (ESL) concentration who was asked to teach at a local agency, but was given no syllabus. She was told to go do whatever she could. The student was initially terrified but ultimately met the challenge. This empowering experience added to the confidence she will need once she leaves the safe, structured confines of the English department.

Service with the Fort Collins agencies has led to several master’s theses. Kelli Walker and Sheryl DeLozier Meyer developed ESL teaching materials for Even Start and ELTC respectively and submitted them as theses for their degrees. Delahunty suggests that there is still ample opportunity for such contributions. In the near future, he hopes to initiate a one-credit service learning course for graduate students in TESOL.

Service learning at CSU is encouraged by the Service Integration Project (SIP), housed in the Office of Community Services, and is guided by the SIP Faculty Steering Committee. Delahunty was recently honored with the SIP Award for Instructional Innovation in Service Learning and will continue to offer service learning as an optional component in his courses. His advice for anyone interested in service learning? “I would recommend it to others as a way to increase student energy and to generate new contexts in which to critically reflect on class materials.”

“The world offers many types of contexts in which to test the material in a textbook.”

Faculty and Alumni Book Groups

by Mari Asano

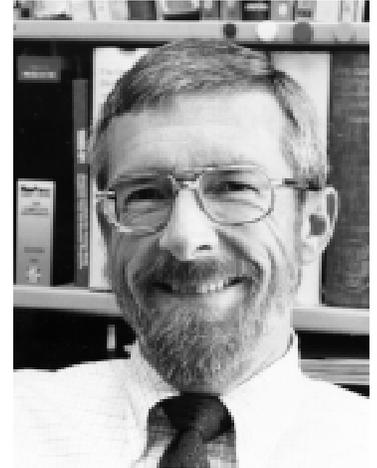
Do you wish you had friends with whom you could talk about books you have read, maybe over a cup of coffee in a living room? Denver now has a book group with a small number of people who love reading and discussing books.

The group was started as an outreach effort by the Office of Alumni Relations, and the program was facilitated by English department faculty. Professor David Lindstrom organized the first four sessions and sent a different faculty member from the department to each session. This is the first conventional book group organized by alumni as far as Lindstrom knows.

The first meeting was held last September, and Professor James Work talked about his new collection of western stories called *Gunfight!* In the second session, held in October, Professor John Pratt lead a discussion about the Vietnam War based on the book *In Country*. The group discussed Professor Sue Ellen Campbell's new book *Bringing the Mountain Home* with the author in the November session. In December, Lindstrom talked about Jane Austen's novel *Emma*, comparing it to the recent movie.

There are about 15 people in the group from all over the

Denver area. Most people are not English majors and do not need to know literary terms such as metaphor, meter, imagery, motif, post-structuralism and deconstruction. According to Lindstrom, professors enjoy the fresh responses from the members. "These are people who you enjoy sitting in your living room with, having nice, interesting conversations about books," he said.



David Lindstrom

All sessions were held in the Oxford Hotel in LoDo, but sessions have now been moved to members' homes. The recent session was held in Lakewood in April, where the group discussed *The Power of One* by Bruce Courtenay. All interested alumni and friends of CSU are welcome to participate. If you would like additional information on the book group, call the Office of Alumni Relations: (970)491-6533 or (800)286-2586.

Online Writing Center

Continued from page 7

oper for the project, has played a major role in developing the structure of the hypertext documents that make up most of the resources available through the Online Writing Center. She has worked collaboratively with a wide range of faculty and students to develop the materials presented on the site.

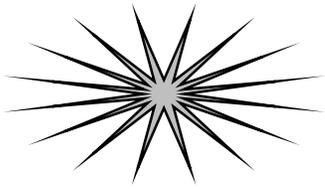
"I enjoy having the freedom to try different approaches for presenting and organizing the materials," she said. "I'm currently working with professors to produce reference materials, assignments, and annotated example texts. Some of the other materials on the site include interactive tutorials and customized electronic mail programs that allow students to send papers to particular tutors and instructors."

Online Assignments have been one of the most innovative aspects of the Online Writing Center. Students can access detailed information about particular assignments, view instructor comments about aspects of the assignments, view model texts that have been annotated by the instructor, and access related reference materials and tutorials.

An additional resource offered through the Online Writing Center is an extensive collection of links to other sites on the World Wide Web. Students and teachers can access online writing centers at other institutions, writing resources such as online dictionaries and thesauruses, and online style guides, among other things.

Faculty on the project are currently involved in extending the impact of the Online Writing Center by creating a national clearinghouse for writing-across-the-curriculum materials. The clearinghouse is being developed in cooperation with a team of faculty from institutions such as Washington State University, the University of Illinois, Utah State University, and Eastern Kentucky University.

"The clearinghouse will provide us with a great opportunity to extend the impact of our work far beyond the University," said Mike Palmquist. "This kind of cooperative approach has been a hallmark of this project from the start. Bringing in faculty from other institutions is a great way to bring in new ideas, to build partnerships with other colleges and universities, and to help writing students across the country."



International Travel

Great Britain

Japan

India

Mexico

Africa

Spain

Broadens

Carol Mitchell at Swansea

by A.J. Hernandez

Professor Mitchell has faced more difficulties this semester than she has in others. One of her Introduction to Folklore classes meets in one room on Monday and another on Thursday. Thirteen of her students didn't turn in a short paper assignment because they thought it was just an exercise. These same students frequently miss lectures since they believe they won't be graded or tested on them, and they even had to be told that the assigned textbooks were not simply recommended but required reading.

Troublesome students?



Carol Mitchell

Probably not. They are British students, used to the ways in which classes are run in the United Kingdom.

Mitchell and 15 CSU students are spending this semester at the University of Wales, in Swansea. Swansea rests on the coast of the Bristol Channel, and the University is nestled right up against the water.

There is one thing that is similar between Swansea and Fort Collins: the wind. Wind gusts, in Swansea, reach up to 70 or 80 mph.

Mitchell describes spending a semester overseas as one of acclimatization and then exploration. Both

Mitchell and the students have to get used to a UK school, with the "odd" meeting time, the different classrooms, and even remembering which way to look when crossing a street.

Once that is done, the explorations can begin, ranging from the mundane to the spectacular. Simple things like fresh leech fruit are abundant in grocery stores. And, there are the extraordinary things like trips to the outdoor folk museum in Cardiff, encom-



Mike Palmquist

Mike Palmquist at the European Writing Conference

by Molly di Zerega

Professor Mike Palmquist visited Spain recently when he presented a paper at the European Writing Conference. During his stay, he and his wife Jessica visited Madrid, Barcelona, and took a trip north along the Catalonian coast.

"In addition to a good conference," said Palmquist, "we had the opportunity to see some outstanding works of art, to see some wonderful architecture, and to eat great food."

The benefits of going to this conference are clear. Palmquist was able to meet people from all over the world and "discuss issues with people outside of the U.S. academic community."

In the past, Palmquist has also traveled to Canada, Mexico, and New Zealand.

Overall, Palmquist believes that travel is an important part of education. He says, "Travel gives us opportunities to exchange ideas with scholars from other cultures, and it gives us opportunities to see how other systems work."

Faculty Horizons

passing prehistoric round huts and rural and urban houses dating through the 1800s.

In the Cardiff castle, the keep and moat itself dates back to c. 1100, while the manor house has had a Victorian renovation. It is kept in good repair "so that one can walk through the rooms, see the 'plumbing' and generally freeze one's self as the wind whistles through the holes in the fortresses that were there for shooting their enemies," said Mitchell.

The mundane act of shopping can become extraordinary, too. Recently, the English major student association organized a trip to Hay-on-Wye, a small town 90 minutes from Swansea.

Hay-on-Wye boasts more used books and book stores than any other

Medieval Archway, Spain



Photo © Mike Schmitt

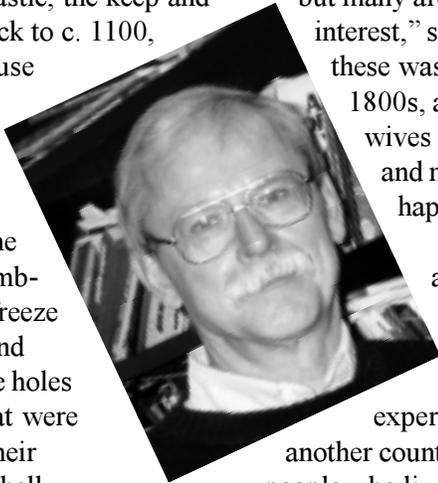
town in the world, including a store with more than 400,000 books.

"Many of the books are just junk, but many are really of antiquarian interest," said Mitchell. Among these was a book from the late 1800s, a guide for middle-class wives on running a household and making their husbands happy.

"There are things about all cultures that one cannot learn from books," observed Mitchell. The

experiences one has in another country of talking with people who live there, traveling with people from other cultures, and seeing the artifacts all give a very different feeling for a culture than simply reading about it. Of course, travelers can keep themselves pretty isolated from the cultures in which they travel if they only stay at the big resorts and stick to tours with only other Americans, but it is very difficult to remain that isolated from the culture when spending a semester abroad."

The students are not at the University of Wales in Swansea for any particular curriculum. What Swansea offers is a gateway into another world, a different way of living. Swansea opens the students' eyes, and offers them a new land to explore and experience. They return with a new sense about them. Mitchell concludes, "In many ways a semester abroad also gives students a greater appreciation of many aspects of American culture as well as helping them to appreciate the differences of... other cultures."



Karl Krahnke

Krahnke Visits Japan

by Mari Asano

Afghanistan. Greece. South Africa. Iran. Pakistan. These are just some of the many countries that Professor Karl Krahnke has visited. But Japan remained on his wish list for a long time.

Finally, in 1993, he visited the country with his wife, a native of Kobe, Japan. The following year, he visited Kobe again for a conference. In 1995, Krahnke taught English literature and linguistics at Kobe University and Kobe Kaisei University.

It is often said that Japanese society is exclusive. Some non-Japanese people feel offended when they are called *gaijin*, meaning outsiders. Krahnke felt that he was an outsider when he was left out of what was going on because he did not understand Japanese.

Krahnke was not required to attend any faculty meetings, which were all conducted in Japanese. He sensed that they also expected him to be part of the community. Students did not expect him to speak Japanese but somehow expected him to understand them.

Krahnke enjoyed his stay in Japan. "It was not very difficult to live in that country, and I could even imagine living there rest of my life," he said. He offered three pieces of advice for those who are thinking of visiting or staying in a foreign country: 1) learn the language; 2) learn the language; and 3) learn the language.

Literature **Department** Linguistics

Leslee Becker's *The Sincere Cafe* was published by Mid-List Press in the fall of 1996. Additionally, her article "A Million Dollars' Worth of Entertainment" appeared in the *Flannery O'Connor Bulletin*.



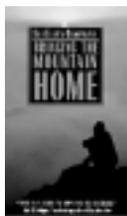
Linda Ben-Zvi's *Theater in Israel* was published by the Michigan Press. She also had articles published in the *Eugene O'Neill Review* and *Beckett Circle*.

Martin Bucco contributed the chapter "The Revolt of Carol Kennicott" to Macmillan's *Twayne's Masterwork Studies* on CD-ROM.

John Calderazzo's essay "Sailing Through the Night," published in *Orion* magazine, was listed as a "Distinctive Essay of the Year" in *Best American Essays 1996*. His essay "Spinning Down the River" was published in the summer issue of *Orion*. Additionally, he had essays published in *Writer's Yearbook 1996* and *In Short: Selections of Brief Creative Nonfiction*.



SueEllen Campell's *Bringing the Mountain Home* was published by the Arizona Press in 1996. Also, her article "The Land and Language of Desire" was



reprinted in *The Ecocriticism Reader: Landmarks in Literary Ecology*.

Carol Cantrell's chapter "Women and Language in Susan Griffin's *Woman and Nature*" was reprinted in *Ecological Feminist Philosophies*.

Mary Crow's *I Have Tasted the Apple* was published by BOA. Her poem "The Ex-Husband Speaks" was published in the *Marlboro Review*. Additionally, her poems "As If" and "Still Life" appeared in the fall issue of *Many Mountains Moving*. Crow contributed an essay to *La Torre* and translations to *The Vintage Books of Contemporary World Poetry*, *Graham House Review*, and *Beacons*.

Gerald Delahunty facilitated the development of and co-authored NALP's "Language proficiency assessment" for Native American Language Project of CASAE. He also published the articles "Students gain academic focus through service" and "Differences between service learning integration and internships" in *Service Learning Link*.

George Finnell has had his poem "Garlic and Azaleas" published in the summer edition of *The California State Poetry Quarterly*.

Douglas Flahive had the articles "The effects of error feedback on writing skills," "The effect of silent reading on the development of L2 skills," and "Assymetries in listening

and reading for main idea comprehension" published in ERIC (Educational Resources Information Clearinghouse).

Mary Golden's essay "Slumgullion" was accepted for publication in *Nimrod*. The essay is taken from her book *Horse Heaven*.

Kathleen Kiefer and Mike Palmquist contributed chapters to *Current Trends in Writing Research: Effective Learning and Teaching of Writing*.

Karl Krahnke's *Reading Together* was published by St. Martin's Press.



Donna LeCourt had articles published in *International Journal of Educational Reform* and *Journal of Advanced Composition*.

William McBride gave a keynote address titled "On the Way Up" at the Jefferson County Models of Excellence conference. He also gave a presentation called "Read This: Best Books for Young Adults" at the Young Adult Literature Conference. He contributed the chapter "I Remember" to *Learning the Landscape*.

Chris Miller's story "Blur" was accepted by the *Wisconsin Review* and will be published in the May 1997 issue this spring.

Rhetoric Publications Research Composition

Carol Mitchell gave a presentation on “Feminine Metaphors of Cosmogony: Parthenogenesis” at the American Folklore Society.

David Mogen gave the presentation “Miles and Miles of Unlit Land : Ironic Landscapes in Montana 1948, Justice, and Stygo” at the Western Literature Association Conference in Lincoln, Nebraska.

Laura Mullen published poems in *The Alembic*, *Boston Book Review*, and *Lingo*, No. 6. She had a piece of fiction published in *Black Ice*. Additionally, Laura Mullen’s second book, *The Tales of Horror*, has been accepted by Kelsey Street Press for publication in 1998.

Mike Palmquist contributed a chapter to *Text Analysis for the Social Sciences*.



John Penney's story “War Game” was published in the spring 1997 issue of *Sundog*.

John Pratt edited the revised additions of *One Flew Over the Cuckoo's Nest* and *The Quiet American*.

Louann Reid published an article in ERIC and her article “When Reader Response Doesn't Work” appears in the NCTE catalog. She also contributed to *Learning the Landscape: Inquiry-Based Activities for Comprehending and Composing* and

Recasting the Text: Inquiry-Based Activities for Comprehending and Composing.

Stephen Reid had his book *Purpose and Process* published.

Chip Rhodes' “Twenties Fiction, Mass Culture, and the Modern Subject” was published in the June 1996 issue of *American Literature*. He also had works published in *MLN*, and *Rethinking Marxism*.

Nannette Rogers-Kennedy had her short story “Thirst” accepted for publication in the fall issue of *Echo Ink Review*.

Bruce Ronda had a review essay published in *The Lion and the Unicorn*. He also published articles in *Biographical Encyclopedia of Transcendentalism* and the *Biographical Dictionary of Transcendentalism*.

Barbara Sebek published a review in *Theatre Research International*.

Steven Schwartz's short story “Skeleton” was published in *Ploughshares*. Additionally, his story “Madagascar” was recorded for *Best of Selected Shorts* on NPR.



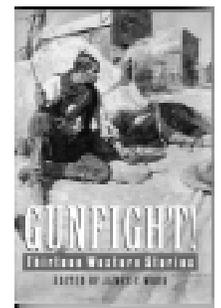
Charles Smith's “Chaucer's Reeve and St. Paul's Old Man” was published in *Chaucer Review*.

Ward Swinson's “Notes on Ulysses” was published in the *James Joyce Quarterly*.

Paul Trembath's “Aesthetics Without Art or Culture: Toward an Alternative Sense of Materialist Agency” was published in *Strategies: A Journal of Theory, Culture and Politics*. He also had the article “Critical Teaching in Higher Education: An Interview with the Front Range Critical Studies Group” printed in *International Journal of Educational Reform*.

Irene Vernon had the article “Religious Rights” published in *Encyclopedia of North American Indians*. Also, he published “Devils Tower: Placing the Conflict in Context” in *The Climbing Art Journal*. His book review appeared in *The American Indian Culture and Research Journal*.

James Work's *Gunfight! Thirteen Western Stories* was published by Nebraska Press.



Jean Wyrick gave a paper on Katherine Anne Porter in the fall at the Authorizing the 20th Century conference at the University of Colorado, Boulder.

Creative Writing Alumni:

Poet and Instructor
Steve Miles

by Cara McDonald



Steve Miles remembers first truly feeling like a writer when he won the Covision award for literature in 1995. “I felt like a someone special, like a real ‘writer’, for, oh, about a day. Then, I got over it. You have to get back to work,” he says.

Steve went on to become one of the first graduates from the English department’s M.F.A. program, and has been at work ever since. Since graduating in 1991, he has been teaching as a temporary instructor here at CSU. He helped develop a new course called World Literature that he will teach this fall.

In addition to teaching, Miles has been working on his own writing projects. “I’ve been honing a manuscript of 65 pages called *Breaking the Skin* for the last three years and am sending it out for book contests. It contains some narrative poetry, some surreal poetry, and some pretty intense nature poetry,” he says.

He cites Seamus Heaney and Yusef Komunyakaa as writers he admires, but Miles’ poetry has also been influenced by some interesting outside experiences, such as his interest in Zen Buddhism and the six months he spent studying and living with a Buddhist priest in Kyoto, Japan.

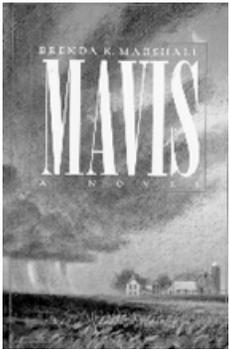
“It was very good for me. It’s stayed with me ever since, because I try to keep mindful every day. My poetry reflects that - an emphasis on the present moment and the importance of the immediate physicality of the world,” he says. In addition to the power of chant and religion, his poetry is also shaped by twenty years experience as a drummer, which made him acutely aware of rhythm and sound.

Miles has been widely published and in recent years his work has appeared in such publications as the *Southeast Review*, *Poem*, and the *Atlanta Review*. His work will be included in a poetry anthology about fathers by St. Martins press due out this summer. In conjunction with that, Miles will be organizing a Father’s Day reading at the Tattered Cover Bookstore in Denver.

His poems have also been anthologized in a book of erotic literature published by Yellow Silk Press, and he was chosen by Mary Oliver as a runner-up in a Southern Poetry Review contest. At this year’s Poets in the Park in Loveland, Miles will “rub shoulders” with poet Li Young Lee and teach workshops to those attending this open event.

Graduate and Novelist
Brenda Marshall

by Molly di Zerega



Intrigued that Brenda Marshall, a CSU graduate, had published the novel *Mavis*, I asked her for some advice on writing fiction. She said that she did not have any advice per se. However, one thing she has found is that sometimes people need to do some growing up before they start writing fiction. “Coming of age stories are often interesting to the writer but not necessarily to others,” she said, adding that people should wait to write until they can write a story about someone other than themselves.

Her book *Mavis* is about the lives of six sisters. Marshall has always been fascinated with family relations, and believes that certain dynamics in a family are established early in life. As the youngest of three sisters, she

finds that when she goes home to visit them, they make all the decisions. Consequently, the characters’ personalities in *Mavis* also tend to be shaped by their order of birth in the family, but they are fictional and not portraits of people she knows.

Marshall likes to write in the morning and usually spends her afternoons taking care of her animals and land. While writing *Mavis*, she did not have a plan nor an ending in mind for the book. The book was character driven, so when she sat down to write, she would write what seemed natural for the characters to do next. She always hoped that the characters would have something to say or do. It took her about four years to write *Mavis* and another eighteen months to rewrite and find a publisher.

Mavis was Marshall’s first attempt at fiction. Previously, she was a freelance journalist and also wrote theater reviews.

Marshall earned her B.A. in education at a university in

Working, Writing, and Living

The World of Books

Caitlin Hamilton



by Jamie Neufeld

“I simply love books!”

Caitlin Hamilton’s lifelong love of the written word has taken her from Minnesota to Massachusetts to the M.F.A. program at CSU, and finally to her current position as marketing director for a publishing company.

Hamilton was born in Wellesley, Massachusetts, but she has always considered

herself a Minnesotan, having moved there when she was nine. She returned to the East coast to attend Smith College, where she studied Middle Eastern history with a minor in philosophy. She received her B.A. in 1990. Hamilton’s career goals were clear from the start. “I always planned to write, which I continue to do,” she said. “In terms of work, I thought I would either end up in publishing or get a doctorate in history and teach.”

She decided to give publishing a try and found a job as an editorial assistant at Vintage Books in New York, where

her native state of North Dakota, her M.A. in English at CSU, and her Ph.D. at the University of Massachusetts. After counting to herself, she told me that she has lived in nine different states. Right now, she is fairly happy living in Michigan and feels more comfortable living in the North.

Marshall’s experiences have not just been confined to writing and attending universities. In between earning her two advanced degrees, she had various jobs, one of which was teaching high school for a year. When asked about her teaching experience, she said, “It was the hardest job I have ever had.” She prefers teaching students of university age and thinks it is an easier age to teach. She was also a technical writer and journalist for a while.

Plans for the future? Brenda seems to be staying put for right now and is going to be a guest lecturer at the University of Michigan and also at Vanderbilt. She is working on her second novel, which is based on a series of questions, and already has ideas for her third novel.

she read and reviewed manuscripts, coordinated contracts, and participated in editorial meetings.

Hamilton’s goals as a writer, however, led her to CSU, where she received her M.F.A. in 1995. She wrote fiction, concentrating on short stories. Hamilton enjoyed her time at CSU, and fondly remembers both the program and the people. “I was happy with my courses, both the literature courses and the writing courses, and I made some good friends.”

After graduating, Hamilton returned to the world of publishing. She is presently working as marketing director at MacMurray Beck, a small publishing company in Denver. MacMurray Beck publishes quality-first fiction, as well as personal nonfiction, and some health books. Hamilton says that her course work at CSU helped her develop the writing and analytical skills that she needs for her current position. In addition, she believes that publishing and teaching internships at CSU helped her obtain her job in publishing.

At MacMurray Beck, Hamilton is responsible for directing the promotion, advertising, and marketing for every title the company publishes. This involves getting books reviewed, developing promotional materials such as bookmarks, placing and planning advertisements, writing catalog copy, designing catalogs, and writing cover copy.

To those interested in a career in publishing, Hamilton advises working as an intern in the field. “Get a sense of what the business requires and what the realities (i.e. salary) are,” she said. “It’s a wonderful, glorious business, but it isn’t always easy to work with books, and by that, I mean to actually put in the long hours with such low pay.”

Hamilton cautions that it may be difficult to find a position in the publishing field in Colorado due to the limited number of companies located here. Although there are several magazines and at least one wholesaler in the Denver metro area, there are many more opportunities on the East coast.

Hamilton’s current goals have not changed much since she started her career. “I started in publishing, and despite detours I’ve always returned to the book world,” she said. Although she is happy where she is, she continues to write. She has rewritten several stories and started a new one, and is in the process of writing a novel which she hopes to finish by the end of the year. Hamilton is well on her way to achieving her plans for the future: “I plan to finish my novel and to stay at MacMurray Beck and publish more great books!”

Broadening Horizons and Opening Minds

Mindy Varner



The Jama Masjid mosque,
Delhi, India



India: Contrasts and Contradictions

by Talitha Davis

Mindy Varner poured over 40 books to prepare for her 24-day trip abroad, but still found herself unprepared for the challenges of traveling through a country as diverse and colorful as India. Varner maintains that to learn about another culture, a person must not be a passive visitor, but must actively meet others, talk with them, and try to understand their way of life. Varner allowed personal experience to shape her understanding of India.

Varner moved from city to city with a group of 35 students and three CSU professors. In each city, forming small groups, they travelled by train, busses, ox-carts, boats, auto-bicycles, rickshaws, or on foot. They participated in planned activities such as visiting shrines, but were given free time to explore, aided by ethnic guides.

Varner found India a land of contrasts and contradictions. For instance, the Taj Mahal at Agra, built in the seventeenth century by the Shah Jahan in memory of his wife, is a “visual illusion.” This living mausoleum has an appearance of weightlessness despite its massiveness.

During a serene sunrise at the Holy Ganges River, she watched people perform ablutions, sing to the rising, golden sun and the Goddess Ganga, then wash their clothing in the river. Although marigolds colored the river with their beauty, trash polluted much of the river with its unsavory stench.

Varner describes the labyrinthine cities of Delhi and Benares as “living oxymorons.” Colorful flowers decorated the earth and dark pollution - “equivalent to smoking one pack of cigarettes per day” - obscured the skies. In Benares, one could see intricate and vast architecture hovering above the “polluted, busy, overpopulated streets filled with lepers and children in rags.”

Although Varner did experience culture shock, India taught her the importance of acclimation and adaptation. Her message is this: “We need to see how others live - not to judge, but to look at our own life with different eyes. One can’t buy awareness,” she adds, “but must obtain it from experience.”



Jamie Neufeld and students

India



Japan



Jacqueline Lyons

Africa

Teaching In Japan

By Talitha Davis

Jamie Neufeld maintains that “we must challenge our perceptions of the world around us.” This concept motivated Neufeld to go abroad.

After much investigation, Neufeld discovered the Japan Exchange and Teaching Program. Following an extensive application process, Neufeld was assigned to teach English in Shikoku, the smallest island of Japan. For a year Neufeld resided in Mino, located in the prefecture of Kagawa.

Neufeld’s position as an assistant instructor required her to introduce conversational English to grammatically proficient junior high school students. She accomplished this goal by creating numerous activities which required student participation.

As a foreigner, Neufeld was afraid she might not be accepted by the Japanese people. But she found that her cultural differences were always celebrated, and that she was able to forge strong relationships defined by those differences.

An English master’s candidate concentrating in education, Neufeld plans to teach high school. Through teaching, she hopes to challenge students’ sense of the familiar by “encouraging them to see possibilities and to never set limitations in life.”



Jacqueline Lyons
Africa’s Gift of Difference

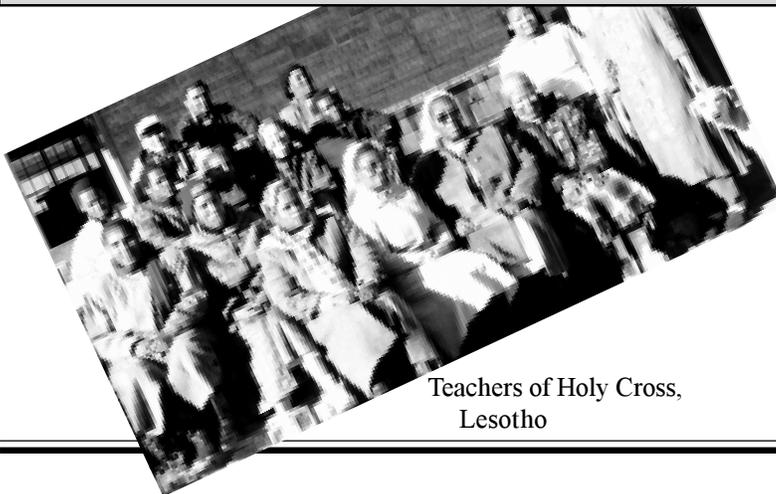
By Talitha Davis

After receiving her B.A. with a double major in English and Sociology, Master’s candidate Jacqueline Lyons joined the Peace Corps in the fall of 1992. As her first choice, Lyons requested Africa but she was ready to go anywhere. The Peace Corps assigned Lyons to the enclave Lesotho within East Central South Africa where she would teach the English language and literature.

Prior to leaving for Africa, Lyons investigated factual data of Lesotho such as weather and population. She wanted to find out everything she could about the country and formulate her opinions based on personal experience.

While in Lesotho, When teaching, for instance, Lyons recognized that she could not draw from cultural connections to illustrate her instruction - “No cultural references were in common,” she said. To improve her teaching, Lyons learned enough of their culture so that she could be sympathetic to their traditions.

Lyons experienced many transformations throughout her stay. From those changes she learned that travel broadens a person’s perspective. She maintains that people must avoid stagnation, and must always expose themselves to nuances. “People get caught in a rut - they forget what is important.” For Lyons, we must always challenge our intuition and force ourselves to think in different ways. The hospitable Basotho people gave to Lyons an invaluable gift - the gift of difference.



Teachers of Holy Cross,
Lesotho

Award Winner Paul Miller

by Mari Asano

“He’s got compassion and heart. He lifts the struggles of everyday life - the creak in your bones and spirit as you get older - up to the level of high art.” --John Calderazzo about Paul Miller

Paul Miller won the 1996 Colorado Council on the Arts CoVision Award for his essays. It all started when he happened upon an application form at a book fair. Miller decided to send in a sample essay but was encouraged by his advisor, John Calderazzo, to send in two essays. Because he waited until the day before the deadline to send in his writing samples, Miller despaired of being accepted for the award. When the package arrived from the Colorado Council on the Arts last May, Miller felt sure they just sent his essays back with regrets. He had to read the note of congratulations several times before he realized that they were telling him he won! “At first, I couldn’t believe it. It was a really thrilling moment,” he said.

Both of the essays he submitted were part of his graduate project, which consists of a series of essays that deal with the sense of place. Sense of place is very important to Miller. He derives much of his inspiration and a sense of peace from places like his native Ohio. He says, “It is an interesting contradiction because people do move a lot, but our heart is still centered on the places we’re from.”

Miller moved here in 1978 when he started at Colorado State University. He and his wife enjoy hiking and backpacking and try to visit wilderness areas from time to time to recharge their batteries. The mountains have been a real draw for him. Miller finds that the beauty and serenity of the outdoors provide him with many ideas for his writing.

Miller works at the CSU public relations office as an editor. He writes press releases, features, and some news stories for *Comment*, a faculty and staff newspaper on campus. He also does freelance editing for the College of Liberal Arts newsletter. He writes in a variety of genres. “Paul seems to be able to write about any topic or person with perceptive good humor and easy grace,” says Calderazzo.

Although he conducts many interviews for his job and is no stranger to the format, he does not often find himself the subject of such inquiry. “It is kind of exciting,” he said

about being the center of so much attention.

Despite his success, Miller says only in the past few years has he felt comfortable calling himself a writer. He attributes much of his writing skill to the English department and to the Communication Development program, saying they “helped him develop his writing a lot.” Miller’s essays also benefited from peer review and the help of Professor Calderazzo’s workshops. “It helped tremendously to keep going over and over the stories until I felt comfortable with them,” he says. He also says that writing a lot helped. “Anything you want to be good at, you have to do a lot. That’s true for writing, too.”

He writes every day and finds it difficult to stop writing until he gets the whole piece down. He usually spends two to six hours each day crafting his words.

Miller found a unique way to spend the \$4,000 that the CoVision award paid him for the product of this dedication. Although the money would have allowed him to splurge on something frivolous and fun, Miller just bought something he can never seem to find enough of - time to write. “I thought the best way to spend the money would be to take time off from work and do more of what earned the money in the first place - writing,” Miller said.

While he considers the award quite an honor, he knows that it does not mean the end of his toil. Miller is now looking for a publisher for his award-winning essays and continues to develop his writing skills. Each time he talks with mentor Calderazzo, Miller becomes re-energized, encouraged to move his writing to higher levels, and to see more of his own creativity emerge. Miller feels that the door to the writer’s world is just beginning to open for him. “They say you are only as good as your last piece was, so I’ll just keep writing,” he says.

Editor’s Note: You can read an essay by Paul Miller in the first issue of the Nieve Roja Review on the World Wide Web at: <http://www.colostate.edu/Depts/English/pubs/pub.htm>



“Anything you want to be good at, you have to do a lot. That’s true for writing, too.”

English Department Alumni Notes

Susan Richardson ('81, B.A.) has published articles, essays, poems, stories and miscellaneous items in various magazines. Her chapbook *Rapunzel's Short Hair: Unmythical Women* appeared in *Embers* in 1994, and her poems are forthcoming in *First Light*, *Faultline*, *Excursus*, and *Westview*. She works as a remote terminal operator for IRS in Cheyenne, where she lives with her husband and daughter.

Lindsay Lewan ('84, M.A.) is a full time member of the humanities faculty at Arapahoe Community College.

Karen Schneider ('84, M.A.) is a professor of English at Western Kentucky University. Her book *Loving Arms: British Women Writing the Second World War* was published in October 1996. She is now working on a new course on Literature and Film, which is her new research focus.

Ellen Schroeder Mackery ('85, M.A.) is a librarian for Arapahoe Community College.

Mike Mackey ('85, M.A.) is coordinating the Arts and Humanities division of the Community College of Denver.

Lary Kleeman ('88, B.A.) finished his M.F.A. in poetry at the University of Montana and is now teaching English at a high school in Fairfield, MT. He is getting married to Elizabeth Barksdale ('88, B.A.) in June of 1997.

Tony Park ('88, M.A.), a former CSU lecturer, is now a professor at AIMS Community College. He is currently pursuing an M.F.A. at CSU. His poems are widely published.

Richard Tayson ('88, B.A.) transcribed and edited stories of Julia Tavalaro, a stroke victim who is unable to speak and almost totally paralyzed. He transcribed her speech, spelling out each letter using only her eyes. Their book *Look Up for Yes* was published in April by Kodansha America.

Aileen Murphy ('89, M.F.A.) and **Paul Hilker** ('88, M.A.) work in the English department at Virginia Tech, in Blacksburg, VA. Aileen works as an advisor to Graduate Teaching Assistants and as an instructor. Paul works as the director of the First-Year Writing Program and is an assistant professor. Their son, Eli, will start kindergarten this fall, and their daughter, Madeleine, was born in December 1996.

Lee Peck ('89, M.A.) teaches news writing and magazine writing at Colorado State University in the Department of Technical Journalism. She also works part-time as a copy editor at Rocky Mountain News in Denver. She is pursuing a second master's degree in journalism at the University of South Florida.

Ted Snow ('92, M.A.) took a tenure-track position last fall at Northeastern Junior College.

Evelina Galang ('94, M.F.A.) is now on the faculty at Old Dominion

University. Her collection of short stories *Her Wild American Self* has appeared from Coffee House Press, and is reviewed in the July issue of the *Women's Review of Books*.

Laura Thomas ('94, M.A.) was awarded the Outstanding Teacher of the Year by the Colorado Language Arts Society in March. She has taught high school English in Estes Park, and is currently teaching composition at CSU.

Bill Ashline ('95, M.A.) is a manager and coordinator of English programs at a language institute in Korea. He has published two essays, "The Problem of Impossible Fictions" in *Style 29* and "The Aztec Altar of Sacrifice as a Space of Death."

Bill Hersch ('95, B.A.) works in public relations and advertising and teaches English in schools in Fukuoka, Japan. He is planning to join the USAF via Officer Candidate School.

John Allen ('96, M.A.) has a job teaching English and coaching at Landmark Prep School in Pride's Crossing, Mass.

John Kitchens ('96, B.A.) has accepted a fellowship position with the State PIRGs in Boston. He is leaving for training in August and then will be relocated. He is now concentrating on getting some of his short fiction published, and working on his new novel.

Cathy Nichols ('97, M.A.) is a technical writing consultant with a firm that develops internet software in Manhattan, NY.

Core is Coming...

Continued from Page 5

about literature, I draw a blank. What paradigm of literature and *humanitas* do I share with Professors Trembath, Smith, Cowell, and Bucco? Dunno. I'm certain I will not arrive at *the* answer, but the Core will demand I ask myself the question for years to come. Last, the Core is not a "return" to nostalgic recreation of young gentlemen (*sic*) strolling past the ivy covered walls, in the shade of Socrates and Cardinal Newman, because the foundations and perspectives of our new Core recognizes the enrichment of understanding liberated (there's that word again) by post-modern rethinking of the illusion of monolithic cultural assumptions. This rethinking and discourse and discovery and communication among faculty will be the most beneficial change of all.

Publishing Panel

continued from page 1

-ing in an effort to provide helpful advice to job seekers. The panel took place in February and over 70 students attended. The panelists included people from MacMurray and Beck Publishing in Denver, Interweave Press, M.F.A candidate Brenda Edmands, and M.F.A. candidate Bronwyn Shone.

The diversity of the audience provided a lively question-answer session, revealing aspects of the publishing industry that were new to many. In their evaluations, attendees noted that they appreciated the "down-to-earth perspectives on small and large presses and hearing about the most important qualities companies look for," said Ludwin.

The panel was such a success that Ludwin and Cornell would like to plan more career-related events, including a panel on opportunities for teaching

...Tell the King

Continued from page 5

"small" 45-student maximums, relative to the rest of the University's lower-division classes (e.g., 225 in PY100). However, the core presumes a hands-on, each student gets an individual voice approach. Courses will not merely deliver a body of information or "lecture notes" but must invite each student to think individually about the subject matter. 45 students strains this, even with new teaching approaches, and the core instructors risk burn-out very soon. Lastly, change is hugely difficult at an institution of this size. The faculty really work hard, despite some public and legislative perceptions, so hard, that I seldom have a chance to talk with my colleagues in the offices next to mine, let alone colleagues in Physics or Art. Yet the

in two-year colleges.

Ludwin has also been expanding the English department's internship program and acting as an information source for opportunities in the areas of teaching, writing, publishing, and research. She has placed interns with Bas Bleu Theatre, Loveland's Downtown Development Authority, Stone Lion Bookstore, United Way, MacMurray and Beck Publishing,

Writer's Harvest/Share our Strength Reading Project, and many others.

"Right now, one of my greatest challenges is to meet the growing

demand for interns - especially people who have extensive computer skills and an interest in researching and writing grants. The word is out that English department interns are desirable additions to the workplace, energetic and highly organized

Core demands the infusion of ideas and perspectives from all disciplines, all theoretical perspectives. With, say 4,000 students a year in about 10 core courses from the two colleges, do you think I'm going to have the opportunity to talk to Professor Lakin or LeCourt, let alone Professors Vedvik in French or Solie in Chemistry? Or my wife? And does English--literature and language, writing and critical thinking--lend itself to a reduction to a single paradigm? Let old Gilbert P. attack these windmills. I've got papers to read.

workers who are able to assess situations and work well with others," she said.

Ludwin is currently working to develop permanent paid internships as well as cooperative, cross-college internships. She also forwards opportunities from the Career Center that she thinks might interest English majors. Every few days, graduate students can expect an e-mail posted on the computer announcing a new job or internship opportunity. These timely updates give students a better idea of the work available to English graduates and the reassurance that they won't need to sell out their dreams of working in the field for which they have a passion.



Deanna Ludwin

"...English department interns are desirable additions to the workplace..."

Crow

Continued from page 1

ago. Crow explained that poetry is central to the program, and her pride in its success is plainly evident. "We've been giving them standardized tests and comparing their scores against the scores of other students. It's very clear that the numbers have gone up, and that they've stayed up for years."

The past year saw Crow working with Loveland grade school children as part of the Larimer County Exchange, a program funded by the Colorado Council on the Arts. "Those children got very excited about poetry," she said. Hoping to ensure that the students' budding interest in poetry becomes long-term, Crow plans to help the Loveland school increase their library's poetry holdings - something she wants to see happen statewide.

She also plans to arrange prize money for public school teachers who find innovative and creative ways to use poetry in their teaching.

Crow has many projects at the college level, as well. She was recently instrumental in establishing a new award to be given by CSU. "I worked to get the department and the college to establish the Academy of American Poets Prize, and we're awarding the first one this spring."

Her list of projects is very ambitious. "Maybe too ambitious," she says with a laugh, before listing further goals. One of her more intriguing goals is to establish a poetry center for the University, one which could coordinate professional poetry readings on a regular basis. She has received enthusiastic support for the idea from University President Albert

Yates and Dean Loren Crabtree of the College of Liberal Arts.

By the end of her four year term, she hopes that her position as laureate, bolstered by the University and college, will have amounted to something tangible. "I want to be able to say that we have had an impact, that poetry has greater available resources in northern Colorado, and hopefully all over the state."

Enthusiasm for poetry and people are not the only qualities that Crow brings to her new office, however. Her love of the West, her fluency in Spanish, and her experiences abroad enable her to "look at Colorado in some broader perspective, not just as a state in the West," she said. During her career as a writer and teacher, Crow has traveled widely, bringing an ever-broadening perspective to both her

"Now is when we need a state poet laureate, someone who will remind us that poetry speaks to our most important and enduring feelings."

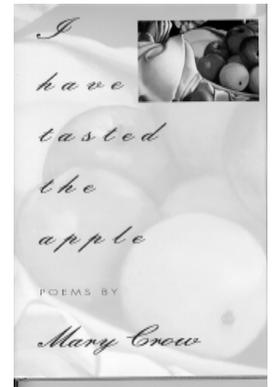
work and the classroom, and now to the state, as well.

Crow believes that the position of poet laureate is even more crucial since

the recent cuts to the National Endowment for the Arts. She hopes that enthusiasm for the arts continues to grow in spite of government curtailments, and believes that people receive intangible benefits from living in a culturally active place.

"After all," she says, "it is culture that invisibly supports the soul, speaks of our feelings, and expresses us."

"Cutting us off," she concludes, "is to deaden us."



Roja

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provide prospective students with examples of creative projects in process at CSU.

At the time I interviewed Marla and Mark (on-line, by the way), the spring publication was in full swing. So far, their greatest challenge has been getting submissions. Concerns over the newness of the medium and copyright and publicity issues seem to have limited the number of submissions. Those they have received, however, include high-quality, diverse selections. The spring publication will feature an essay on Black History Month, a fiction translation, and poetry centered on family themes and cultural traditions.

In the future, the editors would like to include a cash prize for the best poetry and fiction in each issue and continue to emphasize diversity and hypertext work. Students working on the project receive support from Palmquist and possibly internship credit. Future participants will find a valuable opportunity in writing for this exciting, fast-paced industry. "This is really a great time to take advantage of this exploding medium and gain experience in writing for the World Wide Web," Cowell said. Publication will be twice yearly, spring and fall/winter. Look for the Nieve Roja this spring at: <http://www.colostate.edu/Depts/English/pubs/htm>

Dear Freestone Reader,

We hope you enjoy the fourth edition of The Freestone. We believe this newsletter will help bring together students, faculty and alumni of the Colorado State English Department for many years to come. You can help with this endeavor by letting us know what you're doing. In addition to telling us about yourself, you can help assure the future of The Freestone by helping us cover our publishing costs. With your help, The Freestone can become a longstanding English Department tradition.

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