The Chair’s Compass

When he gave his funeral oration to the Athenians centuries ago, Pericles redefined the value or worth of one’s life: “What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others.” I recalled this anecdote in a preamble I devised last week and find that it is a sentiment apropos of our department, its faculty and staff, and its students.

The community that we have formed in this department is an interwoven fabric of influences that shape us individually and collectively. In 2010, the Department of English and Linguistics continues to be a vibrant, dynamic department. Its faculty is committed to the excellence of our programs and to the success of our students.

We currently are conducting searches for new positions in linguistics and writing/rhetoric. The faculty who will assume these roles will become part of a growing department, now composed of nearly 220 majors and a growing cadre of graduate students.

Given the breadth of our offerings—writing courses, both creative and professional; literature courses that are global in dimension; folklore and film courses that address through different media the human condition; linguistics courses that remind us of the phonemic and morphemic connectives that form communities—the Department of English and Linguistics generates some of the highest enrollments and greatest credit hours on this campus, and our influence is great, hence the appropriateness of Pericles’s metaphor. We truly are “woven into the lives of others.”

Please share with us your own news so that we can share it with other members of our community.

—Hardin Aasand

Contact:
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Spring 2010 Featured Student: Paul Sade

Paul Sade is a non-traditional student who attends IPFW part time. He is a senior English major and has an associates degree in Mechanical Engineering Technology and a bachelors in business.

He is married with three children and has a full time career as a project manager in the orthopedics industry. He enjoys writing as a hobby and is pursuing his English degree to hone his skills and build a portfolio of writing samples.

He was the 2009 winner of the Psi Lota Xi award and his story "Niagra Falls" won third place in the 2009 Scratch Fiction writing contest. Sade was nominated by professor Beth Simon to be a featured student because of his success in the contests and outstanding performance in her ENG W401 Advanced Fiction Writing class.

"Niagra Falls" is a chapter from his second novel. He explains "The novel is the story of a man that tries to woo a new neighbor in a backhanded way but he has removed himself so far from reality that he has stolen part of his daughter's childhood. It's about how far love will stretch before it breaks." He uses the IPFW writing center to help with editing and organizing his stories and finds them to be very helpful.

Simon's Advanced Fiction writing class has been his favorite at IPFW. He explains that it helped him "to be more critical of [his] writing and that of others" which is a skill he needed. The class encouraged creativity and helped Sade to become a much stronger writer.

Sade has a few classes left before he finishes his bachelors degree. He would eventually like to pursue a MFA in creative writing.

Can you match the faculty with their specialty?

Across
2. General linguistics, Native American languages and folklore, discourse, Amish languages and culture
6. Rhetoric and composition theory, creative writing
7. Early Modern British Literature
8. Creative writing
10. Anglo- and African-American folk music and song, American roots music, folklore of the southern United States, world folk narrative
11. Rhetoric and composition, composition pedagogy, rhetorical reading, 14. Literacy, technology, cultural and digital rhetoric
15. Shakespeare, textual editing, Jacobean culture, Old English literature.

Down
1. Rhetoric and composition, writing in the workplace
3. Early Modern British Literature, 1485-1700
4. Composition history, theory, and pedagogy; literacy studies; and folklore and Appalachian studies
9. 19th-century American literature, Poe and the American short story, and American women writers (1880-1920)
12. Anglo-saxon literature, Old and Middle English, Medieval Latin
13. Rhetoric and Composition, applied linguistics, ESL
English Coterie Colloquium

The English Coterie will be hosting its first annual colloquium on April 17th. Students are invited to submit papers for the possible opportunity to present in front of their peers and professors.

Papers may be submitted to IPFWenglishcoterie@gmail.com. The club will be accepting submissions until very shortly before April 17th. Keep an eye out around campus for flyers containing exact dates and more information.

The topic of the papers is supposed to focus on either the theme of temptation or the fall of man, but other topics will be considered as well. Each presentation should be about ten minutes long, or be based on papers of about 1,000 words in length.

This serves as a great addition to the resume of those individuals who are looking to enter the field of academia.

The Coterie will also be holding elections for the positions of president, vice-president, secretary and treasurer in late April.

Each position requires a different level of commitment. Email the club for more information regarding specific positions.

For up-to-date information on the activities of the club make sure to join their page on Facebook!

English Internship Opportunity!!

The English Department is looking for an intern for the Fall 2010 semester! We need a self-motivated student with solid writing and organizational skills who will be responsible for the English Department Newsletter as well as other tasks as assigned. This internship will require 5 to 10 hours a week and is a paid position.

This internship could also be for course credit (Eng W398).

If you are interested, please contact Dr. Suzanne Rumsey for more details: rumseys@ipfw.edu or 260-481-6770.

Fabulous Fall Courses

There are a number of exciting course offerings for Fall 2010 semester. Here are just a few:

**Introduction to Literacy Studies**, Eng W460, is being taught by Dr. Sara Webb-Sunderhaus on Mondays from 4:30-7:15 p.m.

Description: Literacy has, for at least the past 30 years, been one of the leading buzzwords in the popular press’s discussions of education. The use of the term literacy is often used in these conversations is not the way most literacy scholars use the term, however. These popular conceptualizations of literacy typically define literacy as the ability to decode or encode written text—i.e., the ability to read and write. In these conversations, literacy is an either/or possession: either one “has it” or one doesn’t.

This course will move beyond reductive discussions of literacy by introducing a range of literacy studies scholarship that challenges these popular notions.

We’ll also explore the literacy practices of marginalized groups, such as African-Americans, Appalachians, Latino, and Native Americans—groups whose literacy is often deemed to be “lacking” in popular conversations—as well as literacy practices which are themselves marginalized.

**Composing the Self**, Eng W372/C572 (crosslisted with Women’s Studies), is being taught by Dr. Mary Ann Cain on Mondays and Wednesdays from 7:30 to 8:45 p.m.

Description: Many people think of identity as something that transcends all labels, names, and categories, forming a core that never changes from birth to death. Gender is one of those categories that seem to transcend any change. We think of boys and girls, men and women as categories of identity that are permanent and unchanging. And yet we are all aware of how aspects of our identity not only change over time, but are subjected to shifting social and culture values, meanings, and beliefs. While language (including social categories such as gender, race, and class) may, at times, seem to be superficial to our “core” identity, language is at the heart of how our individual and collective identities are formed, sustained, and re-formed.

This course will examine the relationship between language and identity and the discursive processes by which the selves that comprise our identities, particularly in regards to gender, race, class, and sexuality, are formed. We will read from a variety of theoretical, literary, and scholarly texts, including rhetorical and critical theory, literature, gender studies, anthropology, and education to explore the question of how our selves compose/are composed by the language we use.
Confluence

The 2010 issue of Confluence, the English Department’s student literary magazine, is currently in the review process. Thanks to all who submitted photography, poetry, fiction, essays, drama, memoir, creative non-fiction, and artwork. We had a terrific turnout, and this year’s issue is going to be excellent.

Copies of the 2010 issue will be available in the English Office.

Be on the lookout for publication dates at the beginning of April!

Look for our call for 2011 submissions in the fall edition of the newsletter.

Clio: A Journal of Literature History, and the Philosophy of History

CLIO

A Journal of Literature, History, and the Philosophy of History

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Clio: A Journal of Literature History, and the Philosophy of History, an international triennial journal, publishes scholarly essays on three interrelated topics: literature as informed by historical understandings, historical writings considered as literature, and philosophy of history, with a special interest in Hegel.

Clio seeks essays that are interdisciplinary in their arguments. We publish researched essays at the intersections of our three disciplines of emphasis. Our focus is historiography, in reference to any time period and literatures, especially those that reflect contemporary theoretical approaches to our traditional focus.

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