The Chair’s Compass

Yesterday, as I write this, was September 11th, the return of a month and a date that resonate with other such significant, tragic dates: December 7th, November 22nd, and April 4th. I remembered its occasion only as I was walking on campus yesterday morning, a crisp breeze complemented by a brilliant cardinal sitting in a slowly changing maple tree near Walb Union. The juxtaposition of tranquility and remembered horror caught me unawares all over again. September 11th continues to decenter me as it does many Americans, our sense of an inviolate self forever altered.

I originally chose the title of this column-- “compass”-- from a Renaissance impresa, a compass emblematic of the “labore et constantia” duality that governs our existence: placidity and arduous process. The compass captures this image of our existence: the stability of one leg of a compass (the soul) that centers the motion of the other leg of the compass. 9/11 dramatically shook our sense of being grounded as Americans and yet there is something stubborn and resilient in our ability to endure and cohere as a nation. The center still holds firm and true.

Let us know how you are doing, your accomplishments and your successes, your progress on this journey. We would be delighted to hear from you. We continue to thrive and prosper, larger by scores than we were in the Fall 2011 semester when yet another September 11 made us pause . . . and remember.

Hardin Aasand
Fall 2012
Books Making it to the Big Screen

Within the past decade, the movie business has taken a number of successful book series and adapted them into films that have become far more famous worldwide than the author and directors probably ever assumed possible. The Harry Potter series by J.K. Rowling, the Lord of the Rings trilogy by J.R.R. Tolkien, and even the hate-to-love series The Twilight Saga by Stephanie Meyers are a few shining examples.

The newest series to make it big is The Hunger Games by Suzanne Collins. The first film came out in March of 2012 and the second film Catching Fire is due out in 2013. An interesting fact about Suzanne Collins that English majors and alumni from IPFW can appreciate is that she earned her bachelor’s degree in Telecommunications and Drama from Indiana University’s College of Arts and Sciences in 1985.

Another famous author who is well known throughout the movie industry for his “grab-the-tissue-box” romances is Nicholas Sparks. Sparks has written a number of romance novels that were made into films, most famously The Notebook in 2004 starring Rachel McAdams and Ryan Gosling. Other books-turned-movies from Sparks are: Message in a Bottle (1999), A Walk to Remember (2002), Nights in Rodanthe (2008), The Last Song (2010), Dear John (2010), and The Lucky One (2012).

In terms of future films, one upcoming movie that should prove to be a success is The Hobbit: An Unexpected Journey based on the book by J.R.R. Tolkien. Tolkien’s work with the Lord of the Rings trilogy paved the way for epic fantasy novels and the series became its own movie deal in 2001. The Hobbit is due out in theaters around Christmas, on December 14th of this year. But do not despair Tolkien fans, this will not be the last movie of the series made; The Hobbit is being split into three parts with The Hobbit: The Desolation of Smaug due out in 2013 and The Hobbit: There and Back Again in 2014.

Another upcoming film that looks to be promising is F. Scott Fitzgerald’s book The Great Gatsby. With Fitzgerald’s book being read by high school students throughout the country and even more so by graduates, scholars, and professors, the movie has a lot to live up to, although its all-star cast including Leonardo DiCaprio, Tobey Maguire, and Carey Mulligan should help. The Great Gatsby is expected in theaters sometime in 2013, which gives people plenty of time to pick up the book for a re-read or to experience the story for the first time.

Facebook Feedback

We posted the question to our department wall and got some interesting responses:

Heidi M. Notestine Felger: “I don’t mind the trend, but I always prefer to read the books first...even if it means waiting to see the movies via rental rather than at the theater. As a “mean mommy,” I made my kids do this for a couple book-to-movie situations too!”

Troy Bigelow: “The audio book of The Hunger Games kept my wife, my children, and I inside the van at the beach in Florida this summer, listening with rapt expressions on our faces (just like the days of old radio broadcasts, I bet). When we returned home the following week, my 11-year-old and 13-year-old both finished the trilogy in one week. I’m glad I checked that audio book out of the library for the drive to Florida! When the movie came out on DVD, we had to see the adaptation.”
Need a job? Check out the Writing Center!

Hey English Majors! Looking for a job that works with your skill set and gives you valuable benefits and experience that looks great on a resume?

Well look no further! The Writing Center is hiring for writing consultant positions, beginning in January 2013. The work as a writing consultant will help you think deeper about writing and the writing process and gives you the opportunity to grow in your knowledge of the interdisciplinary styles of writing, while allowing you to gain confidence in your own abilities. Students who work in the Writing Center are able to come to better understand what is expected out of their own academic writing and they get to read papers from all disciplines and advance in their knowledge of other subjects. Writing consultants are also able to develop and improve their interpersonal and communication skills, which is great experience for students whose future jobs will focus on speaking with people one-one-one.

The Writing Center is looking for students who are humble learners and who want to grow in their own writing abilities. Students also need to have completed W131 and W233 (or equivalent courses in writing) and will need to be able to work in the Writing Center for both a fall and spring semester. Applications are due by November 10th and are available online at www.ipfw.edu/casa/writing or in the Writing Center, which is located on the second floor of the Helmke Library in the Learning Commons. If you have any questions, feel free to contact Mary Arnold Schwartz at schwartm.ipfw.edu or visit her in the Writing Center.

Hey, Alumni! We Want to Hear from You!

We’d love to hear from our alumni about where your lives have taken you. You may clip this portion of the newsletter and mail it with your responses, or you may email us at newsletter-engl@ipfw.edu. Here are a few things we’d like to know:

- Is there something you’d like to see in this newsletter?
- What direction did your English degree from IPFW take you?
- Have you continued to write creatively? Would you be interested in having your work in our newsletter?
- Are there updates to your career or life you’d like us to know about?
- What is your fondest memory of your time in the English Department here at IPFW?
- What advice would you give current students?

Mail your responses back to:
Suzanne Rumsey
English Department Newsletter
Indiana Purdue Fort Wayne
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805

Email your response to:
rumseys@ipfw.edu

Find us on Facebook and tell us your story!
Confluence

Confluence is the IPFW based literary magazine that allows students, IPFW alumni, and other people in the community to publish their own creative work in poetry, drama, fiction, photography, memoirs, artwork, essays, and creative non-fiction.

Submissions for Confluence are accepted throughout the fall and spring semester with the deadline occurring at the beginning of winter break. Feel free to visit the Confluence website for further information at:
http://www.ipfw.edu/confluence/index.html
Featured Faculty: Dr. Chad Thompson

Classes taught at IPFW?

Various linguistics courses. Usually at least one section of LING L103 ‘Introduction to the Study of Language’. Also ANTH L200 ‘Language and Culture.’ I often teach a course in Psycholinguistics and one in Native American Folklore. My research has mostly been with Native American languages along with some research among the Old Order Amish in the area. I like to incorporate this research into my teaching when I can.

What is the Three Rivers Language Center all about?

The Center was established to help endangered and immigrant languages in the area. We have hosted a day camp for the Miami people on campus for the last three summers. We are now beginning to do work with the refugee population for Burma.

Did you always dream of becoming a professor?

No, I never even considered it a possibility. I hated giving “speeches” in front of a class when I was young. The thought of doing it day after day did not appeal to me. As I got older and started getting college degree after college degree, the number of career options narrowed considerably. I am very happy I did it, though. Teaching is not giving speeches or presentations. It is telling a bunch of people really cool stuff.

In the last 5 years of teaching, how have students changed?

They haven’t really changed, I think. They have stopped laughing at my jokes but that might be because I use the same jokes over and over again.

Any interesting hobbies?

I play the banjo and the bagpipes and a little bit of a few other instruments. I like loud instruments that start with a “b.”

What would you do if you won a million dollars?

I’d probably travel and start leaving really large tips. I would also donate to the Three Rivers Language Center and other non-profit organizations.

Would you rather: go skydiving or bungee jumping?

Why are you trying to kill me? Have I had you as a student? Actually, when I was young, I really wanted to go skydiving. The appeal has entirely disappeared, however. I never was tempted by bungee jumping. Fall, scream, bounce, dangle. Why is that fun?

Those two activities both involve thrill and courage. To me, the research I do is thrilling. I love doing it.

As far as courage goes, when I was younger it would have been easier for me to jump out of an airplane than to talk to a bunch of people day after day. It would have been easier to stay at home after high school and attend the University of Michigan than to move across the hemisphere and attend the University of Alaska as I did. It would have been easier to find a field that didn’t involve talking to people. All these things took a tremendous amount of courage for a shy boy. I did them because of an intense interest in the field—for the thrill, I guess you could say.

Recently, when researching the Mon people from Burma, I saw some 250 year-old manuscripts inscribed on palm leaves. That was a tremendous thrill. It took years of courage in pursuing the path I took. It definitely beats bouncing at the end of string.
Summer China-Practicum (continued from pg. 9)

students will want to do the Practicum again because it is a great way to grow as a teacher and to learn about another culture.

• Like most major things in life, I have mixed feelings about my practicum experience...Despite the challenges, I felt that I did gain a better understanding of how an ESL classroom operates. I also learned the necessity of adapting to students’ personalities and encouraging them to participate.

• It was definitely beneficial. It was the first time we were able to teach on our own. It’s one thing to hear about hypothetical situations in class, but it’s something completely different when you are in the situation and have to think for yourself...I was scared to death before my first class. The reality that I didn’t actually have a clue hit me and I was terrified. The first class went smoothly enough. The fear decreased dramatically after the first one, and kept fading after each class. I now feel like I know what to expect and am prepared for more.

Teaching and growing as an instructor in an international setting:

• Living in a new culture definitely gave me a new outlook on things. Not only was I able to see a new culture and learn about the culture from experience, it was beneficial from a language learning point of view. It is one thing to live in a country that the language is easier and you would be able to pick up on the language over time; Chinese just sees way more difficult...Then it made me appreciate how much effort each student put in to learning and speaking, because English is difficult for them.

• I felt that everyday I would learn something new about the culture or what wording was better for the students. I felt that I was able to adapt to every situation well and was able to grow as a teacher. I think this was the best opportunity to see if any of us were cut out to be teachers based on how we could handle the unknown.

Upcoming Spring Courses

ENG W462/ENG C682, Intro to Classical Rhetoric will be taught by Dr. Stevens Amidon and will focus on Classical Rhetoric, particularly Greek and Latin Rhetoric. Unlike many writing classes, this class has no major projects associated with it. However, it will feature weekly exercises based on the "progymnasmata," a traditional practice the ancients used to teach written and spoken communication.

Eng G301, History of the English Language will be taught by Dr. Damian Fleming and will cover the development of the English language from Indo-European roots to the diverse varieties of today. This spring, it will focus on the process of translating the Bible in the Old, Middle, and Modern English periods. Thanks to the support of UC2 and the Remnant Trust, we will have access to a 1611 first printing of the King James Bible. We’ll trace the history of English through the lens of biblical translation and examine how the King James Bible continues to influence English today, 402 years after its initial publication.

ENG B502, Intro Literacy Studies will be taught by Dr. Sara Webb-Sunderhaus. This course provides an overview of literacy studies while also focusing on the literacy practices and beliefs of marginalized populations. Literacy has, for at least the past 30 years, been one of the leading “buzzwords” in the popular press’s discussion of education. Nationally there has been a good deal of metaphorical hand-wringing over alleged low literacy levels among the general populace and certain minority populations in particular, and articles that ask “why Johnny can’t read” have appeared many times over. The way the term literacy is often used in these conversations is not the way most literary 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 moves beyond such reductive discussions by introducing a range of literary studies scholarship that challenges these popular notions.

ENG L348/ENG B645, 19th Century British Fiction will be taught by Dr. Troy Bassett. This course will focus on orphans, detectives, and vampires: Oh my! 19th Century British Fiction is a survey of important novels and short stories of the Victorian Period. In the spring, we will be reading Austen’s Emma, Dicken’s Oliver Twist, Doyle’s Sherlock Holmes stories, and Stoker’s Dracula among other works.
Crossword: How well do you know your (Middle) English?

Excerpts from Geoffrey Chaucer’s The Canterbury Tales

Across

5. "cleped"-- "She shall be cleped his lady" (The Manciple’s Tale)

7. "listeth"-- "Yet listeth, lordes, to my tale" (Sir Thopas)

9. "fowle"-- "As fain as fowle is of the brighte sonne" (The Knight's Tale)

10. "newfanglenesse"-- "Men loven of propre kind newfanglenesse" (The Squires Tale)

13. "prively"-- "And prively to him to him she seide anon" (The Second Nun’s Tale)

14. "sooth"-- "This proverbe is ful sooth and ful commune" (The Monk’s Tale)

15. "stolf"-- "Thus stolf this worthy mighty Hercules" (The Monk’s Tale)

17. "gye"-- "For which our Hoost, as he was wont to gye" (The Parson's Tale)

19. "twaine"-- "And lat this flood endure yeres twaine" (The Franklin’s Tale)

Down

1. "anon"-- "His wif anon hath for hir lemman sent" (The Manciple’s Tale)

2. "knave"-- "There every wight save he, maister and knave" (The Man of Law's Tale)

3. "eek"-- "And eek youre moder, of her gentillesse" (The Nun's Priest's Tale)

4. "axe"-- "And for my werk right nothing wol I axe" (The Physician’s Tale)

6. "wood"-- "For thogh that Absonlon be wood or wrooth" (The Miller's Tale)

8. "feendly"-- "And whil he bisy was, this feendly wrecche" (The Canon Yeoman’s Tale)

11. "eet"-- "Eet of the fruit defended on the tree" (The Pardoner’s Tale)

12. "hende"-- "This joly clerk, Jankin, that was so hende" (The Wife of Bath's Prologue)

13. "pees"-- "Bitwixe yow ther moot be som time pees" (The Knight’s Tale)

14. "woot"-- "And wel ye woot, that wommen naturally" (The Shipman’s Tale)

15. "whilom"-- "In Flaundres whilom was a compaignye" (The Pardoner’s Tale)

Answer Choices

ask eat fiendish
also novelty peace
privately know died
servant true govern
bird listen two
angry called once
immediately handsome
Student Spotlight: Jack Schroeder

Tell me a little about yourself, your family, your jobs.

I am married and have four adult children. Our family has four long-haired, miniature dachshunds (including a nine-week old puppy—no name yet). I am retired, but I teach as an adjunct at several of the local colleges.

How long have you been a student at IPFW?

Since 2008. When I returned to college, I enrolled into the Liberal Studies program, but I transferred to English and Linguistics last year.

What is your major and what are you studying?

English and Linguistics, Creative Writing/Rhetoric and Composition.

What other degrees do you have?

I have several graduate degrees in the sciences.

What made you decide to come back to school and study English?

I like to write as a hobby, so I thought I’d learn how to write. A fringe benefit to having graduate English credits is that I am now able to teach lower-level composition courses at schools such as Ivy Tech and others.

How has being a graduate student been different from being an undergraduate student?

Reading—a lot of reading, and independent study. In addition, many times examinations are replaced by papers. Also, because many graduate students share offices, we get to know each other better, making it easier to develop social networks.

What are the benefits of going to grad school in your eyes?

As opposed to getting into the job market, it offers a chance to continue studying in areas of interest. Since I’ve come back to school, I’ve been able to study things that I always wanted to but never had the opportunity to do so.

What do you enjoy doing in your free time?

Not reading, I do too much of that for school. Mostly, I just relax and spend time with my family and write a little.

2012 Scholarships

Congratulations are in order for several of IPFW’s English Majors who were awarded scholarships this past spring for the 2012 semester:

Katie Brechner—Outstanding English Major Award
Nicholas Wheeler—Psi Iota Xi Award for Writing
Aleisha Balestri—Sylvia E. Bowman Award
Aaron McClaskey—Rainn McPhail Memorial Scholarship
Brad Hursh and Naomi Stephens—Henry Kozicki Graduate Writing Award
Melissa Hirsch—Leadership in Learning Award

Scholarships for the upcoming Spring 2012 semester should be available for application beginning in October and students will have until February 1st to apply.

Spring Internship Opportunities!

Be on the lookout for new internships advertised over email, on Facebook, and on notice boards in our hallways. The openings are always changing, but currently we have the following spots available:

• My Web Writers™ writes content for blogs, websites, social media, and print publications. They specialize in SEO content and will be looking for an intern to do freelance writing.
• Murphy Ice, & Koeneman LLP concentrates on medical malpractice defense, personal injury defense, appellate litigation, an family law. They are looking for an intern to do writing and editorial work for the legal documents prepared in a variety of cases.
Summer China-Practicum By Dr. Hao Sun

The practicum in China offered in collaboration with an international education company is an option in our TENL program curriculum. It provides students with a valuable opportunity to complete course requirements of practical classroom teaching in a 5-week summer session and obtain instructional experience in an international setting simultaneously, thus broadening students’ perspectives, strengthening their professional experience, enriching educational opportunities through living in a new culture first-hand, and enhancing awareness of cross-cultural communication. In the summer of 2012, the 2nd time it was offered, three students in our program went to China and completed the course; they all felt the trip was worthwhile.

Summary Comments from the Students Enrolled in the Practicum

General Comments:

• Overall, I had an amazing experience with the Practicum...At first, I was disappointed that I did not have a classroom to work with, because I was really looking forward to getting as much experience as I possibly could. However, I am glad that everything turned out the way it did. This is because I was not with just one classroom with the same students of the same age and level, I had different interactions with students aged 6-24 and each student was at a different level. I found this to be extremely beneficial because it is a great way to test how well you can adapt to different learners.

• I absolutely loved the Practicum...I think it is good in the summer because we were able to have different students with different levels and ages which I thought was extremely helpful. I really hope other...

(continued on pg. 6)