

DEPARTMENT OF ENGLISH, COMPARATIVE
LITERATURE, AND LINGUISTICS

the anecdote

MESSAGE FROM THE CHAIR



This month, over 200 CSUF students will graduate with degrees in English, Comparative Literature, and Linguistics. After years of reading poetry and novels, writing papers, and debating the relative merits of writers like Dickens and Austen, our students will walk across the commencement stage and into the next phase of their lives. For some, this will mean going on to graduate school and continuing their education; for others, it

will mean exploring job opportunities and beginning a career. For almost everyone, though, it will be bittersweet. As graduates eagerly anticipate moving into their future, they may also look back nostalgically at the home they've made here at CSUF. As faculty, we feel the same way. We watch our graduating students hand in their final papers and exams, cross the stage to accept their hard-earned degrees, and we wonder where they'll go and what they'll do next. We're proud of the work they've done, and sad that their time with us is over. This is why we've created opportunities, like the Annual Alumni Reunion, to reconnect with our former students and give them an opportunity to reconnect with their love of English language and literature. So, on behalf of the department faculty, I'd like to congratulate our graduating students and invite you all—as you leave your college years behind and move into the exciting future that you've worked so hard for—to keep in touch and, when you can, come back for a visit.

Dr. Lana Dalley



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STUDENT SPOTLIGHT: ROCIO PRADO

By Bob Neis

Meet Rocio Prado: graduate student, pun-master, and food truck connoisseur. If you haven't seen her trekking across campus en route to a comparative literature class, it might be because she was busy tutoring in the Writing Center...or assisting Dr. Hollis as an instructional student assistant for the "Harry Potter" class...or perhaps event planning for one of the various clubs she is involved with—Rocio is an inspiring student because she manages to share her talents in many areas, yet still maintain a sense of humor and an air of calm amidst the hectic culture of grad school.

Rocio was initially drawn to CSUF because it enabled her to pursue higher education while still staying close to home and family, but throughout her undergraduate experience she came to love the sense of community. She describes the campus as "a contact zone for a diverse range of social groups," rich in "opportunities to interact with new people and expand our understanding of one another." Rocio's zeal for comradery is evident in her work with Queer People of Color (QPOC), a campus presence dedicated to bridging gaps between communities on campus. Rocio emphasizes the importance of inclusivity in such groups, of coming together, but still reaching

out: "even when we don't identify, we can still care; QPOC is about being an ally—making human connections and living as advocates for one another."

Eventually, Rocio aims to teach literature, women's studies, or Chicano studies—or some combination of all three! Throughout her studies, Rocio has been intrigued by the ways in which disciplines cross-over and interact. She points out that her background in women's studies shapes the way she approaches English classes, but not everyone has the chance to consider these points of view. As an educator, Rocio hopes to incorporate these voices across the curriculum so they reach a larger audience, making a priority of giving more exposure to a variety of perspectives.

Rocio was recently the recipient of the Graduate Equity Award, which "opens opportunities and makes the goal of a Ph.D. less daunting; it would be much harder for me to pursue this path carrying the burden of student loans." Looking back upon her time as an undergrad and looking forward towards doctoral programs, Rocio cites the greatest advantage of being a student of English as "the ability to think critically, but not solely in terms of literature; the real value lies in applying these skills to everyday life."

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Rocio Prado



DR. CAPPELUTI IS RETIRING!

We would like to thank Dr. Jo-Anne Cappeluti for her years of dedicated service to the department and the university. We sincerely wish her a happy and fulfilling retirement!

Dr. Jo-Anne Cappeluti



Fun Facts

- At CSUF since Fall 1983
- Favorite Literary work is "Caliban to the Audience" by W.H. Auden
- Plans for retirement:

"I have a strong feeling that I can't even begin to imagine the good things in store for me."

FACULTY SPOTLIGHT: JOANNE GASS

By Amber Tavasolian

If you have not met Dr. Joanne Gass, it might be because she is a semi-retired, or Professor Emeritus, member of the department.

An alumna of this university herself, she received both her Bachelor's and her Master's in Comparative Literature. While working on her doctorate at UC Irvine, she started her teaching career as a part-time faculty member. Dr. Gass reminisced, "Well, I started in 1976 as an adjunct, which was right after I got my Master's degree, and I was hired as a tenure-track faculty in 1988 after I received my Ph.D. from UC Irvine."

Throughout her career as a student and an educator Dr. Gass has studied French, Spanish, and German, but dropped the Deutsch because of its cumbersome declension tables. Dr. Gass has many fond memories from the department over the years, sharing memories of teaching and living abroad in London.

Over the years, Dr. Gass has inspired many students, a number of whom have pursued

teaching at the high school, community college, or university level. When asked what advice she has for aspiring educators, she responded, "My advice to anyone who is going to be a teacher is be prepared to have really bad days—most of them will be good,



but be prepared to laugh the bad ones off. Maybe that's the biggest thing—to have a sense of humor—and never take yourself too seriously, because that's a recipe for disaster."

After she finishes her 37-year teaching tenure at the university, Dr. Gass plans to read books, play tennis, watch movies, and take a cruise with stops in Singapore, Thailand, Shanghai, and Hong Kong.

Convenient as it might seem to assume otherwise, faculty members at CSUF sometimes leave the refuge of their department offices, taking their work outside the university walls. While many of his colleagues were recovering from the chaos of finals and grade submissions, Dr. Steve Westbrook spent his winter break in Cambodia, where he volunteered at the Elephant Valley Project, an organization dedicated to the rehabilitation of elephants. When asked to convey his experiences there, he felt the most adequate representation rested not in looking back through the haze of memory, but rather in the visceral proximity of the moment. He has chosen to share a series of email excerpts sporadically sent out to friends during his travels.

LEARNING HOW TO BE AN ELEPHANT: EMAIL EXCERPTS FROM CAMBODIA

By Stephen Westbrook

Day 1: Phnom Penh

A man assaulted me with rose water while humming a string of words I couldn't understand. I happened to be sitting in the Buddhist temple that is home to one of Buddha's eyebrow hairs. This leads me to believe I should consider myself blessed.

Day 2: Phnom Penh

At the central market, vendors grind sugar cane, smash fishes' heads, and pile dragon fruit in pyramids. A tuk-tuk driver shouts "I'd like to take you to the Killing Fields."

Right now a group of British expats are raving at the bar in our hotel. You asked of elephants? I cannot sleep. Portraits of the dead king are hanging everywhere.

Day 3: Phnom Penh to Sen Monorom

Nae said our driver drove like he should be piloting a fighter jet. Each almost-accident seemed miniscule—a tiny inconvenience—placed against the backdrop of the country blurring by us: the angles of the Cold War, the Khmer Rouge's repurposed paddy fields, the mechanics of survival under Pol Pot. In three full days I've seen only one person over 35. Four years ago, the road under our wheels did not exist. When we set foot in Mondulkiri, our host told us with no prompting that our driver used to pilot Russian fighter jets.

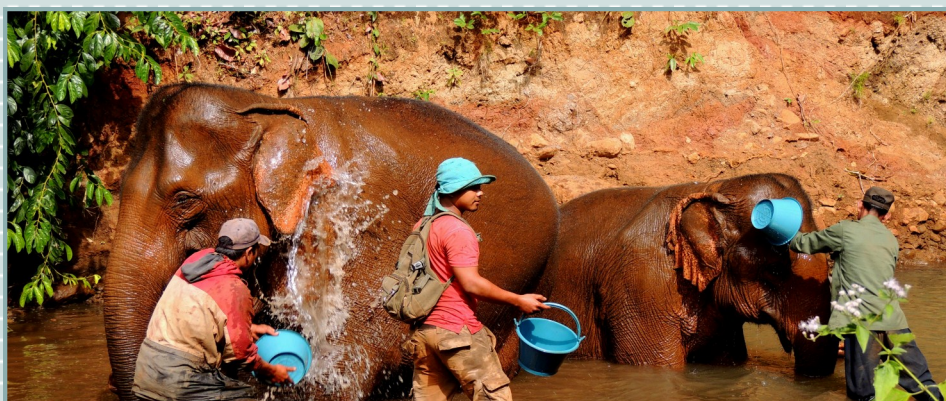
Day 4: Elephant Valley Project

Parts of the prehistoric forest here—before returning to a forest—became a logger's paradise. Now all around us parasitic vines choke cashew trees; leaves hide their medicine.

Our first glimpse of pachyderms: Bob and Onion, their names absurd translations from Khmer. The way they walk is magisterial. The looseness of their leather skin. Toenails bigger than fists. Still, they bear the scars of overwork and carry sunken spines. Their lungs have dropped down somewhere further than their lungs should ever be: a result of timber weighing on their backs, over the years, pushing their bones and organs toward the earth, restructuring their whole anatomies.

Day 5: Elephant Valley Project

We live in Bunong homes with thatched roofs and three hours of electricity each evening. The Bunong and all the people here, including us, are trying to help the elephants learn how to be elephants again: to wander through the woods and forage freely, to bathe themselves and then undo their cleanliness. I love to watch them gather dirt inside their trunks and spray a rain of it into the air above their massive frames until millions of microorganisms shower and recoat their bodies.





Dr. Leslie Bruce

YOUNG ADULT BLOG

By Bob Neis

Despite living in a culture where 140 characters is deemed adequate space for self-expression, readership among adolescents is surprisingly seeing a major resurgence.

Dr. Leslie Bruce has been exploring through her own classes why “young adult literature” (YA), such as *The Hunger Games*, has become so widely popular in the past decade. Her classes read and analyze YA selections, books written in language that is unimimidating, featuring characters and plots that are relatable to adolescent readers. Dr. Bruce points out that these books inspire a level of critical thought that will carry over into other reading, setting a foundation for college and beyond. Many of the students enrolled in her classes are prospective teachers; by showcasing the merits of these titles, the class may inspire future educators to incorporate them into the curriculum, complementing the classics. Dr. Bruce hopes such a push will lead high school students to discover that literature is not alien to their outside interests, and that reading is a rewarding part of any lifestyle rather than simply an assignment.

Dr. Bruce teaches the YA literature class with the aim of getting new generations excited about fiction, creating lifetime readers and writers. Dr. Bruce’s English 341 and 434 classes have moved to the internet in search of new ways to approach writing assignments.

Started in 2011, the class blog is designed to prepare students for writing in real world applications, sidestepping the assumption that a paper dies after it is turned in, doomed to be filed into a drawer. Students choose a book they want to feature on the blog; while composing a review, they are expected to research and collect secondary sources for each book, providing a resource for teachers wanting to use the YA titles in their classrooms. Students also learn to shift voice and rhetorical approach when considering different potential audiences.

These online assignments encourage interaction and dialogue between writers; rather than composing in a vacuum, students have an opportunity to give and receive editorial feedback. Dr. Bruce’s class responds to what she perceives as an irrational fear of social media in higher education. Instead of attempting to ignore the rising influence of the internet, her classes utilize this space, one that is both comfortable and exciting to young writers. By encouraging students to use a medium that is more familiar, blogging channels student confidence, empowering writers to feel more invested in their work.

To see these CSUF writers at work, go to: <http://beyondthepalebooks.net>

DASH LITERARY JOURNAL

By Jenni Marchisotto

The *DASH Literary Journal* editors are extremely proud and excited to introduce this year’s issue, *DASH 6*. The 2013 issue is overflowing with great talent. The journal takes readers on a tour through an eccentric museum exhibiting a collection of short and emphatic writing and art. This year we have a great collection of everything from student writers to an interview with George Saunders, author of *The Tenth of December*. *DASH* gets more *DASH-y* every year, and 2013 is no exception. As a class we put in countless hours reading and editing submissions to the journal, as well as to the poetry contest instituted this year, to make sure that we gave readers the briefest and most emphatic work we got. We are hosting a release party on Thursday, May 23rd, at 7:30 p.m. at the Golleher Alumni House. The event is free-for-all and fun-for-all. Please come and help us unleash *DASH 6* on the world!

A Message from Dr. Stephen Westbrook

“It is exciting for me to watch DASH evolve in unpredictable ways each semester as new editorial teams exert their influence on the journal. As faculty advisor, I enjoy not only participating in the collaborative practices that go into developing each new issue but also observing how increasingly invested our editors become in applying their diverse understandings of rhetoric and poetics to the submissions we receive. As we decide on the journal’s content, we inevitably raise theoretical questions about the nature and function of literature, but we do so in ways immediately relevant to the practical concerns, ambitions, and realities of contemporary writers. Ultimately, I think I appreciate the DASH project as an experiment in experiential learning that allows us to treat writing less as an isolated or individual classroom affair and more as a strange living art that transcends the walls of University Hall to have a small but consequential effect in the world.”



WRITER-IN-RESIDENCE: DAVID HERNANDEZ

By Lauren Bailey

This school year, our department was fortunate enough to have its first Writer-in-Residence! David Hernandez came to our department to both share his experiences as a published author and to teach creative writing. He has hosted several events in the department centered on his experiences with writing and publishing fiction and poetry. He's even been kind enough to offer feedback to current students who have their own works-in-progress. David has truly been an inspiration to our department in many ways.

David started his undergraduate career as an art major at CSU Long Beach. However, after taking a creative writing course, he found himself drawn to writing and poetry. He had admired poetry before, but was surprised by the styles and voices of "living poets"—contemporary writers whose work may not rival that of Shakespeare or Frost in the canon, but who are wonderfully talented and moving all the same. He gradually became more and more attracted to the works of poet Charles Simic, whose written texts encompass visual and surreal elements. David's sketchbooks were soon filled with more writing than drawing.

He graduated CSU Long Beach with a B.A. in English in 1998. He continued "reading, writing, and editing" and really immersing himself in the work. He moved onto publishing soon enough and had his first poetry book published in 2003 and his second in 2006. These accomplishments were soon followed by a competitive two-book deal in young adult literature. At about this time, David discovered his passion for teaching and decided to pursue his MFA. He entered the program at UC Irvine in 2007 and finished in 2009 with a fresh new outlook and critical approach to his writing.

Reading is crucial. To be successful, we need to write, read, revise, and repeat. David lives by his wife's belief that "a person who writes and doesn't read is like a person who talks and doesn't listen." Reading is what helps us to retain our drive, focus, and passion for writing. Students often pay more attention to writing, but it's really the reading that makes sure we stay in love with writing.

"To be successful, we need to write, read, revise, and repeat."

SECOND ANNUAL ALUMNI REUNION

By Lauren Bailey

On Saturday, April 13th, our department hosted its second annual Alumni Reunion to benefit our Writer-in-Residence program. This year the event took place at the Golleher Alumni House on campus, which lent a warm and welcoming atmosphere with its Spanish Colonial Revival style home and surrounding garden. Alumni enjoyed delicious appetizers, wine, and desserts while mingling with one another and catching up with faculty.

Some of the highlights from the event included poetry readings by Lincoln McElwee and Skyler Schulze, both of whom are graduate students in our M.A. program and have worked with our Writer-in-Residence, David Hernandez. Lincoln, who read "Bonfires" and "Goodness," credits Irena Praitis for his renewed passion for poetry, noting that his experience in her contemporary poetry class "changed [his] life." Skyler read "What Remains of You" and "You Can't Hide the Products," which are featured in her master's project. Skyler fell in love with poetry in elementary school when she "realized that [she] could create stories in creative ways" to help her "through the various difficult times that come with growing up." She hopes to continue working on poetry while also finding post-graduate work in book designing.

David Hernandez followed by reading his own "Parking FAQs," "Dear Professor," and "All-American," the last of which was inspired by his love of epistolary poems and thinking of the audience. For "All-American," rather than following the addressee ("Dear..."), David wanted to "play around with the 'Sincerely'" and consider the voices of those (in this case, Americans) addressing *him*. Everyone enjoyed his sincere reflections on life, and laughter filled the room when his touches of humor shined through his readings. After the poetry session, David helped Lana Dalley draw names for book prizes, which brought the night to a close on a happy note.



The Writer-in-Residence Program supports a qualified local creative writer and invites him or her to join the faculty for a semester, teaching one of the department's creative writing workshop courses, providing open workshops for our majors, and sharing his or her work at public readings. Major funding for the program is provided by private donations from our alumni!



LINGUISTICS SYMPOSIUM



Dr. Kelman and graduate student panelists.

ACACIA CONFERENCE

By Jenni Marchisotto

On March 1st and 2nd, the 2013 Acacia Conference welcomed students from CSUF and several other universities. The event hosted over seventy-five presentations. The theme for this year's conference, "Mediated Selves," drew students from a myriad of disciplines and talked about everything from Chaucer, to zombies, to "Gangnam Style." The conference also hosted several creative panels that allowed writers to share their craft with audiences.

On Friday, Dr. Steve Westbrook gave a keynote speech. Dr. Westbrook's talk concentrated on new ways to emphasize student authority in creative writing, so it was only fitting that the audience actively contributed to the keynote. On Saturday, Dr. Erin Hollis hosted a group reading of *Finnegans Wake*, bringing together both new and veteran readers of the text.

Throughout the two days, attendees had the opportunity to engage with their peers in a professional setting. Whether it was attending a panel or mingling with fellow students while browsing the Sigma Tau Delta book sale, students were active parts of the academic community at CSUF. The 2013 Acacia conference was a great success and gave students a comfortable and welcoming space where they could converse with their peers.



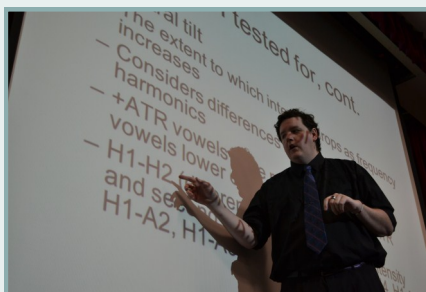
Dr. Gass and student panelists.

By Michael Hein

Photos courtesy of Tim Worden, *Daily Titan*

Outside the classroom, our professors are often engaged in fascinating and even groundbreaking research, pushing our disciplines forward in multiple directions and helping to refine our understanding of the world. CSUF is especially lucky to be home to linguistics faculty whose theoretical and research backgrounds represent the most prominent theories and practices in linguistics today.

On Monday, April 17th, 2013, CSUF's 22nd Annual Linguistics Symposium reaffirmed the value of such hard work and specialization. In the morning students were given an intimate introduction to Mongolian vocal tracts. Dr. Timothy Henry offered an alternative to previous assumptions about vowel production in Xalxa, Mongolian. Acoustic phonetic analysis revealed evidence that counters earlier assumptions about the tongue's role in vowel production.



showing the value of current theories to help us understand unorthodox linguistic features.

As the demand for hands-on education continues to increase, expanding opportunities for students to practice in their fields while attending the university is imperative. The CSUF Linguistics Program offers just such an opportunity in its field-methods course. Students Nicholas Barrington, Allyson Walker and Nicole Brun-Mercer reported on phonological findings and the application of field-work to applied linguistics careers in their talks on Totontepec Mixe. All student presenters expressed the importance of bridging study, theory, and practice. Inspiring presentations, a great turnout and breakfast and lunch spreads that left little to be desired culminated in an exceptional gathering.

Above all the presenters modeled the core practice of academia, rigorously searching out open problems and formulating and testing hypotheses to find solutions.

This year's symposium was a showcase of the program's outstanding staff, its driven undergraduate and graduate students and its unique opportunities for hands-on work. Equally important, it provided inspiration for students and fellow linguists to continue to stretch themselves in their research and other work.

Attendees were then whisked away to Austro-nesia by CSUF Linguistics Program Coordinator, Dr. Franz Mueller. Our island hopping provided insight into the history and prognosis of hierarchical speech levels. Surprisingly, while the world is trending away from speech hierarchy, some anomalies provide evidence that social processes can be highly resilient even in the face of near universal change.

In her talk unassumingly titled "Vowels and Consonants," Dr. Natalie Operstein exposed hidden vowel gestures behind consonants, unveiling a recently hypothesized class of sound unit in the world's languages.

Finally our resident Chomskyan, Dr. Patricia Schneider-Zioga, focused on the rare copula-like linker in the Bantu language, Kinande,

"CSUF is especially lucky to be home to linguistics faculty whose theoretical and research backgrounds represent the most prominent theories and practices in linguistics today."

STUDYING IN PARIS

By Jessie Bonafede

"Just pick a direction and walk." This was perhaps the best piece of advice I took with me to Paris. During my three weeks there, I can certainly say that I had walked, seen, listened to, breathed in, tasted, experienced and lived a new way of life. All at once I had never felt so utterly attuned to and connected with a city. It didn't matter where I wandered off to, what street I walked down or which metro I took; at every turn I was submerged in history, art, and beauty. It was all around me, reverently integrated into Paris's modern city life that continues to pulse and inspire. It was near impossible not to soak up the Parisian culture, and it has stayed with me. From the quiet repose of every meal to the intimacy and personality of the boutiques, I witnessed a new type of calm and an appreciation for the smallest of moments, and these have become such special memories of mine.

Having returned home, the question that I am asked most is, "So what did you do?" Oh, but where shall I begin? Of course I stood in front of the Eiffel Tower, pondered Mona Lisa's smile at the Louvre, shared pensive thoughts with the Thinker and sauntered down Champs-Élysées. I also ate macarons and sipped café noisettes. I climbed up to Sacre Coeur and gazed out over a snow-covered Paris. I built new friendships. I took a creative nonfiction course in a foreign, beautiful city, but most importantly, I learned the skills of writing true. By soaking up as many details as possible and reflecting back on Paris and my own identity, I discovered more than just the city in my writing; I captured its essence and became a part of it. Having studied abroad, my writing, confidence and independence have flourished and I am a more dynamic person. I now have both a greater awareness of and appreciation for the subtleties of French and American culture, as well as a deeper understanding of those tiny moments that comprise our humanity. Studying abroad is truly an opportunity of a lifetime. Ah Paris, je t'aime, et merci beaucoup pour tous les choses que tu m'as donné!



"Ah Paris, je t'aime, et merci beaucoup pour tous les choses que tu m'as donné!"

STUDYING IN LONDON

By Andalee Motrevec

Six months ago, studying abroad was just a dream for me. I had always wanted to spend a semester studying in a different country but never really found the right opportunity to do so. When I saw the ads for the London program, I felt that the time and conditions were right for me to take the plunge.

Studying in London provided me with the opportunity to do research on 19th century British literature, specifically detective fiction by female authors. There have been many resources available to me while I have been studying here, such as the British Library with its impressive collection, and the Maughan Library at King's College which is one of the top five colleges in England. Virginia Woolf, Thomas Hardy, and John Keats all studied at King's College. I spent a lot of time at the British Library, grabbing espressos at the little coffee shop before entering the reading rooms and delving into piles of books, searching for just the right lines to add to my papers. At times I felt like Mary Shelley reincarnated, and the atmosphere of the places that we traveled to, both in London and places beyond, such as Bath, Stratford upon Avon, and Edinburgh made me feel as though I was living within the pages of the novels I was reading.

I had the opportunity to present a paper "Gothic Elements of Setting in Detective Fiction," at a

conference held in Strawberry Hill, a Gothic mansion designed by Horace Walpole, the author of *The Castle of Otranto*. Walpole was the first to use the word "Gothic" in reference to the literary movement, so it was even more appropriate that the conference was taking place at this mansion. Being able to see the mansion and present in front of academic figures that I cited in my paper was a profound and intimidating experience.

Being able to trace literary figures back to where they lived has been a surreal experience. I was able to visit the Sherlock Holmes museum and Charles Dickens's house. I saw where the Tudors resided at Hampton Court and was able to walk up the Tower of London. All of these are places that have lingered for so long in my imagination; finally being able to physically visit them was a dream come true.

I had an outstanding mentor for my independent study, Dr. Sandner, who helped to direct me into new areas of research. Now that I have returned home, I want to continue my research on 19th century detective fiction, both British and American, focusing on the treatment of female characters and the perspective of the female author. Dr. Sandner helped me understand that academia is truly a personal journey that is an imaginative process only possible through self-discipline and a love of literature.

FACULTY PUBLICATIONS

Lana Dalley

"Fatal Postponements: Production and Consumption in George Gissing's *The Odd Women*," *Victorians Institute Journal*, Winter 2012.

"Harriet Martineau's *Illustrations of Political Economy* (1834)," *BRANCH: Britain, Representation, and Nineteenth-Century History an Extension of Romanticism and Victorianism on the Net*. Web, Fall 2012.

Stephen Mexal

Reading for Liberalism: The Overland Monthly and the Writing of the Modern American West. University of Nebraska Press, 2013.

"Toward a Transnational Left Liberalism: Positive Liberties and the West in Carlos Bulosan's 'America,'" *Regionalists on the Left: Radical Voices from the American West*. University of Oklahoma Press, 2013.

"The Starbucks Myth: Measuring the Work of the English Major." (Co-authored with **Sheryl Fontaine**) *ADE Bulletin*, 2012.

"The Fiction of History: The Da Vinci Code and the Virtual Public Sphere," *Must Read: Rediscovering American Bestsellers*. Continuum Books, 2012.

David Sandner

Critical Discourses of the Fantastic, 1712-1813 was selected as a finalist for a 2013 Mythopoetic Scholarship Award for Myth and Fantasy Studies.

Co-edited collection, *The Treasury of the Fantastic: Romanticism to the Early Twentieth Century*, was republished by Tachyon Publications, 2013.

"Critical and Historical Contexts: The Emergence and Evolution of the Fantastic," *Critical Insights: The Fantastic*. Ed. Claire Whitehead. Salem Press, 2012.

"Revising Horror (the Wrong Mouth)," *Mythic Delirium*, Issue 28, Spring 2013.

"The Wizard of Ashes and Rain" was republished in *The Mammoth Book of Sorcerers' Tales* and *The Mammoth Book of Dark Magic*, 2013.

Kim Vandervort

Outcast, Hadley Rille Books, 2013.

Steve Westbrook

"Advice from a Middle Aged Man to his Teenage Self" and "Advice from a Teenage Boy to his Middle Aged Self" appeared in *SLAB Literary Journal*.

J. Chris Westagte

Staging the Slums, Slumming the Stage: Class, Poverty, Ethnicity, and Sexuality in American Theatre, 1890-1916, forthcoming, Palgrave Macmillan.

ALUMNI UPDATES

Beth Saur (M.A. '10) was admitted into the Composition and Rhetoric Ph.D. Program at Miami University of Ohio.

Sean Cochran (B.A. '04, M.A. '07) has accepted a position as Associate Dean at the American Language Institute at CSU Long Beach.

Jennifer Givhan, (B.A. '07, M.A. '09) was admitted the Warren Wilson Low Residency M.F.A. Program.

Linda Mendoza (B.A. '07) was accepted to the Master's of Education in Educational Counseling at USC.

STUDENT SUCCESSES

The English Education division is proud to announce that over 30 candidates will be completing their teaching credentials as of May 21.

Lauren Bailey has been admitted into the Ph.D. Program in English at CUNY Graduate Center. She received full funding.

Nicholas Barrington has been admitted into the Ph.D. Program in Linguistics at CUNY Graduate Center.

Jessie Bonafede was the recipient of the CSUF 2013 Student Scholarship and Creative Activities Award.

Maryellen Diotte was accepted and fully funded to the English M.A. Program at University of Kansas. She was also the recipient of the Regent Scholarship from the Sigma Tau Delta International English Honor Society.

Jennifer Marchisotto was accepted into UCSD's Ph.D. Program in Literature.

FACULTY CONFERENCE PARTICIPATION & AWARDS

Timothy Henry presented “The reality of advanced tongue root contrasts in Xalka Mongolian” at Cal State University, Fullerton, April 15.

David Kelman was awarded the 2013 HSS Outstanding Untenured Faculty Member Award.

Helen Mugambi presented the talk “Navigating Cultural Forces: Hazardous African Girlhoods and the Specter of Masculinity” at the Center for Global Studies and Area Studies Spring 2013 Lecture Series, University of Delaware, April 16, 2013.

B. Michael Norton gave a talk to the English Languages and Literatures Alumni Chapter on his book *Fiction and the Philosophy of Happiness*. Received the CSUF 2013 Scholarly and Creativity Award.

Published two reviews in *The Scriblerian*, Spring 2013.

Chaired the panel “The Aesthetics of Everyday Life” at the American Society for Eighteenth-Century Studies 2013 Annual Meeting.

Natalie Operstein presented the paper “An alternative model of intrasegmental structure” at the CUNY Phonology Forum Conference on the Feature, New York, NY, January 2013.

Organized a Special Session on Language Contact in Mesoamerica (with Dr. Claudia Parodi, UCLA) and presented the paper “Zaniza Zapotec phonology in the light of contact with Spanish” at the joint Annual Meeting of the Society for the Study of the Indigenous Language of the Americas and the Linguistic Society of America, Boston, MA, January 2013.

Organized the first International Conference on Mesoamerican Linguistics (with Dr. Aaron Sonnenschein, CSULA) and presented the papers “Language contact and the rate of phonological change: a case study from Zapotec” and “Origin of the Zapotec causative prefix *k- in the light of diachronic typology,” CSU Fullerton, CA, February 2013.

Presented a keynote paper entitled “Vowels and Consonants” at the 22nd Annual CSUF Linguistics Symposium, Los Angeles, CA, April 2013.

Awarded the Best Practices in Mentoring Undergraduates in Research Grant (2013-2014).

Patricia Schneider-Zioga presented two talks at The Georgetown University Round Table on Languages and Linguistics 2013 (GURT) and the 44th Annual Conference on African Linguistics (ACAL), March 7-10th. The titles of her papers are: “Additive Focus in Kinande” and “Agreement at the Edge of Phase: On the Linker in Kinande.”

Stephen Westbrook presented a paper entitled, “The CSU Early Start Mandate: Remediation or Class Discrimination?” at the Conference on College Composition and Communication in Las Vegas.

Represented *DASH Journal* at the annual conference of the Association of Writers and Writing Programs, where he spoke on a panel entitled “Only Half as Crazy as We Seem: Exploring Unconventional Strategies for Indy Lit Start-ups.”

DEPARTMENT SCHOLARSHIPS AND AWARDS

JEVID Scholarship

Lisa Baker
Katie Bannon
Kristina Brown
Julian Cervantes
Matthew Esposito
Nataly Garcia
Akira Gomez
Dawn Hendricks
Crystal Hua
Alexandra Jobe
Jennifer Maddock
Aubrey Simons
Amy Stump
Julia Wasnok

Mary Kay Crouch
Graduate Scholarship
Kelsey Denham

Kimberly Anne
Holloway Scholarship
Julia Wasnok

Graduate
Excellence Award
Jennifer Marchisotto

Graduate
Service Award
Matthew Berger

Undergraduate
Excellence Award
Lauren Bailey

Undergraduate
Service Award
Maryellen Diotte

Patricia Bruner Prize
in Linguistics
Allyson Walker

Linguistics
Service Awards
Maricela Gomez
Nahid Shirazi

Award for Excellence
in Undergraduate
Linguistics Studies
Nicholas Barrington

Robert H. Wormhoudt
Memorial Prize in Creative
Writing

Undergraduate Poetry
Thomas Reynolds

Graduate Poetry
Chad Crossley

Undergraduate Prose
Elliott Watenmaker

Graduate Prose
Joseph Blair

PROFESSIONAL CERTIFICATE IN WRITING

Nicole Bailey
Matthew Berger
Joseph Blair
Ashley Carranza
Stephanne Duran
Chris Hamilton
Judith Levy
Jennifer Marchisotto
Lincoln McElwee
Daniel Sadnik
Skyler Schulze
Amber Tavasolian
Emily Wagner
Brianna Whitewall
Cameron Young

TIPS FROM THE WRITING CENTER



"Never be afraid to brain vomit (aka: free-write) all over a piece of paper (or several). At least one of those "chunks" might be a great working thesis...or just a cool idea to develop within an essay."

— Ashley Lunsford, Tutor

"Your thesis is the road map for your paper; it helps you stay on track. But sometimes it is o.k. to drive without a map until you know where you're headed."

— Emily King, Tutor

"When you're describing a topic in writing, be sure to go as in-depth as possible. Make sure the reader knows EXACTLY what your words are saying."

— Julian Lopez, Tutor

"When choosing a topic to write about, try finding something you feel invested in. If you do not care about your paper, why would a reader?"

— Bob Neis, Tutor

FROM THE ALUMNI CHAPTER

On May 11, 2013, the English Languages & Literatures Alumni Chapter enjoyed a successful event thanks to our very special guest, Dr. Brian Michael Norton.

Dr. Norton gave an informal talk about his newly published book, *Fiction and the Philosophy of Happiness*. He encouraged questions and a lively discussion ensued. Everyone was animated by the way Dr. Norton approached the subject of happiness.

We were also treated to a luncheon provided by the Alumni Chapter. Happiness and pasta fit together nicely, along with a selection of sweet goodies and seasonal fruit. I want to take this opportunity to thank Dr. Norton for an interesting and fun afternoon.



I hope this will be the first in a series of talks where professors share their research with members of the alumni chapter, helping alumni to stay connected to new and exciting developments in the field.

Yours respectfully,

Cathie Allman, BA '05, MA '09

President, English Languages & Literatures, CSUF Alumni Chapter

The Anecdote provides an opportunity for alumni and students of the Department of English, Comparative Literature, and Linguistics to learn about current events in the department, the professional activities of faculty, and the achievements of our students and alumni. Drop us a line! Tell us what you've been doing with your English, Comparative Literature, or Linguistics degree. If you have news you'd like to share, please email mafigueroa@fullerton.edu

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