

NORTH CAROLINA STATE UNIVERSITY

The Graduate School
Department of English Program Review
September 2014

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NORTH CAROLINA STATE UNIVERSITY

Department of English
Program Review 2014

PART A. Overview of Programs

NC State University Mission Statement:

As a research-extensive land-grant university, North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting our strength in science and technology with a commitment to excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem solving that transforms lives and provides leadership for social, economic, and technological development across North Carolina and around the world.

<http://www2.acs.ncsu.edu/upa/strategicplan/mission.htm>

The work of the English department is crucial to the “comprehensive” mission of NCSU. Without our endeavors, undergraduate students would not acquire, nor graduate students enhance, the essential skills in reading, writing, critical, analytical, and creative thinking that they require to succeed in the postindustrial world--its workplaces, its marketplaces of creative ideas (economic arenas), and its social and political arenas. In all these spheres of human activity high-level writing, communication, and analytical abilities are needed not only to excel but also simply to survive. These skills are emphasized in all the subdisciplines of English: literary studies (in which literary texts can be understood as some of the most complex and sophisticated sign systems generated by human beings, as well as fundamental and vibrant repositories of historical, aesthetic, social, economic, religious, and political values); linguistics (which performs analysis of the varied dialects through which citizens communicate in our culture); journalism and media studies; film studies; scientific and technical communication; and composition and rhetorical studies. English studies, in one view, constitutes the foundation upon which all other education rests: whether in science, engineering, the humanities, the social sciences, or business, people cannot begin their work without being able to communicate clearly and easily; they do that work better if they are able to understand the rhetorical or persuasive power of language, along with the ability of its various combinations and re-combinations to generate both analytical and creative activity. It comes as no surprise, therefore, that English is the ONLY department at NCSU in which all students are required to take coursework.

NCSU Department of English: Mission Statement

The English Department at NC State University believes that training students to be literate, in the broadest sense, is an essential mission of a land-grant university. We define literacy as a whole range of abilities, from dexterity with the nuts and bolts of grammar to familiarity with American, British, and world literary traditions; from mastery of rhetorical techniques of persuasion to competence in journalistic writing; from writing and reading html code to interpreting the visual logic of movies and the socio-scientific meanings of medical texts. A rigorous evaluative system based on regular reviews of the teaching effectiveness of tenured, tenure-track, and non-tenure track faculty alike insures that the Department lives up to its

mission of helping NC State students make the transition from the literacies of the past to the new, ever-changing literacies of the present and future. In turn, by teaching students to be fluent in many kinds of communicative practices—oral, written, and digital—our Department affords crucial educational opportunities to NC State’s students.

Graduate Degree Programs

Inaugurated in 1968, the MA in English was initially designed as a traditional degree in English and American literature, with the goal of educating students at an advanced level “particularly . . . to teach in secondary schools or on the college or junior college level, as well as . . . those who intend to continue graduate studies toward the doctorate at another institution” (from the first flyer announcing the program). The department introduced its MS program in Technical Communication in 1988 and launched an MFA in Creative Writing in 2005, each described in separate sections of this report. We also offer a nationally prominent PhD in Communication, Rhetoric and Digital Media in conjunction with the Department of Communication. This program, also established in 2005, underwent its own external review last year. Also at the doctoral level, students in the PhD program in Sociology (Department of Sociology and Anthropology) now have the option of selecting sociolinguistics as one of two specialty areas within that degree. The program was designed by the English department’s sociolinguistics faculty, who teach these courses and mentor students in this concentration. This program admitted its first students in 2013. Lastly, a graduate certificate program in Digital Humanities has just been approved and will be available to students enrolled in other graduate programs on campus beginning Spring 2015. The department’s three master’s degree programs are reviewed in Parts B, C, D.

Undergraduate Degree Program

The B.A. in English offers concentrations in five areas of the discipline: Language, Writing and Rhetoric; Creative Writing; Teacher Education; Literature; and Film Studies. This program is reviewed in Part E.

Non-Degree Programs

The English Department also designs, staffs and administers courses in three areas for students across the university:

- We offer General Education courses in literature, creative writing, rhetoric, and film. These courses are taught by both tenure-track and non-tenure-track faculty.
- The First-Year Writing Program is responsible for curriculum and instruction for the university-wide first-year writing requirement. Faculty in this program also provide teacher education and mentoring for TAs in the MA English and MFA Creative Writing programs.
- The Professional Writing Program offers advanced instruction in communication for students majoring in fields pertaining to Business and Management, Engineering and Technology, and Science and Research. Faculty in this program also provide teacher education and mentoring for TAs in the MS Technical Communication.

The FYWP and PWP are administered by tenure-track faculty in each area and are staffed primarily by faculty on non-tenure-track appointments. Approximately 40% of the department’s 120 faculty teach in these programs.

PART B.

M.A. English Program
Self-Study 2014

I. **PROGRAM DESCRIPTION: MA English**

1.1 *Exact Title of Program:* M.A. English

1.2 *Department or Interdisciplinary Group Authorized to Offer Degree Program(s)*

English

1.3 *Exact Title(s) of Degrees Granted:* e.g., Master of Science, Doctor of Education, etc.

M.A. English

1.4 *College or School*

College of Humanities and Social Sciences

1.5 *Brief History and Mission: Provide a brief history of the development of the graduate program(s). Briefly describe the mission of the program.*

MA English

The education of early students in the original MA English program focused on what were then considered to be the major canonical texts of the English and American literary traditions, understood in the historical contexts from which they emerged. Since that time, the scope of the degree has expanded and diversified to reflect the richly developing field of English Studies. Students in the MA English program now choose one of five concentrations: American and British Literature, World Literature, Linguistics, Rhetoric and Composition, or Film Studies; and course development over the past two decades has expanded accordingly. In addition to courses in traditional literary periods and genres, students in all concentrations select from a broadening array of offerings in areas such as digital humanities, digital media theory, literary theory, postcolonial literature, African-American literature, gender studies, composition theory and pedagogy, film studies, and others. The department offers an increasing number of boundary-crossing special topics courses, which in recent semesters have included “History of the Book,” “Edges of Empire: The Global 18th Century,” “Transnational Modernisms,” “American Reading Cultures,” “Moving Image and Media Archaeology,” “Emerging Genres,” “Studies in Digital Humanities,” and “Victorian Media Studies.”

The continuing emergence of interdisciplinary interests and course offerings leaves us poised to reconsider the structure of the MA's degree requirements, as these topics press against the categories by which we've traditionally defined ourselves: Area I British Literature before 1660, Area II British Literature after 1660, Area III American Literature, and, in effect, "Other": Area IV: Rhetoric, Linguistics, Composition, Criticism & Theory. This external review is timely in that it offers a formal occasion for these conversations.

1.6 Degree Program Objectives and Outcomes

Objectives and Outcomes: M.A. English

These are the program objectives:

1. To teach students to read astutely, write and speak effectively, think critically and creatively, and research skillfully in their chosen fields of English studies.
2. To effectively prepare future teachers of English literature and language.
3. To maintain and improve the program's success and its ability to benefit all of its many and diverse students in literature, rhetoric and composition, film, and linguistics.

Objective 1: To teach students to read astutely, write and speak effectively, think critically and creatively, and research skillfully in their chosen fields of English studies. Students are expected to achieve success in the interrelated areas of reading, writing, speaking, thinking, and teaching by

- a. developing close-reading skills
- b. increasing their knowledge of disciplinary content and organizational principles-- for example, canons, periods, and genres of literature
- c. gaining facility with diverse theories and methods appropriate to their fields
- d. becoming skillful and independent editors of (others' and their own) writing
- e. writing effectively; speaking articulately
- f. understanding and appreciating the history and development of their field of interest
- g. situating their own research in appropriate scholarly contexts
- h. analyzing, synthesizing, and arguing
- i. being flexible and versatile thinkers
- j. knowing how to find, apply, and document information appropriately
- k. knowing how to formulate appropriate research questions

Objective 2: To effectively prepare future teachers of English literature and language

- a. Program faculty are expected to attract qualified candidates for assistantships
- b. Program faculty are expected to provide teaching assistants rigorous, specific training to teach in their fields
- c. Program faculty are expected to help applicants to doctoral and MFA programs become competitive candidates

- d. Program faculty are expected to provide teaching assistants continuing mentoring in teaching and to guide and encourage teaching assistants to be dedicated and caring teachers

Objective 3: To maintain and improve the program's success and its ability to benefit all of its many and diverse students in literature, rhetoric and composition, film, and linguistics.

- a. Program faculty are expected to treat equally all MA concentrations, whether they see the MA as a final degree or a path to doctoral or other advanced study
- b. Program faculty are expected to hire and retain nationally competitive graduate faculty
- c. Program faculty are expected to attract qualified applicants and aim to fund at least one quarter of them
- d. Program faculty are expected to graduate full-time students within three years of their enrollment

1.7 Responsiveness to Local and National Needs: Describe the nature of your discipline and the type of educational experiences provided by the graduate degree program(s) in your unit. In what way is/are your program(s) responsive to the needs of North Carolina, the region and the nation?

Though roughly half of our MA English students now come from outside the state, the program continues to serve North Carolina by providing advanced training for public school teachers and introductory training for those aspiring to teach in community college settings. Our population of public school teachers has declined in recent years, however, especially since the state legislature discontinued the salary increase that had historically accompanied the attainment of a master's degree in that profession. As described in Section 3.5 below, the MA program helps prepare students who aspire to doctoral study in a range of fields and also offers support for students who seek to enter the workforce as writers and editors in a wide range of contexts.

1.8 Program Quality: Give your assessment of the quality of your program(s) as compared to other graduate programs in the Southeast and the rest of the nation, and explain the basis of your assessment. Where does the department or program rank nationally? What do you consider the best objective measure for national comparisons in your field?

NCSU's MA English is distinguished from other programs in the region by both its breadth and its depth. The quality and reputation of the program rests primarily on the high profile of our faculty in each concentration area. The MA concentration in linguistics, for example, is recognized as one of the outstanding sociolinguistic programs in the nation. Within four years of its inception, the program was cited in *The Real Guide to Graduate School* (Lingua Franca, 1997) as one of the top five sociolinguistic programs

in North America. (NC State is the only MA-level program in the list, which includes well-established, longstanding PhD programs in sociolinguistics such as the University of Pennsylvania and Georgetown University.) The Rhetoric and Composition concentration, headlined by internationally prominent scholars in both disciplines, attracts students interested in rhetorical theory and new media and is equally attractive to students pursuing careers in composition pedagogy and program development. Our Film Studies faculty also have an international reach, and their active research profiles are complemented by extensive engagement in the local and regional film community. Finally, students in our Literature concentrations are mentored by prominent scholars in both traditional and emerging fields of study, perhaps best exemplified by three recent promotion candidates: Victorianist Paul Fyfe's research in the domain of digital humanities, James Mulholland's explorations of global consciousness in the 18th century, and Rebecca Walsh's innovative mapping of the geographic and geopolitical dimensions of modernist poetry. The presence of these and many other interdisciplinary researchers on the faculty allows the MA program to reflect the broad and evolving parameters of intellectual inquiry in English Studies.

The fact that we have clusters of exceptional scholars in so many research areas allows us to attract strong students in each of our concentrations. At the same time, prospective applicants frequently cite the variety of concentrations as a distinguishing feature of the program. That is, while many students apply because of the strength of the faculty and course offerings in a specific area of interest, they also value the opportunity to take courses in other parts of the discipline and they see NCSU as a place to explore that variety.

1.9 Administration: Briefly describe the program's administrative structure. List the major departmental committees that relate to graduate education and their structure and function. Describe any important formal and informal relationships the department has at the graduate level with other departments, institutes, centers, etc. at NC State and beyond.

- The department's Director of Graduate Programs leads the MA in English and provides student services support for the MA, the MFA, and the MS. The DGP is a tenured faculty member who teaches one course per year and receives a summer stipend.
- The MFA Director (tenured; one course release per year) is responsible for curriculum, advising, and programming in the MFA program.
- A full-time non-tenure-track faculty member serves half-time as Assistant Director of the MFA.
- The MS Director (tenured; one course release per year) is responsible for curriculum, advising, and programming in the MS program. She chairs the MS Program Committee, which includes other faculty teaching in the program.
- A full-time Graduate Services Coordinator (staff position) supports all three program directors and will also support the DH certificate program and its director when that program gets underway.

- The department's Graduate Studies Committee, chaired by the DGP, includes the MFA and MS Directors and faculty representatives from each of the MA concentration areas. Additional members are appointed as need to ensure representation of other graduate constituencies such as the CRDM program and DH certificate.

II. M.A. FACULTY

2.1 *Faculty List and Curricula Vitarum:*

See APPENDIX A for committees chaired and APPENDIX F for faculty CVs. Members of the graduate faculty offer M.A. courses in their areas of specialization on a rotating basis.

2.2 *Visiting, Part-Time and Other Faculty: Describe the extent to which visiting and part-time faculty participate in the graduate program. A list of graduate courses taught by non-graduate faculty for the last five years should be included. Also, if faculty members from other university units serve important roles in the program, please specify.*

In the past 5 years, four graduate courses have been taught by non-graduate faculty approved by the Graduate School:

- Dr. Meagan Kittle-Autry (Director of Dissertation Support Services, NCSU Graduate School) is teaching one section of ENG 626 Advanced Writing for Empirical Research in Fall 2014. This is a service course for graduate students in the sciences and social sciences, which the department has offered annually since 2004.
- Dr. Steven Katz (Clemson Univ.) taught one section of ENG 515 Rhetoric of Science for the MS program in Fall 2013 as a Visiting Prof.
- Dr. Joseph Palis (NCSU, Interdisciplinary Studies Teaching Asst. Prof) taught one section of ENG 592 Special Topics in Film, in Spring 2013.
- Dr. James Knowles taught one section of ENG 582 Studies in Literature in Fall 2010 as a Lecturer; he has since joined the department as Teaching Asst. Prof.

2.3 *M.A. Advising: Describe how and when faculty advisors are assigned to graduate students in your graduate programs, as well as any guidance that new faculty are given in directing graduate student research.*

- The DGP advises incoming students over the summer and serves as an additional advising resource for students in all concentrations throughout their time in the MA program.

- The Linguistics and Film Studies programs have formally appointed program directors who serve as advisor to students in those concentrations and who also coordinate graduate and undergraduate curriculum planning in their respective areas.
- Students in the Rhetoric and Composition concentration are advised by a member of the R/C faculty, who rotate in this role as needed. At present, the DGP is the R/C advisor.
- Students in the American/British and World Literature concentrations are assigned to one of three literature faculty who serve as advisors for both concentrations.
- In addition to these academic advisors, each MA student has an individual advisor for their capstone research.

2.4 – 2.5 See PART F for review of departmental faculty.

III. STUDENTS

3.1 *Enrollment: Assess the strength of student demand for your programs. Referring to data shown in the 10-Year Profile Report (Info Web), comment on graduate enrollment trends. What are the implications of these trends for future departmental planning?*

As the first table indicates, the number of MA applications has ranged widely over the past decade, with lows in Fall 2008 and Fall 2013. Though the 2008 “bust” was followed by an exceptional “boom” the next year, we did not see this type of recovery in Fall 2014 (71 applications) and have no reason to expect numbers to rise soon. While we have been very successful in attracting strong TA candidates (89% yield in Fall 2014), we’ve seen a continuing decline in the number of students accepting admission without TA offers (23% in Fall 2014). We do not expect to increase yield without increasing the number of assistantships we can offer. At the same time, we are close to exceeding the capacity of our TA training programs to provide the high quality preparation the program is known for.

MA ENG	Applied		All Apps
	F	M	
Gender			
Academic Year			
2004 - 2005	71	36	107
2005 - 2006	63	39	102
2006 - 2007	64	35	99

2007 - 2008	65	33	98
2008 - 2009	57	22	79
2009 - 2010	79	46	125
2010 - 2011	65	34	99
2011 - 2012	76	31	107
2012 - 2013	69	28	97
2013 - 2014	51	27	78

MA Enrollment	New	Cont	All
Academic Year			
2004-2005	47	60	107
2005-2006	42	69	111
2006-2007	36	70	106
2007-2008	33	63	96
2008-2009	38	49	87
2009-2010	42	49	91
2010-2011	30	53	83
2011-2012	40	45	85
2012-2013	45	45	90
2013-2014	29	52	81

The number of applicants identifying as minorities/internationals has fluctuated roughly from 10% to 23% over the past decade and was 16.7 % in Fall 2013.

MA ENG	Applied							
Ethnicity	AA	AI	AP	HI	Int	Mul	Un	Wh
Academic Year								
2004 - 2005	9		3		4			91
2005 - 2006	6		1	1	4		2	88
2006 - 2007	6		1		6		1	85
2007 - 2008	3			2	6		2	85
2008 - 2009	5	1		2	3		2	66
2009 - 2010	5		1	1	12		6	100
2010 - 2011	3		1	2	3	2	1	87
2011 - 2012	6		1	6	10	2	2	80
2012 - 2013	5		3	1	8	2	5	73
2013 - 2014	4	1	1	3	2	2	3	62

In Fall 2012 we began to formally track MA students by concentration and to distribute assistantship offers proportionally based on number of applicants to each concentration. As the tables below indicate, the populations of students in Film and Linguistics have stayed relatively stable over time; the number of students enrolling in the Rhetoric and Composition concentration has increased; the number of students enrolling in Literature concentrations has decreased.

MA GRADUATES BY CONCENTRATION, Academic Year

	Literature	Film	Linguistics	Rhet/Comp	Total
2010-2011	24	0	10	1	35
2011-2012	23	4	5	9	41
2012-2013	22	2	5	5	34
2013-2014	14	3	11	10	38

MA APPLICATIONS BY CONCENTRATION

	Am/Brit Lit	World Lit	Film	Linguistics	Rhet/Comp	Total
2012-2013	31	6	6	15	17	75
2013-2014	22	5	12	16	16	71

MA ENROLLMENTS BY CONCENTRATION

	Am/Brit Lit	World Lit	Film	Linguistics	Rhet/Comp	Total
2012-2013	12	4	2	6	6	30
2013-2014	9	2	2	6	8	27

3.2 *Quality of Incoming Students:* Comment on how you evaluate and assess the quality of your graduate students. Referring to data provided in the 10-Year Profile Report (Info Web), comment on incoming student quality and trends over the past 10 years. What specific measures does the department use to evaluate the quality of entering students? (For example, what use is made of the

GPA or of standardized test scores such as the GRE?) Are the enrolling students as good as you would like them to be? What does the annual graduate applications/offer ratio indicate about the quality of entering students and your faculty's standards of student quality?

System data indicate that average undergraduate GPA of new students has been steadily rising. (Please note that these tables report scores based on very few students in recent years. The Grad School is looking into this reporting problem.) GRE Verbal and Quantitative scores have stayed relatively stable over this period, while Analytical Writing scores have dropped slightly. Our MA admissions committees have been more flexible in offering admission to students with lower scores if they have nontraditional backgrounds and strong letters of recommendation that speak to their potential for success. Over the past 5 years, acceptance rates have ranged between 81% and 86%, with an average of 84% of applicants offered admission each year. After the 2006 program review, the department had expressed an interest in becoming more selective, accepting fewer students if necessary, but acceptance rates have remained fairly stable.

MA English	Enrolled	Ugrd AVG	Ugrd N	Grad AVG	Grad N
Academic Year					
2004 - 2005	52	3.41	50	4.00	2
2005 - 2006	50	3.43	49	3.07	1
2006 - 2007	36	3.45	35	3.66	1
2007 - 2008	36	3.49	35		0
2008 - 2009	43	3.46	43	3.40	1
2009 - 2010	50	3.77	7	3.77	7
2010 - 2011	39	3.73	1	3.73	1
2011 - 2012	42	3.70	2	3.83	6
2012 - 2013	48	3.92	3	3.92	3
2013 - 2014	32	3.95	1	3.95	1

MA ENG	Enrolled	Verbal AVG	N	Quant AVG	N	Writing AVG	N
Academic Year							
2004 - 2005	52	566	46	558	45	4.8	44
2005 - 2006	50	595	46	573	46	5.1	45
2006 - 2007	36	618	34	576	34	5.0	34
2007 - 2008	36	592	28	610	28	4.9	28
2008 - 2009	43	594	42	584	42	4.8	42
2009 - 2010	50	569	46	548	46	4.7	46
2010 - 2011	39	589	35	547	35	4.8	35
2011 - 2012	42	578	40	580	40	4.5	40
2012 - 2013	48	563	16	569	16	4.4	44
2013 - 2014	32	650	4	568	4	4.5	30

3.3 *Quality of Current/Ongoing Students:* Are your current students performing as well as you would like them to? If not, what are the contributing factors? (Briefly refer to the findings of your outcomes assessment, which you describe in more detail in Section 5.)

In Spring 2013 we reinstated a survey of capstone advisors, which asks faculty to assess their advisees’ capabilities in 14 areas of scholarly development corresponding to the MA program’s objectives. Results from Spring 2013 and Spring 2014 indicate that faculty are generally satisfied with graduating students’ performance. Most faculty agreed or strongly agreed that their advisee had made progress in such critical areas as “increasing knowledge of disciplinary content and organizational principles,” “situating her own research in appropriate scholarly contexts,” and “learning to respect intellectual differences among thinkers on a given topic.” Most items received fewer “strongly agree” (vs. “agree”) ratings in 2014 than in the previous year. In both years, faculty assessments were more equivocal on two items pertaining to students’ writing and editing skills.

3.4 *Degrees Granted:* Using data from the 10-Year Profile Report (Info Web), comment on the trends in the number of degrees awarded annually and the average length of time required to complete each degree program. What has been the trend in attrition over the past ten years? If attrition has been increasing, what measures, if any, have been taken to address that increase?

The MA degree experiences little attrition and has made excellent progress on time-to-degree completion. The MA became an Option B program after the 2006 review, with the first such class graduating in 2008. The 6-hour thesis requirement was replaced with a 3-hour capstone course. This move contributed to an immediate increase in number of graduates (from 32 to 45) and an immediate decrease in average YTC (from 2.64 to 2.13). We are pleased that the average YTC has hovered at 2 years or below for the past 4 years.

MA Degrees Awarded	MA
Academic Year	
2004-2005	23
2005-2006	37
2006-2007	32
2007-2008	45
2008-2009	44
2009-2010	44
2010-2011	36
2011-2012	41
2012-2013	34
2013-2014	38

MA Time to Degree Completion	Masters	YTC Avg	YTC StDv
Academic Year			
2004-2005	23	2.22	1.15
2005-2006	37	2.41	1.04
2006-2007	32	2.31	1.14
2007-2008	45	2.64	1.35
2008-2009	44	2.13	0.91
2009-2010	44	2.24	1.07
2010-2011	36	1.89	0.70
2011-2012	41	2.02	0.60
2012-2013	34	1.85	0.30
2013-2014	38	1.95	0.70

3.5 Need/Placement: Comment on the strength of employer demand for your students. Describe past, present and future need for graduates from the program in the Triangle area, state, Southeast, and nation. Cite any pertinent studies. Present data on the placement of graduate students who have earned their degrees in your unit in the past five years (Appendix B). Report any information you have on the level of employer satisfaction with your graduates. Describe the level and kinds of assistance you offer in the placement of your graduates.

An October 2012 survey of our MA students sheds light on why students pursue the MA English degree here at NCSU. The response rate on this internal measure is somewhat low (43% of current students at the time), but results correspond with the Grad Schools' exit data (Appendix B.1) and give us a rough profile of our students' ambitions. Results indicate that the dual objectives of the MA program at its inception still reflect the primary career ambitions of students who enroll: 70% of our students are aiming for careers in education and an overlapping 54% are potentially interested in doctoral study. The original program rationale did not mention a third area of interest expressed by current MA seekers: 24% of students are expecting the MA English degree to help them prepare for careers in writing and editing, explicitly mentioning the domains of book publishing, magazine writing, film criticism, non-profit communications, translating, corporate communications, web work, and technical communications. Students from all concentrations identified writing/editing/publishing as a potential career interest, including 1/3 of respondents from the Rhetoric/Composition concentration and just under 1/4 of those specializing in Literature.

A parallel survey of MA alumni, conducted in January 2013, reveals that graduates do find employment in the three areas that MA students hope to enter, but not all pursue the career path they had anticipated. Notably, 70% of current MA students

aspire to careers in teaching but only 38% of alumni respondents are now employed as teachers--though more will presumably enter the profession when they complete their doctoral degrees. Though response rate is low in this survey as well, our alumni results mirror those of MLA's 2009 survey of program directors, in which an average of 40% of MA English graduates were reported to be employed in teaching positions at the secondary or post-secondary level (ADE 2011; p.32).

MA Alumni Employment		
Responses from 39 MA graduates, 2008-2012		
Current Occupation	Number of Respondents	Percent of Respondents*
Teaching	15	38%
Further education	14	36%
Writing/editing/publishing	6	15%
Other	5	13%
Not employed	3	8%

*Exceeds 100%; some graduates are pursuing further education while working.

The MA program responds to these varied student aspirations to varying degrees. We provide exceptionally fine mentoring and academic preparation for students interested in further graduate study. Our nationally recognized preparation program for teaching assistants in composition (*CCCC Writing Program Certificate of Excellence, 2009*) provides extensive mentoring, teaching experience, and foundational coursework and has served students well in the educational job market. However, we are only able to offer assistantships to about half of MA students, and our support for aspiring teachers without assistantships is much more limited. Lastly, in response to our survey data, we have recently begun to recognize and address emerging student career interests in writing/editing, primarily via a new graduate internship program. An informational panel featuring alumni who have entered writing/editing as a profession is planned, along with a set of evolving professional development resources at our program website (under development). Both are intended to help MA students explore and prepare for a wider range of career options.

3.6 Funding: Describe the stipend support packages available for your graduate students and the approximate annual number of each type that they receive. Include TA and RA appointments, fellowships, traineeships, etc. Include the number of semesters the average master's and doctoral student spends on a TA and/or RA. How are TA/RA positions publicized, and how are students selected for those appointments?

TAs in the MA program receive a four-semester package that includes full tuition and health insurance coverage, along with a \$9000 annual stipend to help defray living expenses. Prospective applicants learn about the availability of assistantships

via the graduate website and through conversation with the DGP or other advisors. All applicants who meet a Feb 1 deadline are considered.

Over the past 5 years, the department has had 15-19 TAships available to offer to incoming students in the MA and MS programs combined. Under current practice, TA lines are distributed proportionally across programs and concentrations based on the number of applicants in each area. Within the MA program, admissions committees in each concentration identify the strongest candidates in their respective applicant pools and the DGP authorizes the final offers.

The CHASS Dean's office awards undergraduate advising assistantships to 2-3 graduate students in the college each year; 3-4 students from ENG have received these assistantships over the past five years. These appointments include tuition/health insurance.

Individual faculty members occasionally hire experienced graduate students as research assistants on grant funding, but such support is usually awarded to second-year students as a supplement to their Teaching Assistantship; full support is rarely available. Similarly, some students are hired on a per-course basis as teaching assistants for individual faculty members teaching distance education courses (funded by DELTA based on course enrollments). Some find employment as hourly tutors for the Writing and Speaking Tutorial Service or the Academic Support for Student Athletes program. Most linguistics students are offered work hours in the Linguistics Lab. None of these employers are able to offer full appointments with tuition benefits. Students learn about these opportunities through the graduate google group, where calls for applicants are circulated.

IV. CURRICULUM/INSTRUCTION

- 4.1 *Master's Degree:* Describe the master's degree curriculum, indicating the total number of required credits and the credit distribution among various departments. If more than one concentration is available, then list the concentrations and their curricula separately. (Use Appendix C for this purpose.) If there is substantial dependence on some other department or program, describe and comment on the relationship between it and your own program.

APPENDIX C is attached.

- 4.2 *Doctoral Degree:* N/A

- 4.3 *Instructional Relationship to Other Programs:* Describe how graduate instruction and research in this program supports or is otherwise related to other programs (undergraduate, graduate, professional) within your department and/or in other

departments or schools at NCSU. Cite other programs whose students frequently take minors or other program options with you. List courses in your program that are also required or are prerequisites within other graduate degree programs.

- MA courses in Linguistics also support the new Sociolinguistics Specialty of the PhD Sociology and enroll students from that program; the same faculty support both constituencies
- MA courses in Rhetoric and Composition and in Digital Humanities sometimes enroll students in the CRDM doctoral program and in the MS Tech Comm program; most rhetoric faculty serve on capstone/dissertation committees in at least two, if not all three of these programs
- The graduate internship course (ENG 522, Writing in Nonacademic Settings) serves students in all three master's programs
- The two courses required of TAs preparing to teach in the composition program (ENG 511 Theory & Research in Composition and ENG 624 Teaching College Composition) are taught by M.A. rhetoric faculty but enroll students from both the MA and MFA programs
- The department's new Graduate Certificate in Digital Humanities is expected to enroll students in CRDM, Public History, and other NCSU master's and doctoral programs, as well as students at UNC-CH and Duke through the department's participation in the Triangle Digital Humanities Network. On our campus alone, the DH initiative includes faculty from English, Communication, and History in CHASS, and also from the colleges of Design, Education, Engineering, Ag & Life Sciences, and NCSU Libraries.

4.4 *Curricular Changes:* Describe any significant changes in curriculum and instruction in the program since the last self-study. Explain the reason for the changes, such as different needs of students, shifts of emphasis in the discipline, changes in faculty, perceived weaknesses in the program, problems with facilities, etc.

- The primary curricular change since the 2006 review has been to replace the M.A. thesis requirement with a 3-credit-hour capstone course for all students. The MA and MS are both "Option B" programs. This change was intended to improve graduation rates and time to graduation and it has been quite successful in doing so.
- The graduate internship course (ENG 522, noted above) has been introduced as a regular course offering in the spring semester in an effort to support student interests in exploring career paths in writing/editing. Piloted in 2009 and established as a new course in 2012, the program offers hands-on experience in a range of workplaces, contextualized by readings and discussion of the scholarship on writing in nonacademic settings. Over 50 graduate students have participated in the program to date, including students in the MS Tech Comm, the MFA Creative Writing, and the MA. Within the

MA, ENG 522 is especially popular among students in the Rhet/Comp concentration and has also drawn students from Linguistics and Literature.

- Recent hires and the development of faculty interests in areas such as digital humanities, media studies, and transnational literatures have enabled the department to offer an expanded range of course topics, primarily under special topics numbers.
- A new special topics course number, ENG 587 Interdisciplinary Studies in English, has been created to enable faculty to more easily offer interdisciplinary courses and courses in emerging sub-disciplines, without having to place them in existing disciplinary categories (e.g., to label them as either Literature or Film or Rhetoric and Composition).

4.5 Professional Development Opportunities: Indicate the degree of participation by graduate students in your program in formal or informal teaching activities within your department and/or in other programs on campus. Describe any preparatory training and/or ongoing mentoring TAs receive. Describe any formalized research training doctoral students in your department receive. How are these training experiences supported, and how are students selected for them?

- In the MA program, 14 of the 17 Teaching Assistants are supported by the First-Year Writing Program. These students (52% of MA students overall) participate in an extensive teacher preparation program that includes 6 credit hours of coursework in composition theory and pedagogy, one semester assisting an ENG 101 instructor, a week-long course design workshop in the summer after their first year, and two semesters (8 credit hours) of mentored teaching practice in the second year as instructor of record in their own ENG 101 courses.
- Most MFA students also participate in the composition teaching program, but some prepare to teach 200-level courses in creative writing instead. These students shadow a creative writing faculty member in their first year and teach 9 hours of creative writing courses in their second year as instructor of record.
- Each year, two incoming TAs in Linguistics and one in Film are funded to assist faculty teaching undergraduate courses in those disciplines. These assistantships include close mentoring by faculty; opportunities to lead classes, conference with students, and evaluate student work; and structured research or technical training in the Linguistics and Film Labs.
- A Guest Teaching Program is being introduced this year, intended as an opportunity for students without teaching assistantships to gain some limited teaching experience under the guidance of an experienced faculty member. Under this program, volunteers from the graduate faculty will work with individual graduate students to design, prepare, and lead a class session in an undergraduate course. The faculty member also observes the session and provides feedback and mentoring. A list of courses and faculty willing to host Guest Teachers will be distributed to grad students each semester along with an invitation to apply. The first call for Guest Teacher applications will be posted when the Spring 2015 course schedule is announced in October.

- NCSU's Certificate of Achievement in Teaching (CoAT) program offers professional development workshops for grad students in all departments. Several MA and MFA students participate in this program each year.
- As noted above, the department's graduate internship program offers some support for career development beyond the academy
- The department's Association of English Graduate Students (AEGS) organizes occasional sessions on topics such as applying to grad school; the DGP and AEGS are planning a session this year on non-academic career paths.

V. ASSESSMENT OF OUTCOMES/FACULTY EXPECTATIONS

The material in this portion of the self-study should reflect the *continuous and ongoing* assessment of program outcomes: planning, information gathering, self-review, and use of results for improving the quality of the program.

5.1 *Summary of Past Biennial Assessment Reports:* Referring to the degree program's online assessment plan and biennial reporting system on Info Web (https://www.grad.ncsu.edu/infoweb/dgp_home.asp), summarize the program's assessment since the last self-study. Focus primarily on the assessment data obtained, what you learned from the data, and what changes were made based on what you learned from the data to enhance the program.

The department underwent an eight-year review in November 2006 and developed an action plan in August 2007. Action items for the MA program included (a) offering more attractive financial aid packages to TAs; (b) improving the quality of admitted students; (c) articulating an identity for the MA program; (d) increasing ethnic diversity; (e) replacing the thesis requirement.

Progress to date: (a) and (b) TA stipends remain low and undoubtedly affect our competitiveness, but it has become clear that the availability of assistantships is as critical as the stipend amount. As noted above, we have been very successful in attracting strong TA candidates (89% yield in Fall 2014), but we've seen a continuing decline in the number of students accepting admission without TA offers (23% in Fall 2014). Based on data provided by the Grad School in Oct 2012, 11 of 15 students who provided a reason for not accepting our offer of admission cited lack of funding as the deciding factor. As we continue to seek new graduate student funding, we aim to increase the number of assistantships as well as the stipend amount. We are also interested in broadening the types of assistantships we offer, though at present our only reliable funding source is the departmental teaching budget.

(c) We have broadened the purposes and identities of the MA program to some extent to support the broader range of professional goals described by students and alumni in the 2012-13 surveys described above and to respond to shifts in the employment market. This effort also responds to exit survey results that indicate somewhat lower levels of student satisfaction with the program's

professional development support and advising. At the same time, however, the program's core values remain unchanged. Both the Grad School's exit survey and our own survey data demonstrate high levels of student satisfaction. We were pleased to find that 80% of the 39 alumni respondents report that they are on satisfactory career paths, and 92% chose the top rating, "quite valuable," when asked to assess the value of their master's degree experience. The high approval ratings were supported by responses throughout the surveys, especially the enthusiastic praise respondents offered for individual faculty and courses when asked what they had found most engaging or valuable in their degree program.

(d) We have taken full advantage of Grad School diversity funds to offer support to minority applicants, participate each year in the Visit NCState program, and continue to explore other strategies for recruiting a more diverse applicant pool.

(e) The thesis requirement was replaced in 2007-08 and has substantially improved time to degree.

5.2 *Summary of Current Assessment Report:* This section is basically your Biennial Report for the current reporting period. It should focus on the answer to the following questions: What outcomes were you scheduled to assess for the most recent reporting period and which ones did you assess? What data did you collect and what were the findings? What did you learn from the data; what areas of concern emerged? What changes (if any) were implemented or are proposed as a result of this assessment? What assessment activities are proposed for the upcoming reporting period?

See 5.1 for recent assessment outcomes. We are scheduled to continue assessment of students' development via surveys of graduating students and their capstone advisors. In Spring 2014 we expanded the student survey instrument to gather more specific information about students' post-graduation plans and doctoral program acceptances, which we will be analyzing this year.

See Part F for Sections VI through IX.

IX. SUMMARY COMMENTS AND VISION FOR THE FUTURE

9.1 Summarize the major strengths and weaknesses of the graduate program and the challenges and opportunities it faces in the foreseeable future.

Strengths:

- Student satisfaction is quite high with regard to the quality of our faculty and our courses
- Course selections are rapidly expanding to include emerging areas of the discipline. Faculty hiring has kept pace with changes in the discipline, such that we are able to encourage course development in cutting edge areas of

interest to students and pertinent to directions they may follow for further study. We have adopted mechanisms to support this development, including a special topics number specifically designed to support interdisciplinary course design.

- We are able to provide excellent teaching preparation, mentoring, and experience for Teaching Assistants, primarily in the domain of composition. We have created a Guest Teacher program as a means to offer some professional development support to those who are not on assistantships.
- Faculty provide strong preparation and mentoring for students who want to go on for doctoral study.
- We have used data from current students and recent alumni, as well as employment trends in the discipline, to reflect on the professional development support that we provide to students enrolled in our graduate programs. Our increasing sensitivity to student ambitions and changing market conditions has led to a number of small and large innovations, including the introduction of a graduate internship program for students interested in careers outside the academy.

Weaknesses and Challenges:

- Our biggest challenge lies in decreasing enrollments, which are a function of a shrinking applicant pool and the severe drop in number of students able to accept admission without an assistantship. It is clear that we could easily enroll more students if we had more assistantships to offer.
- Our low TA stipend (\$9000) means that most of our TAs seek supplemental employment on or off campus, undercutting a critical feature of our teacher preparation programs: adequate time for high quality work in their grad courses as well as extensive high quality time for the undergraduate students they teach for the department. While from one perspective our TA package can be considered quite generous—students are earning a free master's degree along with extensive teacher preparation and classroom experience—the fact remains that they cannot support themselves on the stipend alone.
- Roughly two-thirds of MA English students want to become teachers, but we are not able to offer our exemplary teacher preparation to all who have this interest. To do so, we will not only need to make more teaching assistantships available but also to hire more faculty with expertise in teacher training. We have already exceeded capacity in the TA training program as a result of shifting some MFA teaching assignments from creative writing to composition over the past several years. We are interested in exploring teaching placements outside the department or university, but expansion in this direction will also need to be supported by faculty with interests and expertise in pedagogy and professional development. Though we have several highly qualified faculty in this area, all are fully occupied.
- At the same time, we are well aware of the current educational market, in which full-time, long-term teaching positions are no longer the norm. An important challenge is to help current and prospective students understand this job market, and also to better understand it as a faculty so that we can provide

appropriate mentoring and curriculum development. We do have faculty expertise in areas that are valued in current teaching market (ESL, internationalization, basic writing, professional writing, community college contexts, program administration), but these faculty are largely unavailable to offer graduate courses and professional development in these areas due to other teaching and administrative obligations.

- At present, we offer little support for career directions other than teaching or doctoral work. Though we have begun to do so and are optimistic about our ability to improve in this area, no TT faculty lines are devoted to expanding faculty expertise in this area. The TT faculty member who created and sustains the graduate internship program (Susan Katz) will enter phased retirement next year. We have one non-tenure track faculty member with appropriate training and experience who is interested in taking on this program, but it is uncertain that his other teaching obligations will allow him the time to do so, as he is on a joint appointment with the School of Management as Asst. Professor of the Practice.

Opportunities:

- Recent hiring and faculty development in Digital Humanities can continue to shape the MA program. CHASS has just received approval to implement a new Graduate Certificate in DH, which will be directed by Paul Fyfe and administered by the English Department. This program will attract students from other departments and programs to the DH courses offered, ideally enabling us to offer them with more predictability and therefore visibility. The market for PhDs with DH interests seems strong (judging from success of CRDM), so an enhanced emphasis at MA level should help students who aspire to doctoral degrees. Ideally, an expanded focus on DH will not be limited to literary study in particular or academic pursuits in general but will cross disciplinary and professional boundaries and enhance student expertise and versatility in all program areas, supporting varied career trajectories.
- Given the success of the graduate internship program thus far, the local economy offers a good environment for professional development in writing/editing/publishing if we can apply existing and future resources to this end. As with DH, development in this area will benefit students in all three of our master's programs.
- We have begun to explore partnerships that may enable us to create opportunities for MA students outside the English department. For example, a new assistantship funded in conjunction with the Writing and Speaking Tutorial Service will offer one of our MA students the opportunity to gain experience in writing program development and administration; we are also discussing an internship of this sort with the writing center at Meredith College.

9.2 Briefly describe the program's vision/strategic plan for the immediate future: Review the department's major goals for the graduate program over the next five years, and describe their relation to the Compact Plan and to a long-term strategy for resource allocation or reallocation.

Goals:

- To continue innovative course and curricular development in traditional, emerging, and interdisciplinary areas in English Studies to preserve and enhance the value of the MA as a foundation for teaching professionals and for doctoral study.
- To increase the number of assistantships we offer in order to support more students' teaching ambitions and to enhance recruiting success; to explore other options for student support.
- To enhance our knowledge of students' career ambitions and employment prospects in order to strengthen and broaden the professional development support we offer; to consider these needs as we define departmental hiring priorities for the future.

M.F.A. Creative Writing Program Self-Study 2014

I. PROGRAM DESCRIPTION: M.F.A. Creative Writing

1.1 *Exact Title of Program:* M.F.A. Creative Writing

1.2 *Department or Interdisciplinary Group Authorized to Offer Degree Program(s)*

English

1.3 *Exact Title(s) of Degrees Granted*

M.F.A. Creative Writing

1.4 *College or School*

College of Humanities and Social Sciences

1.5 *Brief History and Mission:* Provide a brief history of the development of the graduate program(s). Briefly describe the mission of the program.

The Creative Writing Program began accepting students in 2005. Our mission is to offer our MFA students individual attention from faculty to help them create a work of literary value and publishable quality, worthy of submission to an agent or publisher. Our primary goal is to prepare a student for a life as a working writer. To that end, we offer workshops with our renowned permanent faculty and visiting faculty, and offer students a reading series which brings nationally awarded published writers for classroom visits. We also offer them one-on-one guidance in the preparation of the final thesis. We also require a final exam which consists of a close reading and explication of a few writers studied in the student's two years, one writer comprehending the techniques and strategies of another.

1.6 *Degree Program Objectives and Outcomes*

Objectives and Outcomes: MFA Creative Writing

These are the program objectives:

1. To prepare students for successful careers in poetry or fiction writing
2. To enhance the quality and national standing of the MFA program in creative writing

Objective 1: To prepare students for successful careers in poetry or fiction writing

- a. Students will demonstrate a knowledge of their respective craft (poetry or fiction) in traditional and contemporary terms

- b. Students will create a work of original accomplishment in their thesis (i.e., a novel, a collection of short stories, or a collection of poetry) that will attract editors and agents, resulting in publication
- c. Students will critically read and analyze published works of fiction and poetry and their own peers' work in progress
- d. Students will revise and remake their work until it is of publishable quality

Objective 2: To enhance the quality and national standing of the MFA program in creative writing

- a. The department is expected to maintain a well-and-currently publishing faculty that is serious about its teaching
- b. Program faculty are expected to draw a student clientele from a wide geographic area
- c. Program faculty are expected to have a competitive application/acceptance ratio
- d. Program faculty are expected to have a consistent slate of visiting writers of visible accomplishment
- e. Program faculty are expected to produce graduates who successfully publish their work

1.7 *Responsiveness to Local and National Needs:* Describe the nature of your discipline and the type of educational experiences provided by the graduate degree program(s) in your unit. In what way is/are your program(s) responsive to the needs of North Carolina, the region and the nation?

The MFA in Creative Writing Program instructs promising writers of poetry and literary fiction with the aim of elevating them to world-class poets, novelists, and short-story writers. With a faculty of award-winning working writers, the program is centered around intensive poetry and fiction workshops and includes literature classes and opportunities for guided independent study. A low student-to-teacher ratio ensures that students benefit from individualized mentorship and, along with the collegial and collaborative nature of the workshops, fosters a strong working community of artists.

The MFA in Creative Writing Program educates and develops writers with the belief that artistic expression—in particular, the written word—and the resulting examination of the human condition provides society with a means for introspection and commentary that is vital to its development. Such artistic expression, and the ideas and creativity it reinforces and stimulates, is crucial to maintaining and carrying forward the commitment to innovation and democratic ideals that has been the foundation of modern North Carolina, a major factor in the growth of the Southeast, and the basis of the nation's presence on the world stage. The Creative Writing Program's Reading Series brings National and local voices to the university and community, creating a vortex around which issues of humanistic concern can be heard and discussed through the art of literature.

1.8 *Program Quality:* Give your assessment of the quality of your program(s) as compared to other graduate programs in the Southeast and the rest of the nation, and explain the basis

of your assessment. Where does the department or program rank nationally? What do you consider the best objective measure for national comparisons in your field?

NCSU has a first-rate faculty who believe that the individual attention students receive makes this program different and is probably why *Poets & Writers* has ranked us at #28 in a 2013 listing, which is quite high for a program not ten years in existence. In addition, our current faculty is well-known nationally and includes two-time National Book Award nominee in poetry **John Balaban** (*Path, Crooked Path, Locusts on the Edge of Summer*) and Guggenheim recipient **Dorianne Laux** (*Facts About the Moon, The Book of Men*). Our fiction instructors are the two-time Nebula Award-winning science fiction writer **John Kessel** (*Good News from Outer Space, The Baum Plan for Financial Independence*); former Sports Illustrated reporter and novelist **Wilton Barnhardt** (*Gospel, Emma Who Saved My Life* and the New York Times best-seller *Lookaway, Lookaway*), late of MFA programs at Warren Wilson College and UC-Irvine; and best-selling author **Jill McCorkle** (*The Cheer Leader, Carolina Moon*, and her latest novel, *Life After Life*, plus several award-winning story collections including *Going Away Shoes*), recently of the Bennington MFA and Harvard creative writing program. In Fall 2014, we are joined by Visiting Writer **Belle Boggs**, known for her much-praised collection of short stories (*Mattaponi Queen*) as well as her journalism and creative nonfiction (her essay collection, *For the Public Good*).

Our students follow suit by publishing in respected journals and presses. We have had many splendid publications among our recent graduates: novelist **William Conescu** (*Being Written and Kara Was Here*, 2013), poets **Michael Begnal** (*Ancestor Worship and Future Blues* 2013), **Noel Crook** (*Salt Moon, Copper Canyon Press*, 2014), and **Megan Roberts** (*Matters of Record*, 2013). **Amy Knox Brown** has a short story collection (*Three Versions of the Truth*) and a chapbook of poetry (*Advice from Household Gods*). Poet **Shannon Camlin Ward** (*Blood River*, 2013), **Kelly Michels** (*Mother and Child with Flowers*, 2013). Novelist **Pamela Duncan** is the author of *Moon Women* and *The Big Beautiful*; she now teaches creative writing at Western Carolina University. **Kij Johnson's** first collection of short stories (*At the Mouth of the River of Bees*, 2012) contained stories that went on to win Nebula and Hugo Awards. Novelist **Therese Anne Fowler's** fourth book, *Z*, a novel about the life of Zelda Fitzgerald, was a 2013 New York Times best-seller.

1.9 Administration: Briefly describe the program's administrative structure. List the major departmental committees that relate to graduate education and their structure and function. Describe any important formal and informal relationships the department has at the graduate level with other departments, institutes, centers, etc. at NC State and beyond.

See MA self-study for full description of the department's graduate administrative structure. In sum, the MFA program has a Director and an Assistant Director. Tenure-track faculty in Creative Writing serve as the program committee. Student services support is also provided by the Graduate Services Coordinator and the DGP. The MFA Director is a member of the department's Graduate Studies Committee.

II. MFA FACULTY

2.1 *Faculty List and Curricula Vitarum:*

The following faculty teach writing workshops and chair thesis committees in the MFA program:

Prof. Dorianne Laux, poetry (Program Director)

Prof. John Balaban, poetry (on phased retirement)

Prof. John Kessel, fiction

Prof. Wilton Barnhardt, fiction

Fiction-Writer-in-Residence Belle Boggs (one-year appointment; renewable for a second year)

A new Assistant Professor position in Fiction Writing has been posted, to begin Fall 2015

See APPENDIX A for committees chaired and APPENDIX F for faculty CVs.

Members of the MFA faculty offer writing workshops and special topics courses in their areas of specialization on a rotating basis.

2.2 *Visiting, Part-Time and Other Faculty:* Describe the extent to which visiting and part-time faculty participate in the graduate program. A list of graduate courses taught by non-graduate faculty for the last five years should be included. Also, if faculty members from other university units serve important roles in the program, please specify.

No MFA courses have been taught by non-graduate faculty in the past five years.

2.3 *MFA Advising:* Describe how and when faculty advisors are assigned to graduate students in your graduate programs, as well as any guidance that new faculty are given in directing graduate student research.

In the first year, graduates are advised by the director and faculty in his or her genre. In the second year graduate students are assigned a faculty member in his or her genre to mentor and oversee the thesis. Faculty prepare students for MFA exam as well.

Faculty offer 10 classic texts for study that correspond to their genre, and help the student choose 10 texts unique to his or her own course of study.

2.4 – 2.5 See PART F for review of departmental faculty.

III. STUDENTS

3.1 *Enrollment:* Assess the strength of student demand for your programs. Referring to data shown in the 10-Year Profile Report (Info Web), comment on graduate enrollment trends. What are the implications of these trends for future departmental planning?

Between 2004-2005 and 2013-2014 our program applications have increased from 49 to 187, almost quadrupling, and with the exception of a couple of years, and maintaining a fairly even male/female ratio. Our enrollments have generally remained steady, fluctuating between 20 and 29, and averaging at 25 over 10 years. The size and strength of this applicant pool allows us to remain selective. We expect to be able to fill all available assistantship lines with highly qualified students for the foreseeable future.

MFA Gender	Applied		All Apps
	F	M	
Academic Year			
2004 - 2005	25	24	49
2005 - 2006	43	28	71
2006 - 2007	34	21	55
2007 - 2008	36	28	64
2008 - 2009	27	28	55
2009 - 2010	41	33	74
2010 - 2011	66	41	107
2011 - 2012	47	51	98
2012 - 2013	78	77	155
2013 - 2014	109	78	187

MFA Ethnicity	Applied								
	AA	AI	AP	HI	Int	Mul	NA	Un	Wh
Academic Year									
2004 - 2005	2			1	2				44
2005 - 2006	6			2	3			3	57
2006 - 2007	5				1			3	46
2007 - 2008	7		3		1				53
2008 - 2009	6		3	2				1	43
2009 - 2010	6	1	3	4	2		1	3	54
2010 - 2011	4	1	1	3	2	1		1	94
2011 - 2012	4		1	3	1	1		5	83
2012 - 2013	4	3	2	4	8	1		14	119
2013 - 2014	3	1	5	9	9	4		23	133

MFA Enrollment	New	Cont	All
Academic Year	8	12	20

2004-2005			
2005-2006	9	16	25
2006-2007	12	16	28
2007-2008	7	17	24
2008-2009	11	14	25
2009-2010	11	12	23
2010-2011	13	16	29
2011-2012	9	20	29
2012-2013	12	11	23
2013-2014	12	14	26

3.2 Quality of Incoming Students: Comment on how you evaluate and assess the quality of your graduate students. Referring to data provided in the 10-Year Profile Report (Info Web), comment on incoming student quality and trends over the past 10 years. What specific measures does the department use to evaluate the quality of entering students? (For example, what use is made of the GPA or of standardized test scores such as the GRE?) Are the enrolling students as good as you would like them to be? What does the annual graduate applications/offer ratio indicate about the quality of entering students and your faculty's standards of student quality?

Our GPA average is 3.59, and runs between 3.36 and 3.93, and of course rise considerably at the graduate level, to between 3.69 and 3.97. Average verbal scores are 605, the lowest being 606 and the highest being 635. The quantitative average is at 562, the lowest 486 and the highest at 626. The writing scores average at 4.7, the lowest at 4.3 and the highest at 5.3. Our GPA scores have risen over the past 10 years, indicating a higher quality undergraduate student application, and continue to be the highest GPA scores in the college. Our GRE scores have remained somewhat stable. We look to GPA and GRE as a general tool in assessing a student's ability to complete coursework and a thesis with distinction. We accept, on average, around 12 to 14 students a year from between 50 to almost 200 applicants and so our quality remains high. We are pleased with our students' performance and progress in the MFA.

MFA	Enrolled	Ugrd AVG	Ugrd N	Grad AVG	Grad N
Academic Year					
2004 - 2005	11	3.50	9		0
2005 - 2006	8	3.47	8	3.97	1
2006 - 2007	12	3.49	11		0
2007 - 2008	7	3.57	7		0
2008 - 2009	11	3.36	11	3.69	1
2009 - 2010	12	3.80	2	3.80	2
2010 - 2011	13		0		0
2011 - 2012	9		0		0
2012 - 2013	12		0		0
2013 - 2014	12	3.93	1	3.93	1

MFA	Enrolled	Verbal AVG	N	Quant AVG	N	Writing AVG	N
Academic Year							
2004 - 2005	11	622	5	556	5	5.0	5
2005 - 2006	8	606	5	626	5	5.3	4
2006 - 2007	12	593	11	548	11	4.7	10
2007 - 2008	7	612	6	583	6	4.8	6
2008 - 2009	11	569	9	567	9	4.7	9
2009 - 2010	12	589	9	486	9	4.3	9
2010 - 2011	13	635	13	616	13	4.3	13
2011 - 2012	9	609	9	534	9	4.6	9
2012 - 2013	12	610	5	542	5	4.5	12
2013 - 2014	12		0		0	4.7	12

3.3 Quality of Current/Ongoing Students: Are your current students performing as well as you would like them to? If not, what are the contributing factors? (Briefly refer to the findings of your outcomes assessment, which you describe in more detail in Section 5.)

Many graduates go on to distinguish themselves as writers, editors, teachers and scholars, and we are beginning to see former MFA's publishing stories, novels, essays and collections of poems in long-standing, well respected journals, magazines, small presses and houses.

3.4 Degrees Granted: Using data from the 10-Year Profile Report (Info Web), comment on the trends in the number of degrees awarded annually and the average length of time required to complete each degree program. What has been the trend in attrition over the past ten years? If attrition has been increasing, what measures, if any, have been taken to address that increase?

We have had no attrition over the past ten years. Our average time between enrollment and degree is between 2 and 2 and a half years. Most students graduate on time with a few others taking an extra semester to complete the thesis.

MFA Degrees Awarded	MFA
Academic Year	
2004-2005	6
2005-2006	8
2006-2007	10
2007-2008	10
2008-2009	13
2009-2010	4
2010-2011	11

2011-2012	17
2012-2013	7
2013-2014	14

MFA Time to Degree Completion	Masters	YTC Avg	YTC StDv
Academic Year			
2004-2005	6	2.18	0.50
2005-2006	8	2.17	0.84
2006-2007	10	2.21	0.52
2007-2008	10	2.46	0.84
2008-2009	13	2.37	0.99
2009-2010	4	2.25	1.00
2010-2011	11	2.02	0.44
2011-2012	17	2.10	1.02
2012-2013	7	2.39	1.14
2013-2014	14	2.39	1.43

3.5 Need/Placement: Comment on the strength of employer demand for your students. Describe past, present and future need for graduates from the program in the Triangle area, state, Southeast, and nation. Cite any pertinent studies. Present data on the placement of graduate students who have earned their degrees in your unit in the past five years (Appendix B). Report any information you have on the level of employer satisfaction with your graduates. Describe the level and kinds of assistance you offer in the placement of your graduates.

Results from the Graduate School's exit survey (Appendix B.2) show that the majority of our students' short-term goal is to seek immediate employment in College and University Administration, with jobs in Business or Industry and Primary and Secondary Education the second largest group. Long-term Career Goals find even more graduates seeking employment with colleges and universities in administrative positions, with a smaller, equal number in the areas of business and education. Anecdotally, our students often find first employment in a variety of areas upon graduation, working early on in food handling, local clubs and bars, volunteering for arts and community organizations, working for non-profits, and many settling in to editing, writing, publishing and teaching later on. A few of our graduates have moved on to teach in community colleges, and a few others have stayed on at NC State to teach creative writing, composition and run the program for young writers.

3.6 Funding: Describe the stipend support packages available for your graduate students and the approximate annual number of each type that they receive. Include TA and RA appointments, fellowships, traineeships, etc. Include the number of semesters the

average master's and doctoral student spends on a TA and/or RA. How are TA/RA positions publicized, and how are students selected for those appointments?

By program policy, all students admitted to the MFA program are offered assistantships. On rare occasions an exceptional student with his or her own funding is added to the cohort, but in general the program fully supports its students. These TAs receive a four-semester package that includes full tuition and health insurance coverage, along with a \$12,000 annual stipend to help defray living expenses. Prospective applicants learn about the availability of assistantships via the graduate website and through conversation with the program director or other advisors.

IV. MFA CURRICULUM/INSTRUCTION

4.1 *Master's Degree:* Describe the master's degree curriculum, indicating the total number of required credits and the credit distribution among various departments. If more than one concentration is available, then list the concentrations and their curricula separately. (Use Appendix C for this purpose.) If there is substantial dependence on some other department or program, describe and comment on the relationship between it and your own program.

APPENDIX C is attached.

4.2 *Doctoral Degree:* N/A

4.3 *Instructional Relationship to Other Programs:* Describe how graduate instruction and research in this program supports or is otherwise related to other programs (undergraduate, graduate, professional) within your department and/or in other departments or schools at NCSU. Cite other programs whose students frequently take minors or other program options with you. List courses in your program that are also required or are prerequisites within other graduate degree programs.

Our graduates take coursework in Theory and Research in Composition, Linguistics, English Renaissance, Romantic and Victorian Literature and Shakespeare, African-American Literature, and Southern Literature, as well as courses in Science, History and Languages. Most of our graduate students work with faculty outside the MFA as readers on their thesis committees.

MFA faculty and some TAs teach undergraduate courses in creative writing. We have both a minor and major in Creative Writing. Our undergraduate creative writing courses have enrolled students from every department on campus at one time or another. None of our courses are required for other degree programs.

4.4 *Curricular Changes:* Describe any significant changes in curriculum and instruction in the program since the last self-study. Explain the reason for the changes, such as different needs of students, shifts of emphasis in the discipline, changes in faculty, perceived weaknesses in the program, problems with facilities, etc.

MFA degree requirements were adjusted in Spring 2014 to allow more room for free electives and more flexibility in course content. Approved for 7-1-14 implementation, the program shifted from requiring four courses in literature and two free electives to allowing for three of each. From the curriculum change rationale: “Under this new plan [students] will have one more course they may elect to apply to writing instruction, as for instance in a special topics workshop. Or they may still pursue the study of literature. Most significantly, this would allow for the inclusion of more courses that bridge the gap between literature and writing. Such courses are both relevant and useful for our students and increase the utility of the MFA degree.” The MFA faculty plan to propose a broader change that would define all coursework other than writing workshops as free electives to allow for a wider range of options.

4.5 Professional Development Opportunities: Indicate the degree of participation by graduate students in your program in formal or informal teaching activities within your department and/or in other programs on campus. Describe any preparatory training and/or ongoing mentoring TAs receive. Describe any formalized research training doctoral students in your department receive. How are these training experiences supported, and how are students selected for them?

- In the Fall 2014 entering class, eight MFATeaching Assistants prepare to teach composition and 6 will prepare to teach creative writing. TAs in composition participate in an extensive teacher preparation program that includes 6 credit hours of coursework in composition theory and pedagogy, one semester assisting an ENG 101 instructor, a week-long course design workshop in the summer after their first year, and two semesters (8 credit hours) of mentored teaching practice in the second year as instructor of record in their own ENG 101 courses.
- TAs preparing to teach 200-level courses in creative writing begin their training by observing an ENG 287 “Studies in Creative Writing” course taught by Professor Barnhardt. Under his supervision they also teach a small group of students and are informally mentored through office hours by other faculty members as well. They are given sample syllabi and asked to produce and submit their own syllabus for assessment and approval. These students will teach 9 hours of creative writing courses in their second year as instructor of record.

V. ASSESSMENT OF OUTCOMES/FACULTY EXPECTATIONS: MFA

The material in this portion of the self-study should reflect the *continuous and ongoing* assessment of program outcomes: planning, information gathering, self-review, and use of results for improving the quality of the program.

5.1 Summary of Past Biennial Assessment Reports: Referring to the degree program’s online assessment plan and biennial reporting system on Info Web (https://www.grad.ncsu.edu/infoweb/dgp_home.asp), summarize the program’s assessment since the last self-study. Focus primarily on the assessment data obtained,

what you learned from the data, and what changes were made based on what you learned from the data to enhance the program.

In 2008 we endeavored to help students to know their respective craft in traditional and contemporary terms; help students create a work of original accomplishment in their thesis that will attract editors and agents, resulting in publication; to critically read and analyze published works and their own peers' work; to produce work of publishable quality; maintain a well-and-currently publishing faculty, serious about its teaching; draw a student clientele from a wide geographic area; have a good application/acceptance ratio; have a consistent slate of visiting writers of accomplishment; produce graduates who successfully publish their work.

In 2010 we endeavored to assess both posted objectives of the assessment plan: i.e. preparing students in their craft and raising the national profile of the program.

In 2008 and 2010 we collected data on student professional activity since graduation as well as data on the geography of our applications and the admission figures of our program against those of other graduate programs in the CHASS.

In 2008, we learned in general, the MFA is succeeding. Student satisfaction is high, and the publication record of our graduates, though not universal, is good. There were concerns about the workload on the faculty, financial support for students, and the smooth running of the program's administration, that led to the following suggestions for improvement: Hire a secretary or assign a graduate assistant to handle phone and email requests, and to help with the reading series. Update the website, including a student blog and alumni news webpage. Secure eight additional teaching assistantships, so that all students are supported and we are competitive with our peer MFA programs. Also (as at UNC-G) get permission to renew assistantships for third years, in special cases of need or merit. Make the application process run more smoothly. Update information book for graduate students. Provide more employment aid to graduates. Fundraise for fellowships, scholarships, research and travel grants typical in other nationally ranked programs. Create and sustain, as in other MFAs, more specific, varied and interdisciplinary graduate courses (ENG 590s, Special Topics, i.e., Historical Fiction with a member of the history department, OR American Regionalism with a member of the Linguistics faculty).

As a result of the 2008 assessment we put a new website up in spring 2009, including alumni page and student blog and we endeavored to commit a graduate assistant to phone, email, reading series work. We sought additional assistantships, endowment money for visiting writers, readings series, fellowships & scholarships. We expected to use the same data sources and instruments to assess our success in achieving these goals. We also added the following outcomes under the objective "to enhance the quality and national standing of the MFA program in creative writing": To raise funds to increase student stipends, support the reading series, support visiting writers, and otherwise improve the program's financial status.

We learned in 2010 that our students, including some who had not yet finished the

program, are publishing their fiction and poetry in good places, including a few novels and two books of poetry as well as work in periodicals. We also learned in this year that our program was the most selective in CHASS, admitting 10% of its applicants. We had 109 applications; 13 were admitted; 11 with t.a.s. The average GRE Verbal score of all new students was the highest in English: 635. These students came from UNC-Chapel Hill, Gonzaga Un., Emory & Henry College, UNC-Greensboro, UNC-Charlotte, Kansas State, St. Olaf's College, University of Tennessee, Virginia Tech, Ohio Un. Skidmore College, and St. John's University. One of them was awarded the Alumni Fellowship. We are encouraged by the success of this new program, which has also provided an outreach for the humanities into the Triangle community through our regular series of literary readings. Adequate funding for our teaching assistantships remained our main concern.

In 2010, our external review recommended the hiring of another poet to bring the creative writing faculty (serving @25 MFA graduate students and 100 undergraduate majors) from 4 to 5 faculty and to widen our offerings. We have done this with the hire of Dorianne Laux. Increasingly, we are having non-CW core faculty serve on thesis committees, in an effort to work toward better integration with the greater English Department. The main failure to meet the recommendation of the external review is the full funding of all teaching assistants.

5.2 *Summary of Current Assessment Report:* This section is basically your Biennial Report for the current reporting period. It should focus on the answer to the following questions: What outcomes were you scheduled to assess for the most recent reporting period and which ones did you assess? What data did you collect and what were the findings? What did you learn from the data; what areas of concern emerged? What changes (if any) were implemented or are proposed as a result of this assessment? What assessment activities are proposed for the upcoming reporting period?

Our last self-study concerned itself with MFA thesis production, degree completion data, student exit surveys, applicant numbers, GRE and GPA scores, diversity numbers, and publication records. We learned that the 2005-2008 mean time period for the students to complete the degree is 2.30 years. The number of graduates per year matches estimates outlined in the Request to Establish. Student exit survey: Exit surveys indicate a strong level of satisfaction with the program. Applications have increased since the program was established, and the GRE scores and GPAs of applicants have risen. From 2004-08, applicants to the program have averaged 41% male, 59% female, 8.4 % African-American, 1% Hispanic, 3% international. Enrolled students have been 43% male, 57% female, 2.5 % African American, 5 % Hispanic and 2.5% international. Acceptance ratios: In the period from 2004-08, the MFA has had 237 applicants, of whom 59 (24.8%) have been accepted. Of acceptances, 39 have enrolled. Graduate publication: Graduates of the MFA program have published numerous stories and poems, During 2004-08, MFA faculty have published numerous stories, poems, collections, textbooks, and anthologies. They have been nominated for national awards and are visible writers in their genres.

We have secured eight additional teaching assistantships, so that all students are supported and we are competitive with our peer MFA programs. Permission to secure third years has yet to be implemented. The application process runs more smoothly through a newly implemented on-line application process. We have updated the information book for graduate students. We have been able to provide only a few teaching or after graduation positions for graduate students. We have raised some funds but more is needed in this area. We have more Special Topics courses but are having difficulty with them being counted for Literature credits.

Outcomes assessed are knowledge of respective craft (poetry or fiction) in traditional and contemporary terms, create publications of original accomplishment, maintain student publication, help students to critically read and analyze published works, maintain a currently publishing faculty, draw student clientele from wide geographic areas, have a good application acceptance ratio, visiting writers of visible accomplishment, produce graduates who successfully publish.

Finding for data: For Academic Year 11/12, Exit Survey Report on questions 3, 5, 8, and 12 which assess issues such as confidence to do research in field, classroom teaching and mentoring, and overall experience. Question 3: Average was 2.25. Questions 5: 2.83. 8, 1.50, and 12, 1.50.

We learned from this data that: Teaching and mentoring are at a high level as well as our student's overall experience in the program which gauges confidence in the field. Question 3, the lowest outcome, confidence in ability to do research in the field may be more related to lack of employment opportunities in the specific area of creative writing vs. English/Composition. Faculty teaching and mentoring relates more directly to confidence in craft and competitiveness among peers in the field. Our graduates are successfully publishing their work. We hope to improve publication by graduates in the coming two years.

Changes made: We are planning to observe Creative Writing T.A.'s teaching, write evaluations and submit to faculty for review. Continue our high-level attention to post-graduate publishing opportunities. We have increased attention to post-graduate publishing opportunities with the implementation of a student-run Facebook page that is updated almost daily with publishing opportunities and grants, prizes and award opportunities as well as teaching opportunities.

We have hired a full time assistant to the Program Director. Updated the website, including a student blog and alumni news webpage. We have a student-run Facebook page dedicated to Creative Writing for current as well as graduate MFA's, increasing attention to post-graduate publishing opportunities.

We continue to seek endowment money for visiting writers, readings series, fellowships & scholarships. We expect to use the same data sources and instruments to assess our success in achieving these goals that we have used in creating this current assessment. In addition to the current outcomes, which we will continue to assess, we will add the

following outcomes under the objective “to enhance the quality and national standing of the MFA program in creative writing”: To raise funds to increase student stipends, support the reading series, support visiting writers, and otherwise improve the program’s financial status.

See Part F for Sections VI through VIII.

IX. SUMMARY COMMENTS AND VISION FOR THE FUTURE

9.1 Summarize the major strengths and weaknesses of the graduate program and the challenges and opportunities it faces in the foreseeable future.

The strengths of the MFA are its faculty, students, teaching and publishing. The distinguished faculty is, well regarded, visible internationally, and award-winning as both authors and teachers. MFA students are well published in respected magazines and journals with full collections published in both fine presses and major houses. Some of our T.A.’s have gone on to teach after graduation within the department or at other colleges. A few have received teaching awards.

One of our continuing goals is to increase T.A. stipends to comparator levels and thereby compete with other universities to attract the best and most qualified student applicants. We need to receive dedicated funding to support T.A.’s in the teaching of Creative Writing in addition to Composition. Certain of our best students will be lost if we cannot compete with other programs to provide this kind of teaching experience.

9.2 Briefly describe the program’s vision/strategic plan for the immediate future: Review the department’s major goals for the graduate program over the next five years, and describe their relation to the Compact Plan and to a long-term strategy for resource allocation or reallocation.

Hire a replacement for John Balaban who is in his first year of phased retirement, hire a permanent replacement for Jill McCorkle, maintain quality of M.F.A. publications and teaching, shift degree requirements from 3 to 6 electives, maintain quality of visiting writers and guest readers, implement teaching observation and evaluation for Creative Writing T.A.’s.

Master of Science in Technical Communication Self-Study 2014

Program Description

I.1 Exact Title of Program: Technical Communication

I.2 Department or Interdisciplinary Group Authorized to Offer Degree Program(s): Department of English, Technical Communication

I.3 Degrees Granted: Master of Science

I.4 College or School: College of Humanities and Social Sciences

I.5 Brief History and Mission:

Inaugurated in the fall semester of 1988, the M. S. in Technical Communication was designed to prepare professional communicators for a variety of careers that involve the relationships among people, scientific research, and technical systems. Such careers include those in computer documentation, training and development, medical communication, environmental and agricultural communication, technology transfer, organizational information management, and human-computer information design and evaluation. The program seeks to instill in students an understanding of the theoretical and rhetorical considerations associated with communicating using varying media in varying contexts, for varying audiences. With that general background, students should be able to meet the new communication situations they will inevitably confront after they graduate. The program also seeks to prepare students for the pragmatic demands they will face designing paper and electronic artifacts, and for the necessity of managing their own communication efforts and those of others.

While enrolled in the program, about half the students are employed full-time; others seek part-time work, internships and cooperative education assignments with such local organizations as IBM, Glaxo Smith Kline, SAS, and other RTP-based companies; and a few students are offered teaching assistantships and trained to teach classes in technical, business, and scientific communication. All students must complete at least one semester of work experience in a field related to technical communication.

Mission Statement:

The faculty of the M. S. in Technical Communication strives to enhance and disseminate the practice of sound technical communication in an environment where human interaction with technology becomes increasingly more important and more ubiquitous. We seek to develop reflective practitioners, whose practice is informed by an understanding of the theoretical and rhetorical underpinnings of sound communication about science and technology and its effects on individuals and social institutions. We encourage a diverse faculty and student group who contributes to the department and the profession both as theoreticians and practitioners.

I.6 Degree Program Objectives:

1. To guide students in their development as professionals in their chosen fields in technical communication.
2. To prepare students to be effective theoreticians and practitioners in technical communication.
3. To continue to be perceived as a highly successful graduate program that achieves local, national, and international visibility.

Degree Program Outcomes/Faculty Expectations:

M. S. Program in Technical Communication Objectives and Outcomes

The goals of the program are:

1. To guide students in their development as professionals in their chosen fields in technical communication.
2. To prepare students to be effective theoreticians and practitioners in technical communication.
3. To continue to be perceived as a highly successful graduate program that achieves local, national, and international visibility.

The objectives of the program are:

1. To guide students in their development as professionals in their chosen fields in technical communication. Students should be able to demonstrate
 - a. conceptual and critical understanding of the role of communication in science and technology and of the broad social effects of such communication.
 - b. a conceptual inventory, a theoretical framework for a variety of genres and media, including visual, verbal, multimedia, and interactive modes.
 - c. an awareness of what writing technologies do to our understanding of text, its invention, and its use.
 - d. an understanding of the conventions of scientific and technological discourse and where they came from.
2. To prepare students to be effective theoreticians and practitioners in technical communication. Students should be able to demonstrate
 - a. the ability to apply theory to real tasks, using a problem-solving approach.
 - b. the ability to locate and evaluate critically relevant research and to apply it to both theoretical and practical uses.
 - c. the capacity to be reflective practitioners, who understand rhetorical situations and strategies, including diverse strategies for gathering information about audiences.
 - d. the ability to work collaboratively or independently and to work successfully with technological and scientific colleagues.
 - e. the ability to apply methodologies for managing projects and time.

- f. an active participation as professionals in technical communication, including membership in professional organizations and leadership roles in the field.
 - g. an understanding of how technologies can be used to develop various kinds of texts and an ability to apply the most commonly used technologies for doing so.
3. To continue to be perceived as a highly successful graduate program that achieves local, national, and international visibility. To achieve this goal, the program will:
 - a. seek and maintain faculty with diverse expertise and with significant scholarly contributions in the discipline.
 - b. interact with professional organizations, corporations, non-profit organizations, and governmental agencies to assess their communication needs, to provide opportunities for cooperative and internship experiences, and to enhance employment prospects for students and alumni.
 - c. attract and recruit a diverse group of students locally, nationally, and internationally.
 - d. encourage students and alumni to participate in activities leading to scholarships, recognition in honorary societies, and publishing in professional journals.

Achievement of the goals and objectives established in this document requires a level of resources commensurate with other institutions achieving these goals and objectives.

1.7 Responsiveness to Local and National Needs:

The M. S. program prepares students for a wide range of careers communicating scientific and technological information for corporate, government, and non-profit organizations. As technological innovations become a greater part of everyone's day-to-day existence, the necessity for explaining how to interact successfully with technology increases. There is a shortage of highly-qualified communicators (i.e., those with advanced degrees), which is reflected by the annual increases in average technical communication salaries, which have gone up every year for the last fifteen years at a rate exceeding inflation. The demand is sufficiently high that most of our students are hired before they finish the program.

The growth and success of the M. S. program has paralleled that of the area's Research Triangle Park, whose constituents have perpetuated an ongoing need for employees with skills and knowledge sets similar to what our graduates get. The regional concentration of health and pharmaceutical organizations also creates a demand for our graduates. State and local governmental agencies also require competent technical communicators. And, the non-profit organizations inevitably located in and around a state capital also require effective communication with their various audiences.

Our program has continued to attract strong students from the region, the state, around the country, and even a few international students. Enrollment for the last eight years has fluctuated between 32 and 43 students and has averaged 38 students. Applications to our program over the

last ten years have ranged from a low of 15 in 06/07 to a high of 30 in 12/13. Students who come to our program report that they are attracted by the national reputations of our faculty members, by the admixture of theory and practice evident in the course requirements, and by the close proximity of NCSU to the Research Triangle Park and the obvious esteem in which the program is held by many local employers.

1.8 Program Quality:

The M. S. program, the oldest in the southeast, has a regional and national reputation as one of the best in the country. Recent candidates for tenure-track positions here have indicated that they view the program as one of the top few nationally. The Society for Technical Communication, in the 50th anniversary edition of its journal, *Technical Communication*, listed the 115 most important books and articles published in the discipline in the last 50 years. More of those works have been authored by our faculty than by the faculty in any other technical communication program.

1.9 Administration:

- a. The M. S. program is administered by a director who receives one course release per year and who reports to the English Department's director of graduate programs. The M. S. director maintains the program Web site, recruits and communicates with applicants, coordinates faculty review of applications, advises all of the students in the program, and, in general, administers the day-to-day operation of the program.
- b. The six faculty members who identify themselves as technical communication (there are five others who are considered to be affiliated with the program) constitute the M. S. Committee, which oversees the program, considers its curriculum matters, performs admissions decisions, and hears defenses of final M. S. projects.
- c. The program has an ongoing relationship with SAS Institute, which has both formal and informal dimensions. SAS has formally funded an endowed chair in the department. On a less formal basis, two of the M. S. faculty members have worked at SAS for a semester in a faculty exchange program intended to provide benefits to both SAS and NCSU. Additionally, professors have invited SAS personnel to give guest lectures and students in M. S. courses have done one or more of their assignments working with personnel at SAS.
- d. The program has an even more informal relationship with IBM, where several managers regularly hire our students as interns for extended periods, often hiring them full-time upon their graduation. Currently, students are also engaged in an IBM industry mentoring program.

II. Faculty

2.1 Summary Faculty Information and Curricula Vitarum:

See APPENDIX F for faculty CVs.

The MS Technical Communication program has four primary program faculty and two faculty currently on phased retirement:

- David Covington (phased retirement 2014-2017)
- Stan Dicks (phased retirement 2014-2017)
- Huiling Ding (Program Director)
- Susan Katz (will start phased retirement 2015-2018)
- Carolyn Miller (will retire in 2015)
- Jason Swarts
- A new Assistant Professor position (Director of Professional Writing Program) has been approved, to begin Fall 2015

As an Option B program, the M. S. requires that students complete a capstone course rather than a thesis. Students are required to prepare and defend a professional-level piece of technical communication, such as a Web site, an instruction manual, a reference manual, and other similar works. Those students interested in pursuing further academic work have the option of writing a scholarly article intended for publication in a refereed journal. Each semester, each student has one or two project faculty advisors, who perform roughly the same duties as readers on a thesis committee. Faculty report the numbers of such committees in their CVs.

2.2 Visiting, Part-Time and Other Faculty:

Six tenure-track English Department faculty are identified as affiliated faculty to the M. S. program. While none of them have taught required courses, several of them regularly offer courses that serve as elective courses for the M. S. degree, and several of them have served as project advisors to students in the capstone course.

Visiting Prof. Steve Katz (Clemson) taught one required course in Fall 2013 while Carolyn Miller was away from campus on a visiting appointment. No other visiting or part-time faculty have taught in the MS program for the last five years.

2.3 Advising:

The M. S. director provides advising to all students. This normally entails meeting and/or emailing each semester with each student to review the plan of work and to discuss courses for which the students intend to register in the upcoming semester.

2.4 Faculty Quality:

The department conducts teaching evaluations in all classes. The results of those evaluations are considered on the faculty member's annual review with the department head. The head also assesses the quantity and quality of each faculty member's publications and research contributions and considers them for the annual review and for salary raises. Tenured faculty are observed by peers every three years and the results are included in the head's annual review and for raise assessments. The head maintains an ongoing list of the number of students advised by each faculty member.

2.5 Faculty Distribution:

The discipline of technical communication is so diverse that it would be impossible to cover all possible fields of specialization. However, the technical communication and affiliated faculty cover most of the more important areas of the discipline, including electronic and online communication, document design, online information architecture and design, health and environmental communication, usability studies, etc.

III. Students

3.1 Enrollment:

Enrollment has averaged 38 students over the last ten years. We are unable to get FTE enrollment figures. Because our students average about 6 hours per semester, we can assume that the FTE has averaged approximately 2/3 of 38, or around 26 or 27.

3.2 Quality of Incoming Students:

We use undergraduate GPA and GRE scores to assess the quality of applicants, but we also include writing samples, resumes, statements of intention, and recommendation letters in the assessment. Because our program is a professional program in writing, we pay special attention to writing samples and statements of intention.

We use the graduate school's minimum of 3.0 for undergraduate GPA, although we have petitioned the graduate school to admit provisionally a few students who had less than a 3.0, especially if they had some redeeming quality such as extensive work experience or high GRE scores.

We have a self-imposed minimum for the GRE verbal section of around 153 or higher, although we have admitted students with lower scores, especially if they had the aforementioned redeeming qualities. Over the last ten years, the verbal scores have averaged right about 550 using the old system and 156 using the new system. We are learning that a score on the analysis/writing section of 5.0 or better indicates a student who is likely to have strong writing skills.

As a professional program, our admission policy is to look for reasons to admit rather to exclude. Overall, using the criteria stated above for admission decisions has yielded very good students. However, we have occasionally admitted some people whose numbers were weaker and then suffered trying to get them through the program, or, in some cases, out of it.

We do not believe that the annual graduate applications/offer ratio indicates very much about either the quality of our students or our faculty's student quality standards. The year-to-year and semester-to-semester variability in the size and nature of the applicant pool means that in some years we admit almost everyone and in others we reject as many as 40%.

Admission data for the last ten years is shown in Table 3.1.

Applied / Admitted / Enrolled by Classification & Residency

Technical Communication

Acad Yr	Applied			Recommended for Admission			Final Adm Cleared by Grad Sch			Enrolled			Yield (Enrolled/Rec for Admit)		
	DR	MR	CT	DR	MR	CT	DR	MR	CT	DR	MR	CT	DR	MR	CT
2003-2004	0	26	0	0	23	0	0	22	0	0	18	0	N/A	78%	N/A
2004-2005	0	34	0	0	30	0	0	27	0	0	22	0	N/A	73%	N/A
2005-2006	0	22	0	0	18	0	0	18	0	0	15	0	N/A	83%	N/A
2006-2007	0	15	0	0	13	0	0	13	0	0	11	0	N/A	85%	N/A
2007-2008	0	28	0	0	24	0	0	24	0	0	20	0	N/A	83%	N/A
2008-2009	0	25	0	0	19	0	0	19	0	0	15	0	N/A	79%	N/A
2009-2010	0	21	0	0	20	0	0	19	0	0	16	0	N/A	80%	N/A
2010-2011	0	17	0	0	16	0	0	16	0	0	13	0	N/A	81%	N/A
2011-2012	0	24	0	0	22	0	0	22	0	0	14	0	N/A	64%	N/A
2012-2013	0	30	0	0	28	0	0	28	0	0	23	0	N/A	82%	N/A

Table 3.1 Ten-Year Admission Statistics for the M. S. in Technical Communication

The program has a consistent record of admitting and graduating minority students, which can be viewed in Table 3.2.

Fall Census Enrollment by Gender/Ethnicity/Class

Technical Communication

Fall Term	All Students										
	All	Gender		Ethnicity							
		M	F	Wh	AA	AI	AP	HI	Mul	Un	Int
2003	32	9	23	26	5	1	0	0	0	0	0
2004	37	10	27	32	3	1	0	0	0	0	1
2005	42	11	31	37	3	1	0	0	0	0	1
2006	40	18	22	36	3	0	0	1	0	0	0
2007	32	14	18	31	1	0	0	0	0	0	0
2008	35	12	23	31	3	0	0	0	0	1	0
2009	43	16	27	39	3	0	0	0	0	1	0
2010	37	15	22	33	2	0	1	0	0	1	0
2011	34	10	24	26	4	0	1	1	0	1	1
2012	38	12	26	28	3	0	1	3	0	2	1

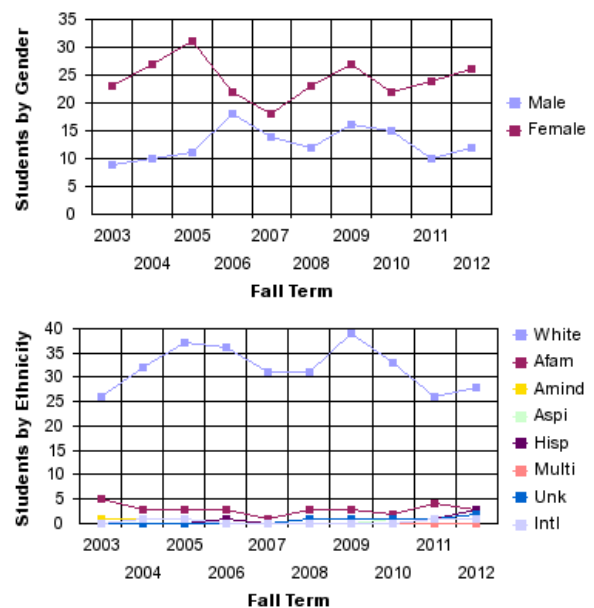


Table 3.2 Ten-Year Minority Admission Statistics for the M. S. in Technical Communication

3.3 Quality of Current/Ongoing Students:

We have a total of 35 students currently enrolled in the MSTC program, with 10 males and 25 females. In terms of ethnicity, we have a quite diverse student population, with 21 Caucasian, 5 Asian, 4 African American, and 3 Hispanic students. Most students are in-state students, but we do have 4 coming out of state. Students are doing well academically, with 7 having a GPA of 4, 12 having a GPA between 3.5 and 3.99, and 6 between 3 and 3.49. One student's GPA is slightly below 3. The average GPA of current ongoing students is 3.52.

3.4 Degrees Granted:

One enrollment trend is that more students are applying to the program directly after completing their Bachelor's degrees. In the past, especially in the mid '90s, most of our FTE came from part-time students who were employed full-time and thus could take one or two courses a semester. In the past ten years more people have come directly from undergraduate school and are not working full-time, so they can take a full course load.

The attrition rate has been extremely low. In the last ten years, 167 students have enrolled in the program and 132 have graduated. Current enrollment is 38, which means that the withdrawal rate is well below 5%.

Degrees Awarded by Gender / Ethnicity Technical Communication

All Degrees Awarded											
Aca Year	All	Gender		Ethnicity							
		M	F	Wh	AA	AI	AP	HI	Mul	Un	Int
2003-2004	15	7	8	14	1	0	0	0	0	0	0
2004-2005	10	3	7	8	2	0	0	0	0	0	0
2005-2006	17	1	16	13	2	1	0	0	0	0	0
2006-2007	17	6	11	16	1	0	0	0	0	0	0
2007-2008	12	10	2	11	1	0	0	0	0	0	0
2008-2009	10	5	5	10	0	0	0	0	0	0	0
2009-2010	7	2	5	7	0	0	0	0	0	0	0
2010-2011	18	5	13	16	1	0	0	0	0	1	0
2011-2012	18	9	9	13	3	0	1	0	0	0	0
2012-2013	8	2	6	8	0	0	0	0	0	0	0

Table 3.3 Ten-Year Degrees Awarded in the M. S. in Technical Communication

None of the required courses for the program are offered in the summers, so most students do not take classes in the summer. Some students take electives offered by other departments in summer sessions.

3.5 Need/Placement:

Our graduates have a high success rate in obtaining good jobs with area organizations. The largest area of employment comes from RTP companies working on computer hardware and software. The two largest employers of our graduates are IBM and SAS. Health and medical organizations also hire many of our graduates. A third area where graduates work is for local and state governmental agencies or universities.

Anecdotal evidence and repeated job postings suggest that employers are highly satisfied with our graduates. In fact, the program's reputation is so high among local employers that virtually all of our current students are hired while they are still in the program. We receive job openings from many companies, more of them than we have students, so most of the students who want a job in the technical communication field can get one.

The director of the M. S. does assist in placing students by receiving and posting job openings, by suggesting to certain students that they would be good matches for specific openings, and by calling employers to suggest that they consider hiring a particularly strong student.

Examples of job placement for recent graduates can be seen on the M. S. program's Web site at <http://www.chass.ncsu.edu/english/msprog/alumni.html>. While by no means complete or necessarily up-to-date, the list indicates where students got their first jobs after graduation, or, in cases where we have tracked alumni progress, their latest positions.

3.6 Funding:

The only funding available to M. S. students comes from teaching assistantships.

TAs in the MS program receive a four-semester package that includes full tuition and health insurance coverage, along with a \$11,000 annual stipend to help defray living expenses. This stipend was increased in Fall 2014 after the program's two assistantships were declined the year before. Prospective applicants learn about the availability of assistantships via the graduate website and through conversation with the DGP or other advisors. All applicants who meet a Feb 1 deadline are considered.

Over the past 5 years, the department has had 15-19 TAships available to offer to incoming students in the MA and MS programs combined. Under current practice, TA lines are distributed proportionally across programs and concentrations based on the number of applicants in each area. The MS program typically has one or two assistantships to offer each year. We would attract more students, especially from out of state, if we had more assistantships and/or more out-of-state tuition remission.

IV. Curriculum/Instruction

4.1 Master's Degree:

As Appendix D.1 shows, the program requires 33 hours, of which 15 must be completed in required ENG courses. The remaining elective courses must be split among applications and theory/methods electives. Some students choose to group the electives in a certain area, such as computer documentation or health/medical writing. Others choose to take courses from a variety of other areas so as to experience as much breadth as possible.

4.2 Doctoral Degree: N/A

4.3 Instructional Relationship to Other Programs:

All of the M. S. faculty members also teach in the department's undergraduate Language, Writing and Rhetoric concentration. Undergraduates often take the M. S. introductory course, ENG 517, which counts as an elective for their LWR concentration. Two of the M. S. courses, ENG 517 and 518, are listed as approved electives for the English Department's Certificate in Professional Writing. Some PhD students take the M. S. courses, wherein they are usually required to complete extra readings and assignments.

4.4 Curricular Changes:

In the last five years, we have added two new elective courses:

ENG 506 Verbal Data Analysis

ENG 522 Writing in Non-academic Settings

We have also taught a number of special-topic courses in areas such as

Social Networking and Technical Communication

Emerging Genres: History, Technology, Social Change

Introduction to Digital Humanities

Introduction to Humanities Physical Computing

Analysis of Verbal Data

4.5 Professional Development Opportunities:

The only M. S. students who are involved in teaching are those who receive teaching assistantships. Typically, in their first semester here they observe a number of ENG 331/2/3 (professional writing course) class sections. In the second semester they work with one faculty member teaching an ENG 331/2/3 course to learn how to develop a syllabus, lesson plans, exercises, assignments, etc. In their second year they teach three sections of one of the professional writing courses, usually one section in the fall and two in the spring. The director of the professional writing program oversees their training and acts as an ongoing resource for the duration of their assistantship. The TA appointment is for four semesters.

V. Assessment of Outcomes/Faculty Expectations

5.1 Summary of Biennial Assessment/Biennial Reports:

The last major self-study was done in 2006. The primary conclusion was that the program was well established and was successfully graduating students who were ready for the workplace. Recommendations included working more closely with the rest of the department, which we believe we have accomplished to the extent that differing curricula allow, and taking advantage of our contacts with business and industry for potential fund-raising, which we have not done, in part because the university's fund raising units prefer to pursue larger targets.

The biennial assessments have shown us to be consistently rated at around 4 out of 5 on student exit surveys and on our own assessments as described below.

5.2 Summary of Current Assessment Plan:

Each year faculty advisors in the capstone project course rate their advisees according to the following criteria, which are based on the program's goals and objectives.

	Poor	competent	excel.		
• demonstrates a conceptual inventory, a theoretical framework for a variety of genres and media, including visual, verbal, multimedia, and interactive modes					
• demonstrates an awareness of what writing technologies do to our understanding of text, its invention, and its use					
• demonstrates an understanding of the conventions of scientific and technological discourse and where they came from					
• demonstrates the ability to apply theory to real tasks, using a problem-solving approach					
• demonstrates the ability to locate and evaluate critically relevant research and to apply it to both theoretical and practical uses					
• demonstrates the ability to locate and evaluate critically relevant research and to apply it to both theoretical and practical uses					
• demonstrates the ability to apply methodologies for managing projects and time					
• demonstrates an understanding of how technologies can be used to develop various kinds of texts and an ability to apply the most commonly used technologies for doing so					

If we use a scale from one to five with one being poor and five being excellent, faculty have rated our students at an average of four in the recent last three assessments.

We also use student exit surveys as part of our assessment (See Appendix D.2). In recent assessments the questions with the highest ratings (1.5-1.75) have included

- Knowledge of your major advisor about administrative procedures.
- Extent to which your committee exhibited high ethical standards.
- Your preparation for a competitive market.
- The perceived value of your education for the time and money expended.
- The extent to which your educational experience met your expectations.

Questions with the lowest ratings (below 2.0, with 1 for excellent and 2 for very good) have included

- Accessibility of your committee members.

One factor that may have negative impacts on the amount of interaction among faculty members and students is students' limited time on campus. Most MSTC students are full-time working professionals who are only on campus to take evening classes. MSTC faculty teach evening seminars from 5 PM to about 9 PM from Mondays to Thursdays, and most students try to take two seminars in one evening, which means they have to move from one class to another before leaving campus. To address this issue, we will encourage students to use technologies such as Skype and Google Group to communicate with their committee members if they cannot meet in person. Faculty members have been meeting with students either before the evening classes start or after those classes end, which helps to enhance the faculty-student interaction as well.

VI. Current Research

6.1 Current Research:

The program has a diverse faculty with interests in many areas of the discipline. In the past five years, faculty in the program and affiliated faculty have published the following books:

Ding, H. *Rhetoric of Global Epidemic: Transcultural Communication about SARS*. Southern Illinois University Press. 2014.

Katz, S. *Start Your Career: 5 Steps to Finding the Right Job after College*. Raleigh, NC: C&M Online Media, 2013. (eBook)

Katz, S and Odell, L. *Instructor's Resource Manual: Writing Now*. New York: Bedford/St. Martin's, 2009.

Katz, S. and Odell, L. *Writing Now*. New York: Bedford/St. Martin's, 2009.

Miller, C. *Estudos sobre Gênero Textual, Agência e Tecnologia*. Edited and translated by Angela Paiva Dionisio and Judith Chambliss Hoffnagel. Recife, Brazil: Editora Universidade Federal de Pernambuco, 2009. 232 pp. Republished São Paulo: Parábola, 2012. 191 pp.

Swarts, J. *Together with technology: Writing review, enculturation and technological mediation*. Amityville, NY: Baywood, 2008.

Warren, C. *What the Dog Knows: The Science and Wonder of Working Dogs*. New York: Simon & Schuster, 2013.

Program faculty have published dozens of articles in refereed journals and given dozens of conference presentations in the last five years.

Other ongoing research includes:

Susan Katz recently completed a survey of English Departments nationwide to determine the availability of internship opportunities for English majors as well as the nature of various internship programs. She is currently conducting data analysis.

6.2 National Comparison:

Research and publication by program faculty puts it among the top departments nationally, particularly for a program of the MS's rather modest size. As reported previously, in the Society for Technical Communication's list of the most important publications in the history of the discipline, NC State's MS faculty had more than did the faculty of any other program, regardless of size.

6.3 to 6.5 -- See PART F for departmental overview.

VII. Service/Outreach/Extension

7.1 Consulting:

David Covington:

Institute for Transportation Education and Research, N C State University, Raleigh, NC
Capital Associated Industries, Raleigh, NC
Clemson University Transportation Technology Transfer Service, Clemson, Columbia, and
Charleston, SC
Diosynth, Durham, NC
ECS Carolinas, Raleigh, NC
Department of Fiscal Research, North Carolina General Assembly, Raleigh, NC
Department of Forestry and Natural Resources, N C State University, Raleigh, NC
Revlon, Oxford, NC
PCS Phosphate, Aurora, NC
North Carolina Rate Bureau, Raleigh, NC
ECS Carolinas, Raleigh, NC
Department of Fiscal Research, North Carolina General Assembly, Raleigh, NC
Siemens, Wendell, NC
YMCA, Raleigh, NC
Signature Properties, Greensboro, NC
Pepsi, Greensboro, NC
City of Durham, Durham, NC
Adama, Raleigh, NC

Stan Dicks worked with Red Hat Software to develop a training session on how to write for the Web.

7.2 Community Service/Extension/Engagement:

Stan Dicks serves as Educational Liaison to the Carolina Chapter of the Society for Technical Communication.

Stan Dicks serves as a member of the Advisory Board for the User Experience Professionals Association.

Susan Katz has given talks to more than 20 organizations, including both NCSU student organizations and community organizations, providing attendees with advice on how to prepare for the job search.

7.3 Graduate Student Involvement in Community Service/Extension/Engagement:

Several students have developed their capstone projects for non-profit organizations, including internal documents and external Web sites.

VIII. Accreditation –N/A

IX. Summary Comments and Vision for the Future

9.1 Strengths and opportunities for the foreseeable future:

The major strengths of the program include its faculty, its curriculum, and the highly positive relationship it enjoys with area industry, government, and non-profit organizations.

Students considering our M. S. program along with others frequently mention that they are influenced by the fact that all of our faculty have Ph.D.s and that faculty publications and professional activities are impressive.

Numerous studies have pointed to the core competences of technical communicators, which include rhetoric, collaboration, balance of theory and practice, ethical and multicultural practices, user center design, facility with multiple technologies, and process/publication management (Rainey et al.; Hayhoe; Coppola & Elliot; Coppola). We believe that our curriculum is well balanced between theory and practice and that our curriculum, particularly our five core courses, well covers most of the core competences. Students, for the most part, concur that the mix is a good one, although a small percentage of them occasionally balk at studying anything theoretical.

Our success in cultivating well-rounded technical communicators is also reflected in the fact that area employers continually send job openings that they want our students to respond to and that some area employers even hire students who have just started the program. These positive relationships are a major strength in recruiting students to the program and keeping them in it

once they start. A large majority of our students are working in technical communication-related jobs, internships, or co-ops while they are in the program. The jobs help them afford graduate school costs and, in some cases, result in full-time positions. Two of our students who had no prior technical communication experience before joining the program have completed internships at IBM and been offered full-time jobs there at salaries of \$75k and \$90k in 2014.

Working with local and national partners helps the program both to provide professional development and networking opportunities to students and alumni and to gain regional and national visibility. We benefit from our ongoing collaboration with the IBM Pathfinder program and the new partnership with the Society of Technical Communication (STC) Carolina Chapter, with both providing mentoring, training, and networking opportunities to students. In addition, we are exploring partnership with Adobe Technical Communication Suite 5's University Outreach Program to gain free and ongoing access to the suite both on campus and on students' personal computers. Having ready access to Technical Communication Suite 5 will help MSTC students to acquire more technological proficiency inside and outside the classroom, which in turn will better prepare students for internships and job searches. Finally, we expect to have fruitful collaboration with the newly approved Digital Humanities graduate certificate program, as we may share cross-listed courses and have MSTC and DH students taking courses from the other program.

9.2. Weaknesses and challenges

9.2.1 Lack of resources for students and faculty

The program's weaknesses are largely related to resources. Receiving only two or three teaching assistantships a year limits our ability to recruit the best students, especially those from out of state. A further resource problem is lack of funding for research and travel. In a department that has annual travel funds of \$300-700 per faculty, we face conference registration fees that are often more than the travel allocation alone. Most of us, therefore, have to spend from our own pockets to travel to conferences, present papers, and engage in other professional activities.

9.2.2 Impacts of retirement on teaching capacity

Our most pressing short-term needs are to hire new faculty to meet the educational demands from students and employers created by recent and imminent retirement. With four of the six program faculty retiring before Fall 2015, we will need to hire carefully to compensate for the teaching resources that will be lost and to attempt to find scholars who promise to live up to the program's tradition of research and publication. Once we do so, we can hope to keep enrollment at current levels.

We will conduct some research over the coming months through a survey or focus group with local employers of our graduates and an analysis of the curricula of the 10 best national programs. This research will provide solid data that serve as the basis of position requests next spring.

Another reason for the lack of teaching capacity is the large number of our faculty who serve the department and the college in many administrative positions requiring teaching load reductions.

Table 9.1 and Table 9.2 show program faculty, the positions they hold, their teaching load, and retirement plans and/or statuses if applicable:

Name	Position	Annual teaching load	Retirement
David Covington	Director, Professional Writing Program	3	2014-2017 (Phased)
Stan Dicks	Director, M. S. in Technical Communication	3	2014-2017 (Phased)
Susan Katz	English Department Internship Coordinator	3	2015-2018 (Phased)
Carolyn Miller	SAS Institute Distinguished Professor	2	2015
Jason Swarts	Director, CRDM	3	
Huiling Ding		4	
Total		18	

Table 9.1 Program faculty – up to Spring 2014

Name	Position	Annual teaching load
David Covington	Phased retirement	2 (ends in 2017)
Stan Dicks	Phased retirement	2 (ends in 2017)
Susan Katz	Phased retirement beginning Fall 2015	2 (ends in 2018)
Huiling Ding	Director, M. S. in Technical Communication	3
Jason Swarts		4
New hire	Director, Professional Writing Program	3
Total		16 (10 after 2018)

Table 9.2 Program faculty –Fall 2015-Spring 2017

We are fortunate to have Drs. Covington and Dicks and Dr. Katz who will teach two courses before their phased retirement expires respectively in 2017 and 2018. With the approved one new hire, the regular MSTC faculty can only teach *10* courses per year, which is almost half of our teaching capacity (*18* courses per year) before the retirement started after Spring 2014.

9.2.3 Impacts of retirement on course offerings

Although the sheer number of reduced teaching capacity looks alarming, the impacts of retirement on our current course offerings are even worse. Analysis of course offerings from Fall 2010 to Fall 2014, before the phrased retirement of Drs. Covington and Dicks started, shows a radical reduction in future course offerings, and the imminent retirement of Drs. Katz and Miller will only create a larger gap. While the MSTC faculty have been teaching mostly MSTC required and elective courses, we also offer courses in undergraduate and graduate programs such as Language, Writing and Rhetoric (LWR), MA concentration in Rhetoric and Composition, and PhD in Communication, Rhetoric, and Digital Media (CRDM).

In the past five years (2010-2014), we have admitted an average of 14 students per year, with 13 graduating on a yearly basis and an average annual enrollment of 34 students. This enrollment pattern has consistently filled up our core courses quickly. Four of the five core courses have been offered on a yearly basis, with the exception of ENG 517, which has to be offered on a semester basis. The electives attracted more than 10 students each time they were offered (see Table 9.3).

Courses	512	515	517	518	675	508	519
Total sections offered	6	5	9	4	4	3	3
Average size	14	14	12	15	14	11	10

Table 9.3 MSTC courses: Total number of offering and average class size from Fall 2010 to Spring 2014

With the retirement of Drs. Covington and Dicks, *we lost the teaching capacity for ENG 508, 517, and 518. And we will lose the teaching capacity for ENG 515, 522, 583, and 350* with the imminent retirement of Drs. Katz and Miller. While the phased retirement of Drs. Covington and Dicks would help with the teaching of ENG 508, 517, 518, 519, and 675 in the next two to three years, we will not be able to offer those courses without additional new hires.

A huge gap in course offering will soon appear even with existing plans to find someone else in English to take over the internship program and ENG 522 and 350, currently run by Dr. Katz, and for Drs. Ding and Swarts to take over ENG 515, 519, and 675. To visualize the impacts of retirement on course offerings, Table 9.4 highlights lost course offerings in yellow and courses that can be covered by existing faculty with *. The last names of faculty who have retired or will retire soon are marked in italics.

Courses	Schedule (2010-2014)		
	Fall	Spring	Every two years
ENG 512 (R)	X (Swarts and Ding)		
ENG 515 (R)	<i>X (Katz and Miller)</i>		
ENG 517 (R)	<i>X (Covington)</i>	<i>X (Covington)</i>	
ENG 518 (R)		<i>X (Dicks)</i>	
ENG 519 (E)			X (Swarts and Covington)
ENG 508 (E)			X (Dicks)
ENG 583		<i>X (Miller)</i>	X (Ding)
ENG 317			<i>X (Covington)</i>
ENG 675 (R)*		<i>X (Covington and Dicks)</i>	
ENG 522 (E)*		<i>X (Katz)</i>	
ENG 350*	<i>X (Katz)</i>	<i>X (Katz)</i>	
ENG 425		X (Ding)	

ENG 626			X (Ding)
CRD 702			X (Miller)
CRDM 703			X (Swarts)

Table 9.4 Courses regularly offered by MSTC faculty

R stands for required and E stands for electives; * stands for courses that can be covered by existing faculty

Numerous problems will arise with the loss of the capacity to teach core courses such as ENG 515, 517, 518, and 675 as well as electives such as 508, 519, and 583. First, delays in offering core courses will prevent future students from graduating in a timely manner. Second, the inability to offer important electives will push future students to do more of their coursework in other departments, which will be problematic since we won't be able to help students cultivate core skills for their future career. Third, we will have to stop offering 583, a special topics course designation due to faculty shortage. This will be a big loss to the program because 583 is a place where the faculty attempt to innovate and learn how to redesign existing offerings or grow into new areas. In this sense, we need to offer special topics in order to ensure that the MSTC program stay relevant. If we only get enough faculty support to offer what we have always taught, then we run the risk of getting into a rut and losing relevance. Finally, we have already been suffering from faculty shortage in staffing ENG 675, where we need 2 faculty consultants for each student project and sufficient time in the semester to allow for research guidance as well as practice of presentations and full presentations. This class was designed to be taught to groups of about 10 and when we have a large cohort, to offer a section each semester. We have not been able to do that for some time, and the course has suffered because of it, with faculty overloaded or projects reduced to one consultant rather than two and insufficient time for the presentations. So for a class of 10, with 2 consultants/project and 4 projects/faculty, we need a faculty of 5 ($[10 \times 2] / 5$); similarly, for a class of 12, we need a faculty of 6.

It should be emphasized that the involvement of MSTC faculty in undergraduate teaching is key to the cultivation of interests in technical communication among undergraduate students, the recruitment of promising NCSU students to the MSTC program, and the mentoring of graduate teaching assistants. In addition, MA students in Rhetoric and Composition and sometimes in Literature benefit from taking a couple of MSTC courses if they are interested in pursuing careers in writing and editing upon graduation.

9.3 Opportunities and challenges in transnational partnership with NNU

The Office of International Affairs, CHASS, and MSTC faculty are working together to start an international partnership with Nanjing Normal University (NNU) in an Accelerated Masters, or what NNU calls "4+X" program. In this Accelerated Masters program, NNU proposes to send advanced undergraduate students in Foreign Language Studies to NCSU to pursue a MS degree in Technical Communication. Given the quick growth of technical communication as an industry in China and interests in international technical communication in the U.S., this partnership will provide great opportunities for innovative transnational teaching and research and will enhance the international reputation of the MSTC program. Adding to the regular admission of Indian

students, this partnership will bring new pedagogical needs, particularly those in areas of international professional communication, translation, and internationalization.

Reduced teaching capacity, however, will again severely limit our ability to contribute fully to this exciting partnership. As shown in Section 9.3, the MSTC faculty can only teach half of the courses after the program runs out of supplementary teaching provided by professors in phased retirement. With only three faculty serving the program, it will be difficult to maintain the current enrollment and course offerings.

9.4 Vision/strategic plan for the immediate future

Our primary goal for the near future is to continue developing highly competent technical communicators who provide much-needed services to industry, academia, government, and non-profit organizations. A secondary goal is to replace four of our six faculty with people of equal or superior scholarly and pedagogical qualifications. A further goal is to explore the possibility of research fellowships with local corporations; initial discussions have been held with SAS and IBM. We usually lose highly qualified applicants from out of state because we cannot offer them financial aid. Having one or two assistantships would help us to improve the quality and diversity of our incoming students.

Internationalization is having a considerable effect on technical communication, as more and more of the artifacts created by communicators are being translated into multiple languages. Our program needs to address this trend by hiring faculty with globalization, translation, and localization experience and expertise, as we currently treat these issues only briefly in one of our courses. Dr. Ding was hired two years ago to teach International Technical Communication, a targeted area of expansion for the MSTC program, but hasn't had a chance to teach the course. We could easily add a course in this subject if we had the faculty capacity in terms of course offerings. Other areas where we are considering new courses to reflect new trends include information architecture, content management systems (and, more broadly, single sourcing), and environmental communication.

Unless we can fill vacancies we will have to reduce the class offerings and perhaps curtail admissions until the number of students matches the teaching capacity we have. Downsizing is not the direction where we want to go, since it may make the program unsustainable in terms of filling required courses and meeting local demands for workforce in technical communication.

For the longer term, we do not propose to increase program enrollment, as we have learned that having 35-45 students in the program fits reasonably well with our resources and with hiring demand in the area and region. The collaboration with NNU will, however, most likely result in a slight increase in program enrollment, which should be addressed in both faculty hiring and curricular adaptation.

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Undergraduate Program Faculty Self-Study 2014

The tenured and tenure-track faculty who teach in our Undergraduate Program is nearly identical to those who teach courses in our Graduate Program. When compared with non tenure-track faculty, tenured faculty teach our 400-level sections at a ratio of nearly 10-1. However, non tenure-track faculty teach the large majority of our 200-level courses. Statistics over the last seven years show a slight decrease in our reliance on non tenure-track faculty to teach these courses. In Fall 2007, we offered 58 sections at the 200 level and 42 of those sections were taught by non tenure-track faculty. Last Fall we taught 44 sections, with 24 being taught by non-tenure-track faculty.

Overview of Undergraduate Programs

The English Department currently has 344 undergraduate majors in five different programs (**Appendix E.1**). The basic curriculum was revised in 2010 to include the following requirements for students in each of these programs. All students now take one course each in:

- American Literature
- British Literature
- World Literature
- Film
- Linguistics
- Rhetoric

This “core” represents a compromise between faculty in different areas as well as an effort to balance demands for “coverage” across all areas with demands for “flexibility” and student choice. What has been lost is a coherent sequence of courses that moves students from the 200 to the 400-level. Each of our five different programs has additional requirements, which are specified in our Curriculum Guide (**Appendix E.2**). The following overview of our five different programs, or curricular options, briefly identifies each and summarizes some of their most significant developments and/or challenges over the last seven years.

Language, Writing, and Rhetoric (LWR) focuses on written English in its practical applications (the news media, business and industry, and the writing and publishing professions) as well as underlying rhetorical and linguistic concepts. Students may, but are not required to, choose an emphasis in Journalism, Linguistics, Technical Communication, or Composition and Rhetoric. As our largest program, it has 124 majors. The number of majors has increased by about 30 majors over the last five years. This program flourishes in no small part because of our nationally recognized faculty who represent each of these areas of study. Among other standouts, our linguistics and composition and rhetoric faculty have each earned well-deserved national reputations. While we have just recently hired a new tenure-track faculty member with expertise in digital media, we are very concerned about the impending retirements of several key faculty in this field. Furthermore, repeated and sustained budget cuts have deeply affected our journalism offerings.

Creative Writing (CRW) offers a background in literature and language with an emphasis on writing poetry, fiction, screenplays, and/or non-fiction. The program continues to grow dramatically. With a past high of 117 majors in 2010, it now boasts a more manageable 73 majors as our second largest concentration. The creative writing program is one of the department's recent success stories.

The program has sponsored readings by distinguished authors including Charles Simic and W.S. Merwin. It also sponsors poetry and fiction-writing contests and publishes student work annually in *The Windhover*. These activities, along with some exceptional faculty publications, have helped to give the CRW program increasing national visibility.

In the near future, the program hopes to hire a second poet (to replace a faculty member currently in phased retirement) to teach courses in the MFA program as well as advanced courses in the undergraduate curriculum.

Teacher Education (TED) combines the study of language, literature, education theory and teaching methods to prepare students for teaching certification on the high school level. As the largest teacher education program in the state, we annually graduate more English teachers than any other college or university in North Carolina. After an all-time high number of students in 2004 (110), the program has seen decreased enrollments over the last three years. As the third largest concentration in our department, it now has 66 majors.

A tenured associate professor currently directs the program. He provides advising and key mentoring for these graduates as they negotiate complex requirements for licensure. After an intense revision to program requirements in the College of Education in 2010, the number of student teachers has leveled off at 13 for the fall of 2014. It had 21 student teachers last fall. Faculty in the TED program have to work closely with the College of Education on campus to coordinate course offerings for their majors and to ensure that the curriculum complies with state requirements for licensure. In response to recent changes in the requirements, the program has added two new required courses. ENG 455—Literacy in the U.S. has been taught since 2007 and a special course on teaching Shakespeare has been offered specifically for these future teachers.

Literature (LLT) emphasizes the study of English and American literature. It is our fourth most popular general curricular option with 61 majors.

The literature concentration has been the focus of much of our efforts concerning student recruitment and retention. We have recently revised the requirements for our American Literature courses (ENG 265 and 266) so that these consciously incorporate a greater diversity of writers. This will enable these courses to meet general education requirements and account for a broader representation of writers.

We are currently exploring the idea of compressing our twentieth century course offerings. We presently have "late and early" courses that may soon drop such distinctions to fit under titles such as Twentieth Century Poetry / Twentieth Century Prose. We have also identified but been unable to offer a tenure-track line for a dedicated expert in Medieval literature.

Film (LFM) combines the study of film, film criticism, and screenwriting with the study of literature. Before this curricular option was introduced in 2005, all film majors were in Arts Studies, which developed a curriculum that emphasized production rather than the relationships between film and literature. With a recent hire last year, it has 4 tenure-track faculty. It coordinates efforts within the department as creative writing faculty sometimes teach its screenwriting course.

While the new LFM program in our department has only 9 majors, the faculty play a critical role in our undergraduate curriculum by providing general education instruction across the university to approximately 260 students a year.

Film faculty have created and maintained a remarkable visibility in the area by organizing and participating in various screening events. Faculty also make regularly scheduled appearances on the highly regarded local NPR radio affiliate.

Programs Summary

These five curricular options allow students in the English major to choose different paths. Because the common core is shared by all curricula, students change paths, often more than once, and sometimes as late as their senior year. Many faculty members also appreciate the flexibility to teach courses in different programs. For instance, some of our literature faculty occasionally teach courses in creative writing or teacher education, and one of our fiction writers routinely teaches courses in literature.

Graduates of our programs choose many different career paths. TED majors typically find jobs as high school teachers. Our LWR majors often take jobs as writers or editors. A number of majors in all the programs go on to graduate school or law school. Many of our other majors use the skills that they have acquired to pursue successful careers in business, industry, government, or non-profit organizations. Despite the use of alumni surveys, we do not have an efficient way to track our majors after graduation.

Minors

With fifteen credit hours in the designated field, students can also receive a minor in one of eight different areas:

- Journalism
- Linguistics
- Film
- World Literature
- American Literature
- Technical and Scientific Communication
- Creative Writing
- English

Internship and Honors Programs

In addition to our five different curricular programs, the English Department also has an Internship Program and an Honors Program, which are open to all junior and senior English majors with qualifying GPAs.

The Internship Program, which places students in various businesses and organizations, is linked to ENG 350, a course that helps them to develop a portfolio of professional work and introduces them to the literature on professional ethics and socialization.

The Honors Program is linked to ENG 491H, a small seminar course with rotating topics. Students in the Honors Program must take at least one Honors Seminar and at least one graduate course or an independent study. The third course required for the program may be either another Honors Seminar or a graduate course.

Although we have less students seeking internships this year than usual, our internship program has flourished in recent years. We need to be attentive to student participation in both of these programs.

Rationale for Curriculum

Our curriculum has evolved over the years in response to the development of new areas in English Studies and the development of new programs in our department. Responses to new general education plan requirements have also influenced course offerings. So many additions have been made, that a guiding organizational principle or focus is difficult to discern. (A list of our courses from the current catalog is included in [Appendix E.3](#).)

Course Numbering

All of our 200-level offerings are introductory courses. Most of them satisfy General Education Requirements as well as requirements for the major. Most of our 300 and 400-level offerings are generally understood to be more advanced courses designed specifically for English majors, but many of them are also on the College and University GEP lists.

Distinctions between 300 and 400-level courses vary from program to program. Creative Writing, for example, has sequences in beginning, intermediate, and advanced fiction and poetry writing (ENG 288, 388, and 488 for fiction, and ENG 289, 389, and 489 for poetry). Technical Communication, on the other hand, uses the 300 level for workshop courses that focus on writing practices and the 400 level for advanced courses dealing with conceptual matters in language, writing, and rhetoric. As we continue to add more courses to the curriculum, it becomes increasingly difficult to maintain a clear and consistent logic for the numbering of courses.

Prerequisites

Prerequisites also vary from program to program. While there are specified prerequisites for most of our advanced writing courses, “sophomore standing” is the general prerequisite for most of our other 300 and 400-level courses. The faculty chose this generalized prerequisite because they wanted to restrict upper-level courses to more advanced students but also realized that more specific prerequisites might

discourage capable students from taking an advanced course. There was general consensus, for example, that a 200-level survey in American literature was not necessarily required for a student to excel in a 300 or 400-level course in American literature.

Undergraduate Opportunities

Our department also provides several important opportunities to enhance the undergraduate experience. We sponsor three active organizations: Sigma Tau Delta, The English Club, and the Exposure Film Society. Though we are a Research I university, these groups speak well to our investment in undergraduate education. Nonetheless, allowing our undergraduate majors to build a true sense of community has been challenging.

We have also started an English Ambassadors program this fall. This program allows our own students to represent our department at formal functions to provide peer impact for potential students. They will also serve as a type of advisory council sharing ideas about what they perceive as strengths and potential improvements for the undergraduate experience.

The A.M. Fountain, Eugene H. Harrison, and Guy Owen Scholarships are awarded annually in the amount of \$1,000 to students with exceptional expertise in drama or writing.

We regularly place students in The Oxford Program to study in England. Film students also attend courses at the Prague Institute in the summer.

Again, our department's Internship Program provides students with an opportunity to get workplace experience and college credit (ENG 350) at the same time.

Assessment

The English Department uses two basic sets of data to assess the effectiveness of its undergraduate programs:

- Department evaluations of representative assignments submitted by graduating seniors
- Surveys of all graduating seniors and alumni administered by the University

Departmental Evaluation

Our departmental assessment of student outcomes has changed dramatically in the last three years. In 2011-12, each concentration coordinated their own effort to assess students. This resulted in trying to measure varying goals. This process changed in 2012-13. With the acceptance of the unified core, it was agreed that the entire department should have consistent goals for all its graduates regardless of their specific focus on subjects such as film or creative writing. As a result, six collective measurements were established.

Representatives on the Undergraduate Studies Committee conduct the assessment by selecting one measure per year. This streamlined approach has proved less taxing on our faculty and created a common set of goals.

The following six measures are listed below with each scheduled to be assessed in the academic year that appears in bold:

1. Students interpret a variety of language-based, visual, and digital texts for different audiences and purposes, demonstrating their knowledge of different critical perspectives. **2014-15**
2. Students summarize, analyze, interpret, and create language-based, digital and visual texts with an evident understanding of form, including but not limited to structure, diction/voice, syntax, rhetorical situation, point of view, and other pertinent formal elements, depending upon the genre under consideration. **2015-16**
3. Students demonstrate research skills by engaging in research that is used to inform, analyze, and situate texts in various interpretive contexts, including, but not limited to, historical, biographical, rhetorical, cultural, and philosophical. **2016-17**
4. Students construct disciplinary arguments about texts in a variety of contexts. **2017-18**
5. Students demonstrate knowledge about the history of literature, language, and film and digital media and apply that knowledge to evidence based writing. **2018-19**
6. Students will master clear, grammatical writing in expository prose using fluent and varied sentences, coherent organization, and standard grammar and mechanics. For creative genres such as poetry and prose fiction, students will demonstrate their mastery of the formal and aesthetic features of creative texts. **2013-14**

Our Moodle website has helped us in regards to assessing our graduates. Last year, sample papers from graduating seniors were uploaded to this website. Sixty-three papers were submitted and assessed for the student's ability to "write effectively." The six members of the Undergraduate Studies Committee used the rubric devised last year to score and discuss these papers.

Using a rubric scale of 1-4 (4 being "exemplary") twenty of the papers demonstrated a level of achievement in the "good" to "exemplary" range. Ten of the papers demonstrated a level of achievement in the "minimally acceptable" to "good" range. None of the papers was deemed to show an unacceptable level of achievement, although one paper came close in two of the four categories on the rubric. When the committee members met to discuss the scores, they were not able to identify any one area of particular weakness. The average scores in each of the four areas ranged between 3.10 (for "Content and Mastery") to 3.26 (for "Organization and Structure" as well as for "Mechanics and Conventions"). The average score for "Language and Style" was 3.23.

Though only in its pilot year, the assessment drew significant praise from college administrators. They deemed our choice to use products directly from courses as "an excellent way of assessing programs." Our handling of norming exercises and adjustments to the rubric were labeled "excellent." In addition, the streamlined process meant that substantially fewer program faculty were burdened with trying to conduct this analysis. Most importantly, this new holistic approach creates a greater sense of shared goals.

While making significant strides in student assessment, we've noted the challenges faced in assessing the work of our creative writing students. In addition to this challenge, another step includes successfully "closing the loop" so that the strengths and weaknesses we identify impact departmental decisions concerning faculty and curricula. One of our grander goals is to invite program faculty to host workshops on subjects relevant to the criteria we assess.

Senior and Alumni Surveys

Our senior surveys reveal a remarkably high level of satisfaction from our students. In 2007-08, English ranked the highest among the 10 CHASS majors by students who were asked about the quality of instruction in their major. As a result, these seniors also ranked English the highest for “overall education.” In 2009-10, students ranked English second in CHASS in regards to quality of instruction. We also learned that our faculty were highly praised for “setting high expectations for learning” as we scored second highest in our college in this category.

Survey results from 2012-13 continued such praise. In fact, English received the highest rankings when students were polled in regard to their instructors’ ability to motivate receiving 56.5% against the college average of 40.8%. The same was true in regard to explaining performance expectations with our top ranking of 56.5% beating the CHASS average of 42.6%. Responses also confirmed that no one explained course material better or knew how to encourage classroom discussion better than English faculty. These top ranks in the college are noteworthy. We also provided the second highest response time to student work as well as the most helpful feedback. Hence, these seniors ranked English the top program in regards to overall satisfaction with instruction.

Our alumni responded very differently. In fact, our most recent alumni survey is not encouraging. Of the ten majors in CHASS, our graduate’s responses ranked the lowest on how they felt about their “overall evaluation of undergraduate education at NC State.” English also scored the lowest when students were asked how prepared they felt to be competitive with graduates from other institutions. English ranked second lowest by graduates asked if they would recommend NC State to a friend and if they would choose NC State again. These numbers were slightly higher in 2007-08, but English still ranked below the CHASS average in each of these four categories.

Trying to account for the differences between active students and our graduates has proved difficult. We wonder what role active employment plays in this discrepancy.

Enrollment Figures

Language, Writing, and Rhetoric is the most populated program in our department. It is has also had the most consistent enrollments for the past four years. This program is followed closely by Creative Writing, Teacher Education, and Literature. As noted earlier, enrollments in Creative Writing and Teacher Education had returned to expected levels. While we had expected growth in the new Film program, this has not been the case.

Most of our majors have historically come from other departments on campus. In 2010, 54 of our new majors were external transfers. However, in 2013 there were 30 external transfers.

Since 2012, our college has instituted a new electronic transfer process (called CODA) that enables students to submit transfer requests electronically. This process has now provided an easier means for students to enter our program. As such, we have had 38 internal transfers already in 2014. We are somewhat encouraged by the upward trend in the number of these internal transfer students.

One of the things missing from our current assessment practices is the concerted effort to compare ourselves with peer institutions. Charting our data and measurements against other comparable programs would add a valuable way to note regional and national trends.

Retention and Graduation Rates

Retention and graduation rates of English majors are on the rise (**Appendix E.4**). The One-Year Undergraduate Retention Rate in English has risen steadily from 80.4% in 2007 to 93.8.2% in 2012. The Second-Year Undergraduate Graduation Rate has likewise risen significantly from 74.5% in 2007 to 87% in 2011. This holds true into both the third and fourth years as well with a 70.6% retention rate in 2007 among third-year students and a 79.5% rate in 2010.

The actual number of degrees conferred by the English Department has risen over the last seven years: We had a low of 100 in 2007-08, and 2009-10, and highs of 144 in 2011-12, and 136 in 2012-13. We are encouraged by the general upward trend over the last seven years. In fact, two of the last three year's graduation totals were the first (144) and third (136) highest numbers of any academic year since 2001 (139 graduates). Our retention and graduation rates seem to indicate promising trends.

Vision for the Future

While the creation of a common core for all majors has several advantages, it has inadvertently undermined the original coherence of our course numbers. Because students can use any literature course to meet the requirement, literature courses designated at the 200 / 300 / or 400 level quickly lose distinction. It may confuse expectations when it becomes unclear if students in these upper-level courses are taking their first or fifth literature course.

Moreover, many of our course titles are bland. We may be missing opportunities to introduce more students to our field by advertising these courses with more specific names that accurately reflect the more dynamic content of our courses.

We are consistently trying to revise and create classes that will meet our GEP requirements for Interdisciplinary Perspectives, Diversity, and Global Knowledge. We are offering more sections of ENG 376 (Science Fiction) next spring. Because this course meets I.P. standards, we expect these sections to be in high demand. Furthermore, we have started to offer more special topics courses. Tapping into our faculty's wide-ranging and unique interests, we have already offered or plan to offer courses such as "Slaves, Pirates, and Revolutionaries," "The Graphic Novel," and "The Age of Vikings."

While we have established a successful internship program, it appears that this program will become even more important in the future. It is one of the clearest ways for our undergraduates to gain real-world experience allowing them to see how their English degree translates into future employment. It is our sense that internship experiences are becoming more and more of an integral part of the undergraduate experience across the country.

Having built a critical mass of scholars with interests and expertise in the digital humanities, we have yet to fully imagine what role a digital humanities focus might play in our undergraduate programs. On another note, it remains unclear to us what (if any) potential exists for engaging on multiple levels with the types of narrative theory that overlap in areas of gaming, computer sciences, literature, creative writing, and beyond.

The undergraduate program faces one rather daunting obstacle. Our university itself has unapologetically placed greatest emphasis on innovative research typically conducted at the graduate level. As a result, it is not surprising that we have seen a steady decline in majors. While this decline seems fairly consistent with national trends, it has implications for hiring and how we chart our course for the future. Given the publication expectations of faculty, potential exists to try and increase our emphasis on undergraduate

research. Finding a way to make this component part of the undergraduate experience would fulfill several needs. It would prepare our undergraduates for graduate research they might also conduct here. It would also enable faculty who can't participate in graduate teaching as often as they like to remain actively engaged in important mentoring. It would position this department's undergraduate studies program within the overall strategic plan and vision of the university. One of our challenges may be trying to determine the role of research in our undergraduate programs.

COMPREHENSIVE REVIEW OF ENGLISH PROGRAMS, SELF STUDY

PART F. Departmental Faculty

II. FACULTY

Sections 2.1-2.3 are described by program in Parts B, C, and D.

2.4 Faculty Quality: Describe the ways in which the department evaluates the quality of its graduate faculty (e.g., teaching evaluations, peer review, publications, research grants, graduate students advised and their time to degree) and how it uses the results of these evaluations.

The English department employs typical methods for evaluating faculty (including graduate faculty): 1) Each faculty member receives an annual review from the department head. This evaluation is based upon the Annual Activities Report submitted by the faculty member, a report that includes data and student comments from teaching evaluations, as well as lists of graduate student and independent study students supervised, publications, work submitted for publication, work in progress, and grant and fellowship activity over the previous year. 2) Exceptions include all assistant professors who are reviewed annually by the DVF (Department Voting Faculty) based on the same categories of materials plus at least one teaching observation by a member of the DVF; faculty who have been promoted, in which case all of these materials and a peer observation have been evaluated by the DVF; and tenured faculty who have undergone post-tenure review conducted by a departmental committee of their peers whose members are selected by lottery. PTR evaluations are based upon all the materials described in (1) above.

2.5 Faculty Distribution: Is the department staffed adequately to meet the needs of various fields of specialization in your discipline? If not, please explain how the department could achieve an appropriate distribution of faculty across specializations offered, given no growth in resources.

Because of resignations and retirements (including phased retirements) the number of tenured and tenure-track faculty in the department has decreased by seven over the last several years. While some faculty on the literature faculty are concerned that their ranks in certain fields are critically diminished (especially early modern literature, medieval literature, and drama), other areas of the department have been significantly strengthened, including linguistics (where we have a new socio-linguistics track under the auspices of the Department of Sociology and Anthropology); digital humanities (in which we have hired three new faculty [Burgess, Fyfe, Johnston] in the last two years and in which several traditionally trained faculty have generated important projects and taken workshops at DHSI); and creative writing, in which our flourishing MFA program has added many TAs and one new tenure-track fiction writer, being hired this year. However, with the movement of John Balaban into phased retirement, we will need to hire a second poet in two or three years. Our faculty in Composition and Rhetorical studies is stretched

thin, in part as a result of increased numbers of Graduate TAs who need to be trained and mentored. We hope to add one more tenure-track line in that field a year from now. Of most concern is the loss of two faculty last year and two at the end of 2014-15 in the area of rhetoric and professional and technical communication. We are currently searching to replace one of these four faculty members, but even with that line it will be difficult to sustain our MS in Technical Communication and our extensive undergraduate Professional Writing Program at their previous levels.

VI. CURRENT RESEARCH

6.1 Current Research: Provide a brief description of significant ongoing research in your department or program. Indicate the major strengths or emphases of this research. Describe any unique programs that have national prominence. Describe three to five major research accomplishments over the past five years by faculty and/or graduate students in your academic unit and any new research emphases planned for the near future (through new faculty hires, redirection of current faculty's research, etc.)

A great deal of scholarly research, publication of scholarly and creative work, along with grant and fellowship activity has been and continues to be taking place in our department, so much so that it makes sense to highlight here the most significant areas or clusters of that work. 1) Creative Writing: Over the last three years our writers have published a number of nationally acclaimed novels, most notably *Lookaway, Lookaway* by Wilton Barnhardt (which appeared on the *New York Times* best seller list and is currently being made into an HBO miniseries), *Life After Life* by Jill McCorkle, and *A Different Sun* by Elaine Orr. All have received abundant praise from critics nationally. John Kessel has published an award-winning novella, and edited several collections. Our poets, Dorianne Laux, John Balaban, and Jon Thompson have also been very active, each of them publishing 10-20 poems a year in major venues, with Thompson publishing two volumes of poetry in recent years and editing the highly successful online journal, *Free Verse*, and a series, *Free Verse Editions* through Parlor Press, which publishes several volumes per year. Dorianne Laux has published four chapbooks and one collection. Cat Warren's *What the Dog Knows* has become a nationally regarded work of journalistic non-fiction. And Juliana Nfah-Abbenyi has published a collection of short stories based on Cameroonian folk tales. 2) Linguistics: Our linguistics faculty has garnered \$1.7m in grants since our last review seven years ago. The Linguistics Program has also been prolific in publishing and national and international conference presentations. These include number of highly recognized and influential books and articles in sociolinguistics, such as Robin Dodsworth. 2009. Modeling socioeconomic class in variationist sociolinguistics. *Language and Linguistics Compass*, 3, 5: 1314-1327. (Dodsworth's research of language change in the metropolitan South and social class is leading a new wave of studies on the intersection of region and socioeconomic class, as well as new quantitative techniques for analysis); Erik Thomas' *Sociophonetics: An Introduction* (2011); and Walt Wolfram and Jeffrey Reaser's *Talkin' Tar Heel: Voices of North Carolina* (2014). 3) Literature: our large

literature faculty publishes many scholarly articles each year, along with several books. Recent years have seen the publication of scholarly monographs and edited volumes from the hands of Professors Marc Dudley, Jason Miller, James Mulholland, John Charles Williamson, Antony Harrison, Sharon Setzer, Jon Thompson, Paul Fyfe's new book (from Oxford) will be published this year, as will Rebecca Walsh's from U. FL press). 4) Digital Humanities has been a major focus of our hiring in recent years, with four new faculty (Tim Stinson, Paul Fyfe, Helen Burgess, and Andrew Johnston) doing significant work in the area and four other faculty producing or in the process of creating major digital projects, such as John Wall's Paul's Cross project and Paul Fyfe, Sharon Setzer, Sharon Joffe, and Antony Harrison's "Victoria's Garden Pavilion" project. Tim Stinson's digital edition of *The Siege of Jerusalem* is a major accomplishment, as is his Mellon Foundation supported work on tracking DNA in medieval parchment. He has also taken over editorship of *The Piers Plowman Electronic Archive*. 5) Rhetoric/Composition/Professional and Scientific Communication: our faculty in these fields are extremely active. Chris Anson publishes numerous articles in the top rhet/comp journals each year and gives many invited lectures around the globe, while Susan Miller-Cochran has recently published textbooks, articles, and edited collections. Jason Swarts has published an award-winning monograph and award-winning articles. Huiling Ding's new book appeared this year. Carolyn Miller has been very active publishing essays in genre theory. 6) Film Studies: books by Marsha Gordon, Ora Gelley, and Devin Orgeron have been published since our last comprehensive review, while Gordon and Orgeron have co-edited a major collection of essays by diverse hands documentary cinema.

6.2 National Comparison: Briefly describe how the research effort in your department compares to research in your discipline nationally in terms of focus areas and breadth of coverage.

In both qualitative and quantitative terms, the research and scholarship of English department faculty compares favorably with that of similar departments nationally at research-intensive universities.

6.3 Interdisciplinary Projects: What opportunities are there for carrying out interdisciplinary research projects with other units on campus and with other universities, state or federal agencies, and industry? Are you presently able to accommodate the needs for interdisciplinary research, and how successful are your efforts? Do you have any plans for increasing such efforts in the future?

Such opportunities are available both on campus and in the Triangle. Within the English department most of the current interdisciplinary research projects are taking place under the umbrella of the digital humanities: Tim Stinson is working with geneticists on campus, and with the vet school, on his DNA project mentioned above. David Reider works in physical computing and critical code studies in alliance with

the library's emerging technologies staff. The faculty involved in the "Victoria's Lost Pavilion" project are working with Prof. David Hill from the College of Design, and two of his graduate students, as John Wall has done with his "Paul's Cross" project. More broadly, our department is a founding member of the Triangle Digital Humanities Network, along with units at Chapel Hill and Duke. We work closely with the libraries on our campuses and across campuses as well. We encourage, and plan to continue to encourage, interdisciplinary research whenever possible.

6.4 *External Research Support:* Evaluate the level of external funding for research in your department or program. Comment on any trends. Is the department/program competing effectively for external support?

Since 2006 our department has brought in more than \$1.6m in grant and fellowship support (see Appendix G). A large proportion of that funding has been generated by our linguists, but also respectable amounts by Tim Stinson, John Wall, and John Balaban. Under its current administration the department has regularly and generously supplied seed funding for research projects that promise to yield external support in the form of grants or fellowships, to the faculty developing those projects. Such internal support includes course reductions, assignment of RAs, summer research grants, and the provision of funds for faculty to travel to libraries, archives, workshops, conferences, and other venues that will foster the early stages of their research.

Still, we need to find greater incentives to motivate other faculty to seek, and persist in seeking, external support for their research.

6.5 *Research Development:* What does the department do to encourage and develop research collaborations with faculty performing similar research elsewhere in the university? Also, please describe deficiencies in facilities and resources that impede the department's attempts to reach its research objectives and any plans to address these deficiencies.

Most of the research done by English Department faculty does not lend itself to collaboration with other units at NCSU. As stated above, digital humanities and linguistics are sometimes exceptions to this rule.

Most facilities needed for research in English Studies involve libraries, archives, online subscriptions and other resources. What is needed more than ever, given the stagnation of salaries, is funding for summer research support so that faculty can pursue their scholarship over summers without having to take on work for additional pay, such as DE or summer school teaching.

6.6 *Ethics Training:* Describe any education in research and professional ethics that the program provides for its graduate students. Such education could include courses, workshops, seminars offered by the program or by related programs or other appropriate experiences.

Ethics training is incorporated in research methods courses (e.g., ENG 513 Empirical Research in Composition, 506 Verbal Data Analysis), and in the department's teacher training programs as pertinent to those activities. Those students whose capstone projects involve empirical research are also mentored individually by faculty who introduce concepts and procedures of research ethics appropriate to their chosen methods.

VII. SERVICE/OUTREACH/EXTENSION

7.1 Consulting: To what extent are faculty involved in outside consulting work? Provide a quantitative and qualitative assessment of this type of work, and explain in what ways it contributes to the department's graduate program and to the mission of NC State.

Details of consulting work performed by our faculty can be found by reviewing their C.V.s. Such work is highly varied and ranges from linguists consulting for the public schools and for professional organizations, to Rhet/Comp faculty consulting in the review of Writing Programs at other universities and/or leading workshops, to consulting for national grant review boards (such as the NEH). Many faculty members also sit on advisory boards for journals or review articles and book manuscripts submitted for publication by professional journals, university presses, or commercial publishers, or perform tenure and promotion reviews for other universities (see their C.V.s). Nearly all of such work is unpaid, though it is frequent, substantial, time-consuming and wholly appropriate for nationally recognized scholars in our field at a research-intensive university. I don't believe that a qualitative assessment of this body of work is possible, but it clearly often contributes to the national reputation of the faculty members who perform it as well as to their currency in the profession. Below are responses to a poll of the faculty concerning their consulting work:

For approximately how many journals have you reviewed manuscripts? 107

How many manuscripts have you reviewed for presses? 81

How many times have you sat on review boards for national granting agencies (such as the NEH or Mellon)? 11

On how many editorial boards for journalists do you sit? 33

On how many advisory boards for professional organizations do you sit? 28

How many times have you performed program reviews at other universities? 16

Approximately how many times have you performed other kinds of professional consulting work for universities, professional, or other organizations that involved your discipline-specific expertise? 80

Some faculty performs consulting work that isn't easily quantified in response to the above questions. For instance:

Nancy Penrose has presented faculty development workshops on teaching academic and scientific discourse, for faculty teaching at the high school (Richmond VA, Laredo TX, Lumberton NC) and college levels (Texas A&M Int'l Univ., Worcester Polytechnic, Holy Cross, Bucknell).

Sheila Smith McKoy regularly consults on matters related to African American Literature and culture, in anti-hazing initiatives and in healing and self assessment as an expert in the field. Rather than contributing to the department's graduate program, my consulting work contributes to the dissemination of knowledge in the field and contributes to the understanding of best practices in addressing key issues.

Jeff Reaser

7.1 Consulting:

I informally consult on a lot of projects. Most of the time, when linguists around the US are working in schools, they consult with me on materials, ideas, etc. One such project is the "Talking Story about Pidgin" project at the university of Hawai'i at Manoa (<http://www.sls.hawaii.edu/pidgin/>). I've consulted on similar projects in West Virginia, Alabama, South Carolina, Georgia, Wisconsin, Washington, and Virginia. I have not engaged in formal consulting work (for outside pay) for a long time, as I just don't have the time. The North Carolina Language and Life Project's outreach efforts are cited as the gold-standard nationally, and these consulting efforts have resulted in students choosing NC State for graduate work and furthering NC State's land grant mission while simultaneously being positive recognition to the university.

Chris Anson:

As a member of the consultant team for the Council of Writing Program Administrator's Consultant-Evaluator Service, I am occasionally invited—through the service, which has a director—to conduct reviews of writing programs at other institutions. Most of those have been in the U.S. but one was in Singapore and one in Beirut. The programmatic insights gained during these visits helps to inform graduate-level instruction, particularly in the context of our graduate seminar on writing program administration.

I am also invited to give guest presentations and run faculty workshops at other institutions. Typically this does not involve graduate student participation but helps me to provide information about other institutions and their practices.

Susan Miller-Cochran:

I provide consultation and assistance to North Carolina colleges and universities on a regular basis, especially to the state's community colleges.

MFA faculty teach as guest writers and give readings of their own work at high school, colleges and universities as well as community centers and festivals both nationally and internationally. Faculty also sit on panels and judge book contests for journals, fine presses and houses as well as government arts programs both local and national and they give interviews for radio and television. These endeavors bring attention to the excellence of the Creative Writing Program as well as to NC State University.

7.2 Community Service/Extension/Engagement: To what extent is the department's professional expertise made available to the community, state and nation through formal extension programs, lectures, exhibits, public symposia, or concerts or through faculty service on governmental boards, scientific/professional associations, etc.? Evaluate the quality of this service, and indicate how it contributes to the department's graduate instructional and research programs.

Our faculty and grad students perform a great variety of extension and engagement and community service work—from the many activities of the North Carolina Language and Life Project (NCLL), to our extensive creative writing readings series, to film series on campus which often involve introductions and analysis from our film faculty, to participation of our digital humanities faculty in CHAT conferences and attempts by faculty in our internship program to help students and people in the community to improve their marketability. Below are some highlights:

MFA students are involved in community outreach by participating in events such as public readings of their own work and as volunteers, editors and organizers for local arts organizations such as the Raleigh Review, artSPARK, The Nazim Hikmet Poetry Festival, The Hinge Literary Center, Jacar Press, and the NC Literary Festival. They also visit and teach classes in local public schools and conduct private tutoring. They are part of the Creative Writing Reading Series in that selected students host visiting authors, and write and present an introduction for the visiting writers in the series. We also host a free, statewide contest in Poetry and Fiction, judged by nationally acclaimed authors and receive submissions from students from high schools, colleges and universities throughout the state as well as community members statewide.

Students in the MA and MFA programs are engaged in planning and managing local and regional conferences such as the NC Symposium on Teaching Writing (hosted annually by the First-Year Writing Program). They also design and host campus activities in recognition of the annual National Day of Writing (under the guidance of composition faculty member Casie Fedukovich). The department's Association of English Graduate Students sponsors a Graduate Student Conference each year that attracts presenters from many schools in the region.

Anne Baker regularly makes presentations for the "Let's Talk About It" program, sponsored by the North Carolina Humanities Council. This program seems to me to be very valuable to the people of North Carolina, especially those in small towns.

Agnes Bolonyai yearly presents an invited lecture to undergraduate Linguistics class Languages of the World, at Duke University Divan Cultural Center and serves as a judge an Essay Contest for them.

Linguistic graduate students also are regularly included in our formal and informal outreach efforts. They help staff their state fair exhibit, a few teach our grade social studies, "Voices of North Carolina" (the first such project of its dialect awareness curriculum, some are included in oral history, video, or museum projects. Their MA students are instrumental to these efforts.

Paul Fyfe has been involved in running two conferences that are open to public participation. These are 1) the CHAT Festival, a biannual conference on collaborations in humanities, arts, and technologies; and 2) THATCamp, aka The Humanities And Technology Camp. Each of these conferences has been shared by Triangle institutions including Duke, UNC, and NC State. They invite participation from faculty, instructors, grad students, library staff, academic technologists, and professionals in digital media and design.

Marsha Gordon does a monthly WUNC radio show about movies, reaching thousands of listeners. She and other film faculty introduce films at the NC Museum of Art and elsewhere. Gordon also give lectures as part of the NCSU Humanities Extension program and elsewhere in the community.

Susan Katz: During the 2013-14 academic year, Katz gave talks and conducted workshops on making the transition from college to the workplace and provided tips on how to conduct the job search to 32 NCSU student organizations, one state-wide professional organization, and two local organizations. One of the sessions was video recorded and is available on the NCSU iTunes channel.

She also produced a website (<http://fivestepstotheotherightjob.com/>) in support of my book, *Start Your Career: 5 Steps to Finding the Right Job after College*, which includes the 50-minute iTunes presentation as well as a blog with more than 80 job search tips. The website also has two shorter videos that provide job search advice.

Sheila Smith McKoy's community service and international engagement provide opportunities for graduate and undergraduate students to apply their critical, cultural and field specific knowledge in real world settings. She has worked with Seth Mulliken, a CRDM student, to produce documentary films that add to our understanding of the topics covered. However, the work has enabled him to complete research that is included in his dissertation. Graduate students in Psychology and Communication have participated in her work in Tanzania and Uganda and have used that research in their work.

Nancy Penrose serves on an advisory committee at Robeson Community College (Lumberton NC), focused on the community college transfer experience. She has presented workshops on academic research for new graduate students at UNC-Pembroke, on learning transfer for faculty teaching writing at Durham Tech, and on applying to grad school for students at Elizabeth City State. These interactions enhance NCSU's relationships with institutions in underserved areas of North Carolina and help us better understand the ambitions and challenges of students across the state.

Timothy Stinson has twice led public classes for NCSU's Encore program.

Walt Wolfram: The North Carolina Language and Life Project (NCLLP) was established in the English Department at NC State in 1993 in order to integrate research and engagement, including engaged sociolinguistic research. The goals of the NCLLP are:

- to gather basic research information about language variety in order to understand the nature of language variation and how language changes
- to preserve the rich heritage of language variety in North Carolina as it reflects the different cultural traditions of its residents
- to provide information about language differences and language change in the state for public and educational interests
- to use the material collected in the project for the improvement of educational programs about language and culture throughout the state

Over the past decade, the NCLLP has increasingly been engaged in issues of corpus development, audio preservation, and, speech data management. This intersection has led to a partnership with the North Carolina State University Libraries to develop the Sociolinguistic Archive and Analysis Project (SLAAP) that supports the NCLLP. SLAAP is a web-based repository and software toolkit for managing and working with sociolinguistic recordings and their related data (transcripts, variable tabulations, research notes, and so forth) which now archives more than 3,500 sociolinguistic interviews, 6,000 audio files, 3,000 hours of audio, 100 hours of transcription time-aligned with audio (<http://slaap.lib.ncsu.edu>). It is a model toolkit for sociolinguistic researchers as it provides better management and preservation options for scholars and to develop new tools and approaches for the analysis of sociolinguistic data. However, the archive and its tools have also been useful in the classroom and in other non-research oriented ways, linking with the North Carolina Language and Life Project (NCLLP) as a public resource as well.

The NCLLP has produced 11 documentaries broadcasted on statewide, regional, and national television, constructed six museum exhibits, produced a half-dozen oral history audio CDs, developed a public school curriculum on language and dialect awareness, and written several trade books for popular audiences. NCLLP video productions range from TV programs that have aired nationally, regionally, or on the state affiliate of the U.S. Public Broadcasting Service (PBS) (e.g., *Indian by Birth: The Lumbee Dialect* (Hutcheson 2001), *Mountain Talk* (Hutcheson 2004), *Voices of*

North Carolina (Hutcheson 2005), *The Carolina Brogue* (Hutcheson 2009), *Spanish Voices* (Cullinan 2011), *First Language: The Race to Save Cherokee* (Cullinan & Hutcheson forthcoming)) to those produced primarily for community organizations, through a focus on local and broader-based audiences are not mutually exclusive. Based on the positive responses to our programs from the public and its public visibility among the citizens of North Carolina and beyond, the administration at NCSU has created a slot for a full-time videographer as an integral part of our research-engagement initiative.

The compilation of oral histories on CDs is yet another way in which NCLLP shares the diverse voices of communities where we have conducted sociolinguistic research. In collaboration with local preservation societies, the NCLLP produces CDs with accompanying booklets highly valued by communities and others.

An additional venue for engagement is the community-based museum exhibit, offering a site for the presentation of local culture and history for visitors at the same time that these museums celebrate the local community life and language. Thus, an exhibit titled *Freedom's Voice: Celebrating the Black Experience on the Outer Banks* (Vaughn and Grimes 2006-08), includes images, a documentary, interactive audiovisuals, artifacts, audio clips first recorded for sociolinguistic interviews and re-appropriated as oral histories, and informational panels that highlight African Americans' involvement in the history of coastal North Carolina. Six different exhibits have been constructed in different NC communities and beyond over the past decade and two are permanent. One of the most successful exhibits for the NCLLP is a booth at the annual North Carolina State Fair that has an annual attendance of over one million. This annual exhibition is staffed by nearly 100 students as part of a service-learning activity.

The dialect awareness curriculum developed by Reaser and Wolfram (2007) is the first program endorsed by a state Department of Public Instruction in the US, strategically dovetailing with the standard course of study for the state of North Carolina for eighth grade social studies. This language and dialect awareness program aligns with the curricular themes of "cultures and diversity," "historic perspectives," and "geographical relationships" as they relate to North Carolina.

The staff of NCLLP has also authored several trade books aimed at non-linguistic audiences as a type of "science accommodation"—translating highly specialized technical knowledge about science into accessible descriptions for lay people. Wolfram and Reaser's (2014) recent book, *Talkin' Tar Heel: How our Voices Tell the Story of North Carolina*, attempts to capture and present the inherent language intrigue that language differences hold for the general public without drowning it in metalinguistic jargon. To engage readers, more than 130 audiovisual enhancements are included as Quick Responses (QRs), most of which are extracted from our archive of audio and video footage to allow the voices and people to speak directly to the reader. This is the first book in linguistics—and by UNC Press—to make extensive use of the QR format, allowing readers to experience language rather than simply read about it. The connection between the NCLLP's engagement work and the archival and data management work of SLAAP constitutes a primary connection

through the data, as both endeavors pivot on the core data. The data that form the backbone and raison d'être for SLAAP are necessary for any empirically based research effort, but they are also critical for dialect education and outreach efforts. Our efforts in research and engagement demonstrate that it is indeed possible to enrich both the communities from whom we obtain our data and preserve that data for the celebration of language variation publically.

VIII. ACCREDITATION

If accreditation has been attained, provide the name of the accrediting agency, and indicate the date accreditation was granted and the frequency of accreditation review. If accreditation has been denied or has not yet been attained, describe the current status of the program in relation to gaining accreditation. N/A

APPENDICES

Appendix A. Graduate Faculty/Student Committees Chaired Over the Last 5 Years

(Note: Data for this appendix is available through a SIS query:
SIS_GRADUATE_FAC_CMTEE_ROLES.)

		Advisory Committees Chaired* – Last Five Years			
		Master's		Doctoral	
Name	Rank	# Completed	# Current	# Completed	# Current
Anson, Christopher M	Distinguished University Prof	1	0	1	1
Baker, Anne	Assoc Professor	3	1	0	0
Balaban, John	Professor	12	0	0	0
Barnhardt, William Wilton	Professor	11	4	0	0
Bennett, Barbara A	Assoc Professor	3	0	0	0
Blackley, Brian	Teaching Assoc Professor	0	0	0	0
Bolonyai PhD, Agnes	Assoc Professor	5	0	0	0
Braunbeck, Helga G	Assoc Professor	0	1	0	0
Carter, Michael P.	Professor	0	0	0	0
Covington, David H.	Assoc Professor	0	0	0	0
Crosbie, Christopher James	Asst Professor	4	0	0	0
Dicks, Robert S	Assoc Professor	70*	2	0	0
Dodsworth, Robin M	Assoc Professor	2	0	0	0
Fedukovich, Casie J	Asst Professor	1	0	0	0
Fyfe, Margaret	Asst Professor	1	0	0	0

Fyfe, Paul	Asst Professor	1	0	0	0
Gelley, Ora	Assoc Professor	1	0	0	0
Gordon PhD, Marsha Gabrielle	Assoc Professor	4	0	0	0
Grimwood, James M.	Named Distinguished Professor	13	0	0	0
Gross, Charlotte	Emeritus Professor	2	0	0	0
Halpern, Nicholas	Assoc Professor	0	0	0	0
Harrison, Antony Howard	Distinguished Professor	0	0	0	0
Hooker PhD, Deborah A.	Teaching Assoc Professor	4	0	0	0
Hunt, Marvin W	Teaching Assoc Professor	0	0	0	0
Joffe, Sharon Lynne	Teaching Assoc Professor	2	0	0	0
Jordan, William J.	Emeritus Professor	5	0	0	0
Katz, Susan M	Assoc Professor	0	0	0	0
Kellner PhD, Hans Dodds	Professor	0	1	1	1
Kessel, John J.	Professor	15	1	0	0
Knowles, James Robert	Teaching Asst Professor	1	0	0	0
Kochersberger, Robert C.	Assoc Professor	5	0	0	0
Laux, Dorianne Louise	Professor	16	0	0	0

Lisk, Thomas D	Professor	5	0	0	0
MacKethan, Lucinda H.	Emeritus Professor	0	0	0	0
May, Leila S	Assoc Professor	5	0	0	0
Mielke, Jeffrey Ingle	Assoc Professor	2	0	0	0
Miller, Carolyn Rae	Named Distinguished Professor	2	1	6	4
Miller, W J	Assoc Professor	2	0	0	0
Miller-Cochran, Susan	Professor	1	0	4	2
Morillo, John D	Assoc Professor	8	1	0	0
Nfah-Abbenyi PhD, Juliana Makuchi	Professor	2	0	0	0
Orgeron PhD, Devin A.	Assoc Professor	5	0	0	0
Orr, Miriam E	Professor	1	0	0	0
Penrose, Ann M.	Professor	5	2	0	0
Reaser, Jeffrey Leo	Assoc Professor	1	0	0	0
Rieder PhD, David M	Assoc Professor	6	0	2	2
Setzer, Sharon M.	Professor	0	0	0	0
Severin, Laura R.	Professor	3	0	0	0
Smith McKoy PhD, Sheila	Assoc Professor	7	0	0	0

Stein,Allen Frederick	Professor	2	0	0	0
Stinson,Timothy Linwood	Assoc Professor	0	0	0	0
Swarts PhD,Jason	Professor	1	0	1	6
Thomas,Erik R	Professor	13	1	0	0
Thompson,Jon F	Professor	5	0	0	0
Thuente,Mary Helen	Professor	2	0	0	0
Wall Jr,John N.	Professor	7	0	0	0
Walsh,Rebecca Ann	Asst Professor	2	0	0	0
Warren,Catherine A	Assoc Professor	2	0	0	0
Williamson,John Christopher Charles	Assoc Professor	1	0	0	0
Wolfram,Walter A	Named Distinguished Univ Prof	11	1	0	0
Young Jr,Robert V.	Emeritus Professor	4	1	0	0

*This number reflects the number of students Dr. Dicks advised as Director of the MS program and does not indicate capstone projects chaired. In the MS program, capstone advising is distributed evenly among the faculty. Each student works with two project advisors. The faculty member teaching ENG 675 (Capstone Research) supervises the selection of advisors, monitors progress toward completion, and prepares students for their capstone presentations.

Appendix B.1 MA ENG Graduate Student Placement

Earliest term: Spring 2011 **Latest term:** Spring 2014

Responses to: "What are your IMMEDIATE post-graduate employment plans?"	Count	%
Further graduate study	36	37.50
Post-doctoral scholar or research associate	3	3.13
College or university faculty or administration	17	17.71
Employment in primary or secondary education	19	19.79
Employment in business or industry	11	11.46
Employment in government	1	1.04
Employment in the military	0	0.00
Employment in a non-profit organization	4	4.17
Self-employment	1	1.04
Not seeking employment at this time	1	1.04
Other	3	3.13

Responses to: "What are your LONG-TERM career goals?"	Count	%
Employment in a college or university	61	64.89
Employment in primary or secondary education	9	9.57
Employment in business or industry	7	7.45
Employment in government	1	1.06
Employment in the military	0	0.00
Employment in a non-profit organization	4	4.26
Self-employment	0	0.00
Other	4	4.26

Appendix B.2 MFA ENG Graduate Student Placement

Earliest term: Spring 2011 **Latest term:** 2nd Summ 2014

Responses to: "What are your IMMEDIATE post-graduate employment plans?"	Count	%
Further graduate study	4	16.67
Post-doctoral scholar or research associate	0	0.00
College or university faculty or administration	9	37.50
Employment in primary or secondary education	2	8.33
Employment in business or industry	3	12.50
Employment in government	0	0.00
Employment in the military	0	0.00
Employment in a non-profit organization	1	4.17
Self-employment	2	8.33
Not seeking employment at this time	1	4.17
Other	2	8.33

Responses to: "What are your LONG-TERM career goals?"	Count	%
Employment in a college or university	14	58.33
Employment in primary or secondary education	2	8.33
Employment in business or industry	2	8.33
Employment in government	1	4.17
Employment in the military	0	0.00
Employment in a non-profit organization	0	0.00
Self-employment	0	0.00
Other	1	4.17

Appendix B.3 MS ENG Graduate Student Placement

Earliest term: Spring 2011 **Latest term:** Spring 2014

Responses to: "What are your IMMEDIATE post-graduate employment plans?"	Count	%
Further graduate study	2	6.45
Post-doctoral scholar or research associate	0	0.00
College or university faculty or administration	0	0.00
Employment in primary or secondary education	0	0.00
Employment in business or industry	26	83.87
Employment in government	0	0.00
Employment in the military	0	0.00
Employment in a non-profit organization	2	6.45
Self-employment	0	0.00
Not seeking employment at this time	1	3.23
Other	0	0.00

Responses to: "What are your LONG-TERM career goals?"	Count	%
Employment in a college or university	6	19.35
Employment in primary or secondary education	0	0.00
Employment in business or industry	21	67.74
Employment in government	0	0.00
Employment in the military	0	0.00
Employment in a non-profit organization	0	0.00
Self-employment	0	0.00
Other	2	6.45

Appendix C. Degree Program/Degree Concentrations Form

Degree Program/Degree Concentration Form			
<p style="margin: 0;"><i>Please provide brief descriptions of each degree program or concentration..</i></p> <p style="margin: 0;">Enclose pamphlets or brochures that describe your programs and program concentrations.</p>			
Degree	MA English	Curriculum Code	16ENGMA
Descriptive Title	MA English—Concentration in American and British Literature		
Percentage of students who elect this program			
Percentage of graduate faculty in the department who teach in this program			
Description of Program/Program Concentration			
<p>http://english.chass.ncsu.edu/graduate/ma/malit/</p> <p>The degree includes 32 credit hours distributed as follows:</p> <p>Research (5 cr):</p> <ul style="list-style-type: none"> • ENG 669: Bibliography and Methods (2 cr) • ENG 676: Master's Project (3 cr) <p>Distribution Requirements (12 cr):</p> <ul style="list-style-type: none"> • 1 course in British literature before 1660 • 1 course in British literature after 1660 • 1 course in American literature • 1 course in rhetoric, linguistics, composition, criticism or theory <p>Concentration Requirements (15 cr):</p> <ul style="list-style-type: none"> • 3 additional literature courses • 2 electives <p>Language Requirement</p>			

Degree	MA English	Curriculum Code	16ENGMA
Descriptive Title	MA English—Concentration in World Literature		
Percentage of students who elect this program			
Percentage of graduate faculty in the department who teach in this program			
Description of Program/Program Concentration			
<p>http://english.chass.ncsu.edu/graduate/ma/maworldlit/</p> <p>The degree includes 32 credit hours distributed as follows:</p> <p>Research (5 cr):</p> <ul style="list-style-type: none"> • ENG 669: Bibliography & Methods (2 cr) • ENG 676: Master’s Project (3 cr) <p>Distribution Requirements (12 cr):</p> <ul style="list-style-type: none"> • 1 course in British literature before 1660 • 1 course in British literature after 1660 • 1 course in American literature • 1 course in rhetoric, linguistics, composition, criticism or theory <p>Concentration Requirements (15 cr):</p> <ul style="list-style-type: none"> • 3 courses in World literature, at least two of which must be versions of ENG/FL 539 • 2 electives in literature or film. TAs may count ENG 624 as an elective. <p>Language Requirement</p>			

Degree	MA English	Curriculum Code	16ENGMA
Descriptive Title	MA English—Concentration in Linguistics		
Percentage of students who elect this program			
Percentage of graduate faculty in the department who teach in this program			
Description of Program/Program Concentration			
<p>http://english.chass.ncsu.edu/graduate/ma/maling/</p> <p>The degree includes 33 credit hours distributed as follows:</p> <p>Distribution Requirements (6 credits)</p> <ul style="list-style-type: none"> • Any 2 literature courses <p>Concentration Requirements (24 credits)</p> <ul style="list-style-type: none"> • 5 courses in linguistics • 3 electives <p>Research (3 credits)</p> <ul style="list-style-type: none"> • ENG 676: Master's Project in English (3 credits) <p>Further Requirements</p> <ul style="list-style-type: none"> • Reading competency in 1 foreign language • Oral defense of thesis or presentation of capstone project 			

Degree Program/Degree Concentration Form			
<i>Please provide brief descriptions of each degree program or concentration.. Enclose pamphlets or brochures that describe your programs and program concentrations.</i>			
Degree	MA English	Curriculum Code	16ENGMA
Descriptive Title	MA English—Concentration in Rhetoric and Composition		
Percentage of students who elect this program			
Percentage of graduate faculty in the department who teach in this program			
Description of Program/Program Concentration			
<p>The Master of Arts in English with a concentration in Rhetoric & Composition is a non-thesis 32 credit-hour program. http://english.chass.ncsu.edu/graduate/ma/rhetcomp/rhetcomp_program_requirements.php</p> <p>Concentration Requirements, 15 credit hours</p> <ul style="list-style-type: none"> • ENG 511 Theory and Research in Composition -- This course covers major research and theoretical perspectives on the teaching of writing as well as various research methods. • ENG 514 History of Rhetoric or ENG 516 Rhetorical Criticism: Theory and Practice or ENG 554 Contemporary Rhetorical Theory -- These courses cover major issues and concepts in rhetoric from Greek antiquity to contemporary poststructuralism, and applications from public speeches to popular culture to teaching. All are cross-listed in the Department of Communication. • 2 additional rhetoric and composition courses -- Students can select from the rhetoric courses listed above; other recurring courses such as Empirical Research in Composition, Rhetoric of Science and Technology, Visual Rhetoric, Online Information Design and Evaluation; or special topics courses in areas such as Computers and Composition, Emerging Genres, Writing across the Curriculum, and Writing Program Administration (usually offered as ENG 583 Studies in Composition and Rhetoric). • 1 linguistics course -- Linguistics courses provide analytical perspectives on language structure and language change that are important to understanding educational and public uses of language. <p>Literature Requirement, 6 credit hours</p> <ul style="list-style-type: none"> • 2 courses in American, British, or World literature, film studies, or literary theory <p>Research, 5 credit hours</p> <ul style="list-style-type: none"> • ENG 669: Bibliography & Methods, 2 credit hours (fall only; ideally taken in the first semester) • ENG 676: Master's Project in English, 3 credit hours (taken in the last semester) -- The master's "capstone" project should be on a topic that draws from scholarship in the area of rhetoric and composition or that is of clear relevance in the field. It should be conceived to address a specific audience and designed for a specific situation; thus, it could be composed as an article targeting a specific journal or conference; a curriculum plan or teaching materials for a particular instructional agenda; an online resource fulfilling a well defined need; etc. The master's project should be developed in consultation with faculty in rhetoric and composition and must be approved by the advisor for the concentration. <p>Electives, 6 credit hours</p> <ul style="list-style-type: none"> • 2 electives selected in consultation with the concentration advisor -- These courses may be from rhetoric and composition, linguistics, literature, or other areas within the English Department, or, when appropriate to meet particular goals, from the Department of Communication, Foreign Languages, History, Psychology, the College of Education, or other fields. <p>Additional Requirements</p> <ul style="list-style-type: none"> • Reading competency in 1 foreign language • Presentation of capstone project 			

Degree Program/Degree Concentration Form			
Degree	MA English	Curriculum Code	16ENGMA
Descriptive Title	MA English—Concentration in Film Studies		
Percentage of students who elect this program			
Percentage of graduate faculty in the department who teach in this program			
Description of Program/Program Concentration			
<p>http://english.chass.ncsu.edu/graduate/ma/mafilm/</p> <p>The degree includes 32 credit hours distributed as follows:</p> <p><i>Distribution Requirements</i> (12 credit hours)</p> <ul style="list-style-type: none"> - Any 4 literature courses (1 course may be literary theory) <p><i>Concentration Requirements</i> (15 credit hours)</p> <ul style="list-style-type: none"> - 3 500-level film courses (this excludes 592s) - 2 electives in any area, preferably in film studies (may be ENG 592s or 636) <p>The electives may include an additional 500-level film studies course, 592 Styles and Genres (this is a dual level/upper level undergraduate course for which 592 students will do graduate-level work), or Eng 636 Directed Readings (S/U graded courses)</p> <p><i>Research</i> (5 credit hours)</p> <ul style="list-style-type: none"> - ENG 669, Bibliography and Methods (2 credits) - ENG 676 (3 credits) Master's Project <p><i>Additional Requirements</i></p> <ul style="list-style-type: none"> - Reading competency in 1 language other than English - Culminating Project taking one of the following forms: <ol style="list-style-type: none"> 1) Substantial essay based on original research with a brief oral presentation. 2) Film or video project accompanied by a paper that employs film studies research methods to reflect on the project with a brief oral presentation. 3) Feature-length screenplay with a brief oral presentation. 			

Degree	MFA Creative Writing	Curriculum Code	16ECRMFA
Descriptive Title	MFA Creative Writing		
Percentage of students who elect this program			
Percentage of graduate faculty in the department who teach in this program			
Description of Program/Program Concentration			
<p>http://english.chass.ncsu.edu/graduate/mfa/</p> <p>The MFA degree includes 36 credit hours distributed as follows:</p> <ul style="list-style-type: none"> • 12 hours of workshops • 9 hours of literature • 9 hours of advised electives • 6 hours of thesis work <p>There is no foreign language requirement.</p> <p>The electives may be selected both from within or without the English Department so as to support an area of interest such as linguistics and translation, historical fiction, etc. The faculty is amenable to directed readings--independent studies of a particular poet or author--for credit as well.</p>			

Degree Program/Degree Concentration Form			
<i>Please provide brief descriptions of each degree program or concentration.. Enclose pamphlets or brochures that describe your programs and program concentrations.</i>			
Degree	MS Technical Communication	Curriculum Code	16ETCMS
Descriptive Title	MS Technical Communication		
Percentage of students who elect this program			
Percentage of graduate faculty in the department who teach in this program			
Description of Program/Program Concentration			
<p>http://english.chass.ncsu.edu/graduate/ms/</p> <p>The Master of Science degree in Technical Communication requires completion of a minimum of 33 semester hours of graduate credit. Upon admission to the program, students must complete the degree within six years. Although the program is centered in the Department of English, the curriculum is interdepartmental, drawing on the diverse resources of the University. Thus, 15 of the core credits are taken in the Department of English, and the remaining 18 credits can be taken in English and in other disciplines, depending in part on the interests and background of each student. The program does not require a traditional academic thesis. Instead, students complete a comprehensive project as part of the capstone course, English 675.</p> <p>Students must take courses that fulfill requirements in the following three areas: Required Core Courses (15 credits), Applications Courses (9 or 12 credits), Theories and Methods Courses (6 or 9 credits), and complete a semester equivalent of Professional Work Experience.</p>			

Appendix D.1. Required and Elective Courses

Five required courses:

ENG 512 Theory and Research in Professional Writing

The process of writing, the functions of texts, methods of teaching and evaluating writing, introduction to research design.

ENG 515 Rhetoric of Science and Technology

The relationship between language and science, critical analysis of texts from science/technology, public controversy in science/technology.

ENG 517 Advanced Technical Writing and Editing

Advanced study of specialized documents, technical editing and publications management for students planning careers in writing and editing.

ENG 518 Publication Management for Technical Communicators

Advanced study of publication and team management issues such as staffing, scheduling, project management, and tracking.

ENG 675 Projects in Technical Communication

This is a capstone course, taken in the last semester of study. In lieu of a thesis, students design a comprehensive project of their choosing. Typical projects cover a wide range of technical communication outputs, including web sites, web-based training programs, revised corporate documents, scholarly articles for possible publication in peer-reviewed research journals, instructional manuals, etc.

Elective courses regularly taught by MSTC faculty include:

ENG 508 Usability Studies for Technical Communication

ENG 519 Online Information Design and Evaluation

ENG 522 Writing in Nonacademic Settings

ENG 583 Emerging Genres

Students must complete a minimum of 33 semester hours of graduate credit that includes 15 credits of required core courses and a minimum of 18 credits divided between the Applications courses and Theories and Methods courses. Thus, to fulfill requirements for graduate course work in Applications and Theories and Methods, students can choose any of the following options:

1. 12 hours of Applications courses and 6 hours of Theories and Methods courses (18 credits),
2. 9 hours of Applications courses and 9 hours of Theories and Methods courses (18 credits),
3. 9 hours of Applications courses and 9 hours of [Approved Electives](#) (18 credits), or
4. 12 hours of Applications courses and 6 hours of [Approved Electives](#) (18 credits).

Appendix D.2. Program-Level 5-Year Exit Survey Report

Program-Level 5-Year Exit Survey Report (2005 - 2010, Old Format)

Avg = Average; Nbr = count or number of students used to calculate the average

Program: Technical Communication

By Classification

Question	Avg MR	Nbr MR	Avg DR	Nbr DR	Avg All	Nbr All
A	1.94	15	.	0	1.94	15
B	1.67	15	.	0	1.67	15
C	2.00	15	.	0	2.00	15
D	1.53	15	.	0	1.53	15
E	1.86	14	.	0	1.86	14
F	1.74	15	.	0	1.74	15
G	1.94	15	.	0	1.94	15
H	1.73	15	.	0	1.73	15
I	1.67	15	.	0	1.67	15
J	1.67	15	.	0	1.67	15
K	1.87	15	.	0	1.87	15

By Gender

Question	Avg Male	Nbr Male	Avg Fem	Nbr Fem	Avg All	Nbr All
A	1.67	3	2.00	12	1.94	15
B	1.33	3	1.75	12	1.67	15
C	2.00	3	2.00	12	2.00	15
D	1.33	3	1.58	12	1.53	15
E	1.00	2	2.00	12	1.86	14
F	1.33	3	1.84	12	1.74	15
G	1.33	3	2.09	12	1.94	15
H	1.33	3	1.83	12	1.73	15
I	1.00	3	1.83	12	1.67	15
J	1.33	3	1.75	12	1.67	15
K	1.33	3	2.00	12	1.87	15

By Ethnicity

Question	Avg WH	Nbr WH	Avg AA	Nbr AA	Avg AI	Nbr AI	Avg AP	Nbr AP	Avg HI	Nbr HI	Avg All	Nbr All
A	1.93	14	2.00	1	.	0	.	0	.	0	1.94	15
B	1.64	14	2.00	1	.	0	.	0	.	0	1.67	15
C	2.00	14	2.00	1	.	0	.	0	.	0	2.00	15
D	1.50	14	2.00	1	.	0	.	0	.	0	1.53	15
E	1.85	13	2.00	1	.	0	.	0	.	0	1.86	14
F	1.79	14	1.00	1	.	0	.	0	.	0	1.74	15
G	1.93	14	2.00	1	.	0	.	0	.	0	1.94	15
H	1.71	14	2.00	1	.	0	.	0	.	0	1.73	15
I	1.72	14	1.00	1	.	0	.	0	.	0	1.67	15
J	1.72	14	1.00	1	.	0	.	0	.	0	1.67	15
K	1.86	14	2.00	1	.	0	.	0	.	0	1.87	15

Ethnicity Key	
Wh	White
AA	African American
AI	Native American
AP	Asian/Pacific Islander
HI	Hispanic
Mul	Multiple Ethnicities
Un	Unknown/Unspecified
Int	International

Legend to Responses (old format from 2000-2001 through 2009-2010 academic years):

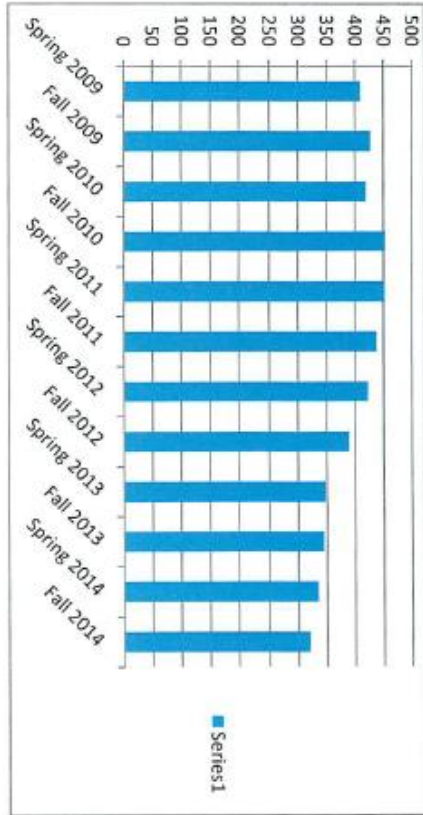
Question	Description
A	Cooperation and supportiveness of your major advisor
B	Knowledge of your major advisor about administrative procedures
C	Accessibility of your committee members
D	Extent to which your committee exhibited high ethical standards
E	Quality of classroom instruction
F	Adequacy of access to the tools i.e., laboratories, library, computers, etc., necessary to do your research
G	Recognition for your research and other academic work
H	Your preparation for a competitive market
I	The perceived value of your education for the time and money expended
J	The extent to which your educational experience met your expectations
K	Your overall educational experience at NC State

Response Rating Scale: 1 = Outstanding, 2 = Very Good, 3 = Good, 4 = Fair, 5 = Poor

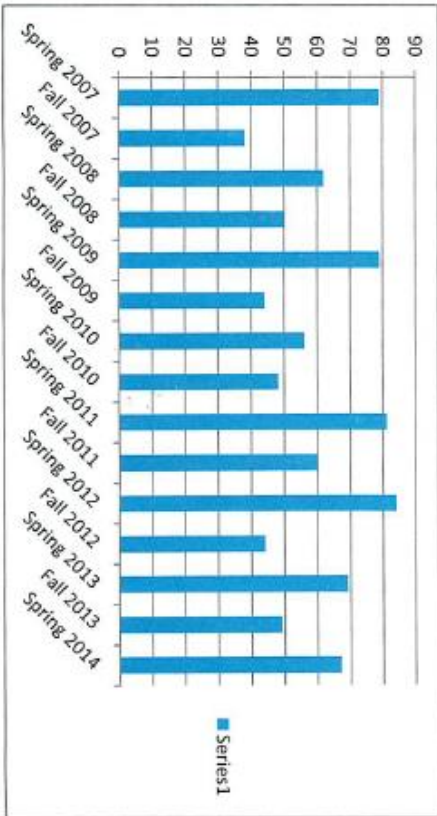
NOTE: In the old format survey (prior to the 2009-2010 academic year), students were not able to select multiple or unknown/unspecified ethnicities.

Appendix E.1 Enrolled Majors and Degrees Conferred

Enrolled Students	Value
Spring 2009	409
Fall 2009	427
Spring 2010	419
Fall 2010	452
Spring 2011	451
Fall 2011	437
Spring 2012	422
Fall 2012	389
Spring 2013	347
Fall 2013	344
Spring 2014	335
Fall 2014	320



Degrees Awarded	Value
Spring 2007	79
Fall 2007	38
Spring 2008	62
Fall 2008	50
Spring 2009	79
Fall 2009	44
Spring 2010	56
Fall 2010	48
Spring 2011	81
Fall 2011	60
Spring 2012	84
Fall 2012	44
Spring 2013	69
Fall 2013	49
Spring 2014	67



English BA: Language, Writing, & Rhetoric Concentration

Plan: 16ENGLBA Sub-plan: 16ENGLLWR

Fall 2010 or Later

For updated program information refer to: <http://english.chass.ncsu.edu/undergraduate/majors.php>

Concentration Advisor: Dr. Roy Stamper
 Roy_Stamper@ncsu.edu
 919.513.1807
 G103C Tompkins Hall

Degree Coursework	Hours	My Courses	Requirements
1. English Core	18		<p>For the LWR Concentration:</p> <ul style="list-style-type: none"> ✓ LWR students must take at least one 200-level literature course. ✓ Within the LWR Concentration requirements, students must take two 400-level courses. Within the LWR Electives requirement, no more than one course may be Creative Writing or Screenwriting. <p>For the English Major:</p> <ul style="list-style-type: none"> ✓ No more than five 200-level courses can apply in Groups 1 & 2 combined. ✓ No course can be applied to satisfy more than one requirement. ✓ All courses must be taken for a letter grade, except ENG 350. ✓ A grade of C- or better is required. ✓ The Associate Head must approve ENG 394, 420, 460, 491, 539, FL 495 if content is appropriate to satisfy a major requirement. <p>For all Coursework:</p> <ul style="list-style-type: none"> ✓ The minimum GPA to graduate is 2.0. ✓ 30 of your last 45 hours must be taken at NCSU.
American Literature	3	_____	
British Literature	3	_____	
World Literature	3	_____	
Film	3	_____	
Linguistics	3	_____	
Rhetoric	3	_____	
2. LWR Concentration	21		
Effective Communication	3	_____	
Digital Technology	3	_____	
LWR Electives	9	_____	
English Electives	6	_____	
3. Humanities & Social Sciences	31		
4. GEP Courses	23		
20. Free Electives	27		
Total Hours Required	120		

English BA: Literature Concentration

Plan: 16ENGLBA Sub-plan: 16ENGLLLT
Fall 2010 or Later

For updated program information refer to: <http://english.chass.ncsu.edu/undergraduate/majors.php>

Concentration Advisor: Dr. Maria Roupail
Maria_Roupail@ncsu.edu
919.513.4130
116 Tompkins Hall

Degree Coursework	Hours	My Courses	Requirements
1. English Core	18		<p>For the Literature Concentration:</p> <ul style="list-style-type: none"> ✓ One course must also be in the "Author, Genre or Theory" category. ✓ One course must also be in the "Capstone" group. ✓ No more than three ENG/FL or FL* courses may be used to satisfy the Literature Concentration requirements. <p>For the English Major:</p> <ul style="list-style-type: none"> ✓ No more than five 200-level courses can apply in Groups 1 & 2 combined. ✓ No course can be applied to satisfy more than one requirement. ✓ All courses must be taken for a letter grade, except ENG 350. ✓ A grade of C- or better is required. ✓ The Associate Head must approve ENG 394, 420, 460, 491, 539, FL 495 if content is appropriate to satisfy a major requirement. <p>For all Coursework:</p> <ul style="list-style-type: none"> ✓ The minimum GPA to graduate is 2.0. ✓ 30 of your last 45 hours must be taken at NCSU.
American Literature	3	_____	
British Literature	3	_____	
World Literature	3	_____	
Film	3	_____	
Linguistics	3	_____	
Rhetoric	3	_____	
2. Literature Concentration	21		
ENG260: Intro to Lit Study	3	_____	
Ancient /Medieval Literature	3	_____	
Early Modern Literature	3	_____	
18 th /19 th -Century Literature	3	_____	
20 th /21 st -Century Literature	3	_____	
ENG, ENG/FL, or FL* Electives	6	_____	
3. Humanities & Social Sciences	31		
4. GEP Courses	23		
20. Free Electives	27		
Total Hours Required	120		

English BA: Creative Writing Concentration

Plan: 16ENGLBA Sub-plan: 16ENGLLCW

Fall 2010 or Later

For updated program information refer to: <http://english.chass.ncsu.edu/undergraduate/majors.php>

Concentration Advisor: Dr. Robert Bateman
 Bateman@ncsu.edu
 919.513.7747
 101 Tompkins Hall, Box 8105

Degree Coursework	Hours	My Courses	Requirements
1. English Core	18		<p>For the LCW Concentration:</p> <ul style="list-style-type: none"> ✓ Within the LCW Electives requirement, students must take at least one course at the 300/400-level. <p>For the English Major:</p> <ul style="list-style-type: none"> ✓ No more than five 200-level courses can apply in Groups 1 & 2 combined. ✓ No course can be applied to satisfy more than one requirement. ✓ All courses must be taken for a letter grade, except ENG 350. ✓ A grade of C- or better is required. ✓ The Associate Head must approve ENG 394, 420, 460, 491, 539, FL 495 if content is appropriate to satisfy a major requirement. <p>For all Coursework:</p> <ul style="list-style-type: none"> ✓ The minimum GPA to graduate is 2.0. ✓ 30 of your last 45 hours must be taken at NCSU.
American Literature	3		
British Literature	3		
World Literature	3		
Film	3		
Linguistics	3		
Rhetoric	3		
2. Creative Writing Concentration	21		
LCW Electives	9		
LCW Advanced Electives	3		
Literature Electives	6		
English Electives	3		
3. Humanities & Social Sciences	31		
4. GEP Courses	23		
20. Free Electives	27		
Total Hours Required	120		

English BA: Film Concentration

Plan: 16ENGLBA Sub-plan: 16ENGLFLM
Fall 2010 or Later

For updated program information refer to: <http://english.chass.ncsu.edu/undergraduate/majors.php>

Concentration Advisor: Dr. Roy Stamper
Roy_Stamper@ncsu.edu
919.513.1807
G103C Tompkins Hall

Degree Coursework	Hours	My Courses	Requirements
1. English Core	18		For the Film Concentration:
American Literature	3	_____	✓ LFM students may take a film course to satisfy the CHASS Arts & Letters Requirement.
British Literature	3	_____	✓ For the film internship course ENG 350, contact Tom Wallis.
World Literature	3	_____	
Film	3	_____	
Linguistics	3	_____	For the English Major:
Rhetoric	3	_____	✓ No more than five 200-level courses can apply in Groups 1 & 2 combined.
2. Film Concentration	21		✓ No course can be applied to satisfy more than one requirement.
ENG282: Intro to Film	3	_____	✓ All courses must be taken for a letter grade, except ENG 350.
ENG 382: Film & Literature	3	_____	✓ A grade of C- or better is required.
ENG/COM 364 or 374	3	_____	✓ The Associate Head must approve ENG 394, 420, 460, 491, 539, FL 495 if content is appropriate to satisfy a major requirement.
Film Elective	3	_____	
English Electives	9	_____ _____ _____	
3. Humanities & Social Sciences	31		For all Coursework:
4. GEP Courses	23		✓ The minimum GPA to graduate is 2.0.
20. Free Electives	27		✓ 30 of your last 45 hours must be taken at NCSU.
Total Hours Required	120		

English BA: Teacher Education Concentration

Plan: 16ENGLBA Sub-plan: 16ENGLTED
Fall 2010 or Later

For updated program information refer to: <http://english.chass.ncsu.edu/undergraduate/majors.php>

Concentration Advisors:	Dr. Jeff Reaser Jeffrey_Reaser@ncsu.edu 919.515.4176 217 Tompkins Hall	Dr. Jason Miller Jason_Miller@ncsu.edu 919.515.4176 217 Tompkins Hall
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Degree Coursework	Hours	My Courses	Requirements
1. English Core	18		<p>For the TED Concentration:</p> <ul style="list-style-type: none"> ✓ For information on licensure and the most up to date curriculum requirements, please schedule a meeting with an LTN advisor. <p>For the English Major:</p> <ul style="list-style-type: none"> ✓ No more than five 200-level courses can apply in Groups 1 & 2 combined. ✓ No course can be applied to satisfy more than one requirement. ✓ All courses must be taken for a letter grade, except ENG 350. ✓ A grade of C- or better is required. ✓ The Associate Head must approve ENG 394, 420, 460, 491, 539, FL 495 if content is appropriate to satisfy a major requirement. <p>For all Coursework:</p> <ul style="list-style-type: none"> ✓ The minimum GPA to graduate is 2.0. ✓ 30 of your last 45 hours must be taken at NCSU.
American Literature	3	_____	
British Literature	3	_____	
World Literature	3	_____	
Film	3	_____	
ENG 328: Language & Writing	3	_____	
ENG 455: Literacy in the U.S.	3	_____	
2. Teacher Education Conc.	21		
ENG 260: Intro to Literary Study	3	_____	
ENG 400: Applied Criticism	3	_____	
Author/Genre	3	_____	
Senior Seminar in English	3	_____	
Literature Elective	3	_____	
English Electives	6	_____	
3. Education Requirements	31		
ECI 205: Teach. Hum. & Soc. Sci.	3	_____	
ED 311: Classroom Assessment	2	_____	
ED 312: Classroom Assess. Lab	1	_____	
ECI 307: Teaching Writing	3	_____	
ELP 344: School & Society	3	_____	
EDP 304: Educational Psychology	3	_____	
ECI 450: Meth. & Mat. Teach	4	_____	
Eng.	4	_____	
ECI 454: Student Teaching	12	_____	
3. Humanities & Social Sciences	25		
4. GEP Courses	23		
20. Free Electives	3		
Total Hours Required	121		

[ENG 100](#)- Introduction to Academic Writing

[ENG 101](#)- Academic Writing and Research

[ENG 201](#)- Writing Literary Analysis

[ENG 206](#)- Studies In Drama

[ENG 207](#)- Studies in Poetry

[ENG 208](#)- Studies In Fiction

[ENG 209](#)- Introduction to Shakespeare

[ENG 210](#)- Introduction to Language and Linguistics

[ENG 214](#)- Introduction to Editing

[ENG 216](#)- Technologies for Texts

[ENG 219](#)- Studies in Great Works of Non-Western Literature

[ENG 220](#)- Studies in Great Works of Western Literature

[ENG 221](#)- Literature of the Western World I

[ENG 222](#)- Literature of the Western World II

[ENG 223](#)- Contemporary World Literature I

[ENG 224](#)- Contemporary World Literature II

[ENG 232](#)- Literature and Medicine

[ENG 233](#)- The Literature of Agriculture

[ENG 246](#)- Literature of the Holocaust

[ENG 248](#)- Survey of African-American Literature

[ENG 249](#)- Native American Literature

[ENG 251](#)- Major British Writers

[ENG 252](#)- Major American Writers

[ENG 260](#)- Introduction to Literary Study

[ENG 261](#)- English Literature I

[ENG 262](#)- English Literature II

[ENG 265](#)- American Literature I

[ENG 266](#)- American Literature II

[ENG 267- LGBTQI Literature in the U.S.](#)

[ENG 282- Introduction to Film](#)

[ENG 283- Introduction to American Folklore](#)

[ENG 287- Explorations in Creative Writing](#)

[ENG 288- Fiction Writing](#)

[ENG 289- Poetry Writing](#)

[ENG 292- Writing About Film](#)

[ENG 298- Special Projects in English](#)

[ENG 305- Women and Literature](#)

[ENG 314- Technical Document Design and Editing](#)

[ENG 316- Principles of News and Article Writing](#)

[ENG 317- Designing Web Communication](#)

[ENG 321- Survey of Rhetorical Theory](#)

[ENG 323- Writing in the Rhetorical Tradition](#)

[ENG 324- Modern English Syntax](#)

[ENG 325- Spoken and Written Traditions of American English Dialects](#)

[ENG 326- History of the English Language](#)

[ENG 327- Language and Gender](#)

[ENG 328- Language and Writing](#)

[ENG 330- Screenwriting](#)

[ENG 331- Communication for Engineering and Technology](#)

[ENG 332- Communication for Business and Management](#)

[ENG 333- Communication for Science and Research](#)

[ENG 349- African Literature in English](#)

[ENG 350- Professional Internships](#)

[ENG 359- Topics in Film Studies](#)

[ENG 362- The British Novel of the 18th Century](#)

[ENG 363- The British Novel of the 19th Century](#)

[ENG 364- History of Film to 1940](#)

[ENG 368- American Poetry to 1900](#)

[ENG 369](#)- The American Novel of the 19th Century

[ENG 370](#)- Early Twentieth-Century Fiction

[ENG 371](#)- Late Twentieth-Century Fiction

[ENG 372](#)- Early Twentieth-Century Poetry

[ENG 373](#)- Late Twentieth-Century Poetry

[ENG 374](#)- History of Film From 1940

[ENG 375](#)- African American Cinema

[ENG 376](#)- Science Fiction

[ENG 377](#)- Fantasy

[ENG 378](#)- Women & Film

[ENG 380](#)- Modern Drama

[ENG 381](#)- Creative Nonfiction Writing Workshop

[ENG 382](#)- Film and Literature

[ENG 384](#)- Introduction to Film Theory

[ENG 385](#)- Biblical Backgrounds of English Literature

[ENG 388](#)- Intermediate Fiction Writing Workshop

[ENG 389](#)- Intermediate Poetry Writing Workshop

[ENG 390](#)- Classical Backgrounds of English Literature

[ENG 391](#)- Special Topics in Modern Drama

[ENG 392](#)- Major World Author

[ENG 393](#)- Studies in Literary Genre

[ENG 394](#)- Studies in World Literature

[ENG 395](#)- Studies in Rhetoric and Digital Media

[ENG 398](#)- Contemporary Literature I (1900 to 1940)

[ENG 399](#)- Contemporary Literature II (1940 to Present)

[ENG 400](#)- Applied Criticism

[ENG 405](#)- Literature for Adolescents

[ENG 406](#)- Modernism

[ENG 407](#)- Postmodernism

[ENG 410](#)- Studies in Gender and Genre

[ENG 411](#)- Rhetorical Criticism

[ENG 416](#)- Advanced News and Article Writing

[ENG 417](#)- Editorial and Opinion Writing

[ENG 420](#)- Major American Author

[ENG 421](#)- Computer Documentation Design

[ENG 422](#)- Writing Theory and the Writing Process

[ENG 425](#)- Analysis of Scientific and Technical Writing

[ENG 426](#)- Analyzing Style

[ENG 430](#)- Advanced Screenwriting

[ENG 439](#)- 17th-Century English Literature

[ENG 448](#)- African-American Literature

[ENG 449](#)- 16th-Century English Literature

[ENG 451](#)- Chaucer

[ENG 452](#)- Medieval British Literature

[ENG 453](#)- The Romantic Period

[ENG 455](#)- Literacy in the U.S.

[ENG 459](#)- Seminar in Film Studies

[ENG 460](#)- Major British Author

[ENG 462](#)- 18th-Century English Literature

[ENG 463](#)- The Victorian Period

[ENG 464](#)- British Literature, 1900-1945

[ENG 465](#)- British Literature, Since 1945

[ENG 467](#)- American Colonial Literature

[ENG 468](#)- American Romantics

[ENG 469](#)- American Realism and Naturalism

[ENG 470](#)- American Literature, 1914-1945

[ENG 471](#)- American Literature, Since 1945

[ENG 475](#)- Literature, the Arts, and Mass Culture

[ENG 476](#)- Southern Literature

[ENG 480](#)- Modern Drama

[ENG 486](#)- Shakespeare, The Earlier Plays

[ENG 487](#)- Shakespeare, The Later Plays

[ENG 488](#)- Advanced Fiction Writing Workshop

[ENG 489](#)- Advanced Poetry Writing Workshop

[ENG 490](#)- Studies in Medieval Literature

[ENG 491](#)- Honors in English

[ENG 492](#)- Special Topics in Film Styles and Genres

[ENG 493](#)- Special Topics in Folklore

[ENG 494](#)- Special Topics in Linguistics

[ENG 496](#)- Seminar in Literary Criticism

[ENG 497](#)- Senior Seminar in World Literature

[ENG 498](#)- Special Topics in English

[ENG 499](#)- Special Topics in Creative Writing

Department of English Retention Rate - New Freshman Fall Cohorts
Fall 2007 to Fall 2013

Cohort	Retention Rates						
	N	1 Year	2 Year	3 Year	4 Year	5 Year	6 Year
2007	394	80.4%	74.5%	70.6%	21.6%	5.9%	5.9%
2008	409	86.7%	75.6%	73.3%	24.4%	6.7%	
2009	405	83.3%	77.8%	75.9%	25.9%		
2010	424	89.7%	84.6%	79.5%			
2011	406	93.5%	87.0%				
2012	367	93.8%					
2013	316						

Created by Office of Institutional Research & Planning
August 22, 2014
S:\UPA\IR\Adhoc\CHASS\English\Eng Ret Rate.xlsx

Christopher M. Anson
Condensed Curriculum Vita *

- Education:** Ph.D., English Language, Composition Theory, Indiana University, 1984
M.A., English Language, Indiana University, 1982
M.A., English/Creative Writing, Syracuse University, 1980
B. A., *magna cum laude*, English, Syracuse University, 1977
- Current position:** Distinguished University Professor and Director, Campus Writing & Speaking Program, North Carolina State, 1999-present. Previously: Morse-Alumni Distinguished Teaching Professor, Director of Composition, University of Minnesota (1984-1999)
- Awards (of 13):**
- Alumni Association Distinguished Graduate Professor Award, North Carolina State University, April, 2013.
 - Minnesota State Legislature, Teaching Excellence Award, 1996 [sole recipient, system-wide, 2,500+ faculty]
 - Horace T. Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education, 1995 [all-University]
- Grants (PI, Co-PI)** \$1,063, 595
- Selected books: (of 15)**
- Anson, C. M. *The WAC Casebook: Scenes for Faculty Reflection and Program Development*. New York: Oxford UP, 2002.
 - Beach, Richard, Chris M. Anson, Lee-Ann Kassman Breuch, and Tom Reynolds. *An Activity-Based Approach for Teaching Digital Writing*. New York: Rowan and Littlefield (in press).
 - Beach, Richard, Chris M. Anson, Lee-Ann Kastman Breuch, and Thom Swiss. *Teaching Writing Using Blogs, Wikis, and Other Digital Tools*. Norwood, MA: Christopher-Gordon, 2009
- Selected peer-reviewed articles (of 108)**
- Anson, C. M., and R. A. Schwegler. "Tracking the Mind's Eye: A New Technology for Researching 21st Century Writing and Reading Processes." *College Composition and Communication* 64.1 (2012): 151-171.
 - Anson, C. M. "What Good Is It? The Effects of Teacher Response on Students' Development." *Writing Assessment in the 21st Century*. Ed. N. Elliot and L. Perelman. New York: Hampton Press, 2012. 187-202.
 - Anson, C. M. "Reflective Reading: Developing Thoughtful Ways to Respond to Students' Writing." *Evaluating Writing: The Role of Teachers' Knowledge about Text, Learning, and Culture*. Ed. C. R. Cooper and L. Odell. Urbana, IL: NCTE, 1999. 302-324.
 - Anson, Chris M. "Response and the Social Construction of Error." *Assessing Writing* 7 (2000): 5-21.
- Recent presentations & workshops (of 500+)**
- "Sustaining Change: WAC Experts Think Out Loud," 12th International Writing Across the Curriculum Conference, Minneapolis, MN, June 13, 2014. (plenary session, with Linda Adler-Kassner, Michelle Cox, Robert McMaster, Chris Thaiss, and Kathleen Blake Yancey)
 - "Fostering a New Dialogue About Writing: The Next Generation of Response," East Central Writing Center Association, Oxford, OH, Mar. 28, 2014. [invited keynote]

* Please find a full professional summary at <http://www.ansonica.net>

- "Climate Change," Conference on College Composition and Communication, Las Vegas, NE, Mar. 14, 2013. [Chair's address]
- "Evaluating Writing: Classroom and Institutional Contexts," Dar Al-Hekma University, Jeddah, Kingdom of Saudi Arabia, Mar. 10-11, 2014.
- "Next-Generation Feedback: The Effectiveness of Oral Screen-Capture," Response on Students' Writing," 13th International Conference of the EARLI SIG Writing, Porto, Portugal, July 11, 2012.
- "Responding to Students' Writing: Everyone Plays a Part," Sabanci University, Karakoy Communication Center, Istanbul, Turkey, May 25, 2012. [invited]
- "It's All About Location: Reflections on Student Preparedness and the Transfer of Knowledge," 2012 Transitioning to College Writing Symposium, Oxford, MS, Sep. 28, 2012. [invited plenary]
- "Creating Writing-Intensive Courses," Sweetland Fellows Program, University of Michigan, Ann Arbor, MI, Apr. 6, 2012. [invited]

**Editorial boards
(current)**

College Composition and Communication, Research in the Teaching of English, Written Communication, Across the Disciplines, Journal of Writing Assessment, Assessing Writing, Writing Spaces, Writing and Pedagogy.

Teaching/Advising

Multiple offerings of 18 different graduate courses, all focusing on research on/teaching of writing; multiple offerings of 28 different undergraduate courses, some involving service-learning. Over 125 courses taught at all levels in past 14 years. Member or advisor on 45 Ph.D. dissertations; committee member on over 49 M.A. and Ph.D. examining committees in six departments.

**Professional
Organization**

Chair, Conference on College Composition and Communication, 2012-13; President, Council of Writing Program Administrators, 2003-5. Scientific Committee, International Society for the Advancement of Writing Research. Member, CCCC Executive Committee (1993-96 and 2011-15), CCCC Resolutions Committee (2002), CCC Editor Search Committee (2003-4), CCCC Committee on Professional Standards (1990-93, co-chair 1993), CCCC Nominating Committee (1988 and again as chair in 1999), CCCC Exemplar Award Committee (1996), NCTE/CEE Nominating Committee (1987), NCTE Committee on Language Across the Curriculum (1988-91), NCTE Board of Directors (1985-99); chair of NCTE Assembly for Research (1992-3) and program co-chair of the NCTE Global Conference on Language and Literacy (2000, Utrecht, Netherlands) and the Sixth Conference of the National Testing Network in Writing (1987). Formed and chaired the MMLA's WAC Section (1989-1994).

ANNE BAKER

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EDUCATION

Ph.D. Columbia University, English, 1998
M.Phil. Columbia University, English, 1993
M.A. Columbia University, English, 1990
B.A. New College of Florida, Literature, 1988

TEACHING EXPERIENCE

North Carolina State University
Assistant Professor of English, 2001-2007
Associate Professor of English, 2007-present

Reed College, 1998-2001
Visiting Asst. Professor of English and Humanities

Gutenberg University, Mainz, Germany, 1993-1994
Visiting Lecturer in American Studies

PUBLICATIONS

Books

Work in Progress: *A Cultural Biography of Susanna Rowson*

Heartless Immensity: Literature, Culture, and Geography in Antebellum America. Ann Arbor: University of Michigan Press, 2006.

Reviewed in *American Literature* 79: 4 (Dec 2007).

Reviewed in *American Quarterly* 60:4 (Dec 2008).

Articles

“Tempestuous Passages: Storms, Revolution, and the Status of Women in the Fiction of Susanna Rowson,” *Studies in American Fiction*, 2012 Spring-Fall; 38 (1-2): 205-221.

“‘Terrible Women’: Gender, Platonism, and Christianity in Willa Cather’s *The Professor’s House*.” *Western American Literature*, 45.3 (Fall 2010): 253-72.

“What to Israel Potter is the Fourth of July: Melville, Douglass, and the Agency of Words.” *Leviathan: A Journal of Melville Studies*, Vol. 10, No. 1 (2008): 1-14

“Word, Image, and National Geography: Panorama Pamphlets and Manifest Destiny.” *American Literary Geographies: Space and Cultural Production, 1588-1888*, ed. Hsuan Hsu and Martin Brueckner (Newark: University of Delaware Press, 2007): 89-108.

"Mapping and Measurement in *Moby-Dick*." *Ungraspable Phantom: Essays on Moby-Dick*, ed. John Bryant, Mary K. Bercaw, and Timothy Marr (Kent, OH: Kent State University Press, 2006): 182-196.

"Geography, Pedagogy, and Race: Schoolbooks and Ideology in the Antebellum United States." *Proceedings of the American Antiquarian Society* 113.1 (2003):163-190.

"American Agoraphobia: Moby-Dick and the Mid-Nineteenth-Century Rhetoric of Size," in *Fear Itself: Enemies Real and Imagined in American Culture*, ed. Nancy L. Schultz (Lafayette, IN: Purdue Univ. Press, 1999): 191-202.

"'A Commanding View': Vision and the Problem of Nationality in Margaret Fuller's Summer on the Lakes," *ESQ: A Journal of the American Renaissance* 44 .1-2 (1998): 61-77.

Selected Book Reviews and Encyclopedia Articles

Review of Marian Rust, *Prodigal Daughters: Susanna Rowson's Early American Women*, *Research in American Literary Studies*, Vol. 33 (March, 2010), 290-293.

Review of Leonard Tennenhouse, *The Importance of Feeling English: American Literature and the British Diaspora, 1750-1850*. *In-between: Essays and Studies in Literary Criticism* 15:2 (September 2006), 167-170.

Review of Bruce Harvey, *American Geographics: U.S. National Narratives and the Representation of the Non-European World, 1830-1865*, *Leviathan: A Journal of Melville Studies* 8:1 (March 2006), 96-98.

"Transcendentalist Writers" in *The Encyclopedia of New England*. New Haven: Yale University Press, 2005.

Review of Jimmie Killingsworth, *Walt Whitman and the Earth*. *ISLE: Interdisciplinary Studies in Literature and the Environment* 12.2 (Summer 2005).

"Margaret Fuller," in *Writers of the American Renaissance: An A-Z Guide*. Ed. Denise D. Knight. Westport, CT: Greenwood Press, 2003.

Review of Cecelia Tichi, *Embodiment of a Nation: Human Form in American Places*, *ISLE: Interdisciplinary Studies in Literature and the Environment* 9.2 (Summer 2002): 262-263.

Review of Dorothee E. Kocks, *Dream a Little: Land and Social Justice in Modern America*, *CLIO* 31.2 (Winter 2002): 221-227.

"Omeros" in *Encyclopedia of American Poetry: the Twentieth Century*. Chicago: Fitzroy Dearborn Publishers, 2001.

Wilton Barnhardt

MFA in Creative Writing, Fiction

Department of English

North Carolina State University

Box 8105

Raleigh, NC 27695-8105

EDUCATION

M.Phil. University of Oxford, Brasenose College, 1987
(English Studies, Modern Programme)

B.A. Michigan State University, 1982
(Honors College, English)

PROFESSIONAL EXPERIENCE

Professor of English, NCSU, 2002-present (began as associate professor)

Visiting Writer, California Institute of Technology, 2000-2002

Visiting Writer, University of Alabama, 1999

Fiction Faculty, Warren Wilson College's MFA Program for Writers, 1998-2004

Visiting Writer, University of California, Irvine, 1996-1997

Reporter, *Sports Illustrated* Magazine, 1983-1985

Copy editor/Proofreader, Ziff-Davis Magazines, 1982-1983

FELLOWSHIPS AND GRANTS

- o McDowell Colony Fellowship, 2002
(The Scherman Foundation Fellowship)

AWARDS AND HONORS

- o NCSU CHASS Outstanding teaching Award, 2007
- o NCSU Alumni Outstanding Teacher Award, 2007
- o NCSU Alumni Association Distinguished Graduate Professor, 2013
- o Phi Beta Kappa, Michigan State University, 1982

PUBLICATIONS & PRODUCTIONS

1989 1st Novel: ***Emma Who Saved My Life*** (St. Martin's Press)
British hardback edition: 1989 (Simon & Schuster)
German trade paperback edition: 1990 (Fischer)
American mass-market edition: 1990 (St. Martin's Press)
British paperback: 1990 (Futura)
American trade edition: 1993 (St. Martin's Press)
2nd American trade edition: 1998 (Picador)

1993 2nd Novel: ***Gospel*** (St. Martin's Press)
British trade paperback edition: 1994 (Macmillan)

German hardback edition: 1994 (Knauer)
American trade edition: 1994 (Picador)
Japanese hardback: 1995 (Fukutake Shoten Benesse)
German trade paperback: 1996 (Knauer), now in its fifth edition
Portuguese trade edition: 2004 (Record)

1998 3rd Novel: **Show World** (St. Martin's Press)
American trade edition: 1999 (Picador)
German hardback edition: 2000 (Droemer)

2013 4th Novel: **Lookaway, Lookaway...** (St. Martin's Press)
American trade edition: 2014 (Picador)

Miscellaneous:

2004 "Mrs. Dimbleby" Short story featured in the anthology, **The Story Behind the Story** (Norton, 2004), eds. Andrea Barrett and Peter Turchi; introduction by Richard Russo.

2006 Brief essay in **Rules of Thumb**, an anthology of writing tips (Writers Digest Books, 2006)

2009 "Stoma" short story featured in upcoming Flash Fiction Anthology (ed., Marianne Gingher)

2011 "First Person: Finding the Right Address," essay featured in **A Kite in the Wind: Fiction Writers on their Craft** (Trinity University Press, 2011), eds. Andrea Barrett and Peter Turchi.

Reviews for the *Chicago Tribune*, *Harper's Magazine*, *Slate.com*

SELECTIVE ADMINISTRATIVE AND COMMITTEE EXPERIENCE

- o Director, MFA in Creative Writing, 2004-2009
- o Coordinator, Owen-Walters Reading Series, 2003-2009
- o Have served on the Graduate, Undergraduate, Post-Tenure Review and Scholarly Leave committees, Search committees for CW hires
- o Coordinator, annual NCSU statewide Poetry and Fiction Contests, 2003-present

OVERSEAS PROGRAMS FOR NC STATE UNIVERSITY

- o Academic Director, NCSU at Oxford University, 2005-2012
- o Co-Academic Director, Prague Writing Experience, 2007 & 2008
- o Academic Director, Edinburgh Writing Experience, 2011 & 2012

THESES DIRECTION & ADVISING

I have directed 25 MFA Theses, 4 MA Film Theses, 2 MA Fiction Theses (mostly novels and completed screenplays) and—pending—one MA capstone project. I have advised on 22+ MFA Theses, 5 MFA Poetry Theses, 2 MA Film Theses, 9 MA Fiction Theses.

Barbara Bennett

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Chapel Hill, NC 27517
(919) 251-9338
email: barbara_bennett@ncsu.edu

Office:
Department of English, Box 8105
North Carolina State University
Raleigh, NC 27695-8105
(919) 515-4167

EDUCATION:

Ph.D. Arizona State University (1994)
Field of Study: American literature
Dissertation: "Comic Visions, Female Voices: Contemporary Women
Novelists and the Humor of the New South"

PROFESSIONAL EMPLOYMENT:

North Carolina State University (Raleigh, North Carolina)
Assistant Professor of English: 2003-2006
Associate Professor of English: 2006-

Wake Forest University (Winston-Salem, North Carolina)
Visiting Assistant Professor: 1999-2003

Georgia Southwestern State University (Americus, Georgia)
Assistant Professor: 1997-99

Marian College (Fond du Lac, Wisconsin)
Assistant Professor: 1995-97

Arizona State University (Tempe, Arizona)
Faculty Associate: 1994-95; Teaching Associate: 1993-94

University of Phoenix (Phoenix, Arizona)
Adjunct Faculty: 1994-95.

Secondary Teaching
Tempe, Arizona 1986-93; New Orleans, Louisiana 1981-86

HONORS/AWARDS:

Outstanding Teacher Award (NC State Univ. 2008)
CHASS Scholarly Project Award (NC State Univ. 2008-9)
CHASS New Adviser Award (NC State Univ. 2005)
Women and Gender Studies Course Development Grant (NC State Univ. 2005)
ACE Fellowship (Wake Forest University) 2000
Women's Studies Research Grant (Duke University) 1996
Promoter of Excellence Award (ASU) (Teaching/Mentoring) 1995
Regents Graduate Academic Scholarship (ASU)1993-94

PROFESSIONAL PUBLICATIONS:

Books:

Scheherazade's Daughters: Ecofeminism Storytelling. New York: Peter Lang Publishing, 2012.

Soul of a Lion: One Woman's Quest to Rescue Africa's Wildlife Refugees. Washington DC: National Geographic Books, 2010.

Understanding Jill McCorkle. Columbia: U South Carolina P, 2000.

Comic Visions, Female Voices: Contemporary Women Novelists and Southern Humor. Baton Rouge: LSU P, 1998.

Articles/Essays:

Ten peer-reviewed articles/chapters
Six encyclopedia/dictionary entries
Four short notes

Reviews:

Twelve reviews in academic journals between 1996 and 2014.

Journalistic Reviews:

Twenty-eight reviews between 1996-2003.

PROFESSIONAL PRESENTATIONS:

Twenty-four presentations between October 1993 and March 2014.

I.B. BRIEF RESUME

Name: Agnes Bolonyai

1. Education background

Ph.D., 1999, Linguistics, University of South Carolina, SC; *The Hidden Dimensions of Language Contact: The Case of Hungarian-English Bilingual Children*

M.A., TESOL, 1994, Azusa Pacific University, CA

M.A., English, 1983, ELTE University of Arts and Letters, Hungary

B.A., Russian, 1983, ELTE University of Arts and Letters, Hungary

2. Professional experience

Associate Professor, 2008-present, NC State University, English Department, NC

Assistant Professor, 2002-2008, NC State University, English Department, NC

Assistant Professor, 1992-2002, East Carolina University, English Department, NC

3. Scholarly and creative activities:

<i>Refereed Activity</i>	<i>Number</i>
Journal Article	7
Book Chapter	1
Conference Proceeding	4

<i>Non-Refereed Activity</i>	<i>Number</i>
Conference Proceeding	1
Book Review	5
Conference Presentation	52
Invited Talk	8
Conf. Panel Organizer	3
Conf. Session Chair	2

4. Membership in professional organizations

American Association for Applied Linguistics, 1998-present

Carolina TESOL, 2000-2002; 2010

International Pragmatics Association, 1997-present

International Sociological Association, 2002-2002

International Sociological Association, Research Committee Sociolinguistics, 2002-present

Linguistic Society of America, 1997-present

Modern Language Association, 1997-2002

SECOL, 1995-2001

5. Scholarly and professional honors

At Home in the World Faculty Fellow, NC State, 2013
Panhellenic Outstanding Teacher Award, NC State, 2003
Rivers Foundation Travel Grant, East Carolina University, 2001
Dean's Award for Excellence in Graduate Study, University of South Carolina, 1999
Bates Award, University of South Carolina, 1997, 1995
Rhude M. Patterson Graduate Fellowship for Women in the Humanities and Social Sciences, University of South Carolina, 1995-1997
Visiting Scholar at Azusa Pacific University, 1993-1994
Edward Piszek Scholar, Rotary International, 1993
Rotary Foundation Ambassadorial Scholar for International Understanding, 1991

6. Professional service on campus

Undergraduate Studies Committee, Fall 2007-2009
CHASS International Program Committee, Spring 2006-Fall 2007
Linguistics Search Committee, 2006-2007, 2011-2012
RPT Committee member (4), 2009-10, 2011-12, 2012-13
Speakers Series Committee, Convener, 2011-present
Advisory Committee, Spring 2003-Spring 2004
Cognitive Science Advisory Committee, 2005-2008
Advising, 2003 Fall-2010
M.A. thesis director (7), 2006-2007, 2007-2008, 2011-2012, 2012-2013, 2013-2014
M.A. thesis committee member (8), Spring 2003-present
Ph.D. Dissertation committee member (2), Spring 2012-present
Honors thesis director (2), 2007-2008, 2009
UK Scholarship Review Committee, Honors Program Fellowship Advising Office, (2), 2013-2014
Reviewer for Study Abroad Scholarships, 2010, 2011
Linguistics Laboratory Member, North Carolina State University, Fall 2002-present

7. Professional service off campus

Referee for The Cambridge Handbook of Bilingual Processing (CUP), 2013
Referee for Language Teaching (CUP), 2013
Referee for Language and Linguistics Compass, 2008
Referee for Bilingualism: Language and Cognition, 2000, 2007, 2009, 2012
Referee for Language, 2001
Referee for International Journal of Bilingualism, 1999, 2001
Referee for Language in Society, 2002, 2004, 2006
Referee for the Australian Journal of Linguistics, 2004
Coordinator for Sociolinguistics Strand for the AAAL Conference, 2013
Abstract review for the AAAL Conference, 1999, 2010, 2012, 2013
Abstract review for the International Symposium on Bilingualism, 2002, 2004, 2010, 2012, 2014
Reviewer for NSF, Linguistics Program 2006, 2007
Reviewer for Sam Houston State University, Office of Research and Special programs, 2007
Reviewer and host for Fulbright Visiting Scholar at NCSU, 2004-2005
Academic advisor & Ph.D. dissertation director for Fulbright Visiting Student Researcher at NCSU, 2007-2008
External Examiner for PhD examination, The University of Auckland, New Zealand, 2007
External Reviewer for T&P, Old Dominion University, 2012

Abbreviated Curriculum Vitae – Helen J Burgess

Education

PhD in English, West Virginia University 2003. Dissertation: “Highways of the Mind: the Haunting of the Superhighway from the World’s Fair to the World Wide Web.” Winner of the NTLTD Innovative ETD Award, 2013.

MA(Dist.) in English Literature, Victoria University Of Wellington, 1997.

BA(Hons)(I) in English Literature, Victoria University Of Wellington, 1994.

Professional Experience

Associate Professor, English, North Carolina State University, 2014-.

Associate Professor, English, University of Maryland Baltimore County, 2013-2014

Assistant Professor, English, University of Maryland Baltimore County, 2007-2013.

Assistant Professor, Digital Technology & Culture. WSU Vancouver, 2003-2006.

Publications – Book

Helen J Burgess and Jeanne Hamming. *Highways of the Mind*. Enhanced eBook.
Forthcoming University of Pennsylvania Press, September 2014.

Publications – Interactive DVD-ROM

Biofutures: Owning Body Parts and Information. Robert Mitchell, Helen J Burgess, Phillip Thurtle. DVD-ROM. University of Pennsylvania Press, April 2008.

Red Planet: Scientific and Cultural Encounters with Mars. Robert Markley, Harrison Higgs, Michelle Kendrick, Helen Burgess. DVD-ROM. University of Pennsylvania Press, 2001.

Publications – Journal & Essay

Thomas Swiss and Helen Burgess. “Collaborative New Media Poetry: Mixed and Remixed.” In *The Handbook of Participatory Cultures*, eds. Aaron Delwiche and Jennifer Henderson. Routledge, 2012. 73-81.

“New Media in the Academy: Labor and the Production of Knowledge in Scholarly Multimedia.” With Jeanne Hamming. *Digital Humanities Quarterly* 5.3 (Summer 2011).

“‘Invisible’ Code and the Mystique of Web Writing.” In *From A to <A>: Keywords in HTML and Writing*, eds. Bradley Dilger and Jeff Rice. 2010: University of Minnesota Press. 167-185.

“Nature without Labor’: Virgin Queen and Virgin Land in Sir Walter Raleigh’s *The Discoverie of the Large, Rich, and Bewtiful Emphyre of Guiana*.” *Goddesses and Queens: The Iconography of Elizabeth I*, eds. Lisa Hopkins and Annaliese Connolly. Manchester University Press, 2007. 101-114.

“Road of Giants’: Nostalgia and the Ruins of the Superhighway in Kim Stanley Robinson’s Three Californias”. *Science Fiction Studies* 33.2 (July 2006): 275-290.

“Futurama, Autogeddon: Imagining the Superhighway from Bel Geddes to Ballard.” *Rhizomes: Cultural Studies in Emerging Knowledge* 8 (2004). 1 Nov 2004

“The Dialogics of New Media: Video, Visualization, and Narrative in *Red Planet: Scientific and Cultural Encounters with Mars*.” With Jeanne Hamming and Robert Markley. In *Eloquent Images: Writing Visually in New Media*, eds. Michelle Kendrick and Mary Hocks. MIT Press, 2003. 61-85.

“The Ghost in the Mechanism: Virtual Bodies, Mechanical Ghosts and Crash Test Dummies.” *West Coast Line* 36.1 (2002): 118-129.

“Mapping Bodies, Mapping Subjects: Missing the Mind’s Eye from the X-Ray to the Human Genome.” *Post Identity* 3.2 (2002): 87-104.
“Looking Back on Virtuality: the Strange Corporeographies of Cyberspace.”
Spectator: The University of Southern California Journal of Film and Television Criticism 21.1 (2001): 71-81.

Grants

CAHSS Research Fellowship. 2011. To support development of project *Futurama, Autogeddon: Highways of the Mind from the World's Fair to the World Wide Web*.
Summer Faculty Fellowship. 2008. \$6000 awarded to conduct research and travel for book project *digital/critical: New Media Scholarship in the Humanities*.
Kaufmann/Faculty Innovation Grant. 2008. \$2,000 awarded by the Alex Brown Center for Entrepreneurship for development of *Hyperrhiz: New Media Cultures* infrastructure at UMBC.
Research Grant Award 2005. \$38,000 awarded by the North Carolina Biotech Consortium. Awarded to authors to support development of interdisciplinary DVD-Rom entitled *Biofutures: Owning Body Parts and Information*.

Professional Activities

Editor. *Hyperrhiz: New Media Cultures*. Bowling Green: Bowling Green State University. Electronic journal. ISSN 1555-9351.
Technical Editor & Editorial Board. *Rhizomes: Cultural Studies in Emerging Knowledge*. Bowling Green: Bowling Green State University. Electronic journal. ISSN 1555-9998.
Series Editorial Board. Computing Literature Series, WVU Press/Laboratoire Paragraphe Université Paris VIII – Vincennes Saint-Denis.
Review Panelist. NEH Digital Humanities Startup Grant Program, 2013.
Series Editor. Mariner 10 Multimedia Series, University of Pennsylvania Press. 2001-2012.
Consulting Scholar. Contracted to Humanities Washington as a consultant for the Smithsonian Museum traveling exhibition, “Yesterday’s Tomorrows,” 2003-2005.

Relevant Presentations

“Fourteen Recipes for a Sonnet.” Electronic Literature Organization Conference, Milwaukee WI, June 2014.
“The Problem with Print: publishing born digital scholarship.” UMBC Library Series, Nov. 2013.
“Another kind of 'e'- : Physical Computing and the Exploded Book.” SLSA, Milwaukee, Nov. 2012.
“Innovation in the Library, UMBC: From Digital Depository to e-Publishers.” Digital publishing workshop with Craig Saper and Michelle Flinchbaugh. ACM/IEEE Joint Conference on Digital Libraries. Washington, D.C., June 2012.
“Teaching in the Digital Age Part II: Working and Learning with Media in New Ways.” Faculty Development Center workshop, University of Maryland Baltimore County, March 2012.
“How to Read an Electric Poem.” SLSA, Atlanta, GA, Nov. 2009.
“Futurama Autogeddon.” Session on Digital Media, MLA/ADE Summer Seminar East, Morgantown, WV, Jun. 2008.
“re_critique.” Codework: Exploring Relations Between Creative Writing Practices and Software Engineering. NSF Workshop. Morgantown, WV, Apr. 2008.
“Steal This Multimedia: Information Ownership and the Anxiety of Genre.” SLSA, Portland, ME, Nov. 2007.
“Show Me Your BIOS: Technology, Biology and Open Source Media.” BIOS: The Poetics of Life in Digital Media Symposium. Morgantown, WV, Sept. 2006.
“New Media in the Academy.” SLSA, Duke University, NC, Nov. 2004.

MICHAEL CARTER
The Graduate School
North Carolina State University

Education

- Ph.D. English (specialization in rhetoric and composition) Purdue University, 1986
M.A. English, University of North Carolina-Chapel Hill, 1978
B.A. Political Science, University of North Carolina-Chapel Hill, 1972

Professional Experience

- 2004- Professor of English, North Carolina State University
1992-2004 Associate Professor of English, North Carolina State University
1986-1992 Assistant Professor of English, North Carolina State University
1982-1985 Teaching Assistant, Purdue University
1978-1982 Full-time Instructor, Trident Technical College, Charleston, SC

Administrative Experience

- 2007- Associate Dean, the Graduate School
2005-07 Interim Associate Dean, the Graduate School (half-time)
1999- Associate Director, Campus Writing and Speaking Program
1997-99 Interim Director, Campus Writing and Speaking Program
1996/97 Associate Director, Freshman Writing Program, NCSU
1992/93 Advisor, M. S. program in Technical Communication, NCSU

Grants

- Co-Principal Investigator, National Science Foundation, “The LEONARDO Project: An Intelligent Cyberlearning System for Interactive Scientific Modeling in Elementary Science Education,” \$3,500,000 (2010-2014)
- Co-Principal Investigator, National Science Foundation, “Collaborative Research: CPATH II: Incorporating Communication Outcomes into the Computer Science Curriculum,” \$800,000 (2009-2012)
- Co-Principal Investigator, National Science Foundation, “Multimodal Science: Graphic Enhanced Elementary Science,” \$300,000 (2008-2009)
- Principal Investigator, National Science Foundation, “LabWrite: A National Web-Based Initiative to Use the Lab Report to Improve the Way Students Write, Visualize, and Understand Science,” \$489,159 (2003-2007)
- Principal Investigator, National Science Foundation, “LabWrite: Instructional Modules Utilizing the Lab Report to Help Students Write, Visualize, and Understand Science,” \$87,260, (2000-01)

Awards

- 2008 National Council of Teachers of English Award for Best Article on Pedagogy or Curriculum in Technical or Scientific Communication for “Writing to Learn by Learning to Write in the Disciplines” (co-authored with Miriam Ferzli and Eric N. Wiebe)
- Richard Braddock Award for the outstanding article on writing or the teaching of writing published in *College Composition and Communication* during 2007 for “Ways of Knowing, Doing, and Writing in the Disciplines”

- The Ephriam I. Schechter Award for Excellence in Undergraduate Assessment at North Carolina State University 2006
- The Award for Outstanding Contributions to Undergraduate Education 2002

Selected Publications

BOOK

Where Writing Begins: A Postmodern Reconstruction. Carbondale, IL: Southern Illinois University Press, 2003. Excellence

ARTICLES, BOOK CHAPTERS, PROCEEDINGS

Meagan Kittle Autry and Michael Carter. "NC State Graduate School's Thesis and Dissertation Support Services: Program Profile." *Composition Forum*. (submitted for publication)

Susan Ruff and Michael Carter. "Characterizing Employers' Expectations of Communication Abilities of New Engineering Graduates" *Journal of Excellence in College Teaching*. (submitted for publication)

Janet Burge, Paul Anderson, Gerald Gannod, Michael Carter, Mladen Vouk. "First Steps Toward Integrating Communication Instruction Throughout Computer Science and Software Engineering Curricula." *Computers in Education Journal* 3.2 (April-June 2012): 34-48.

Michael Carter, Gerald Gannod, Janet Burge, Paul Anderson, Mladen Vouk, and Mark Hoffman. "Communication Genres: Integrating Communication into the Software Engineering Curriculum." *Proceedings of the 24th IEEE-CS Conference on Software Engineering Education and Training*, 2011.

James Minogue, Lauren Madden, John Bedward, Eric N. Wiebe, and Mike Carter. "The Cross-Case Analyses of Elementary Students' Engagement in the Strands of Science Proficiency." *Journal of Science Teacher Education* 21 (2010): 559-587.

Michael Carter. "Expanding the Role of Technical Communication through Assessment: A Case Presentation of ABET Assessment." *Assessment in Technical and Professional Communication*. Eds. Jo Allen and Margaret Hundleby. Amityville, NY: Baywood, 2010. 89-111.

Susan Ruff and Michael Carter. "Communication Learning Outcomes from Software Engineering Professionals: A Basis for Teaching Communication in the Engineering Curriculum." *Proceedings of the ASEE/IEEE Frontiers in Education Conference*, 2009, T1A-1-T1A-6.

Michael Carter, Miriam Ferzli, and Eric Wiebe. "Writing to Learn by Learning to Write in the Disciplines." *Journal of Business and Technical Communication* 21 (July 2007): 278-302.

Michael Carter. "Ways of Knowing, Doing, and Writing in the Disciplines." *College Composition and Communication* 58 (February 2007): 385-418.

Michael Carter, Miriam Ferzli, and Eric Wiebe. "Teaching Genre to English First-Language Adults: A Study of the Lab Report." *Research in the Teaching of English* 38 (May 2004): 395-419.

Christopher Crosbie

christopher.crosbie@ncsu.edu
North Carolina State University, Department of English
Tompkins Hall, Box 8105 Raleigh, NC 27695

Professional History

North Carolina State University, Assistant Professor of English, 2008-present
Trinity University, Assistant Professor of English, 2007-2008

Education

Ph.D., English, Rutgers University, May 2007.
M.A., English, Rutgers University, 2002.
M.A., English, University of North Carolina at Greensboro, 1999.
B.A., English, Messiah College, 1995.

Book Project

Philosophies of Retribution: Revenge Tragedy and the Classical Thought in the Age of Shakespeare (under review)

Publications

Articles

“Publicizing the Science of God: Milton’s Raphael and the Boundaries of Knowledge,” *Renaissance* (forthcoming 2014).

“*The Comedy of Errors*, *Haecceity*, and the Metaphysics of Individuation,” *Renaissance Papers* (forthcoming 2014).

"Shakespeare and the Sword of Lath: The Longleat Manuscript Reconsidered," *English Literary Renaissance* 44.2 (2014): 221-240.

“*Oeconomia* and the Vegetative Soul: Rethinking Revenge in *The Spanish Tragedy*,” *English Literary Renaissance* 38.1 (2008): 3-33.

“Fixing Moderation: *Titus Andronicus* and the Aristotelian Determination of Value,” *Shakespeare Quarterly* 58.2 (2007): 147-173.

“Goodly Physis: Disease, Purgation, and Anatomical Display in Shakespeare’s *Troilus and Cressida*,” *Renaissance Papers* (1999): 79-95.

“Sexuality, Corruption, and the Body Politic: The Paradoxical Tribute of *The Misfortunes of Arthur* to Elizabeth I,” *Arthuriana* 9 (1999): 68-80.

Commissioned Chapters in Essay Collections

"Francis Bacon and Aristotelian Afterlives," *A Companion to British Literature*, ed. Robert DeMaria Jr., Heesok Chang, and Samantha Zacher (Oxford: Wiley-Blackwell, 2014), 231-248.

“The State of the Art: *The Revenger’s Tragedy* at the Turn of the Millennium,” *The Revenger’s Tragedy: A Critical*

Reader, ed. Brian Walsh (London: Bloomsbury Arden, under contract, in-progress).

Reference Entries

"Hughes, Thomas," *The Blackwell Encyclopedia of English Renaissance Literature, Vol. 2*, ed. Garret A. Sullivan Jr. and Alan Stewart, (Oxford: Wiley-Blackwell, 2012): 520-521.

Distinctions

Alumni Association Outstanding Teacher Award, North Carolina State University, Spring 2011
Outstanding Teacher Award, North Carolina State University, Spring 2011
Lonnie and Carol Poole Award for Excellence in Teaching, 2009-2010
CHASS Research and Scholarship Award, North Carolina State University, Spring 2010
Folger Shakespeare Library Short-term Fellow, 2009-2010
J. Leeds Barroll Dissertation Prize, Shakespeare Association of America, 2008
Mellon Folger Library Research Award, 2006
Rutgers University Graduate School Dissertation Teaching Award, 2004
Rutgers University Dissertation Fellowship, 2002-2003
Spencer L. Eddy Prize for Best Published Essay, Rutgers University, 2001
Folger Shakespeare Library *Consortium Grant*, 2001
Best Thesis Award, University of North Carolina Greensboro, University-wide Competition, 1999

Book Reviews

Family and the State in Early Modern Revenge Drama: Economies of Vengeance, by Chris McMahon, *Medieval and Renaissance Drama in England* (forthcoming 2014).

English Revenge Drama: Money, Resistance, Equality, by Linda Woodbridge and *Women and Revenge in Shakespeare: Gender, Genre, and Ethics*, by Marguerite A. Tassi (dual review), *Shakespeare Quarterly* 63.2 (2012): 253-256.

Deathly Experiments: A Study of Icons and Emblems of Mortality in Christopher Marlowe's Plays, by Clayton G. MacKenzie, *The Sixteenth Century Journal* 43.2 (2012): 458-459.

Science, Literature and Rhetoric in Early Modern England, ed. Juliet Cummins and David Burchell, *Renaissance Quarterly* 61.4 (2008): 1406-1407.

Rhetorical Readings, Dark Comedies, and Shakespeare's Problem Plays, by Ira Clark, *Comparative Drama* 42.2 (2008): 246-249.

Professional Service

Essay referee for *Shakespeare Quarterly*
Essay referee for *Modern Philology*
Book proposal referee for Broadview Press

Professional Affiliations

Shakespeare Association of America
Renaissance Society of America
Marlowe Society of America
Modern Language Association

Huiling Ding

Email: hding@ncsu.edu

Work: Tompkins 131C, Department of English, NC State University

Phone: 919-515-4120 (O)

Education

Ph.D., Rhetoric and Composition

Department of English, Purdue University, West Lafayette, IN, 2007

Dissertation: *The Rhetoric of a Global Epidemic: Intercultural and intracultural professional communication about SARS*

(Dissertation advisor: Patricia Sullivan)

M.A. in English, Department of English, Northern Illinois University. 2002

B.A. in Medical English, Department of English for Medical Purposes, Xi'an Medical University, P.R. China. 1997

Academic Positions

Assistant professor, Technical Communication, NC State University, 2012-present

Program Faculty, Communication, Rhetoric and Digital Media Program (Ph.D.), NCSU, 2012-present

Publications

Scholarly monograph

Rhetoric of Global Epidemic: Transcultural Communication about SARS. Southern Illinois University Press. 2014.

Edited collection

Ding, H., and Savage, J. (2013). Guest editors. *Technical Communication Quarterly* Special Issue: New Developments in Inter/transcultural Professional Communication. 22.

Under Revision

Ding, H. Cross-culturally narrating risks, imagination, and realities of HIV/AIDS: Emerging genre of online “risky aids narratives” and potential intermediation of this occluded genre. Ed. Miller, Carolyn. *Emerging Genres in New Media Environments*.

Revised and resubmitted

Ding, H. & Zhang, J. Corpus-assisted discourse and metaphorical analyses of HIV/AIDS patient narratives: Cross-cultural comparison of two discussion forums in the United States and in China. *Journal of Technical Writing and Communication*. (60% contribution)

Katz, S., Hughes, E., Mogull, S., Ding, H., Ramirez, B. Scientific communication and ethics: The development of a rubric for defining, measuring, and teaching. *Technical Communication Quarterly*. (20% contribution)

Published

Zhang, J., & Ding, H. (2014). Constructing HIV/AIDS on the Internet: A comparative rhetorical analysis of online narratives in the United States and in China. *International Journal of Communication*. 8, 1415–1436.

Ding, H. (2014). Transnational quarantine rhetoric: Mandatory, voluntary, and coerced quarantines, public communication, and stigmatization in SARS. *Journal of Medical Humanities*.

Ding, H., & Pitts, E. (2013). Singapore's quarantine rhetoric and human rights in emergency health risks. *Rhetoric, Professional Communication, and Globalization*. 4. 1 55-77. Special issue on human rights. September 2013.

Co-edited by Sapp, D. A., Savage, G. J. and Mattson, K. (70% contribution)

Ding, H., and Ding, X. (2013). 360-degree rhetorical analysis of job hunting: A four-part, multimodal project. *Business Communication Quarterly*. 76(2) 239–248

Ding, H. (2013). My professional life as an ESL trainer/technical translator in Shanghai, China. In Savage, J., and Yu, H. *Negotiating Cultural Encounters: Narrating Intercultural Engineering and Technical Communication*. Wiley/IEEE Press.

247-282.

Ding, H. (2013). Transcultural risk communication and viral discourses: Grassroots movements to manage global risks of H1N1 flu Pandemic. *Technical Communication Quarterly*. 22, 126-149.

- **2013 Nell Ann Pickett Award for Best Article in TCQ**

Ding, H., & Savage, J. (2013). Guest editors' introduction: New directions in intercultural professional communication. *Technical Communication Quarterly*. 22, 1-9. (70% contribution)

Ding, H. (2012). Grassroots emergency health risk communication and transmedia public participation: H1N1 flu, travelers from epicenters, and cyber vigilantism. *Rhetoric, Professional Communication, and Globalization*. 3, 15-35.

Ding, H., & Zhang, J. (2010). Social media and participatory risk communication during the H1N1 flu epidemic: A comparative study of the United States and China. *China Media Research*. 6, 80-90. (60% contribution)

Ding, H. (2010). Technical communication instruction in China: Localized programs and alternative models. *Technical Communication Quarterly*. 19, 300–317.

Ding, H. (2010). A case study of the impact of digital documentation on professional change: The WPA electronic mailing list, knowledge network, and community outreach.” Ed. Lamberti, Adrienne, and Anne R. Richards. *Complex Worlds: Digital Culture, Rhetoric, and Professional Communication*. Amityville, NY: Baywood Publishing Company. 117-132.

Ding, H. (2009). Rhetorics of alternative media in an emerging epidemic: SARS, censorship, and participatory risk communication. *Technical Communication Quarterly*. 18, 327–350.

Ding, H. (2009). Alternative forms of technical communication in China: Localized programs and new developments. *Conference of Professional, Technical, Scientific Communication Proceeding*.

Ding, H. (2008). The use of cognitive and social apprenticeship to teach a disciplinary genre: Initiation of graduate students into NIH grant writing. *Written Communication*. 25, 3-52.

- **2008 Editor's Pick New Scholar Award**

Ding, H., & Ding, X. (2008). Project management and process-oriented approach to teamwork. *Business Communication Quarterly*. 71, 456-471. (80% contribution)

Courses taught

Engl 333, Communication for Science and Research
Engl 425, Analysis of Scientific and Technical Writing

Engl 512, Theory and Research in Professional Writing
Engl 626, Advanced Writing for Empirical Research

Capstone Projects and Dissertations

Capstone project chair

Heath, Alexandra. Orientation materials for IBM's new hire in Information Development. 2014

Nocera, Heather M. The imagined communities of non-profit twitter. 2014

Hansley, Maria Susana. Strategic advisors' knowledge base. 2014

Peterssen, Robert. Life@IBM. 2014

Ragsdale, Brittney. Eng 332A TA guide. 2014

Departmental Services: NC State University

CRDM Program Committee Member, 2013-2014
Associate Member of Graduate Faculty, 2012-present
MS Committee Member, 2012-present

CRDM Program Faculty Member, 2012-present
Professional Writing Committee Member, 2012-present
First-Year Writing Council, 2013

ROBIN DODSWORTH

Department of English
Tompkins Hall, Box 8105
Raleigh, NC 27695-8105
robin_dodsworth@ncsu.edu
(919) 269-6587

EDUCATION

2005 Ph.D., Linguistics, The Ohio State University
2004 M.A., Linguistics, The Ohio State University
2000 B.A. (Honors, *summa cum laude*), French and Economics, University of Dayton

EMPLOYMENT

2013-present Associate Professor, North Carolina State University Department of English
2007-2013 Assistant Professor, North Carolina State University Department of English
2008-2009 Linguistics consultant, United States Secret Service
2005-2007 Assistant Research Scientist, Center for Advanced Study of Language, University of Maryland

RESEARCH FUNDING

2013-2017 National Science Foundation grant 1323153. "Class, Network, and Dialect Contact in Raleigh, NC". \$250,003.
2011 NC State Extension grant, \$1300.
2009-2010 NC State FRDP Multidisciplinary grant, "On place: A framework for multidisciplinary exploration of place-based narratives". \$20,000.
2008-2009 NC State FRDP Individual Program grant, "An exploratory study of sociolinguistic variation in Raleigh, NC". \$5,600.

EDITED VOLUME

2011 Michnowicz, Jim and Robin Dodsworth (eds.). *Selected Proceedings of the 5th Workshop on Spanish Sociolinguistics*. Somerville, MA: Cascadilla.

RECENT ARTICLES

forthcoming Dodsworth, Robin. Community network structure and the reversal of Southern vowels in Raleigh, NC. *University of Pennsylvania Working Papers in Linguistics: Selected Papers* from NWAV 42.
2013 Dodsworth, Robin. Speech communities, social networks, and communities of practice. In Janet Holmes and Kirk Hazen (eds.), *Research Methods in Sociolinguistics*. Wiley-Blackwell. 262-275.
2013 Owens, Jonathan, Robin Dodsworth, and Mary Kohn. Subject expression and discourse embeddedness in Emirati Arabic. *Language Variation and Change* 25.

- 2013 Dodsworth, Robin. Retreat from the Southern Vowel Shift in Raleigh, NC: Social factors. *University of Pennsylvania Working Papers in Linguistics: Selected Papers* from NWAV 41, 19.2.
- 2013 Dodsworth, Robin and Mary Kohn. Dialect reallocation in Southern U.S. English. M. Putz, Monika Reif, and J. Robinson (eds.) *Variation in Language and Language Use: Linguistic, Socio-Cultural, and Cognitive Perspectives*. Frankfurt: Peter Lang. 16-35.
- 2012 Dodsworth, Robin and Mary Kohn. Urban rejection of the vernacular: The SVS undone. *Language Variation and Change*, 24: 221-245.

RECENT PRESENTATIONS

- 2014 Dodsworth, Robin. Oppression via linguistic prejudice: Rachael Jeantel's testimony in the trial of George Zimmerman. Invited panel presentation at the NC State Association of English Graduate Students Conference, March 21.
- 2013 Dodsworth, Robin. Network structure and the reversal of the Southern Vowel Shift in Raleigh, NC. Invited colloquium, University of Pennsylvania Department of Linguistics, December 5.
- 2013 Dodsworth, Robin. Two-mode network data and the Southern Vowel Shift. *New Ways of Analyzing Variation* 41, Pittsburgh, October 19.
- 2013 Prichard, Hilary and Dodsworth, Robin. Where education and salience meet, local dialects retreat. *New Ways of Analyzing Variation* 41, Pittsburgh, October 19.

RECENT PROFESSIONAL ACTIVITIES AND SERVICE

- Reviewer, *Language Variation and Change*, *Journal of Sociolinguistics*, *Language and Linguistics Compass*, *Linguistics*, *Language and Gender*, *Anthropological Linguistics*, *Phonology*, *Frontiers in Psychology*, *Laboratory Phonology*, and *New Ways of Analyzing Variation* conference
- Presentations about language variation and change to Raleigh-area nursing homes (2012-present)
- Faculty advisor, Alternative Service (Spring) Break, Raleigh trip (focus on hunger and homelessness), 2013-2014

Curriculum Vitae

Marc Kevin Dudley, Ph.D.

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Education

- 2006, Ph.D. (20th Century American Literature/African American Literature), University of North Carolina at Chapel Hill (Chapel Hill, NC)
1998, M.A. (Literature), North Carolina State University (Raleigh, NC)
1995, B.A. (double major in History and English), Campbell University (Buies Creek, NC)

Courses Taught and Developed

- *"Dream Deferred: American Idealism and the African American Experience" (ENG 248: Special Topics), Maymester 2014
*"Writer--Lost and Found: Ernest Hemingway and Ideas of Identity" (ENG 420), Spring 2014
*"Sold Out: Twentieth Century American Drama and the Aporia of the American Dream" (ENG 636: Graduate Directed Reading), Fall 2013
* "Black Popular Culture: (Re)Scripting Ideas and Images of Blackness" (AFS 346) Fall 2013
*"African American Literature: Negotiating The American Dream" African American Graduate Seminar, (ENG 548/448), Summer 2013
*"("Too) Great Expectations: 1950s America, Masculinity, and the Failing Dream" (ENG 636: Graduate Directed Reading), Summer II 2013
*"Ernest Hemingway and the Act of Acculturation" (ENG 491H: Undergraduate Directed Reading), Spring 2013
*"("Re)claiming the Black Body: Blackness and Corporeal Representations in Literature" (ENG 636: Graduate Directed Reading), Spring 2013
*"Ernest Hemingway and the Existential Moment" Senior Survey of American Literature/Major American Authors (ENG 420), Spring 2013
*"Dream Deferred(?): Blackness and the American Ideal" (ENG/AFS 548: African American Graduate Seminar), Fall 2012
*"Hemingway's Gendered Identities" (ENG 636: Graduate Directed Reading), Spring 11
Survey of African American Literature--Online Learning(DELTA) Summer 2010
*"The Problem of Race: Race Theory in African American Literature" (ENG/AFS 548: African American Graduate Seminar), Fall 2010
*Senior Survey of African American Literature (ENG/AFS 448), 2006-Present
*Survey of African American Literature (ENG/AFS 248), 2006-Present
*Survey of American Literature II: America since 1865 (ENG 266), 2006-Present
*First Year Writing/Composition/"Writing Across the Disciplines" (ENG 101), 2005-2006 (NCSU)

Publications

Books: *Hemingway, Race and Art: Bloodlines and the Color Line*
(Kent State University Press, February 2012)

Articles: “Killin’ em with Kindness: ‘The Porter’ and Hemingway’s Racial Cauldron” (*The Hemingway Review*, Spring 2010)

Book Chapters: “Reading Between the Color Line(s): Teaching Race In Hemingway’s the Battler,” book chapter for the *Teaching Hemingway Series* by Kent State University Press, ed. Mark Ott (to be published in 2015)

Reviews: A Review of *Hemingway and the Black Renaissance*, ed. Gary Edward Holcomb and Charles Scruggs, *African American Review*, (TBD).

Conferences and Presentations

*“The (Real) Stuff of Which Dreams Are Made: Race and Hemingway’s Self-Made Man” (16th Biennial International Hemingway Society Conference; Venice, Italy—June 2014)

*Host of civil rights documentary “Soundtrack for a Revolution” and discussion moderator for the Eleventh Annual Africana Studies African Diaspora Film Festival, NCSU, (October 29th, 2013)

*“Sportsman, Modern, (Racial) Progressive (?): Ernest Hemingway and the Complications of Race.” Invited talk/lecture at Campbell University, Buies Creek, NC; April 4, 2013

*“Charles Chesnut’s Americana : The Conjure Stories and the Self-Made Man” (South Atlantic Modern Language Association; Durham, North Carolina—Nov 2012)

*“*Ernest Hemingway, Race and Art: Bloodlines and the Color Line*,” (A book talk/discussion forum, African American Cultural Center, NCSU; Sept 26th, 2012)

“The Ties That (Don’t) Bind: Hemingway’s Friendships in Red, White, and Black” (Presented at South Atlantic Modern Language Association; Atlanta, Georgia—November 2011)“Indian Camps, “Badlands,” and the Spaces in Between: Race in Hemingway’s “Indian Stories” and McCarthy’s *All the Pretty Horses* (Presented at South Atlantic Modern Language Association; Atlanta, Georgia--November 2010)

*“Standing in the Shadow of the (Racial) Mountain: Hemingway’s Under Kilimanjaro and the Crafting of Identity” (14th Biennial International Hemingway Society Conference: Hemingway’s Extreme Geographies; Lausanne, Switzerland--July 2010)

*“Under Kilimanjaro, Between Black and White: Africa and Hemingway’s Racial Mountain” (Presented at South Atlantic Modern Language Association; Atlanta, Georgia—November 2009)

*“Killin’ em with Kindness: Tempered Blackness and Hemingway’s Racial Storm” (Presented at South Atlantic Modern Language Association; Louisville, Kentucky—November 2008)

Works in Progress

“Indian Camps, ‘Badlands,’ and the Spaces in Between: Race, The Code Hero and Cormac McCarthy’s Debt to Hemingway,” (article in progress)

Bruised, Battered and Black: Toni Morrison and African American Masculinity (working title for a book manuscript in progress)

“Morphing, Magic and Mythmaking: Toni Morrison’s Crafting of Story” (article in progress)

“Singin’ the Blues and Saying Nothin’: The Blues and Existentialism in Jones’s *Corregidora*” (article in progress)

Casie J. Fedukovich

Assistant Professor

Associate Director, First-Year Writing Program
Department of English, Box 8105
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ACADEMIC APPOINTMENTS

Assistant Professor of English, North Carolina State University, August 2011-present
Affiliate Faculty, Communication, Rhetoric, and Digital Media Program, North Carolina State University, November 2012-present

ADMINISTRATIVE APPOINTMENTS

Aug. 2011-present	Associate Director, First-Year Writing Program Graduate Student Support North Carolina State University
Jan. 2013-May 2013	Acting Director, First-Year Writing Program North Carolina State University
Aug. 2009-May 2010	Assistant Director, First-Year Composition University of Tennessee
May 2009-Aug. 2009	Acting Director, Composition University of Tennessee

EDUCATION

2011	PhD, English: Rhetoric, Writing, Linguistics University of Tennessee, Knoxville
2011	Graduate Certificate, Educational Psychology Qualitative Research Methods and Methodologies
2006	MA, English: Poetry University of Tennessee, Knoxville
2002	BA, English: Journalism, Writing Concord College, Athens, West Virginia

SELECTED TEACHING AT NC STATE

Undergraduate Courses

English 101: Introduction to Academic Writing

Graduate Courses

English 511: Theory and Research in Composition

English 624: Teaching College Composition

RESEARCH INTERESTS

Composition; writing program administration; research methods and methodologies; graduate teacher training; material rhetorics

PUBLICATIONS

Refereed

Journal Articles

“WPA as Tempered Radical: Lessons from Occupy Wall Street.” *Writing Program Administrators* 37.1 (Fall 2013): 112-128.

“Standing Against Future Contingency: Activist Mentoring in Composition.” *Workplace: A Journal for Academic Labor* 22 (2013): 40-52.

"This is Not Bootcamp: Radicalizing the Teacher Preparation Seminar." *Language Arts Journal of Michigan* (Spring 2013): 55-60.

"Strange Exports: Working-Class Appalachian Women in the Composition Classroom." *The Journal of Appalachian Studies* 15.1-2 (2009): 140-54.

Additional refereed works

"Mentoring: An Incantation." (poem) With Kirsten Benson. *Pietho*. Ed. Barb L'Eplattenier. 12.1-2 (2010).

Chapters in edited collections

Forthcoming. "Allies Against Common Corps: An Invitation to Stand Together." In *Schools Against Neoliberal Rule*. Eds., Mark Abendroth and Brad Porfilio. Charlotte, NC: Information Age Publishing, 2014.

Forthcoming. "A State of Permanent Contingency: Writing Programs, Hiring Practices, and a Consistent Breach of Ethics." With Susan Miller-Cochran, Brent Simoneaux, and Robin Snead. *A Statement in Recension: "Principles and Standards for the Postsecondary Teaching of Writing" for the 21st Century*. Eds. Randall McClure, Dayna Goldstein, and Michael Pemberton. Anderson, SC: Parlor Press, 2014.

Selected Works in Progress

"Being of Use: Narratives of Pragmatism and Presence from Working-Class GTAs." *Identity and Status in First-Year Writing*. Eds., Elizabeth Kimball, Melissa Nicolas, and Karen Schiler. [book chapter, accepted for publication]

"Free to Dance: Somatic Teaching in First-Year Composition." *Composing Ourselves*. Eds., Lillie Cranton and C. Renee Love. Lander University. [book chapter, accepted for publication]

"Writing for Publication: A Guide to Dissertations, Theses, Articles, and Abstracts." With Michael L. Keene. [under review]

"DIYing our Campus Neighborhoods: Microactivism and the National Day on Writing." [under review]

"Pronoun Dance: Composition, Gender Play, and Performance." With Jacob Clayton. *In preparation*.

SELECTED CONFERENCE PRESENTATIONS

Forthcoming. "The Myth of Tiers: Proposing a Chaos of Agency for WPAs." Writing Program Administrators. Normal, IL. July 2014.

Forthcoming. "Between a Rock and a Hard Place: Distributed Administration and Administrative Advocacy in an Age of Contingency." With Susan Miller-Cochran. Writing Program Administrators. Normal, IL. July 2014.

"The GenderQueered Class: Reflecting on TA Training in Composition." Writing Program Administrators. Savannah, Georgia. July 2013.

"Post-It Soulcraft: NDOW, Secrets, and Positive Loitering." Conference on College Composition and Communication. Las Vegas, Nevada. March 2013.

"Building Bridges I Can't Cross: Can I Safely Navigate a Cross-Department Initiative?" The Carolinas Writing Program Administrators Conference. Little Switzerland, NC. September 2012.

"Riffraff: Using Street Performance to Shift WPA Landscape." Writing Program Administrators Conference. Albuquerque, New Mexico. July 2012.

"Passion and the Postcritical WPA." Research Network Forum. Conference on College Composition and Communication. St. Louis, Missouri. March 2012.

PAUL FYFE

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EMPLOYMENT

Assistant Professor of English, North Carolina State University (2013-)
Assistant Professor of English, History of Text Technologies, Florida State University (2009-2013)

EDUCATION

PhD in English Language and Literature, University of Virginia (2009)
B.A., English with Honors, pre-med, magna cum laude, Wake Forest University (1998)

BOOKS

By Accident or Design: Writing the Victorian Metropolis. Monograph accepted for publication at Oxford University Press.

WORK IN PROGRESS

The Blackwell's Reader in the History of the Book. Co-edited with Sarah Werner. Proposal under development for Blackwell Publishing.

Victoria Telecom: Writing in the Age of Transmission. Book project on Victorian literature amid a changing media ecology from the railway to radio.

"Victoria's Lost Pavilion: Recreating the Arts in Digital Space." Interdisciplinary project to recreate historical architecture in three-dimensional digital space.

"Technologies of Serendipity." *Victorian Periodicals Review* (forthcoming 2015).

"1862, Accidental Death: Lizzie Siddal and the Poetics of the Coroner's Inquest." *Victorian Review* (forthcoming 2014).

PUBLICATIONS

"The Scholarly Monograph Unbound." *Literature Compass* 10.8 (August 2013): 643-654.

"Illustrating the Accident: Railways and the Catastrophic Picturesque in the *Illustrated London News*." *Victorian Periodicals Review* 46.1 (Spring 2013): 61-91.

"Electronic Errata: Digital Publishing, Open Review, and the Futures of Correction." *Debates in the Digital Humanities*. Ed. Matthew Gold. Minneapolis: University of Minnesota Press, 2012. 259-280.

"The Opening of the Liverpool and Manchester Railway, 1830." *BRANCH*. Ed. Dino Franco Felluga. Extension of *Romanticism and Victorianism on the Net* (2012). Web.

"Digital Pedagogy Unplugged." *Digital Humanities Quarterly* 5.3 (Summer 2011). Web.

"How to Not Read a Victorian Novel." *Journal of Victorian Culture* 16.1 (April 2011): 102-106.

"Accidents of a Novel Trade: Industrial Catastrophe, Fire Insurance, and *Mary Barton*." *Nineteenth-Century Literature* 65.3 (December 2010): 315-46.

"The Random Selection of Victorian New Media." *Victorian Periodicals Review* 42.1 (Spring 2009): 1-23.

Online edition of "Mrs. Holmes Grey" by William Michael Rossetti. *The Rossetti Archive*. Ed. Jerome McGann. Institute for Advanced Technology in the Humanities, University of Virginia. Web.

SELECTED PRESENTATIONS AND CONFERENCES

- “Technologies of Serendipity.” Research Society for Victorian Periodicals, University of Delaware (accepted for 2014)
- “Counting Words with Henry James.” Digital Humanities 2013, University of Nebraska—Lincoln (2013)
- “How to Not Read a Victorian Novel.” MLA, Seattle, WA (2012)
- “Performing Wombats; or, The Past and Future Play of Victorian Proofreading.” NAVSA, Vanderbilt University (2011)
- “The Chapter of Accidents of the Victorian Newspaper.” Invited presentation. Georgia Colloquium in Eighteenth- and Nineteenth-Century Literature, University of Georgia (2011)
- “Boz on the Bus.” Victorians Institute, Coastal Carolina University (2011)
- “Illustrating the Accident: Railways and the Catastrophic Picturesque.” Research Society for Victorian Periodicals, Yale University (2010)
- “The Great Exhibition and the Explosion of Print.” Centre for the History of the Book, University of Edinburgh, Scotland (2010)
- “Popular Media and Random Access.” NAVSA, Yale University (2008)
- “Accidents of a Novel Trade: Insurance, Industrial Catastrophe, and *Mary Barton*.” NAVSA, University of Victoria (2007)

SELECTED HONORS AND AWARDS

- CHASS Scholarship and Research Award, North Carolina State University (2014)
- Interdisciplinary Nineteenth-Century Studies (INCS) Essay Prize (2013)
- Committee on Faculty Research Support Grant (COFRS), Florida State University (2013)
- Faculty Research Library Materials Grants, Florida State University (2010, 2011)
- NINES Graduate Fellow, University of Virginia (2008-2009)
- Rosemary VanArsdel Prize for best graduate paper, Research Society for Victorian Periodicals (2008)
- NAVSA Graduate Award for best paper presented at the annual conference (2007)

ACADEMIC SERVICE AND RELATED EMPLOYMENT

- Coordinator of Digital Humanities, English Department, North Carolina State University (2014-)
- Program Faculty, Communication, Rhetoric, and Digital Media (CRDM) PhD Program, North Carolina State University (2013-)
- Co-organizer, Collaborations in Humanities, Arts, and Technology (CHAT) Festival (2013-2014)
- Executive Committee, MLA Discussion Group in Computer Studies in Language and Literature (2008-2013)
- Grant Review Panelist, Office of Digital Humanities, National Endowment for the Humanities (2011, 2013)
- Committee Member and Co-Chair, Task Force on Scholarly Communication, Florida State University (2011-2013)
- Advisory Board, Digital Pedagogy Project, ed. Katherine Harris, Jentery Sayers, Matthew Gold, and Rebecca Davis (2011-)
- Organizer and Instructor, Digital Scholars Reading Group, Florida State University (2009-2013) <<http://digitalscholars.wordpress.com>>
- Teaching and Technology Support Partner, Instructional Technology Group, University of Virginia (2007-2009)
- Project Manager, *Dante Gabriel Rossetti: A Hypermedia Research Archive*, Institute for Advanced Technology in the Humanities, University of Virginia (2005-2007)

Ora Gelley
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CURRENT POSITION

Associate Professor of Film Studies	Dept. of English	North Carolina State University Spring 2014 - Continuous
Assistant Professor of Film Studies	Dept. of English	North Carolina State University Fall 2008 - Spring 2014

EDUCATION

University of Chicago	English (Cinema/Media Emphasis)	Ph.D. , August 2003
University of Amsterdam	Graduate Film Studies Program	Sept. - Dec. 1993
Univ. of California, Santa Cruz	Comparative Literature	B.A. with Honors, June 1991
University of Padua, Italy	Faculty of Letters	1988 – 1989

ACADEMIC HONORS AND AWARDS

NEH Summer Stipend Grant, Summer 2009.

Andrew W. Mellon Postdoctoral Fellowship, Dartmouth College, 2003 – 2005.

TEACHING EXPERIENCE

Assistant Professor of Film Studies, Department of English North Carolina State University	2008 - 2014
Post-doctoral Teaching Fellow, Department of English Tulane University	2006 – 2008
Assistant Professor, Department of Communication and Design, Bilkent University, Ankara, Turkey	2005 - 2006
1. Introduction to Communication/Media Studies I	Fall 2005
2. Popular Culture	Fall 2005
3. Film Theory	Spring 2006
4. Critical Approaches to Popular Culture (M.A. level course)	Spring 2006
Mellon Postdoctoral Fellow, Department of Film & Television Studies/Leslie Humanities Center Dartmouth College	2003 – 2005
Lecturer, Department of English, University of California, Irvine	2002 - 2003

Lecturer, Humanities Core Course, University of California, Irvine

1999 - 2002

PUBLICATIONS

Book:

Stardom and the Aesthetics of Neorealism: Ingrid Bergman in Rossellini's Italy (Routledge, June 2012).

Articles:

"National Identity and Realism in Postwar Italian Film and Film Theory." Included in the collection, *Realism in European Film Theory*, edited by Temenuga Trifonova. London: Routledge (AFI Film Readers Series, Fall 2008). 286 – 300.

"Ingrid Bergman's Star Persona and the Alien Space of Stromboli." *Cinema Journal* Winter 2008 : 26 – 51.

"*Europa 51*: The Face of the Star in Neorealism's Urban Landscape." *Film Studies* Winter 2004, special issue on European cinema: 39 – 57.

"A Response to Dominick LaCapra's 'Lanzmann's Shoah.'" *Critical Inquiry* Spring 1998: 830 – 832.

"Narration and the Embodiment of Power in *Schindler's List*." *Film Criticism* Winter 1997 – 98: 2 – 26.

SCHOLARSHIP IN PROGRESS

(Book project) *Film Form and Violence in New European Cinema*.

(Article) "Violence and the Gaze in Catherine Breillat's *Fat Girl (À Ma Soeur!)*." To be submitted for peer review to the journal, *Camera Obscura* (September, 2014).

(Article) To be submitted for peer review (January, 2015) to the journal, *Film Quarterly*, on Lars Von Trier's *The Idiots* (1998).

SPECIALIZED COURSES

North Carolina State University Amsterdam Study Abroad Program. Conceived of and co-directed, July - August, 2014 and July – August, 2012.

Jack and Anita Hess Faculty Seminar, Holocaust Geographies: An Interdisciplinary Approach to Teaching about the Holocaust. United States Holocaust Memorial Museum, January 4–10, 2012.

NEH Summer Seminar, "Terror and Culture: Revisiting Hannah Arendt's *Origins of Totalitarianism*." Stanford University, June 27 – August 4 2005.

TRAVEL AND LANGUAGES

Extended stays in Turkey, the Netherlands, Italy, and Germany. Excellent speaking and reading knowledge of Italian and Dutch. Fair speaking and good reading knowledge of German and French.

June 2014

Curriculum Vitae

Marsha Gordon

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EMPLOYMENT

2008-present Associate Professor of Film Studies, Dept. of English, North Carolina State University
2011-2013; 2007-2009 Director of the Film Studies Program, North Carolina State University
2002-2008 Assistant Professor of Film Studies, Dept. of English, North Carolina State University

EDITORIAL WORK

2013 Editor of *The Moving Image* (U Minnesota Press) for issue 13.1.
2009-2012 Co-editor of *The Moving Image* (University of Minnesota Press), the journal of the Association for Moving Image Archivists.

EDUCATION/DEGREES

2001 Ph.D., English (Film Studies), University of Maryland.
1996 M.A., English (Film Studies), University of Maryland.
1993 B.A., English, University of California at Riverside, Magna Cum Laude.

PUBLICATIONS:

Books

1) *Learning with the Lights Off: Educational Film in the United States*. Co-edited with Dan Streible and Devin Orgeron. Oxford University Press, January 2012. 544 pages.

Award: First Place, Best Edited Collections for 2013, Society for Cinema and Media Studies.

2) *Hollywood Ambitions: Celebrity in the Movie Age*. Wesleyan University Press (2008).

Book Chapters

“Multi-Purposing Early Cinema: A Psychological Experiment Involving *Van Bibber’s Experiment* (Thomas Edison, 1911).” *Beyond the Screen: Institutions, Networks and Publics of Early Cinema*, edited by Marta Braun, Charlie Keil, Rob King, Paul Moore, and Louis Pelletier. UK: John Libbey Press, 2012. 153-160.

“GI’s Documenting Genocide: Amateur Films of WWII Concentration Camps.” *Film and Genocide*, edited by Tomas Crowder and Kristi Wilson. University of Wisconsin Press, 2012. 170-186.

“A History of Learning with the Lights Off.” Co-written with Dan Streible and Devin Orgeron. *Learning With the Lights Off: Educational Film in the United States*. Co-edited with Dan Streible and Devin Orgeron. Oxford University Press, 2012. 15-66.

“‘A Decent and Orderly Society’: Race Relations in Riot-Era Educational Films, 1966-1970.”

Learning With the Lights Off: Educational Film in the United States. Co-edited with Dan Streible and Devin Orgeron. Oxford University Press, 2012. 424-441.

“The History of Media Celebrity.” Ed. Robert Kolker. *The Oxford Handbook of Film and Media Studies.* New York: Oxford University Press, August 2008. 187-223.

“Megatronic Memories: Errol Morris and the Aesthetics of Observation.” Co-written with Devin Orgeron. *The Image and the Witness.* Eds. Frances Guerin and Roger Hallas. London: Wallflower Press, 2007. 238-252.

Peer Reviewed Online Article

“Hettie Gray Baker.” Jane Gaines, Radha Vatsal, and Monica Dall’Asta, eds. *Women Film Pioneers Project.* Center for Digital Research and Scholarship. New York, NY: Columbia University Libraries, 2013. <https://wfpp.cdrcs.columbia.edu/pioneer/ccp-hettie-gray-baker/>

Articles in Academic Journals

“Lenticular Spectacles: Kodacolor’s Fit in the Amateur Arsenal.” *Film History.* Vol. 25.4 (winter 2013): 36-61.

“‘You are Invited to Participate’: Interactive Fandom in the Age of the Movie Magazine.” *Journal of Film and Video.* Volume 61, No. 3 (fall 2009): 3-23.

“Familial Pursuits, Editorial Acts: Documentaries After the Age of Home Video.” Co-written with Devin Orgeron. *The Velvet Light Trap.* Issue #60 (fall 2007): 47-62.

“‘The Most Profound Shock’: Traces of The Holocaust in Sam Fuller’s *Verboten!* and *The Big Red One.*” *The Historical Journal of Radio Film and Television.* 27.4 (October 2007): 471-496.

“‘Something Different In Science Films’: The Moody Institute of Science and the Canned Missionary Movement.” Co-written with Skip Elsheimer. *The Moving Image.* 7.1 (spring 2007): 1-26.

“Liberating Images?: Sam Fuller’s Film of Falkenau Concentration Camp.” *Film Quarterly.* 60.2 (winter 2006): 38-47.

“Making *It* in Hollywood: Clara Bow, Fandom, and Consumer Culture.” *Cinema Journal.* 42.4 (Summer 2003): 76-97.

“Rethinking Authorship: Jack London and the Motion Picture Industry.” *American Literature.* 75.1 (March 2003): 91-117.

"Eating Their Words: Consuming Class a la Keaton and Chaplin." With Devin Orgeron. Special issue of *College Literature* (January 2001): 84-104.

“‘What Makes a Girl Who Looks Like That Get Mixed Up In Science?’: Gender in Sam Fuller’s Films of the 1950s.” *Quarterly Review of Film & Video.* 17.1 (2000): 1-17.

"Onward Kitchen Soldiers: Mobilizing the Domestic During WWI." *The Canadian Review of American Studies.* 29.2 (1999): 61-87.

Shorter Curriculum Vitae

MICHAEL GRIMWOOD

EDUCATION:

- Ph.D. Princeton University (English: American Literature), July 1976
M.A. Princeton University (English), May 1972
B.A. Duke University (English), June 1969

FACULTY POSITIONS:

- 1992- Professor, Department of English, N. C. State University
1985-92 Associate Professor, Department of English, N. C. State University
1976-85 Assistant Professor, Department of English, N. C. State University
1975-76 Instructor, Department of English, N. C. State University
1972-74 Teaching Assistant, Department of English, Princeton University

ADMINISTRATIVE EXPERIENCE:

- 2001 Spring: Acting Associate Head and Director of Undergraduate Studies, Department of English, NCSU
1999-2002 Co-Director, NCSU Summer Institutes in World Literature
1989-2009 Coordinator, World Literature Program, Departments of English and of Foreign Languages and Literatures, NCSU.
1987-90 Associate Head and Director of Undergraduate Studies, Department of English, NCSU
1981-83 Assistant Director of Freshman English Program, Department of English, NCSU
1979-81 Co-Director of Freshman English Program, Department of English, NCSU
1978-79 Assistant Director of Freshman English Program, Department of English, NCSU

AWARDS, HONORS, AND GRANTS:

- 2008-10 Received NCSU Alumni Distinguished Undergraduate Professor Award (\$6,000).
2006 Nominated by Department of English for NCSU Alumni Distinguished Undergraduate Professor Award
2000 Received CHASS Outstanding Adviser Award for 1999-2000 (\$250)
1999 Co-author of grant proposal to N.C. Humanities Council (\$13,539) for First Annual Summer Institute for Teachers of World Literature
1998 Received CHASS Board of Governors' Teaching Award (\$600); nominated for NCSU Board of Governors Teaching Award
1994 Received NCSU Outstanding Teacher Award (\$500) and inducted into NCSU Academy of Outstanding Teachers
1993 Named one of two Outstanding Graduate Professors for 1992-93, Department of English, NCSU
1990 Received Award for Distinguished Research and Literary Publication in the Humanities for 1989-90, College of Humanities and Social Sciences, NCSU (\$500)
1988 Named Outstanding Graduate Professor for 1987-88, Department of English, NCSU
1983 Awarded NEH Summer Seminar Stipend (\$2700)
1983 Honored with reception by English Department graduate students, for service to Freshman English Program
1983 Nominated by Department of English for NCSU Alumni Outstanding Graduate Teaching Award
1969-72 Awarded Ford Foundation grant for graduate study
1969 Elected to Phi Beta Kappa

PUBLICATIONS:

Book:

Heart in Conflict: Faulkner's Struggles with Vocation. Athens: University of Georgia Press, 1987.
Paperback reissue (print on demand), 2009.

Articles:

- "The Revolt of 'Mother'" and Consumer Culture." *American Literary Realism* 45 (Spring 2013): 248-67.
"Circumstance in 1860." *ESQ: A Journal of the American Renaissance* 58.4 (2012): 446-92.
"Architecture and Autobiography in 'The Revolt of "Mother."'" *American Literary Realism* 40 (Fall 2007): 66-82.
"Faulkner and the Vocational Liabilities of Black Characterization." In *Faulkner and Race: Faulkner and Yoknapatawpha*, 1986. Ed. Doreen Fowler and Ann J. Abadie. Jackson: University Press of Mississippi, 1987. 255-71.
"Faulkner's 'Golden Land' as Autobiography." *Studies in Short Fiction* 23 (Summer 1986): 275-80.

- "Mr. Faulkner' and 'Ernest V. Trueblood.'" *Southern Review* 21 (Spring 1985): 361-71.
- "Lyle Saxon's *Father Mississippi* as a Source for Faulkner's 'Old Man' and 'Mississippi.'" *Notes on Mississippi Writers* 17.2 (1985): 55-62.
- "Delta Autumn': Stagnation and Sedimentation in Faulkner's Career." *Southern Literary Journal* 16 (Spring 1984): 93-106.
- "The Self-Parodic Context of William Faulkner's Nobel Prize Speech." *Southern Review* 15 (Spring 1979): 366-75.

Review-Essays:

- "The Paradigm Shift in Faulkner Studies." Rev. of Doreen Fowler and Ann J. Abadie, eds., *Faulkner and Humor*; Doreen Fowler and Ann J. Abadie, eds. *New Directions in Faulkner Studies*; Allen Friedman, *William Faulkner*; Michel Gresset and Noel Polk, *Intertextuality in Faulkner*; Kenzaburo Ohashi and Kikoyuki Ono, comps., and Thomas L. McHaney, ed., *Faulkner Studies in Japan*; Robert Dale Parker, *Faulkner and the Novelistic Imagination*. *Southern Literary Journal* 19 (Fall 1986): 100-12.
- "Young Man Faulkner." Rev. of Joseph Blotner, *Faulkner: A Biography*; William Faulkner, *Vision in Spring*; Martin Kreiswirth, *William Faulkner: The Making of a Novelist*; Max Putzel, *Genius of Place: William Faulkner's Triumphant Beginnings*; Judith Sensibar, *The Origins of Faulkner's Art*; Ben Wasson, *Count No 'Count : Flashbacks to Faulkner*. *Southern Literary Journal* 18 (Fall 1985): 101-109.

Reviews:

- Rev. of *Voice and Eye in Faulkner's Fiction*, by Hugh M. Ruppersburg. *American Literature* 55 (1983): 661-62.
- Rev. of *A Glossary of Faulkner's South*, by Calvin S. Brown. *Modern Language Review* 74 (1979): 441-43.
- "More on Faulkner Than You May Need." Rev. of *William Faulkner: Toward Yoknapatawpha and Beyond*, by Cleanth Brooks. *Raleigh News and Observer* 25 June 1978: 2.6.

Work in Progress:

- "The Father's Name in 'The Revolt of "Mother."'" Under review at *Studies in American Fiction*.
- "The Title of Harriet Prescott Spofford's 'Circumstance.'" Under revision for submission to *Modern Philology*.
- An article and/or short book on Shirley Jackson's "The Lottery" within the context of the post-World War II U.S. Red Scare.
- "Meteors of the War: American Literature on the Eve of the Civil War." A book on American writing during the years immediately before the Civil War.
- "Martyrdom of Fire: American Literature during the Civil War." A book on American writing during the Civil War.
- "[Not yet titled]: American Literature After the Civil War." A book on American writing immediately after the Civil War.
- An article on William Faulkner's "That Evening Sun" in the context of early-twentieth-century laundry panics in the U.S. South.

COURSES TAUGHT AT NCSU:

- Graduate:** ENG 698 (Bibliography and Methodology); ENG 682 (Civil War Writing); ENG 682 (Faulkner); ENG 675 (Twentieth-Century American Prose); ENG 636 (Directed Readings); MLS 601 (Civil War Writing); ENG 575 (Southern Writers); ENG 504 (Problems in College Composition).
- Undergraduate:** ENG 498 (Special Topics in English); ENG 497 (Senior Seminar in World Literature: Metamorphosis and Metaphor); ENG 496 (Senior Seminar: Faulkner); ENG 491 (Honors in English: Civil War Writing); ENG 470 (American Literature, 1914-1945); ENG 468 (American Romanticism); ENG 420 (Major American Author: Faulkner); ENG 400 (Studies in Applied Criticism); ENG 399 (Contemporary Literature II); ENG 398 (Contemporary Literature I); ENG 375 (Film); ENG 369 (Nineteenth-Century American Novel); ENG 368 (American Poetry to 1900); ENG 298 (Literature and the Visual Arts); ENG 266 (American Literature II); ENG 265 (American Literature I); ENG 252 (Major American Writers); ENG 251 (Major British Writers); ENG 222 (Literature of the Western World II); ENG 221 (Literature of the Western World I); ENG 220 (Studies in Great Works of the Western World); ENG 208 (Studies in Fiction); HON 202 (Inquiry, Discovery, and Literature: Metamorphosis and Metaphor); ENG 112 (Composition and Reading); ENG 112H (Composition and Reading—Honors); ENG 111 (Composition and Rhetoric); ENG 111R (Composition and Rhetoric—Remedial); ENG 110 (Developmental English); ENG 102 (Freshman English).

THESES AND DISSERTATIONS:

- Number of theses directed: 31.
- Number of other thesis committees served on: 67.
- Number of capstone projects directed: 14.
- Number of dissertation committees served on: 3.

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EDUCATION

Ph. D. Harvard University 1995
M.A. New York University 1989
B. A. Yale University 1980

Publications and Scholarly Activities

I have a long chapter called “The Uses of Authenticity: Four Sixties Poets” to The Cambridge History of American Poetry. (Cambridge University Press, October, 2014)

I have a chapter on “Embarrassing Fathers” in Understanding Love: Philosophy, Film and Fiction, Oxford University Press, 2013) a collection of essays based on papers delivered at an interdisciplinary Mellon-sponsored conference on literature, philosophy and film.

I have been appointed editor of the best-selling textbook, Poets Poems Poetry, (Bedford/St. Martin). This is a textbook used in high school and college classrooms across America. The current editor has appointed me as her permanent replacement. It is my responsibility to select the poems and to write introductory and explanatory essays.

Books, Authored and Co-Edited:

Everyday and Prophetic: the Poetry of Robert Lowell, A. R. Ammons, James Merrill and Adrienne Rich (Wisconsin, 2003) My book explores the complex tensions between the prophetic voice and the everyday voice in postwar American poetry. I discuss Robert Lowell, A. R. Ammons, James Merrill and Adrienne Rich, showing how each of these poets, in their negotiations of the everyday and prophetic, create and make available fresh and sometimes radically new poetic strategies. There is a chapter devoted to Everyday and Prophetic in Yale Professor Jonathan Feinstein’s The Nature of Creative Development (Stanford, 2006)

In the Frame: Ekphrastic Poetry from Marianne Moore to Susan Wheeler (Delaware, 2009) A full-length collection of essays I co-edited with Jane Hedley of Bryn Mawr and Willard Spiegelman of Southern Methodist University. Contributors include Mary Ann

Caws, Bonnie Costello, Joanne Fiet Diehl, Paul Fry, Charles Berger, Rachel Hadas, Stephen Burt and Stephen Yenser. I have an essay on Louise Gluck in the collection.

Something Understood: Poems and Essays for Helen Vendler (Virginia, 2009). A full-length collection of original essays and poems I co-edited with Stephen Burt of Harvard University. Contributors include Seamus Heaney, Elaine Scarry, John Ashbery, Rita Dove, Jorie Graham and Charles Wright, among others. I have an essay on Yeats's A Vision in the collection.

BRIEF CURRICULUM VITAE (2014)

Antony H. Harrison

Address: Department of English
North Carolina State University
E-mail: engahh@unity.ncsu.edu

EDUCATION

Ph.D. University of Chicago (English), 1974
M.A. University of Chicago (English), 1971
B.A. Stanford University (English), 1970

PROFESSIONAL EXPERIENCE

NCSU Distinguished Professor, 2009-
Head, Department of English, NCSU, 2006-
Director of Graduate Programs, Department of English, 2005-06
Professor of English, NCSU, 1987-
Associate Professor of English, NCSU, 1980-87
Assistant Professor of English, NCSU, 1974-80

FELLOWSHIPS AND GRANTS

National Endowment for the Humanities Fellowship, Texts/Editions
Division, 1995-98 (\$155,000)
ACLS Travel Grant to International Conferences, 1994
National Endowment for the Humanities Fellowship, Texts/Editions
Division, 1992-94 (\$88,960)
National Endowment for the Humanities Fellowship for College
Teachers, 1992-93 (declined)
National Endowment for the Humanities Summer Stipend, 1987
Folger Shakespeare Library Fellow, 1983
National Humanities Center Fellow, 1981-82

AWARDS AND HONORS

NCSU CHASS Distinguished Research Award, 1998-99
NCSU Alumni Outstanding Research Professor, 1992 (3 awarded annually across the
university)
Phi Beta Kappa, Stanford University, 1970

PUBLICATIONS

Authored Books

- The Cultural Production of Matthew Arnold. Ohio Univ. Press. (2010, dated 2009).
- Victorian Poets and the Politics of Culture: Discourse and Ideology. University Press of
-Virginia, 1998 (paperback, 2009).
- Victorian Poets and Romantic Poems: Intertextuality and Ideology. University
Press of Virginia, 1990. (Paperback edition, 1992)UVA Press electronic texts
series, "Rotunda" (2006).
- Christina Rossetti in Context. University of North Carolina Press, 1988. -
- Swinburne's Medievalism: A Study in Victorian Love Poetry. Louisiana State
Univ. Press, 1988. Reprinted, 2008.

Edited Works

- The Correspondence of Dante Gabriel Rossetti, Vols. 7-9. Completing Co-Editor (Cambridge: D.S. Brewer, 2008-2010).
- The Letters of Christina Rossetti, 4 vols. Editor. University Press of Virginia (vol.1, 1997; vol. 2, 1998; vol. 3, 2000; vol. 4, 2004). Selected as one of five works to inaugurate the UVA Press electronic texts series, "Rotunda," 2007.
URL: <http://rock.ei.virginia.edu:8100/crossetti/>
- The Blackwell Companion to Victorian Poetry. Co-editor. Blackwell, 2002 (600 pp.). Electronic edition, 2006. Paperback edition, 2007.
- The Culture of Christina Rossetti. Co-editor. Ohio Univ. Press, 1999.
- Christina Rossetti: 1830-1894. Guest editor, special double issue of Victorian Poetry vol. 32, nos. 3-4 (Winter, 1994).
- Gender and Discourse in Victorian Literature and Art. Co-editor. Northern Illinois University Press, 1992.
- The Metaphysical Poets in the Nineteenth Century. Guest editor, special issue of John Donne Journal (Vol. 4, no. 2, 1985).

Selected Recent Articles

- "Matthew Arnold," in *The Blackwell Encyclopedia of Victorian Literature*, 4 vols. (Oxford: Wiley/Blackwell) 3500 words, forthcoming, 2014.
- "Mid-to-Late Victorian Medievalist Poetry," in the *Oxford handbook to Victorian Medievalism* (Oxford University Press), forthcoming, 2014.
- "1851" in Victorian Literature and Culture, ed. Herbert Tucker, 2nd Ed. (Oxford: Basil Blackwell, 2013), forthcoming.
- "Christina Rossetti: Illness and Ideology." *Victorian Poetry* 45 (2007: 415-28).
- "Victorian Culture Wars: Matthew Arnold, Arthur Hugh Clough, and Alexander Smith in 1853." *Victorian Poetry* 42 (Spring, 2005): 509-20.
- "Arthurian Poetry and Medievalism," in The Blackwell Companion to Victorian Poetry (Oxford: Blackwell, 2002), 246-61.
- "1848." in Victorian Literature and Culture, ed. Herbert Tucker. (Oxford: Basil Blackwell, 1998), 19-34.
- "The Letters of Christina Rossetti to Caroline Gemmer," Victorians Institute Journal 24 (1996), 226-46.
- "Epistolary Relations: The Correspondence of Christina Rossetti and D. G. Rossetti," The Journal of Pre-Raphaelite Studies, New Series 4 (1995), 91-101.
- "Introduction: Christina Rossetti in 1994," Victorian Poetry 32 (1994), 203-207.
- "I Am Christina Rossetti," Humanities 14 (Jul/Aug 1993), 33-37.
- "Christina Rossetti among the Romantics: Influence and Ideology," in Romantic/Victorian: Influence and Resistance in Nineteenth-Century Poetry, ed. Kim Blank and Margot K. Louis (London: Macmillan, 1993), 131-49.
- "Medievalist Discourse and the Ideologies of Victorian Poetry," in Studies in Medievalism IV, ed. Leslie Workman (London: Boydell and Brewer, 1992), 219-34.

WORK IN PROGRESS

Victorian Taste: A Reconsideration

Victoria's Lost Pavilion: Reconstructing the Arts in Digital Space

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Film Studies Program
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North Carolina State University
Raleigh, NC

EMPLOYMENT

North Carolina State University

Assistant Professor July 2014-present
Film Studies Program & Department of English

Amherst College

Visiting Assistant Professor July 2011-June 2014
Film and Media Studies Program & Department of English

EDUCATION

University of Chicago

Ph.D., Cinema and Media Studies 2011
Adviser: Tom Gunning

University of Maryland, College Park

M.A., American Studies 2004
Adviser: Douglas Gomery

College of William and Mary

B.A., English Literature, minor in American Studies 2001

PUBLICATIONS

Book

Pulses of Abstraction: Episodes from a History of Animation. Minneapolis: University of Minnesota Press, contracted and forthcoming in 2016.

Articles and Book Chapters

“Color Fringes: Digital Projection Standards and Display Memories.” *The Moving Image*. Special Issue on Restoring Color. Ed. Joshua Yumibe. Forthcoming 2015.

“Models of Code and the Digital Architecture of Time.” *Discourse: Journal for Theoretical Studies in Media and Culture*. Special Issue on Science/Animation. Eds. Kirsten Osther and Olivia Banner. Forthcoming 2015.

“The Rise of Computer-Generated Imagery (1965-1989).” *Animation: Behind the Silver Screen*. Ed. Scott Curtis. New Brunswick: Rutgers University Press, forthcoming 2015.

“Signatures of Motion: Len Lye’s Scratch Films and the Energy of the Line.” *Animating Film Theory*. Ed. Karen Beckman. Durham: Duke University Press, 2014.

“The Color of Prometheus: Thomas Wilfred’s Lumia and the Projection of Transcendence.” *Color and the Moving Image*. Eds. Sarah Street, Simon Brown and Elizabeth Watkins. American Film Institute Series. New York, London: Routledge, 2013.

FELLOWSHIPS AND AWARDS

Provost’s Dissertation-Year Fellowship and Affiliate Fellow at the Franke Institute for the Humanities, University of Chicago, 2010-2011.

Los Angeles Filmforum Oral History Project Grant for Alternative Projections: Experimental Film in Los Angeles, 1945-1980, Summer 2010.

Provost’s Summer Fellowship, University of Chicago, Summer 2008.

Franke Institute for the Humanities Development Grant, University of Chicago, Winter 2007.

Fellowship, Department of Cinema and Media Studies, University of Chicago, Fall 2005-Spring 2009.

Century Scholarship, University of Chicago, Fall 2004-Spring 2009.

Jacob K. Goldhaber Grant, University of Maryland, Spring 2004.

Research Initiative Grant, College of Arts and Humanities, University of Maryland, Spring 2004.

CONFERENCE AND INVITED PRESENTATIONS

Invited Talks

“The Time of Computer-Generated Imagery,” *The Computer Age: Early Computer Movies, 1952-1987*, Museum of the Moving Image, November 2013.

“Animation and Illusion” & “Signatures of Motion: Len Lye’s Scratch Films and the Energy of the Line,” Wayne State University, Film Studies Program, October 2013.

“Flipping Through Media: Animation and Archaeologies of the Interval,” *Comparative Literature and Media in Dialogue*, Rutgers University, April 2013.

“Return to Zero: Animation and the Experimental Synthesis of Movement,” University of Massachusetts, Amherst, Department of Communication, March 2013.

“Screens of Pins, Illusions of Synthesis: The Animations of Alexander Alexeieff and Claire Parker,” Amherst College, Amherst Center for Russian Culture,” February 2013.

“Cinephilia and the Avant-Garde,” Columbia University, Film Studies Department, January 2012.

“Coding Patterns: The Algorithmic Mechanisms of John Whitney, Larry Cuba and Early Digital Animation,” University of Wisconsin-Madison, Department of Communication Arts Film Colloquium, February 2011.

“Coding Patterns: The Algorithmic Mechanisms of John Whitney, Larry Cuba and Early Digital Animation,” Chicago Film Seminar, November 2010.

SUSAN M. KATZ
Susan_Katz@ncsu.edu

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North Carolina State University
Raleigh, NC 27695-8105
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924 Walkertown Drive
Raleigh, NC 27614
919-676-4983

EDUCATION

PhD, Communication and Rhetoric, Rensselaer Polytechnic Institute, July, 1996
MS, Communication and Rhetoric, Rensselaer Polytechnic Institute, May, 1991
BA, English, State University of New York at Albany, December, 1974

ACADEMIC APPOINTMENTS

Associate Professor, North Carolina State University, Department of English, 2002-present
Assistant Professor, North Carolina State University, Department of English, 1996-2002

HONORS AND AWARDS

NCSU Community Engaged Faculty Fellow, 2011
EDGES Program Inductee, 2009-2010
Nominated for the National Council of Teachers of English award for Best Article on Pedagogy or Curriculum in Technical or Scientific Communication, for "Assessing a Hybrid Format," 2009.
Conference of Southern Graduate Schools Achievement Award for New Scholars in Humanities and the Arts, 2003.
CHASS Outstanding Junior Faculty Award, 2000-2001.

SELECTED PUBLICATIONS

Books

Start Your Career: 5 Steps to Finding the Right Job after College. Raleigh, NC: C&M Online Media, 2013. (eBook)

Instructor's Resource Manual: Writing Now. New York: Bedford/St. Martin's, 2009.

Writing Now. New York: Bedford/St. Martin's, 2009. (Lee Odell and Susan M. Katz)

Book Chapters

"Creating Bridges with Internships." *Academy-Industry Relationships and Partnerships: Perspectives for Technical Communicators*. Ed. Kirk St. Amant and Tracy Bridgeford. Amityville, NY: Baywood. (In press.)

"Something Old, Something New: Multimedia in the Composition Class." *Multimodal Literacies and Emerging Genres in Student Compositions*. Ed. Carl Whithaus and Tracy Bowen. University of Pittsburgh Press, 2013. (Susan M. Katz and Lee Odell)

Articles in Refereed Journals

"Making the Most of Your Internship Program." *Programmatic Perspectives*. Spring 2015.

"Making the Explicit Implicit in Assessing Multimodal Composition: Continuing the Conversation." *Technical Communication Quarterly*. Winter 2012. (Susan M. Katz and Lee Odell)

"Yes, a Tee Shirt!: Visual Literacy in the Writing Class." *College Composition and Communication*. September 2009. (Lee Odell and Susan M. Katz)

Edited Volumes

Technical Communication Quarterly, special issue on assessing multimodal texts. Winter, 2012. (Lee Odell and Susan M. Katz)

Sponsored Case Studies

- “Becoming a Champion: A Model for Managing Innovation.” Center for Innovation Management Studies. (<http://cims.ncsu.edu:8080/researchprogram.php>). (Susan M. Katz, Lotfi Belkhir, and Lynda Aiman Smith)
- “There’s Gotta Be a Better Way: Easing Technology Transfer.” Center for Innovation Management Studies. (<http://cims.ncsu.edu:8080/researchprogram.php>). (Susan M. Katz, Sharon Roest, and Lynda Aiman-Smith)

SELECTED PRESENTATIONS

- “Transitioning from College to Workplace.” North Carolina Association of Colleges and Employers, Blowing Rock, NC, May, 2013. Invited luncheon speaker. [Note: A similar presentation was given to more than 20 student organizations at NCSU during the 2013-14 academic year.]
- “Integrating coursework with the internship experience.” Rocky Mountain Modern Language Association, Boulder, CO, October 2012.
- “Creating Bridges with Internships.” Council on Programs in Technical and Scientific Communication, Harrisonburg, VA, October 2011.
- “Multimodality and Assessment.” Invited Plenary Session. Rhetorical Reflections: Borderless Communication in a Multimodal World. (Symposium sponsored jointly by Georgia Institute of Technology and Bedford/St. Martin’s). Atlanta, April 2010. (with Lee Odell)
- “Assessing the Use of Technology to Enhance Student Learning.” CCCC Computer Connection, Conference on College Composition and Communication, Louisville, March 2010.
- “Assessing Visuals in the Writing Classroom.” NC Symposium on Teaching Writing, Raleigh, October 2009.
- “Beyond Joseph Williams: Rethinking Cohesion for Today’s Composition Class.” Conference on College Composition and Communication, San Francisco, March 2009.
- “The Virtual Workplace: How Working Online Can Work for You.” Poster presentation at the Annual Convention of the Association of Teachers of Technical Writing, San Francisco, March 2009. With Brenna Leath.

COURSES TAUGHT

ENG 331 Communication for Engineering and Technology
ENG 332 Communication for Business and Management
ENG 314 Technical Document Design and Editing
ENG 350 Professional Internships
ENG 425 Analyzing Scientific and Technical Writing
ENG 512 Theory and Research in Professional Communication
ENG 515 Rhetoric of Science and Technology
ENG 522 Writing in Nonacademic Settings
ENG 675 Projects in Technical Communicatio

GRADUATE TRAINING EXPERIENCE

Doctoral Committees (Reader): Heidi Hess Von Ludewig (2014), Melinda Leonardo (in progress)
MA Thesis Committee (Chair): Meagan Williford (2009)
MS Capstone Advising (Director): Angel Brantley, Sam Kadwell, Leigh Samuel, Kris Stoddard, John Strange, Anne Roth Strickland, Alison Weaver, Robin Wienke, John Williams (all 2009)

140711
HANS DODDS KELLNER

<i>Academic Address:</i>	<i>Home Address:</i>
Department of English	116 Sturbridge Rd.
North Carolina State University	Raleigh, NC 27615
Raleigh, NC 27695-8105	(919)676-2518
(919) 515-4165	<i>e-mail</i> hdkellne@ncsu.edu

CURRENT ACADEMIC POSITION:

Professor
English Department
North Carolina State University

Former Chair of the NC State Faculty

PERSONAL:

Born Pittsburgh, PA, 12 May 1945
Married, three children

COMPLETED DEGREES:

Ph. D. University of Rochester, Department of History, 1972.
A.B. Harvard College, *cum laude* in History, 1966.

ACADEMIC EXPERIENCE:

2003- North Carolina State University. Professor of English
1991-2003 University of Texas, Arlington. Professor of English, Director of
Graduate Rhetoric Program 1991-93
1989-90 University of Rochester, Eastman School of Music,
Visiting Prof. of History
1989-91 Michigan State University, Professor, Department of History
1984-89 Michigan State University, Assoc. Professor, Professor,
Department of Humanities and English
1977-89 Michigan State University, Assistant Prof., Assoc. Professor,
Department of Humanities.

FIELDS OF CURRENT INTEREST:

Nonfiction Prose Discourse and Stylistics
Rhetorical and Cultural Theory

Philosophy of History and Historiography
European Intellectual History

PUBLICATIONS:

Books:

Language and Historical Representation: Getting the Story Crooked, (University of Wisconsin Press; 1989).

A New Philosophy of History, co-editor with F.R. Ankersmit, and contributor of introductory essay. (Reaktion Press, London, and University of Chicago Press, Chicago; 1995.)

Re-Figuring Hayden White, co-editor with F.R. Ankersmit and Ewa Domanska. (Stanford University Press; Stanford and London, 2009.)

Selected Recent Articles, Chapters, Interviews:

"Reading Hayden White Reading" forthcoming in *storia della storiografia*.

"Is History Ever Timely?" in *Rhetoric Society Quarterly*, summer 2-14.

"Hopeful Monsters, or the Unfulfilled Figure in Hayden White's Conceptual System," forthcoming in *Philosophy of History After Hayden White*. (Bloomsbury, 2013)

"The Return of Rhetoric," *The Sage Handbook of Historical Theory*," ed. N. Partner and S. Foote, Sage; Los Angeles and London, 2013.

"Beyond the Horizon: Chronoschisms and Historical Distance", *History and Theory, Theme Issue 50* .2011

"Across the Curriculum: History and Historiography", in *Teaching Narrative Theory (MLA)*. ed. D. Herman, B. McHale, M-L Ryan, MLA Press, 2011.

"Introduction: A Distinctively Human Life," in *Re-Figuring Hayden White*," (above). 2009.

"Does the Historical Sublime Price Explanation Out of the Historical Market?" in *Re-Figuring Hayden White*, (above). 2009

"Emigrant Narratives and Their Devices," *Trajectories of Memory: Intergenerational Representations of the Holocaust in History and Literature* eds. C. Guenther and B. Griech-Polelle. Cambridge Scholars Press, UK, 2008.

"William Leiss, *Hera*, and the Fate of Science" in *Fast Capitalism*. v. 2:2.
<http://www.fastcapitalism.com/>

"Ankersmit's Proposal: Let's Keep in Touch," in *CLIO*: (Jan. 2007)

"Peri hypsos" and "Plutarch" in *Classical Rhetorics and Rhetoricians*, ed. Michael Moran and Michelle Ballif, Prager; Westport, CT & London, 2005.

"'However Imperceptibly': From the Historical to the Sublime," *PMLA* 118:3 (2003)

"'See Also Literary Criticism': Social Science Between Fact and Figures." In *Blackwells Guide to the Philosophy of the Social Sciences*, ed. P. Roth and S. Turner (Blackwells, 2003).

"Postmodern History and Tocqueville's God," in *Swiat historii*, ed. Wojchiecha Wrzoska. Poznan, Poland, 1998.

"Supposing Barthes's Voice" (electronic essay – in *PRE/TEXT Electra(Lite)*, 3:1 (1999)
<http://www.utdallas.edu/pretext/PT3.1/kellner1.html>

Interview -- "Hans Kellner," in *Encounters: Philosophy of History After Postmodernism*, ed. Ewa Domanska (Charlottesville: University Press of Virginia, 1998).

John Kessel
Professor
North Carolina State University

Revised 1/7/14
Date of Birth: 9/24/50

Address: 721 Shelley Road
Raleigh, NC 27609

Telephone: (919) 515-4170
Home: (919) 810-6904

EDUCATION

Ph.D. University of Kansas, 1981: American literature, dissertation in fiction writing
M.A. University of Kansas, 1974
B.A. University of Rochester, 1972 (English, physics)

Dissertation (under the direction of Stephen H. Goldman) "Easy Accommodations: Short Stories."
A collection of original fiction.

PROFESSIONAL EXPERIENCE

Full Professor, NCSU English Dept., 1994-present
Associate Professor, NCSU English Dept., 1988-94
Assistant professor, NCSU English Dept., 1982-88

AWARDS, HONORS, AND GRANTS

I have won a National Endowment for the Arts Literature Fellowship, have received the CHASS Outstanding Teaching and Publication awards, have received the Nebula Award for my fiction twice, the Theodore Sturgeon Memorial Award, first place in the Paul Green Playwrights' Competition, the Shirley Jackson Award, and have been short listed for many other awards.

PUBLICATIONS

Books (fiction)

<i>Freedom Beach</i> (with James Patrick Kelly).	Bluejay Books, 1985
<i>Good News From Outer Space.</i>	Tor Books, 1989
<i>Meeting in Infinity.</i>	Arkham House, 1992
<i>Corrupting Dr. Nice.</i>	Tor Books, 1997
<i>The Pure Product</i>	Tor Books, 1997
<i>The Baum Plan for Financial Independence and Other Stories</i>	Small Beer Press, 2008
<i>The Collected Kessel</i> (ebook)	Baen Books, 2012

as editor

<i>Intersections</i> (with Mark L. Van Name and Richard Butner)	Tor Books, 1996
<i>Memory's Tailor</i> , by Lawrence Rudner	University Press of Mississippi, 1998
<i>Feeling Very Strange:</i> <i>The Slipstream Anthology</i> (with James Patrick Kelly)	Tachyon Books, 2006

Rewired:

<i>The Post-Cyberpunk Anthology</i> (with James Patrick Kelly)	Tachyon Books, 2007
<i>The Secret History of Science Fiction</i> (with James Patrick Kelly)	Tachyon Books, 2009
<i>Kafkaesque</i> (with James Patrick Kelly)	Tachyon Books, 2011
<i>Nebula Awards Showcase 2012</i> (with James Patrick Kelly)	Pyr Books, 2012
<i>Digital Rapture: The Singularity Anthology</i> (with James Patrick Kelly)	Tachyon Books, 2012

TEACHING

I have taught numerous courses at the undergraduate and graduate level in American literature and creative writing. I helped plan the MFA program in Creative Writing and served as its first director.

GRADUATE THESES DIRECTED

Fiction Writing: Tamara Davis, Ken Norris, John Owen, David Wilson, Joan Opyr, Joseph Baysdon, Dianne Timblin, Mitchell Butts, Diana Bloomfield, Elisabeth Stagg, Kathryn Locey, Elizabeth Selby, Andrew Duncan, Cason Helms, Michael Jasper, John C. Babson, Calvin Hall, Ashley Ethridge, Austin Allran, Nancy Kenkel, Renee Shannon, Shannon Williamson, Wanda Ramm, Paul Stapleton, Pierre La Pierre, Ashley Hogan, Ken Johnson, Laura McKay, Win Neagle, David Carter, Sarah Treschl, Elizabeth Ruane, Colleen Lennon, Maria Beaudoin, Jennifer Walker, Louisa Jones, Brent Winter, Jason Lundberg, Lea Peace (MALS), Therese Fowler, Ilene Holmes (MALS), James Holloman, Kristine Forrest, Gabriel Morgan, Brendan Walsh, Daniel Reade, Kevin Casey, David Flatley, William Badger, Lucas Church, David Afsharirad, Craig Lincoln, Emily Sorge

I have also served on dozens of other creative writing thesis committees over the last twenty years, and on three Ph.D. committees in other departments currently chairing two MFA thesis committees, serving on several others

UNIVERSITY AND COMMUNITY SERVICE

Departmental Committees: among many others I've served on the Speakers, Curriculum, Graduate Council, Undergraduate Studies, Ad-Hoc Strategic Planning, Readings, and two Headship Search Committees.

I served as sole Director of Creative Writing from August 2001 to December 2004, and from 2006-08 served as co-Director with Wilton Barnhardt. As director I read manuscripts for graduate admission, answered queries about the program, organized and attended meetings of the faculty, provided information to the university administration, planned readings and other events, helped the Humanities Endowment office with fundraising, and advised on hiring, curriculum and personnel matters. I advised undergraduate and graduate students in creative writing. I helped write the proposal for an MFA in Creative Writing that was approved by the Board of Governors in November, 2003. I helped organize the undergraduate major in creative writing that took effect in fall of 2003. I currently supervise the undergraduate minor in creative writing.

ROBERT C. KOCHERSBERGER JR.

GENERAL ACADEMIC EXPERIENCE

July 1994-Present. Associate professor, N.C. State University English Dept. Director of journalism program.

Sept. 1989-Aug. 1994. Assistant professor, N.C. State University English Dept.

Jan. 1986-Aug. 1989. Lecturer, N.C. State University English Dept.

Sept. 1979-Dec. 1985. Assistant and associate professor, departments of English and Communication Studies, State University of New York College at Cortland.

ADMINISTRATIVE EXPERIENCE

July 2010-June 2011. Chair, N.C. State University Committee on International Programs.

July 2007-June 2011, director, Master of Arts in Liberal Studies.

July 2005-July 2009, director, undergrad Interdisciplinary Studies Self-Design Major.

Aug. 1994-July 2012. Director of journalism program, Department of English.

July 2004-June 2005. Chair, N.C. State University Committee on International Programs

Aug. 1997-Aug. 2003. Chair of international studies committee, College of Humanities and Social Sciences at N.C. State.

July 1994-July 1996. Assistant head, Department of English, N.C. State.

Sept. 1979-Dec. 1985. Chairman of journalism program at State University of New York at Cortland. Hiring, scheduling, budget, curriculum development.

PROFESSIONAL JOURNALISM EXPERIENCE

1991-present. Numerous op-ed essays in variety of publications.

Summers 1986 and 1989. Full-time assistant editorial page editor, *The Raleigh Times*. Wrote editorials (approximately 160 altogether), edited letters and columns.

July 1972-January 1978. Full-time reporter, writer and editor at *The Evening Press*, a Gannett daily in Binghamton, N.Y.

Summers 1970 and 1971. Full-time reporter, *The Post-Journal*, Jamestown, N.Y.

EDUCATION

Spring 1986. PhD, U. of Tennessee.

Summer 1979. MS in journalism, S.I. Newhouse School of Public Communication, Syracuse University.

Spring 1972. BA in journalism, St. Bonaventure University.

PUBLICATIONS, PRESENTATIONS, ETC.

“Ida M. Tarbell,” April 2013, American History of Business Journalism.

“More woes spill over from fracking,” Oct. 16, 2012, Times-Union, Albany, N.Y.

“To Hell With Privacy,” May 22, 2009, Chronicle of Higher Education, p. B20.

“The Healing Power of a Class,” June 20, 2008, Chronicle of Higher Education, p. B28.

“My Son’s Crime: Ex-Reporter Feels the Sting of the Story,” May/June 2006 Columbia Journalism Review, p. 14.

Review of The Pen is Mightier: the Muckraking Life of Charles Edward Russell, in The Journal of American History, Vol. 91, No. 2, September 2004, pp. 654-655.

“French Lessons: Ida Tarbell Begins Work in Paris,” The Oilfield Journal, Vol. 3, 2002-2003, pp. 20-27.

Introduction to re-issue of All in the Day’s Work, the Ida M. Tarbell autobiography. University of Illinois Press, 2003, pp ix-xx.

More Than a Muckraker: Ida Tarbell's Lifetime in Journalism, book, 1994, University of Tennessee Press. Re-issued in paperback May 1996.

Editorial oversight of English edition of "Form in art and aesthetics: Aspects of form in philosophy and other theoretical discourses," a publication of the Slovene Academy of Science and Art, January 1992.

"Staff Consolidation: A Newsroom With a View," Newspaper Research Journal, winter 1990, pp. 26-39.

Panelist, "What Happens When Newspapers Merge?" annual convention of Association for Education in Journalism and Mass Communication, Minneapolis, 8/11/91.

"Newspaper use of suicide photos in three states: a survey," Newspaper Research Journal, summer 1988, pp. 1-12.

"Making the best choice in journalism administrators," Journalism Educator, spring 1988, pp. 23-28.

"Post-Card Questionnaire May Boost Response Rate," Journalism Quarterly, winter 1987, pp. 861-863.

Paper: "Heartache in the Newsroom: Reporters and editors react to consolidation, University of Tennessee College of Communications symposium, March 1989.

Paper: "Use of Suicide Photos Newspapers in Three States," University of Tennessee College of Communications symposium, April 1987.

“1984 elections can provide rich exercise for J-students," Journalism Educator, summer 1984, pp. 3-4, 37.

I also routinely write for the Raleigh News & Observer, and have had one major feature article and nearly 50 op-ed opinion essays in print.

Official consultant to U.S. Postal Service in its development of an Ida M. Tarbell postage stamp, unveiled on Sept. 14, 2002.

DORIANNE LAUX

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Raleigh, NC 27608
(919) 301-8632

dllaux@ncsu.edu

Program in Creative Writing
North Carolina State University
(919) 515-4165

EDUCATION

1988: BA with Honors in English, Creative Writing Emphasis, Mills College

ACADEMIC APPOINTMENTS

2008 to present: Professor, Creative Writing Program, North Carolina State University
2006 to 2008: Professor, Director of Poetry, Interim Director (January 2006-07)
1997 to 2006: Associate Professor, Program in Creative Writing, University of Oregon
2004: Affiliated Faculty, Clark Honors College, University of Oregon
2004: University of Minnesota, English 5993, summer graduate course
2000: Hamline University, ACTC Visiting Writer In Residence, MN
1999: University of Idaho, Distinguished Visiting Writer in Poetry
1999: University of Memphis, Visiting Writer
1998-1999: Program Director, CRWR, University of Oregon
1998: University of Minnesota, English 5970, summer graduate course
1998: University of Arkansas, Visiting Writer
1994-1997: Assistant Professor, Program in Creative Writing, University of Oregon
1992-93: California College of Arts and Crafts, Oakland, CA, adjunct faculty
1990-1994- C.P.I.T.S. (California Poets in the Schools), Berkeley/Oakland Public Schools
1990-1992- D.V.P.P. (Domestic Violence Prevention Project) Berkeley/Oakland Public Schools

PUBLICATIONS

Poetry Collections

The Book of Men (W.W. Norton, N.Y., 2010) (94 pages)
Facts About the Moon (W. W. Norton, New York, 2005) (87 pages)
Smoke (BOA Editions, Ltd. 2000) (72 pages)
What We Carry (BOA Editions, Ltd., 1994) Finalist, National Book Critics Circle Award (71 pages)
Awake (BOA Editions Ltd., 1990) New Poets of America Series (63 pages)
Three West Coast Women (Five Fingers Poetry, 1987) (24 pages)

Textbook:

The Poet's Companion: A Guide to the Pleasures of Writing Poetry (W.W. Norton, 1987) (224 pages)
(co-authored with Kim Addonizio)

Reprint:

Awake (reprinted, by Eastern Washington University Press, August, 2007)

Chapbooks:

Superman: The Chapbook (Red Dragonfly Press, 2008)
Dark Charms, Chapbook (Red Dragonfly Press, 2009)

POETRY IN PERIODICALS

Agni, Alaska Quarterly Review, The American Poetry Review, The American Voice, ART/LIFE, Barrow Street, The Beloit Poetry Journal, Court Green, Cutthroat, Five Fingers Review, Harvard Review, Kansas City Star, The Kenyon Review, Lyric, Ms. Magazine, New England Review, New York Quarterly, Orion, Parthenon Review, Paterson Literary Review, Ploughshares, Poet Lore, River Styx, Seattle Review, Shenandoah, Solo, Southeast Review, The Southern Review, Speakeasy, Sycamore Review, Tar River Poetry, The Washington Post, Tinhouse, Times Literary Supplement (TLS, UK), Yellow Silk, ZYZZYVA

Anthologies

Harper and Row, Faber and Faber, Carroll and Graf, Crown/Harmony, McGraw-Hill, Reyerson, University of Arkansas Press, The University Press, University of Nevada Press, W.W. Norton, Harmony Books, Coffee House Press, University of Iowa Press, Pushcart Press, Shambala Publications, New World Library, Milkweed Editions, Heyday Books, Scribner, Warner Books, Picador, Grayson Books, Random House, Nation Books, Harmony, EWU Press, Four Way Books, Autumn House Press, Penguin

Essays

Bi-monthly poetry column for *Writer's Digest*, 2008
"Inside the Studio", essay, *American Poetry Review*, 2005
"Gratitude and Permission," *Isotope: A Journal of Literary Nature and Science Writing*, 2004
"The Courage to Heal: Metaphor and the Recovery of the Self" *Journal of College Student Psychotherapy*, Hayworth Press, 2000,
"Girl Poet," *Lucky Break: How I Became a Writer*, Heinemann Trade, 2000
"A Tribute: A Poulin Jr., 1938-1996, Editor," *Rattle*, 1999

“Other Gardens” *The Family Therapy Networker*, March/April, 1997
“What My Father Told Me,” *Poetry East: Origins: Poets on the Composition Process*. 1997 (poem and essay)
“The Laundromat,” Coffee House Press, 1996

Short Fiction:

“Nearly Free” and “Woman in a Bar” *Smokelong Quarterly*, on-line journal, and *New Fiction Journal*, India
“Second Hand Coat” *BLIP* (formerly *Mississippi Review* on-line)

AWARDS/FELLOWSHIPS

The Best American Poetry Prize for “Song”, 2012
The Paterson Prize for The Book of Men, 2012
The Roanoke-Chowan Award for Poetry, for *The Book of Men*, 2011
Best of the Net, for “Dark Charms” 2008
Oregon Book Award (Stafford/Hall Prize) for *Facts about the Moon*, 2006
The Best American Poetry for “Demographic”. 2006
Semi-finalist, *Nimrod/Hardman* Writing Award, for “Facts about the Moon” 2006
Pushcart Prize, Special Mention, for “Facts about the Moon” 2005
Pushcart Prize, Special Mention, for “Democracy” 2004
Guggenheim Fellowship in Poetry, 2001
National Endowment for the Arts Fellowship in Literature, 2001
Pushcart Prize, Special Mention, for “For the Roses” 2000
The Best American Poetry for “The Shipfitter’s Wife” 1999
Pushcart Prize, Special Mention, for “Prayer” 1999
The National Mental Health Association Media Award for the essay “Other Gardens” 1998
Editor’s Choice III Award, for “Ghosts” 1991
National Endowment for the Arts Fellowship in Literature, 1990
Bread Loaf Fellowship, Margaret Bridgeman Fellow in Poetry, 1990
Isabella Gardner Fellow for Outstanding Young Woman Poet, MacDowell Colony, 1988
Pushcart Prize, for “Quarter to Six”, 1986

Nominations

Lenore Marshall Poetry Prize (Finalist) 2006
The National Book Critic’s Circle Award (Finalist) 1995
The Bay Area Book Reviewer’s Award (Finalist) 1995
The Bay Area Book Reviewer’s Award (Finalist) 1991
Joseph Henry Jackson Award, (Honorable Mention) 1987

Artist Residency Awards

Virginia Center for the Creative Arts, 2008
Anderson Center for the Arts 2004
Leighton Studios, Banff Center for the Arts, 2002
Caldera, 2002
Corporation of Yaddo, 1989
MacDowell Colony, 1988
Djerassi Foundation, 1987

TEACHING

Creative Writing

Seminars

Writing from the Body, CRWR 607, Graduate Seminar, University of Oregon, Fall, 1995
Writing from the Body, CRWR 407, Undergraduate Seminar, University of Oregon, Spring, 1995
Definitions of Suffering: 20th Century Poetry of Social Concern, CRWR 607, Graduate Seminar, University of Oregon, Fall, 1996
Definitions of Suffering: 20th Century Poetry of Social Concern, CRWR 407, Undergraduate Seminar, University of Oregon, Spring, 1996
The Poetry of Work and Class, CRWR 407, Undergraduate Seminar University of Oregon, Winter, 1996/1997
Narrative Structures and Strategies, CRWR 607, Graduate Seminar, Poetry and Short Fiction, Fall, 2003
The Poetry of Sex and Death, CRWR 607, Graduate Seminar, Spring, 2004-6
Poetic Concepts, CRWR 607, Graduate Seminar, Poetry and Fiction, Fall 2004-5

Workshops

Graduate Poetry Workshop, 607, 630
Undergraduate Poetry Workshop 343 (intermediate) and 430 (advanced)

FIELDS OF STUDY

Contemporary American Poetry and Pedagogy, Twentieth Century Women’s Poetry, The Poetry of Work, Narrative Design in Poetry and Short Fiction, Poetry of Sex and Death, The Marriage of Music and Meaning
The Memorization of Poetry, The Broadside

Memberships:

Pen American; For the Free Expression of Literature; AWP; Raleigh Review, Board member; Virginia Poetry Society

Thomas David Lisk
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Professional

Professor of English, North Carolina State University, 1994-
Head, Department of English, North Carolina State University,
1994-2001
Associate Dean for Academic Affairs (Chief Academic Officer),
USC-Sumter, 1983-1994
Professor of English, University of South Carolina-Sumter, 1985-
1994

Education

Ph.D., Rice University
M.A., University of Houston
B.A. Trinity College

Selected Publications

Poetry Collections

These Beautiful Limits (Parlor Press, 2006)
Aroma Terrapin (Edwin Mellen Press, 2003)
Tentative List (chapbook) (Kitchen Press, forthcoming)

Fiction/Essays

“Play,” *Potion* 4 (2006) (www.potionmag.com). The story was later selected for Web
Del Sol’s *The Best of WDS: eScene* 27
“A Failure,” *Hotel Amerika* 4.2 (Spring 2006)
“William Bronk’s Path Among the Forms,” *Jacket* 29 (Spring 2006)
“Whitman’s Attic,” *Massachusetts Review* 47.1 (Spring 2006)
“Occam’s Razor and a Couple of Mustaches,” rpt. in *Tarrts Anthology* (Livingston Press,
2006)
“Schopenhauer Shopping,” *Defenestration* (March 2006)
“The Memory of Desire,” *Bat City Review* 1 (Spring-Summer 2005)
“A Monkey’s Uncle,” *Lonzie’s Fried Chicken* (2001)
“Tom Dacre is Received into Heaven,” *Cimarron Review* (Spring/Summer 2000)
“Snapshots of a Dream,” *Amarillo Bay* 2:3 (August 2000): On-line journal:
www.amarillobay.org

Consulting

Have given many workshops on writing for school and business groups, including a workshop for reporters at the *Sumter Daily Item*, July, 1985

Community

Member of Planning Committee for NC Writer's Network Fall Conference 2000

Member of Planning Committee for joint NC-SC *Poetry Spoken Then and Now* Project, 1995-96

Lectured and led discussions on several books, including *Uncle Tom's Cabin*, *The End of the Affair*, *Rich in Love*, *Oral History* and *Indian Givers* in "Let's Talk About It" series, 1989-present

Served as a community advisor to the machine shop, Sumter Career Center, 1991-1994

Have given many talks to schools and civic groups on a variety of subjects

Have judged many writing contests

Edited *Program of Work* for Sumter Chamber of Commerce, 1986

Grants

South Carolina Humanities Committee Grant for continuation of the Scholars' Forum, (two separate grants) 1984-85 and 1985-86

Southern Regional Education Board

CURRICULUM VITAE

Leila Silvana May

Department of English
North Carolina State University
Raleigh, NC 27695-8105
(919) 513-1886

414 S. Boylan Ave.
Raleigh, NC 27603
(919) 755-9658
leila@ncsu.edu

EDUCATION

Ph.D., University of California, Berkeley, May, 1994
B.A. (Honors in English and Philosophy), Mills College, 1984

SELECTED ACADEMIC HONORS AND AWARDS

Outstanding Teacher Award, 2013
CHASS Summer Research Funding, 2013 & 2012
Scholarly Projects Award, 2011
Outstanding Teacher Award, and Induction into the Academy of Outstanding Teachers, 2004-2005
Hewlett Fellow, 2000-2001
Outstanding Junior Faculty Award Nomination, 1999-2000
Mellon Dissertation Fellowship, 1992-1993
Mellon Fellow, 1985-1987
Phi Beta Kappa, 1984
Lucy Stern Fellowship, Mills College, 1982-1984

TEACHING EXPERIENCE

Associate Professor, North Carolina State University, 2001-present
Assistant Professor, North Carolina State University, 1995-2001

PUBLICATIONS

Books

Disorderly Sisters: Sibling Relations and Sororal Resistance in Nineteenth-Century British Literature.
Lewisburg and London: Bucknell University Press, 2001.
The Paradox of Duplicity: The Dialectics of Secrecy and Disclosure in Victorian Fiction, 1832-1901
(Under Review at Yale University Press)

Articles and Reviews

"Lucy Snowe, A Material Girl? Phrenology, Surveillance and the Sociology of Interiority."
Criticism (Winter 2013): 43-68.
"How Lucy Snowe Became an Amnesiac." *Bronte Studies* 34.3 (November 2009): 220-233.
"The Sociology of Thackeray's 'Howling Wilderness': Selfishness, Secrecy and Performance
in *Vanity Fair*," *Modern Language Studies* 37.1 (Summer 2007): 18-41.
Solicited Review of Carolyn Lesjak, *Working Fictions: A Genealogy of the Victorian Novel*. Duke
University Press, 2006. *Victorians Institute Journal* 35 (2007): 294-299.
"Language-Games and Nonsense: Wittgenstein's Reflection in Carroll's Looking-Glass,"
Philosophy and Literature 31.1 (Spring 2007): 79-94.
"Jane Austen's 'Schemes of Sisterly Happiness,'" *Philological Quarterly* 81.4 (2002): 327-58.
[Appeared November 2004]
Solicited review of Richard A. Kaye, *The Flirt's Tragedy: Desire Without End in Victorian and
Edwardian Fiction*. University of Virginia Press, 2002. *Victorians Institute Journal* 31
(2003): 219-225.
Solicited review of Valerie Sanders, *The Brother-Sister Culture in Nineteenth-Century Literature:
From Austen to Woolf*. Palgrave, 2002, in *Victorian Studies* 45.4 (Summer 2003): 738-40.
"Monkeys, Microcephalous Idiots, and the Barbarous Races of Mankind': Darwin's
Dangerous Victorianism," *Victorian Newsletter* (Spring 2003): 20-27.
"The Strong-Arming of Desire: A Reconsideration of Nancy Armstrong's *Desire and Domestic
Fiction*," *ELH* (Winter 2001): 267-85.

- "'Foul things of the night': Dread in the Victorian Body," *Modern Language Review* 93.1 (January 1998): 16-22.
- "Sibling Revelry in Mary Shelley's *Frankenstein*," *Studies in English Literature* 35.4 (Autumn 1995): 669-85.
- "'A strange family story': Sensational Sisters in Wilkie Collins's *The Woman in White*," *Pacific Coast Philology* 30 (September 1995): 82-102.
- "The Violence of the Letter: *Clarissa* and Familial Bo(u)nds," *English Language Notes* 32.5 (March 1995): 38-46.
- "Sympathies of a Scarcely Intelligible Nature': The Brother-Sister Bond in Poe's 'Fall of the House of Usher,'" *Studies in Short Fiction* 30.3 (Summer 1993): 387-96.

Book Chapter

- "'Eat me, drink me, love me': Orality, Sexuality and the Fruits of Sororal Desire in 'Gob(b)lin(g) Market' and *Beloved*," in *The Significance of Sibling Relationships in Literature*, ed. JoAnna Stephens Mink and Janet Doubler Ward (Bowling Green, Ohio: Bowling Green State University Popular Press, 1993), 133-48.

RECENT PAPERS PRESENTED

- "Lucy Snowe and the Desert Sands of Elsewhere," NAVSA/BAVSA (North American/British Victorian Studies Associations, Venice, Italy, June 2013.
- "Erving Goffman, the Cheshire Cat, and *Lady Audley's Secret*," Pacific Coast Conference on British Studies (PCCBS), University of California, Berkeley, March 2013.
- "The Victorian Siege of Granada, 1492: Bulwer-Lytton's *Leila*," Pacific Modern Language Association (PAMLA), University of Seattle, October 2012.
- "Combative Spiritualism in Charlotte Brontë's *Villette*." Panel: Transcontinental Spiritualism, Nineteenth-Century Studies Association (NCSA), Asheville, NC, March 22-24, 2012.
- "Sherlock Holmes, the 'Science of Deduction and Analysis,' and the End of Victoria's Secrets." Panel: Nineteenth-Century British Literature and Culture, Pacific Modern Language Association (PAMLA), Scripps College, Claremont, CA, November 2011.
- "Save Us from the Wrath of Nature: The Victorian Fear of Atavism," Interdisciplinary Nineteenth-Century Studies Association (INCS), Pitzer College, Claremont, CA, April 2011.
- "Inner Outings: Concealment and Revelation in the Victorian Novel," Philological Association of the Carolinas (PAC), UNC Asheville, March 2011.
- "Memory Lapses in *Labassecour*: Charlotte Brontë and Forgetfulness." Panel: Atypical Nostalgia, San Francisco State University, November 2009.
- Chair, Panel: Interdisciplinary Nineteenth-Century Studies, PAMLA, Pomona College, Claremont, CA, November 2008
- "*Reductio ad Materialismus*: Overplaying the Materialist Card in *Villette*," Victorians Institute, University of SC, Columbia, SC, October 2008
- Chair, Panel: Nineteenth-Century British Literature and Culture I & II (two sessions), PAMLA, University of Western Washington, November 2007.
- "Lady Audley, Becky Sharp and You: The Sociology of Secrecy," Victorians Institute Conference, University of Tuscaloosa, November 2007.
- "Lucy Snowe: A Material Girl?," North American Victorian Studies Association (NAVSA), Victoria, B.C., October 2007.
- "The Sociology of Secrecy and the 'Howling Wilderness' of *Vanity Fair*," North American Victorian Studies Association (NAVSA), Purdue University, August 2006
- "The Sociology of Secrecy and the 'Howling Wilderness' of *Vanity Fair*," PAMLA, UC Riverside, November 2006.
- Chair, Special Session: The Female Gothic, PAMLA, Malibu, CA, November 2005
- "Exoticism, Eroticism and Secrecy in the Nineteenth-Century Imagination: Unveiling Bulwer-Lytton's *Leila, or, The Siege of Granada*," North American Victorian Studies Association, University of Virginia, September 2005
- "'Who is quite safe from the trembling of the balance?': Braddon's Sensational Secret," The Eighteenth- and Nineteenth-Century British Women Writer's Conference, Lafayette, Louisiana, April 2005.

Short CV: Jeff Mielke

A Professional Preparation

Institution	Major	Degree and year
University of Washington	Linguistics, Japanese	BA, BA 1997
The Ohio State University	Linguistics	MA 1999, PhD 2004
University of Arizona	Linguistics	postdoc 2004-2006

B Appointments

North Carolina State University (English): associate professor 2012-present

University of Ottawa (Linguistics): asst. prof. 2006-2012, assoc. 2012-2013, adjunct 2013-present

Carleton University Institute of Cognitive Science: adjunct research professor 2009-present

C Service and other activities

Treasurer, Association for Laboratory Phonology (2014-2018)

Organized **Conference on sources of individual linguistic differences** (with special attention to Autism Spectrum Disorders), University of Ottawa, March 2012

English Department representative to the CHASS Research Committee (2013-present)

CHASS representative to the University Research Committee (2013-present)

Collaboration with Royal Canadian Mounted Police for assistance with building a speech corpus to test forensic tools. (2009-2013)

English Pronunciation Seminar (using ultrasound imaging) at Korean Embassy in Ottawa (2011).

D Students and Postdoc supervised

Christopher Carignan current postdoc

Will Dalton current PhD student

Lyra Magloughlin current PhD student; MA recipient (2011)

Md. Jahurul Islam MA recipient (2014) now linguistics PhD student at Georgetown

Megan Risdal MA recipient (2014) now linguistics PhD student at UCLA

Reza Falahati PhD recipient (2013) now teaching linguistics at the University of Kashan

Sonia Pritchard PhD recipient (2012) currently unaffiliated

Marie-Eve Barrette MA recipient (2009) now information studies student at McGill

Scott Mackie MA recipient (2007) now linguistics PhD student at UBC

E External research funding

C\$83,000: SSHRC grant #410-2010-0552, “Data Mining Sound Patterns” (2010-2013)

C\$278,099: CFI grant #15834, built the [Sound Patterns Laboratory/Laboratoire des structures sonores](#) in 2009 (with Marc Brunelle, 2008-2013)

C\$68,804: SSHRC grant #410-2007-0735, “Measuring the Phonetic Similarity of Speech Sounds” (2007-2010)

F Selected publications

- Mielke, Jeff (2013) [Phonologization and the typology of feature behaviour](#). In Alan Yu, eds., *Origins of sound change: Approaches to phonologization*. Oxford: Oxford University Press.
- Cristià, Alejandrina, Jeff Mielke, Robert Daland, and Sharon Peperkamp (2013) Similarity in the generalization of implicitly learned sound patterns. *Laboratory Phonology* 4.2: 259-285.
- Mielke, Jeff (2012) A phonetically-based metric of sound similarity. *Lingua* 122: 145-163.
- Mielke, Jeff, Kenneth S. Olson, Adam Baker, and Diana Archangeli (2011) [Articulation of the Kagayanen interdental approximant: An ultrasound study](#). *Journal of Phonetics* 39.3: 403-412.
- Baker, Adam, Diana Archangeli, and Jeff Mielke (2011) Variability in English s-Retraction Suggests a Solution to the Actuation Problem. *Language Variation and Change* 23.3: 347-374.
- Mackie, Scott, and Jeff Mielke (2011) Feature economy in natural, random, and synthetic inventories. In G.N. Clements and Rachid Ridouane, eds., *Where do phonological contrasts come from? Cognitive, physical and developmental bases of phonological features*. Amsterdam: John Benjamins. 43-63.
- Mielke, Jeff (2011) [Distinctive Features](#). In Marc van Oostendorp, Colin Ewen, Elizabeth Hume, and Keren Rice, eds., *Companion to Phonology*. Wiley-Blackwell.
- Mielke, Jeff (2011) The nature of distinctive features and the issue of natural classes (section in multi-authored chapter on Phonological Structure). In Abigail C. Cohn, Cécile Fougeron, and Marie K. Huffman, eds., *Handbook of Laboratory Phonology*. Oxford: Oxford University Press. 185-196.
- Mielke, Jeff, Lyra Magloughlin, and Elizabeth Hume (2011) Evaluating the effectiveness of Unified Feature Theory and three other feature systems. *Tones and Features: In Honor of G. Nick Clements*. Berlin: Mouton de Gruyter.
- Kenneth S. Olson, Jeff Mielke, Josephine Sanicas-Daguman, Carol Jean Pebley, and Hugh Paterson III (2010) The phonetic status of the (inter)dental approximant. *Journal of the International Phonetic Association* 40.2: 199-215.
- Mielke, Jeff, Adam Baker, and Diana Archangeli (2010) Variability and homogeneity in American English /ɹ/ allophony and /s/ retraction. *Variation, Detail, and Representation*. (LabPhon 10). Berlin: Mouton de Gruyter. 699-719.
- Mielke, Jeff (2009) [Segment Inventories](#). *Blackwell Language and Linguistics Compass* 32.3: 700-718.
- Mielke, Jeff (2008) *The Emergence of Distinctive Features*. Oxford: Oxford University Press. xviii, 280 p. [reviewed in *Language* 87:3].
- Mielke, Jeff (2005) [Ambivalence and ambiguity in laterals and nasals](#). *Phonology* 22.2: 169-203.
- Mielke, Jeff, Mike Armstrong, and Elizabeth Hume (2003) Looking through opacity. *Theoretical Linguistics* 29.1-2: 123-139.
- Mielke, Jeff (2003) [The Interplay of Speech Perception and Phonology: Experimental Evidence from Turkish](#). *Phonetica* 60.3: 208-229.
- [career totals: 1 book, 9 journal articles, 15 refereed book chapters, 21 conference proceedings papers, 35 invited talks, and 82 conference presentations]

G Selected software and research tools

[P-base](#) (database of sound patterns in 537 languages) and multimodal [Phonetic similarity database](#)

[Phonology Lab Manual](#): Research tools for laboratory phonology, including Palatron (for head movement correction), PCA-based ultrasound image analysis tools (with Chris Carignan)

CAROLYN RAE MILLER

■ EDUCATION

Pennsylvania State University, B.A., 1965–7, English Honors.

Pennsylvania State University, M.A., 1967–68, English.

Rensselaer Polytechnic Institute, Ph.D., 1976–80, Communication and Rhetoric.

■ POSITIONS AND EMPLOYMENT

North Carolina State University, Department of English: Instructor, 1973–76, 1977–79; Assistant Professor, 1980–83; Associate Professor, 1983–90; Professor, 1990–2005; SAS Institute Distinguished Professor of Rhetoric and Technical Communication, 2005–present.

Michigan Technological University, Visiting Associate Professor, Department of Humanities, spring quarter 1988.

Pennsylvania State University, Visiting Associate Professor, Department of English, summer 1988.

Georgia Institute of Technology, Visiting Professor, Department of Literature, Communication, and Culture, winter and spring quarters, 1991.

Federal University of Pernambuco, Recife, Brazil, Visiting Professor, Department of Letters, summer 2007.

University of Louisville, Watson Distinguished Visiting Professor, Department of English, fall semester 2013.

■ OTHER RELEVANT EXPERIENCES AND PROFESSIONAL MEMBERSHIPS

Memberships: Association of Teachers of Technical Writing, Conference on College Composition and Communication, Council for Programs in Technical and Scientific Communication, International Society for the History of Rhetoric, National Communication Association, Rhetoric Society of America, Society for Social Studies of Science.

Editorial Boards: *College Composition and Communication*, 2002–05; *Journal of Business and Technical Communication*, 1985–2007; *Philosophy and Rhetoric*, 1995–2003; 2003–06; *Quarterly Journal of Speech*, 2001–04, 2004–07, 2013–14; *Rhetoric Society Quarterly*, 2000–2007; *Written Communication*, 1993–2007.

■ HONORS

Best Article in the Philosophy or Theory of Technical and Scientific Communication, 1975–80, National Council of Teachers of English, 1981.

Outstanding Teacher Award, North Carolina State University, 1984.

Best Collection of Essays in Scientific and Technical Communication, National Council of Teachers of English, 1984.

Fellow, Association of Teachers of Technical Writing, 1995.

Alumni Distinguished Graduate Professor, North Carolina State University, 1999.

Best Article in Historical Research or Textual Studies in Technical and Scientific Communication, National Council of Teachers of English, 1999.

Rigo Award for Lifetime Achievement in Communication Design, ACM-SIGDOC (Association for Computing Machinery, Special Interest Group in Design of Communication), 2006.

Fellow, Rhetoric Society of America, 2010.

■ SELECTED PEER-REVIEWED PUBLICATIONS (LAST 5 YEARS)

Estudos sobre Gênero Textual, Agência e Tecnologia. Edited and translated by Angela Paiva Dionisio and Judith Chambliss Hoffnagel. Recife, Brazil: Editora Universidade Federal de Pernambuco, 2009. 232 pp. Republished São Paulo: Parábola, 2012. 191 pp.

“Blogging as Social Action: A Genre Analysis of the Weblog,” first author, with Dawn Shepherd. Reprinted in *The Norton Handbook of Composition Studies*. Ed. Susan Miller. New York: W. W. Norton, 2009. 1450–1473.

“Rhetoric, Disciplinarity, and Fields of Knowledge,” second author, with John Lyne. *The Sage Handbook of Rhetorical Studies*, ed. Andrea A. Lunsford. Los Angeles: Sage, 2009. 167–174.

“Questions for Genre Theory from the Blogosphere,” first author, with Dawn Shepherd. *Genres in the Internet: Issues in the Theory of Genre*, ed. Janet Giltrow and Dieter Stein. Amsterdam: John Benjamins, 2009. 263–290.

“Digital Rhetoric and Science,” second author with Christian Casper. *Sage Encyclopedia of Science and Technology Communication*, ed. Susanna Hornig Priest. Los Angeles: Sage, 2010. 224–227.

“Should We Name the Tools? Concealing and Revealing the Art of Rhetoric.” *The Public Work of Rhetoric: Citizen-Scholars and Civic Engagement*, ed. David Coogan and John Ackerman, University of South Carolina Press, 2010. 19–38.

“New Genres, Now and Then.” *Literature, Rhetoric, and Values*, ed. Shelley Hulan, Murray McArthur, and Randy Allen Harris. Newcastle upon Tyne: Cambridge Scholars Publishing, 2012. 127–149.

■ COURSES TAUGHT (LAST 5 YEARS)

CRD 702, Rhetoric and Digital Media

CRD 790, Issues in Communication, Rhetoric, and Digital Media

CRD 885, Supervised Teaching

CRD 893, Doctoral Supervised Research

CRD 895, Dissertation Research

ENG 515, Rhetoric of Science and Technology

ENG 516, Rhetorical Criticism: Theory and Practice

ENG 583, 798, Special Topics, Emerging Genres

ENG 810, Directed Readings in English Studies

■ RECENT GRADUATE TRAINING EXPERIENCE (LAST 5 YEARS)

DISSERTATIONS, PH.D. IN COMMUNICATION, RHETORIC, AND DIGITAL MEDIA

Directed six dissertations to completion for doctoral program in Communication, Rhetoric, and Digital Media (CRDM).

Directed five capstone projects for the M.A. in English, rhetoric and composition concentration.

Served as reader on ten dissertation committees, seven in CRDM, two in Design at NC State, and one in Applied Linguistics, at Federal University of Santa Maria (Brazil).

W. JASON MILLER

Curriculum Vitae

Associate Professor
Department of English
North Carolina State University
Campus Box 8105
Raleigh, NC 27695-8105

Office: Tompkins Hall
Room: #243
Office Phone: (919) 515-4112
Home Phone: (919) 830-7514
e-mail: jason_miller@ncsu.edu

EDUCATION

Ph.D., English (High Pass on qualifying exams) Washington State University, 2004.
M.A., English (High Pass on thesis oral exam) University of Nebraska at Kearney, 2000.
B.A. (Education, Language Arts 7-12) University of Nebraska at Kearney, 1993.

ACADEMIC POSITIONS

Associate Head, Department of English, Director of Undergraduate Studies, North Carolina State University, July, 2014- Present.

Associate Professor, Department of English, North Carolina State University,
August, 2011- Present.

Assistant Professor, Department of English, North Carolina State University,
August, 2005- May, 2011.

PUBLICATIONS

BOOKS

Origins of the Dream: Hughes's Poetry and King's Rhetoric. Gainesville: University Press of Florida, (forthcoming February 2015).

Langston Hughes and American Lynching Culture. Gainesville: University Press of Florida, 2011. (Paperback March 2012)

SELECTED ARTICLES

“ ‘Don't Turn Back’: Langston Hughes, Barack Obama, and Martin Luther King, Jr.” *African American Review*, 46.2-3 (Fall 2014). 1-14.

“Hughes and Lynching.” *Critical Insights: Langston Hughes.* Ed. R. Baxter Miller, Ipswich, MA: Salem Press, 2013. 158-175.

“Foregrounding and Prereading: Using Langston Hughes's Poetry To Teach *A Raisin in the Sun.*” *Notes on American Literature*, 24.1 (Spring 2012): 4-14.

“Langston Hughes's “The Bitter River”: American Lynching Culture and WWII.” *The Langston Hughes Review*, 23.1 (Spring 2011): 32-41.

“A French Connection: Teaching Cather's *My Antonia* through Rodin's Art.” *Teaching the Works of Willa Cather.* Eds. Steven Shively and Virgil Albertini, Maryville, MO: Greentower Press, 2009. 63-81.

SELECTED POEMS

“Last November,” *Smartish Pace*, (Erskine J. Poetry Prize Runner-Up) April 2012.

“The Wood Ibis,” *The South Carolina Review*, (Hon. Men. SCR Poetry Contest) Spring 2006.

WORK IN PROGRESS

DOCUMENTARY FILM- Origin of the Dream

Along with award-winning documentary film director Rebecca Cerese, I am heading a project titled Origin of the Dream. Origin of the Dream is a feature length documentary film and mixed media project that illuminates the unexplored intersections of two of the twentieth century's foremost African American visionaries: poet Langston Hughes and civil rights leader Dr. Martin Luther King, Jr. To earn non-profit status and secure funding, the film has already entered into a partnership with the Southern Documentary Fund

The documentary's unique and innovative approach and perspective has already attracted the support of some of the nation's top scholars. Already signed on as partners and consultants are Professor and author Dr. Henry Louis Gates Jr., civil rights leader and former President of the NAACP Dr. Benjamin F. Chavis Jr., former Chairman of the National Endowment for the Humanities Dr. William Ferris, Hughes Scholar Donna Akiba Harper, and King scholars Dr. Lewis Baldwin, and Dr. Michael Honey.

RECENT PRESENTATIONS

"The Letters of Martin Luther King and Langston Hughes," an invited teaching presentation for two sections of ninth-grade English at Enloe High School, Raleigh, NC, November 19, 2013.

"Teaching From Primary Sources: the Publication and Performances of 'August 19th,'" presented for The Langston Hughes Society Panel "New Approaches to Teaching Langston Hughes's Writings," Modern Language Association, Boston, MA, January 3-6, 2013.

"The Delivery is the Address," invited commencement address for the NC State Department of English Graduation Ceremony, North Carolina State University, May 12, 2012.

"Invisible Hughes: Barack Obama's 2008 Democratic National Convention Acceptance Speech," presented for The Langston Hughes Society Panel "Reading Langston Hughes in the Age of Barack Obama," Modern Language Association, Seattle, WA, January 5-8, 2012.

TEACHING EXPERIENCE (NCSU)

Graduate: English 582 Langston Hughes and Popular Culture
English 576 Twentieth-Century American Poetry

Undergraduate: English 400 Applied Criticism
English 260 Introduction to Literary Studies
English 252 Major American Authors

JOURNAL READER

Callaloo (2011-Present)

Twentieth-Century Literature (2011-Present)

ACADEMIC SERVICE (selected)

American Literature Disciplinary Chair, 2012-14

African American Cultural Center Advisory Board, 2011-Present

Honors and Awards Committee, 2011-13

Research and Professional Development Committee, 2011-12

Literature Program Committee, 2013-14

Final Judge, Raleigh Fine Arts Society Annual Literary Contest, 2011-13

Selection Committee, NCSU Caldwell Fellows, 2011-Present

Teacher Education Coordinator, Department of English, NCSU, 2008-13

Undergraduate Study Committee, NCSU, 2008-13

Susan K. Miller-Cochran

Department of English
North Carolina State University

Email: susan_miller@ncsu.edu
Phone: 919.515.4160

EDUCATION

Doctor of Philosophy, English, with a concentration in Rhetoric/Composition and Linguistics
Arizona State University, 2002
Master of Teaching English as a Second Language (MTESL)
Arizona State University, 1998
Bachelor of Arts, English Literature
Taylor University, Upland, Indiana, 1995 (magna cum laude)

ACADEMIC APPOINTMENTS

2013-present Professor of English, North Carolina State University
2006-2013 Associate Professor of English, North Carolina State University
2000-2006 Residential Faculty, English Department, Mesa Community College
1998-2000 Teaching Associate, English Department, Arizona State University
1996-1998 Teaching Assistant, English Department, Arizona State University

SELECTED PUBLICATIONS

- Miller-Cochran, Susan.** "Multilingual Writers and Online Writing Instruction." In *Foundational Practices in Online Writing Instruction*. Eds. Beth Hewett and Kevin Eric DePew. Anderson, SC: Parlor Press. In press.
- Fedukovich, Casie, **Susan Miller-Cochran**, Brent Simoneaux, and Robin Snead. "A State of Permanent Contingency: Writing Programs, Hiring Practices, and a Persistent Breach of Ethics." In *A Statement in Recension: "Principles and Standards for the Postsecondary Teaching of Writing" for the 21st Century*. Eds. Randall McClure, Dayna Goldstein, and Michael Pemberton. Anderson, SC: Parlor Press. In press.
- Gierdowski, Dana, and **Susan Miller-Cochran**. "A Picture is Worth a Thousand Words: Understanding Expectations and Mapping Preferences for Writing Classroom Design." In *Making Space: Writing Instruction, Infrastructure, and Multiliteracies*. Eds. James P. Purdy and Dànielle Nicole DeVoss. Computers and Composition Digital Press. In press.
- Raimes, Ann, and **Susan Miller-Cochran**. *Pocket Keys for Writers* (5th Ed.). Wadsworth/Cengage Learning, expected early 2015. In press.
- Raimes, Ann, and **Susan Miller-Cochran**. *Keys for Writers* (7th Ed.). Wadsworth/Cengage Learning, 2014. Print.
- Miller-Cochran, Susan**, and Rochelle Rodrigo. *The Wadsworth Guide to Research* (2nd Ed.). Wadsworth/Cengage Learning, 2014. Print.
- Rodrigo, Rochelle, **Susan Miller-Cochran**, and Duane Roen. "DIY Mentoring: Developing Personal Learning Networks for Self-Actualization." *enculturation*, 17 (2014). Web.
- Miller-Cochran, Susan** and Dana Gierdowski. "Making Peace with the Rising Costs of Writing Technologies: Flexible Classroom Design as a Sustainable Solution." *Computers and Composition*, 30.1 (2013): 50-60. Print.
- Jacobsen, Craig, **Susan Miller-Cochran**, and Rochelle Rodrigo. "The WPA Outcomes Statement and Disciplinary Authority." In *The Writing Program Administrators Outcomes Statement: A Decade Later*. Eds. Nicholas Behm, Duane Roen, Ed White, Deb Holdstein, and Greg Glau. Anderson, SC: Parlor Press. 2012. 107-123. Print.
- Miller-Cochran, Susan**. "Beyond 'ESL Writing': Teaching Cross-Cultural Composition at a Community College." *Teaching English in the Two-Year College*, 40.1 (2012): 20-30. Print.

SELECTED RECENT PRESENTATIONS

- Fedukovich, Casie, and Susan Miller-Cochran. "Between a Rock and a Hard Place: Distributed Administration and Administrative Advocacy in an Age of Contingency." Annual meeting of the Council of Writing Program Administrators, Normal, IL, July 2014.
- Gierdowski, Dana, and Susan Miller-Cochran. "Diversified Design: Exploring Multilingual Responses to a Flexible Writing Classroom." Annual meeting of the Conference on College Composition and Communication, Indianapolis, March 2014.
- Miller-Cochran, Susan and Shelley Rodrigo. "The Persistence of False Dichotomies: Rethinking Approaches to Teaching and Tutoring Research-Based Writing." Southeast Writing Center Association Conference, Greenville, NC, February 2014.
- Miller-Cochran, Susan. "MOOC is a Four-Letter Word: Disciplinary Debates and Political Positioning in a New Information Age." Annual meeting of the Council of Writing Program Administrators, Savannah, July 2013.
- Miller-Cochran, Susan. "Turning Off the Light that Never Goes Out: Work Habits, Priorities, and Learning to Let Go." Annual meeting of the Council of Writing Program Administrators, Savannah, July 2013.

SELECTED TEACHING

Undergraduate

ENG 101: Academic Writing and Research (in computer-mediated classrooms and hybrid learning environments)

Graduate

ENG 511: Theory and Research in Composition

ENG 513: Empirical Research in Composition

ENG 583: Writing Program Administration: Theory, Research, and Practice (co-taught with Chris Anson)

ENG 624: Teaching College Composition

CRD 704: Technologies and Pedagogies in the Communication Arts

SELECTED SERVICE

QEP Advisory Board, North Carolina State University, 2014-present

CHASS Space Planning and Principles Task Force, 2014-present

Vice President, Council of Writing Program Administrators, 2013-2015

Chair, Council of Writing Program Administrators Publications Committee, 2013-present

Chair, Council of Writing Program Administrators Nominating Committee, 2013-present

Budget Planning Committee, Department of English, North Carolina State University, 2013-present

QEP Coordinating Committee, North Carolina State University, 2012-2013

Editorial Board, *Present Tense*, 2012-present

Manuscript Reviewer, *Enculturation*, 2012-present

Chair, Council of Writing Program Administrators Liaison Committee, 2012-2013

Council of Writing Program Administrators Task Force on Dual Enrollment, 2012-2013

Co-Chair of annual Computers and Writing conference (held at NC State University), May 2012

Stage 1 Proposal Reviewer, Conference on College Composition and Communication, 2012, 2011, 2007, 2002

Strategic Planning Committee, Department of English, North Carolina State University, 2011-2013

Manuscript Reviewer, *College English*, 2010-present

Academic Technology Task Force, North Carolina State University, 2010-2011

Executive Committee of the Faculty Senate, North Carolina State University, 2010-2011

Manuscript Reviewer, *Composition Forum*, 2009-present

Winner of Writing Program Certificate of Excellence, Conference on College Composition and Communication (2009), awarded to First-Year Writing Program at North Carolina State University

Secretary and member of Executive Board, Carolinas Writing Program Administrators, 2008-2013

Committee on Best Practices for Online Writing Instruction, CCCC, 2007-2010

Short Curriculum Vitae

John D. Morillo
 2606 Barnettler Street
 Raleigh, NC 27607
 (919) 515-4163
 morillo@ncsu.edu
 home page: <http://www4.ncsu.edu/unity/users/m/morillo/public/index.htm>

Education

University of Chicago, Chicago, IL 60637
 Ph.D. in English, March 1994 (British literature and theory)
 M.A. in English, June 1985 (British literature)
 Reed College, Portland, OR 97202
 B.A. with honors in English, May 1982 (British literature)

Professional Experience

Director of Graduate Programs, NC State English Department, July 2002-July 2005
 Associate Professor of English, 2000-
 Assistant Professor of English, North Carolina State University, 1994-
 Instructor, North Carolina State University, 1993-4
 Norman Maclean Instructor, University of Chicago, 1991

Awards, Honors, and Grants

Nominated for NC State Board of Governors Teaching Award, Fall 2013
 Alumni Association Outstanding Teaching Award, Spring 2013
 NC State Outstanding Teacher Award, Spring 2013
 National Outstanding Faculty Advisor, Certificate of Merit NACADA, Fall 2012
 NC State Outstanding Faculty Advisor Award, Spring 2012
 CHASS Summer Research Grant: Summer 2011, \$2,000
 CHASS Research Grant: Spring 2010, \$1,000
 CHASS Faculty Award: Author of Edited Volumes, 1997-8
 North Carolina State University Faculty Research and Professional Development Grant, December 1995, \$3,450
 North Carolina State University Provost's Grant, May 1995, \$3,000
 Mrs. Giles Whiting Dissertation Fellowship, 1992-3

Publications, Books:

Uneasy Feelings: Literature, the Passions, and Class from Neoclassicism to Romanticism. AMS Studies in the Eighteenth Century 37. New York: AMS Press, 2001.

Book Chapters:

"Poetic Enthusiasm." *A Companion to Eighteenth-Century Poetry.* Ed. Christine Gerard. Oxford: Blackwell, 2006. 69-82.

Essays

“Editing Eve: Rewriting the Fall in Austen's *Persuasion* and Inchbald's *A Simple Story*.”
Eighteenth-Century Fiction 23.1 (2010): 195-223.

"John Dennis: Enthusiastic Passions, Cultural Memory, and Literary Theory." *Eighteenth-Century Studies* 34.1 (2000): 21-41.

--- and Wade Newhouse. "History, Romance, and the Sublime Sound of Truth in *Ivanhoe*." *Studies in the Novel* 32.3 (2000): 287-295.

"Seditious Anger: Pope, James Stuart, and Jacobite Politics in Pope's *Iliad* Translation." *Eighteenth-Century Life* 19.2 (1995): 38-58.

"Vegetating Radicals and Imperial Politics: Shelley's *Triumph of Life* as Revision of Southey's *Pilgrimage to Waterloo*." *Keats-Shelley Journal* 43 (1994): 117-140.

Edited Collections

Volume Advisor and Contributing Editor. “Elizabeth Inchbald 1753-1821.” *Nineteenth-Century Literature Criticism*. Vol. 276. Ed. Lawrence J. Trudeau. Farmington Hills, MI: Gale Cengage Learning, 2013. 123-250. Gale Literary Criticism Ser.

Graduate Theses / MA Capstones Directed

7 from 1995-2002; 7 from 2005-2010; 4 MA Capstones 2011-12

Courses Taught

Graduate: English 669, Bibliography and Methodology; English 563, Eighteenth-Century Novel; English 579, Restoration and 18th-Century Drama; English 562, Land and Money in the Eighteenth Century, and Studies in Genre and Decorum; English 650, Romantic Period.

Undergraduate: English 498 and English 491h Honors Courses in Utopian and Dystopian literature; The English Philosophical Poem from Neoclassicism to Romanticism; English 496, Literary Criticism; English 462, Eighteenth-Century Literature; English 453, Romantic Period; English Independent Study in Romanticism (tutorial); English 362, Eighteenth-Century Novel; English 262, English Literature II; English 251, Major British Authors. English 209 Studies in Drama; English 207Q Studies in Poetry, Freshmen Inquiry section; HON 298 Romanticism and the Discipline of Memory; Utopian and Dystopian Literature HON 293 Representing Animals.

JAMES MULHOLLAND

NC State University
Department of English
Raleigh, NC 27607
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Durham, NC 27701
cell: 732-207-2427
jamesmulholland.net

ACADEMIC APPOINTMENTS

2012-present NC State University, Assistant Professor of English
2009-10 Fox Center for Humanistic Inquiry, Emory University, NEH Fellow in Poetics
2006-2012 Wheaton College (MA), Assistant Professor of English
2005-6 Connecticut College, Visiting Assistant Professor of English

EDUCATION

2005 Ph.D., Literatures in English, Rutgers University
1997 B.A. (with distinction), English Language and Literature, University of Virginia

PUBLICATIONS

Sounding Imperial: Poetic Voice and the Politics of Empire, 1730-1820

(Johns Hopkins University Press, April 2013)

Reviews: *Review of English Studies* (December 2013)

“Connecting Eighteenth-Century India: The Translocal Poetics of William and Anna Maria Jones”

Representing Place in British Literature and Culture of the Long Eighteenth Century: From Local to Global, ed. Evan Gottlieb and Juliet Shields (Ashgate, forthcoming 2012)

“James Macpherson, Oral Traditions, and the Invention of Voice”

Oral Tradition 24.2 (October 2009)

“Gray’s Ambition: Printed Voices and Performing Bards in the Later Poetry”

ELH 75.1 (Spring 2008)

“‘To Sing the Toils of Each Revolving Year’: Song and Poetic Authority in Stephen Duck’s ‘The Thresher’s Labour’”

Studies in Eighteenth-Century Culture 33 (2004)

HONORS

2013 Folger Seminar, “The Orality/Literacy Heuristic” (week-long seminar)
2013 Folger Seminar, “Law as Politics in England and the Empire” (semester-long participant)
2009-10 NEH Fellowship in Poetics, Fox Center for Humanistic Inquiry, Emory University
2009-10 Marion Jasper Whiting Fellowship
2007 Wheaton Summer Research Award
2006 ASECS/Paula Backscheider Archival Fellowship
2003-5 Milton V. Blum Teaching Fellow, Rutgers University

2004 Daniel Francis Howard Travel Fellowship
2003-4 Rutgers Dissertation Fellowship
2002-3 Fellowship, Center for Critical Analysis, Rutgers University

OTHER PROFESSIONAL WRITING

“What I’ve Learned about Publishing a Book” *Journal of Scholarly Publishing* (April 2014)

“What I’ve Learned about Revising a Dissertation” *Journal of Scholarly Publishing* (October 2011)

“It’s Time to Stop Mourning the Humanities” *The Chronicle of Higher Education* (June 1, 2010)

“Neither a Trap nor a Lie: A Reply to Thomas Benton” *The Chronicle of Higher Education* (March 12, 2010) Mentioned on *The Economist* blog (moreintelligentlife.com) and NPR’s *Talk of the Nation* blog (www.npr.org/blogs/talk/)

“Life at the Center” *The Chronicle of Higher Education* (Nov. 24, 2009)

“Just Win?” *The Chronicle of Higher Education* (May 18, 2009)

“Signposting and Frontloading” *The Chronicle of Higher Education* (Dec. 5, 2008)

“Money, Money, Money” *The Chronicle of Higher Education* (Oct. 3, 2008)

“Teaching and Learning the 9/11 Novel”; interview on “American Fiction Notes” (May 10, 2009)

REFERENCES

Martine Brownley, Emory University (martine.brownley@emory.edu)

William Galperin, Rutgers University (whg1@ix.netcom.com)

Paula McDowell, New York University, (paula.mcdowell@nyu.edu)

Michael McKeon, Rutgers University (McK343@gmail.com)

John Sitter, University of Notre Dame (jsitter@nd.edu)

John Morillo, NC State University (morillo@ncsu.edu)

Brief 2-page CV
Juliana Makuchi Nfah-Abbenyi
Professor of English and Comparative Literature

Education

Ph.D. Comparative Literature, McGill University, Canada, 1994.

Doctorat de 3ème Cycle, Negro-African (African & African American) Literature,
University of Yaounde, Cameroon, 1987.

M.A. Maîtrise, African Literature, University of Yaounde, 1981.

B.A. Licence ès lettres bilingues (Bilingual Letters, English & French), University of
Yaounde, 1979.

Teaching Appointments

2006- Professor, Department of English, North Carolina State University (NCSU)

2004-2006 Professor, Department of English, University of Southern Mississippi

1998-2004 Associate Professor, USM

1995-1998 Assistant Professor, USM

1994-1995 Assistant Professor of Comparative Literature & Distinguished Visiting Woman
Scholar of Color, St. Cloud State University, MN.

Teaching, Research, and Creative Interests

African and African Diaspora literatures; Postcolonial Literatures and Cultural
Studies; Women's and Gender Studies; Feminist Theory; Third
World/Transnational Feminisms; and Creative Writing (fiction)

NCSU Chancellor's Appointment

2009-2013 Park Faculty Scholar, Class of 2013. First appointed in 2009; reappointed in
2010, 2011, 2012. Class graduated on May 10, 2013.

Administrative Appointment

Jan. 2013- Director of Diversity Programs and Faculty/Staff Diversity, College of
Humanities and Social Sciences (CHASS), NCSU

Publications

Books

- *Reflections: An Anthology of New Work by African Women Poets*. Ed. with Anthonia Kalu and Omofolabo Ajayi-Soyinka. Boulder, Colo: Lynne Rienner Publishers, 2013.
- *The Sacred Door and Other Stories: Cameroon Folktales of the Beba*. Athens, OH: Ohio UP, 2008. *Choice* Outstanding Book
- *Your Madness, Not Mine: Stories of Cameroon*. Athens, OH: Ohio UP, 1999. *Choice* Outstanding Book
- *Gender in African Women's Writing: Identity, Sexuality, and Difference*. Bloomington: Indiana UP, 1997. *Choice* Outstanding Academic Book.

Books and Journals—Co-editor & Guest Editor

- Spring 2012a. Guest Editor, special supplement of *Free Verse* 22 on "Anglophone Cameroonian Poetry."
http://english.chass.ncsu.edu/freeverse/Archives/Spring_2012/prose/CameroonPoetry_JulianaMakuchiNfahAbbenhi.htm
- Fall 2011a. Guest Editor, special issue of *The Global South* 5.2 on "Indigenous Knowledge and Intellectual Property Rights in the Age of Globalization."
- 2010a. Co-editor, special double issue of *Journal des Africanistes* 80.1-2 on "Création littéraire et archives de la mémoire/Literary Creation and the Archives of Memory."

Publications in Books & Journals

- 2013a. "Home is where you mend the roof." *27 Views of Raleigh: The City of Oaks in Prose & Poetry*. Hillsborough, NC: Eno Publishers, 2013. 64-75.
- 2013b. "Achebe Tribute" in *JALA Achebe Tributes and Virtual Condolences Book*. <http://africanlit.org/publications/achebe/nfah-abbenyi.pdf>
- 2012b. "Introduction: Indigenous Knowledge and Intellectual Property Rights in the Age of Globalization." *The Global South* 5.2 (Spring 2012): 1-6.
- 2011b. "Woman of the Lake." *Obsidian: Literature in the African Diaspora* 10.2 (Fall/Winter 2009)-11.1 (Spring/Summer 2010): 64-77.
- 2010b. "Un-Masking the Mediator: Werewere Liking's Flashes of Light." *The Original Explosion that Created Worlds: Essays on Werewere Liking's Art and Writings*. Ed. John Conteh-Morgan and Irène Assiba d'Almeida. Amsterdam: Rodopi. 63-88.
- 2010c. "Plantain Leaf Baby." *Mythium: The Journal of Contemporary Literature and Cultural Voices* 1.2 (Spring/Summer 2010): 132-143.
- 2010d. "Slow Poison." *African Women Writing Resistance*. Eds. Jennifer Browdy de Hernandez et al. Madison: U of WI Press. 198-209. Reprint
- 2009. "terrorism." In *Obsidian: Literature of the African Diaspora* 8.2 (Fall/Winter 2007): 23-25.
- 2007a. "Ecological Postcolonialism in African Women's Literature." *African Literature: An Anthology of Criticism and Theory*. Ed. Tejumola Olaniyan & Ato Quayson. Blackwell. 707-14. Reprint
- 2007b. "Toward a Lesbian Continuum? Or Reclaiming the Erotic," in Olaniyan & Quayson. 746-52.
- 2007c. "Market Scene." *The Rienner Anthology of African Literature*. Ed. Anthonia C. Kalu. Denver, Colo: Lynne Rienner. 564-72. Reprint
- 2007d. "The Forest Will Claim You Too." *Yellow Medicine Review: A Journal of Indigenous Literature, Art and Thought*. 63-80.

Lectures and Fiction Readings

Furman University, SC (2014); Anderson University, SC (2012); The Ohio State University, OH (2011); University of Kansas, KS (2011); University of Rochester, NY (2010); Piedmont Community College-Roxboro, NC (2010); University of Montevallo, AL (2010); University of Tampa, FL (2010); Piedmont Community College-Caswell, NC (2010); NCSU University Housing/DASA Staff Book Event (2009); NCSU National Society of Black Engineers (2009); UNC Greensboro, NC (2008); NCSU Owen Walters Reading Series (2008); Ferris State University, Big Rapids MI (2008); University of Toronto, Canada (2007); NCSU Larry Rudner Lecture (2007); Flagler College, St. Augustine, FL (2007); International Short Story, University of Lisbon, Portugal (2006); University of Central Arkansas, Conway, AR (2006); State University of New York at Albany (2006); Arkansas Literary Festival, Little Rock, AR (2005); Frederick Douglass Institute, University of Rochester, NY (2005); Hendrix College, Conway, AR (July 2003); Hendrix College, AR (June 2003); Concordia University, Montreal, Canada (2002); Hendrix College, AR (2002); Santa Clara University, Santa Cruz, CA (2002); The College of New Jersey, Ewing, NJ (2002); Rice University, Houston, TX (2001); Moorhead University, MN (2001); Xavier University, New Orleans, LA (2000); Mississippi State University, Starkville, MS (2000); Arizona Western College, Yuma, AZ (2000).

National and International Service/Engagement

- Advisory Board, *Contemporary Women's Writing* (Oxford UP journal)
- Executive Council Member and Publications officer, The International Society for the Oral Literatures of Africa (2008-2012).
- Executive Council Member, African Literature Association (2010-)

JENNIFER A. NOLAN-STINSON

EDUCATION

Ph.D., University of Maryland, College Park, American Studies, August 2008
Dissertation: *Reading Beyond the Page: Contextualizing Reading Within the Lives of Avid Readers*. Directed by John Caughey

M.A., University of Virginia, English Language and Literature, 2001

**B.A., University of Texas at Austin, English and Philosophy, *magna cum laude*,
Dec 1998, Phi Beta Kappa**

BOOK PROJECT: *READING ALONE?*

My life history work with avid readers models a new method for understanding reading as a social and cultural practice that allows for a focus on the individual reader without recreating the myth of reading as a solitary and culturally isolated activity. By simultaneously allowing for a culturally and socially situated reader while emphasizing the individuality of each reader's experiences, my work complicates our understanding of how readers work within and against social hierarchies and cultural influences and urges us to consider more completely how space, time, and materiality shape reading experiences.

ACADEMIC APPOINTMENTS

Assistant Professor, North Carolina State University, Department of English, 2012-present

Teaching Assistant Professor, North Carolina State University, Department of English, 2008-2011

PUBLICATIONS

"The Car as a Vehicle for Teaching Ernest Gaines's 'A Long Day in November.'" Solicited for *Approaches to Teaching Gaines's The Autobiography of Miss Jane Pittman and Other Works*. Ed John Lowe. Forthcoming from MLA.

"Towards a Life History of Reading." *Reception: Texts, Readers, Audiences, History* 3 (2011): 35-58.

RECENT PAPERS DELIVERED AND OTHER CONFERENCE PARTICIPATION

"Reading the Shelves: Book Display & the Creation of Readerly Identity." Researching the Reading Experience. Oslo, Norway, June 2013

NC State Delegate to the Triennial Phi Beta Kappa Conference. Palm Beach, FL, August 2012

"The Paperback Revolution and the American Literature Classroom." Society for the History of Authorship, Reading, & Publishing (SHARP) Annual Meeting. Washington DC, July 2011

"Cultural Authority and the GLBT Science Fiction Community." SHARP (Society for the History of Authorship, Reading & Publishing) panel at the American Studies Association Annual Meeting. San Antonio, TX, November 2010

“Living with Books: How Books are used to Construct Identity in Domestic Spaces.”
Material Cultures 2010: Technology, Textuality, and Transmission. The University of
Edinburgh, Edinburgh, Scotland, July 2010

“Towards a Life History of Reading.” Reception Study Society 2009 Conference.
Purdue University, West Lafayette, IN, September 2009

TEACHING EXPERIENCE, NORTH CAROLINA STATE UNIVERSITY

Literature Courses

Interdisciplinary literature courses created for the University Honors Program:

Twentieth-Century American Literature & Society

Combines literary, historical, cultural, and book history approaches to explore the multifaceted relationships between literature and society by examining the intersections between several key works of twentieth-century American fiction and the historical and social contexts that surrounded their production and reception

Negotiating American Identities

Course examining the techniques used in twentieth-century American literary and ethnographic texts to represent diverse American identities

English Department

Studies in Fiction & American Literature II, 1865-present

Interdisciplinary Courses (taught within the Division of Interdisciplinary Studies and for the University Honors Program)

American Studies Courses

Introduction to American Studies

Developed new course for the college offering an introduction to the types of questions asked and methods employed within the interdisciplinary field of American Studies

Interpreting American Cultures

Introduction to interdisciplinary methods for exploring American cultures through objects, texts, and people

Science, Technology, and Society (STS) Courses

Technology and American Culture

Interdisciplinary 400-level STS and 200-level Honors courses exploring cultural impacts of technology on twentieth-century American society and cultural responses to these innovations.

UNIVERSITY SERVICE

Zeta of North Carolina Chapter of the Phi Beta Kappa Society

President, 2013-2015

NC State Delegate, Triennial Conference, Palm Beach, FL, August 2012

Vice-President & President-Elect 2011-2013

Curriculum Vitae

Devin Orgeron

North Carolina State University
Dept. of English – Box 8105

Raleigh, NC 27695-8105
919.515.4138

devin_orgeron@ncsu.edu

BOOKS

Published

Road Movies: From Muybridge and Méliès to Lynch and Kiarostami

Palgrave Macmillan (Dec. 2007)

Learning with the Lights Off: A Reader in Educational Film

Co-editor with Marsha Orgeron (NCSU) and Dan Streible (NYU)

Oxford University Press, 2012

ARTICLES IN ACADEMIC JOURNALS / BOOKS

Published

“Spreading the Word: Race, Religion, and the Rhetoric of Contagion in Edgar G. Ulmer’s T.B. Films.” For *Learning with the Lights Off: An Educational Film Reader*. Eds. Dan Streible, Marsha Orgeron, and Devin Orgeron. Oxford University Press, 2012.

“A History of Learning with the Lights Off.” Co-written with Dan Streible and Marsha Orgeron. *Learning With the Lights Off: Educational Film in the United States*. Co-edited with Dan Streible and Marsha Orgeron. Oxford University Press, 2012. 15-66. Work divided in thirds.

Revised version of “David Fincher.” *Fifty Key Contemporary Filmmakers*. Yvonne Tasker, ed. Routledge (2010): 170-178.

“Wes Anderson.” *Fifty Key Contemporary Filmmakers*. Yvonne Tasker, ed. Routledge (2010): 18-26.

“Nothing Could be Finer...?: George Stoney’s *Tar Heel Family* and the Tar Heel State on film. For a special “Orphan Film Symposium” issue of *The Moving Image* 9.1 (2009): 161-182.

SHORT ACADEMIC PIECES (introductions, forewords, etc.)

“Object Lessons: An Introduction to an Interview with Jan Svankmajer that turned into an Essay by Jan Svankmajer.” Co-authored with Marsha Orgeron. *The Moving Image* 11.2 (2011): 100-103.

Foreword (with Marsha Orgeron: *The Moving Image* 12.2 (fall 2012), vii-xi.

Foreword (with Marsha Orgeron): *The Moving Image* 12.1 (spring 2012), viii-xi.

Foreword (with Marsha Orgeron): *The Moving Image* 11.2 (fall 2011), viii-xi.

Foreword (with Marsha Orgeron): *The Moving Image* 11.1 (spring 2011), viii-xiv.

Foreword (with Marsha Orgeron): *The Moving Image* 10.2 (fall, 2010), vii-xi.

Foreword (with Marsha Orgeron): *The Moving Image* 10.1 (spring, 2010), vii-xiii.

TEXTBOOK CONTRIBUTIONS, REVIEWS, INTERVIEWS

“Orphans Take Manhattan: The 6th Biannual Orphan Film Symposium.” *Cinema Journal*. Vol. 48, No. 2 (Winter 2009): 114-18.

ACADEMIC HONORS

- LWTLO won “Best edited collection” at SCMS (2012/13)
- Nominated for an Outstanding Service Extension Award (spring 2013)
- Thank a Teacher (Fall 2012)

CONFERENCES/PANELS

Delivered:

Presented a workshop with Melissa Dollman (Schlesinger Library, Radcliffe/Harvard) on the changing definition of non-fiction at Visible Evidence in Stockholm, Sweden. August 15-18.

Engineering the Female Traveler: *How to Pack a Suitcase* and the Curious Case of the Shell Oil’s “Carol Lane” With Melissa Dollman. NHF, Bucksport, ME. July 25-27.

Presented “The Fate of Film Footage: Bastard Films and the Politics of Provenance” at SCMS (The Society for Cinema and Media Studies) in Chicago. March 6-10, 2013

Presented “Cinematic Memes and Codes of Referential Resignification” at SCMS (The Society for Cinema and Media Studies) in Chicago. March 6-10, 2013.

“Sugar Bear Sells Sugar Crisp, 1949-present.” The Orphan Film Symposium. Queens, New York. April 12-14, 2012.

“Get it in Writing.” Workshop. AMIA. Austin, TX. Nov. 16-19, 2011 (with Marsha Orgeron).

“Fatally Flawed Film Format: At Home with Kodacolor.” AMIA. Austin, TX. Nov. 16-19, 2011 (with Marsha Orgeron).

“Truth, Advertising and the American Auteur.” Visible Evidence. New York, NY. Aug. 11-14, 2011.

ELAINE NEIL ORR

Department of English
North Carolina State University
Raleigh, N.C. 27695-8105

(919) 414-3855
elaine@ncsu.edu

EDUCATION

Ph.D., Literature and Theology, with an emphasis in Women's Studies, Graduate Institute of the Liberal Arts, Emory University, 1985
Dissertation: *A Different Way of Keeping Faith: The Vision of Tillie Olsen*
M.A., English with an emphasis in Henry James, University of Louisville, 1979
B.A., Art major, minor in English, Campbellsville College, 1976

ACADEMIC POSITIONS

Professor, Department of English, North Carolina State University (NCSU), 2003-present
Associate Professor, Department of English, NCSU, 1995-2003
Assistant Professor, Department of English, NCSU, 1989-95
Lecturer, Department of English, NCSU, 1987-89
Assistant Professor, Department of Literature and Language, Belmont College, 1985-87

GRANTS, AWARDS, AND RECOGNITIONS

College of Humanities and Social Sciences Outstanding Researcher, NCSU, 2013-2014
Virginia Center for the Creative Arts and Sciences, Amherst, VA, Residency fellowship (fiction), 2014, 2013, 2010, 2008, 2005
Hambidge Center for the Creative Arts & Sciences, Residency fellowship (fiction), 2007, 2012, 2014
Writers' Colony at Dairy Hollow, Eureka Springs, AR, Residency fellowship (fiction), June 2011
N.C. State Scholarly Project Award (College of Humanities and Social Sciences), NCSU, June 2011
Pushcart Prize Nominee, 2007, 2008, 2010 (fiction and memoir)
Artist of the Month, *Image Journal*, July 2008
<http://imagejournal.org/page/artist-of-the-month/elaine-neil-orr>
Brea Loaf Writers Conference by invitation, Middlebury, VT, 2008
Arts Council Grant, Wake County, NC, 2007-2008
Scholarly Project Award, College of Humanities and Social Sciences, NCSU, 2007-08
Induction, Academy of Outstanding Teachers, NCSU, 2003
Outstanding Teacher, College of Humanities and Social Sciences, NCSU, 2002-2003
North Carolina Arts Council Writer's Fellowship, Creative Non-Fiction 2001-2002
NEH Summer Grant, 1997
American Association of University Women Fellowship Alternate, 1992-93
NEH Summer Seminar, UCLA, Romanticism and Feminism, 1989
North Carolina Humanities Council Grant, 1988-89

PUBLICATIONS

Books in Progress (under contract, Berkley/Penguin): *Stumbling in Paradise*

Books

- Orr, Elaine Neil. *A Different Sky* (novel). New York: Berkley/Penguin, 2013.
 Starred review, *Library Journal*
 Sir Walter Raleigh Award Nominee, 2013
 Long-list, Fiction Award, Southern Independent Booksellers Association, 2014
 Lillian Smith Award Nominee, 2014
- Orr, Elaine Neil. *Gods of Noonday: A White Girl's African Life* (memoir). Charlottesville: University Press of Virginia, 2003. Paperback edition, 2005.
 Ranked #2 by Book Sense among university press books, 2003
- Orr, Elaine Neil. *Subject to Negotiation: Reading Feminist Criticism and American Women's Fictions* (literary criticism). Charlottesville: University Press of Virginia, 1997.
- Orr, Elaine Neil. *Tillie Olsen and a Feminist Spiritual Vision* (literary criticism). Jacksonville: University of Mississippi Press, 1987. Paperback edition, 2009.

Selected Short Fiction and Memoir

- "The Piano." *Walter Magazine* (Dec. 2013): 106-107.
- "Fox View." In *27 Views of Raleigh*. Ed. Wilton Barnhardt. Hillsborough, N.C.: Eno Publishers, 2013.
- "The Stone Collector." *Memoir Journal* 11 (Nov. 2012): 37-43. Third prize winner.
 Third prize winner, annual issue
- "Driving the Peugeot." *Blackbird* 10.2 (Fall 2011):
http://www.blackbird.vcu.edu/v10n2/nonfiction/orr_e/peugeot_page.shtml
- "Passing the Cups." *PMS (poemmoirstory)* (Fall 2010): 75-69.
- "Bringing in the Sheaves: On Tillie Olsen." *The Louisville Review* (Fall 2008): 85-92.
- "My Life with Hair." *The Missouri Review* (Winter 2007): 8-22. Pushcart Prize Nominee
- "Southern Nigerian." *Southern Cultures* 9.3 (Fall 2003): 91-106.
- "Dieting in Africa." *The Missouri Review* 26.1 (Nov. 2003): 146-155.
 Pushcart Prize nominee.
- "The Hausa Trader." *SPECS*. #3 (Fall 2010): 49-60.
 Pushcart Prize nominee
- "Tennis Lessons." *Shenandoah*. (Winter 2008): 80-91.
 Pushcart Prize nominee
- "Buffalo Gals." *Southern Cultures*. (Spring 2008): 97-106.
- "Day Lilies." *Image*. No. 54 (Summer 2007): 55-66.

Conferences, Invited Talks and Lectures, Special Appearances

Scholarly papers in venues such as the MLA, AWP, African Literature Association, American Literature Association; Writer-in-Residence, Randolph College, University of Rhode Island, University of the Cumberland; hundreds of public appearances with *Gods of Noonday* and *A Different Sun* in locations from Raleigh to NYC to Atlanta to Oakland to San Diego, to Austin, to Washington, D.C. and in Nigeria.

Courses taught at NCSU: Memoir writing, American Literature, World Literature, Women's Studies

ANN M. PENROSE

Professor, Director of Graduate Studies
Department of English
North Carolina State University
penrose@ncsu.edu

EDUCATION

Ph.D. Rhetoric	Carnegie Mellon University, 1987
M.A. English	Georgetown University, 1980
B.A. English	Franklin & Marshall College, 1977

RESEARCH INTERESTS

Writing pedagogy; writing program administration; cognitive processes in writing and reading; socialization in disciplinary communities; discourse conventions in the sciences

TEACHING AND RESEARCH APPOINTMENTS

Professor of English, North Carolina State University, 2004-
Associate Professor, NCSU, 1993-2004
Assistant Professor, NCSU, 1987-93
Researcher, and Director of the Research-for-Teaching Seminar Series,
The Center for the Study of Writing, Carnegie Mellon University, 1985-87
Research Assistant, Carnegie Mellon University, 1983-85
Composition Instructor: Carnegie Mellon University (GTA 1982-83), Providence College
(Adjunct Faculty 1981-82), Rhode Island College (Adjunct Faculty 1980-82)
Document Analyst, Ofc of the Solicitor, U.S. Dept. of Labor, Wash. D.C., 1979-80
Language Arts Teacher, R.M.Teitelman Junior High School, Cape May NJ, 1977-78

ADMINISTRATIVE AND PROGRAM DEVELOPMENT APPOINTMENTS

Director of Graduate Programs, Department of English, NCSU, 2012-
Director of First-Year Writing, NCSU 2001-2007; TA Coordinator, 2000, 2009, 2011;
Acting Program Director, Spring 2000; Associate Director, 1997-99
Chair, NCSU Writing Work Group, Council on Undergraduate Education 1994-97
Chair, Dean's Task Force on Writing, Division of Undergraduate Studies, 1993-94

PUBLICATIONS and PRESENTATIONS

Books

Penrose, A.M. and S.B. Katz (2010). *Writing in the Sciences: Exploring Conventions of Scientific Discourse*. 3rd ed. NY: Longman/The Allyn & Bacon Series in Technical Communication. [Revised, with three new chapters; 408 pages]. Second Edition (Longman 2004); First Edition (Bedford/St. Martin's 1998).

Penrose, A.M. and S.B. Katz. (2010) *Instructor's Guide for Writing in the Sciences: Exploring Conventions of Scientific Discourse, 3e*. NY: Longman. 74 pages

Penrose, A.M. and B.M. Sitko, Eds. (1993). *Hearing Ourselves Think: Cognitive Research in the College Writing Classroom*. NY: Oxford University Press. 214 pages

Selected Journal Articles

Penrose, A.M. (2012). Professional Identity in a Contingent-Labor Profession: Expertise, Autonomy, Community in Composition Teaching. *Writing Program Administration: Journal of the Council of Writing Program Administrators*, 35.2: 108-126.

Penrose, A.M. (2002). Academic Literacy Perceptions and Performance: Comparing First-Generation and Continuing-Generation College Students. *Research in the Teaching of English*, 36, 437-461.

Penrose, A.M. and C. Geisler (1994). Reading and Writing Without Authority. *College Composition and Communication*, 44(4), 505-520. [Reprinted in *Writing About Writing: A College Reader*. Elizabeth Wardle and Doug Downs (eds.). New York: Bedford/St. Martin's (2011): 602-617.]

Penrose, A.M. (1992). To Write or Not to Write: Effects of Task and Task Interpretation on Learning through Writing. *Written Communication*, 9(4), 465-500.

Recent Conference Presentations

"Learning Styles, Teaching Styles: Comparing Composition Students and Teachers." Paper presented at the annual meeting of the Conference on College Composition and Communication, Las Vegas NV, March 14, 2013.

"Contingent Jobs, Contingent Selves? Exploring Professional Identity in Composition Teaching." Paper presented at the annual meeting of the National Council of Teachers of English, Chicago, Nov 2011. Panel convener: Exploring Professional Identity in Today's Higher Education Landscape: Contingent Faculty, Teaching Assistants, and Second-Career Students.

"Studying Scientific Communication from Within: New Researchers' Perceptions of Discourse in Their Fields." Paper presented at the annual meeting of the Conference on College Composition and Communication, Louisville KY, March 2010.

Selected Faculty Development Consulting

"Supporting Student Writing in STEM Disciplines." One-day professional development workshop for faculty in the Department of Engineering, Mathematics, and Physics, Texas A&M International University. Oct 27, 2012.

"Supporting Student Writing in Scientific Disciplines." Professional development workshop for Science Department Faculty, Maggie L. Walker Governor's School, Richmond VA, Aug 2009.

"Supporting Student Writing in Academic Disciplines." Faculty development workshop for Writing Across the Curriculum Consortium: Worcester Polytechnic Institute, Holy Cross College, Clark University. WPI, May 2005.

TEACHING and ADVISING

Undergraduate courses in rhetoric, composition, scientific discourse

Graduate seminars in composition theory and pedagogy, empirical research methods, writing in the research sciences, doctoral capstone seminar

Graduate thesis/capstone committees: MA English; MS Technical Communication;

PhD Communication, Rhetoric, and Digital Media

PROFESSIONAL AFFILIATIONS and SERVICE

Editorial Board: *Written Communication*. Manuscript reviews: *College English*, *J. Advanced Composition*, *Cognition and Instruction*, *American J. of Education*, *J. Business and Technical Communication*, *Rsch in the Teaching of English*

Proposal reviewer: College Composition & Communication, Computers and Writing, American Educational Rsch Assoc

RPT/program reviews: Old Dominion, Univ of Memphis, Kent State, York College/CUNY, Carnegie Mellon, Univ of Louisville, Univ of Minnesota

Affiliations: Conference on College Composition and Communication, American Educational Research Assoc, Assoc Teachers of Technical Writing, Council of Writing Program Administrators, National Council of Teachers of English

BRIEF RESUME:

Name Jeffrey Leo Reaser

1. Education background:

Ph. D., English-Linguistics, May 2006, Duke University, Durham, NC; Walt Wolfram, *The effect of dialect awareness on adolescent knowledge and attitudes*

M.A., English, December 2001, NC State University, Raleigh, NC

B.A., Secondary English Education, 1999, NC State University, Raleigh, NC

2. Professional experience:

Associate Professor, NC State University, July 2011 – present

Assistant Professor, July 2006 - Present, NC State University, English Department, NC

Instructor, July 2005 - June 2006, NC State University, English Department, NC

Research Associate, May 2004 - May 2005, Center for Applied Linguistics, Washington, DC

Visiting Lecturer, selected semesters January 2002 – May 2005, NC State University, English Department, NC

3. Scholarly and creative activities:

External Grants:

Language Variety in the South (LAVIS) IV Conference: The New South. PENDING. Requested funds in the amount of \$32,180 from NSF, July 2014.

Preservice English Teachers' Development of Sociolinguistic Knowledge for Literacy Instruction. Spencer Foundation. \$40,000. Co-PI. 2013-2014

Voices of North Carolina in the Classroom: School/University Professional Development Initiative to Enhance Middle School Teachers' Language and Literacy Instruction. March 2007-August 2008. \$268,837. Sponsored by NC QUEST. Co-PI.

<i>Refereed Activity</i>	<i>Number</i>
Book	1
Journal Article	6
Book Chapter	9
Conference Proceeding, Refereed	1
Research report	1
<i>Non-Refereed Activity</i>	<i>Number</i>
Conference Proceeding, Non-Refereed	1
Magazine articles	2
Book Reviews	7
Extension publication, Non-Refereed	12

Conference presentations, panels, workshops, and invited lectures: 67

4. Membership in professional organizations:

American Dialect Society, 2002 – present
Linguistic Society of America, 2002 – present
Society for Caribbean Linguistics, 2001 – present
Society of Pidgin and Creole Languages, 2001 – present
Southeastern Conference on Linguistics, 2000 – present
Teachers of English as a Second Language 2006 – 2007
National Council of Teachers of English, 2004 – 2009

5. Scholarly and professional honors:

Off Campus Scholarly Assignment award, Spring 2014
Alumni Distinguished Undergraduate Professor Award – CHASS, 2013
NC State Outstanding Teacher Award and induction into the Academy of Outstanding Teachers, 2010
CHASS Outstanding Faculty Advisor Award, 2009
Departmental nomination: “CHASS Outstanding Junior Faculty Award,” 2008, 2009, 2010
Grant: 2007-2008 *Voices of North Carolina in the Classroom: School/University Professional Development Initiative to Enhance Middle School Teachers’ Language and Literacy Instruction*. March 2007-August 2008. \$268,837. Sponsored by NC QUEST. Co-PI.
Grant: *NC State College of Humanities and Social Sciences Extension Grant*. To construct an interactive exhibit for the May, 2007, Family Day at the NC History Museum. \$3000. PI.
Grant: *Voices of North Carolina: Language and Life from the Atlantic to the Appalachians, Second Edition*. Summer 2007. Special Projects Grant, Sponsored by NC State College of Humanities and Social Sciences. \$4000. PI.
American Dialect Society Presidential Honorary Membership Award, 2004-2009
University fellowship, Duke University, 2002-2006

6. Professional service on campus:

English club faculty advisor (2007-2013); Post-tenure review committee (2011-2013); Search committee, Technical communications (2011-2012); Engaged scholarship sub-committee (2012); Raise committee (2012); Reappointment committee--Rebecca Walsh (2011); CHASS advising award committee (2011); Graduate Faculty Member (2006 – present); Professional Education Committee (2008-present); Research and Professional Development Committee (2008-present); Planning Committee for Ph.D. in Sociolinguistics (2008-present); Coordinator Alternative Licensure Program, Secondary English (2005 – 2008); Council of Educational Program Coordinators (2006 – 2009, 2014); University Council on Teacher Education (2005 – 2009, 2014); NC Teach Steering Committee (2005 – 2009); English Department Undergraduate Studies Committee (Spring 2007, spring 2013); Contributor to NCATE review team (2006 – 2007); Search Committee, Linguistics position (2006 – 2007); Undergraduate advisor (LTN program) (2005-present)

7. Professional service off campus:

Organizer of LAVIS IV (2013-2015); American Dialect Society Executive Council (2014-2018); Co-Chair, Linguistic Society of America’s Language in Schools and Communities (LiSC) (January 2013-January 2015); Teaching Linguistics (e-journal). Editorial Board (founding member) (2011-present); Submission reviewer for American Speech, Journal of Sociolinguistics, and Language and Linguistics Compass (I review approximately 4-7 articles a year); Southeastern Conference on Linguistics, Executive Committee (2008-2011); Language in the School Curriculum Committee (LiSC) (2006-2009)

David M Rieder
Associate Professor of English
Faculty member, Communication, Rhetoric, and Digital Media PhD
Co-director, CIRCUIT Studio
College of Humanities and Social Science
North Carolina State University

Education/Training

Ph.D. in English (Rhetoric track). UT Arlington, 2002.
M.A. in Humanities (Philosophy and Rhetoric). UT Arlington, 1997
B.A. in Literature and Creative Writing. SUNY College at Purchase, 1994

Positions and Employment

2010 -	Associate Professor of English, NC State University
2002 -2010	Assistant Professor of English, NC State University
2000-2002	Associate Director of First Year English, UT Arlington
1997-2000	Graduate Teaching Assistant, UT Arlington

Selected Publications and Works

“Kinect-ing Together Writing and Gesture Through NUI Technologies.” With Kevin Brock. *Itineration: Cross-Disciplinary Studies in Rhetoric, Media, and Culture*. Fall 2013. Print.

“From GUI to NUI: Microsoft’s Kinect and the Politics of the (Body as) Interface.” *Present Tense: A Journal of Rhetoric in Society*. Web. Print.

“Programming is the New Ground of Writing.” In “Program or Be Programmed.” *Enculturation: A Journal of Rhetoric, Writing, and Culture*. Fall 2012. Web.

“Tunnel Vision: A Cybertextual Interpretation of Mark Strand’s ‘The Tunnel.’” With David Gruber. *Hyperrhiz: Journal of Media Arts*. Issue 09 (Fall 2012). Web.

“Tunnel Vision.” With David Gruber. For *the ID:Entity Exhibit* at the Contemporary Art Museum (CAM), Raleigh, NC. Emerging Artists Series #3. 18 November 2011 – 12 February 2011. Raleigh, NC. Digital Interactive. Also published in *Hyperrhiz: Journal of Media Arts*. Issue 09 (Fall 2012). Web.

“emBody(text) {” With Kevin Brock. For *the ID:Entity Exhibit* at the Contemporary Art Museum (CAM), Raleigh, NC. Emerging Artists Series #3. 18 November 2011 – 12 February 2011. Raleigh, NC. Digital Interactive.

“From Street to Software: How a Lettered Flaneur Invented a Hybrid Rhetoric.” *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. Issue 14.2 (Spring 2011). Web.

“Typographia: A Hybrid, Alphabetic Exploration of Raleigh, NC.” *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. Issue 14.2 (Spring 2011).

“Snowballs and Other Numerate Acts of Textuality: Exploring the 'Alphanumeric' Dimensions of (Visual) Rhetoric and Writing with ActionScript 3.” *Computers and Composition Online* (2010). Web.

Small Tech: The Culture of Digital Tools. Eds. Byron Hawk, David M Rieder, and Ollie Oviedo. University of Minnesota Press. Electronic Mediations Series #22. Print.

VITA

SHARON M. SETZER

Education

Ph.D. Duke University, December 1985 (English Literature)

Rank and Affiliation

Professor (since 2011) in Department of English at NCSU

Scholarly Editions

The Works of Mary Robinson, Vol. 8 (drama, non-fiction prose, and unfinished novel *Jasper*), co-edited with William D. Brewer. London: Pickering & Chatto, 2010.

The Works of Mary Robinson, Vol. 3 (*Angelina. A Novel*). London: Pickering & Chatto, 2009.

Women's Theatrical Memoirs, Vol. 1 (*Memoirs of the Late Mrs. Robinson. Written by Herself*). London: Pickering & Chatto, 2007.

Women's Theatrical Memoirs, Vols. 2 and 3 (*The Life of Mrs. Jordan* (by James Boaden)). London: Pickering & Chatto, 2007.

Women's Theatrical Memoirs, Vols. 4 and 5 (*Life of Mrs. Siddons* (by Thomas Campbell)). London: Pickering & Chatto, 2007.

A Letter to the Women of England and The Natural Daughter (by Mary Robinson). Broadview Press, 2003.

Recent Essays and Book Chapters

"The Life Writing of Harriette Wilson: A Courtesan's Byronic Self-Fashioning," chapter in *Women's Life Writing, 1700-1850: Gender, Genre and Authorship*, ed. Daniel Cook and Amy Culley, (UK: Palgrave Macmillan, 2012), 150-64.

"Heteroglossia in the Novels of Mary Robinson," *The Encyclopedia of Romantic Literature*, ed. Frederick Burwick, et. al. (London: Blackwell, 2012), 1141-9.

"Original Letters of the Celebrated Mrs. Mary Robinson," *Philological Quarterly* 88 (2009): 305-35.

Recent Essays and Book Chapters (cont.)

“The Gothic Structure of Mary Robinson’s *Memoirs*,” chapter in *Romantic Autobiography in England*, ed. Eugene Stelzig. Farnham, UK: Ashgate, 2009), 31-47.

“‘Pond’rous Engines’ in ‘Outraged Groves’: The Environmental Argument of Anna Seward’s ‘Colebrook Dale.’” *European Romantic Review* 18 (2007): 69-82.

“The Dying Game: Crossdressing in Mary Robinson’s *Walsingham*.” *Nineteenth-Century Contexts* 22 (2000): 305-328. Reprinted in *Nineteenth-Century Literary Criticism* 142 (2005): 229-39.

Recent Conference Papers / Presentations

“Re-Visioning Women’s Literary History in the Digital Age: The Case of Mary Robinson’s *Letter to the Women of England*,” North American Society for the Study of Romanticism, Bethesda, Maryland, July 10, 2014.

“Victoria’s Lost Pavilion: Reconstructing the Arts in Digital Space,” poster presentation with Paul Fyfe and Sharon Joffe at the Digital Humanities Summer Institute, University of Victoria, BC, June 3, 2014.

“The ‘Iron Bit’ of Custom: Tropes of Slavery in Caroline Norton’s ‘The Creole Girl.’” Eighteenth- and Nineteenth-Century British Women Writers Conference. Albuquerque, New Mexico. April 2013.

“Haunting Landmarks and Literary Remains: Emmeline Fisher’s Lines on Silbury Hill.” Eighteenth- and Nineteenth-Century British Women Writers Conference. Boulder, Colorado. June 7, 2012.

“Picturing Young Queen Victoria as the Lady in Milton’s *Comus*: The Ideological Designs of the Garden Pavilion at Buckingham Palace.” Interdisciplinary Nineteenth-Century Studies Conference. Lexington, Kentucky. March 2012.

“The Life Writing of Harriette Wilson: A Courtesan’s Byronic Self-Fashioning.” MLA Convention, Los Angeles, California. January 2011.

Work in Progress

“Victoria’s Lost Pavilion: Reconstructing the Arts in Digital Space,” a collaborative digital humanities project with colleagues in English, Design, and Computer Engineering

VITA
LAURA RUTH SEVERIN
Box 8105/Department of English and Provost's Office
North Carolina State University/Raleigh, NC 27695-8101
(919) 515-4156 (o)/email: Laura_Severin@ncsu.edu

EDUCATION

Ph.D. English. Twentieth-Century British and American Literature. Indiana University. August 1989.

M.A. Creative Writing. Indiana University. August 1986.

B.A. English. University of Illinois at Champaign-Urbana. May 1979.

PROFESSIONAL EXPERIENCE [North Carolina State University]

2004-Present Professor of English

1995-2004 Associate Professor of English

1989-1995 Assistant Professor of English

ADMINISTRATIVE EXPERIENCE [North Carolina State University]

2012- Special Assistant to the Provost for Academic Planning

2007-2008 Special Assistant to the Dean of Undergraduate Academic Programs for First-year Projects

2004-2007 Associate Dean of Academic Affairs and Interdisciplinary Programs

2002-2004 Associate Head of the English Department and Director of Undergraduate Studies

1996-2001 Director of Women's and Gender Studies

RECENT AND MAJOR PUBLICATIONS

Books

Poetry off the Page: Twentieth-Century British Women Poets in Performance. Aldershot: Ashgate, 2004.

Stevie Smith's Resistant Antics. Madison: University of Wisconsin Press, 1997.

Edited Collection

with Mary Wyr. The Sexual Politics of the Scientific Search for Sex Differences. NWSA Journal 12.3 (Fall 2000).

Articles and Book Chapters Since 2008

Administrative

with Betsy Brown. "Advancing Women through Collaborative Networking." *Career Moves: Mentoring for Women Advancing their Career and Leadership in Academia*. Ed. Athena Vongalis-Macrow. Rotterdam: SensePublishers, 2014. 83-94.

"Essay on How Colleges Can Engage in 'Cluster Hiring'." *Inside Higher Ed*. 30 September 2013. <http://www.insidehighered.com/advice/2013/09/30/essay-how-colleges-can-engage-cluster-hiring>.

Scholarly

"Liz Lochhead's The Colour of Black and White and Scottish Identity." *The Edinburgh Companion to Liz Lochhead*. Ed. Anne Varty. Edinburgh: Edinburgh UP, 2013.

"A Scottish Ecopoetics: Feminism and Environmentalism in the Works of Kathleen Jamie and Valerie Gillies." *Feminist Formations* 23.2 (Summer 2011): 98-110.

"Valerie Gillies's The Spring Teller (2008) and Questions of Poetic Value." *International Journal of Arts and Society* 5.4 (Winter 2010): 265-273.

"'Out from the Mentor's Shadow': Siobhan Clarke and the Feminism of Ian Rankin's Exit Music." *Clues: a Journal of Detection* 28.2 (Fall 2010): 87-94 .

"Close Closer Closest: Re-envisioning Sculpture and Poetry through Craft." *Mosaic: a Journal for the Interdisciplinary Study of Literature* 43.2 (June 2010): 59-78.

"Dedefining the Scottish Landscape: Valerie Gillies's Tweed Journey." *Scottish Studies Review* 9.2 (Autumn 2008): 93-107.

Grants

National Science Foundation. Co-P.I. "Developing Diverse Departments (3D) at NC State." Grant Amount: \$500,000. 2008-2012.

National Science Foundation. P.I. "Educating the Science and Engineering Workforce in Collaboration with Women's and Gender Studies Programs." Grant Amount: \$99,752, \$13,965. 1998-2001.

SUCCEED (Southeastern University and College Coalition for Engineering Education) and College of Engineering at North Carolina State. P.I. "Innovations in Engineering Education: Women's Studies and the Retention of Women Students." Grant amount: \$29,205. 1996-1997.

Interdisciplinary Consulting

University of Arkansas-Little Rock. Invited by Provost Zulma Toro. April 2014.
Advised UALR on structuring their academic interdisciplinary programs.

Georgia State University. Invited by Provost Risa Palm. September 2012.
Advised GSU on cluster hiring.

MARGARET SIMON

Department of English
NC State University
221 Tompkins Hall, Campus Box 8105
Raleigh, NC 27695

1322 Mordecai Drive
Raleigh, NC 27604
202-997-0583
margaret_simon@ncsu.edu

CURRICULUM VITAE

EMPLOYMENT

Assistant Professor of English, North Carolina State University (2013-)

Instructor, Florida State University Department of English, (2011-13)

EDUCATION

Ph.D., English Language and Literature, University of Virginia (2011)
Dissertation: "In and Out of Sequence: Lyric and its Narrative Engagements, 1560-1621"
Committee: Clare Kinney (director), Gordon Braden, Elizabeth Fowler

M.A., Comparative Literature, University of Wisconsin, Madison (2000)

PUBLICATIONS

"Mary Wroth's Ephemeral Epitaph." *Studies in English Literature 1500-1900*. (Invited to resubmit)

Digital Edition of Folger MS V.b.110, *Miscellany of Henry Oxinden* (1642-1670). Eds. Talya Housman, Dylan Ruediger, Heather Wolfe, et al. (Folger Shakespeare Library 2015). (Forthcoming)

"Generic Feints and Affecting Forms in Gascoigne's *The Adventures of Master F.J.*" *Renaissance Papers* 2013. (Forthcoming)

"Refraining Songs: The Dynamics of Form in Sidney's *Astrophil and Stella*." *Studies in Philology* 109.1 (Winter 2012): 86-102.

Rev. of Austen, Gillian. *George Gascoigne*. *The Sidney Journal* 28.1 (Spring 2010): 87-89.

"*Astrophil and Stella* Sonnets 2, 45, 60, 106" and "*Astrophil and Stella* Sonnet Sequence Overview." *Companion to Pre-1600 British Poetry*. Ed. Michelle M. Sauer. New York: Facts on File, 2008.

HONORS AND AWARDS

Mellon Foundation Institute in Vernacular Paleography, Folger Shakespeare Library, June 2014

Junior Faculty Development Award, North Carolina State University, 2014
Hereford Fellow, University of Virginia, 2008-2009
President's Fellowship, University of Virginia, 2002-2007
Summer Dissertation Grant, English Department, University of Virginia, 2007, 2008
Grant-in-aid, Folger Institute seminar "Accessorizing the Renaissance," directed by Joseph Loewenstein, Folger Shakespeare Library, 2006

SELECTED PAPERS AND CONFERENCES

"Pamela and the Poetry of Sleep in Philip Sidney's *Arcadia*." Renaissance Society of America Annual Meeting, New York, NY (March 2014)

"Authorial Feints and Affecting forms in Gascoigne's *The Adventures of Master F.J.*" Southeastern Renaissance Conference, Durham, NC (November, 2013)

"Mary Wroth's Ephemeral Epitaphs." Renaissance Society of America Annual Meeting, San Diego, CA (April 2013)

COURSES OFFERED AT NORTH CAROLINA STATE UNIVERSITY

Graduate

- Delighting In Disorder: Literature of the Seventeenth Century
- Forms of Feeling in the English Renaissance

Undergraduate

- Survey of British Literature to 1660

COURSES OFFERED AT FLORIDA STATE UNIVERSITY

Undergraduate

- Renaissance Poetry and Prose
- Introduction to Shakespeare
- Renaissance Drama
- Chaucer
- History of Illustrated Texts
- History of Text Technologies

ACADEMIC SERVICE AND ADMINISTRATIVE EXPERIENCE

Faculty Advisor, English Club, North Carolina State University 2014-
Department Library Representative, North Carolina State University 2013-
Associate Editor, *Journal for Early Modern Cultural Studies*, 2011- 2013

Sheila Smith McKoy, PhD
Director, Africana Studies Program
Associate Professor, Department of English
North Carolina State University
<http://smithmckoy.com>

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African American Cultural Center
North Carolina State University
Campus Box 7318
Raleigh, NC 27695-7318
ssmckoy@ncsu.edu, (919) 515-4135/ (919) 515-1836 fax

Home:

4904 Windmere Chase Drive
Raleigh, NC 27616
(919) 790-1739

EDUCATION:

Duke University, PhD 1994.
University of North Carolina (Chapel Hill), MA 1991.
North Carolina State University, BA 1989, Magna Cum Laude.

ACADEMIC POSITIONS:

North Carolina State University:
 Director, Africana Studies Program, 2009 – Present.
 Director, African American Cultural Center, 2011- 2014.
 Department of English, Associate Professor, 2002 – Present.
Duke University, Visiting Associate Professor, Department of English, 2006
Vanderbilt University, Department of English, Associate Professor, 2001 – 2002.
Vanderbilt University, Department of English, Assistant Professor, 1994 – 2002.
North Carolina State University, Department of English, Lecturer, 1993 –1994.
Duke University, University Writing Program, Instructor, 1991 –1994.
Saint Augustine's College, Department of English, Instructor, 1991 – 1993.

ADDITIONAL ADMINISTRATIVE POSITIONS:

Director of Diversity Programs, College of Humanities and Social Sciences, North Carolina State University, 2006 – 2007.
Interim Director, African American Studies Program, Vanderbilt University, 1998 – 1999.
Program Director, Ghana Summer Initiative, Vanderbilt University, 1998.
Director, Writing Workshops, Writing across the Curriculum, St. Augustine's College, 1992-1993.

SELECTED FELLOWSHIPS AND AWARDS:

Emerald Award: International Trends and Services Awards, The Links, Inc., 2013
North Carolina Humanities Council Large Grant Recipient, \$5000, 2012
Distinguished Black Alumni Award, North Carolina State University, 2009.

SELECTED PUBLICATIONS:

Book:

When Whites Riot: Writing Race and Violence in American and South African Cultures.
University of Wisconsin Press, 2001.

Critical and Creative Texts:

"A Renso: Sankofa, Reclamation and Lenard Moore's Haiku" *Cross-Cultural Visions in African American Haiku*, Ed. Jian Zheng (University Press of Mississippi, forthcoming, September, 2014).

"Of Innocence and Wild Irish Rose." *27 Views of Raleigh*. Ed. Elizabeth Woodman. Hillsborough: Eno Publishers, 2013. (short fiction)

Opening Doors: The Lives and Legacies of Dr. Lawrence M. Clark and Dr. Augustus M. Witherspoon, Director and Writer, 2013 (Documentary, 56 minutes)

Living Legends: St. Agnes: The Untold Story. Director and Writer, 2012. (Documentary, 30 minutes.)

"Social Mediation: Pearl Cleage and the Digital Divide." *Pearl Cleage and Free Womanhood: Essays on Her Prose Works*. Ed. Tikenya Foster-Singleton and Aisha Francis. Jefferson, NC: McFarland and Company, 2012.

"The Future Perfect: Reframing Ancient Spirituality in Toni Cade Bambara's *The Salt Eaters*." *Journal of Ethnic American Literature*, 1.1(2011): 111-126.

"Placing and Replacing "The Venus Hottentot": An Archeology of Pornography, Race and Power" in *Representation and Black Womanhood: The Legacy of Sarah Baartman*. Ed. Natasha Gordon-Chipembere, New York: Palgrave, 2011.

SELECTED CONFERENCE PRESENTATIONS:

National Council for Black Studies, "Beah Richards, Race, and Body Culture in *Guess Who's Coming to Dinner*," Indianapolis, IN, March 2013.

South Atlantic Modern Language Association, "Gurdjieff Awakening in Nella Larsen's *Passing*." Durham, NC, November 2012.

African Studies Association of the United Kingdom. "Placing and (Re)placing the Venus Hottentot: An Archeology of Pornography, Race and Power." Leeds, UK, September, 2012.

College Language Association, "Social Mediation: Pearl Cleage and the Digital Divide." Atlanta, GA, March, 2012.

SELECTED PROFESSIONAL CONSULTATIONS AND ENGAGEMENT:

Chair, External Review Committee, Sonja Haynes Stone Center for Black Culture and History, 2012

North Carolina Writers Network, Member, Board of Directors, 2009 - Present

Editor, *Obsidian: Literature in the African Diaspora*, 2006 – 2014

North Carolina Community AIDS Fund (NCCAF), Co-Chair, January 2013- Present

United Nations Women, North Carolina Chapter, Board Member, 2010 - Present

SELECTED INTERNATIONAL ENGAGEMENT

AACC Tour/Alternative Service Break, Uganda, December 26, 2013 – January 5, 2014

Maama Watali, Lowero Region, Uganda, Board of Directors, 2013- Present

AACC Tour/Alternative Service Break, Uganda, December 26, 2012 – January 7, 2013

At Home in the World Committee, North Carolina State University, 2012 - present

University Engagement Team, University of Botswana, Gabarone, 2012

Sponsored Research, North Carolina State University, Accra, Ghana, 2011

Study Abroad Grant, North Carolina State University, Salvador, Bahia, 2011

Co-Director, North Carolina State University Study Abroad, Ghana, Togo, Benin, 2010

Co-Director, North Carolina State University Study Abroad, Arusha, Tanzania, 2009

Allen Stein
Full Professor
English

EDUCATION

Ph.D. Duke University (American Literature), 1969
M.A. New York University (English), 1965
B.A. New York University (English), 1964

PROFESSIONAL EXPERIENCE

Professor, English Department, NCSU, 1982-
Associate Professor, NCSU, 1973-1982
Assistant Professor, NCSU, 1969-1973
Instructor, NCSU, 1968
Graduate Assistant, English Department, Duke University, 1966-1968

PUBLICATIONS 1968-2013

Books

The Southern Experience in Short Fiction. Scott, Foresman, 1971. (Textbook, co-edited with Thomas N. Walters).

Cornelius Mathews. G. K. Hall, 1974

After the Vows Were Spoken: Marriage in American Literary Realism. Ohio State, 1985

Women and Autonomy in Kate Chopin's Short Fiction. Peter Lang, 2005

Articles and Reviews

I've published twenty articles on such figures as Nathaniel Hawthorne, Herman Melville, Mark Twain, William Dean Howells, Henry James, Kate Chopin, and Edith Wharton in refereed journals, such as *American Literature*, *American Literary Realism*, and *Emerson Society Quarterly*. I've published reviews in *Modern Language Quarterly* and *American Literary Realism*

Stories

"Ain't No Asylum Here." *Aethlon*, 24(Fall, 2006/Winter, 2007), 67-74.

"Professor Mandell and the Touch of Stone." *SNR*, 12(Summer, 2010), 120-134.

"Henry James Among the Headstones," *SNR*, 12(Winter/Spring, 2011), 155-159.

“Photos Bring Regrets,” *The MacGuffin*, 28(Spring/Summer, 2012), 73-81.

Poems

“Bronx Park, 1950,” *Southern Poetry Review* 12(Fall, 1971), 10.

“Isabel and Lambert at Sea,” *Modern Age* 53(Summer, 2011), 59-62.

“Pinch-Running for My Father,” *Aethlon* 28 (Spring/Summer, 2011), 34-35

“But People Just Don’t Act That Way,” 5-2, *The Crime Poetry Weekly* (Dec, 2013), 1-3.

COURSES TAUGHT

111, 112, 112H, 252, 265, 266, 266S, 394, 468, 469, 555, 565

THESES COMMITTEES CHAIRED

14

THESES COMMITTEES SERVED ON

40

DEPARTMENTAL SERVICE

Director of Undergraduate Programs, 1980-1984

Committees

Executive

Senior Faculty

Graduate Council

Honors

Freshman

LAN

American Lit Disciplinary Group

Majors

Election

SCHOOL SERVICE

Chair, Academic Standards Committee, 1974-1976

Grievance Panel

UNIVERSITY SERVICE

Admissions Committee, 1979-1981

Athletics Council 1990-1994

Committee on Ethical Experimentation

TIMOTHY L. STINSON

EDUCATION

Ph.D., University of Virginia, English Language and Literature, 2006

B.A., Medieval Studies, Echols Scholar, University of Virginia, 1998

ACADEMIC APPOINTMENTS

Associate Professor, North Carolina State University, Department of English, 2014-present

University Faculty Scholar, North Carolina State University, 2014-2017

Assistant Professor, North Carolina State University, Department of English, 2008-2014

Program Faculty, Communication, Rhetoric and Digital Media Program, NCSU, 2009-present

Postdoctoral Fellow, Johns Hopkins University, Department of English, 2007-08

Council on Library and Information Resources Postdoctoral Fellow, Johns Hopkins University,
Digital Knowledge Center, 2006-08

GRANTS AND MAJOR FELLOWSHIPS

Council on Library and Information Resources, Postdoctoral Fellowship in Data Curation for
Medieval Studies (co-author with Steve Morris, NCSU Libraries). \$154,800

Andrew W. Mellon Foundation, co-Principal Investigator, Medieval Electronic Scholarly
Alliance (MESA) Implementation Grant, \$150,000. July 2012-June 2015.

NCSU Research and Innovation Seed Funding, Principal Investigator, "Genetic Analysis of
Medieval Parchment Manuscripts," \$22,650. January 2012-December 2012.

Council on Library and Information Resources, co-Principal Investigator, "The Ecosystem of the
Archive" (affiliated with CLIR's "Observations on Scholarly Engagement with Hidden
Special Collections and Archives"), \$15,750, September 2011.

Andrew W. Mellon Foundation, co-Principal Investigator, Medieval Electronic Scholarly
Alliance (MESA) Planning Grant, \$29,499. January-December 2011.

National Endowment for the Humanities, Digital Humanities Fellowship, \$75,400. July 2009

Andrew W. Mellon Foundation, Principal Investigator, Use Case for "Digitized Collections of
Medieval Manuscripts," \$10,000. December 2008

Council on Library and Information Resources, Emerging Disciplines Grant, \$4650. 2008.

PUBLICATIONS

The Siege of Jerusalem Electronic Archive. An online archive comprising transcriptions and
images of all extant manuscript copies of *The Siege of Jerusalem* accompanied by critical
texts and extensive introductory materials. Under contract with The Society for Early English
and Norse Electronic Texts. Expected publication date: fall 2013.

"Gamelyn's Heirs: (In)completeness and Middle English Literature." Collected proceedings of
the 2013 Lawrence J. Schoenberg Symposium on Manuscript Studies in the Digital Age,
forthcoming from the University of Pennsylvania Press.

With James Knowles. "Special Report: *The Piers Plowman Electronic Archive* on the Web: An
Introduction." Forthcoming, *Yearbook of Langland Studies* 28 (2014).

"Translating *The Canterbury Tales* into Contemporary Media" in *Approaches to Teaching The
Canterbury Tales, Second Edition*. Modern Language Association, 2014. 193-95.

"Illumination and Interpretation: The Depiction and Reception of Faus Semblant in *Roman de la
Rose* Manuscripts." *Speculum* 87.2 (April 2012): 469-98.

"Makeres of the Mind: Authorial Intention, Editorial Practice, and *The Siege of Jerusalem*."
The Yearbook of Langland Studies 24 (2010): 39-62.

- “Counting Sheep: Potential Applications of DNA Analysis to the Study of Medieval Parchment Production.” *Codicology and Palaeography in the Digital Age II*. Institut für Dokumentologie und Editorik: Norstedt, 2011. 191-207.
- "Knowledge of the Flesh: Using DNA Analysis to Unlock Bibliographical Secrets of Medieval Parchment." *The Papers of the Bibliographical Society of America*. Vol. 103:4 (2009): 435-53.
- “Codicological Descriptions in the Digital Age” in *Codicology and Palaeography in the Digital Age*. Norstedt: Institut für Dokumentologie und Editorik: 2009. 35-51.
- “The Rise of Printing and Decline of Alliterative Verse.” *The Yearbook of Langland Studies* 22 (2008):165-97.

CODICOLOGICAL DESCRIPTIONS

I have published fourteen specially commissioned codicological descriptions of medieval manuscripts online via the *Roman de la Rose* Digital Library and e-codices: Virtual Manuscript Library of Switzerland. Each description is based on in-person consultation of the book and research on its origins and provenance. Included in this list are books from the Bayerische Staatsbibliothek, the Bibliothèque nationale de France, the Bodleian Library, the Fondation Martin Bodmer, the J. Paul Getty Museum, Lausanne Bibliothèque Cantonale et Universitaire, the Morgan Library, the University of Pennsylvania, the Walters Art Museum, and several private collections.

RECENT PAPERS DELIVERED, INVITED LECTURES, & CONFERENCE PARTICIPATION

- “Avenging Christ: The Absent Jew and The Siege of Jerusalem,” New Chaucer Society, Reykjavík, Iceland, July 2014
- Panelist. Innovative Interventions in Scholarly Editing: “A View From the Shoulders of Giants: Auctoritas and New Media,” Modern Language Association, Chicago, January 2014
- “Gamelyn’s Heirs: (In)completeness and Middle English Literature,” Lawrence J. Schoenberg Symposium on Manuscript Studies in the Digital Age, University of Pennsylvania, November 2013
- Presenter. Digital Projects Showcase. Society for the History of Authorship, Reception, and Publishing Annual Conference, University of Pennsylvania, July 2013.
- Panelist. Assessing the Medieval Digital Ecosystem. International Medieval Congress, University of Leeds, July 2013.
- Panelist. Back to the Future: Exploring New Digital Initiatives in Medieval Studies. Medieval Academy of America Annual Meeting, University of Tennessee, Knoxville, April 2013.
- “New Media and Old Jerusalem.” Northeast Modern Language Association, Tufts University, Boston, March 2013. Invited Participant. Digital Perspectives Workshop: Computation and Palaeography – Potentials and Limitations. Schloss Dagstuhl Leibniz-Zentrum für Informatik. Wadern, Germany. September 2012.
- “The Ecosystem of the Archive: Scholarly and Public Interaction with Natural History Collections.” Society for the Preservation of Natural History Collections, Yale University, June 2012.
- “Medieval Textuality and *Translatio* in the Digital Age.” Society for Textual Scholarship, University of Texas at Austin, June 2012.
- Panelist. “MESA: Growing a Federation for Medieval Studies.” 47th International Congress on Medieval Studies, Kalamazoo, MI, May 2012.
- Invited Speaker. “DNA Analysis and the Study of Medieval Parchment Books.” European Science Foundation Exploratory Workshop, Universität Würzburg, Germany. July 2011.

JASON SWARTS

Associate Professor, English Department

Director of Communication, Rhetoric, and Digital Media Ph.D. program (CRDM)

jason_swarts@ncsu.edu

Tompkins Hall 131-E

919.515.4115

[Website](#)

Education

2002 Ph.D. Communication and Rhetoric, Rensselaer Polytechnic Institute; Troy, N.Y.

1997 M.S. Teaching of Writing, Illinois State University; Normal, Illinois

Academic Appointments

North Carolina State University

2014 - Professor

2011 - 2014 Director of Graduate Programs, CRDM Ph.D. program

2007 - 2014 Associate Professor

2002 - 2007 Assistant Professor

Research Interests:

methods, mobile communication, mobile technologies, technical and professional writing, technical communication, technology studies

Selected Recent Publications:

[NCSU Scholarly Publications Repository](#)

Book

Swarts, J. (2008). *Toolbox with Technology: Writing review, enculturation and technological mediation*. Amherst, NY: Baywood.

Edited Collection

Swarts, J. and Kim, L., Eds. (2009). *New technological spaces: Mastering the literacies of thinking and doing across multiple modalities*. *Technical Communication Quarterly*, 18(3).

Articles

Read, S. and Swarts, J. (forthcoming, 2015). Visualizing and tracing: Articulated research methodologies for the study of networked sociotechnical activity, otherwise known as knowledge work. *Technical Communication Quarterly*

Swarts, J. (forthcoming, 2014). The trouble with networks: Implications for the practice of help documentation. *Journal of Technical Writing and Communication*.

Swarts, J. (March 2013). Being Somewhere: The Meaning(s) of Location in Mobile Rhetorical Action. *Enculturation*, 15, Available: <http://enculturation.gmu.edu>.

Swarts, J. (2012). New modes of help: Best practices for instructional video. *Technical Communication*, 59(3), 195-206.

MORAIN, M., and SWARTS, J. (2012). YOUTUBORIAL: A FRAMEWORK FOR ASSESSING INSTRUCTIONAL ONLINE VIDEO. *TECHNICAL COMMUNICATION QUARTERLY*, 21(1), 6-24.

SWARTS, J. (2011). TECHNOLOGICAL LITERACY AS NETWORK BUILDING. *TECHNICAL COMMUNICATION QUARTERLY*, 20(3), 274-302.

SWARTS, J. (2010). RECYCLED WRITING: ASSEMBLING ACTOR-NETWORKS FROM REUSABLE CONTENT. *JOURNAL OF BUSINESS AND TECHNICAL COMMUNICATION*, 24(2), 127-163.

BOOK CHAPTERS

SWARTS, J. (2013). HOW DO WORK TOOLS SHAPE AND ORGANIZE THE WORK OF TECHNICAL COMMUNICATION? *In Solving Problems in Technical Communication*. Jordan Johnson-Eilola, and Stuart Selber (Eds). Chicago, IL: UNIVERSITY OF CHICAGO.

SWARTS, J. and SLATTERY, S. (2009). USABILITY TESTING IN THE WRITING CLASSROOM: TESTING ACROSS A CONTINUUM OF INSTRUMENTALITY. *In Rhetorically Reexamining Usability*. Susan Miller-Cochran and Shelley Rodrigo (Eds). 191-212. Cresskill, NJ: Hampton.

ADVISING

DOCTORAL (CHAIR)

- CARNEIRO, L. (CRDM) – PreExam
- GRUBER, D. (CRDM) – Graduated
- KAMPE, C. (CRDM) – PreExam
- PHELPS, C. (CRDM) – Dissertating
- TURKINA, E. (CRDM) – PreExam
- Von LUDWIG, H. (CRDM) – Graduated

MASTERS (CHAIR AND ADVISOR)

- CHAIR FOR 12 PROJECTS
- ADVISOR FOR OVER 50 PROJECTS

COURSE DEVELOPMENT

Designing Web Communication (ENG 317)

UNDERGRADUATE COURSE IN WEB DESIGN, CSS AND INFORMATION ARCHITECTURE.

Verbal Data Analysis (ENG 506)

A COURSE IN DISCOURSE ANALYSIS AND CASE STUDY RESEARCH DESIGN.

Communication in Networked Society (CRD 703)

DOCTORAL SEMINAR ON THE THEORIES, HISTORIES, AND PRACTICES OF NETWORKED COMMUNICATION.

CURRICULUM VITAE

ERIK R. THOMAS

Department of English
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North Carolina State University
Raleigh, NC 27695-8105
919-513-7385

1516 Pineview Dr.
Raleigh, NC 27606-2562
919-880-7809
e-mail erthomas@ncsu.edu

EDUCATION

Ph.D., University of Texas at Austin, Linguistics, 1995
Dissertation title: "Phonetic Factors and Perceptual Reanalyses in Sound Change"
M.A., Texas A&M University, English, 1989
Thesis title: "A Phylogenetic Analysis of the Southern Shift"
A.B., Duke University, Botany, 1988

GRANTS

Summer Research Grant, North Carolina State University, 2013, \$5000
Co-PI, National Science Foundation Grant BCS 0542139, "Old and New Ethnic Dialect Configuration in the American South," 2006-09, \$223,645
National Science Foundation Grant BCS-0213941, "Socio-Phonetic Cues Differentiating African American and European American Voices," 2002-04, \$148,597
Awards for Beginning Academics, National Science Foundation, 1998-99, \$20,998.94
Faculty Research and Professional Development Grant, North Carolina State University, 1996-97, \$4,668.20

BOOKS AND MONOGRAPHS

Thomas, Erik R. 2011. *Sociophonetics: An Introduction*. Basingstoke, U.K./New York: Palgrave. 356 + xiv pp.
Thomas, Erik R. 2001. *An Acoustic Analysis of Vowel Variation in New World English*. Publication of the American Dialect Society 85. Durham, NC: Duke University Press. 230 + ix pp.
Wolfram, Walt, and Erik R. Thomas. 2002. *The Development of African American English*. Language in Society 31. Oxford, UK/ Malden, MA: Blackwell. 237 + xv pp.
Yaeger-Dror, Malcah, and Erik R. Thomas, eds. 2010. *African American English Speakers and Their Participation in Local Sound Changes: A Comparative Study*. Publication of the American Dialect Society 94. Durham, NC: Duke University Press. 225 + viii pp.

RECENT REFEREED JOURNAL ARTICLES

Thomas, Erik R. 2011. "Mental Representation of Sociolinguistic Variables." *Wiley Interdisciplinary Reviews: Cognitive Science* 2:701-16.
Thomas, Erik R. 2010. "A Longitudinal Analysis of the Durability of the Northern/Midland Dialect Boundary in Ohio." *American Speech* 85:375-430.
Thomas, Erik R. 2007. Phonological and Phonetic Characteristics of AAVE. *Language and Linguistics Compass* 1:450-75.
Thomas, Erik R. 2003. "Secrets Revealed by Southern Vowel Shifting." *American Speech* 78:150-70.
Thomas, Erik R. 2002. "Sociophonetic Applications of Speech Perception Experiments." *American Speech* 77:115-47.

- Thomas, Erik R. 2000. "Spectral Differences in /ai/ Offsets Conditioned by Voicing of the Following Consonant." *Journal of Phonetics* 28:1-25.
- Thomas, Erik R., and Phillip M. Carter. 2006. "Rhythm and African American English." *English World-Wide* 27:331-55.
- Thomas, Erik R., and Elizabeth L. Coggshall. 2006-07. "Comparing Phonetic Characteristics of African American and European American English." *Linguistica Atlantica (Journal of the Atlantic Provinces Linguistic Association)*. 27-28:112-16.
- Thomas, Erik R., and Jeffrey Reaser. 2004. "Delimiting Perceptual Cues Used for the Ethnic Labeling of African American and European American Voices." *Journal of Sociolinguistics* 8:54-86.
- Wolfram, Walt, Erik R. Thomas, and Elaine W. Green. 2000. "The Regional Context of Earlier African-American Speech: Evidence for Reconstructing the Development of AAVE." *Language in Society* 29:315-45.

OTHER RECENT ARTICLES

- Thomas, Erik R. 2014. "L2 Accent Choices and Language Contact." In John M. Levis and Alene Moyer, Eds., *Social Dynamics In Second Language Accent*. Berlin/Boston: Walter de Gruyter, 119-44.
- Thomas, Erik R. 2014. "Phonetic Analysis in Sociolinguistics." In Janet Holms and Kirk A. Hazen, Eds., *Research Methods in Sociolinguistics*. Guides to Research Methods in Language and Linguistics 5. Oxford, U.K./Malden, MA: Wiley-Blackwell, 119-35.
- Thomas, Erik R. 2013. "Sociophonetics." In J. K. Chambers and Natalie Schilling-Estes, Eds., *The Handbook of Language Variation and Change*. 2nd edn. Oxford, UK/ Malden, MA: Wiley-Blackwell, 108-27.
- Thomas, Erik R. 2011. "Collecting Data on Phonology." In April McMahon and Warren Maguire, Eds., *Analysing Variation in English*. Cambridge, U.K.: Cambridge University Press, 7-29.
- Thomas, Erik R. 2007. "Sociophonetics." In Robert Bayley and Ceil Lucas, Eds., *Sociolinguistic Variation: Theories, Methods, and Analysis*. Cambridge, UK: Cambridge University Press, 215-33.
- Thomas, Erik R. 2006. "Evidence from Ohio on the Evolution of /æ/." In Thomas E. Murray and Beth Lee Simon, Eds., *Language Variation and Change in the American Midland: A New Look at "Heartland" English*. Amsterdam/Philadelphia: John Benjamins. 69-89.
- Thomas, Erik R. 2005. "Rural White Southern Accents." In Edgar W. Schneider, Ed., *Varieties of English: The Americas/Caribbean*. Berlin: Mouton de Gruyter, 87-114.
- Thomas, Erik R., Norman J. Lass, and Jeannine Carpenter. 2010. "Identification of African American Speech." In Dennis R. Preston and Nancy Niedzielski, Eds., *A Reader in Sociophonetics*. Trends in Linguistics: Studies and Monographs 219. New York: De Gruyter Mouton. 265-85.
- Thomas, Erik R., and Alicia Beckford Wassink. 2010. "Regional Variation in African American English." In Dominic Watt and Carmen Llamas, Eds., *Language and Identities*. Edinburgh: Edinburgh University Press. 157-65.
- Moreton, Elliott, and Erik Thomas. 2007. "Origins of Canadian Raising in Voiceless-Coda Effects: A Case Study in Phonologization." In Jennifer Cole and José Ignacio Hualde, Eds., *Papers in Laboratory Phonology* 9. Berlin: Mouton de Gruyter. 36-74.

Jon Thompson
Department of English
North Carolina State University
Raleigh NC 27695-8105
E-mail: jon_thompson@ncsu.edu
www.jon-thompson.net

Education

Louisiana State University, Ph.D. in English and American Literature, 1989
University College Dublin, M.A. (Honors) in English and American Literature, 1982
University College Dublin, B.A. (Honors) in English Language and Literature, 1981

Academic Title: Professor, Department of English, North Carolina State University

Areas

Creative: Poetry and creative nonfiction

Critical: Poetry, American literature, modernism and postmodernism (especially British & American)

Books

--*Landscape with Light*: accepted for publication by Shearsman Books, publication date September 15, 2014. *Landscape with Light* is in the venerable tradition of landscape poetry, but with a difference: it meditates upon landscapes--rural as well as urban--in iconic American films. Genre: poetry.

--*After Paradise: Essays on the Fate of American Writing* (Shearsman Books, 2009). Genre: Lyrical essays.

--*The Book of the Floating World: The Expanded Edition* (Lafayette, Indiana: Parlor Press, 2007)

<http://www.parlorpress.com/>). Genre: poetry

--*Fiction, Crime, and Empire: Clues to Modernity and Postmodernism*. Urbana and Chicago: University of Illinois Press, 1993. Genre: criticism

Publications—Essays

“Introduction” to D.H. Lawrence’s *Studies in Classic American Literature* (Exeter: Shearsman Books, 2011) pp. 7-36.

“Melville and Bartleby: The End of Audience” republished with “An Interview with Jon Thompson” in *Best of the Web 2009*, Lee K. Abbott editor. (Dzanc Books) pp.79-96.

“Melville and Bartleby: The End of Audience” in *Identity Theory*, March 2008

“Ghost Writing: Walt Whitman’s *Specimen Days*” in *Kiosk* (SUNY-Buffalo’s literary journal), No. 4 (2005), pp. 201-225

“Treason of an Accent: Emily Dickinson’s *Letters*,” solicited for the inaugural issue of *Fascicle*.

Fascicle 1 (Summer 2005). http://www.fascicle.com/issue01/main/contents_frameset.htm

“Ferocious Alphabets”: Michael Herr’s *Dispatches*.” *The Massachusetts Review*, (December, 2003)

“Travels in Paradise: Nabokov’s *Lolita*.” *Genre*. 30:4 (Winter 1997); 311-332

“Superman and Salman Rushdie: *Midnight’s Children* and the Disillusionment of History.” *Journal of Commonwealth and Postcolonial Literature* (Dec. 1995): 1-24.

“Realisms and Modernisms: Raymond Williams and Popular Fiction.” *Views Beyond the Border Country: Raymond Williams and Cultural Politics*. Dennis Dworkin and Leslie Roman, eds. New York and London: Routledge, 1993: 72-88.

“Madge Wildfire and Sir Walter Scott: *The Heart of MidLothian*.” *Literature and History*. 13:2 (1987): 188-198.

“Joyce and Dialogism: Politics of Style in *Dubliners*.” *Works and Days*. 5:2 (1987): 79-95.

Edited Work

Journal

Founding editor of *Free Verse: A Journal of Contemporary Poetry & Poetics*.

Free Verse can be accessed at: <http://english.chass.ncsu.edu/freeverse/>

Free Verse Editions: A Parlor Press series: <http://www.parlorpress.com/freeverse/index.html>

2013

Guillevic, *Requis*. Translated by Stella Harvey and Monique Chedford (forthcoming in August, 2014)

Eric Pankey, *Dismantling the Angel*. The New Measure Poetry Prize.

Siobhan Scarry, *Pilgrimly*.

2012

Jennifer Atkinson, *Canticle of the Night Path* [New Measure Poetry Prize Winner, selected by Susan Stewart]
Christopher Kondrich, *Contrapuntal*. Endorsed by Timothy Donelley, Bin Ramke, Eleni Sikelianos
Ethel Rackin, *The Forever Notes*. Endorsed by Susan Stewart.
Aidan Semmens, *The Book of Isaac*.
Morgan Lucas Schuldt, *Errors*. Endorsed by Carolyn Forche

2011

1) Georges Godeau, *We'll See*, translated by Kathleen McGookey. This edition was supported by a Hemingway grant from the French Ministry of Foreign Affairs. Endorsed by Gary Young.
2) Jeongrye Choi, *Instances*. Translated by Brenda Hillman and Wayne de Fremery. This bi-lingual edition was supported by a grant from the Literature Translation Institute-Korea.
3) Christopher Sindt, *The Bodies*. Endorsed by Michael Palmer, Jane Miller and Elizabeth Robinson.
4) Brittany Perham, *The Curiosities*. Endorsed by Eavan Boland, D.A. Powell and Lisa Russ Spar.
5) James Capozzi, *Country Album* [New Measure Prize winner]. Endorsed by John Yau and Larissa Szporluk
6) Rolf Dieter Brinkmann, *An Unchanging Blue: Selected Poems 1962-1975*. Translated by Mark Terrill

2010

1) Brenda Hillman & Diallyh Haidar, translators: *Poems from Above the Hill and Selected Work* by Ashur Etwebi
2) Emily Carr, *13 Ways of Happily* [New Measure Prize winner, selected by Cole Swensen]. Endorsed by Cynthia Hogue and Mark Cox.
3) Lisa Fishman, *Current*

2009

1) Daniel Rzicznek's *Divination Machine*. Endorsed by Djelloul Marbrook & H.L. Hix
2) Ger Killeen's *Blood Orbits*.
3) Molly Bendall's *Under the Quick*. Endorsed by Dan Beachy-Quick.

2008

1) Carolyn Guinzio's *Quarry*. Endorsed by Ann Lauterbach, David Shapiro & Tony Tost.
2) Jennie Neighbors' *Between the Twilight and the Sky*. Endorsed by Ann Lauterbach & Robin Blaser.
3) Boyer Rickel's *remanence*. Endorsed by Rae Armantrout, Timothy Liu & Jane Miller.
4) Yermiyahu Ahron Taub's *What Stillness Illuminated*. Endorsed by Peter Covino & Jeff Mann.
5) Miguel Hernandez's *Prison Poems*, translated by Michael Smith.

2007

1) Cindy Savett's *Child in the Road*. Endorsed by Jean Valentine & Molly Peacock.
2) Morgan Lucas Schuldt's *Verge*. Endorsed by Carolyn Forche, Lisa Jarnot, Karen Volkman & Barbara Cully.
3) Dawn Michelle Baude's *The Flying House*. Endorsed by Alice Notley and Jennifer Moxley.

2006

1) Nicolas Pesques's *Physis* (translated by Cole Swensen)
2) Adam Clay's *The Wash*. Endorsed by Maurice Manning, Joyelle McSweeney & Michael Heffernan.
3) Daniel Tiffany's *Puppet Wardrobe*. Endorsed by Gilian Conoley, Susan Wheeler, Andrew Maxwell & Brenda Shaughnessy.
4) Thomas Lisk's *These Beautiful Limits*. Endorsed by Barbra Hamby, Aaron McCollough & Elizabeth Ash Velez.

2005

1) Peter Riley's *A Map of Faring*
2) Attilio Bertolucci's *Winter Journey* (translated by Nicholas Benson). Endorsed by Mark Rudman
3) Ger Killeen's *Signs Following*
To read more about the series, go to: <http://www.parlorpress.com/freeverse/index.html>

Publications—Poetry

Widely published in journals such as *Jacket 2*, *Carolina Quarterly*, *Fortnightly Review*, *Molly Bloom*, *American Literary Review*, *The Common*, *Hayden's Ferry Review*, *The White Review*, *Shearsman Magazine*, *Horizon Review*, *Colorado Review*, *Third Coast*, *The Iowa Review*, *Drunken Boat*, *Conjunctions online* and elsewhere.

John Nelson Wall, Jr.

CURRICULUM VITAE

revised 07/15

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North Carolina State University
Raleigh, NC 27695-8105

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Home: 309 Hillcrest Road
Raleigh, North Carolina 27605

e-mail: jnwall@ncsu.edu

FIELD OF SPECIALIZATION

English Renaissance/Early Modern Literature
History of Reformation and Post-Reformation Christianity in England

EDUCATION

PhD Harvard University (English), 1973
MDiv Episcopal Theological School (Church History), 1972
MA Duke University (English), 1969
BA University of North Carolina at Chapel Hill, 1967

ACADEMIC EXPERIENCE

Professor, Department of English, NCSU, 1987-
Associate Professor, 1980-87
Assistant Professor, 1973-80
Lecturer, Anglican Studies, Duke Divinity School, 1994-2006

ADMINISTRATIVE EXPERIENCE

Founding Director, University Honors Program, 1999-2002
Director, Honors/Scholars Programs and Scholarships, College of Humanities and Social Sciences, 1981-99

UNIVERSITY SERVICE

Director, University Honors Council, 1997-2002, 1991-92
President, Zeta of North Carolina Chapter, Phi Beta Kappa, 1995-96
Co-Chair, Phi Beta Kappa Application Committee, 1990-94
Chair, Phi Beta Kappa Chapter Organization Committee, 1994-95
Chair, University Self-Study Steering Committee, 1992-94

HONORS and AWARDS

Nelson Burr Prize in Church History, 2013
Alexander Quarles Holladay Medal for Excellence, 2003
Commendation for Meritorious Service, 1994 (for Self-Study)
Award for *Transformations of the Word*, SAMLA Book Competition, 1986
Phi Beta Kappa, 1966

FELLOWSHIPS and GRANTS

Hurford Fellowship, National Humanities Center, 2013-2014
NEH Digital Start-Up Grant, 2011 (for Virtual Paul's Cross)
Visiting Fellow, Wolfson College, Cambridge University, 2003
NEH Folger Fellow, 1998
National Humanities Center Fellow, 1980-81
Andrew Mellon Fellow in the Humanities, Duke University, 1977-78
NCSU Grant for Teaching, 1975
Graduate Prize Fellow, Harvard University, 1968
NDEA Title IV Fellowship, Duke University, 1967-68
Woodrow Wilson Fellow, 1967

CONTINUING EDUCATION

Folger Institute Seminar, "The English Reformation: One or Many?" Folger Shakespeare Library, 2004
Folger Institute Seminar, "The Reformation of the Bible/The Bible of the Reformation," Folger Shakespeare Library, 2002
NEH Seminar "Redefining the Sacred in Early Modern England," Folger Shakespeare Library, 1998

Institute for Lifespan Clinical-Developmental Psychology, Harvard Graduate School of Education, 1987
Folger Institute Seminar, "Like Angels from a Cloud: Metaphysical Preachers," Folger Shakespeare Library, 1982

PROFESSIONAL MEMBERSHIPS

Modern Language Association
Renaissance Society of America
Southeastern Renaissance Conference

PUBLICATIONS

Books

Authored, *Transformations of the Word: Spenser, Herbert, Vaughan*. Athens: Univ. of Georgia Press, 1988.
Co-authored, with John E. Booty and David Siegenthaler. *The Godly Kingdom of Tudor England*. Wilton, CT: Morehouse-Barlow, 1981.
Edited, with introduction and annotations. *George Herbert: The Country Parson and the Temple*. 1981; rpt. New York: Paulist Press, 1984.
Co-authored, with James E. Evans. *A Guide to Prose Fiction in The Tatler and The Spectator*. New York: Garland, 1977.
Edited, with Introduction. *Erasmus: Paraphrases on the Gospels and Acts*. Delmar, NY: Scholars' Facsimiles & Reprints, 1975.

Website

The Virtual Paul's Cross Project 2013 (vpcp.chass.ncsu.edu)

Major Articles

"Transforming the Object of our Study: The Early Modern Sermon and the Virtual Paul's Cross Project," in the Spring 2014 issue of the *Journal of Digital Humanities* (<http://journalofdigitalhumanities.org/3-1/transforming-the-object-of-our-study-by-john-n-wall/>).

"Virtual Paul's Cross: The Experience of Public Preaching after the Reformation," in *Paul's Cross and the Culture of Persuasion in England, 1520–1640*, ed. Torrance Kirby and P.G. Stanwood (Leiden: E. J. Brill, 2014), pp. 61 – 92.

"Recovering Lost Acoustic Spaces: St. Paul's Cathedral and Paul's Churchyard in 1622." In *Digital Studies/Le Champ Numérique* (Proceedings of the SDH-SEMI 2012 Conference). (http://www.digitalstudies.org/ojs/index.php/digital_studies/article/view/251/310)

"John Donne at Lincoln's Inn: The *Encaenia* Sermon in its Architectural and Liturgical Context." *Journal of Anglican and Episcopal History* 81 (2012), pp. 113-210.

"The Irregular Ordination of John Donne." In *John Donne Journal* 27 (2008), 81-102.

"Situating Donne's Dedication Sermon at Lincoln's Inn, 22 May 1623." *John Donne Journal* 26 (2007), 159-219.

"John Donne and the Practice of Priesthood." *Renaissance Papers* 2007 (2008), 1-16.

"That Holy roome": John Donne and the Conduct of Worship at St. Paul's Cathedral." In *Renaissance Papers* (2005), 61-84.

"Transcription of Lincoln's Inn ms A1d 1/2/3 in the Saunderson Papers." *John Donne Journal* 26 (2007), 220-223.

"The Consecration of Trinity Chapel, Lincoln's Inn." *John Donne Journal* 26 (2007), 224-239. (with Prof. Zola Packman).

"Crashaw, Catholicism, and Englishness: Defining Religious Identity." In *Renaissance Papers* (2004), 107-126.

"John Donne Practices Law: The Case of the Brentwood School." In *John Donne Journal* 23 (2004), 1-40.

"The Milton Effect." *Renaissance Papers* 2001, pp. 107-125.

"Fifty Years of Renaissance Studies in the Southeast: A History of the Southeastern Renaissance Conference." *Renaissance Papers* 1993, 141-157.

"History, Culture, and the Changing Language of Worship: The Case of the Books of Common Prayer." *Anglican Theological Review* 73 (1991), 403-29.

"Of Mad Gods and Englishmen: Reading Religious Writers of the English Renaissance." *Journal of Books and Religion* 18.3 (1991), 18-20, 31.

"Hooker's 'Faire Speeche': Rhetorical Strategies in the *Lawes of Ecclesiasticall Polity*." In *This Sacred History: Anglican Reflections for John Booty*, ed. Donald S. Armentrout. Cambridge: Cowley Publications, 1990, pp. 125-43.

"Anglican Spirituality: A Historical Introduction." In *Spiritual Traditions for the Contemporary Church*, ed. Robin Maas and Gabriel O'Donnell, O.P. Nashville: Abingdon Press, 1990, pp. 269 - 86.

"'Orion's Flaming Head': Spenser's *Faerie Queene*, II. ii. 44-46 and the Feast of The Twelve Days of Christmas." *Spenser Studies VII* (1986), 93-101

"Deconstruction and the Universe of Theological Discourse; or, Who is Jacques Derrida and What is He Saying about the Logos?" *St. Luke's Journal of Theology*, 28 (1985), 251-65.

REBECCA WALSH

Assistant Professor of English, and Program Faculty in the Communications, Rhetoric,
and Digital Media Ph.D. Program
North Carolina State University
Durham, NC 27705 Raleigh, NC 27695
(919) 597-1877; rawalsh@ncsu.edu

Education

Ph.D., English, University of Wisconsin-Madison, January 2004

Publications

The Geopoetics of Modernism (currently being copyedited at the University Press of Florida, estimated publication December, 2014)

“Nation and American Identity in Stein’s Prose Writing.” Essay proposal accepted in the MLA volume *Approaches to the Works of Gertrude Stein*, ed. Deborah Mix and Logan Esdale

“Placing New Worlds: *Trilogy* as Geographical and Geopolitical Palimpsest.” *H.D. and Modernity*. Ed. Helene Aji, Antoine Caze, Anges Derail-Imbert, and Clement Oudart. Paris: Editions Rue d’Ulm, 2014. 117-124.

Review of Hsuan L. Hsu, *Geography and the Production of Space in Nineteenth-Century American Literature*, and Kristin J. Jacobson, *Neodomestic American Fiction*. In *American Literature* 85.4 (December 2013): 833-835. (Solicited)

“Teaching Race in H.D.’s Work.” *Approaches to Teaching H.D.’s Poetry and Prose*. Ed. Annette Debo and Lara Vetter. New York: Modern Language Association, 2011. 107-113. (peer reviewed)

“Sugar, Sex, and Empire: Gender Studies and Sarah Orne Jewett.” *A Concise Companion to American Studies*. Ed. John Carlos Rowe. Oxford, UK and Malden, MA: Wiley-Blackwell, 2010. 303-319.

With Lauren Coats, Matt Cohen, John Miles, and Kinohi Nishikawa. “‘Those we don’t speak of’: Indians in *The Village*.” *PMLA* 123.2 (2008): 438-451. (My contributions total 30%)

“Shirley Graham Du Bois,” *African-American Women Writers*, Vol. 1. Ed. Yolanda Page. Westport, CT: Greenwood Press, 2007. 170-174.

Special issue of *Interventions: International Journal of Postcolonial Studies*, 5.1 (2003), on “Global Diasporas.” I wrote the Introduction (pp. 1-11) and selected and edited articles by Aihwa Ong, Moustafa Bayoumi, Rhacel Parreñas, Sarah Casteel, Himadeep Muppidi, and Chris Chekuri.

Review of *The Charm*, by Kathy Fagan (Zoo Press/U of Nebraska P, 2002) in *Sou’wester* 32.1 (Fall 2003): 119-121.

“Where Metaphor Meets Materiality: The Spatialized Subject and the Limits of Locational Feminism,” *Exclusions in Feminist Thought: Challenging the Boundaries of Womanhood*. Ed. Mary Brewer. Brighton, UK: Sussex Academic Press, 2002. 182-202.

Work in Progress

Co-editor (with James Mulholland and Steve Wiley), *Rethinking Globalization and Spatial Scale* (project in early stages)

with Malin Pereira, Susan Miller, Kathryn Rummell, Rhonda Cobham-Sander. “Myth Busting the Job Search.” *ADE Bulletin* (Solicited, slated to appear in 2015. The percentage of my solicited contribution is 20%)

“‘inhabitants of mud moving’: Environmental Determinism, Race, and Sexuality in E. M. Forster’s *Passage to India*” (in progress)

Passages to and from India: African American and South Asian Modernism (new book project in early stages)

Selected Papers and Seminars

“‘I’ve Known Rivers’: Langston Hughes and Environmental Determinism” (paper proposal) in the “Environment, Geography, Politics” panel (organizer), Modernist Studies Association, Pittsburgh, PA, November 6-9, 2014 (accepted)

“Rewriting Cosmological Geography: Whitman, Alexander von Humboldt, and ‘Passage to India,’” American Literature Association, Washington, D.C., May, 2014

“‘inhabitants of mud moving’: Academic Geography, Environmental Determinism, and the Rewriting of Identity in E.M. Forster’s *Passage to India*,” International Conference on Narrative, Cambridge, MA, March, 2014

“‘Placing New Worlds’: *Trilogy* as Geographical and Geopolitical Palimpsest,” H.D. and Modernity Conference, Ecole Normale Supérieure, Paris, December, 2013

Panelist, ADE Executive Committee panel “Busting Job Market Myths,” Modern Language Association, Boston, January, 2013

“Ezra Pound’s Surreal Geopoetics,” Modernist Studies Association panel, South Atlantic Modern Language Association, Durham, NC, November, 2012

Seminar co-leader, “Late Modernism and Empire,” Modernist Studies Association, Las Vegas, October, 2012

And 20 other papers and invited talks at national and international conferences

Manuscript Reviewer

Modernism/modernity

Feminist Formations (formerly NWSA)

Tulsa Studies in Women’s Literature

Papers on Language and Literature

Grants

CHASS Lightning Rod Grant Co-PI (with James Mulholland), \$17,940, Spring 2014

CHASS Faculty Research and Professional Development Award, \$4,000, 2012-2013

English Department Research Award, \$2,800 Spring 2011

International leadership

Co-Chair of The International H.D. Society, April 2012-- (tasks include coordinating conference panels and reviewing submissions at the Modern Language Association, American Literature Association, and Modernist Studies Association; revamping and maintaining a website and a listserv; and organizing H.D.-related conferences and scholarly projects)

Teaching Experience

Undergraduate: Space, Place, and Geography (English Honors Seminar), English 491H; Modernism, English 406; Contemporary World Literature II, English 224; American Literature Survey II, English 266; Contemporary Literature I, English 398; Major American Author (Whitman), English 420; War, Imperialism, and Modernism (Independent Study), English 498; The Politics of Travel, Honors 202; The Politics of Modern Travel, Honors 293; Film and Literature, English 382

Graduate: Transnational Modernisms, English 582 (special topics); American Studies in a Global Age, English 582 (special topics); Directed Reading: Contemporary Critical Theory, English 636 (Spring 2011), Alan Blair, Kristin Woods

Committee Member for 4 dissertations in the CRDM Ph.D. Program; Thesis advisor for 5 M.A. projects and reader for 1 creative writing M.A. thesis

Professional

Memberships:

Modern Language Association

Modernist Studies Association

American Studies Association

International Society for the Study of Narrative

Walt Wolfram

William C. Friday Distinguished University Professor
North Carolina State University

A. Professional Preparation

Education:

Institution	Major	Degree and Year
Wheaton College (IL)	Anthropology	B.A. 1963
University of Chicago	Linguistics	1963
Hartford Seminary Foundation	Linguistics	M.A. 1966; Ph.D. 1969

B. Employment

William C. Friday Distinguished Professor, English Department, North Carolina State University. Raleigh, NC. 1992-present

Adjunct appointments: University of North Carolina at Chapel Hill, Linguistics Department, 1993-present; Duke University, English Linguistics, 1998-present

Center for Applied Linguistics. Washington, DC. 1967-1992 (Research Associate, 1967-78; Director of Research, 1978-91; Distinguished Researcher, 1991-92)

Professor of Communication Arts and Sciences, University of the District of Columbia. 1970-1992

C. Selected Awards and Honors (since 2000)

North Carolina Award, 2013 (The highest honor given to a citizen of North Carolina, the Governor's Office); Honorary Doctorate, Concordia University-Chicago (2011); Language, Linguistics and the Public Award, Linguistic Society of America, 2010; The John Tyler Caldwell Award for the Humanities, (the NC Humanities Council Humanities Laureate is the highest honor, given for a lifetime of contributions to the humanities), 2008-09; NC State Alumni Association Outstanding Extension and Outreach Award, 2007-08; Induction into the Academy of Outstanding Faculty Engaged in Extension, NC State, 2008; Alexander Quarles Holladay Medal of Excellence (highest university award for career excellence), North Carolina State University, 2007; President, Linguistic Society of America, 2001-2002; President, American Dialect Society, 1997-99; President, SouthEastern Conference on Linguistics, 1999-2000; Distinguished Graduate Professor Award, NC State, 2000-2002

D. Significant Research Grants (selected since 2000)

Principal Investigator. "Talking Black in America: A Documentary and Outreach Program. National Science Foundation. 1/01/13-12/31/15. \$296,621

Principal Investigator, Frank Porter Graham, "The Longitudinal Development of African American English and Educational Achievement." National Science Foundation, Frank Porter Graham subcontract 5/01/09-4/31/13. \$447,492.

Co-Principal Investigator. "Voices of North Carolina in the Classroom: School/University Professional Development Initiative to Enhance Middle School Teachers' Language and Literacy Instruction." NC Quest. \$268,837.

Principal Investigator. "Dialect Loss and Innovation: Documentaries and Outreach Program." National Science Foundation Informal Science Education Program. 7/07-12/08. ESI-0652343. \$74,696.

Principal Investigator. Old and New Ethnic Dialect Development in the American South." National Science Foundation. 03/01/06-2/28/09. \$223,604.

Principal Investigator. "A Longitudinal Study of African American Literate Language through Adolescence." National Science Foundation, Frank Porter Graham subcontract. 05/01/06-08/31/09. \$105,908.

Principal Investigator, National Science Foundation, Communicating Research to Public Audiences. Informal Science Education. "Language Diversity in North Carolina: A Documentary and Outreach Program." 03/01/04-09/30/05. \$73,678.

Principal Investigator. National Science Foundation, Behavioral and Cognitive Sciences Division. "The Regional Development of African American Vernacular English" Three-year award 03/03-02/06. \$217,480.

Principal Investigator. National Science Foundation, Behavioral and Cognitive Sciences Division. "A

Comparative Investigation of Dialect Maintenance and Accommodation in Sociohistorical Isolation.” Three-year award 03/00-02/03. \$214,381.
Principal Investigator. A Documentary and Exhibit on Lumbee English, National Science Foundation, Informal Science Education, 1999-2000, \$49,504
Principal Investigator, Predicting African American Children’s School Competencies. Department of Health and Human Services, subcontract with Frank Porter Graham Center, Chapel Hill. 1999-2003. \$38,391.
Co-Principal Investigator, The Dynamic Development of Post-Insular Native American English Varieties, National Science Foundation. 1997-2000. \$186,736.

E. Selected Publications (books since 2000; more than 100 articles published since 2000)

Wolfram, Walt and Jeffrey Reaser. 2014. *Talkin’ Tar Heel: Voices of North Carolina*. Chapel Hill: University of North Carolina Press.
Wolfram, Walt and Natalie Schilling. forthcoming. *American English: Dialects and Variation*. Third edition. Cambridge/Oxford: Wiley/Blackwell.
Adger, Carolyn, Walt Wolfram, and Donna Christian. 2007. *Dialects in Schools and Communities*, Second edition. Mahweh: Erlbaum.
Wolfram, Walt, and Natalie Schilling-Estes. 2006. *American English: Dialects and Variation*. Second edition. Cambridge/Oxford: Basil Blackwell.
Wolfram, Walt, and Erik R. Thomas. 2002. *The Development of African American English*. Malden/Oxford: Basil Blackwell.
Wolfram, Walt, Clare Dannenberg, Stanley Knick, and Linda Oxendine. 2002. *Fine in the World: Lumbee Language in Time and Place*. Raleigh: NC State Humanity Extension Program/Publications.

F. Extension and Engagement

Executive Producer, TV documentaries (since 2000)

(Danica Cullinan and Neal Hutcheson, producers and directors). *First Language: The Race to Save Cherokee*. To air on PBS, UNC-TV)
(Neal Hutcheson, producer and director). 2013. *Core. Sounders*. Raleigh: North Carolina Language and Life Project. Aired on PBS, UNC-TV.
(Danica Cullinan, producer), 2011. *Spanish Voices*. Raleigh: North Carolina Language and Life Project. Aired on ETS, South Carolina.
(Neal Hutcheson, producer). 2009. *The Carolina Brogue*. Raleigh: North Carolina Language and Life Project. Aired on PBS.
(Ryan Rowe and Drew Grimes, co-producers.) 2007. *This Side of the River: Self-Determination and Survival in the Oldest Black Town in America*. Raleigh: North Carolina Language and Life Project. Aired on ETS, South Carolina PBS.
(Hutcheson, Neal, producer). 2006. *The Queen family: Appalachian tradition and back porch music*. Raleigh: North Carolina Language and Life Project. Aired on national PBS.
(Neal Hutcheson, producer). 2005. *Voices of North Carolina*. Raleigh: North Carolina Language and Life Project. Aired on UNC-TV, state affiliate of PBS.
(Neal Hutcheson, producer). 2004. *Mountain talk*. Raleigh: North Carolina Language and Life Project. Aired on UNC-TV, state affiliate of PBS. and regional PBS.
(Neal Hutcheson, producer). 2001. *Indian by birth: The Lumbee dialect*. Raleigh: North Carolina Language and Life Project. Aired on UNC-TV, state affiliate of PBS.

Exhibits (since 2000)

Executive Producer, *Voices of North Carolina*, North Carolina State Fair, Raleigh, NC. October 14-24, 2010-present; Executive Producer (with Charlotte Vaughn): *Celebrating Muzel Bryant*. The Ocracoke Preservation Society, 2008-2013; Co-curator (with KaeLi Speirs, Curator, Outer Banks History Center) *Freedom’s Voice: Celebrating the Black Experience on the Outer Banks*. Gallery of the Outer Banks History Center. Manteo, NC. June 1-December 31, 2006; Executive Producer. *Lumbee Language*. The Museum of the Native American Resource Center. Pembroke, NC. 2001-present (initially selected as one of 13 exhibits for the launch event of the Decade of Behavior at the Cannon Building in Washington, DC. 2001, for the members of Congress)

Appendix G: External Research Support

Project ID	Investigator(s)	PI Dept.	Direct Sponsor	Amount	Type	Category	Title
COLLEGE OF HUMANITIES & SOCIAL SCIENCES							
2009-2067	Crosbie, Christopher	English	Folger Institute	\$7,500	New	Individual Fellowship/Stipend	Philosophies of Retribution: Noumena, Phenomena, and Early Modern Revenge Tragedy
2009-0579	Gelley, Ora	English	National Endowment for the Humanities	\$6,000	New	Individual Fellowship/Stipend	Summer Stipends
2011-1167	Stinson, Timothy	English	Andrew W. Mellon Foundation	\$29,500	New	Other	Medieval Electronic Scholarly Alliance (MESA) Planning Grant
2010-0035	Warren, Catherine	English	American Association of University Professors	\$58,575	New	Other	Faculty Editor for AAUP Academe Publication
2008-1669	McKoy, Sheila	English	National Endowment for the Arts	\$5,000	New	Public Service/Extension	Obsidian III 2009
2012-2142	Stinson, Timothy	English	Andrew W. Mellon Foundation	\$150,000	New	Public Service/Extension	Medieval Electronic Scholarly Alliance Implementation Project (previous title: Medieval
2007-0420	Wolfram, Walter	English	National Science Foundation (NSF)	\$74,696	New	Public Service/Extension	Dialect Loss and Innovation: Documentaries and Outreach Program
2012-2874	Wolfram, Walter	English	National Science Foundation (NSF)	\$296,621	New	Public Service/Extension	Talking Black in America: A Documentary and Outreach Program
2009-0105	Dodsworth, Robin	English	US Secret Service	\$15,000	New	Research	Speaker Recognition Program Support
2013-1538	Dodsworth, Robin	English	National Science Foundation (NSF)	\$250,003	New	Research	Class, Network, and Dialect Contact in Raleigh, NC
2006-0769	Hester, M.	English	National Endowment for the Humanities	\$150,000	New	Research	An Edition of the Prose Letters of John Donne
2012-2558	Miller-Cochran, Susan	English	Council of Writing Program Administrators	\$1,000	New	Research	Understanding Instructional Design Choices in Hybrid Composition Classes
2008-0487	Orgeron, Marsha Devin	English	NC Humanities Council	\$5,000	New	Research	North Carolina's State Asylum for the Colored Insane: A Documentary
2012-2994	Reaser, Jeffrey	English	University of Pittsburgh (Spencer Foundation)	\$10,528	New	Research	Preservice English Teachers: Development of Sociolinguistic Knowledge for Literacy Instruction
2009-0675	Stinson, Timothy	English	Andrew W. Mellon Foundation	\$10,000	New	Research	Mellon Interoperability Proposal
2009-1051	Stinson, Timothy	English	National Endowment for the Humanities	\$75,400	New	Research	"The Siege of Jerusalem," 14th Century English Poem: A Critical Edition and Electronic Archive of
2011-0693	Wall, John, Hill David	English	National Endowment for the Humanities	\$50,000	New	Research	New Methods of Documenting the Past: Recreating Public Preaching at Paul's Cross, London, in the Post-
2004-0983	Wolfram, Walter	English	UNC - UNC Chapel Hill (National Science Foundation (NSF))	\$35,265	Continuation	Research	A Longitudinal Study of African American English and Literate Language Through Adolescence
2004-0983	Wolfram, Walter	English	UNC - UNC Chapel Hill (National Science Foundation (NSF))	\$37,234	Continuation	Research	A Longitudinal Study of African American English and Literate Language Through Adolescence
2006-0002	Wolfram, Walter	English	National Science Foundation (NSF)	\$73,173	Continuation	Research	Old and New Ethnic Dialect Development in the American South
2006-0002	Wolfram, Walter, Thomas, Erik	English	National Science Foundation (NSF)	\$75,445	Continuation	Research	Old and New Ethnic Dialect Development in the American South
2009-0028	Wolfram, Walter	English	UNC - UNC Chapel Hill (National Science Foundation (NSF))	\$134,850	New	Research	The Longitudinal Development of African American English and its Role in School Achievement
2012-0084	Severin, Laura	English	Duke University	\$4,000	New	Training	ACE Fellowship Support For Laura Severin
2013-0374	Swarts, Jason	English	SAS Institute, Inc.	\$24,762	New	Training	SAS Graduate Industrial Traineeship for Elizabeth Pitts
2013-0374	Swarts, Jason	English	SAS Institute, Inc.	\$270	Supplement	Training	SAS Graduate Industrial Traineeship for Elizabeth Pitts
2013-2225	Wall, John	English	National Humanities Center (National Endowment for the Humanities)	\$50,000	New	Training	Hearing Donne: The Experience of Preaching in Early Modern London (Fellowship for John Wall)
English:				\$1,629,822			