

EDEN

FACULTY ANNOUNCEMENTS

Jaspal Kaur Singh, Professor, Department of English, is moderating a panel and presenting a conference paper at the 2016 National Women Studies Conference in Montreal, Canada. The paper examines racial segregation, land divisions and exclusions, where colonialism transformed into neocolonialism and globalization, leading to cultural exclusions and gender and racial oppression as represented in two South African novels.

On October 7th, **Professor Kia Jane Richmond** attended the MCTE annual conference and helped lead a meeting of the Michigan Conference on English Education in Lansing. She was thrilled to see NMU Language Arts majors Briana Ormson and Laura Buhse in attendance as well.

Also in October, Dr. Richmond's latest publication (coauthored with Elsie L. Olan), "Conversations, Connections, and Culturally Responsive Teaching: Young Adult Literature in the English Methods Class," was featured in English Leadership Quarterly, which is associated with NCTE's Conference on English Leadership.

On October 21st, Dr. Richmond will co-present "Disciplinary Literacy: Overcoming Roadblocks to Student Engagement in Science and Beyond" with NMU professor Mitchell Klett and U of M doctoral candidate (and NMU alum) JoeyLynn Selling at the Lilly Conferences on College and University Teaching and Learning in Traverse City.

Finally, Dr. Richmond was pleased to receive a contract from ABC-CLIO (Greenwood Imprint) to write a book tentatively entitled *Mental Illness in Young Adult Literature: Exploring Real Struggles through Fictional Characters*. The manuscript is slated to be published in late 2018.

Z. Z. Lehmborg and five students - **Willow Grosz** (graduate assistant to the Writing Center) and **Cecilia Smith, Elise Tillema, Julianne Blackney,** and **Alaina Pepin** (all undergraduate Writing Center tutors) – gave four presentations at the Michigan Idea Exchange on October 22 at Macomb Community College. The conference was sponsored by the Michigan Writing Centers Association. Presentation titles include: Tutoring for the Deaf and Hard of Hearing; Blurred Boundaries: Navigating the Space between a Tutor and Counselor; To Open or Not to Open - That is the Question: Ethical or Budget Decisions; and Student Advocacy and the University Writing Center. We are all grateful for the financial support from the Department of English and the College of Arts and Sciences.

On September 18, 2016, **Susan Hornbogen**, was notified by the Michigan Council for Arts and Cultural Affairs (MCACA) that the operational grant she wrote on behalf of the Superior String Alliance (SSA) was awarded \$12,000.00. The Superior String Alliance is a 501(c)(3) non-profit organization that supports the art of learning and performing music on the violin, viola, cello, and bass throughout Michigan's Upper Peninsula. SSA provides music education for string students grades 4-12 through the SSA Summer Music Camp. Check us out on the web at www.superiorstringalliance.org or like us on Facebook.

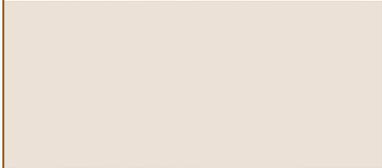
On Friday, October 21, **Professor Laura Soldner** and graduate students, **Anne Okonowski** and **Sarah David**, gave a panel at the Michigan College English Association (MCEA) Conference held at Macomb Community College in Warren, MI; their presentation was entitled, "Implementing Multimodal Expression in the College Classroom."



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WINTER SPECIALTY COURSES

EN311Z: India

Instructor: Dr. Jaspal K. Singh

Offered: Web Course

This course will introduce you to the literature of the Indian subcontinent, a multiethnic and culturally diverse area, which involves examining the impact of British colonialism, the subsequent nationalist movements and Globalized and Neo-Colonial Nation-State of India on cultural productions. As India attained independence from British colonial rule in 1947 after almost 200 years of British presence, the Indian subcontinent was divided into two separate nations—Pakistan and India. We will examine historical accounts, novels and theoretical texts in order to understand the social and historical formation of a nation. What is communalism and what was the impact of the British “divide and rule” policy on different religious and cultural groups in India? How did colonial discourse construct and represent Indians in English literature? How do the colonized resist such representations in postcolonial literature? What is the meaning of citizenship for Indians in post-independent India in an era of globalization?

EN313/PY313: Introduction to Linguistic Theory

Instructor: Dr. David Boe

Offered: Monday/Wednesday 4-5:40pm

This course is an introduction to the formal study of language. We will begin by discussing the early twentieth-century development of structural linguistics, followed by an overview of the various theoretical developments leading up to the appearance of Chomskyan generative grammar in the 1950s. Some current issues in contemporary linguistics will be considered, including the distinction between “language” and “communication.” We will then turn to the major sub-fields of formal linguistics, including examination of the analysis of words (lexion and morphology), sentences (syntax), and meaning (semantics). Finally, we will examine the relationship between language and the human mind/brain, and we will consider the debate between linguistic behaviorism and the innateness hypothesis.

EN345: The Teaching of Literature (For all Secondary English Education majors and minors)

Instructor: Dr. Kia Jane Richmond

Offered: Monday/Wednesday 6-7:40pm

Prerequisites for this course are having already taken/passed EN 304 and admission to the pre-methods phase of teacher education or with permission of instructor.

Note: EN 345 cannot be applied toward a non-teaching major or any minor in English. Remember that EN 350 (English Methods) will not be offered again until the Fall 2017 term. Please plan accordingly.

EN495/595: The Writer's Room: Episodic Screenwriting in the Age of Prestige Television

Instructor: Monica McFawn

Offered: Monday, 6-9:20pm

This course will serve as an introduction into the process of pitching and writing episodic television. Students will analyze recent critically-acclaimed shows to better understand the craft, scope, and possibilities of episodic scriptwriting. Because most television shows are written collaboratively, students will practice working in a “writers’ room” environment by brainstorming, writing, and story-building in groups. By the end of the class, students will write a spec script for an existing show as well as create an original pilot. Students will also learn how to pitch and market scripts, and how to build a career writing for television.

REMINDER: STUDENTS THAT ARE PLANNING ON GRADUATING SPRING 2017 NEED TO REGISTER FOR SPRING’S COMMENCEMENT WHEN THEY REGISTER FOR WINTER COURSES. YOU CAN FIND MORE DETAILS [HERE](#).

WINTER SPECIALTY COURSES CONTINUED

EN512: Teaching Literature

Instructor: Dr. Lisa Eckert

Offered: Wednesday 6-9:20pm

Throughout the semester we will focus on the essential and central role of the humanities in education—and how to articulate this essential role in designing individual lessons, curricular goals, and interpreting educational policy. In addition to examining classic texts, this course will include analysis of contemporary text as in inherent aspect of articulating pedagogical goals in secondary and post-secondary literature classrooms (e.g. community college, 100-300 level general literature university courses).

This class will include analysis of research-based, active literature curricula and individual lessons which are grounded in theory but demonstrate innovative practices.

EN570: Bipedalism in American Literature: Movement, Bodies, Land

Instructor: Dr. Amy Hamilton

Offered: Monday 6-9:20pm

The United States has a long and rich history of walking. From Indigenous traditions, to nature writers, to settler-colonialists, to competitive walking in the nineteenth century (walking marathons were some of the first events held at Madison Square Garden), to U.S./Mexico border crossers, to cross-country walkers in the twentieth and twenty-first centuries, walking suffuses American experiences. It is not surprising, then, that walking emerges as an important trope in many American literary traditions. Walking, both as symbol and as material experience, connects human bodies to the nonhuman world in complex ways. In this class, students will examine texts from Indigenous authors, Chicana authors, and Euroamerican nature writers. Engaging with historical and cultural contexts and theories of Material Ecocriticism articulated by theorists such as Karen Barad and Stacy Alaimo, students will consider how physical movement functions in these diverse narratives: what kinds of stories does walking allow authors to tell? What allusions (literary, cultural, religious, etc.) does walking create? How does walking transcend the symbolic to engage the material? How does walking enhance connections between the human walkers and nonhuman nature? How does human walking reveal the agentic capabilities of the nonhuman world? Students will emerge from the class with a better understanding of American literary traditions, the materiality of American representations of the land, and some of the fruitful intersections among American literatures.

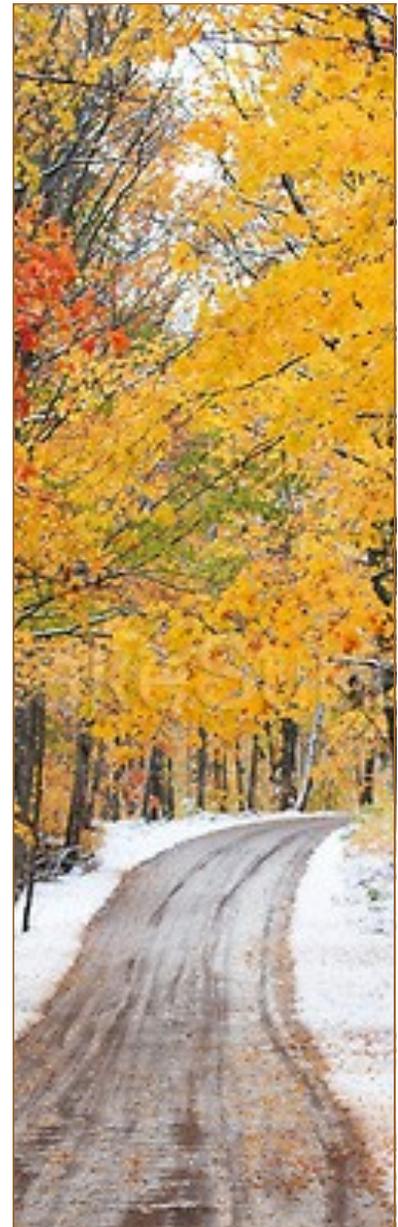
EN595: Experimental Literature in Theory & Practice

Instructor: Dr. Patricia Killelea

Offered: Wednesday 6-9:20pm

Difficult poems, innovative fictions, and non-traditional essays: what does it mean to categorize a piece of literature as experimental? While typically associated with the postmodern era, the history of experimental literature in theory and practice goes back much further in the English language. Drawing from American, British, and Irish texts, this course will explore the critical discourses surrounding questions of innovative techniques and textual accessibility while reading and writing about experimental poetry, fiction, and essays.

In addition to the usual suspects, such as Surrealism, Modernism and L=A=N=G=U=A=G=E movements, we will also consider the longstanding relationship between technology and literature, which will carry us into the contemporary period with its emphasis on experimental digital literatures and multi-modal texts.



EXCELLENCE IN EDUCATION AWARDS

All NMU grad students can apply for this summer grant and I encourage all of you in the English MA program to do so! From the NMU web site: "The Excellence in Education Program is a \$1500 award established to support graduate student research in the summer. The awards are intended to assist graduate students in the conduct of scholarly research and creative works that will enhance their academic experience and professional growth." The deadline for this academic year should be Wednesday, February 1, shortly after the start of winter semester. Start thinking now about what you could propose that would enrich your MA studies. Read (carefully) the application requirements and procedures [here](#).

ENGLISH DEPARTMENT ELECTRONIC NEWSLETTER

If you have any ideas to improve the newsletter or want to submit news, events, or an accomplishment to EDEN email us at: eden@nmu.edu

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MA/MFA STUDENT ANNOUNCEMENTS

1. Plans of Study. Students new to the program this year, and anyone who has not yet submitted a plan of study, should do so by the end of the current, fall semester. The NMU Office of Graduate Education and Research requires all MA/MFA students to file a plan of study by the time they've enrolled in 12 credits of their program, and during winter semester the Grad Office will place registration holds on new graduate students that can only be lifted if a plan of study has been submitted and approved. This initial plan will give you a comprehensive view of your individual MA/MFA program and help you make decisions about what courses to take, but it doesn't lock you in: you can make changes to your plan down the line, as needed. Plan of Study forms are available at this [link](#).

NOTE: If you already had a plan of study approved last year you do not need to do another one, unless you've made a major change—like changing your track(s) or your capstone.

2. Thesis Proposal, Application and Thesis Credits. If you plan on writing a thesis as your MA capstone, this is a reminder that you need to have a thesis proposal submitted a year before you plan to graduate, that is, by the end of fall semester for graduation the following fall, or by the end of winter semester for graduation the following winter. Submitting your thesis proposal—on time—is a program requirement. The forms can be found [here](#) and following are the steps in the process:

- a) Select a thesis director and, in consultation with your director, one thesis reader (for MA) two readers (for MFA).
- b) Consult the MA/MFA Thesis Proposal Guidelines and, working with your thesis director, prepare your 500-word proposal and reading list.
- c) Have your thesis director sign the Thesis Application form, indicating that s/he has formally approved the proposal. (Proposals that have not been approved will not be accepted.)
- d) Submit the proposal with reading list, along with the Thesis Application Form and Thesis Credit Registration Form to the main English office, which will pass this material on to the Thesis Application Committee.

MFA students, if you are planning to graduate next year, you must submit your prospectuses by Tuesday, November 15. The relevant forms and guidelines can be found at this [link](#).

3. Thesis Submission Deadlines. Remember that MA theses must be completed, approved by your committee, properly formatted and submitted 30 days prior to graduation. For fall 2016 graduation the deadline is Friday, November 11; for winter 2017 graduation the deadline is Friday, April 7. For more information, see this [link](#).

4. Teaching and Graduate Assistantship Applications. If you want to apply for a teaching assistantship for the next academic year (2017/18), the deadline is Wednesday, February 1, 2017. [NOTE: If you are in your first year of the MA program and already have an assistantship, you do not need to reapply.] The application procedures are available [here](#).

Please go to the links provided to verify deadlines and to get more information on the matters discussed. If you have questions, email Russesll Prather (for MA) or Monica McFawn (for MFA) or stop by their offices.

JOURNALS

[The Ore Ink Review](#) - NMU's Official Undergraduate Literary Journal.

[The North Wind](#) – Northern's independent student newspaper, which publishes every Thursday during the fall and spring semesters.

[Passages North](#) – The annual literary journal sponsored by Northern Michigan University. This publication has published short fiction, poetry and creative nonfiction since 1979.