Plan to attend this year’s 18th Annual Celebration of Student Research, Creative Works & Academic Service Learning on Thursday, April 11th in the Learning Resources Center:
9:00 a.m. – Opening ceremony – Room 235
9:00 a.m. – 4 p.m. – Posters/art on display in the lower level concourse area
9:30 – 4:00 p.m. – Oral presentations and performances every 15 minutes in rooms 235A and 235B. When available, the full schedule of participants will be on-line at www.nmu.edu/studentcelebration

Work like a lighthouse beam in the offshore darkness: vivid, luminous, striking, and—ultimately—enlightening. That’s what we strive for at the Lightkeeper, NMU’s own online literary journal. Almost two years ago, in April of 2011, a small and tight-knit group of English-minded students chose to take on the endeavor of creating this journal. Their idea was simply to give Northern Michigan University students a place to be heard, their own literary outlet for poetry and prose.

At first the journal accepted submissions solely from NMU undergraduate students, but this year we have branched out. We now publish works of prose, poetry, even artwork, from people all over the United States. (With a focus on the Great Lakes regions.) Although we enjoy the diversity this has opened the Lightkeeper to, there is still something wonderful about getting submissions from Northern Michigan students. We are finding that we reach more of the NMU community than we ever thought, however—pieces have come in from several alumni, as well as one man who attended the college back in 1969. It’s really warming to see a love of the English language tying students past and present together, even all these years later. We also no longer publish solely online, as last year saw the first Lightkeeper anthology. (Available on lulu.com)

The Lightkeeper has evolved since it was first conceived, through necessity and through choice, but hopefully it is continuing to do what its founders intended—give NMU students a place close to home where they can feel comfortable submitting their work, and one where they can read illuminating literature.

We accept fiction, non-fiction, poetry, critical essays and digital artwork.
Our website is www.nmulightkeeper.com
Lesley Larkin received the MELUS Best Essay Award for her essay “Reading as Responsible Dialogue in Ana Castillo’s The Mixquiahuala Letters,” which appears in the Fall 2012 issue of the journal. MELUS is published by Oxford University Press for the Society of the Study of the Multiethnic Literature of the United States. Lesley is the inaugural recipient of this annual award.

David Wood has earned a sabbatical for the 2013-14 academic year. He will be working on an anthology of Renaissance drama, tentatively entitled Disability and Drama in the English Renaissance. His most recent project, a volume entitled Recovering Disability in Early Modern England (which he co-edited), will be published this May by The Ohio State UP. David also has scholarly essays forthcoming in the journal Pedagogy and in a volume entitled New Directions in Richard III Studies, published by Continuum Press. He is also a co-chair and panelist in sessions on early modern disability representations for St. Louis University’s First Annual Symposium on Medieval and Renaissance Studies; and he has been invited to serve as keynote speaker on this topic next Fall for the Early Modern Colloquium at the University of Michigan in Ann Arbor. Finally, he has enjoyed very much teaching a graduate course this winter term entitled Shakespeare and the Wars of the Roses.

Lynn Kimball Fay who publishes under the pen name L.E. Kimball has a creative nonfiction piece coming out this spring in Natural Bridge. The title is “Charity: A Memoir.”

John Smolens’s most recent novel, Quarantine (Pegasus Books 2012), will soon be available to download as an audio-book to iPhones, iPads, and other such electronic devices from Audible.com, a division of Amazon. The paperback edition of the novel will be released by Pegasus Books in November 2013. His short story, "Mezzanotte" (which means “midnight” in the Italian) will be included in The Way North, and anthology of Upper Peninsula writers, to be published by Wayne State University Press this spring. “All Waters Meet,” an excerpt from his memoir, Life Jacket, will appear in the spring edition of the Northern New England Review. “The End of the World,” a short story, is forthcoming from the North American Review.

Jo Doran had four poems published in The Chariton Review from Truman State University, Volume 35, No. 1 and No. 2, 2012. The poem titles are: “Eryoneicus”, “Cradle”, “A Diameter of 100,000 Light Years”, “Miranda”.

Laura Soldner was recently named a Paul Harris Fellow. This honor was conferred by Dr. Pryse Duerfeldt of Noon Rotary Club of Marquette in recognition for her 16 years of service as the Faculty Advisor for the Higashiomi Sister City Scholars from Higashiomi, Shiga Prefecture, Japan. Paul Harris Fellows are recognized for their personal commitment and professional standards.
Dr. Kia Jane Richmond, Associate Professor of English - Secondary Education

- Presented “Expanding Our Definitions of 21st Century Writing Instruction: Online Conferencing, Academic Service Learning, and Writing/Education” with Lisa Schade Eckert and M. Kilian McCurrie at the Conference on College Composition and Communication in Las Vegas, Nevada (March 2013)
- Presented "Eight Great American Novelists: Virginia Euwer Wolff" at the Annual Convention of the National Council of Teachers of English in Las Vegas, Nevada (November 2012)
- Published "Imagining Insects: Integrating the Fine Arts into Writing, Literature, and Science through Project-based Learning Activities," with Michael J. Letts, Language Arts Journal of Michigan: Vol. 28: Iss. 1, Article 9. (2012)

James McCommons has signed a contract with The University of New Mexico Press to produce a narrative, nonfiction book on George Shiras 3rd, who did much of his pioneering wildlife photography in the Upper Peninsula in the late 19th century. The book also covers Shiras’ friendship with President Theodore Roosevelt and his involvement in the Roosevelt libel trial of 1912, his time in Congress and legal work on the Migratory Bird Act, and his participation in the literary debate known as the “Nature Fakers” controversy.

The book with a working title of: “Shooting Wildlife to Save It: George Shiras 3rd, Theodore Roosevelt and the Birth of Wildlife Photography” is the product of research undertaken during the past three years, including the year McCommons was the 2011 Peter White Scholar.

In the June-July issue of The Saturday Evening Post, Professor McCommons wrote the cover story entitled: “The Looming Crisis in Mass Transit.” The article examines how America can invest in transportation to cope with population growth, aging drivers and congested highways. To promote the article, he appeared on radio talk shows in Cleveland, Washington, and Philadelphia. In October, McCommons was a guest on RadioNZ, the New Zealand public broadcasting network. He spoke on the historical and administrative structure of intercity passenger train systems in North America and Great Britain.
Congratulations to students in the M.A. program graduating this spring and summer. These students attended the MA thesis defense/celebration on Friday, March 22 in the Erie Room and shared a sample of what they’ve been working on for their final graduate project.

Writing and Pedagogy Theses:
Louis Fisk (Marek Haltof, director/Dan Gocella, reader)
Lucy Johnson (Liz Monske/Laura Soldner)
Melody McNeil (Jen Howard/Matt Bell)
Brandon Peters (Matt Bell/Matt Frank)

Literature Theses:
Tyler Dunn (Austin Hummell, director/Sandy Burr, reader)
Ashley Goedker (Amy Hamilton/Sandy Burr)
Rebecca Kahl (David Wood/Leslie Larkin)

The annual MFA Celebration of Writing will be held Friday, April 12 at 7:30 p.m. at the Marquette Federation of Women’s Clubhouse located at 104 West Ridge Street. Come applaud our graduating MFA students:
Brooke Boulton
Emily Engelhard
Nancy Gold
Erkki Mackey
Chanomi Maxwell-Parish
John Minser
Cameron Witbeck

All are welcome to attend. Refreshments will be served.

Mackenzie Myers was awarded First Prize in Original Fiction at the Sigma Tau Delta International Honor Society Convention held in Portland, Oregon, this March. Her story, “The Law of Motion,” was selected from over one hundred stories accepted for conference presentation. The award came with a $600 cash prize. Eleven members of Northern’s Eta Phi chapter of Sigma Tau Delta presented original fiction, poetry, and critical essays and moderated panels at the convention, and their work was all very well received. Congratulations, Mackenzie and all members of Sigma Tau Delta!

The English Department will be hosting its annual awards reception on Friday, April 19 at 4 p.m. in the University Center’s Brule room to honor the winners of our writing contests: Barnard/EN 111 Essay Award, Houston/EN 211 Essay Award, Legler Memorial Poetry Prize and the VandeZande Fiction Prize. Everyone is welcome to attend.
**SUMMER COURSES**

**SESSION ONE**
May 20-June 29

**EN110** Web: Good Books  
Matt Frank CRN 50121

**EN111** Web: College Composition  
Matt Neall CRN 50021

**EN112** Web: Mythology  
Diane Sautter CRN 50145

**EN125** Intro to Film MTW 6-8:45pm  
Austin Hummell CRN 50048

**EN211B** Web: Narrative & Descriptive Writing  
Brooke Boulton CRN 50146

**EN211D** Web: Tech & Report Writing  
Joshua Brewer CRN 50093

**EN310** Web: Lit and the Bible  
Jason Markle CRN 50659

**EN311Z** Web: World Lit: China ZZ  
Lehmberg CRN 50024

**EN376** Web: American Lit V  
Stephen Burn CRN 50657

**EN410** Web: Genres Writing: (G)god Chronicles  
J Maclvor-Andersen CRN 50181

**EN462** Web: Young Adult Lit  
Christi Edge CRN 50189

**EN490** Web: Seminar: Jonson & Donne  
Rob Whalen CRN 50660

**EN490R** Web: Seminar: Jonson & Donne-Research  
Rob Whalen CRN 50661

**EN505** Web: Genres Writing: (G)god Chronicles  
J Maclvor-Andersen CRN 50182

**EN590** Web: Seminar: Jonson & Donne  
Rob Whalen CRN 50459

**EN592** Portfolio Project  
CRN 50053 & 50082

**LB121-55** Web: Values-Greeks & Bible  
Mark Smith CRN 50662

---

**EN590/490R/490: JONSON AND DONNE**
Dr. Robert Whalen (rwhalen@nmu.edu)

This course is an introduction to poetry of the later English Renaissance through two very different yet equally influential practitioners.

Essentially the first poet laureate of England, Ben Jonson is known primarily as a writer of comedies and, under the patronage of King James I, court masques. Often overlooked, his nondramatic poetry is in fact exemplary of the English neoclassicism that would feature in the work of later writers such as Milton, Dryden, and Pope. Jonson was thus a true Renaissance poet, an important figure in the European rebirth and assimilation of ancient Greek and Roman letters.

John Donne, on the other hand, is celebrated as a “metaphysical” poet, his verse notoriously combining philosophical perplexity, emotional depth, and often astonishing imagery or “conceits.” The idiosyncratic quality and intellectual intensity of his writing are in part a response to Donne’s England, a world of profound social and cultural upheaval. Like Jonson, Donne has influenced considerably the work of later poets. These include, in addition to poets of his own era, the post-Romantic metaphysical verse of Emily Dickinson, Gerard Manley Hopkins, W.B. Yeats, T.S. Eliot, Adrienne Rich, and Geoffrey Hill, to name but a few of the many whose writing in some ways resembles his.

Together, Jonson and Donne stand at the head of two divergent streams of literary influence: the one classical, generically conservative, formal, and poised; the other innovative, colloquial, and probingly curious. The differences owe perhaps to the tensions and conflicts—political, religious, and economic—of the era in which these writers lived. Attending in part to that fascinating historical context, the course concentrates on close reading of poems in a variety of genres including lyric, epigram, ode, country house poem, verse epistle, elegy, sonnet, satire, and devotional verse.

Web-based instruction and interaction  
Students will study selected poems, read critical essays about Jonson and Donne and their poems, engage in plenty of online discussion, and write two essays, one on each of the two authors.

This course is essential to NMU students interested in early modern literature and culture, as well as a useful survey for students and writers of poetry. The latter should find particularly valuable an expanded understanding of poetry as deliberate generic manipulation—the conscious and indebted reworking of traditional forms.
SUMMER COURSES

SESSION TWO
July 1 - August 10

EN90 Basic Composition
MTWR 12:30-2:40pm
Elizabeth Monske CRN 50658

EN110 Web: Good Books
Kia Richmond CRN 50020

EN111 Web: College Composition
Alex Gubbins CRN 50022

EN112 Web: Mythology
Jamie Kuehn CRN 50183

EN125 Intro to Film MTW 6-8:45pm
Gabe Brahms CRN 50184

EN211B Web: Narrative & Descriptive Writing
Emily Engelhard CRN 50023

EN211D Web: Tech & Report Writing
CRN 50147

EN282 Intro to Lit MTWR 9:50am-12:00pm
David Wood CRN 50238

EN284 Web: Survey of British Lit II
Russ Prather CRN 50180

EN311Z Web: World Lit: South Africa
Jaspal Singh CRN 50049

EN410 Web: Genres of Writing,
Writing in the Short Dan Gocella CRN 50239

EN505 Web: Genres of Writing,
Writing in the Short Dan Gocella CRN 50240

COURSE DESCRIPTIONS

EN282 INTRO TO LITERATURE
Instructor David Wood (dwood@nmu.edu)
MTWR 9:50am-12:00pm
This course serves as an introduction to the English major here at NMU. To this end, it meets four days per week during the second summer session (from July 1 - August 10), and you should find it far more interesting than the typical Liberal Studies courses you may have experienced—mostly in the time we get to devote to our discussions of literary texts and selected film clips of those texts.

The goal of the class is to prepare you for the advanced study of literature by allowing you to explore both the ‘nuts and bolts’ analysis of how literature works and the ways in which scholars engage such analysis from a range of critical and theoretical modes. Those of you who are English majors, English minors, or anyone else interested in this field can expect the following activities in this class: reading literature carefully and analytically and responding to it both orally and in writing; understanding the literary genres and concepts that define various historical periods; analyzing the theoretical models that will help inform the analyses of the texts we encounter; and, finally, developing your own ideas regarding how literature reflects the worlds writers create from whatever time and place.

I have constructed our reading list to take advantage of the limitless variety— aesthetic, political, and otherwise— that literary study offers us all.

Our readings will range across literary genres and time and space, including some of the most remarkable texts available to us: from Sophocles’s Oedipus Rex to Katherine Dunne’s modern American novel, Geek Love; from the poems of Sylvia Plath to the short stories of Raymond Carver. This class will be a blast!

EN110 GOOD BOOKS
Instructor Kia Richmond (krichmon@nmu.edu)
As we explore the human condition through literature, we will read a variety of books, including several focused on characters with mental illness. This course meets the Humanities requirement.
SESSION TWO
July 1 - August 10

COURSE DESCRIPTIONS

ENGL 112 WORLD LITERATURE: APARTHEID AND POST-APARTHEID SOUTH AFRICAN LITERATURE
Instructor Jaspal Singh (jsingh@nmu.edu)
This course examines the apartheid legacy in a number of South African texts as characters grapple with the very difficult task of sculpting national as well as personal identities in apartheid and post-apartheid South Africa. The system of apartheid (or “separate development”), enacted in 1948, institutionalized racism.

Through literature, we will examine the Population Registration Act, the Group Area Act, the Bantu Homelands Citizen Act, the Pass System, the Public Safety Act, the Criminal Law Amendment Act, and others, to discuss their impact on South African identity formation. The texts deal with resistance to apartheid policies, ranging from students’ movements to collective action by women, from violence, strikes, demonstrations, to sabotage, which were met with severe penalties and imprisonment. This course is especially designed for students to tackle South African identity construction and issues of oppression, resistance, and reconciliation to colonial/apartheid system as represented in literature.

EN410/505, GENRES IN WRITING: “FLASH WRITING”
Instructor Dan Gocella (dgocella@nmu.edu)
This course will focus on writing complete essays and short stories in one thousand words or less. We will concentrate on moving in and out of scene quickly, introducing language and rhythm immediately, and establishing setting, character, and conflict right away, usually in the first paragraph. The challenge, then, is to tell a story – with a beginning, middle, and end – in which every word is essential, to strip away the fluff and filler until all that remains is the hard, clean core of the story.

The first half of this six week course will be devoted to short creative nonfiction, the second half to short fiction. Students will write two one thousand word pieces (one nonfiction and one fiction) and two pieces of 300 words or less (one nonfiction and one fiction). These will be workshopped by the class and each student will be required to critique all peer submitted work. Subjects may be anything – an anecdote or meditation, memoir or hypothesis, a place, profile, or scene – and are limited only by word count and the fact that each piece should be able to stand alone, beginning and ending within itself. Additionally, we will read a wide range of published “flash” work and post daily responses to assigned readings on the discussion board.

EN410/505 - THE GOD CHRONICLES: NONFICTION WRITING ON SPIRITUALITY AND FAITH (OR THE LACK THEREOF)
Instructor J Maclvor-Andersen (jmacivor@nmu.edu)
This class will function as an advanced workshop for both undergrad and graduate students, but will steer all assignments and readings toward autobiographical writing that grapples with faith, spirituality and our (G)od-journeys. We will read a smattering of books and essays, and each student will produce a single work of creative nonfiction (10-20 pages), the full revision of which will serve as a final exam.
FALL COURSES

COURSE DESCRIPTIONS

EN350: MATERIALS AND METHODS OF TEACHING ENGLISH
Instructor Kia Richmond (krichmon@nmu.edu)
Secondary Education students with a major or minor in English Education who are planning to student teach in the Winter 2014 term should take this course.
In order to register for EN 350, please email Kia Jane Richmond at krichmon@nmu.edu with the following information:
• Name and email
• Phone/cell #
• Major/minor
• Accepted to Methods? YES/NO
• Passed MTTC Basic Skills Test? YES/NO
• Planning to student teach Winter 2014? YES/NO
• Where might you like to student teach? : Marquette County __; Other U.P. County __; Wisconsin County __; Downstate __; Overseas or other state __

EN368 TEACHING/ADVISING SCHOLASTIC JOURNALISTS
Instructor Kia Richmond (krichmon@nmu.edu)
For Secondary Education Journalism minors only. Please contact Kia Jane Richmond at krichmon@nmu.edu for registration information (this is an internship to be taken the semester prior to student teaching!).

EN327: OPINION WRITING
Instructor Cate Terwilliger
EN327: Opinion Writing will be offered for the first time in Fall 2013. This new course will explore the historical and social importance of opinion writing in American newspapers and consider how the form has changed as new forms of media and commentary -- primarily online -- have evolved.
Students will critique editorials, op-ed columns and other opinion pieces. However, the primary course component is practice: identifying topics, conducting research, formulating opinions and clearly and persuasively conveying them.
EN327 is part of NMU's new multimedia journalism major and also counts toward the journalism minor. The prerequisite is successful completion of EN217: Newspaper Writing and Reporting.

EN211B: NARRATIVE AND DESCRIPTIVE WRITING (YOGA SECTION (2)
Instructor Heidi Stevenson (hstevens@nmu.edu)
The class includes a required yoga component. This class is inspired by scholarship in embodied cognition and embodied rhetoric, Sondra Perl’s use of felt sense theory in writing classrooms, and other scholarship and practice tying yoga and related activities to writing processes. Dr. Stevenson is enjoying this opportunity to put her educational backgrounds and teaching experience in both composition and yoga to work in one course, and looks forward to teaching it again in the Fall 2013 semester.

EN504: CRITICAL PEDAGOGY
Students taking this course will explore the development and intersections of critical theory and critical pedagogy by examining the underlying assumptions of the term "critical," a complex concept spanning all educational levels of literacy and literature instruction and research. In so doing, we will take on what Peters, Lankshear, and Olson call "a worthy challenge: to cut quickly and in engaging ways to the heart of stances, concepts, and values" (Critical Theory and the Human Condition, 2003, p. 2), investigating subsequent intellectual developments(poststructuralism, feminism, and postcolonialism) which were influenced by the interdisciplinary projects of critical philosophers, writers, and educators.

In the course of this exploration, we will examine and/or establish specific research and pedagogical goals, reflecting on how theoretical insight helps us understand our teaching and research in new ways as well as how historical narrative shapes the past as well as helps us to comprehend the present and sketch the future.
COURSE DESCRIPTIONS

EN595/495: DIGITAL SCHOLARLY EDITING AND EDITORIAL THEORY
Instructor Robert Whalen (rwhelan@nmu.edu)
This course is an intensive workshop that introduces students to the theory and methods of scholarly editing for the twenty-first century.

Scholarly editing is the process whereby all versions of an author’s work, in print and manuscript, are gathered, transcribed, collated, annotated, and the results disseminated among the scholarly and academic communities. The texts in your Norton Anthology derive ultimately from this process, as do all standard editions. The scholarly editor thus provides the primary tools for literary study, analysis, and criticism. The advent of powerful digital technologies is transforming scholarly editing in both theory and practice. This course explores this transformation as a present reality in which scholars are only beginning to grasp the potential for digital tools to enhance our study of literature in its intellectual and material forms.

The course has two components, theoretical and practical. The theoretical component focuses on readings and discussion about the most prominent theories of scholarly editing over the last century, as well as the impact of digital technologies on the discipline. The practical component introduces students to hands-on editing of an actual work in progress: the professor’s digital edition, The Complete Works of George Herbert, for University of Virginia Press.

Students will learn to (1) read and transcribe from seventeenth-century books and manuscripts; (2) encode the transcriptions in TEI-XML, a computing language designed specifically for textual scholars; (3) write critical annotations; and (4) visualize these components—image, transcription, and critical annotation—in a dynamic, browser-based interface.

In addition to working with the rest of the class on this project, each student will produce a small edition, following the procedure outlined above, but based on a text of his/her choosing.

Scholarly editing is an interdisciplinary activity, combining critical reading, interpretation, and analysis with computer programming and methods of digital visualization and modeling. Broad in scope, the course is a solid introduction to an emerging scholarly discipline. It is foundational in focus, providing students with a cursory but robust knowledge base that will endure as more powerful technologies and tools are developed.

LB 295 H: SPECIAL TOPICS IN THE HUMANITIES TOLKIEN'S MIDDLE EARTH
Instructor Peter Goodrich (pgoodric@nmu.edu)
With the release of The Hobbit: An Unexpected Journey, this popular course is being revived and updated. J.R.R. Tolkien was an Oxford University philologist who spent his lifetime creating the most fully detailed imaginary universe in literature as a distant forerunner of our own. He used it to explore major issues of the human condition: language and the arts, racial and cultural diversity, ecology, good and evil, love and hate, heroism, war, and much more. Exercise your imagination, too, by exploring that world, its history, and those key issues through reading, lecture, discussion, and occasional film clips.

Prerequisite: EN 111 (EN 211 recommended). Satisfies Division II: Humanities Liberal Studies requirement.