

UNIVERSITY OF IOWA

# RHETORIC NOTES

THE DEPARTMENT OF RHETORIC NEWSLETTER

## MESSAGE FROM THE DEO

BY STEVE DUCK

This has been an entirely tough year for everyone and therefore we can take no special claims to sympathy on the basis of our embeddedness in the general experiences of the COVID pandemic. However, it gives me great pride to acknowledge the dedicated efforts of our instructors in the Department of Rhetoric in dealing with the extra issues and pressures of this awful set of circumstances. I have been delighted and encouraged by all the repeated offerings that some faculty have made to the spreading of information on how to teach rhetoric in better ways, based on their own experiences of classes in the pandemic. The staff have constantly supported our requests (whether for special accommodations,

for continuing as usual, or for modifying curricula and delivery) in ways that have vastly improved our provision of the rhetoric curriculum to our student charges. I am extremely proud of the way in which everyone has risen to the extra demands and strains of this set of circumstances, and I thank you all for your consistent embodiment of the excellence in instruction that this University always seeks to offer.

One obvious measure of the skills that this department reveals is the fact that we have won six (not just five but six) awards for Outstanding TAs, as bestowed by the UI Council on Teaching. This is a remarkable testament not only to the skills of the winners (Aimee Cryer, Chris Wei, Jeremy Geragotelis, Marisa Tirado, Mark Rheame, and Uche Anomnachi) but also to the teaching

and impressive mentoring and training that they have received from their PDP teams (Dorothy Giannakouros, Dana Thomann, Bevin O'Connor and Katlyn Williams) and the mentors of the winning graduates. If we are to improve education and push it to even greater excellence, then the brilliant training of TAs and their exceptional teaching in turn point to the major contribution of this Department to the success in fulfilling those goals at the University of Iowa.

The successes of our faculty, graduate instructors, students, and alumni—showcased in this newsletter by the honors they garner, the service they render, and the important work they continue to do in and out of the classroom (and on and off Zoom)—provide clear evidence that Rhetoric plays a fundamental role in the university's excellence.

## INSIDE THIS ISSUE

|                           |     |
|---------------------------|-----|
| Feature Articles          | 1–3 |
| Resource Center Spotlight | 3   |
| Faculty Bookshelf         | 3   |
| Innovative Pedagogies     | 4   |
| UI Libraries News         | 4–5 |
| Intersections             | 5–6 |
| Dept. Accomplishments     | 6   |
| CFPs and Events           | 7   |
| Important Dates           | 8   |

## ON BELONGING: TAKING INTO ACCOUNT OUR STUDENTS' EMOTIONAL LABOR

BY JENNIFER STONE

Reporter Jena McGregor, in a [2019 article for \*The Washington Post\*](#), attempts to define how these terms *inclusion*, *diversity*, and *belonging* are understood within the workplace. She cites LaFawn Davis, Vice President of Diversity, Inclusion and Belonging at Indeed.com: “Inclusion is about having a voice that is heard, making sure you can voice a contrary opinion,” she said. “Belonging is about creating a sense of community.” McGregor also turns to executive recruiter, Christianne Garafalo: “Diversity is a fact, inclusion is a behavior, but belonging is the emotional outcome

that people want in their organization.” Noting that the “University of Pennsylvania’s Wharton School hosted its first lecture panel” on belonging back in 2019, and both Harvard and Yale have hired faculty and staff with “‘belonging’ in their titles” after “launching related task forces” in that same time period, McGregor sees the emphasis on belonging as a shift in concern to “whether workers sense they can be themselves.”

McGregor cautions, though, that “the idea of ‘belonging’ in the workplace may not resonate with some of the very people it’s intended to bring in.” Thus, efforts toward establishing belonging might be met with skepticism. McGregor cites Wharton pro-

*Continued on pg. 2*

essor Stephanie Creary: “People of color, by and large, are interested in fair workplaces. Is ‘belonging’ just another term that became about everybody but me?” and software firm Atlassian’s Head of Strategy and Sustainability, Jessica Hyman: “There’s this sense of fatigue around talking about diversity and inclusion, and people are feeling frustrated about a lack of progress.” Hyman reframes the concept of belonging as a need for “balance and belonging,” stating, “if I show up and I’m the only [woman or minority on a team], we don’t really have a sense of balance.”

Let’s face it, we may have a balance issue here at U of Iowa in some of our Rhetoric courses. The make-up of our classes may not have the diversity Hyman sees as necessary for such a “sense of balance.” Given that, is it possible that our workspaces fall short of creating a sense of belonging because our pedagogical practices unintentionally cause our students fatigue? When we unpack how rhetoric shapes beliefs about certain communities—whether those communities are BI-POC, disabled, LGBTQ+, lower-income, urban, rural, or some other group—do we rely upon the emotional labor of students from these communities to generate discussion? If so, how can we generate discussions without doing this?

## APPLIED RHETORIC

BY IRIS FROST AND DOROTHY  
GIANNAKOUIROS

When students are facing graduation, they’re more worried about scoring a good job than scoring a top grade on the next exam. They want their college careers to translate into status, stability, and a self-supporting paycheck. Two faculty members in the UI Department of Rhetoric have created a one-hour seminar aimed at helping students score big.

Dorothy Giannakouros, Ph.D. (Lecturer, Rhetoric), a former high school English teacher, and Iris Frost, J.D. (Associate Professor of Instruction, Rhetoric), a former Johnson County prosecutor, have pioneered a new seminar—“Applied Rhetoric: How to Market Yourself and Your Skills.” In short, the program delivers to students the information they need to write dynamic and dramatic cover letters to potential employers that make their resumes levitate to the top of the pile of papers.

**Recognize other means to generate discussion that don’t rely on students’ emotional labor.** For example, *The New York Times* has a wonderful series to help students “consider perspectives different than their own” and “challenge their own biases.” It’s called [26 Mini-Films for Exploring Race, Bias and Identity With Students](#), and these short films (ranging from 1 to 7 minutes) are excellent ways to generate reflection.

*“When we unpack how rhetoric shapes beliefs about certain communities... do we rely upon the emotional labor of students from these communities to generate discussion?”*

**Use juxtaposition to generation reflection, analysis, and evaluation.**

Recently, I put the short *NYT* film “A Conversation with Asian-Americans on Race,” with Viet Thanh Nguyen’s “Asian Americans Are Still Caught in the Trap of the ‘Model Minority’ Stereotype, and It Creates Inequality for All” (*Time*), Kat Chow’s “Model Minority Myth Again Used as a Racial Wedge Between Asians and Blacks” (*NPR’s Code Switch*), and “How

America Created the ‘Model Minority’ Myth” (*Adam Ruins Everything*). I then asked students to compare which was most effective. This assignment allows for sharing of personal insights, but it is not directly asking students to describe their own experiences of discrimination or speculate about the discriminatory experiences of others.

**Tell students that it’s okay to remain silent.**

I tell my students: “I don’t speak on behalf of all women who are divorced and remarried, cisgender, disabled, or 25 pounds overweight, so I would resent someone who put me in the position of acting as a spokesperson for any of these markers of identity. You should never feel compelled to speak in this course about some marker of identity. If you want to share, great. But you are not compelled to speak. Ever.”

**Tell students that it’s okay to check out.**

I tell students that they are welcome to turn off their cameras if they find something triggering or even leave the Zoom entirely. They are also free to email me to ask for an alternative assignment if they find an assignment too triggering. Only one student has ever asked me for an alternative assignment, but many students have thanked me for having this option.

**For more resources, see: [Inclusive Teaching and Diversity](#) (from the University of Iowa).**

enhance resume experiences, and how to think like a skilled interviewer in answering questions that make employers take notice (hint: how to avoid the “tell us about your weaknesses” trap).

The first “road test” of the seminar took place Feb. 24, 2021, as Giannakouros and Frost worked with Rhetoric Minor students in Professor Takis Poulakos’ Speaking Skills class (RHET: 2085:0001). Poulakos called the event “awesome,” describing the seminar style as organized, relaxed and conversational. “You gave substantive advice on many fronts, gave real-life, memorable examples, and left my students feeling upbeat and optimistic,” Poulakos wrote, saying he felt as if he had given his students “a great gift.”

One of the student seminar attendees, Anthony Storniolo (Sports Management, UI Class of 2021), described the

*Continued on pg. 3*

seminar as "creative" and "beneficial." Storniolo said the seminar taught him how he can present himself in interviews, and how he can frame his job experience on his resume in a much more prestigious way. "This seminar helped me a lot, and I enjoyed it thoroughly!"

Poulakos suggested that undergraduates are keen to learn a lot more than career advising services deliver. "And you certainly have the goods they want," he told Giannakouros and Frost.

## QUICK LINKS: INSTRUCTION AND TUTORING SUPPORT

**The Writing Center:** <http://writingcenter.uiowa.edu>

**The Speaking Center:** <https://speakingcenter.uiowa.edu/>

**The Conversation Center:** <http://clas.uiowa.edu/rhetoric/conversation-center>

**Iowa Digital Engagement and Learning (IDEAL):** <http://ideal.uiowa.edu>

**Success in Rhetoric (SiR):** <https://tutor.uiowa.edu/find-help/help-labs/success-in-rhetoric-sir/>

## FACULTY BOOKSHELF

**ALEX S. VITALE'S *THE END OF POLICING***  
BY ELENA CARTER

In 2017's *The End of Policing* (a title enjoying sudden popularity as calls to defund and abolish the police become mainstream), Brooklyn College's Alex Vitale tracks the neoconservative roots of "broken windows" policing, an influential theory first laid out by criminologists James Wilson and George Kelling back in 1982. Kelling and Wilson (whose work aligns with Charles Murray's in its insistence on biological and cultural explanations for the "inferiority" of black people) presented behavioral research showing that when a car is left unattended on a street it is usually left alone. But, if just one window of the car is broken, the car is quickly vandalized.

## RESOURCE CENTER SPOTLIGHT

### THE WRITING CENTER'S TEACHING WITH WRITING ACROSS THE CURRICULUM INITIATIVE

BY CAROL SEVERINO

The first Institute for Teaching with Writing took place during the 2020–2021 winter break. A series of four virtual two-hour workshops, presented by five Rhetoric faculty and staff and a faculty member from English and Education, it brought together fourteen faculty and two graduate students from fields as diverse as nursing, education, philosophy, international relations, and sociology to talk about how to incorporate more writing into their courses.

Motivated by a collective love of language and desire to support the development of student writing skills, participants designed and workshoped formal and informal writing assignments, engaged in discussions about multimodal writing assignments, and heard about successful writing assignments from a panel of faculty from History, the College of Business, and Psychology. The Institute included a keynote talk by Brad Hughes, emeritus Director of Writing Across the Curriculum at the University of Wisconsin-Madison.

The Institute was supported by the Department of Rhetoric, the Obermann Center and the UI Center for Teaching.

The takeaway, according to Vitale, is that "failure to indicate care and maintenance will unleash people's destructive tendencies." In other words, visible signs of crime create an environment that further encourages crime. A city that wants to maintain crime-free neighborhoods should thus crack down on low-level, quality-of-life offenses in an effort to prevent serious crime. Vitale presents Eric Garner, confronted over selling loose cigarettes, as an example of the terrible costs of broken windows policing. Vitale argues convincingly for the need to go beyond liberal policing reforms. Cultural sensitivity and better-use-of force training, he writes, will not solve the larger problem of over-policing.

I started reading Vitale while in Minneapolis to participate in a demonstration held in front of Hennepin County

Learn more about the Institute for Teaching with Writing at UI: <https://writingcenter.uiowa.edu/institute-teaching-writing>.

Sign up to be notified about upcoming events and workshops: <https://bit.ly/39EpvS9>.

The problem is not police training, police diversity, or police methods. The problem is the dramatic and unprecedented expansion and intensity of policing in the last forty years, a fundamental shift in the role of police in society. The problem is policing itself.  
**Alex S. Vitale**

# The End of Policing

Courthouse the day before jury selection in the Derek Chauvin trial was scheduled to begin. I later walked by the Minneapolis grocery store where George Floyd, suspected of using a counterfeit bill, was murdered. The store owner vows to never again call the cops over nonviolent incidents.

While the section of the book focused on broken windows theory felt particularly urgent to me, the scope of Vitale's argument is broad. He ultimately contends that policing is a form of social control to facilitate the exploitation of black, brown, and poor people.

I highly recommend Vitale as an entry-point into conversations surrounding policing!

## INNOVATIVE PEDAGOGIES

### NON-REVOLUTIONIZING TEACHING

BY CARRIE SCHUETTEL

I was always allergic to the idea of giving students sample assignments. It was a predictable allergy—each semester, right after handing out the first assignment sheet, my students would ask if I could show them what it should “look like.” I, of course, would start to get itchy and my tongue would swell. Okay, obviously not. But I did find myself shuddering at the thought of providing these sorts of templates.

In my COVID-induced virtual classroom, a lot of rules have changed, including my ban on sample work. Suddenly, I find myself providing students with examples of everything—from intro sentences, to data-driven paragraphs, to entire papers. (Here is where I take a brief interlude to tell you that I never share student work without their express permission.)

The funny thing is, the quality of my students’ work has—if anything—improved.

## NEWS FROM YOUR UNIVERSITY OF IOWA LIBRARIES

BY KATIE HASSMAN

A selection of updates and news of interest as you consider the latter half of this spring 2021 and early fall 2021 semester. Questions or comments? Contact: Katie Hassman (Rhetoric liaison librarian) [katie-hassman@uiowa.edu](mailto:katie-hassman@uiowa.edu).

[Libraries Policies and Operations Updates](#)  
The UI Libraries’ buildings are OPEN, [although the hours and some services have changed](#). Refer to our COVID-19 page at [lib.uiowa.edu/coronavirus](http://lib.uiowa.edu/coronavirus) for more info.

[Undergraduate Library Research Award](#)  
**Deadline:** April 30, 2021  
**Encourage your students to apply!**

We think that Rhetoric students’ final assignments can be great examples of the types of creative and innovative research we seek to award through our UI Libraries Undergraduate Research Award. Under the guidance of Undergraduate Engagement Librarian Jenay Solomon, the UI Libraries is excited to offer a new award

I suppose my biggest concern about providing samples was that my students would use them as “plug and play” templates—that I’d receive similar work, with only slightly changed elements. I have yet to see that happen.

What has happened is that I’ve seen a noticeable difference in the work of students who, you know, take the time to look at the samples versus those who don’t. Because the sample PDFs are located on ICON, and not distributed or read aloud in class, it does require that students take the initiative to read them on their own time. The samples aren’t hard to find—they’re actually attached to the assignment dropboxes themselves, which I show and remind about students often.

I don’t exactly know where to go from here, once we return to in-person learning. The best I can come up with is that providing sample work will help alleviate the concerns of students who are prone to concerns.

category specific to first-year students this semester.

More information about the award, including eligibility standards and application instructions, is available on the [Undergraduate Library Research Award website](https://www.lib.uiowa.edu/undergraduate-engagement/research-award/): <https://www.lib.uiowa.edu/undergraduate-engagement/research-award/>.

Please contact Jenay Solomon with questions: [jenay-solomon@uiowa.edu](mailto:jenay-solomon@uiowa.edu)

[Research Consultations at The SEAM and Beyond](#)

Librarians are still available for one-on-one research consultations (meetings) with your students. Encourage your students to take advantage of this (always free) service. Students can schedule an appointment with a librarian using the [Research Consultation form](#) on the UI Libraries website. <https://www.lib.uiowa.edu/research/consultations/>.

[Rhetoric TA Work](#)

This semester the Undergraduate Engagement Department is lucky to host and collaborate with four Rhetoric TAs as part of

## UI LIBRARY EVENTS

### [Main Library Gallery](#)

***Building Our Own Community: 50 Years of the Latino Native American Cultural Center, Founded by Chicano and American Indian Students in 1971***

**Open through June 25, 2021.**

In 2021, the Latino Native American Cultural Center (LNACC) celebrates its 50th anniversary. Created in 1971 by Chicano and American Indian students, the LNACC has a long and important history at the University of Iowa. This exhibition, curated by UI librarians Rachel Garza Carreón and Christopher Ortega, shares that history in depth. Their work explores its establishment in the 1970s, its activism and programs, and much more. The LNACC continues to be an active advocate, supporter, and resource for Latino and Native American students at the University of Iowa.



From Building Our Own Community: 50 Years of the Latino Native American Cultural Center, Founded by Chicano and American Indian Students in 1971 in the Main Library Gallery, University of Iowa Libraries.

***From Revolutionary Outcast to a Man of God: Dostoevsky at 200***

**Open August 16–December 17, 2021.**

This exhibition is dedicated to the life and work of the Russian writer Fyodor Dostoevsky (1821–1881). Curated by Dr. Anna Barker, the exhibit covers the entirety of Dostoevsky’s prolific literary career. His youth, his years of exile in Siberia, a period of gambling addiction, and his eventual discovery of religion are explored in the context of many of his most famous novels, from *Poor Folk* to *The Brothers Karamazov*.

*Continued on pg. 5*

their spring semester appointments. The TAs are applying their pedagogical experience and creativity to the following projects. Project outcomes will be shared back with the Rhetoric Department in the Rhetoric Refresh ICON site when complete.

### ***What does this object say? with the UI Libraries***

Jamie Chen & Jackie Banigan are working with The UI Libraries Gallery team members and exhibit content to design teaching materials that help develop student writing and presentation abilities while engaging students with UI Libraries and Gallery objects.

### ***Universal Design & Accessibility Best Practices for Librarians and Visiting Lecturers***

Luke Perez is engaged with stakeholders across campus to develop a best practices document to guide guest lecturers and teaching librarians through implementation and consideration of Universal Design for Learning (UDL) best practices.

## **INTERSECTIONS: RESEARCH & RHETORIC INSTRUCTION**

### **BRIDGING DISABILITY STUDIES AND FASHION STUDIES IN RESEARCH & THE RHETORIC CLASSROOM**

BY JENNIFER JANECEK

For the past two years, I have taught a course in the Minor in Rhetoric & Persuasion called "Rhetorics of Diversity and Inclusion: The Language of (Dis)ability." This course enables me to bring my research in the field of disability studies to bear on my pedagogy in meaningful ways. Recently, I have begun conducting research in the field of fashion studies, including contributing a chapter on "The Sartorial Construction of Motherhood in Modernist Literature" to a forthcoming volume on *Fashion and Motherhood*. Because I see my research and teaching as inextricably intertwined, I enjoyed creating an iteration of Persuasive Stories last year called "Fashion as Storytelling." As I revamp my course plan for a future semester, I have been exploring ways to bridge my work in disability studies and fashion studies.

So I was particularly excited to

### ***Research & Disinformation Video Series***

Chris Wei is working with Information Literacy Librarian Tim Arnold on a six-part series of pedagogical videos exploring the concepts of bias, opinion, disinformation, authority, credibility, and lateral reading/evaluating sources.

### ***Loud in the Library Podcast***

Distance Education Librarian Dan Gall has created a new podcast series that takes you behind the scenes of the UI Libraries, helping you learn to use the vast resources the Libraries have to offer. [Loud in the Library](#) is available on iTunes, Stitcher, and (likely) wherever you get your podcast content: <https://anchor.fm/uiowa-libraries>.



discover a call for papers for a special issue of the *Fashion Studies Journal* on the intersections between fashion and mental health. The premise of my "Fashion as Storytelling" course is that fashion, as a form of visual rhetoric that transcends geographic and linguistic barriers, is a potent global rhetoric for the 21st century. I use fashion as a rhetorical framework for enabling students to analyze the core elements of storytelling—for example, invention, persona, authenticity, decorum, and remediation—and then experiment with implementing these storytelling strategies in their own creative assignments.

Using this methodology, I decided to submit a proposal to *FSJ* for an article titled "'Jammed' Between Body and Mind": The Liberatory Fashion of Leonora Carrington." Carrington was a Surrealist writer, artist, and costume designer whose 1943 memoir of institutionalization, *Down Below*, is an understudied but important exploration of madness and psychiatric trauma. Experiencing a split between her body and mind that hampers her motility, which she terms being "jammed," she cites the need "to liquidate [her] paralyzing anguish, then to seek

## **SPRING 2021 MAIN LIBRARY GALLERY HOURS: UI CAMPUS COMMUNITY (STUDENTS, STAFF, FACULTY):**

Monday: By appointment only  
Tuesday: By appointment only  
Wednesday: 9:00 a.m.–5:00 p.m. (walk-in)  
Thursday: 9:00 a.m.–5:00 p.m. (walk-in)  
Friday: 9:00 a.m.–5:00 p.m. (walk-in)  
Saturday: Closed  
Sunday: Closed

For campus community appointments on Mondays and Tuesdays, or to schedule a class visit, please contact Sara Pinkham with the Main Library Gallery: [sara-pinkham@uiowa.edu](mailto:sara-pinkham@uiowa.edu).

If you are interested in incorporating the Dostoevsky exhibition into your fall courses, please contact Katie Hassman ([katie-hassman@uiowa.edu](mailto:katie-hassman@uiowa.edu)) and Sara Pinkham ([sara-pinkham@uiowa.edu](mailto:sara-pinkham@uiowa.edu)) to get started. In-person and virtual options will be available.

an accord between the mountain, [her] mind, and [her] body"—between nature, mind, and body (9). In response to her "jamming," she develops a "touch" language with animals, channels electricity between bodies, and communicates through vibrations, learning to transform her body into a medium. In this work as in others, Carrington situates clothing as a means of releasing the female body from the "jam" that Western rationality, as well as the sexist tendencies of the Surrealist movement, have occasioned. Rejecting the hypersexualization of the female body by male Surrealists such as Salvador Dalí and André Breton, Carrington explores the liberatory potential of clothing that blurs the boundaries between human and animal, animal and machine, man and woman. What emerges is a revolutionary materiality that proposes clothing as a means of reconfiguring rationalist notions of the unified self and subverts the paternal function of language.

While I won't be assigning Lacan, I do plan to use an excerpt of Carrington's memoir and one of her short stories (which typically are *very* short) in a future fashion-

***Continued on pg. 6***

-themed rhetoric course so that we can consider the significance of clothing to Carrington's conceptualization of madness. Students will also explore Dior's haute couture fall/winter 2020–21 collection, including the film created to debut it, *Le Mythe Dior*, to analyze the storytelling strategies employed by creative director Maria Grazia Chiuri. This collection draws inspiration from five female Surrealist artists, including Carrington, in order to pose questions about the relationship between the female body, clothing, and madness.

When students learn to dissect rhetorical concepts in popular culture, they discover that, as Lunsford et al. tell us, *Everything's an Argument*—including fashion! And these style-based arguments are historical; have real-world social, cultural, economic, and political implications; and can illuminate experiences like mental illness in ways that linear, textual narratives simply cannot.

### Carol Severino Keynotes at the 2021 Midwest Writing Association Conference

Carol Severino keynoted the 2021 Midwest Writing Centers Association Conference, February 26, with a webinar entitled "Notions of Writing Center Community and Some Challenges to Them." She examined various notions of community she has encountered over the last three decades as well as in the writing center and composition literature:

- 1) chummy camaraderie in a safe and cozy home symbolized by couches and cookies;
- 2) cold professionalism, defined by set procedures, rules, and regulations;
- 3) warm professionalism—caring for our students and one another while also participating in professional networks that help to create larger writing communities in our colleges and universities.

The highlight of her presentation was when she exhibited Iowa Writing Center artifacts—photos, newsletter entries, and flyers—from the nineties to the present.

The recorded talk is available here: <https://bit.ly/3wipD3D>.

## FACULTY ACCOMPLISHMENTS

**WAYNE ANDERSON** was promoted to associate professor of instruction.

**REBECCA BLAIR** delivered the keynote address at the Oxford Education Research Symposium on March 24, 2021 (online) titled "Culturally Responsible Pedagogy in the Post-COVID-19 Academy: Opportunities for Renewed Practice."

**IRIS FROST** was awarded an Obermann Center for Advanced Studies grant of \$150 to bring a guest speaker into her Zoom class.

**BENJAMIN HASSMAN** was honored with the 2020–2021 International Engagement Award by the UI College of Liberal Arts & Sciences. He was also promoted to associate professor of instruction.

**JENNIFER JANECHKEK** published her review of *Conrad and Language* (ed. Katherine Isobel Baxter and Robert Hampson) in *Conradiana*, vol. 49, no. 2, pp. 189–93.

**MARGARET MURRAY** published "American Women Mathematics PhDs of the 1940s" in the March 2021 issue of the *Notices of the American Mathematical Society*. The article is available here: <https://www.ams.org/journals/notices/202103/rnoti-p399.pdf>. She also maintains a large database and website on women who earned PhDs in mathematics from US institutions during the 1940s and 1950s: <https://www.womenbecomingmathematicians.net>.

**STEPHANIE TSANK** presented a paper titled "The Zombie Rose Up in My Throat: Appetite and Depression in Sylvia Plath's *The Bell Jar*" at the Northeast Modern Language Association (NeMLA) Convention (virtual) in March 2021.

## GRADUATE INSTRUCTOR ACCOMPLISHMENTS

**UCHE ANOMNACHI** was honored with an Outstanding Teaching Assistant Award from the UI Council on Teaching.

**AIMEE CRYER** was honored with an Outstanding Teaching Assistant Award from the UI Council on Teaching.

## WE WANT YOU TO CONTRIBUTE!

Do you have something to share in a Faculty Bookshelf or Innovative Pedagogies column? Or have you been working with an undergraduate student on a neat project that you'd like to highlight in the newsletter? Do you have photos from a classroom activity that you have permission to share? Alumni, where has your Rhetoric coursework or teaching taken you? We'd love to feature your ideas and share the awesome things you're doing in (and out!) of the classroom (digital or hybrid as it may be).

**For general inquiries:** E-mail Jennifer Janechek at [jennifer-yirinec@uiowa.edu](mailto:jennifer-yirinec@uiowa.edu).

**For Features:** E-mail Stephanie Tsank at [stephanie-tsank@uiowa.edu](mailto:stephanie-tsank@uiowa.edu).

**For Faculty Bookshelf submissions:** E-mail Justin Cosner at [justin-cosner@uiowa.edu](mailto:justin-cosner@uiowa.edu).

**For Innovative Pedagogies submissions:** E-mail Bevin O'Connor at [bevin-oconnor@uiowa.edu](mailto:bevin-oconnor@uiowa.edu).

**JEREMEY GERAGOTELIS** was honored with an Outstanding Teaching Assistant Award from the UI Council on Teaching.

**MARK RHEAUME** was honored with an Outstanding Teaching Assistant Award from the UI Council on Teaching.

**MARISA TIRADO** was honored with an Outstanding Teaching Assistant Award from the UI Council on Teaching.

**CHRIS WEI** was honored with an Outstanding Teaching Assistant Award from the UI Council on Teaching. He also presented a paper titled "'We're Bringing These Guys Back to Life': The Necromantic Ventriloquism of the Cinematic Apparatus" at the 23rd Annual Film Studies Association of Canada Graduate Colloquium on January 30, 2021. A recorded version of the talk is available here: <https://vimeo.com/506984385>.

## EVENTS AND OPPORTUNITIES

### JOY MELODY WOODS AND THE COGS-UNITY COMMITTEE

**LOCATION:** ZOOM

<https://uiowa.zoom.us/j/97446481836>

**DATE:** APRIL 22, 2021

**TIME:** 11:00 A.M.–1:00 P.M. CST

Join the Unity Committee in conjunction with UE Local 896–COGS on Thursday, April 22nd, 11AM–1PM CST, for a discussion on race and labor in spaces of higher learning. Joy Melody Woods, co-founder of Black in the Ivory, will be speaking on being a woman of color in academia and public-facing work through her readings, blogs, and research in interpersonal and health communication.

Joy Melody Woods is a doctoral student studying Interpersonal Communication at Moody College of Communication's Department of Communication Studies. She is a part of the interpersonal communication subarea concentrating on health communication. She holds an M.A. in Educational Policy and Leadership Studies with a concentration in Sociology of Education from the University of Iowa and a B.S. in Political Science from Texas Wesleyan University. Her research interests lie at the intersection of Black maternal health and equity. Joy is particularly interested in how Black mothers communicate with their health care providers. In particular, she explores how interpersonal communication can be a buffer in addressing the glaring health disparities in the area of maternal health.

Joy Melody Woods holds visiting scholar appointments at the Samuel Dewitt Proctor Institute for Leadership, Equity, & Justice at Rutgers University and in the BrainStorm Mental Health Innovation Lab at Stanford University.

Joy Melody is also interested in how medical schools can create a more inclusive and equitable curriculum that accurately prepares future practitioners to treat minority populations.

When she is not busy with her doctoral studies, you can find her with her two pups curled up with a good book.

You can find Joy Melody Woods on Instagram and Twitter @smileitsjoy.



## CALLS FOR PAPERS

### THE WISCONSIN ENGLISH JOURNAL

**THEME:** ELL OUTREACH AND TEACHING STRATEGIES

**DEADLINE:** AUGUST 31, 2021

Students have diverse educational, cultural, and linguistic backgrounds, so to create an inclusive learning environment, faculty should adopt English Language Learner (ELL) outreach and teaching strategies. In general, one's English literacy skills depend on one's level of acculturation—those who are well integrated with American society will be less anxious and better able to function in the English language classroom. ELL student success also depends on regular practice speaking and writing English and if that student has studied English formally. Developing strong writing skills, especially, will require strong study skills and instruction. With your outreach and intervention, ELL students can get the support they need to be successful.

To that end, the *WEJ* would like to welcome submissions on a variety of related topics, including:

- Identifying an ELL student (online vs. face-to-face environments)
- Conducting outreach
- Methods for contacting students
- ELLs learning language and culture simultaneously
- Instructional tips for working with ELLs
- Providing feedback on ELL writing
- Should instructors focus on higher order or lower order concerns and why?
- Innovative ways to model correct usage
- Video/audio feedback usage in the classroom (impact on ELLs)
- Photography and artwork showcasing ELL student innovation

While this theme is encouraged, this is not a special interest issue, we also remain interested in a variety of projects on a range of topics related to the improvement of instruction in all the English language arts at all grade levels—elementary through college—and welcome the submission of projects that are of interest to literacy educators. We are also accepting book reviews, artwork, poetry, flash fiction, and other modalities at this time. View our submission guidelines by [clicking here](#).

### 118TH PACIFIC ANCIENT AND MODERN LANGUAGE ASSOCIATION (PAMLA)

**LOCATION:** LAS VEGAS, NV, & VIRTUAL

**DATES:** NOVEMBER 11–14, 2021

**DEADLINE:** APRIL 15, 2021

The PAMLA 2021 Conference will be two, yes two, conferences in one! We will have our normal In-Person Panels (we are asking everyone participating in the in-person conference to have had a COVID-19 vaccine beforehand), but we will also be having Virtual (Online) Panels at this year's PAMLA Conference. You can see which sessions are which at our [CFP Page](#) (some panels are still in the process of switching from In-Person to Virtual, and the In-Person conference will only take place given a safer, more vaccinated reality, which we are increasingly confident will happen by the fall).

The [PAMLA 2021 Call-for-Papers page](#) (CFP page) and [Online Paper Proposal System](#) are now open! You have until April 15 to propose a paper to one (or more) of our many approved sessions. Should you have any questions, feel free to call or email PAMLA Executive Director Craig Svonkin: 626-354-7526 or [director@pamla.org](mailto:director@pamla.org). Or email PAMLA's terrific Assistant Director David John Boyd: [assistant@pamla.org](mailto:assistant@pamla.org).

PAMLA 2021's Conference Theme is "City of God, City of Destruction," ideal for Las Vegas, a city known for its Janus-like nature as both a historic spiritual beacon in the frontier of the American West and a modern city that has celebrated the world's greatest cities! But PAMLA is an open city: open to panels and papers that connect to the special conference theme, and open to panels and papers that do not. More information about the conference theme is available here: <https://www.pamla.org/conference/2021-conference-theme/>.

# April 2021

| Sunday | Monday                                      | Tuesday | Wednesday                 | Thursday  | Friday  | Saturday |
|--------|---|---------|---------------------------|---|---|----------|
|        |   |         |                           | 1   | 2<br>The Writing-Enriched Curriculum – the Institute for Teaching with Writing: 2:30 pm | 3        |
| 4      | 5   | 6       | 7                         | 8   | 9   | 10       |
| 11     | 12<br>Early registration begins (ends 4/23) | 13      | 14<br>Instructional Break | 15  | 16  | 17       |
| 18     | 19  | 20      | 21                        | 22<br>Joy Melody Woods hosted by COGS–Unity Committee<br>11:00 a.m.–1:00 p.m. | 23  | 24       |
| 25     | 26  | 27      | 28                        | 29  | 30  |          |

# May 2021

| Sunday   | Monday                            | Tuesday | Wednesday | Thursday                                     | Friday                | Saturday |
|----------|-----------------------------------|---------|-----------|--|-----------------------|----------|
|          |                                   |         |           |  |                       | 1        |
| 2        | 3                                 | 4       | 5         | 6  | 7<br>Close of classes | 8        |
| 9        | 10<br>Final exam week (ends 5/14) | 11      | 12        | 13<br>Commencement ceremonies (through 5/16) | 14                    | 15       |
| 16       | 17                                | 18      | 19        | 20   | 21                    | 22       |
| 23<br>30 | 24<br>31                          | 25      | 26        | 27   | 28                    | 29       |