As the Spring 2015 semester draws to a close, I look back on the past year with both amazement and pride. I’m amazed at how quickly the year has gone by. It seems like it was just yesterday that I penned the chair’s message for the Fall 2014 issue of the English Department Newsletter. All of the things we looked forward to with such anticipation, as we embarked on a new academic year, are now behind us. And it seems to have happened in the proverbial blink of an eye. As I look back, I am also proud of all we have collectively and individually accomplished.

As classes rapidly wind down, students are busy researching and writing their final papers, studying for exams, and planning their fall schedules. Faculty are equally busy, meeting with students, making up exams, and turning in their fall book orders. Learning is, of course, a shared endeavor and I am proud of all the good work we have done—undergraduates, graduate students, and faculty alike—in the classrooms of LaCorte Hall and English classes across the campus. Week after week, we have come together in these spaces to read and ponder great books, to talk and listen, argue and persuade, to write and write some more, and ultimately to change and enlarge our thinking and our world.

As a department we have forged ahead on a number of important initiatives. In the Spring term, we embedded Supplemental Instruction Leaders in a selected number of ENG 111 (Freshman Composition II) classes in order to increase the level of writing support and enhance student success. Initial results of the pilot program are very promising—instructors report significant benefits to students enrolled in the sections. The SILs—who are English graduate students and a few advanced undergraduates—seem to be benefitting too, as they find themselves having to “up their game” in order to be more effective tutors and mentors. In fact, the Provost has authorized the expansion of the English SIL program to include all sections of pre-baccalaureate composition starting Fall 2015. The department is excited by both the positive impact the SIL program will have on our writing students and the opportunities for professional growth it affords our graduate students and undergraduate majors.

(continued on page 3)

CHANCELLOR’S DOCTORAL INCENTIVE PROGRAM AWARD

Adjunct composition instructor, Christopher Potts, received the Chancellor’s Doctoral Incentive Program Award. The CDIP, established in 1987, is a nationwide program that seeks to increase the number of promising doctoral students applying for future California State University instructional faculty positions through financial assistance and CSU faculty mentorship.

Chris, a CSUDH alumni, is currently in the qualifying exam phase of his doctoral studies at Claremont Graduate University and plans to complete his dissertation soon after the qualifying exam. With his commitment to service learning and social justice, Chris often experiments and innovates in the English composition classroom by providing rich interdisciplinary learning environments for his students. He has presented his pedagogical research at various conferences such as the Young Rhetoricians Conference, and more recently, at the Conference on College Composition and Communication 2015.
INTERVIEW WITH 
Dr. Kimberly Huth

1. Tell us a little bit about your background and how you came to CSUDH.
I did my graduate work (both MA and PhD) at the University of Wisconsin-Madison—which is truly a wonderful city. After that, I moved around a bit, living and teaching in upstate New York; Richmond, Virginia; and a small town in Illinois. Moving to California has been a big but welcome change. I’m beginning to get used to all the sunshine, beaches, and palm trees—but it still feels like living in a picture postcard!

2. What is your favorite book and why?
Such an impossible question. Of course, I really love reading and studying Renaissance literature—Shakespeare, Spenser, Sidney, Donne are all wonderful. But outside of my research and teaching, I enjoy a range of things. I like detective fiction and will re-read Sherlock Holmes stories again and again. I love the plays of Tom Stoppard—I just saw a great production of Rosencrantz and Guildenstern Are Dead last year, and Arcadia is simply a fantastic play. I always have a wonderful experience reading Bill Bryson, whose writing is filled with wit and humor. Bram Stoker’s Dracula is perfectly creepy, and Ralph Ellison’s Invisible Man is both provocative and entertaining. Marilyn Robinson’s books are stunningly beautiful, and her continual return to the same story provides endless perspectives on events and characters readers come to love. I am a huge fan of Louis de Bernières—his Coachadebajo trilogy (which begins with the perfectly titled The War of Don Emmanuel’s Nether Parts) is hilarious and heartbreaking, and his novel Captain Corelli’s Mandolin is so, so much more than the film version could ever be. And I have long admired the work of Gabriel Garcia Márquez, whose One Hundred Years of Solitude is, I think, one of the greatest achievements in storytelling ever. Every time I read it, when I reach the final sentence I feel like the world opens up anew and I am astounded all over again.

3. What unique areas of expertise or research interests do you bring to CSUDH?
I specialize in the literature and culture of the English Renaissance. My research and teaching includes a lot of attention to the plays and poems of Shakespeare, but I am also interested in many of his less well-known contemporaries and the literary milieu of sixteenth- and seventeenth-century England. Though I have worked on both prose and poetry in the period, lately my work has been focused on drama and on seeking out interdisciplinary ideas about how we approach these texts. I’ve long been interested in literature’s connections with other artistic forms, such as painting and sculpture, but I’ve also been exploring intersections of literature and science, specifically neurobiology and psychology. I’m very intrigued by literature’s representations of the experience of embodiment and the social networks created through empathy, as well as the history of medicine and scientific inquiry. I also have a strong interest in adaptation, in thinking about how we read and re-read a text to keep it current and vibrant in our own culture.

4. What is your teaching style?
I hope that my teaching style reflects what I value about education and my own job as a professor of English. I got into this line of work because I’m curious about a lot of things and I love thinking collaboratively with other people to work out complex ideas. So my classes include a lot of discussion in both large and small groups to foster opportunities for that kind of thinking. My best days as a teacher are when a student says something in class or writes something in a paper that makes me re-see a familiar text in a new way—and I’m glad to say that it happens quite often! I also work well when I can bring a lot of different texts and materials to bear on a single philosophical problem, so my courses are often designed around themes or topics that allow sustained investigation that can deepen our understanding of a given issue. Basically I’m excited to share with students what I know and to learn from them new ways of thinking and interpreting the texts I love to read.

5. Did you have any career options before you started teaching?
I didn’t go to college with this career in mind. In fact, as a first-generation college student, I literally did not know what “grad school” (in any field) was until I was a sophomore undergraduate. But even once you’re on the grad school/college professor path, it’s always valuable to step back and reflect on it as an on-going choice. Realizing that there are many rewarding, fulfilling things about the work I do—satisfying my own curiosity, watching students grow and develop—is important and kept me, during those long Wisconsin winters, from giving it all up to become a florist or a pastry chef.

6. What is one surprising/shocking/exciting thing no one would know about you?
A lot of people are surprised to learn I don’t drink coffee (they always wonder how I got through grad school without it). But I love a good spot of tea—afternoon tea and biscuits is one tradition from England I’d love to import.
The English department’s annual Patricia Eliet Memorial Lecture, which hosts well-known literary writers as guest speakers, featured Sarah Shun-lien Bynum as the 2015 Eliet lecture speaker. Bynum is the author of two novels, *Ms. Hempel Chronicles*, which was a finalist for the 2009 PEN/Faulkner Award, and *Madeleine is Sleeping*, a finalist for the 2004 National Book Award. The New Yorker named her one of the “20 under 40” fiction writers to watch.

The free lecture took place on April 27 in the Loker Student Union Ballroom. Bynum exuberantly read a chapter from her novel, *Ms. Hempel Chronicles*. After her reading, Bynum kindly answered questions and signed copies of her novel for the appreciative audience.

A number of new courses have made their way through the curricular review process and will be offered in the upcoming year. ENG 342 (African American Literature), which replaces ENG 343 and ENG 344 (“African American Poetry and Drama” and “African American Prose”), will be taught by Professor Chin in Fall 2015. A new course in the TESL MA program, ENG 581 (“Semantics, Pragmatics, Discourse”) replacing ENG 593 (“Research Methods in Applied Linguistics”) will be taught by Professor Wenzell in Spring 2016.

However, the achievements and successes of the past year have not been confined to the classroom. The English Department sponsored and/or participated in a number of extracurricular events that greatly enriched the intellectual life of our students and faculty as well as the entire university community. In February 2015, the department hosted a Black History Month panel discussion that gave English faculty the opportunity to reflect on their experiences with teaching racial “texts” of various kinds. In April, the department sponsored a reading by fiction writer, Sarah Shun-lien Bynum, under the auspices of the annual Pat Eliet Memorial lecture. Be sure to read the articles on the Black History Month panel and the Pat Eliet lecture in this newsletter.

On the lighter side, the English Graduate Association (EGA) organized a Halloween Haunted House on the third floor of LaCorte Hall. The event included spooky décor, fortune-telling, costume-clad professors, and trick or treating students traipsing through the department hallways. There was also a reprise of last year’s Ugly Necktie Day in March, during which professors competed fiercely with one another to see who could don the most unattractive cravat. These events helped to foster a sense of community and cohesion within the department, but more importantly, they were fun.

Other memorable highlights of the year include Student Research Day and the award-winning presentations of several English graduate students, the English Language Conference, and the Literary Salon held in Club 1910. You can read about many of these events in the newsletter. The 2015 issue of the literary magazine, *Enjambled*, was published in May so pick up a copy in the Department office if you haven’t already. The collaboration of the English student editors with students from the Art and Design Department has resulted in a visually compelling publication, in addition to the high quality of the literary pieces. I encourage our undergraduate majors, graduate students, and all other student poets and writers to submit their work for next year’s issue. Happy reading and congratulations on completing another successful academic year.

-Dr. Timothy Chin

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ENGLISH DEPARTMENT SALON

On April 13, 2015 the English Graduate Association (EGA) launched the inaugural English Department Salon, an event designed to take place semi-annually that brings together faculty and students in an informal and collaborative environment to discuss and celebrate their research. The salon featured work discussed by Dr. Debra Best, Associate Professor of English, Melissa Williams, a graduate student currently enrolled in the Masters program in English, and Jade Harvey, an undergraduate English major. Held at Club 1910, the casual atmosphere welcomed a sizable crowd as well as friendly and vibrant conversation. We thank the presenters and the audience for their participation, and look forward to next term’s salon!

Quixote Festival

The Quixote Festival took place April 15-17 and included music, dance performances as well as the symposium, “The Influence of Don Quixote in the Humanities.” For the festival, Dr. Rod Hernandez, Associate Professor of English, worked with the Theatre and Dance department to help put on the play Quixote, an adaptation of Cervantes’ work by Latino playwright Octavio Solis. The play opened April 17 at the CSUDH University Theatre for a multi-night run, helping celebrate the 400-year anniversary of the completion of Don Quixote.

“The Vagina Monologues”

On February 13th and 14th CSUDH presented the reading of “Vagina Monologues” for the first time on campus. This was a fundraising show, where all proceeds went to the campus Women’s Resource Center. Two of our very own graduate level English majors, Melissa Williams and Intisar Alshammari, were readers in the show. After going through the audition process, Williams and Alshammari were both accepted and then had to practice for several weeks to perfect their readings. The audience at both shows were engaged, inspired, and encouraged. The show was wildly successful and both Williams’s and Alshammari’s participation was integral.
ENGLISH DEPARTMENT HOSTS
BLACK HISTORY MONTH DISCUSSION PANEL

By Andy Lara

2015 marks the 50th anniversary of many social movements of the 1960s, such as the Civil Rights Act of 1965 and the relocation of CSUDH to Carson, California as a result of the Watts riots. Additionally, it is also the 20th anniversary of CSUDH’s Africana Studies department and the Multicultural Center. In honor of these events and Black History Month, on Thursday, February 12th, the Department of English presented a panel discussion titled “Black Texts/Social Contexts.” The panel featured presentations from the department chair, Dr. Timothy Chin, and composition faculty, Nancy Armstrong, Rhea Lewitzki, and Christopher Potts. Graduate student Terri Fleming-Dright served as the respondent. The panelists addressed the questions, issues, concerns that arise in working with a diverse classroom on black texts, composition, and social issues.

Dr. Chin’s presentation, “Equiano and the Canon: Questioning History and Identity in the Teaching of the Interesting Narrative,” focused on the problems that arise out of categorizing literature on the national model. As Dr. Chin pointed out, Equiano’s Interesting Narrative (1789) is a text that doesn’t necessarily have a home within any national boundaries, for Equiano’s origins are often a source of speculation and debate. As a result, the Interesting Narrative is a text that is regularly found within both English and American literary anthologies. Because Equiano’s identity is triangulated across the Atlantic, his position as a writer disrupts fixed notions of national canons. Dr. Chin noted the obstacles that canons, which assume homogeneity in nation states, present to silenced/marginalized voices. Equiano’s outsider status, Chin suggests, is thus crucial to re-evaluating the concept of “black history.”

Professor Armstrong similarly is invested in exploring the experience of the historically marginalized/disadvantaged. Her presentation, “Activism at the Intersection: Black Disabled Voices Speak,” explored the development of disability rights, which she argued were excluded from the Civil Rights movement. Armstrong highlighted the work of Leroy Moore, a black disability activist, rapper, and member of the group Krip Hop Nation, who, like herself, works to explore, highlight, and promote the achievements of artists with disabilities, and the disability community in general. Additionally, Armstrong shared how her website, http://disshift.com, works to archive the progress of the field of disability studies, a field that is often excluded from conversations on social justice today.

In “Do the Right Thing: Improving How We Teach Racial Literacy in the Composition Classroom,” Professor Lewitzki discussed her experience with positioning Spike Lee’s Do the Right Thing (1989) in conversation with current events in her freshman composition classroom. Beginning her presentation by juxtaposing a still from Lee’s movie, where Radio Raheem, a black young man, is placed in a chokehold, against the widely-circulated footage of Eric Garner in a similar chokehold, Lewitzki showed how she aims to bridge disciplines within her classroom. In pursuing her goal to increase racial literacy, Lewitzki, nevertheless, acknowledged the difficulties in talking about race and racism in the classroom.

Professor Potts, too, discussed issues that arise in teaching composition to freshman classes comprised of diverse student populations. Potts is interested in exploring the ways that traditional composition programs, and Standard Academic English, are said to impose a fixed set of expectations that are not sympathetic to the diverse experiences that students bring to the freshman English class. Among the many propositions that Potts set forth that do not alienate diverse students are re-interpreting the diagnostic exam, and the embedded notion that there is something wrong, improper with a student’s writing/thinking, which the teacher can fix, and implementing assignments that allow the student to reflect on their individual histories as opposed to abandoning them.

The Black History Month panel was an exciting opportunity for some of the department’s forward-thinking faculty to present their fascinating research interests to the campus community, and it provided the audience with manifold opportunities for reflection and re-evaluation of their own pedagogical approaches. While none of the panelists arrived at a fixed solution for historical, literary, and pedagogical problems and concerns that arise in the light of social justice movements, they opened the door for conversation that others are free to continue.

Pictured from left to right: Dr. Timothy Chin, Rhea Lewitzki, Christopher Potts & Nancy Armstrong.
In the spring of 2015 a new pilot supplemental instruction program was launched, and a group of 10 Supplemental Instruction Leaders, mostly new and inexperienced, descended upon the English 111 courses. Supplemental Instruction Leaders work closely with faculty to help students in classes that traditionally have low pass rates. SILs provide one-on-one tutoring and content-oriented workshops.

At first the SILs were somewhat timid and conservative, especially when it came to planning workshops, but the innovative spirit of our English department prevailed, and soon they were leading their students on dérives through the food court and making up board games to reinforce grammar skills. SIL Ja’hnae Johnson was able to stay positive: “The first two months were daunting, but we are dauntless, so it doesn’t matter!” The SILs, who come from the English graduate and undergraduate programs, benefit greatly from the career development aspect of SIL. Johnson continues, “SIL is fruitful, because you get hands-on experience. You get to turn your theory into practice with your students, while being mentored by a professor.”

The sense of community fostered among the SILs is another valuable aspect of the program. Out of the 10 English SILs, three had previous experience, and they shared their guidance and expertise with the new SILs. Undergrad Pearl Sheets said, “I was mortified at first because I had no prior teaching experience whatsoever, but with the help of the other SILs and the instructor, I more comfortably honed in on the skills I’ve learned.”

SILs discovered that working with students to improve their writing improves one’s own writing as well. SIL Paula Sherrin made such a discovery: “I didn’t really grasp that writing is a process. It comes easily to me, so I never thought much about the steps I take to get to a finished piece. Dr. Rosewall modeled the steps for his students, and I learned to be more conscious of my process. I even discovered ways that I impede my own progress.”

Supplemental Instruction is a crucial program for both the lower-division composition students, who benefit greatly from the mentoring and support provided by their SILs, and for the SILs themselves, who receive hands-on job training to help them become qualified and confident composition instructors.

The English department is pleased to announce the creation of a new scholarship available to eligible graduate students. The Walker Trailblazer Scholarship annually awards a stipend of $1000 to graduate students currently enrolled in the English M.A. program who embody the spirit of “trailblazing.” Application materials are due each fall semester for award disbursement in the spring. For application questions and scholarship information, contact Dr. Jane J. Lee at jlee@csudh.edu.
MELISSA WILLAMS: OUTSTANDING STUDENT

Melissa Williams was awarded the Outstanding Student Award for her outstanding performance and contributions to CSUDH. She has been a long-term Supplemental Instructor and tutor with the Toro Learning Center, the vice-president of the English Graduate Association, and the chief editor of the annual campus literary magazine Enjambed. She recently won first place in the area of Humanities and Letters for her paper on the 12th-century text, Marie de France’s Lanval, at Student Research Day. As vice-president of the EGA she co-organized the second English Language Conference, Career Night, and the first ever English Department Salon. As the chief editor of Enjambed, Melissa, inspired by last year’s outstanding student, Amanda Reyes, took the magazine to another level by making sure this year’s issue was printed in full color.

THESIS OF THE YEAR AWARD

By Dr. Jane J. Lee

I am so pleased to announce that one of our English M.A. students, Sara Cristin, was the recipient of the competitive campus-wide honor, Thesis of the Year 2014-2015. Sara’s thesis, which was titled “Subversive Sexuality and the Decline of British Society: The Demonization of the Victorian New Woman in Lady Audley’s Secret, She and Dracula,” was selected from among several nominations amongst theses in a range of departments from across Dominguez by a committee comprised of individuals across departments and disciplines. I served as Sara’s thesis director, and I can say from firsthand experience that this thesis deserved to be recognized—it was thoughtfully and meticulously researched, nuanced and sophisticated in its arguments, and compelling in its claims. When I submitted it for consideration I knew that its merits gave Sara a great chance at the win. Our English students produce some amazing work, and I am thrilled to be able to help showcase some of that for everyone else to see. Congratulations to Sara!

GRADUATE DEGREE COMPLETIONS
Fall 2014 & Spring 2015

Comprehensive Exams:
Anthony Alaimalo
Serena Chen
Alynna Ching
Jenny Trang
Thaddeus Edwards
Max Molchan
Nick Nugent
Amanda Powell
Jane Tran

Thesis:
Ronald Farol
I was sitting at home on my computer one day when my friend from undergrad sent me the call for papers for a graduate conference that seemed too good to be true. The conference was the Writing Program’s Conference on Pedagogy, Practice, and Philosophy at University of Florida in Gainesville, and they were asking for informal presentations about incorporating social media into the composition course. This is something I have been planning, researching, and gathering data on since last spring semester (in the capacity as a Supplemental Instructor on campus) and thought the conference would be the perfect forum to present some of my preliminary work. More than anything, I wanted to get feedback, advice, and suggestions from other scholars in the field.

I immediately wrote an abstract, which detailed where I am at with my research, and then I asked Dr. Sherman and Dr. Lee to look over it and make suggestions. I submitted the abstract and got accepted just a couple of weeks later. Everything about the conference was terrifying to me though: public speaking, flying on an airplane, visiting a small town that isn’t near the ocean, not knowing anyone that was going to be there, talking about something I deeply cared about and the idea of having other people think it was unsubstantial. I had nights of unwarranted insecurity leading up to the conference making me think I should withdraw. But then I had moments of extreme reassurance from fellow graduate students and professors that made me realize this was going to be nothing short of an amazing experience. I was able to get support in the form of a travel scholarship from PEGS (the graduate writing program on campus) to fund my trip, and the next thing I knew I was on a plane to Gainesville.

The conference proved to be extremely rewarding. Not only were my ideas well received, but I was also a sponge, soaking up all of the pedagogical stances, ideas, and lesson plans that the other graduate students at the conference were presenting on. I came home beaming. I had an entire folder filled with notes on new ideas that I could adapt into lesson plans for the workshops I hold for supplemental instruction, I came home with new ideas to apply to my thesis and approaches to consider, but most importantly I came home with confidence that what I was doing for my thesis was after all important, exciting, and dare I say innovative.

I have several people to thank for their support and encouragement with this conference. My friend Angelique from my undergraduate studies who sent me the call for papers, Dr. Sherman and Dr. Lee for helping me to develop my abstract, Dr. Cauthen for writing me a letter of recommendation for the travel scholarship (amongst MANY other things including helping me conduct the research I presented), PEGS for both their enthusiasm and financial support, Dr. Chin for helping me find additional funding, The College of Arts and Humanities, the students whose work I presented, my fellow graduate students for encouraging me to apply and providing positive words before I left, and the University of Florida for having me present. While I went to and presented at this conference alone, there were so many people behind the scenes cheering me on and my nights of insecurity would have swallowed me whole if it weren’t for all the encouragement and help I received. I would highly recommend and encourage all undergraduate and graduate students to apply to and attend academic conferences. The collaboration and sharing of ideas is intoxicating, but even just practicing writing abstracts and public speaking is advantageous. Not to mention the adrenaline rush.
On February 12th, 2015, eight English graduate students participated in the tenth-annual Student Research Day, a campus-wide conference showcasing student creative projects and research. With their papers and presentations on wide-ranging topics, the English department’s representatives provided the conference’s morning-session audiences with a wealth of knowledge: Dr. Best’s exciting fall 2014 seminar on Mary Shelley’s *Frankenstein* resulted in Christine Walker and Intisar Alshammari, literature M.A. students, both showcasing their seminar papers; Michelle Weiss, Rhetoric and Composition M.A. student, presented her research on incorporating social media in the composition classroom; Toumik Asatoorian, literature/Rhet/Comp M.A., presented creative writing that resulted from Nancy Armstrong’s conference on disability studies; Jennifer Henriquez and Brenda Bran, literature M.A. students, treated the audience to papers on Béroul’s *The Roman of Tristran*; Livia Bongiovanni, literature M.A., delivered her paper on Dryden’s *State of Innocence*; and Melissa Williams, literature M.A., presented her research on Marie De France’s *Lanval*, which would earn her the session’s 1st place prize. At a campus-wide awards reception later in the evening, both Melissa, and Christine Walker, the session’s second-place winner were recognized. Additionally, Melissa went on to represent CSU Dominguez Hills and the English department, along with thirteen other students, at the system-wide Twenty-Ninth Annual Student Research Competition on May 1st and 2nd in Sacramento.
On the slightly chilly morning of April 18, 2015, English students from across America gathered in the modest halls of CSUDH’s LaCorte Hall to participate in the EGA’s 2nd annual English Language Conference. The English Graduate Association set out a beautiful breakfast that allowed participants to load up on caffeine before the conference began. Michelle Weiss, the EGA’s lovely president, kindly reminded the crowd that panels would begin promptly at ten, so participants slowly made their way to their respective panels. The morning panels offered a variety of perspectives on poetry, gender, race, and global issues. Each panel was held within a selected room in LCH thus creating a warm and intimate space for panelists to share their work with audience members.

Noon brought a momentary break from the panels as participants gathered in A219 to listen to Dr. Mohr’s keynote address, “Common Sense.” He awed the crowd with his intellect and won them over with his humor. Inspired by Dr. Mohr’s address, CSUDH students wrapped up the conference as they presented their research in the final panels of the day. Overall, the English Language Conference was a wonderful success, and the EGA hopes that it continues to grow in the coming years.
Sponsored by the EGA and the English department, *Enjambed* is CSUDH’s multi-literacy magazine, and invites submissions of creative work in all media and mediums from the DH community. This year, the magazine staff received an overwhelming number of submissions in poetry, art, and short stories from which the best were selected, making for a truly excellent issue demonstrative of the innovative talent at CSUDH. Moreover, thanks to Chief Editor, Melissa Williams, this year’s issue of *Enjambed* showcases, for the very first time, all featured artwork and photography in full color.

The magazine launch party was held in the patio area of the CSUDH’s 1910 Club and featured local poet, Ellyn Maybe, as the special guest speaker. She read selections from her beautifully written poetry, even accompanying a few of her poems with original music. This year’s CSUDH student contributors also read and shared their amazing inspiring work. It was an amazing event and another monumental step forward for *Enjambed*.

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https://www.facebook.com/enjambedcsudh

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As I sit and recall my time in the classroom tackling the complexity of literary works that have stimulated my mind, while forcing me to think critically about issues that can only be appreciated and illuminated on the page by authors such as: William Shakespeare, James Joyce, Herman Melville, Toni Morrison, Gloria Anzaldúa, and more, I never knew how much I would miss the discourse, conversations, collaboration, research, my colleagues, and the mere joy of learning that was infused in me by such brilliant and passionate professors who embody the English Department at Cal State Dominguez Hills.

After receiving my Master’s degree in English Literature and the Certificate in Rhetoric and Composition in the spring of 2013, I was fueled with excitement of what the future would hold for me. Near the end of completing my graduate degree and beginning the initial stages of applying for community college adjunct teaching positions, I soon learned that I would need to undergo two additional major knee surgeries after already having four previously. In that moment I thought, it is a funny thing about plans, sometimes they change without your input, and you can either adapt or falter. So after nearly 14 months of excruciating pain and grueling physical therapy, I returned back to “life” a little worse for wear than when I left. What remained, however, was the same love, desire, and passion I have for hopefully aspiring to teach students, what has been taught to me. This mindset has allowed me to look beyond my circumstance, to look beyond the physical pain.

Now, the year is 2015, and I am excited about the opportunity I currently have to set out what I intended to do before life happened. I have been asked to think about the courses I can teach for the fall 2015 semester at a local community college with the possibility of another assignment based on my schedule. I am certain this opportunity and others will aid in transforming me into the type of instructor who will provide an engaging and academically rewarding writing experience that will allow students to find their voices as they become an integral part of the composing process. In closing, I am humbled as I think about life’s experiences, which have the ability to teach us the art of perseverance, even in the midst of “plans interrupted.” John D. Rockefeller says, “I do not think that there is any other quality so essential to success of any kind as the quality of perseverance. It overcomes almost everything, even nature.” As my journey has led me to this time, and this place, I am certain that my educational experience in the English Department of Cal State Dominguez Hills has not only equipped me with the knowledge to instruct, but with the desire of wanting to do so.

Amanda Reyes

During my graduate studies I felt confident in my decisions. I mean that as generally as it reads. You know that feeling you get when everything starts to make sense? Graduate studies in general makes that happen while complicating and planting doubt every step of the way. Add a few focuses—literature, rhetoric, composition—and it’s like entering the world of the unknown woven by fragments of what is known regardless and always in regard of time and space. Duality much? This is the beauty of imagination, academia, theory, process and product. We find ourselves seeing the world through an ever rotating prism just to realize there is no prism at all...wait, that sounds like The Matrix...

Meet people and, like, talk to them. Discuss your ideas—in your head, to your classmates, your professors, other grads, undergrads, a dude in the library, your family, your friends, a stranger. Join something—a club, an org, an event, on campus or off campus—just do something. Volunteer. Follow. Lead. Speak up. Shut up. Laugh and cry at the same time. Feel everything. Write everything. Read everything. Think about everything—at the same time and then separately. Experiment...with everything—your thoughts, your study habits, your learning habits, your reading, your annotations, your speech, your style, your beliefs, your values. Challenge yourself and challenge others. Be afraid. Be strong. Be nervous. Be daring. Be courageous. BE something. MAKE something. DO something. BUILD something. Design, create, invent, revise, remake. You have at your fingertips the world, literally and beyond. Humanities written products, language patterns, creative processes and theoretical foundations are not left to you, you CHOSE this. You chose the world. You chose the word. You chose solitude amongst chaos because pen and paper is distance melted

(continued on page 13)
After graduating from California State University, Dominguez Hills in 2014 with a Masters degree in English Literature, I was faced with the same burning question as many students entering the “real world”… what now? I had always known that my career would center on teaching, but upon entering the workforce my options appeared to be both limitless and somewhat restricted at the same time. Prior to receiving my Masters degree, I obtained a single subject teaching credential in English. The combination of these two graduate degrees would allow me to teach English for any grade level between sixth grade and undergraduate college courses. Two months after graduating, I was fortunate enough to obtain a summer job at Dominguez Hills, working for Extended Education as an English instructor for the 2014 Summer Bridge program, an eight-week intensive program, which offers an “early start” to incoming freshmen. During my tenure at Dominguez Hills I was a Supplemental Instructor for this very program, and I consider myself very lucky to have been hired on in a new capacity. As a Summer Bridge Instructor I taught two ESE 88 courses, a class which focuses on the acquisition of reading and critical thinking skills. The summer was one of the best, and most stressful, times of my life. I could have never imagined the insane amount of work that went into planning a collegiate course, or the amount of grading that I would spend hour upon hour completing every night. I would have liked nothing more than to have continued on at Dominguez, however, like many other four year universities, as Dominguez Hills has a strict two-year college teaching requirement for all adjunct instructors working at the University. As I had only taught for one semester, I was ineligible to continue on for the fall semester. I began searching for a teaching job, any teaching job really, that would allow me to continue working within the English field. In the fall of 2014, I began teaching sixth grade GATE and accelerated classes at Bancroft Middle School. While working at a middle school was something I had never imagined that I would enjoy, I came to love waking up and seeing the smiling faces of my students on a daily basis. I got to know them on a personal level that is somewhat unattainable for a college instructor to have with his or her students. However, while I did enjoy my time at Bancroft, I remained unsure if teaching younger students was really how I envisioned my life and career. After months of serious contemplation and conversation with colleagues, I decided to leave the school. It was hard to leave my first well-paying job, a job that offered stability and benefits, but leaving that comfort zone pushed me to find a job that I am truly passionate about. In February of 2015, I began work as an adjunct English instructor at Fullerton College, one of the oldest community colleges in California. As a new adjunct, I was offered two courses in the developmental writing program. I have since been offered another adjunct position at Long Beach City College, where I will be teaching Freshman Composition courses in the fall. The life of an adjunct is certainly no picnic. The hours are grueling, the pay is definitely not what it should be, and at times, it seems like the most thankless job on the planet, but I love it. I can’t imagine myself doing anything else.

During my graduate studies I was one of three founders of the English Graduate Association, was chief editor and initiator of Enjamed: A MultiLiteracy Magazine, was promoted to Lead SI, was the first to create a project as a thesis for our department, placed at Student Research Day two years in a row, was awarded with the President’s Outstanding Student Award and the Presidential Award for Innovation and Leadership, was published in two journals, and presented at five conferences. I graduated in 2014 with my Master’s Degree in Literature with an emphasis in Rhetoric and Composition. Since graduating I now teach developmental composition at Long Beach City College and continue to lead ETE & EOP’s SI program. So far I have presented at four conferences, am currently working on two articles for publication, am an advisor to our university’s first ever Book Organization #UBO, joined an FLC on counter narratives, and helped organize Disability/Chronic Illness Awareness Week. My process continues.

Sara Cristin

After graduating from California State University, Dominguez Hills in 2014 with a Masters degree in English Literature, I was faced with the same burning question as many students entering the “real world”… what now? I had always known that my career would center on teaching, but upon entering the workforce my options appeared to be both limitless and somewhat restricted at the same time. Prior to receiving my Masters degree, I obtained a single subject teaching credential in English. The combination of these two graduate degrees would allow me to teach English for any grade level between sixth grade and undergraduate college courses. Two months after graduating, I was fortunate enough to obtain a summer job at Dominguez Hills, working for Extended Education as an English instructor for the 2014 Summer Bridge program, an eight-week intensive program, which offers an “early start” to incoming freshmen. During my tenure at Dominguez Hills I was a Supplemental Instructor for this very program, and I consider myself very lucky to have been hired on in a new capacity. As a Summer Bridge Instructor I taught two ESE 88 courses, a class which focuses on the acquisition of reading and critical thinking skills. The summer was one of the best, and most stressful, times of my life. I could have never imagined the insane amount of work that went into planning a collegiate course, or the amount of grading that I would spend hour upon hour completing every night. I would have like nothing more than to have continued on at Dominguez, however, like many other four year universities, as Dominguez Hills has a strict two-year college teaching requirement for all adjunct instructors working at the University. As I had only taught for one semester, I was ineligible to continue on for the fall semester. I began searching for a teaching job, any teaching job really, that would allow me to continue working within the English field. In the fall of 2014, I began teaching sixth grade GATE and accelerated classes at Bancroft Middle School. While working at a middle school was something I had never imagined that I would enjoy, I came to love waking up and seeing the smiling faces of my students on a daily basis. I got to know them on a personal level that is somewhat unattainable for a college instructor to have with his or her students. However, while I did enjoy my time at Bancroft, I remained unsure if teaching younger students was really how I envisioned my life and career. After months of serious contemplation and conversation with colleagues, I decided to leave the school. It was hard to leave my first well-paying job, a job that offered stability and benefits, but leaving that comfort zone pushed me to find a job that I am truly passionate about. In February of 2015, I began work as an adjunct English instructor at Fullerton College, one of the oldest community colleges in California. As a new adjunct, I was offered two courses in the developmental writing program. I have since been offered another adjunct position at Long Beach City College, where I will be teaching Freshman Composition courses in the fall. The life of an adjunct is certainly no picnic. The hours are grueling, the pay is definitely not what it should be, and at times, it seems like the most thankless job on the planet, but I love it. I can’t imagine myself doing anything else.
Welcome to the first edition of the Date, Marry, or Kill: Literary Edition game. During Spring Break with the help of Dr. Lee, I sent out invitations to all the full-time professors of the English Department. The intention of this game was to elicit explicitly hilarious responses from the staff and help build a rapport between the department and our student population. The rules were simple: list and explain why you would either date, marry, or kill a literary author. Although most professors adhered to the rules, some felt a strong urge to include literary characters. Enjoy their responses.

**Date:**
1. Jack London: A good drinking buddy, probably, though not the kind of guy you want to be around a whole lot.
2. P.D. James: Interesting, but maybe a bit dark of personality for “marry.”
3. Leonid Andreyev: Fascinating person and life, but a bit whacked out.

**Marry:**
1. Oscar Wilde: He had the good sense to name his son “Cyril.”
2. Ambrose Bierce: He has the combination of depth and cleverness that I find endlessly appealing.
3. Elizabeth Barrett Browning: She has the combination of depth and cleverness that I find endlessly appealing.
4. Homer: He wouldn’t know how ugly I am.
5. Dorothy Parker: Just nasty enough for me to get along with.

**Kill:**
1. Sylvia Plath, Yukio Mishima, and Richard Brautigan: To spare them the trouble of doing it themselves.
2. Jane Austen: To spare the world from boredom.
3. Ezra Pound: He’s a turd.
4. Marcel Proust: No explanation needed.

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**Date:**
1. Raymond Carver: He is such an amazing writer—but when we fought he would end everything with “In this manner, the issue was decided,” which would piss me off.
2. Haruki Murakami: All that fatalism would be taxing after a while.
3. Lord Byron: He is dreamy. He would have too many women fawning over him.
4. Hunter S. Thompson: He’d be a party, right?
5. Thomas Pynchon: I’d love to date him, he is brilliant, but I would have to find him first.

**Marry:**
1. Octavia Butler: Her work is impeccable. If we were married I could legally steal her ideas for myself.
2. Jane Austen: To perpetuate her line and save the world from Dr. Z.
3. Willa Cather: We could share her awesome hats.
4. Algernon Charles Swinburne: I feel like I could tame him.

**Kill:**
1. Jack Kerouac: Big Sur is about more than Kerouac.
2. John Steinbeck: To save the world from *Grapes of Wrath.*
4. Dave Eggers: McSweeney’s.
Dr. Randy Cauthen
Associate Professor of English

“Directions ignite my anarchist tendencies, so I’m gonna do this with literary CHARACTERS rather than authors.”

Date:
1. Mersault: The Stranger
2. Emily Webb, Our town: Act three Emily ONLY

Marry:
1. Nagg and Nell, Endgame. Because they are very low maintenance
2. Dooley Duck, Kris Saknussemm’s Zanesville: because he/she is a freely-morphing, sentient, giant holographic duck.
3. Marge Hogan, Douglas Unger’s Leaving the Land: Read the book.

Kill:
1. I want to pit everybody in Dickens against everybody in Whitman in a cage match to the death. And I want a 30% kickback from whatever construction company gets the contract to build the cage.
2. The earnest little shepherd kid in Coelho’s The Alchemist. No explanation necessary.

Date:
1. Max DeWinter. Because everything is wonderful until they get married and return to his house and the spirit of his dead wife Rebecca starts haunting them. Plus he had a dog named Jasper.

Marry:
2. Mr. Darcy because, well, Colin Firth.

Kill:
1. Ernest Hemingway: It was 1989 when he angered me because he killed off the female protagonist at the end of A Farewell to Arms. I threw the book across the room, and I've held a grudge ever since.

Date:
1. Samuel Delaney: Because love is a mysterious fig.

Marry:

Kill:
3. Ernest Hemingway: Because he’s been planning to kill me for years.

Dr. Debra Best
Associate Professor of English

She is our resident medievalist and dragon slayer extraordinaire.

Date:
1. Samuel Delaney: Because love is a mysterious fig.

Marry:

Kill:
3. Ernest Hemingway: Because he’s been planning to kill me for years.

Dr. Kimberly Huth
Assistant Professor of English

A new addition to the department, Dr. Huth is our resident Shakespearian and Renaissance specialist.

Date:
1. Christopher Marlowe: So dashing, so dangerous. But not really suitable for a long-term commitment (for numerous reasons).

Marry:
1. Thomas Pynchon: Just the right mix of weirdness, humor, adventure, and privacy. And he’d probably be able to show me cool things about L.A.
2. Penelope, Odysseus’ wife: (Not an author, I know) She held her own against a slew of suitors, she gave her husband grief about his 20 year absence, and she’s got to have a powerful allure if Odysseus leaves Circe for her.

Kill:
1. Margery Kempe: Too much weeping.
**GENERAL REMINDERS FOR LITERATURE MAJORS**

*Students must take the Graduate Exercise at the beginning of the program.*

*Students writing theses must have complete drafts in the first week of their final semester.*

*In the last semester of coursework, you must revise your Graduate Exercise in order to complete the program.*

*Graduate students should make sure they are receiving regular emails about the program. If you need to add your email to the mailing list, see Dr. Best.*

Contact Dr. Best for advising.
Office: LCH E309
email: dbest@csudh.edu

**English Department Contact Info:**
1000 East Victoria Street LCH E315
Carson, CA 90747
(310) 243-3322

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**IMPORTANT DATES FOR LITERATURE MAJORS**

**Thesis Deadlines**

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<th>Submission to the Graduate Studies Office</th>
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**IMPORTANT DATES FOR TESL MAJORS**

**MA Comprehensive Exams**
LCH A-348 Thursday (11/19/15) 9 a.m-1 p.m

Contact Dr. Wenzell for advising.
Office: (LCH A332)
email: vwenzell@csudh.edu

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Acknowledgements
The Newsletter Staff would like to express its deep and sincere appreciation for the hard work and support of the many friends and colleagues without whose help this newsletter would never have materialized. Many thanks to Joni F. Johnson, Amanda Reyes, and Sara Cristin. Thanks are also due to the English Graduate Association (EGA), for its enthusiasm and unconditional lending of support (and members) to the newsletter. Finally, we’d like to thank Dr. Timothy Chin and the CSUDH Department of English for their input, and for their eagerness to help bring attention to the many talents and accomplishments of both faculty and students.

Student Job Opportunity
The Toro Learning Center is looking for English majors who are interested in tutoring general writing and study skills. Applicants must:

* Be a CSUDH student taking at least 6 units of CSUDH classes during employment
* Be able to commit to a set schedule for the entire semester
* Have strong communication & interpersonal skills
* Have a 3.0 or higher overall GPA
* Be able to tutor upper division writing in addition to specific subjects

Please submit your application, letter of interest, two letters of recommendations, transcripts and a writing sample as a packet to the Toro Learning Center in LIB 5705. For the application form, please visit: http://www4.csudh.edu/tlc/student-job-opportunities/index. If you have any questions, please contact Peggy Ozaki, Assistant Director, at 310-243-2324 or at pozaki@csudh.edu.