

The *E&T* Beacon

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Spring 2013

The Newsletter of the Department of English and Theatre at UNC Pembroke

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The University of North Carolina
at Pembroke

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Exploring through Literature

By BRIGITTE KNIGHT

Figuring out how to make texts relevant to students is a challenging, yet rewarding, experience of teaching literature, particularly when course readings were written long before students were even born. Since receiving the Locational Advantage Grant funded by Academic Affairs, Dr. Wendy Miller and Dr. Therese Rizzo are tackling this problem by implementing their grant proposal: “North Carolina in the Literary Imagination: Space, Place, and History in the Literature of North Carolina.” The project’s objective, according to the grant proposal, is “to enhance UNCP’s General Education Literature courses by teaching shared texts that explore the geography, politics, history, and people of North Carolina.” To enhance the instruction of the shared texts, courses in the program offer trips to historic sites in North Carolina featured in the readings.

During the Fall 2012 semester, the program was implemented initially in two courses, ENG 2010: Southern Literature taught by Wendy and ENG 2100: African American Literature taught by Therese. By the Spring 2013 semester, the program in-

corporated two more courses, ENG 2230: American Literature Before 1865 taught by Therese and ENG 2240: American Literature Since 1865 taught by Wendy. Following class discussion of shared texts, students visit and explore, as the grant proposal states, “locations essential to understanding the literature.” The three trips that are offered are to the town of Edenton, North Carolina, featured in Harriet Jacobs’s slave narrative *Incidents in the Life of a Slave Girl* (1861); historic Wilmington, North Carolina,

the site of Charles Chestnut’s novel *The Marrow of Tradition* (1901), based on the 1898 Wilmington Massacre; and Duplin County, North Carolina, the backdrop for Randall Kenan’s collection

of short stories *Let the Dead Bury Their Dead* (1992). The students in Southern Literature and African American Literature are assigned all three texts. However, the American Literature courses have only one shared text: Jacobs’s *Incidents in the Life of a Slave Girl* in American Literature Before 1865 and Kenan’s *Let the Dead Bury Their Dead* in American Literature Since 1865. Students in each class are required to go on at least one trip, although some decide to go on two. During the fall, 20 to 25 students participated in each trip. This semester, with the additional survey classes, 30



Literature Students Visit Edenton



to 40 students are scheduled for each trip. The grant covers all costs associated with the trips, including bus transportation and admission passes and fees to the historical sites.

Although planning these courses has not been easy for Wendy and Therese, particularly the logistics of the trips, their efforts have been worthwhile since the trips make the literature more real and meaningful to the students. Many of the students enrolled in the courses live close to the historic sites featured in the texts; however, this was the first time most of them visited these areas and could get a sense of how these regions play a vital role in North Carolina's history and literary culture. For instance, as Therese points out, students have been surprised to learn that Wilmington took a progressive stand against segregation prior to the 1898 Wilmington Massacre, the subject of Chestnut's novel. Students even question why they never learned much about North Carolina's remarkable history. Ultimately, as Wendy has noticed, students are "excited and proud" that the regional literature they are studying reflects communities—past and present—practically in their own backyards.

In their response papers, students reported that the trips were eye-opening experiences that brought the literature and history to life. For instance, students wrote about how seeing the replica on the Edenton trip of the crawl space that Harriet Jacobs hid in for seven years gave them a clearer picture of the suffering she endured. As Therese observes, holding a yardstick in class to demonstrate the size of the crawl space will not have the profound impact on students as seeing Jacobs's living conditions in person. One African-American student wrote about how the trip to Edenton made

him realize that slaves lived through "a time of hell," yet despite their deplorable living conditions and inhumane treatment, they persevered to "pave the way" for future generations. This student, like many others, describes the trip as "a life changing event."

Overall, the courses in the program promote a positive learning community for students. Wendy and Therese report that students are engaged during the trips and curious about the people, places, and events that shaped North Carolina's history and literary culture. For example, during the fall, each student on the trip was responsible for presenting a report on an aspect of the shared text, such as North Carolina's laws about homosexuality or history of civil rights. Wendy says that all students were prepared for their presentations, and most of these reports were well done and encouraged engaging dialogue between students. She also noticed that students were "mingling" and interacting with one another during the trips. For instance, students initiated conversations with each other about the readings and what they saw and experienced at the various historical sites. In particular, a twenty-five pound iron at Somerset Plantation sparked a lot of conversation—and pictures—as students challenged each other to lift the iron and soon realized how grueling a chore it would be to use this iron standing in front of a hot fireplace dressed in 18th and 19th century period clothing. Students from the different courses even shared and compared what they were learning in each of their classes. These conversations also spilled over outside the class. Students posted pictures and comments on Facebook, and they even encouraged their friends and family to read the shared texts. Because, as Therese notes, students believe "they've lucked out in tak-

Student Publication Awards

2012 Aurochs

Adrienne Chavis, Editor-in-Chief
Karen Helgeson, Faculty Advisor



AMERICAN SCHOLASTIC PRESS ASSOCIATION

First Place with Special Merit
Best Watercolor, Marcy Bishop,
Cape Cod

COLUMBIA SCHOLASTIC PRESS ASSOCIATION

Gold Medalist Certificate

NC COLLEGE MEDIA COMPETITION

Tank Steiner, First Place, Fiction,
"Bookstore"

Amelia Philbrook, First Place,
Nonfiction, "That Mourning"

Catherine Entrocaso, Third Place,
Poetry, "Becoming the Sexton"

Kasey Hooker, Honorable Mention,
Art, *Shock and Awe*

2012 Indianhead

Anna Blue, Editor-in-Chief
Sara Oswald, Faculty Advisor



COLUMBIA SCHOLASTIC PRESS ASSOCIATION

Gold Medalist Certificate

NC COLLEGE MEDIA COMPETITION

Best of Show, Yearbooks

Emily Kline, Honorable Mention,
Sports Copy

Hope Markham, Honorable Men-
tion, Student Life Copy

ing these classes," not surprisingly, students from the fall spread the word about the classes and encouraged their friends to sign up for one of the courses in the spring. Not only have students been enthusiastic and engaged, but, as Therese further explains, these courses have also fostered the attitude that "we are in this together, and we are all learning."

In addition to the courses creating opportunities for shared experiences amongst students, the writing instruction also facilitates, as the grant proposal suggests, a "dynamic learning environment that helps students write to learn." Wendy says that the "writing instruction is meaningful," and the research writing, in particular, requires real "academic work" from students. Students conduct research about the



historic sites prior to the trips and prepare bibliographies and reports that contextualize an aspect of the political, economic, and social climate as well as the history of the locale. This research feeds directly into longer analytical papers requiring both primary and secondary research on a specific text. Therese emphasizes that the trips are part of the research conducted "not for a history paper," but a "literary argument informed by history." For example, one student explored in her research how the press is depicted as provoking lynching and violence in Chestnut's *The Marrow of Tra-*

dition. Therefore, as Wendy stresses, the trips, are not mere "fluff" since the research associated with the trips leads to writing assignments that are an integral component of course assessment.

From a professional perspective, teaching shared texts has provided an opportunity for Therese and Wendy to share their pedagogies. Therese comments that there is "value in teaching similar things and sharing." She notes that too often teachers might "fear sharing" because they "fear being judged." However, she has discovered that although she might be a "different kind of teacher" than Wendy, their "angles

are not so different at all." Wendy and Therese also have noticed that working together on this project has encouraged ongoing dialogue, reflection, and critical inquiry about historicizing literature.

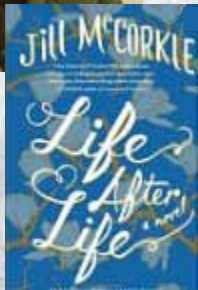
Therese finds herself frequently asking, "Why should we be reading this text?" and "How did it come out of this place?"

Clearly, this has been an exciting project for Therese, Wendy, and their students. Therese reports that the History and Sociology Departments at Pembroke have become interested in this program and encouraged their students to enroll in the courses. Therese comments that "people see this as something we should be doing," and she suggests that teaching a shared text and offering trips is not just an option for literature classes. *Incidents in the Life of a*

Jill McCorkle Reading 19 March



Keats Ellis of the UNCP Bookstore sells copies of *Life After Life* in the Dial Building prior to the reading.



Jill McCorkle reads from *Life After Life* to a packed house in the Dial A-V Theatre.

Slave Girl in an American Literature class, for instance, could dovetail with an African American history class. Therese and Wendy are adamant that if the English and Theatre Department continues to enhance instruction of literature by offering trips, students will go and participate fully. During the fall semester, all students met the requirements to go on at least one trip even though the bus departed early on a Saturday morning. Wendy and Therese expect the same turn out this semester. As Therese observes, students are motivated and engaged because “they want to experience what we have experienced,” and these trips provide a wonderful opportunity for this. Some students commented on their response papers that they seldom—if ever—visited any historical sites in North Carolina, but after the trips, they would like to continue exploring more of the rich history and culture that our state has to offer. Wendy also says that some students initially thought they would not like or be interested in reading the texts but have been surprised to change their minds after taking the classes. Without a doubt, Wendy and Therese have paved the way for our students to develop, as the grant proposal suggests, “an understanding of our region in a way that allows for a greater willingness to participate in the cultivation and preservation of its literary, historical, and natural resources.”

Jill McCorkle Visits UNCP

BY DAVID MARQUARD

On Tuesday, 19 March, noted author Jill McCorkle visited UNCP’s campus, where she gave a reading from her recent novel *Life After Life*, met with students, and attended a dinner to raise funds for *Pembroke Magazine*. McCorkle gave

her reading to a standing-room-only audience in the English Department’s Audio Visual Theatre in Dial Humanities; nearly 100 people were in attendance—with a line out the door. The occasion, sponsored by *Pembroke Magazine* in conjunction with UNCP’s celebrations of its 125th anniversary, stimulated interchanges between the writer and the audience. The topics included her native Robeson County roots, concepts of “Southern writing,” and her years in Massachusetts teaching at Harvard and Brandeis, among others.

A graduate of UNC Chapel Hill and sister of English and Theatre faculty member Jan Gane, McCorkle is the author of five previous novels—*The Cheer Leader*, *Ferris Beach*, *July 7th*, *Carolina Moon*, and *Tending to Virginia*—as well as four collections of short stories: *Crash Diet*, *Final Vinyl Days*, *Creatures of Habit*, and *Going Away Shoes*.

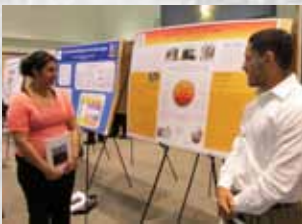
Dr. Richard Vela, along with McCorkle’s sister Jan and Dr. Jessica Pitchford, all played key roles in orchestrating and coordinating the event and inviting McCorkle to our campus. Dr. Vela commented on the mass attendance at the reading, stating that he “had tried, as a matter of fact, to get the larger auditorium-style room, 224, upstairs [in Dial Humanities], but History already had an event planned for that same evening.”

After the reading, McCorkle spent time autographing her novel, where, again, there was a long line of students, administrators, faculty, and staff awaiting their personalized autographed copies of her book. During the signing, McCorkle continued to hold discussions regarding her book, her life, and her Robeson County connections—maintaining a great sense of amusement and charm for audience members.

PURC Seminar 3 April

Students from English and Mass Communication service-learning classes taught by Dr. Michele Fazio and Dr. Jason Hutchens reported on their oral history project, *The Voices of the Lumbee*.

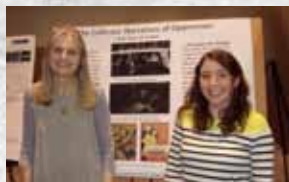
Moe Gazali and **Sandra Torres** (below) present their poster.



Senior English Education major **Amelia Philbrook's** oral presentation, "Transcribing the Voices of the Lumbee," mentored by Dr. Fazio, received Second Place in the Oral Presentations and Performances category.



Mary Hunter (above) and **Katie West** (below) present their projects from Dr. Monika Brown's senior seminar on Film Adaptations of Literature.



Following the reading, more than fifty people attended a dinner in the Chancellor's Dining Room to raise funds for *Pembroke Magazine*. Dr. Vela welcomed Jill McCorkle and other honored guests, including two previous editors of *Pembroke Magazine*, Dr. Shelby Stevenson and Jennifer Key, and current editor Dr. Pitchford. Other notable people in attendance were Dr. Joseph Oxendine, Chancellor Emeritus; Dr. Josef Mandel; and Mrs. Marion Thompson, who teaches French in our Foreign Languages Department and is one of Ms. McCorkle's former high school teachers. Dr. Vela reminisced about the history of *Pembroke Magazine* and reminded the audience that the dinner celebrated its remarkable history, which dates back to its legendary foundation and founder, writer Norman Macleod, in 1969.

After dinner, Jill McCorkle was invited to speak at the podium, where she expressed her connections to the Pembroke/Robeson County region: "So many different parts of my life come together here. People I've known all my life and people I've met along the way." Following McCorkle, Shelby Stevenson also reminisced about the history, longevity, and "remarkable duration" of *Pembroke Magazine*. He also offered praise and remembrance with a number of stories regarding Norman Macleod, noting that much of the inspiration for *Pembroke Magazine* came from Native American cultures of the West. To further capture the spirit of Macleod, he spoke about the day of Macleod's funeral, which took place in a "warehouse of a church" where, instead of a traditional hymn, the song "Don't Get Around Much Anymore" blared out of the loudspeakers.

The evening ended in song when Dr. Stevenson and his wife Linda sang "Is it

True What They Say About Dixie?" In response, the audience requested "My Window Faces South." When called for another encore, they invited the dinner attendees to join them in singing "Amazing Grace." 🎵

The Literacy Commons

By **THOMAS HEFFERNAN**

The Literacy Commons (TLC) is a new co-operative public service organization providing outreach to the Robeson County community by UNCP students and faculty. The grassroots concept and the name grew out of discussions in Dr. Teagan Decker's Writing Center Theory and Practice class in 2011. Gordon Byrd and Adrienne Chavis, among others, are continuing their student contributions to TLC. "Through volunteer service," said Adrienne, "students, professors, and community members have been engaged in increasing literacy and have, in effect, begun paving the way for a brighter future for my community."

UNCP instructors have joined in proposing and implementing events and programs in connection with county educational, social service, and health organizations and institutions. County educators such as Felicia Hunt and Deeray Cole and other community advocates such as Tony Locklear of the Native American Inter-Faith Ministries/Healing Lodge are among the participants making this co-operative program possible. Others whose support generates the benefits that TLC makes possible are Dr. Kay McClanahan, Chair of English and Theatre; Dr. Mark Canada, Dean of the College of Arts and Science; and Dr. Ken Kitts, University Provost.

Recent and current TLC programs by UNCP professors include the Afterschool

Senior Dinner 21 April



Faculty and graduating seniors gathered at Mariani's on 21 April to celebrate the department's largest graduating class in recent memory. Each student was presented with a personalized certificate of affirmation and gift(s) by Dr. Therese Rizzo, who coordinated the event. Certificates from the department were also presented to the students chosen by the faculty as our Outstanding and Distinguished Graduates for 2012-13.



Literacy Enrichment and Creative Writing Program at Oxendine Elementary School in the Red Hill community, coordinated by Dr. Scott Hicks; the Native Authors Community Reading Group Project, coordinated by Dr. Jesse Peters; the Communities in Schools (CIS) Academy's Creative Writing Workshop, at the CIS Academy in Pembroke, coordinated by Dr. David Marquard; and the Literacy Commons Grants and Donations Program, coordinated by Dr. Teagan Decker. These programs are described in greater detail on the TLC website <www.theliteracycommons.org>

Contributions by way of interest, creative thinking and planning, and gifts of time and good will are reinforcing TLC's viability. A mini-grant of \$10,000 from UNCP has helped with needed material support. The contributions of people named above and of other participants here unnamed are evidence of the positive energies The Literacy Commons fosters, enabling participants to build the "bridge from misery to hope" that Adrienne Chavis discusses in the article that follows. 📖

A Bridge to Hope

BY ADRIENNE CHAVIS

I was first introduced to The Literacy Commons not as a physical entity, but rather as a preconceived notion that challenged the principles of who I really wanted to be, and what role I wanted to play in society. The Literacy Commons was created on the premises that both students and professionals had equal and significant roles to play in the promotion of literacy to a community that statistically was struggling to overcome the plague of illiteracy. As a student and local community member, this spoke to me because I saw the need to erase

the inferiority that poverty had drenched my community in. Kofi Annan once wrote:

Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development. [...] For everyone, everywhere, literacy is, along with education in general, a basic human right. [...] Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.

This ideology describes perfectly what TLC represents for my community; it provides a "bridge from misery to hope." I am deeply honored to be a part of such a noble vision and grateful for the hope it continues to provide to so many. 📖

Scholarship Winners Announced

BY KAY McCLANAHAN

The 2013-14 recipient of the Grace Loving Gibson Endowed Scholarship is **MARI L. DeRUNTZ**, an English Education major. Mari comes to UNCP as an accomplished artist who has studied classical art and drawing in Rome, Paris, and many other wonderful centers of art and culture. Mari now hopes to become an English teacher who will, as she says, "pass on some of the most precious gifts" that were taught to her during her travels abroad and through the literature she's now discovering.

The John Green Memorial Scholarship for excellence in creative writing is awarded to **SAMANTHA J. COSGROVE**, an English major and Creative Writing minor. Sam is a talented young writer who publishes in and helps produce UNCP's literary

Senior Dinner (cont.)



Outstanding English Graduates

Winter 2012—Blake Davis
Spring 2013—Savanna Fowler
English Education—Amelia
Philbrook

Distinguished Graduates

Skyler Barnes
Gordon Byrd
Tawana Johnson

magazine, *The Aurochs*. Sam's poetry often explores the tumult of relationships and the illusive nature of memory.

PAULETTE DeGROOD, an English Education major and History minor, has been awarded the Sue Betty Locklear Endowed Scholarship, which is annually given to a promising, non-traditional student seeking financial assistance. In addition to her work as a wife and mother, Paulette is pursuing her teaching degree because she believes that "education can change the world in unimaginable ways."

Faculty Activities

KATHRYN ALLEN presented a paper, "Joseph Campbell's Monomythic Hero in Orson Scott Card's Science Fiction," on 30 March 2013 at the Popular Culture Association Conference in Washington, DC.

MONIKA BROWN was a guest teacher at two public schools, invited by teachers who graduated from UNC Pembroke. In October, at Pembroke Junior High School, she taught Julie Broughton's seventh grade honors class for three weekly class sessions as they planned and wrote persuasive letters. In December, she made her annual visit to Overhills High School in Harnett County to Rod Hosking's senior English class, where she talked with students about the novel *Frankenstein* and about preparing for the AP Language and Literature exam. At Emmanuel Episcopal Church in Southern Pines, she wrote a scripture interpretation essay, "He Is the King of Creation," for the booklet *A Season of Creation*. She sings in the Emmanuel Choir, directed by Dr. Homer A. Ferguson, which in 2012-13 presented eight monthly concerts of traditional Anglican Choral Evensong. She

continues to coordinate volunteers for Moore County's Family Promise program for homeless families.

MARK CANADA is coming out with his second book in April. *Literature and Journalism: Inspirations, Intersections, and Inventions from Ben Franklin to Stephen Colbert* (Palgrave Macmillan, 2013) is a collection of essays by Mark, David Reynolds, Andie Tucher, Karen Roggenkemp, Carla Mulford, Geoffrey Baym, and other scholars. His other recent projects include "The Polar Regions" in *Poe in Context* (Cambridge University Press, 2012) and a monograph featuring a transcription of notes that the American novelist Thomas Wolfe made while traveling in the West in 1938. Finally, he has begun working with Nami Montgomery, a graduate assistant in English and Theatre, on *Remembering Thomas Wolfe*, a collection of reminiscences, for the University of Alabama Press.

HOLDEN HANSEN appeared in two films released in April 2013: *42*, in wide release on 12 April, and *Arthur Newman, Golf Pro*, in limited release on 26 April. His performance in *42* was mentioned in the review of the film in *The Boston Globe*.

THOMAS HEFFERNAN appeared in the University Theatre's February 2013 production of Sam Shepard's *Buried Child*, playing the role of Rev. Dewis. Dr. Heffernan attended the winter meeting of the NC Poetry Society in Southern Pines and the 2013 College English Association Conference in Savannah, GA. In early April, he joined workshops given by Willie Clafin and Bill Lepp at the annual festival organized by the Storytelling Arts Center of the Southeast on the John Blue House grounds in Laurinburg. Later in April, he read po-

Recent Publications

Middlebrow Feminism in Classic British Detective Fiction



by
Melissa
Schaub

Literature and Journalism

Edited by
Mark
Canada



Pembroke Magazine, Vol. 45



Jessica
Pitchford,
Editor

Tina
Emanuel,
Managing
Editor

ReVisions, Vol. 12

Teagan
Decker,
Editor

Sara
Oswald,
Managing
Editor



ems during the annual Sensoria: A Celebration of the Arts, at Central Piedmont Community College in Charlotte.

EUN HEE JEON's paper, "L2 Reading Comprehension and Reading-Related Variables: A Meta-Analysis," was accepted for publication in *Language Learning*. Dr. Jeon presented "Relationship between L2 Reading Comprehension and Its Predictors: A Meta-Analysis of Correlation Coefficients" at the annual meeting of American Association for Applied Linguistics on 19 March 2013 in Dallas.

ROGER LADD's article "Selling Alys: Reading (With) the Wife of Bath" was published in *Studies in the Age of Chaucer* 34 (2012): 141-71.

CYNTHIA MIECZNIKOWSKI presented "Reading Into Writing: Student Writers Reading in Secondary, Two-Year College, and First-Year Composition Classrooms" at the 2013 Conference on College Composition and Communication in Las Vegas on 14-16 March 2013. The presentation reported on the reading-focused, classroom research project she developed in partnership with first-year writing instructor Daniela Newland (Robeson Community College), ninth- and tenth-grade English teachers Kelly Fox and Alicia Mansfield (Purnell Swett High School), and reading specialist Dr. Angela Rogers (UNCP's School of Education). The collaborators described how they developed instructional practices for improving reading comprehension and motivation, how they adapted these practices to their own students' needs, and how they are assessing the impact of students' reading habits on their academic writing. Prior to the conference, Dr. Miecznikowski presented an overview of the

project's origin and progress as a co-facilitator of the day-long, pre-conference workshop, "Writing Transitions and Rhetorical Partnerships Across Elementary, Secondary, and Post-Secondary Levels," which developed from an NCTE SIG (Special Interest Group) that she helped found at the 2011 CCCC in Atlanta. In July, she will present "The Same River Twice: Memory, Imagination, and the Rhetoric of Art and Science" at the International Society for the History of Rhetoric conference in Chicago.

WENDY MILLER published an essay, "[B]etween promise and hard pan': Environment and History in Mary Lee Settle's *The Beulah Quintet*," in *Southern Quarterly*.

SARA OSWALD served as a judge for the NC College Media Competition in December 2012. The results were announced on 16 February 2013 at the annual NC College Media Association Conference at NC A&T University in Greensboro, which she attended with two of the *Indianhead* yearbook's student editors, Shanetta Monk and Anna Blue. On 20 March, Ms. Oswald presented two sessions, "Design: Basics and Beyond" and "Just My Type," at the annual Columbia Scholastic Press Association Convention at Columbia University in New York. And on 6 April, she presented a paper, "The Double De(con)struction of Nature through Personification in Anglo Saxon Poetry," at the College English Association Conference in Savannah, GA.

CATHERINE PARISIAN delivered three talks this semester. She gave the first "Teaching Principles of Literary Studies with *Evelina* and *Emma*" at the Southeast American Society for Eighteenth-Century Studies conference in Charleston, SC in early March; later the same month she pre-

Our Newest MAs



Amanda Marshall, Barry McDougald, and Samantha Hondorp celebrate their newly-earned MAs in English Education at the reception following Graduate Commencement on 3 May.

Making a Difference



Katie West and her mother celebrate the "Making a Difference" award Katie received in April from the Office of Community and Civic Engagement.

Faculty Recognition

Two E&T faculty members were recognized by the Student Athlete Advisory Committee at their Faculty Appreciation Night on 7 February:

Scott Hicks
Sara Oswald

Several department members were recognized at the Faculty Awards Dinner on 25 April:


Roger A. Ladd—Teaching Excellence
Monika Brown—Thirty Years of Service
Youngsuk Chae and Teagan Decker—Promotion to Associate Professor

sented a talk about *The First White House Library* at the George Washington University Law Library in Washington DC. In April she presented "Frances Burney: Lessons in Bibliography" at the meeting of the Samuel Johnson Society of the Central Region at McGill University in Montreal. She also attended two other conferences for organizations in which she holds service positions: the Bibliographical Society of America Annual Meeting in January, where she serves on the program committee, and the American Society of Eighteenth-Century Studies Meeting in April, where she serves as Affiliate Society Coordinator and chaired the session "Keeping Accounts: Book Trade Records from the Eighteenth Century."

MELISSA SCHAUB's book, *Middlebrow Feminism in Classic British Detective Fiction*, was published this semester by Macmillan.

ROBIN SNEAD presented "Rethinking Contingency: Refining Definitions of Non-Tenure Track Faculty" with Susan Miller-Cochran on 15 February 2013 at the North Carolina Symposium on Teaching Writing at NC State University. This presentation was drawn from a forthcoming article as well as a separate research study inquiring into how some colleges and universities are redefining the roles of non-tenure track faculty on their campuses, offering these faculty members improved salaries and more stable positions. On Friday, 15 March 15, she presented "Digital Writing Assignments with Basic Writers?": Yes, You Can (and Why You Should)" at the Digital Pedagogy Poster session at the Conference on College Composition and Communication in Las Vegas, Nevada. Also at CCCC, she participated in the Research Network

Forum, where she presented her work-in-progress dissertation, "Tracing Activity: The Multimodal Writing Processes of First-Year Composition Students."

RICHARD VELA presented "Resolve yourselves': Assassins in Shakespeare's Plays" on 21 September 2012 at the Medieval-Renaissance Conference at The University of Virginia's College at Wise. For the Literature/Film Association Conference at York College of Pennsylvania on 11-14 October 2012, he presented "Girls with Guns: Feminism, Patriarchy, and the Female Assassin on Film" and chaired the session on "Images of Women." Later, at the business meeting, he was reelected to the organization's advisory board. He continues to serve on the editorial board of the *Literature/Film Quarterly*. As Area Chair for Shakespeare on Film and Television for the National Popular Culture Association, he organized sixteen papers into four panels for the 27-30 March 2013 meeting in Washington, DC. He also prepared his paper, "Blood Will Have Blood': Shakespeare, Murder, and Film," but was unable to present it because of illness. He served as one of three judges at the English-Speaking Union Shakespeare Competition on 23 February 2013 at the Weymouth Center for the Arts and Humanities at Southern Pines, NC. As a member of the UNCP 125th Anniversary Committee, he was able to initiate and help organize a fund-raising dinner celebrating forty-four years of *Pembroke Magazine* to coincide with the visit of novelist Jill McCorkle, who read from her latest work, *Life After Life*, on 19 March 2013. For spring of 2013, Dr. Vela has been on Directed Academic Leave of Absence doing research on the figure of the hit man on film. 

2012-2013

University Theatre Productions

Little Shop of Horrors

Book and Lyrics by Howard Ashman

Music by Alan Menken



Directed by Hal Davis

7-10 November 2012



Buried Child

By Sam Shephard



Directed by Holden Hansen

20-23 February 2013



All in the Timing— Five Comedies

By David Ives



Directed by Chet Jordan

17-20 April 2013

Spring Theatre Activities

By SARA OSWALD

BURIED CHILD by Sam Shephard, the first spring 2013 University Theatre production, was performed on the GPAC mainstage from 20-23 February. Winner of the 1979 Pulitzer Prize, the play is set in a squalid farm home occupied by a family filled with suppressed violence and an unease born of deep-seated unhappiness. The cast included UNCP faculty members Holden Hansen, who also directed, and Thomas Heffernan; UNCP students Claudia Warga, James Ellison, and Justin Winters; and two guest artists, New York City-based actor/director Randolph Curtis Rand and local actor/director Marcela Casals.


The presence of guest artists in this production benefited the other actors because they were “exposed to different styles of acting that made us focus and discover how to approach the goals and obstacles of the characters,” according to Theatre/English Education major Claudia Warga, who played Shelly in this production. Claudia had been directed by Marcela Casals in four Gilbert Theater productions but had never worked with her on stage. Casals has studied the Uta Hagen style of acting, and one element of that, Claudia said, is “creating the spine of the play as well as clear actions and objectives.” “I have felt the benefits of using these techniques, especially with a play like *Buried Child*,” she said.

Randy Rand’s acting style, according to Claudia, “puts you directly in the moment as an actor. He helps to take you out of your head and encourages you to try new things and not constantly approach an obstacle the same way each time.” He was “great to work with,” she said, because “although his

résumé and training are intimidating, he is very giving as a fellow actor. He allows for moments, and I think we had some really nice ones between Dodge and Shelly that reveal both characters’ struggles, regrets, anger, and even humor.” “Every night he brought something new and fresh to the performance, whether it was a different look he gave or he threw a stalk of corn at you that he did not do the night before,” said Claudia, “and this put you in the moment and it made the audience feel like they were in this moment as well. I don’t believe our production ever felt like we were re-doing what we did the night before.”

In addition to performing in *Buried Child*, Rand also worked with students in an acting class while at UNCP. “We were doing scenes from Shakespeare,” Claudia said, “and he encouraged us to try new approaches and to avoid making it a routine of blocking.” “I have definitely learned from Randy,” she concluded, “and have brought those lessons to *All in the Timing* and my acting class here at UNCP.”

FOR COLORED GIRLS WHO HAVE CONSIDERED SUICIDE WHEN THE RAINBOW IS ENUF by Ntozake Shange was performed at the GPAC from 14-16 April, directed by graduating Theatre major Rakeem Lawrence as his senior project.

ALL IN THE TIMING, five comedies by David Ives, was the second spring 2013 University Theatre production, performed from 17-20 April. Directed by Chet Jordan, the cast featured Justin Winters, Claudia Warga, Brock Chapell, Alexis Locklear, Joshu Shipman, Rakeem Lawrence, Joseph Mull, Yasmine Gausi, and Stephanie Varela. Watch for photos in the Fall 2013 issue of *The Beacon*. 

E & Theatre

Summer Reading List 2013

- McCorkle, Jill—*Life After Life*
 Willis, Connie—*Blackout & All Clear*
 Byatt, A. S.—*Possession*
 Eugenides, Jeffrey—*The Marriage Plot*
 Jacobs, Harriet—*Incidents in the Life of a Slave Girl*
 Morgenstern, Erin—*The Night Circus*
 Chabon, Michael—*Telegraph Avenue*
 Eiseley, Loren—*All the Strange Hours*
 Scalzi, John—*Redshirts: A Novel with Three Codas*
 Tolkien, J.R.R., and Christopher Tolkien—*The Legend of Sigurd and Gudrun*
 Woolf, Virginia—*Orlando*

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www.uncp.edu/et/news/

