

REQUIRED FORMAT

REPORT FOLLOWING SABBATICAL

Directions are in Italics

Name: _____ Campus/Department _____ - English

Period of Sabbatical _____ Fall 2013

Attach the Statement of Purpose as approved by the Sabbatical Review Committee.

A. Narrative on Activity and Findings

(Describe your activity in detail and attach supporting documents of outcomes—e.g. transcript, manuscript outline and/or chapter course proposal, and research/project report, survey responses. Be certain to directly address and report upon the activities outlined in your sabbatical proposal.)

During sabbatical, I set out to write one new article and revise two others. The former, "John Hewitt's Late Poems: 'An Exact Geology'" concerns the broadening of Hewitt's interests and the consequent development of his poetic. I have already published on Hewitt's mid-career regional poetry, so this represented a further step in comprehending perhaps the most significant precursor to the Sixties generation of Northern Irish poets.

"'Off the Peg': Louis MacNeice's Mature Poetic" was revised from an earlier conference presentation, "Louis MacNeice in America." As the titles indicate, the project went well beyond revision. I simply found that MacNeice's trips to the United States in a period of less than two years were not enough to develop my original thesis. Rather, I concentrated on his last books of poetry, written in the late fifties, early sixties. Like the Hewitt article, my commentary focussed on a remarkable refashioning of poetic, one that came with age and artistic maturity.

"Baudelaire's Influence on Derek Mahon's *The Hudson Letter*" was revised from an earlier conference presentation. The article is shorter than the other two, and deals with one long poem Mahon wrote while in New York City during the early Nineties. I think the connections I make between Mahon and Baudelaire are significant: they both were simultaneously attracted to and repulsed by modern city, and their imaginations had a similar way of dealing with the fact.

My criticism is in large part evaluative: that is, it seeks to discover what makes some poems work and others not so much. This entails close readings of the poetry under discussion. I feel this approach is especially important in today's climate of literary criticism where so much work avoids discussion of poetics, and opts for a purely theoretical approach instead.

As indicated in my *Statement of Purpose*, this spring I will begin efforts at placing these three finished articles in peer-reviewed journals. The Mahon piece would also be appropriate for a more mainstream periodical. I'm ready and eager to get these things out (see Part D). The second part of my application concerned the creation of a sixty-page manuscript of poems. These were a joy to work on, and I have since submitted to sixteen different journals (see Part

D). Rejection, of course, has been part of the process. Knowing this well, I will continue submitting long into the future.

The poems do not have a thematic coherence, though I suppose one could make connections between certain of them (mythology, childhood, historical personality, are three topics that first come to mind).

B. Professional Benefit to Applicant

(Discuss how the activity made you a better teacher or other professional or scholar.)

This time away has given me a renewed interest in academic and creative pursuits outside the classroom. Indeed, I have a few ideas for future conferences (one concerns Michael Donaghy, a Bronx-born poet who moved to England in the 1980's, another Richard Wilbur, two-time Pulitzer Prize winner).

Adhering to the daily schedule required to produce both the poems and the articles took discipline. Sabbatical allowed me to cultivate the habit of work, a habit that I am determined to continue both in service to my students and to my own personal goals.

This semester I feel refreshed and ready to teach the students with more energy and expertise than ever. This point leads me to the next section . . .

C. Benefit to the College

(Discuss the impact your sabbatical activity will have on carrying out your professional responsibilities e.g. to teaching; to student learning; to programs, courses or curriculum development; to retraining, or to an institution specific project.)

In my *Contemporary Literature* course, I have already incorporated three poems by Derek Mahon: "Antarctica," "A Curious Ghost," and "A Snow Party." My continued enthusiasm for, and knowledge of, his work have made for a better class.

As well, my work on my own poetry continues to give me a sensitivity to other writers' craft. The practice of close reading in class helps students make immediate connections and recognize how subtle meanings can be fashioned through words in careful combination.

Also, I expect to teach *Art of Poetry*, an upper-level literature course, in the near future. This fall I will teach *Masterpieces I*, a course which I am well-suited to teach given my critical and creative inclinations.

Lastly, publication will obviously benefit the college. I very much want to promote Suffolk Community College with some new placements in the near future.

Current Status of the Project

(Indicate when the project will be completed.)

The MacNeice article will be submitted to *Irish Studies Review* (Bath Spa University), while the Hewitt article will be submitted to *Irish Studies: New Hibernia Review* (University of St. Thomas). As of writing, I am researching a proper venue for the Mahon article.

Below is a list of poetry submissions with their dates. These are distinguished journals obviously. So far I've not been able to place anything, but I will continue to bombard more editors and readers. As well, response time can take up to a year. I will give European journals more attention in the near future.

Raintown Review 11/18/13 - Death at a Cape Cod Wedding, Subway, Reverie, My Name

Rattle 11/18/13 - The National Pastime, A Local Quarrel, Leaving, Schoolhood Stories

Poetry 11/18/13 - Oklahoma University Sestina, The Children's Hospital School Bus, One In a Crowd By The Pool, Sabotai

Southern Humanities Review 11/18/13 - Anthropomorphism, Squash, Sonnet

The Carolina Quarterly 11/20/13 - Today's Lesson, A Face Against the Window, Correspondences, Travel

Raleigh Review 11/20/13- Happy Days, 1919, Phaedra, My Screen Savers

The Hampden-Sydney Poetry Review 11/20/13 - Pliny, Halloween, Chili's

Tampa Review - 11/20/13 Screen Savers, Villanelle, Early on Friday Evening, The Map on My Wall

Beloit Poetry Journal 11/23/13 - Hero, Free Time, Day or Night, Preparation School.
Comment (12/4/13): We have read your manuscript carefully but have decided against holding it. We appreciate your giving us the chance to consider it. We both felt the appeal of "Preparation School," but finally decided against it. Is there a typo ("cleat" for "clean")? And might you think of a stronger word than "things" near the end of the poem. Its generality undermines the strength of your musical conclusion.
Best wishes for your writing.

North American Review 11/23/13- Oklahoma State University Sestina, Dissertation L.M., The Children's Hospital School Bus, Exile

Mid-American Review 11/23/13 - Nature, Narcissus, 1936, Exile II

Contrary - 11/23/13 The Five Points, No More Preaching, Invasion, Benedictine

The Louisville Review 12/5/13 - My First Acting Class, Through a Passing Window, Between the Buttons, Our '78 Olds

**The Florida Review 12/5/13 - Happy Days, Winter Break, My Name, New Research.
Comment (3/11):**

Thank you for your interest in The Florida Review and for the opportunity to read your work. While we found Sam Robertson - Four Poems, The Florida Review engaging, this submission doesn't fit our current needs. We encourage you to send more of your work in the future. Sincerely, Kenneth Hart

Colorado Review 12/5/13 - Ice Storm, Two Tales: 1914, Jump Start, Disquiet

Agni 12/5/13 - HomeComing: Oklahoma State, Reunion, Underage, Yeatsian

Barrow Street 12/5/13 - same as Beloit, in reverse.

Notes:

The report should be submitted to the Sabbatical Review Committee (c/o Vice President for Academic Affairs) within eight weeks of your return. Your report will be reviewed by the Sabbatical Review Committee to make certain that you completed the work proposed in your sabbatical application. You should be aware that your report may be subject to public inspection and may be shared with the Board of Trustees and your colleagues. Upon review and acceptance by the Sabbatical Review Committee and your dean, the report will be forwarded to the President.

A faculty member is expected to complete his/her sabbatical as awarded, or as modified or waived with committee approval. A faculty member granted and accepting a sabbatical who fails to complete the sabbatical as awarded, or modified or waived with committee approval, shall be required to reimburse the College for all monies paid under this provision to the faculty member during the period of said leave.

Upon return from sabbatical leave, the faculty member agrees to remain in a full-time faculty position for a minimum of one (1) year. Prior to the commencement of a sabbatical leave, a faculty member shall be required to execute documentation to assure repayment to the College of all costs related to the sabbatical leave in the event the faculty member does not return to the employ of the College. At the conclusion of one year of full-time service following sabbatical leave, the documentation will be returned to the faculty member.