

Date: 3/9/2015

Faculty: x  
Guild: \_\_\_\_\_

Semester intended for development (in lieu of check mark, indicate year for the semester in which you are applying):

Summer: 2015 Fall: \_\_\_\_\_ Spring: \_\_\_\_\_

**FACULTY /GUILD DEVELOPMENT APPLICATION**  
**Suffolk County Community College**

*Use this form if you are applying for funding to be used for faculty development.*

Faculty development is considered to be, but not limited to, any course(s) or workshops that will enhance your professional performance. **This funding will not be approved for coursework intended to fulfill educational promotion requirements.**

This form shall be submitted **electronically** to the **Office of the Vice President for Academic and Student Affairs** no later than April 15, 2014.

1. Name: \_\_\_\_\_

2. Current Discipline: English

3. Degrees:	Degree	Field	Year Awarded
	MA	English	1998
	BA	English/Philosophy	1992
	General Studies	SCCC	1988

4. Proposed development area: Research in Field of English

5. Previous experience and education related to proposed development area:

I have always taken courses on a graduate level. After my position as a full time faculty at Suffolk Community College, I continued to attend traditional courses and also online courses in the study of English. I am enrolled in the PhD program at University of Indiana in Pennsylvania (IUP) and will be completing my last year of course work in the summer of 2015. I have already met the educational requirements toward my next promotion.

My focus of study includes how English has been adapted into a world of multicultural learning inside and outside of the classroom. IUP is very current with technology and new methodologies of teaching. The educational knowledge I receive will assist in bringing English into the current arena of learning.

6. Professional activity you plan to attend for faculty development: (attach a full description if necessary)

I have registered for two courses in the PhD program that I will be attending in summer session II -from July to August of 2015.

**ENGL 871 - Topics in Postmodern Lit (IUP Catalog description)**

Investigates the postmodern reaction to the modern literary tradition and the experimentation it engendered. Focuses on how postmodern critics and writers have responded to modernist manifestations of character, narrative, and theme and explores the critical, pedagogical, and philosophical implications and assumptions of postmodern literature, assessing its role in contemporary culture and thought.

3.000 Credit Hours

Excerpt from the syllabus:

"I have come to be suspicious of the broad labels "postmodern literature" and "postmodern poetry" which tend to invite a literary historical focus on what constitutes "postmodern" or whether postmodern poetry is any "good," which diverts our attention from the ways in which innovative writing actively converses with our contemporary moment and all that the unsettled qualities it entails: endless war, media overload, changing notions of intellectual property, remixing culture, social constructedness, etc. I am interested in writing that aspires to reenvision its relationship to the subject and the social; writing as an extension of thinking or an avenue towards defamiliarization; writing conceived not as a collection of received forms and genres but as the ongoing process of rethinking what it is to write, and doing that through writing (as form and content, and beyond that binary!) Our texts will be new and unfamiliar, some of which are only on the threshold of receiving critical scholarly attention. Most of you will not have read any of these authors, and you will find few of them included (yet) in your teaching anthologies..."

**ENGL 956 - Lit Theory for Teaching & Scholarly Writing (IUP Catalog description)**

Focuses on contemporary literary theory and its applications to the professional concerns of English teachers and scholars. Examines theoretical and critical approaches as they are currently practiced and applied, both in the classroom and in writing for publication and professional presentation.

3.000 Credit Hours

Excerpt from the Syllabus:

"This course provides students opportunities to incorporate critical theory into their own scholarly writings and pedagogies. In addition to gaining proficiency in discussing contemporary theoretical approaches—including Psychoanalysis, Marxism, Feminism, New Criticism, Structuralism, Deconstruction, New Historicism, Gender Studies, Queer Theory, Critical Race Theories, Post-colonialism, and Cultural Studies—students will explore larger questions surrounding what potentialities the institutional shift toward theory has afforded the disciplines of literary studies and related fields. Questions of how meaning is created, how human identities take shape, and how “common sense” may be interrogated will guide our exploration of critical theory as a dynamic, vexing, transformative force in contemporary literary and cultural studies. "

7. A. List goals you hope to achieve in this proposed professional activity:

Taking these two courses will help me achieve an extensive research of postmodern ideas about literature and writing. This research will provide information on publication of academic and scholastic information. The changing atmosphere for sharing research information and academic scholarship is current in electronic platforms. IUP focuses on these trends and courses are designed to accommodate changes. As I have done in the past, I use my new course design and knowledge and organize honors and other courses where students can be exposed to new course material that is not offered currently. After my first semester at IUP I designed a special topics honors course, ENG 296 H, called Literary Theory, which run for two semesters very successfully. I still have students from that class who keep in touch with me who tell me how beneficial that course was to them after they transferred to a four year institution. In that course I used material I found through my research of history of two year institutions and the lack of theoretical perspective and so I decided to propose a class that would apply theory to literature.

7. B. Explain how this professional activity will enhance your skills in your discipline or areas of responsibility.

Even though I have gained many new skills for my teaching through my research methods throughout the three years of my attending doctoral courses these two courses will help sum up the new philosophies and technical applications in the classroom in the intellectual community of English and theory. This semester i am teaching ENG 212-Global Non-Western Literature, and I am using presentations of other colleges all over the world by having applied myself to a system called Prezi-I have presented new material to my classes by the use of Prezi as I have also taught them how to create accounts and to explore ideas that are visual and interactive all over the world. I was first introduced to Prezi in a course I took at IUP called Electronic Literacy. My students see how knowledge can be personal as well as communal Globally.

In one of my other courses that I teach this semester, ENG 211-African American Literature, I have taught them how to do historic research according to author's events. I use a system called Tiki Toki, which allows the creator of such a historic documentation to use historiography of events in conjunction to a specific text and a cultural and political understanding of the events of the time. For instance, you punch in Frederick Douglas, year 1850, and the program provides a linear sequence of events in the author's life.

For next semester I plan to incorporate new texts and new technology I will receive from these two new courses and apply them to ENG 205-Contemporary Literature course. As we moved forward into the future what used to be considered contemporary was the period after WWII, which now has changed in culture and in perspective. The hero is now more complicated with the advance of graphic novels and violence that promotes the villain as a sympathetic figure. As a modernist I find my position to be one that asks students to understand literature in a historical, economic and psychological context in order to evaluate such assumptions. ENGL 956 and ENGL 871- will help me narrow the spectrum of analysis for our students so that they may use material, such as film and documentation, as well as poetry, in the course with a wider lens than just reading and understanding.

If time allows this summer, I also plan to present a scholarly paper, while at IUP through EGO (English Graduate Organization) and present my research.

8. Describe how completion of this professional activity will benefit the college.

Completion of these two courses will help the students and the college. I will be able to help my students research in new methods toward their studies. I will help them organize materials for research and show them how to create designs for presentations in the classroom and other writing situations.

The college benefits by my position as an instructor who can introduce new methodological and theoretical applications to literature and writing of literature. Our students need to be current with the four year college trends in higher thinking and technological research, as they compete for transfers.

I also plan to share my research with my colleagues at the college by presenting at "Bring It Home" program we have in the English department which is an initiative to share our work with each other before we share our work at national conferences.

I have been elected, and have been performing as a New York State Representative for Two Year College Association, (TYCA) where I encourage other two-year college instructors to branch out into their field of study so that they can provide material for professional development in this annual conference. The college will also be highlighted as I plan to share my research in postmodern, literary theory from these two courses, during the national TYCA conference. The announcement for submissions will be posted in the summer for fall 2015, where colleagues from all over the country share our work and inspire each other.

9. Is there an anticipated cost for your professional development activity? Provide documentation.

**This is my bill from last year. I am anticipating that it will be a bit higher this year.**  
I anticipate my new bill to be issued by June.

The logo for IUP (Indiana University of Pennsylvania) is displayed in a stylized, blocky font. The letters 'I', 'U', and 'P' are interconnected, with the 'U' being the largest and most prominent.

Office of the Bursar  
Clark Hall  
1090 South Drive  
Indiana, PA 15705-1038  
724.357.2207  
<http://www.iup.edu>

**Student ID:** @02146855

<b>Statement Date</b>	<b>Term</b>	<b>Due Date</b>	<b>Amount Due</b>
05/28/2014	Summer 2014	06/20/2014	\$ -4,979.30

## Account Summary

### Charges Credits/Anticipated Credits

Charges	\$681 per credit, plus fees (look at chart Below)
Registration Fees	\$1,753.70
Registration Tuition – two 3 credit courses	\$5,967.00
Total Charges	\$7,720.70

### ***Out-of-State Graduate Tuition and Mandatory Fees***

- Tuition: \$681.00 per credit
- Technology Tuition Fee: \$36.00 per credit
- Instructional Fee (doctoral): \$143.40 per credit
- Activity Fee: \$19.20 per credit (maximum \$172.80)
- Registration Fee: \$32.00
- Student Welfare and Safety Fee: \$46.00
- Student Services Fee: \$12.00 per credit
- Transportation Fee: \$18.00

10. Anticipated need for released time. Explain.

Since this is a summer session, there will be no need for released time.

I have reviewed the contract language (Article V.D.5, (pp29-30) relating to Faculty Development and Retraining Leaves. All questions must be completed in order for your application to be considered. A written report will be required within 8 weeks of completing all course work.

3/9/2015

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Signature

Date

**Rev. 01/2014**

Professor of English  
English Department

### **2015 Professional Development Report:**

I attended Indian University in Pennsylvania from July 5th to August 3<sup>rd</sup> 2015, I a and completed two courses. The first English 956-a Contemporary Literary Theory course focused on Film Theory and introduces how to integrate theory into scholarship, writing and teaching. The second course English 871-Topics in Post Modern Literature investigate the postmodern reaction to modern literary tradition. These two were the last PhD courses I am taking here. I have completed my course work and will be devoting my research for the next few years in the connections between teaching literature that has shifted from written text to digital texts as well as examining the roles of silent movies to the world hyper animated features.

While at IUP I attended classes every day. Both classes met for three hours a day covering extended works of literature and theory during lecture discussions and interactive collaborative sessions. During the weekends I met with many other students from the classes and compared and discovered new theories and research to present to our classmates during scheduled presentations.

During my study at IUP I have gathered a wealth of information of new theory and criticism as well as how to apply these theories into my own teaching. While studying here I have also organized a presentation for TLC in the fall to share with my colleagues the cutting edge new ways of reading in digital literature with algorithmic texts, kinetic poetry, and hypertexts. The TLC presentation is scheduled for Oct, 7th, 2015. It is called:

**TLC Presentation: Differential Texts: Post Modern Teaching and Reading**

This presentation will introduce innovative ways of thinking and writing about texts with emphasis on the poetic, conceptual, hybrid (print/digital) writing. These texts invite a new literary definition of "post modern" readings and help look at how writing actively in the digital forum converses with our contemporary moment.

I will also be teaching creative writing in the near future so that I can apply the new technologically conceptual ways of literature to my courses.. I also hope to collaborate with other professors to create an artistic presentation of these works in an art gallery fashion.

Here is a brief summary of my work completed while at IUP this summer:

**In English 871: Post Modern Literature**

- I completed a 30 page research paper on poetic transitions from orality to textuality.
- 15 submissions/posts to a blog
- 2 close readings of differential digital texts
- 2 creative pieces posted on a blog interpreting postmodern
- Read 25 texts-in print and in digital



### **In English 956: Literary Theory**

- Completed theoretical work covering from Classic and Contemporary in *Corrigan's Critical Visions in Film Theory*
- Completed *Critical Theory Today*- Tyson, Lois.
- Wrote a 20 page research analysis of the 1940s film *Stella Dallas*
- Presented a film analysis to the class in a group project with 3 other students
- Wrote 3 criticisms of other teaching presentations

In effort to prepare for my presentation at TLC I have kept my work Blog public and open. I will present to other instructors how to have access to the material posted there. Beginning this fall I am teaching ENG 205 Contemporary Literature and am applying my new technology lessons to my syllabus. Also, I will be using a theoretical approach to film adaptations of stories and novels while teaching my literature courses. I plan to apply my new knowledge in ways that the college will benefit in the creation of Digital Humanities, which is the cutting edge new wave of teaching. Part of my new discoveries about current technology will also be showcased in the upcoming Creative Writing Festival on April 15, 2016. As a co-chair of the festival i have invited speakers form IUP to attend and participate in the workshops.