



The Chronicle



*A Newsletter for the Department of English and Foreign
Languages at Texas Southern University/September 2004*

TSU POET LAUREATE, POETRY DAY UNVEILED

At the Provost's annual meeting, Dr. Henry North introduced Dr. John B. Sapp to new and returning faculty as the University's first Poet Laureate. Chosen by the Department of English and Foreign Languages to represent it for the academic year, Dr. Sapp will participate in a number of departmental functions beginning in fall 2004. Dr. Sapp, distinguished in both science and letters, is currently Chair of the Department of Chemistry.

Poetry is having its day at TSU with Poetry Day slated for October 1. On that Friday, the Department of English and Foreign Languages at TSU will celebrate a morning of poetry. Hip hop and Harlem Renaissance poetry will pop in the fall air.

Morning Becomes Poetry runs from 9 to 12 and offers readings of original and best loved poems. Poems influenced by today's hip hop and the Harlem Renaissance will fill your ears. You can participate by bringing an original or popular poem to read. Come celebrate the arts with your friends. Everyone is invited. And it's free. The place is the TSU Museum on October 1, 9 to 11 and the south steps of the MLK Building from 11-12. Be sure to bring your students to Poetry Day. Contact Mike Sollars at x7654 for more information or to sign up to read.

CALENDAR

SEPTEMBER

Sept. 30: Departmental Seminar. Dr. Ronald Samples will moderate the first of the monthly Departmental Seminars for the Fall 2004 semester. Presenters include Drs. Marcel Crespil and Michael Sollars. Professor Crespil will read from his recently published book *Does God Protect the Innocent?* Dr. Sollars will present a paper on "Is There a Place for Chaos in the Composition Classroom?"

OCTOBER

Oct. 1: Poetry Day. The Department will host its first annual poetry day. The program, from 9-12, will include readings of original and favorite verse. The venue is both the TSU Museum (9-11) and the MLK building (on the south steps, 11-12). Be sure to inform your classes of this opportunity to read or listen to poetry.

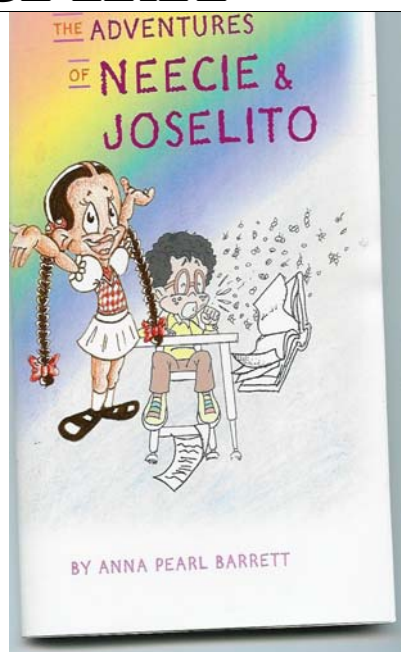
NOVEMBER

Nov. 4: Veterans Day Observance

Nov. 11: Celebration of the Day of the Dead.

PLAYWRIGHT SHARES HER CREATIVE SPIRIT

Professor Anna Pearl Barrett has written a popular and successful children's play entitled *The Adventures of Neechie & Joselito*. The play is about the challenging first days of school for two young children. Joselito, who is from Panama and has trouble speaking English, is befriended by Neechie. After some exciting experiences trying to communicate, the two youngsters become fast friends and have a wonderful learning experience. The play is part of the Children's Express Theatre's 2004-2005 season at the Children's Theatre in Houston. The play runs October 14, 16, 17, and 23. For more information, check out www.expresstheatre.com. Professor Barrett, a long-time educator in the Houston school district, teaches Spanish at TSU. She has written numerous other books for children, many of them including the character of Neechie



HIGH MARKS FOR CHAIR'S FIRST YEAR

The following letter was addressed to Dr. Shirley Walker Moore from Dr. Marcel Crispin to honor the Department's Chair's first-year accomplishments.

Dr. Moore:

A year has passed since you were elected as Chair of the Department of English and Foreign Languages for a three-year term. As others and I pledged then, you can continue to rely on our help in advancing your many important goals for future development of the Department.

I would like to commend you on a job well done as Chair of this very integral department whose influence and pedagogy reach virtually every student in the College of Liberal Arts and Behavioral Sciences and throughout TSU. I am certain that our Department leads all others in the number of courses and curriculum hours that impact on all students. I am certain that others in the University know that the Department of English and Foreign Languages works with each student in a least three classes during his or her matriculation at TSU.

During the past 26 years, I have seen many chairpersons come and go. For the first time in my life I can honestly say that you are a true leader, not only devoted to your profession but also to the welfare of your faculty and staff. I remain impressed with the numerous professional activities in which you are continuously involved, especially the tribute to the Buffalo Soldiers each year on Veterans' Day. The McCleary Symposium has been a prominent success each year, thanks to your involvement. Your enthusiasm in reviving the Pi Delta Fi, the French Honor Society at TSU, is unsurpassed. Finally, you are to be complimented for the genuine support you have shown in renewing the Department's interest in and commitment to teaching the languages of French and Spanish at TSU, and hopefully more languages will be taught in the future. The Department has added several tenure-track professors this fall in English, French, and Spanish to respond to growing student needs. Such managed growth is a sign of a successful Department.

In closing, I would like to take the liberty in speaking for others in the Department in commending you for your many accomplishments that have made the Department of English and Foreign Languages a more professional and scholarly enriched department than ever before.

Marcel M. Crespil, Ph.D., Professor

WRITING CLINIC, FOREIGN LANGUAGES LAB RAMP UP

Professor Michael D. Sollars, currently director of the Minnie T. Metters Writing Clinic, reports that a record number of instructors have signed up to work during fall of 2004. Practically every faculty member in English has volunteered one or more hours per week. More students than in previous semesters are availing themselves of the individualized

instruction in rhetoric and composition. Additionally, students are being referred to the Clinic by instructors not only in English courses but in courses throughout the College and University. The MMWC, located in MLK 252, is open Monday through Thursday 9:00 to 5:00 PM and on Friday until 4:00 PM.

The MTMWC provides faculty with video players, tapes and other class resources. Instructors are asked to be more diligent in filling out the proper information in the log-out notebook. This is the only way that we can be sure where the equipment is located. Additionally, the MTMWC seeks donations of appropriate videos for the Writing Clinic's video library. Donors will have their names placed on a list of benefactors. Thanks to Thorpe Butler for donating a CD on modern and ancient Greece.

The Foreign Language Lab, a much newer facility in the Department located in MLK 323 has expanded its hours and availability in order to provide oral and written practice in Spanish and French to individual students. The lab has been used to extend class work, but now it seeks the volunteer participation of all foreign language faculty to provide and expand language resources for students throughout the day. A schedule of hours for the Foreign Language lab will be available soon.

HAVE PEN, WILL TRAVEL

Drs. Thorpe Butler and Rita Saylor traveled to Romania during the summer of 2004 to do hands-on community work. The two professors of English at TSU joined Dr. Richard Ford of Clark University, a representative from the United Nations Development Office, and others in a Participatory Rural Assessment project in Arkos, Romania, in July. The team helped the Eastern European community determine their greatest need—in this case, a water system—and devise a plan to meet it. Before and after the project, Drs. Butler and Saylor joined the rest of the team in Bucharest and regional capitals to coordinate with the Peace Corps, with Romanian government officials, and with international agencies, such as the World Bank. Drs. Saylor and Butler performed many services to the community, in one instance serving as writers for the team, producing a booklet, "Planting Seeds," to be published by Clark University and used as a model for similar projects around the world.

PUBLICATIONS OF HIGH NOTE

The forthcoming *Encyclopedia of Ethnic Literature*, published by Greenwood Press will feature the contributions of a number of members of the Department of English. **Dr. Rita Saylor** wrote an article on the contemporary poet and translator **Richard Howard**, winner of the Pulitzer Prize, the PEN Award, and other prizes. **Dr. Michael Sollars** wrote a number of biographies and criticism, including: the contemporary poet **Gerald Stern**, a prolific and well respected writer and teacher; **Claude McKay**, a writer of the

Harlem Renaissance; **Eugene O'Neill**, perhaps America's most noted playwright; **Susan Sontag**, a prolific and controversial essayist; and **Hannah Gould**, a Revolutionary War nature poet. Professor **Arbolina Jennings** submitted three articles on contemporary women writers whose focus has been Jewish and feminist themes: **Elizabeth G. Stern**, biographer and social activist; **Enid Dame**, poet and teacher specializing in Midrash studies, and **Helen Yglesias**, a writer of fiction whose most recent novel is *The Girls*. In addition, graduate student **Bettie Varner** has had an article on **Paul Lawrence Dunbar** accepted for publication in *Encyclopedia of African American Literature*.

Dr. Shirley W. Moore has contributed an article on the author **Michelle Wallace** for an upcoming anthology to be published by Oxford University Press.

Professor Michael Sollars has been invited to be the general editor of a multi-volume compendium *Twentieth Century World Novels and Novelists*. This unique collection will consist of biographies and criticism of 200 authors and 300 novels that were originally written in a language other than English and subsequently translated into English. The novels are those like Albert Camus' *The Stranger* that are popularly taught in college and high school classrooms. The collection of *Twentieth Century Novels and Novelists* will be published in 2006. If you would like to contribute to this publishing opportunity and gain a bylined article, contact Dr. Sollars.

Dr. Rita Saylor Directs Service Celebrating the Arts

Dr. Rita Saylor directed the Sunday services and was featured speaker at the First Unitarian Universalist Church, on July 11, 2004. Her Sunday morning sermon "Crossing the Boundaries to a Greater Humanity," explored the interconnectedness of art, literature, and culture, and showed how art has helped to create a democratic and multicultural community in the world. Dr. Alvia Wardlaw, director of the University Museum at TSU, provided art from the Museum, and staff members Anthony Thibodeaux and Danielle Burns installed it. Howard Harris, Director of Jazz Studies at TSU, performed jazz piano and trumpet. Dr. Saylor planned and arranged the service at the invitation of the church's ministers. Dr. Saylor's sermon can be accessed at www.firstuu.org.

Moore-Neal Video Interview: Langston Hughes Poetry and Hip-Hop Music into Archives



Dr. Shirley Walker Moore has recently produced a video interview with Dr. Mark Neal, the keynote speaker at the J. Marie McCleary Interdisciplinary Symposium held at TSU in March 2004. The 90-minute interview records Dr Neal's thoughts on the relationship between the music of hip hop, poetry, and Langston Hughes. Dr. Neal also addressed the role of women in the hip hop culture. Dr. Neal, who was teaching at the University of Texas at Austin when he spoke at TSU earlier this year, has now joined the faculty at Duke University. Dr. Moore's interview will become part of the educational holdings and archives of the Department of English and Foreign Languages. The Department of Communications served as a partner in producing the video interview.

NEW FACES FROM NEAR AND FAR

Michon Benson has returned to TSU as Assistant Professor of English. An alumna of Jack Yates High School, the University of Texas at Austin, and Texas Southern University's graduate program, Ms. Benson is completing her doctoral degree from Rice University. She brings to the department a scholarly enthusiasm for African-American literature, visual cultural studies, and youth studies. The title of Professor Benson's dissertation is "From the Ride-and-Tie to Ryde-or-Die: The Legacy of the Slave Narrative Tradition for African American Youth Cultural Forms." Her work compares several fugitive slave strategies of the past with the ways that Black youth "get free" in hip-hop music and film today.

Iris Lancaster has recently joined the Department as an Assistant Professor in English. A native Houstonian, she received her M.A. and B. A. from Texas Southern University, studying modern American Literature. Professor Lancaster is completing her Ph.D. in African American literature at Texas A &M, Commerce.

Marylise Caussin has joined the Department of English and Foreign Languages as an Assistant Professor in French. Professor Caussin was born in Villeneuve St-Georges, a suburb of Paris, France. She completed her Bachelor of Arts in Anglo-American literature and civilization at l'Université de la Sorbonne Nouvelle in 1998. Her senior thesis was "Diction, Interdiction and Contradiction in Oscar Wilde's Writings." After a

year teaching French at Rhodes College, Memphis, TN, she decided to specialize in Second Language acquisition, focusing on American students learning French. She later received her Master's degree in 1999 from the U.F.R. de Didactique du Français Langue Étrangère at la Sorbonne. Her thesis focused on "Learning and Teaching French in the South of the U.S.: Observations and Perspectives." After substitute teaching in various Paris high schools for a year, she realized she wanted to teach research at the college level. This consideration propelled her to pursue a Ph.D. in Francophone Studies at the University of Louisiana at Lafayette. She completed her degree in May 2004 after defending her dissertation "The Influence of Motivation on the Competence and Performance of the Students Learning French as a Foreign Language in the Louisiana University Context: Theories, Perspectives and Strategies." Recently hired as an Assistant Professor of French at TSU, Dr. Caussin is looking forward to rejuvenating the university's French program; she is also anxious to apply her research instruments and pedagogical strategies to the African-American learning environment.

Professor **Carmen García** has recently joined TSU as an assistant professor, tenure track. She grew up in Matamoros, Mexico, just across the border from Brownsville, where she completed her undergraduate and Master's degrees at the University of Texas at Brownsville. While working as a teaching assistant and doing voluntary work, Professor García discovered that teaching was a most gratifying and rewarding job, and she decided that was the work she wanted to do. During her doctoral studies at the University of Houston, she worked as a teaching assistant and a researcher at the Recovering the Hispanic Literary Heritage Project. She also had the opportunity to study abroad in Spain in 1999, and the next year she was selected to be the co-director of the University of Houston study abroad program. In that position, she was responsible for all student activities while in Spain, and taught Hispanic literature at the University of Salamanca, Spain. Since 2001, García has been teaching Spanish at TSU, and she believes that one of the most important aspects of teaching is fostering creative and critical thinking in and outside of the classroom.

Keith Jardim has returned to TSU as a Visiting Professor in the Department. Dr. Jardim recently completed his Ph.D. in English and Creative Writing at the University of Houston where he was a Cambor Fellow. He comes to TSU with 12 years of teaching experience. Prior to his doctoral work, Professor Jardim completed his B.F.A and M.F.A at Emerson College in Boston, the latter on a Merit Fellowship. His Ph.D. dissertation consisted of a collection of stories. His doctoral studies included work in fiction writing, Caribbean literature, American 20th century literature, and world contemporary English literature since WW II. His publications include both fiction and non-fiction in the United States, England, Canada and the Caribbean, including such journals as *Mississippi Review*, *Denver Quarterly*, *Atlanta Review*, *The Antigoniish Review*, *Journal of Caribbean Literatures*, *Wasafiri* (University of London), *The Caribbean Writer*, and many others.

The Department is pleased to welcome **Haiqing Sun** as an assistant professor in Spanish. Professor Sun is from Beijing, China. She began her study of Spanish in a bilingual program of English and Spanish at the Department of Western Languages and Literatures of Peking University. She has received a B.A. and M.A. in Spanish from Peking

University. She received her Ph.D. in Spanish from University of Southern California with a specialty in contemporary Latin American narrative and the detective genre. Her dissertation was “The Mystery of Peru: Investigations of Mario Vargas Llosa.” Professor Sun worked as translator and movie speaker for Spanish films at China Cinemateca before coming to the U.S. She has also worked as teaching assistant at Peking University, lecturer at USC, and adjunct faculty at Houston Baptist University and Tomball College, with experience in all levels of language courses and Hispanic culture. Professor Sun and her husband have a three-year-old daughter, Annie.

ABSTRACTS & TRANSLATIONS

The following two dissertation abstracts are furnished in both the original language in which they were written and in English. Professor Haiqing Sun has graciously contributed the abstract from her dissertation in Spanish, Professor Marylise Caussin has furnished hers in French.

El misterio del Perú: Investigaciones de Mario Vargas Llosa

By Haiqing Sun

Misterio y su principal expresión literaria, la ficción detectivesca, constituyen probablemente una de las poéticas de nuestro tiempo. A través de su representación de variados terrenos socio-culturales por el siglo veinte, misterio se ha convertido en un recurso “clásico” para la producción literaria; mientras tanto, el género detectivesco se muestra en sí un “misterio” de consumo literario. Mi estudio examina los casos criminales en tres novelas de Mario Vargas Llosa, las cual son *La ciudad y los perros*, *Quién mató a Palomino Molero*, y *Lituma en los Andes*, a base de un estudio sobre la creación de misterios entre los escritores predominantes en América Latina, y las notas críticas de Vargas Llosa entre otros en respeto al misterio en la ficción. Mi estudio se procede examinando las figuras de detective, dudas sobre la justicia y el castigo impuestas por las soluciones de los crímenes, las manipulaciones del poder y el proceso policíaco como una función literaria en el texto, la relación entre el mito y el misterio, y la re-investigación de las soluciones por parte del lector. Los casos en estos tres textos proveen una respuestas a la pregunta de cómo se escriben misterios en donde las condiciones sociales y el “modus operandi” son diferentes de los países del Oeste central, ya que representan, por un lado, ciertas direcciones que toma la narrativa del misterio dentro y fuera de la dimensión genérica, y por el otro, la tarea de escribir América Latina que pasa por transformaciones y desafíos a diferentes alcances.

The Mystery of Peru: Investigations of Mario Vargas Llosa

By Haiquin Sun

Mystery and its major literary expression, detective fiction, constitute arguably one of the major poetics of our time. With its representation of various social and cultural *fields* throughout the twentieth century, mystery has become a “classical” resource for literary production; meanwhile the detective genre itself has become a “mystery” in literary consumption. This study examines the criminal cases in three of Mario Vargas Llosa’s novels: *La ciudad y los perros*, *Quién mató a Palomino Molero*, and *Lituma en los Andes*, following a survey of mystery writing among “mainstream” Latin American writers, and the critical conceptualizations by Vargas Llosa and others regarding mystery in fiction. My research follows detective figures, questions of justice and punishment posed by the solutions to criminal cases, the manipulations of power and the police procedure as a literary function in the text, the textual relationship between myth and mystery, and the reader’s participation and re-investigation of the solutions. The mysteries in the three texts provide some answers to the question of how to write mysteries in a world where the social conditions and the modus operandi are different from the central places of the West, since they represent, on the one hand, certain directions which mystery narrative takes within and beyond the

generic dimension, and on the other, the task of writing Latin America that undergoes transformations and challenges in different cultural scopes.

La nature de l'influence de la motivation sur les niveaux de compétence et de performance d'apprenants de français

By Marylise Caussin

L'objectif de cette thèse consiste à examiner la nature de l'influence de la motivation sur les niveaux de compétence et de performance d'apprenants de français langue étrangère débutants et intermédiaires dans un contexte universitaire louisianais. Il convient de passer en revue les différentes théories disponibles dans le domaine de la motivation, de la compétence et de la performance.

Somme du désir, des efforts et des attitudes que les apprenants expriment envers la langue-cible, la motivation se manifeste sous diverses formes, dont nous retiendrons les types académique, intégratif, d'héritage et instrumental. En ce qui concerne la compétence, il s'agit de l'ensemble des connaissances acquises par l'apprenant au cours du processus d'apprentissage, tandis que la performance est l'actualisation de ces connaissances en contexte.

Après avoir posé les jalons théoriques de notre travail, ce dernier s'oriente vers une perspective plus pratique. Inspiré de modèles méthodologiques appropriés à la didactique des langues, il s'inscrit sur le terrain en suivant à la fois une approche quantitative et une approche qualitative. En effet, nous avons testé nos hypothèses de travail sous la forme de questionnaires qui ciblent le type de motivation privilégié d'une population représentative d'apprenants puis le confrontent à leurs niveaux de compétence et de performance. Cela permet de comparer quantitativement les résultats obtenus selon la nature de la motivation, dont les plus productifs sont le type intégratif et le type d'héritage. La taille des différents échantillons d'apprenants étant limitée, nous accompagnons notre réflexion quantitative d'une analyse qualitative d'entrevues effectuées auprès d'apprenants avancés, dont les témoignages révèlent que le processus de motivation fait partie d'un contexte où d'autres variables psychologiques entrent en jeu.

Cette thèse détermine donc l'impact de concepts sociologiques, comme l'ethnicité symbolique, et psychologiques, comme le rôle de l'affect et de l'anxiété, sur le processus de motivation et la façon dont celui-ci influence la compétence et la performance des apprenants. L'ensemble de la recherche donne ainsi lieu à la proposition de stratégies pédagogiques, afin d'optimiser la motivation des apprenants et, par ce fait, d'améliorer leur compétence et performance en langue étrangère.

The Influence of Motivation on Students' Competence and Performance in French

Findings:

Our research shows that certain types of motivation positively influence the students' competence and performance in French. The students motivated by the integrative type, that is to say those who take French to be able to communicate with native speakers, to travel to French-speaking countries and comprehend the culture, achieve the highest scores both in competence and performance. This is also the case for students motivated by the heritage type, or in other words, those with a French descent who desire to study French in order to catch up with their own culture and history.

On the contrary, students motivated by the instrumental type, who study French to be more valuable on the job market or impress potential employers, reach lower levels of competence or performance. The group with the least satisfactory results is the one formed by the students who are academically motivated, since they only study French because of a language requirement.

Methodology:

The above findings were obtained using a quantitative approach: after giving the intermediate sample-students questionnaires defining their type of motivation and measuring their levels of competence and performance, we analyzed the collected data with the help of a statistical program. This operation was

followed by a qualitative compilation of interviews conducted with the most advanced students, therefore the most motivated.

Social and psychological perspectives:

Most descendants of many ethnic groups in America only relate to their heritage through the use of symbols (Gans, 1979), which was called into question by the observation of non-ethnic practices such as inter-racial marriages (Alba, 1990). In the case of the Cajuns, ethnicity is more structural than symbolic, especially with the use of French as the foundation of their identity (Henry & Bankston, 1999). Indeed, whether the older generations feel ashamed or proud of their Cajun identity, the younger generations are motivated to learn French and succeed. Also, affect takes an important place in the motivation process, which needs to be taken into consideration by educators.

Implications:

The pedagogical implications of the findings are threefold. Teachers are encouraged to develop the integrative and heritage motivation types in the classroom. Learners are incited to interact with each other using the cooperative learning strategy. Last but not least, individuals are given the chance to realize that the study of a foreign language and culture gives them a better image of their own culture, and thus of themselves.

COMMITTEE WORK ACHIEVES RESULTS

Retention and Graduation

The College of Liberal Arts and Behavioral Science's Committee on Retention and Graduation Committee, formed in January 2004, has completed a significant report on ways that retention and graduation rates can be improved at TSU. Members of this group include Selina Ahmed, Clarence Batie, Howard Beeth, Cecile Harrison, Arbolina Jennings, Masoomah Khosrovani, Byron Parker, Jane Perkyms, Lawrence Redd, Ronald Samples, Michael Sollars, and Betty Taylor-Thompson. The committee, which meets biweekly and reports to Dean Merline Pitre, has researched statistics on retention and graduation rates, accumulated numbers relevant to the University, and developed a student questionnaire to gauge the significance of national studies to the population at TSU. Dr. Samples is the chair of the committee.

The Committee has completed a comprehensive "Progress Report from the Committee on Retention and Graduation in the College of Liberal Arts and Behavioral Sciences," authored by Dr. Ron Samples. The Committee has identified several strategic goals designed to address the problems of retention and graduation in a substantive and data-based manner. These goals include the development of a questionnaire designed to record student assessment of and satisfaction with university education and services. The survey was the primary task undertaken by the committee during the spring 2004 semester.

The questionnaire consisted of 38 questions and five sections, and was administered to over 500 students. The five sections of the survey focused on demographics, instruction and academic services, study habits, advisement, and financial and job concerns. The compiled results reveal student impressions and concerns regarding TSU's educational services. For instance, nearly half (46%) of the surveyed students rated the quality of instruction as satisfactory, another 36.5% rated that instruction as good, 8.7% said the instruction was very good, and a very small minority rated instruction as unsatisfactory (6.57%) or poor (2.2%). The student evaluation follows the 80-20 rule statistical curve.

A large majority of TSU students have a favorable opinion of the university's educational offerings, while a small minority of the 20% are split evenly in terms of satisfaction and dissatisfaction.

Library Liaison

The Library Liaison Committee of the Department has been meeting to evaluate and upgrade the holdings of the Robert J. Terry Library. The committee is intent of increasing the virtual library through additional ProQuest data bases and improved access to library holdings, especially remotely. Chaired by Dr. Thorpe Butler, the library committee includes Angela Bisong, Antonio Gonzalez, Yanina Hernandez, Arbolina Jennings, Rhonda Saldivar, Ronald Samples, Rita Saylor, Michael Sollars, and Betty Taylor-Thompson.

Exit Exam for English Majors

A committee is developing criteria for formal exit examinations for English majors graduating from TSU. The committee is chaired by Dr. Rita Saylor, and includes professors Butler, Jennings, Moore, Saldivar, Samples, Sollars, Taylor-Thompson, and Turner.

Spanish Language Highs on the Plains in Spain

Professor Tommy Erwin participated in study abroad this past summer in Salamanca, Spain. The extensive educational program consisted of 20th century and contemporary Spanish literature, literary theory, modern Spanish American literature and culture, and fundamental issues of the Spanish language. Professor Erwin also attended directed field study in the area of La Mancha and the southern and central cities of Córdoba, Granada, Toledo, Trujillo, and Avila. Mr. Erwin is completing the requirements for the Ph.D. in Spanish Language, Civilization and Culture at Union Institute and University, Cincinnati, Ohio.

BLACKBOARD COURSES EXPAND REACH

The Department boasts 57 courses currently active on Blackboard thus enriching and extending the classroom into far-flung areas. Instructors are becoming proficient in updating class work through announcements, adding course materials and documents, placing assessments on line, and uploading and downloading the Bb Gradebook, which Blackboard provides automatically. The migration of Blackboard 6 into Banner, scheduled within the month, will link University course registration with student enrollment in Blackboard.

Blackboard has expanded the reach and potential of courses from the three-hours-per-week in one lecture hall to the possibility of fewer meetings but more class interaction through the internet. In the new hybrid course, students meet as a group in the same classroom only at critical intervals, perhaps once or twice a month, and rely on the Web for frequent class contact for presentations, discussions, office hours, group projects,

even assessments through Blackboard. To facilitate the virtual dimension of the classroom, TSU has purchased a number of Tegrity carts and made them available to instructors for the purpose packaging lessons into course cartridges which may be loaded inside Blackboard. Additionally, TSU is promoting this course outreach into distance learning by funding the development of ten courses deliverable on line.

E-LEARNING COURSE DEVELOPMENT GRANT

Arbolina L. Jennings has received a grant to develop ENG 231 World Literature II into an on-line course. The grant, one of ten funded proposals, comes from the Office of Academic Affairs at TSU. Professor Jennings has been charged with developing a virtual course on-line for students taking ENG 231 in a distance education learning environment. The objective is to have a complete course available to students who will study without ever having to step on the campus. Jennings is to have the electronic course available in 2005. In preparation for developing this course, Jennings has attended a variety of workshops at TSU and other universities on Blackboard, Tegrity, and distance learning. Professor Jennings serves as the Blackboard administrator and Blackboard trainer for the College. Jennings will assist faculty in placing their courses on Blackboard. For more information on Blackboard, send your inquiries to Jennings_al@tsu.edu.

FRESHMAN ENGLISH WORKSHOPS

Carrie Robert and Brian Hickman, representatives of Thomson Learning, publishers of *Readings for Writers*, one of the most successful rhetoric texts for courses in Freshman English and *Hodges' Harbrace Handbook* presented a workshop for Freshman English instructors on September 9, 2004. They demonstrated the Writer's Resource CD packaged with ENG 131 texts. Of particular interest to instructors were the Service Sites being developed for the textbooks and for TSU Freshman English 131, the on-line diagnostic test package, and the free subscription to INFOTRAC, the college online library available to faculty and students with the use of Thomson textbooks.

COMP AND LIT SITES TO KEY IN ON

Textbook publishing houses increasingly try to lure customers by providing student and faculty resources on the Web. Among the ones we recommend are from Thomson, from Longman, and from Norton.

<http://englishtest.heinle.com>

www.infotrac-college.com

www.alongman.com/barnet

<http://www.norton.com/nawol/>

POETIC PAUSE

When Langston Speaks

When Langston speaks of rivers,
He takes us on barges on the Nile
Back to Eden on the Euphrates
On slave ships and steamboats

And flatboats up and down the Mississippi
We feel those rivers coursing in our veins
Taking us to time and places we have never been
But which we all instinctively know

When Langston sings the blues
He moans and wails
About the crack of whips and slave ships
Unfair housing
Brutal cops

And Untrue lovers
He intones Bessie and Billie
As they sang of
Lynching and Jim Crow
Anesthetized by booze and needles
When we laughed to keep from crying
And danced to keep from dying

When Langston jives us with jazz
His poems melodic boogie-woogie bebop riffs
Tom-toms pulsing in our heads the rhythm of our
hearts
He leads us on our own Renaissance
Where pride of race and love of words
Take us on a whirling hip-shaking rollicking
house-party ride
From Paris to Germany to Harlem and Georgia
and Alabama
Throughout Dixie

Love

Love never changes—
Often misunderstood,
Repeatedly abused,
Or taken for granted,
Love is as expressive
As an April shower,
On a early spring morning;
Love is not self seeking,
But rewarding to whom finds it,
Delightful to embrace and wonderful to release.

Timothy M. Lee

Into our inner souls

When Langston dares to dream
He prophesies a time
When equality and brotherhood
Will really mean
Not what was or is but what should be
When darker brothers are welcome at
Rather than setting the table
When life's stairs will be crystal
And rivers shining silver on our souls

When Langston speaks
We listen
We feel
We know
And we remember how to live
Donna Kilgore

Deleted: ¶

Last Thoughts...

When I was a prisoner, I knew a rather remarkable young man who was a Jesuit. He had entered the Jesuit order in the following way: he had a number of very bad breaks; in childhood, his father died, leaving him in poverty, and he was a scholarship student at a religious institution where he was constantly made to feel that he was being kept of charity; then, he failed to get any of the honors and distinctions that children like;

later on, at about eighteen, he bungled a love affair; finally, at twenty-two, he failed in military training, a childish enough matter, but it was the last straw.

This young man might well have felt that he had botched everything. It was a sign of something, but of what? He might have taken refuge in bitterness or despair. But he very wisely looked upon all this as a sign that he was not made for secular triumphs, and that only the triumphs of religion, holiness, and faith were open to him. He saw the hand of God in all this, and so he entered the order. Who can help seeing that he alone decided what the sign meant?

Jean-Paul Sartre, Existentialism Is a Humanism

To submit information for the next issue of *The Chronicle, a Newsletter for the Department of English and Foreign Languages*, please submit your topics and copy to Michael Sollars. The *Chronicle* results from the efforts of the Newsletter Committee composed of Shirley Walker Moore, Michael Sollars, Arbolina Jennings, Marylise Caussin, Haiqing Sun, Ron Samples, and Martha Wood.