

**Texas A&M University-Commerce**  
**Characteristics of Texas Public Doctoral Programs**  
**2018-2019**

*Programs included only if in existence 3 or more years. Program is defined at the 8-digit CIP code level.*

Department	Literature & Languages
Doctoral Degree Program	English
Contact Name	Dr. Karen Roggenkamp
Contact Phone Number	903-886-5251

1	<b>Number of Degrees Per Year</b> <i>Average, 2016-2018</i> <i>Rolling three-year average of the number of degrees awarded per academic year</i>	<b>2016-2017</b>	5
		<b>2017-2018</b>	8
		<b>2018-2019</b>	6
		<b>3 Year Average</b>	6.3

2	<b>Graduation Rates</b> <i>Starting Cohorts: 2006-2008</i> <i>Rolling three-year average of the percent of first-year doctoral students who graduated within ten years.</i>	<b>% Graduating within 10 years</b>	50.96%

3	<b>Average Time to Degree</b> <i>Rolling three-year average of the registered time to degree of first-year doctoral students within a ten year period.</i>	<b>Average Years to Degree</b>	6

4	<b>Employment Profile</b> <i>Percentage of the last three years of graduates employed in academia, post-doctorates, industry/professional, government, and those still seeking employment (in Texas and outside Texas).</i>	<b>Area of Employment</b>	<b>Percentage</b>
		Academia	75%
		Non-Academia	15%
		Industry/Professional	-
		Seeking Employment	10%

5	<b>Admission Criteria</b>
	<a href="http://www.tamuc.edu/academics/graduateSchool/programs/humanitiesSocialScienceArts/englishPhDDomestic.aspx">http://www.tamuc.edu/academics/graduateSchool/programs/humanitiesSocialScienceArts/englishPhDDomestic.aspx</a>

6	<b>Percentage of Full-time Students with Financial Support</b> <i>Any student who takes ≥ 9 SCH is considered to be full time.</i> <i>In the prior year, the number of FTS (≥ 18 SCH) with support/the number of FTS.</i>	<b>2018-2019</b>	
		<b>Full Time Students</b>	7
		<b>Students with support</b>	6
		<b>Percentage of students with support</b>	86%
		<b>Amount of Support</b>	\$19,792.89

7	<b>Average Financial Support Provided</b> <i>Any student who takes ≤ 9 SCH is considered to be part t time and ≥ 9 SCH is considered to be full time.</i> <i>For those receiving financial support, the average financial support provided per full-time graduate student (including tuition rebate) for the prior year, including research assistantships, teaching assistantships, fellowships, tuition, benefits, etc. that is "out-of-pocket".</i>	<b>2018-2019</b>	
		Research Assistantships	0
		Teaching/Non-Teaching Assistantships	\$18,322.00
		Tuition Waivers	0
		Other	\$19,792.89
		<b>Total</b>	<b>\$ 38,114.89</b>
		<b>Total number of Full Time Students with Financial Support</b>	<b>6</b>
		<b>Average Amount of support per student</b>	<b>\$6352.48</b>

8	<b>Student Core Faculty Ratio</b> <i>Rolling three-year average of full-time student equivalent (FTSE) /rolling three-year average of full-time faculty equivalent (FTFE) of core faculty.</i>	2.61:1
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9	<b>Core Faculty Publications</b> <i>Rolling three-year average of the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per year. SEE Page 4-6.</i>	26
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10	<b>Core Faculty External Grants</b> <i>Rolling three-year average of the number of core faculty receiving external funds, average external grant \$ per faculty, and total external grant \$ per program per academic year.</i>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Average of the Number of Core Faculty Receiving External Funds</b></td> <td style="text-align: center;">-</td> </tr> <tr> <td style="text-align: center;"><b>Average External Grant \$ per Faculty</b></td> <td style="text-align: center;">-</td> </tr> <tr> <td style="text-align: center;"><b>Total External Grant \$</b></td> <td style="text-align: center;">-</td> </tr> </table>	<b>Average of the Number of Core Faculty Receiving External Funds</b>	-	<b>Average External Grant \$ per Faculty</b>	-	<b>Total External Grant \$</b>	-
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<b>Total External Grant \$</b>	-							

11	<b>Percentage of Full-time Students</b> <i>Rolling three-year average of the FTS (≥ 9 SCH)/number students enrolled (headcount) for last three fall semesters.</i>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Fall 2016</b></td> <td style="text-align: center;">16%</td> </tr> <tr> <td style="text-align: center;"><b>Fall 2017</b></td> <td style="text-align: center;">10.87%</td> </tr> <tr> <td style="text-align: center;"><b>Fall 2018</b></td> <td style="text-align: center;">9.76%</td> </tr> </table>	<b>Fall 2016</b>	16%	<b>Fall 2017</b>	10.87%	<b>Fall 2018</b>	9.76%
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12	<b>Number of Core Faculty</b> <i>Number of Core Faculty in the prior year. Core faculty: Full-time tenured and tenure-track faculty who teach fifty percent or more in the graduate program or other individuals integral to the graduate program who can direct research.</i>	15
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13	<b>Faculty Teaching Load</b> <i>This information has been calculated using the Semester Credit Hours for the entire department but is being revised to only use the hours taught by core faculty members. Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty in the prior year.</i>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>2016</b></td> <td style="text-align: center;">23.6</td> </tr> <tr> <td style="text-align: center;"><b>2017</b></td> <td style="text-align: center;">25.3</td> </tr> <tr> <td style="text-align: center;"><b>2018</b></td> <td style="text-align: center;">35.85</td> </tr> </table>	<b>2016</b>	23.6	<b>2017</b>	25.3	<b>2018</b>	35.85
<b>2016</b>	23.6							
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<b>2018</b>	35.85							

14	<b>Faculty Diversity</b> <i>Core faculty by ethnicity and gender.</i>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Total Headcount by Ethnicity</th> <th style="text-align: center;">2016-2017</th> <th style="text-align: center;">2017-2018</th> <th style="text-align: center;">2018-2019</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>White Non-Hispanic</td> <td style="text-align: center;">14</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>18</b></td> <td style="text-align: center;"><b>14</b></td> <td style="text-align: center;"><b>15</b></td> </tr> <tr> <th style="text-align: left;">Gender</th> <th style="text-align: center;">2016-2017</th> <th style="text-align: center;">2017-2018</th> <th style="text-align: center;">2018-2019</th> </tr> <tr> <td>Female</td> <td style="text-align: center;">13</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Male</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>18</b></td> <td style="text-align: center;"><b>14</b></td> <td style="text-align: center;"><b>15</b></td> </tr> </tbody> </table>	Total Headcount by Ethnicity	2016-2017	2017-2018	2018-2019	Asian	1	2	3	Hispanic	3	1	0	White Non-Hispanic	14	11	12	<b>Total</b>	<b>18</b>	<b>14</b>	<b>15</b>	Gender	2016-2017	2017-2018	2018-2019	Female	13	10	10	Male	5	4	5	<b>Total</b>	<b>18</b>	<b>14</b>	<b>15</b>
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15	<b>Student Diversity</b> <i>Enrollment headcount by ethnicity and gender in the program in the prior year.</i>	<b>Total Headcount by Ethnicity</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
		Asian/Pacific Islander	0	0	0
		Black Non Hispanic	2	3	2
		Hispanic American	1	1	0
		White Non Hispanic	19	15	13
		International	7	7	3
		N/A	21	20	23
		<b>Total</b>	<b>50</b>	<b>46</b>	<b>41</b>
		<b>Gender</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
		Female	35	35	28
		Male	15	11	13
		<b>Total</b>	<b>50</b>	<b>46</b>	<b>41</b>

16	<b>Date of Last External Review</b>	2015
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17	<b>External Program Accreditation</b>	
	Southern Association of Colleges and Schools	

18	<b>Student Publications/Presentations</b>	22
	<i>Rolling three-year average of the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year. SEE Page 7-10.</i>	

## Faculty Publications

Adkins, T. (2017). Review of *Identity and Power in Narratives of Displacement*, by Katrina M. Powell. *Literacy in Composition Studies*.

Adkins, T. (2017). "Social Spill: A Case-Based Analysis of Social Media Data Collection." In Douglas M. Walls and Stephanie Vie, eds. *Social Writing/Social Media: Pedagogy, Presentation, and Publics*. Boulder: University Press of Colorado.

Attardo, S. (2019). "Humor and Mirth: emotions, embodied cognition, and sustained humor." In Laura Alba and Lachlan McKenzie (eds.) *Emotion in Discourse*. Benjamins. 189-211.

Gironzetti, E., **Attardo, S.** and Pickering, L. (2018). "Smiling and the Negotiation of Humorous Intention in Conversation." *Discourse processes*. DOI: [10.1080/0163853X.2018.1512247](https://doi.org/10.1080/0163853X.2018.1512247)

Priego-Valverde, B., Bigi, B., **Attardo, S.**, et al. (2018). "Is smiling during humor so obvious? A cross-cultural comparison of smiling behavior in humorous sequences in American English and French interactions." Special Issue: Conversational humor: Forms, functions and practices across cultures. *Intercultural Pragmatics*, 15(4), pp. 563-591.

**Attardo, S.** and Pickering, L. (2018). "The theoretical and applied foundations of Andrea Tyler's approach to the study of language." In L. Pickering and V. Evans (eds.) *Language Learning, Discourse and Cognition*. Amsterdam: Benjamins. 301-310.

Attardo, S. (2018). "Universals in Puns and Humorous Wordplay." In E. Winter-Froemel (ed.) *DWPS6*. Berlin: Mouton De Gruyter. 89-109.

Attardo, S. (2018). "Stabilità e cambiamento nello studio dell'umorismo." *Risu*. 1(1). 4-14.

S. Attardo. (2018). "Predatory Publishing in the Age of Digital Scholarship." Conference of College Teachers of English Studies. LXXXIII. 1-10. State of the profession Keynote.

Attardo, S. (ed.) (2017). *Handbook of Language and Humor*. Routledge Handbooks of Linguistics. Taylor and Francis. New York, NY. 2017. 539 pages.

Attardo, S. (2017). "Change, mass availability and the decline of quality in academe." *Mélanges Centre de Recherche et d'Applications Pédagogiques en Langues*. 37. 101-105.

Attardo, S. (2017). "Humor in Language." In: Aronoff, M. (ed.) *Oxford Research Encyclopedia of Linguistics*. Oxford: Oxford University Press.

Attardo, S. (2017). "The GTVH and Humorous Discourse." In Wladislaw Chlopicki and Dorota Brzozowska (eds.) *Humorous Discourse*. Berlin: Mouton De Gruyter. 93-105.

Attardo, S. (2017). "Two lessons from Christie Davies." *European Journal of Humour Research* 5 (4), 51–52.

Bolin, B. (2018). "Assessing Elizabeth Anscombe's Theory of Causality." *Humanities Bulletin* 1.2 (2018): 135-140.

**Carter, S.,** Mutnick, D., Pauszek, J. and Parks, S., eds. (2019). *Writing Democracy: The Political Turn in and Beyond the Trump Era*. New York: Routledge.

**Carter, S.** and Dunbar-Odom, D. (2018). "The Rhetoric of Outrage: Bearing Witness through Memoir and Public History." *Responsive Practices*. Eds. Mary P. Sheridan, Megan Bardolph, Megan Faver Hartline, and Drew Holladay. Lexington Press.

**Carter, S.** (2019). "Passing the Baton: Racial Justice, Translocality, and the Struggle to Do the Right Thing (1967-68)." *Writing Democracy: The Political Turn in and Beyond the Trump Era*. New York: Routledge.

**Carter, S.,** Pauszek, J., Dunbar-Odom, D., and Adkins, T. (2017). *Writing Inquiry*. Fountainhead Press.

Sun, J. & **Cheng, D.** (2018). *China's Generation Gap*. Routledge.

Cheng, D. (2018). Book Review: *Autonomous Language Learning with Technology* by Chun Lai. *CALICO Journal*, 35 (3). Retrieved from <https://journals.equinoxpub.com/index.php/CALICO/issue/current>

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Cheng, D. (2017). Communication is a two-way street: Instructors' perceptions of student apologies. *Pragmatics: Quarterly Publication of the International Pragmatics Association*, 27 (1), 1-32.

Cheng, D. (2017). Review of *Pragmatic Issues in Specialized Communicative Contexts*, ed. by Francesca Bianchi and Sara Gesuato. *Linguist List*, 28 (2322). Retrieved from <https://linguistlist.org/issues/28/28-2322.html>.

**Kumari, A.** (2019). Entry in "My Mundane Professional Life," special section of *Composition Studies*, v. 47, no. 1, 2019: pp. 175-180.

**Kumari, A.** (2019). "Desi Girl Gets a PhD: Brokering the American Education System with Cultural Expectations." *Lingua Fracta: First Generation Scholars in Rhetoric, Composition, and Communication*, edited by Letizia Guglielmo and Sergio Figueiredo. NCTE, 2019: pp. 57-78.

**Kumari, A.** (2019). "Start with What You Know." *Explanation Points!: Publishing in Rhetoric and Composition*, edited by John Gallagher and Dànielle Nicole DeVoss. University of Colorado/Utah State UP, 2019: pp. 38-40.

Wysocki, R., Udelson, J., Ray, C., Newman, J., Matravers, L., **Kumari, A.**, et al. (2019). On Multimodality: A Multivocal Manifesto." *Bridging the Gap: Multimodality in Theory and Practice*. Ed. Santosh Khadka and Jennifer Lee. Utah State UP, 2019: pp. 17-29.

Baniya, S., Hutchinson, L., **Kumari, A.**, Larson, K., and Lindgren, C. (2019). "Representing Diversity in Digital Research: Digital Feminist Ethics and Resisting Dominant Normatives." *Proceedings of the Annual Computers & Writing Conference, 2018*, edited by Chen Chen, Kristopher Purzycki, and Lydia Wilkes. The WAC Clearinghouse, 2019: pp. 75-86.

Adler-Kassner, L., Cox, A., . . . **Kumari, A.**, et al. (2019). "Building a 21<sup>st</sup> c Feminist Ethos: Three Dialogs for WPAs." *WPA Journal*, v. 42, no. 2, 2019: pp. 13-36.

Parks, S., Alahmad, B., and **Kumari, A.** (2018). "[Syrians for Truth and Justice: Articulating Entanglements, Disrupting Disciplinarity.](#)" *Making Future Matters*, edited by Rick Wysocki and Mary P. Sheridan. Computers and Composition Digital P/Utah State UP, 2018. <http://ccdigitalpress.org/book/makingfuturematters/>.

**Kumari, A.** (2018). Critical Encoding for *Livingstone's Final Manuscripts (1865-1873)—Diaries, Journals, Notebooks, and Maps: A Critical Edition*. Megan Ward and Adrian S. Wisnicki, dirs. Livingstone Online. First edition. College Park, MD: University of Maryland Libraries, 2018, <http://livingstoneonline.org/his-own-words/livingstones-final-manuscripts-1865-1873>.

Alvarez, S., Baumann, M., Day, M., Echols, K., Gordon, L., **Kumari, A.**, et al. (2017). "[On Multimodal Composing.](#)" *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, vol. 21, no. 2, 2017, <http://kairos.technorhetoric.net/21.2/praxis/devoss-et-al/index.html>.

**Pauszek, J.** (2019). "Writing From 'The Wrong Class': Archiving Labor in the Context of Precarity," *Community Literacy Journal*, Spring 2019, pp. 48-68.

Pauszek, J., et al. (2019). *The Best of the Journals in Rhetoric and Composition 2019*. Palor Press, 2019.

Carter, S., Mutnick, D., Parks, S., and **Pauszek, J.** (2019). *Writing Democracy: The Political Turn in and Beyond the Trump Era*. Routledge, 2019.

**Pauszek, J.**, Lesh, C., Faver Hartline, M., and Kannan, V. (2018-19). "Early Career Scholars' Encounters, Transitions, and Futures: A Conversation on Community Engagement," *Reflections: A Journal of Community-Engaged Writing*, v. 18.2 Fall/Winter 2018-2019, pp.116-150.

Harding, J., **Pauszek, J.**, Pollard, N., and Parks, S. (2018). "Alliances, Assemblages, and Affects: Three Moments of Building Collective Working-Class Literacies," *College Composition and Communication*, 70.1, Sept 2018, pp. 6-29.

Parks, S., and **Pauszek, J.** (2017). *Reflections: A Journal for Public Rhetoric, Civic Writing, and Service-Learning*, V. 17: Special Winter Issue, "Transitions," December 2017.

Pauszek, J. (2017). "'Biscit' Politics: Building Working-Class Educational Spaces from the Ground Up." *College Composition and Communication*, 68 (iv), 655-83.

**Pickering, L.;** Di Ferrante, L., Bruce, C., Friginal, E., Pearson, P., Bouchard, J. (2019). An Introduction to the AAC and Non-AAC Workplace Corpus. *International Journal of Corpus Linguistics* 24(2): 230-245.

**Pickering, L.** (2019). The role of intonation in the perception and production of ITA discourse. In Looney, S., Balla, S., Harklau, L. & Coda, J. (Eds.), *A Transdisciplinary Approach to ITA Research: Implications for Practice and Policy* (pp. 22-40). Multilingual Matters.

Pickering, L. (2018). *Discourse intonation: A discourse-pragmatic approach to English for ESL/EFL Teachers*. Michigan University Press.

**Pickering, L., & Evans, V.** (Eds.). (2018). *Language learning, discourse and cognition: Studies in the tradition of Andrea Tyler*. John Benjamins Press.

Gironzetti, E., Attardo, S. & **Pickering, L.** (2018). Smiling and negotiation of humor in conversation. *Discourse Processes*. DOI: 10.1080/163853X.2018.1512247.

Priego-Valverde, B.; Bigi, B.; Attardo, S.; **Pickering, L.;** Gironzetti, E. (2018). Is smiling during humor so obvious: A cross-cultural comparison of smiling behavior in humorous sequences in American English and French interactions. *Intercultural Pragmatics*. DOI: 10.1515/ip-2018-0020.

**Pickering, L.** (2017). Pronunciation in Discourse Contexts. In (Eds.). Kang, O., Thompson, R. & Murphy, J. *Handbook of Pronunciation* (pp. 432-446). Routledge.

Reid, R. (2018). "Tolkien's Literary Theory," in "The Year's Work in Tolkien Studies 2015," ed. David Bratman. *Tolkien Studies*, vol. 15, 2018, pp. 301-307

Reid, R. (2017). "Bending Culture: Racebending.com's Protests against Media Whitewashing." In Isiah Lavender III, ed., *Dis-Orienting planets: Racial Representations of Asia in Science Fiction*. (189-203). Jackson: University of Mississippi Press.

Reid, R. (2017). "Writing a Life: The Stylistics of Ray Bradbury's Autobiographical Novels." In Rafeeq McGiveron, ed., *Critical Insights: Ray Bradbury*. (137-62). Ipswich, MA: Salem Press.

Reid, R. (2017). "The Queer Phenomenology of Ann Leckie's Worldbuilding in the Imperial Radch Series." *Fastitocalon: Studies in Fantasticism Ancient to Modern*. Volume VII (2017): Worldbuilding in the Fantastic.

Reid, R. (2017). "Race in Tolkien Studies: A Bibliographic Essay." *Tolkien and Alterity*. Palgrave. Eds. Christopher Vaccaro and Yvette Kisor. Palgrave. 33-74.

Reid, R. (2017). "General Criticism: The Hobbit," in "The Year's Work in Tolkien Studies 2014," ed. David Bratman. *Tolkien Studies*, vol. 14, 2017, pp. 229-233.

Reid, R. (2017). "Tolkien's Literary Theory and Practice," in "The Year's Work in Tolkien Studies 2014," ed. David Bratman. *Tolkien Studies*, vol. 14, 2017, pp.240-247.

Roggenkamp, K. (2019). "Literary Journalism and Mass Circulation Newspapers in the 1890s-1920s." *Routledge Companion to American Literary Journalism*, ed. William Dow and Roberta Maguire. Routledge.

Roggenkamp, K. (2019). Rev. of *Literature and Criminal Justice in Antebellum America*, by Carol Ostrowski, in *American Periodicals* 28, no. 2 (2019): 108-110.

Roggenkamp, K. (2019). Rev. of *Mark Twain and France: The Making of a New American Identity*, by Paula Harrington and Ronald Jenn, in *Literary Journalism Studies* 11, no. 1 (2019): 132-134.

Roggenkamp, K. (2017). "Jack London, War, and the Journalism that Acts." In Jay Williams, ed., *The Oxford Handbook of Jack London*. (129-143). New York: Oxford University Press.

Roggenkamp, K. (2017). "Lizzie Borden, Spinster on Trial: Journalism, Literature, and the Borden Trial." In Alfred Bendixen and Olivia Carr Edenfield, eds. *The Centrality of Crime Fiction in American Literary Culture*. (31-52). London: Routledge Press.

Roggenkamp, K. (2018). "Nathaniel Hawthorne." *American Literary Scholarship, 2016*. (23-32). Durham, NC: Duke University Press.

Roggenkamp, K. (2017). "Nathaniel Hawthorne." *American Literary Scholarship, 2015*. (23-32). Durham, NC: Duke University Press.

### **Student Publications/Presentations**

- Gironzetti, E. and Belopoliti, F. (2017). "Metaknowledge and Metalinguistic Strategies in the Spanish for Heritage Learners Classroom: a Curriculum Redesign." *Hispanic Studies Review*, 2 (1), 45–72.
- Gironzetti, E. and Koike, D. (2017). "Bridging the Gap in Spanish Instructional Pragmatics: From Theory to Practice/Acortando distancias en la enseñanza de la pragmática del español: de la teoría a la práctica." *Journal of Spanish Language Teaching*, 3 (2), 89–98.
- Gironzetti, E. (2017). "Prosodic and Multimodal Markers of Humor. In Attardo, S. (ed.) *Routledge Handbook of Language and Humor*, 235–54. London: Routledge.
- Gironzetti, E. and Belpoliti, F. (2017). "Hablantes de Herencia," in Munoz-Basols, J., Gironzetti, E., and Lacorte, M., eds., *The Routledge Handbook of Spanish Language Teaching*. London: Routledge.
- Huang, M. (2017). "The Role of Suprasegmental Features in L2 Listeners' Judgment of L2 English: A Qualitative Approach." Paper presented at PSLLT, Salt Lake City, UT, September 2017.
- Huang, M. (2017). "Non-standard Spoken Features That Mislead L2 English Speaking Listeners: Intelligibility Issues in the ELF Context." Paper presented at AAAL, Portland, OR, Portland, OR, March 2017.
- Radzinski, I. (2017). "Global Westernization and Sanitization of International Cinema: How the West Reinterprets and Revises International Film Genre." Paper presented at South Central Modern Language Association Conference, Tulsa, OK, October 6, 2017.
- Radzinski, I. (2017). "The Reversal of the Woman's Role in the Western: Revisionism and Feminism in *The Homesman* (2014)." Southwest Popular/American Culture Association Conference, Albuquerque, NM, February 16, 2017.
- Rhodes, C. (2017). "Female Empowerment and Undocumented Border-Crossing in Bettina Restrepo's *Illegal*," *Bookbird: A Journal of International Children's Literature* 55 (3), 20-27.
- Rhodes, C. (2017). "Constructing the Twentieth-Century Child: Postcolonial Retellings of Estevanico from Cabeza de Vaca's *La Relación*," *Jeunesse: Young People, Texts, Cultures*, 9 (2).
- Rhodes, C. (2017). "Didacticism and El Día de los Muertos in Picture Books," Paper presented at International Research Society for Children's Literature, Toronto, Canada, July 2017.
- Rhodes, C. (2017). "Reimagined Pasts and Possible Futures: Race and Trauma in Ashley Hope Pérez's *Out of Darkness*," Paper presented at Children's Literature Association Conference, Tampa, FL, June 2017.
- Rhodes, C. (2017). "Children, Their Books, and Social Movements: The Fight for Social Justice through Historical Narratives for Adolescents." Paper presented at Texas A&M University-Corpus Christi Graduate Symposium, Corpus Christi, TX, April 2017.

- Rhodes, C. (2017). "Latinx Literacy and Subjectivity in Isabel Quintero's *Gabi, a Girl in Pieces*." Paper presented at Southwest Popular/American Culture Association Conference, Albuquerque, NM, February 2017.
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