Language Society and English Society
University of Central Oklahoma

Meredith Seagraves, Corey Hamilton,
& Dr. Amy Carrell, EDITORS

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Corey M. Hamilton

Corey Hamilton, President of the UCO Language Society, is a senior working towards his Bachelor of Arts in English with a minor in Philosophy. In addition to serving as the Language Society president, he also serves as House Representative to UCO’s Student Association for the UCO Language Society, the UCO English Society, and Sigma Tau Delta English Honor Society. Corey has previously served as President of the English Society and Treasurer of both the Symposium of Philosophy and Sigma Tau Delta International English Honor Societies. Upon completion of the Bachelor of Arts degree, Corey plans on pursuing a Ph.D. in composition and rhetoric.

Meredith Seagraves

Meredith Seagraves, President of the UCO English Society, earned her Bachelor of Arts in English with numerous honors and awards in December 2009 and began work on her Master of Arts degree with emphasis on twentieth and twenty-first century literature in January 2010; her thesis discusses autobiography and fiction written by ethnic American authors and the ways in which these texts reflect unique modes of intercultural identity formation. In August 2010, she began an appointment as a teaching assistant in UCO’s Department of English where she teaches first-year composition. Upon completing her M.A., Meredith will pursue her Ph.D. and plans to teach at the university level.

Jennifer Bean

Jennifer Bean, Vice President of the UCO Language Society, earned her Bachelor of Arts in English Education and Photojournalism in May 2011. After teaching high school for a year, Jennifer returned to UCO for her Master of Arts degree with emphasis on twentieth and twenty-first century literature. As an undergraduate, Jennifer was an officer in both the UCO English and Language Societies, and she currently serves as Senator for the UCO Language Society, Public Relations Representative for both English and Language Societies, a committee member for Academic Affairs, a member of the Public Relations Committee, and Vice Co-Chair of Graduate Student Affairs.
Dr. Amy Carrell

Amy Carrell is Professor of English and Director of Graduate Studies in English at the University of Central Oklahoma. She received her Ph.D. in linguistics from Purdue University; her dissertation combines linguistic theory with rhetorical theory and applies them to verbal humor. Dr. Carrell is the senior advisor of both the Language Society and the English Society and co-advisor of the U.S. Student Fulbright Program. She is also the President of the Oklahoma Conference of the American Association of University Professors.

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8:00 – 8:30  Registration  Heritage Room

8:30 – 8:50  Opening Remarks  Heritage Room
Dr. Pat LaGrow, Vice Provost and Associate Vice President for Academic Affairs
Dr. Gary Steward, Interim Dean for the College of Liberal Arts

8:50 – 9:00  Break

9:00 – 10:05  Descriptive Analysis  NUC 300
Moderator: Mr. Matthew L. Cherry

► Eastern versus Western Romance Languages: Differences in the Formation of Past Participles
  – Sarah A. Hart

► Applying Classic Code Switching to Bilingual Utterances of Bilingual Libyan Children in Oklahoma
  – Azza B. Abugharsa

► Final Vowel Elision in Ekegusii: An Experimental Study
  – Troy E. Spier

► Tolkien’s Middle Earth: An In-Depth Look at Quenya
  – Sarah P. Berling

Artistic Subjectivity and Literature  NUC 301
Moderator: Dr. David Carrell

► Revenge and Therapy: The Making of Charlotte Perkins Gilman’s “The Yellow Wallpaper”
  – Margo R. Moore

► Art’s Hindering Intuition
  – Kimberly E. Hoover
The Artist Subjectivity of *Jane Eyre*  
– Charles D. Carter, II

Animal Liberation, or Frankenstein’s Speciesism  
– Katherine J. Williams

**Pedagogy**  
Moderator: Ms. Meredith Seagraves

Input of the Globalizing World on Teaching English as a Foreign Language in Europe: The Role of Foreign Language Assistants  
– Elisabeth Weber

Who the Hell Am I? Identity, Language, and Education for Speakers of Black English Vernacular  
– Shana L. C. Barrett Prince

Offloading the Mind onto Sofa Cushions: Distributed Cognition and Learning College Football Plays  
– Michael Rifenburg

Overcoming Apathy in English Classrooms: Attempting the Impossible  
– Thomas M. Horne

**Panel: Written in Blood? Dark Themes in Young Adult Literature**  
Moderator: Dr. Laura Bolf-Beliveau

Life’s Dark Themes: How the Classroom can Bridge the Gap between Fearing and Understanding Rape in YA Literature  
– Daniel C. Saunders

Violence in the Contexts of Love and Peer Pressure  
– Susan C. Fuchs

(Un) Chaste and (Un) Seemly  
– Katie Widmann

10:05 - 10:15 Break

10:15 - 11:15 **Keynote Address**  
Dr. John Morreall  
*Leading With Laughter: The Value of Humor in Post-Heroic Leadership*
11:15 - 11:25  Break

11:25 - 12:15  Social Aspects of Language  
Moderator: Dr. John Morreall
- “Real” Down-Home Southern English: Comparing an Oklahoman’s Actual and Perceived Dialects  
  – Justin T. McBride
- The Generation Gap: Diverging Approaches to Online Discourse  
  – Moira R. Saltzman
- Why I Will Never Move to Saskatchewan: How Speech Impediments Affect Vocabulary  
  – Amanda L. Walters

Organic Aspects of Language  
Moderator: Dr. Matthew Hollrah
- Phonological Adaptations of Loanwords in New Mexican Spanish  
  – Madeline L. Carrell
- Toward Revitalization of Indigenous Languages: The case of Cora in Santa Teresa, Nayarit, México  
  – Jesahe Herrera Ruano
- The Dialects of Baraïn (East Chadic)  
  – Joseph Lovestrand

Outsider Perspectives in Literature  
Moderator: Ms. Meredith Seagraves
- The Socially Inept and the Morally Corrupt: An Examination of Henry Mackenzie’s The Man of Feeling  
  – Stanton R. Yeakley
- Tristram O’Horseback  
  – Hannah V. Bingham
- A Woman who Wants to be a Slave: The Social Plight during Late Qing Dynasty in Lu Xun’s “The New Year’s Sacrifice”  
  – Yining Zhu
Panel: Playing with Texts and Contexts in Young Adult Literature
Moderator: Dr. Laura Bolf-Beliveau

- Dystopian Consumerism: Social Injustice in M.T. Anderson’s Feed
  - Charlotte E. Freeman

- The Soundtrack of Books
  - Maggie McGee

- The Captivity of Speak
  - Lauren A. Vandever

12:15 - 1:40 Luncheon
Will Rogers Room

1:40 – 1:45 Break

1:45 - 2:35 Panel: Film and Language
Moderator: Dr. John Springer

- Arthur R. Gordon
- Caitlin Lawson
- Dustin M. Sells

Society and Self in Literature
Moderator: Mr. Matthew L. Cherry

- From Illusion to Reality: The Epiphany of the Protagonist in James Joyce’s “Araby”
  - Jie Zheng

- Passive versus Aggressive Viewpoints in The Lathe of Heaven
  - Mindy C. Borth

- A Lover’s Prison: The Tyranny of Primogeniture in The Old Manor House
  - Hallie Stapp

Cultural and Literature
Moderator. Dr. Timothy Petete

- Traditions of Women, Kitchen Poets that Have Passed On and Recognized in Writing
  - Alex R. Temblador
Koni’kvsha—Choctaw Little People
– Randell W. Baze

– Derek J. Bartholomew

**Metaphors**

Moderator: Dr. David Macey

– Predecessor to the Black Folk Sermon
  – Noelle S. Hurt

– Metaphorical and Metonymic Conceptualization in Epitaphs
  – Cynthia E. Enriquez

– The Role of Wizards in J.R.R. Tolkien’s Middle-Earth and Their Symbolism and Importance to Modern Society
  – Christopher A. Goforth

2:35 - 2:45 **Break**

2:45 – 3:50 **Influences on Meaning**

Moderator: Dr. John Springer

– Mary, Mary, Quite the Contradiction
  – Jennifer D. Bean

– Is a Philosopher a Sorcerer? Critical Analysis of the Differences in Text between the British and American English Editions of *Harry Potter*
  – Alexandra V. Bohannon

– Lost in Translation: Comparing the Levels of Translation between Hebrew and English
  – Marsha C. Wells-Perez

– The N-Word
  – Camaria J. Falu Febres
### Gender and Sexuality in Literature

**Moderator:** Dr. David Macey

- The Hetero/Homosexual Binary, Queer Sexuality, and Modern Media  
  – *Christopher L. Vian*

- In the Eye of the Male Gaze: How *Habibi* Affirms Feminist and Literary Theories and the Graphic Novel as Literature  
  – *Sarah M. Brewer*

- Hope Leslie Devoted To You: A Re-Visioning of the Male Hero in Catherine Sedgwick’s *Hope Leslie*  
  – *Misti K. Pryor*

- Serpent Rampant: Sympathetic Sanity, Heteronormative Convention, and the Case for Homosexuality in “The Cask of Amontillado”  
  – *Matthew L. Cherry*

#### Panel: Bartholomae versus Boyd

**Moderator:** Dr. Matthew Hollrah

- Bartholomae: Inventing the University and Incorporating the Writer into the Academic Discourse  
  – *Alexandra Temblador*

- Integrating the Ivory Tower  
  – *Juanita C. Evans*

- Well He Did It First: A Discourse Analysis of Richard Boyd  
  – *Bryce E. McCleary*

- Expectations of Emulation Must be Tempered by Experience  
  – *Dorothy Cady*

- Independent Discourse: No Man’s Disciple  
  – *Corey M. Hamilton*

### Subverting the Status Quo

**Moderator:** Dr. Siegfried Heit

- Conflict of Estrangement: Notions of Ideology and Reality in Flannery O’Connor’s “Everything That Rises Must Converge”  
  – *HeeJeong Lee*
Sometimes Dead is Better: The Struggle to Control Death in Stephen King’s *Pet Sematary*
– Phillip W. Harvey

Balthazar’s Marvelous Afternoon: Freedom from a Cage
– Jerimiah Goad

“Knot It”: Acts of Male Oppression and Female Liberation in “Trifles”
– Jess N. Tucker

3:50 – 4:00 Break

4:00 – 5:05 SLA/TESL

Strategies for the Silent Period: The Affective Filter Hypothesis and the Natural Approach
– Priscilla N. Wood

The Critical Period and its Effects on First and Second Language Acquisition
– Jaime M. Worden

Second Language Acquisition
– Seema Khatoon

Universal Grammar and Second Language Acquisition
– Meihua Guo

Marginalized Groups in Literature

Developing an Identity: Anti-Emigration Propaganda in Smollett’s *Humphrey Clinker*
– Jenny M. Dahl

Philosophy and Slaves: The Effect of Greek Philosophy on Roman Slaves
– Jonathan D. Cox and Matthew J. Leeper

Egalitarianism and Community in Sarah Fielding’s *David Simple*
– Hannah E. Ketring
Damaged Gender Currency: Public and Private Spheres in Haywood’s *Betsy Thoughtless*  
– Jenna R. Pedersen

**Religion and War in Literature**  
Moderator. Dr. Siegfried Heit

◆ Aspects of the Writings of John Calvin  
– Jessica R. Jones

◆ A Comparison of “The Dream Road” and  
*Sir Gawain and the Green Knight*  
– Elise J. Dean

◆ “Judith:” The Old English Poem as Representative of the Poet’s Religious Culture  
– Lynneth J. Miller

◆ Poetic Voices of World War I: Isaac Rosenberg, Siegfried Sassoon, and Rudyard Kipling  
– Jodi L. Ierien

**Societal Norms and Boundaries**  
Moderator. Dr. Timothy Petete

◆ Society’s Obsession with Longevity and Aging in Kurt Vonnegut’s “Tomorrow & Tomorrow & Tomorrow”  
– Jenna B. Bradley

◆ *Borders* that Divide Us  
– James N. Reynolds

5:10 - 5:20  **Closing Remarks**  
Heritage Room

5:25 – 6:45  **Sigma Tau Delta Regional Meeting**  
NUC 300
Keynote

Dr. John Morreall
College of William and Mary

John Morreall is an internationally recognized expert on humor. He has written five books and over seventy articles and reviews on humor. In 2004 and 2005, he was President of the International Society for Humor Studies.

Dr. Morreall has addressed over five hundred national and international conferences, business and professional groups, and radio and TV audiences in the U.S., Europe, Japan, Canada, and Australia. His work has been featured in the New York Times (four times), the Washington Post, the Chicago Tribune, and the Wall Street Journal.

Leading with Laughter: The Value of Humor in Post-Heroic Leadership

In the last few decades, a new style of leadership has emerged in politics and business that incorporates humor in significant ways. Unlike old-style heroic leaders, post-heroic leaders do not feign omniscience or omnipotence, but have a playful attitude toward themselves. Using Herb Kelleher of Southwest Airlines as an example, we will examine the benefits of humor in this kind of leadership. Then we will trace its origins in American politics to leaders like Benjamin Franklin and Abraham Lincoln.
Presentation Abstracts

Applying Classic Code Switching to Bilingual Utterances of Bilingual Libyan Children in Oklahoma
Azza B. Abugharsa, Oklahoma State University
This paper discusses classic code switching (CS), which requires full mastery of one of the languages involved in bilingual utterances. Data are collected from utterances of sixteen Libyan children who live in Oklahoma and who learned English upon their arrival in the USA at ages ranging from three to five. It is argued that CS occurs even when speakers are not sufficiently fluent in either language. The children were interviewed by the researcher, and the interviews were tape-recorded. The results show that although the children do not have full competence in either Arabic or English, they produce bilingual utterances and that although some of these utterances include Arabic as the Matrix Language (ML), English seems to be the dominant language as it is the ML in the majority of bilingual utterances. It is concluded that switched utterances do not require full competence in either language to be produced.

Derek J. Bartholomew, University of Central Oklahoma
In contemporary America, Native Americans continue to face the devastating effects of colonization. However, these pernicious effects are generally invisible to most Americans. In “What You Pawn I Will Redeem,” Sherman Alexie lays bare the all-too-often hidden social problems Native Americans encounter. With verbal irony and sardonic humor, “What You Pawn I Will Redeem” explores what everyday life is like for many Native Americans who continue to face racism, addiction, economic disenfranchisement, and loss of tradition in modern America. This presentation discusses key passages from “What You Pawn I Will Redeem” and offers analysis on the specific social criticisms contained within the narrative.
Koni’kvsha—Choctaw Little People
Randell W. Baze, University of Central Oklahoma

Many cultures around the world recognize mystical little people. Leprechauns, gnomes, pixies, brownies, and faeries are claimed by many cultures the world over. The Choctaw of Oklahoma and Mississippi are no exception. They call these little people “koni’kvsha.” The relationship between the koni’kvsha and Choctaw people is found within folklore and the Choctaw language. The following passage is a prayer/hymn written during the removal of the Indians from Mississippi to Oklahoma in the 1830s: “Shilombish Holitopa ma! / Ish minti pulla cha, / Hatak ilbvsha pia h / Ish pi yukpalashke.” A possible translation is hidden within the first word of the hymn. The word shilombish can mean either “spirit” or “sprite.” In common vernacular Shilombish Holitopa ma refers to the Christian Holy Spirit. Therefore, it is possible recently Christianized Choctaw hid a pagan symbol within a Christian hymn—a hymn known in the heart of every Choctaw today.

Mary, Mary, Quite the Contradiction
Jennifer D. Bean, University of Central Oklahoma

Many people grow up hearing and reciting nursery rhymes; however, few children consider from where these rhymes originated or what the meanings behind those rhymes entail. This presentation examines the deceptive language of the nursery rhyme “Mary, Mary, Quite Contrary.” Research provides several grim theories behind the true meaning of the centuries-old nursery rhyme. For instance, some studies suggest the rhyme is about Mary, Queen of Scots. Likewise, a great deal of scholarship about “Mary, Mary” interprets several different theories involving Queen Mary I. In addition, there are numerous metaphorical interpretations for the devices noted in the rhyme: the garden, silver bells, cockleshells, and pretty maids. While the true meaning may have been lost through the centuries, it is important to understand the implications of the rhyme and the fact that it is an example of linguistic history demonstrating how, over time, meanings can be lost or altered.
Tolkien’s Middle Earth: An In-Depth Look at Quenya
Sarah P. Berling, University of Central Oklahoma

Tolkien, the renowned linguist-turned-fantasy-author, created a dozen languages over the course of many years during which he wrote his stories set in Middle Earth. Among these languages is Quenya, the language of the High Elves who sailed into the West to the Undying Lands. Quenya, which means “our tongue,” is spoken only by the Noldor and even then, only in secret. The mythology surrounding Tolkien’s languages is deep and elaborate, and this presentation discusses the history of the Elvish languages with regards to the myths Tolkien created. Part of this presentation includes a dissection of the “Lord’s Prayer,” which has been translated into Quenya by Tolkien himself.

Tristram O’Horseback
Hannah V. Bingham, Oklahoma Christian University

Tristram Shandy explores the ways in which hobby-horses, private pastimes, and madnesses affect the characters in Tristram’s life. In telling his story, Tristram begins ab ovo, taking one hundred seventy-one pages to be born. In the time it takes for him to be born, Tristram discusses the hobby-horses of his characters, showing their unusual habits and surreptitiously exposing his own. As his pre-life progresses, the hobby-horsicality of the novel is exposed, and in turn, the reader is revealed as a hobby-horse rider. The indirect path of the narrative along with incongruencies between the title and the subject matter, conversational style of writing, and discussion of hobby-horses all illustrate the comedic madness of the Shandys, Tristram, and humanity. Along with this discussion of the hobby-horses of his family and acquaintances, Tristram’s rambling style of writing and disorganized way of putting together his life story implicate Tristram’s own hobby-horse in the book itself.
Is a Philosopher a Sorcerer? Critical Analysis of the Differences in Text between the British and American English Editions of *Harry Potter*

**Alexandra V. Bohannon, University of Central Oklahoma**

The *Harry Potter* series, penned by British author J.K. Rowling, has gained worldwide fame ever since it was published beginning in the 1990s. Due to this global appeal, the books have been translated from the original British English text into 68 other languages—including American English. This shift in English dialects included more than replace individual words from British English with their American counterparts; it also changed some of the syntax and some minute plot details of the books. Due to the changes, are these books still close to Rowling’s original ideas, or has their tone been skewed by the removal of these British elements? This paper first compares and contrasts the British and American editions; from there, arguments are presented and analyzed to determine if the “translation” was necessary in the first place.

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Passive versus Aggressive Viewpoints in *The Lathe of Heaven*

**Mindy C. Borth, Oklahoma Christian University**

In her novel *The Lathe of Heaven*, Ursula K. Le Guin displays and contrasts the choices made by Dr. William Haber and George Orr that affect the world significantly. By using Orr’s effective dreaming to build a utopia, Haber sincerely believes that he makes choices for the greater good of all mankind. Conversely, Orr tries to stop changing the world through his dreams, believing that it is not his place to alter “the way things go,” the set ways of life. Orr’s passivity juxtaposed with Haber’s aggressive attitude reveals that Orr is the stronger-minded character because he treats the world with the respect that its complexities demand.
Society’s Obsession with Longevity and Aging in Kurt Vonnegut’s “Tomorrow & Tomorrow & Tomorrow”

Jenna B. Bradley, University of Central Oklahoma

In modern society, it is safe to assume we are obsessed with appearances and the aging process. Leave the television on for a while, and a commercial promoting the newest anti-aging product appears in almost no time. In Vonnegut’s short story “Tomorrow & Tomorrow & Tomorrow,” readers glimpse into the year 2158, when a product called anti-gerasone is sold to stop the natural process of dying. While this thought might appear tantalizing at first, the dysfunction and disorder that ensue from the perspective of an “average” family in that era soon emerges. Vonnegut tries to express that the beauty in life lies in quality, not quantity. Over-population, greed, and quality of life are just a few of the themes in this satirical short story.

In the Eye of the Male Gaze: How Habibi Affirms Feminist and Literary Theories and the Graphic Novel as Literature

Sarah M. Brewer, Cameron University

In Habibi, author Craig Thompson unites sacred texts within a medium once considered profane—the graphic novel—to emphasize how the life of the female body—experiences wrought by trauma, aging, and sex—affects Dodola, the female protagonist. Thompson directs the perception of his female character by fashioning her from other fictional female storytellers, including pictorial allusions to other female archetypes, and commenting upon tropes found in the desert romance genre. By subscribing to various literary theories, it is revealed that the work challenges representations of the female body under the male gaze and invites discourse regarding the relationship that coincides with the participation comics required for interpretation. Habibi should not be criticized for its nude and subversive depictions of the female body nor dismissed for being a feminist graphic novel; the work portrays the many facets of the human condition and subverts the notion that the graphic novel is not its own legitimate medium.
Panel: *Bartholomae versus Boyd*

**Expectations of Emulation Must be Tempered by Experience**

*Dorothy Cady, University of Central Oklahoma*

In “Inventing the University,” Bartholomae posits that writing students learn to participate in academic discourse and earn their place of power in the academic community through imitating the writing of professors whom they respect. But it takes more than imitation to become part of the discourse; students must learn what is commonplace in academia and be able to emulate it while at the same time making the necessary connections that allow them to take the next step in their own knowledge. When I consider my own learning process, it encompasses what Bartholomae might call rituals and gestures; I dissect examples and put them back together more than once in progressively complex and different ways. This process can be applied to learning about electronic devices as well as about academic writing and, thus, can be adopted by students to help them learn to participate in the discourse of academia.

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**Phonological Adaptations of Loanwords in New Mexican Spanish**

*Madeline L. Carrell, University of New Mexico*

Languages change over time, maintaining mutual intelligibility over the span of a few generations. Most of the time, these changes are so subtle that we do not take note. The history of New Mexican Spanish dates back over four hundred years, and during this time, it has come into contact with various indigenous languages as well as English. In his 1911 work, Aurelio Espinosa mentions a number of anglicisms that have been incorporated into New Mexican Spanish. One word he includes is *lonchi* (n. lunch), which is considered to be a marked form in today’s New Mexican Spanish. Almost one hundred years later, Garland Bills and Neddy Vigil report the term for *lunch* to be *lonche*. Having noted this change, I examine possible causes for such phonological adaptations of similarly structured loanwords.
The Artist Subjectivity of *Jane Eyre*

*Charles D. Carter, II, Oklahoma Christian University*

Charlotte Brontë’s *Jane Eyre* raises numerous questions about gender identity and the female artist. Recognizing herself as being at odds with Victorian standards of femininity, Jane finds solace, inspiration, and deep meaning in Thomas Bewick’s *A History of British Birds*—a discovery that leads her to adopt art as her means of expression and world evaluation. The emotional and psychological meaning Jane recognizes in visual art causes her to contradict Victorian standards of femininity and an art culture influenced by the objectifying “male gaze.” Jane’s art, unlike the amateur copies made by most of her female contemporaries, is not a pastime, nor an occupation, nor an exercise in skill; rather, Jane’s authoritative artistry defines her subjectivity. In *Jane Eyre*, the eponymous heroine overcomes oppressive Victorian attitudes toward women by constructing the subjectivity of a domesticated artist, not as a professional endeavor but as a means of world evaluation and effective self-expression.

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Serpent Rampant: Sympathetic Sanity, Heteronormative Convention, and the Case for Homosexuality in “The Cask of Amontillado”

*Matthew L. Cherry, University of Central Oklahoma*

This essay explores the idea that the famous “insult” of Poe’s “Amontillado” is Fortunato’s jilting of Montresor as a lover and that, consequently, Montresor’s motive for murder is a lover’s vengeance coupled with the need to preserve his familial honor by burying evidence of his homosexual urges. To defend this claim, the essay first defends Montresor’s sanity and then draws upon the conventions of the Carnival season, symbols and actions of potential homosexual import in the text, and several eminent critical opinions regarding the tale and Poe’s methods as a writer. Of especial focus is the frame of the tale and Montresor’s hidden confessor, Fortunato’s failure to bring up the nature of his crime against his captor, and the strong parallel between the “perversity” of homosexuality and Poe’s devotion to presenting perversion across the body of his work.
**Philosophy and Slaves:**

*The Effect of Greek Philosophy on Roman Slaves*

*Konathan Cox and Matthew Leeper, University of Central Oklahoma*

This paper argues that Roman legal and social documents reveal the influence of Greek philosophy on the way Romans treated their slaves. We will examine evidence for a change in the treatment of slaves from the Republic to the Empire, a time of increasing influence of Stoic thought on Roman culture. In particular, we will consider how the works of Epictetus, Marcus Aurelius, and Seneca demonstrate the effect of their ideas on theories of slavery, as seen in the words of Cato, Cicero, and Pliny. Over time, Stoicism’s doctrine of shared humanity leads to an increase in what modern thought might call “human rights” for Roman slaves. Furthermore, from the eventual confluence of philosophy and slave-theory in Roman law, specifically in the *Digest* of Justinian, we conclude that the ethical implications of Stoicism led to changes in Roman behavior both on the farm and in the courts.

**Developing an Identity:**

*Anti-Emigration Propaganda in Smollett’s *Humphry Clinker***

*Jenny M. Dahl, Oklahoma Christian University*

This paper examines Tobias Smollett’s social commentary within *The Expedition of Humphry Clinker* and the impact his synthesis of the travel narrative and epistolary forms had on the objective presentation of his pro-Scotland views. Smollett was concerned with the movement of the “tide of luxury” and the detrimental impact of consumerism on Scotland’s pastoral traditions and ranking as an individual nation separate from England’s quickly modernizing culture. To fully explicate his stance, Smollett harnessed the heteroglossia of the epistolary form and presented to a wide demographic what appeared to be a completely unbiased view of Scotland’s relationship with England and America. Through a comprehensive review of scholarly works and a strong analysis of Smollett’s novel, this paper discusses the problem of luxury and the need for a Scottish identity separate from England as portrayed by the novel’s seven voices as well as the subtle undertones of Scottish propaganda that infuse Smollett’s collection of letters.
A Comparison of “The Dream of the Rood” and Sir Gawain and the Green Knight
Elise J. Dean, University of Central Oklahoma

This paper explores similar ideologies between the cultures on either side of the Norman Conquest of 1066 through investigating the language of two different works. “The Dream of the Rood,” an Anglo-Saxon work, and Sir Gawain and the Green Knight, a medieval work, both show valor through oral tradition. The first word in “The Dream of the Rood” is “Hwæt!” which translates to “Listen!” The speaker of the poem continues his dream of the rood and its strength as he mixes other genres from the Anglo-Saxon period, such as the riddle. Sir Gawain and the Green Knight uses many Anglo-Saxon devices despite being originally written in Middle English. This poem uses many oral tools like litotes, hints of wyrd (or fate), and alliteration, the last being the most common of all. Through these devices we see the strength of Gawain.

Metaphorical and Metonymic Conceptualization in Epitaphs
Cynthia E. Enriquez, Universidad Autonoma de Nayarit

This research intends to explore the language in epitaphs excerpted from the Mezquitán Cemetery located in Guadalajara, Jalisco, Mexico. In particular, the study focuses on a trace description of the different conceptual metaphors used as death concepts in epitaphs, which are based on the framework of the Conceptual Metaphor Theory (Lakoff and Johnson 1980). The corpus analyzed consists of forty-five inscriptions obtained from gravestones at the Mezquitan cemetery. Crespo Fernández (2008) found six different conceptual metaphors in his research at the Albacete cemetery in Spain; however, the present study at the Mezquitan cemetery shows more than six conceptual metaphors of death and some conceptual metonymies. Results show that people construct cultural models related to the very abstract concept of death and conceptual associations that assume different ways to represent death through metaphor.
In her article “Diving In: An Introduction to Basic Writing,” Mina P. Shaughnessy proposes that academics wish to keep themselves distinct from the natives, or non-academics, by staying in a locked ivory tower. “Inventing the University” by David Bartholomae and “Imitate Me; Don’t Imitate Me: Mimeticism in David Bartholomae’s ‘Inventing the University’” by Richard Boyd both relate to “Diving In” by looking at Shaughnessy’s ivory tower in various ways. Bartholomae postulates using mimetics, having students imitate their favorite writers and/or teachers, which teaches academic discourse to students, thus opening the ivory tower to those who wish to enter. Conversely, Boyd stipulates that academics should come out of their ivory towers and learn to combine academic discourse with regular speech to empower students’ own voices instead of assimilating them into academic discourse.

Heard around the world and hailed as the single most offensive word in any human language, it infiltrates the inner cities as well as the suburbs, making its way across ethnicities and surviving more than four hundred years of use. It has multiple meanings and an endless array of connotations. It is the word nigger. After analyzing three books that illuminate the history and usage of the word, it is safe to conclude that nigger is here to stay. For some, it is a sense of freedom, for others, a sense of acknowledgement of the discrepancies in skin tone. For still others, it is simply a cultural norm. Blacks and whites, Asians, and Latinos have all used the word at some point in their cultural histories. This study examines the wide range of implications this word holds as well as its future in a world where multiracialism is an absolute truth.
Dystopian Consumerism: Social Injustice in M.T. Anderson’s *Feed*
Charlotte E. Freeman, University of Central Oklahoma

*Feed* by M.T. Anderson is a science fiction novel based on a consumerist society. It first seems to be a story about a distant society where capitalism rules the world, clouds have been trademarked, and meat is grown in a pulsing mass out on farms. However, according to critics, “what the imagined space and time of science fiction thus offer the reader is not a vision of a possible future, but an interrogation of the present” (Bullen & Parsons 128). The main characters, Violet and Titus, offer a tug-and-pull of this society parallel to our own. Throughout *Feed*, issues of social injustice are constantly raised by Violet as she struggles with Titus’s world.

Written in Blood? Dark Themes in Young Adult Literature
Violence in the Contexts of Love and Peer Pressure
Susan C. Fuchs, University of Central Oklahoma

Among the most prevalent themes in young adult literature are those of love, peer pressure, and violence. These themes are often found in books along with descriptions of acts of violence. These acts of violence do not detour from a story’s theme, but they provide support that facilitates readers’ understanding of the theme. Judith Franzak and Elizabeth Noll contend that, “. . . through careful examination of texts, students can learn to identify and critique patterns of thought and social values that contribute to violence (663). To that end, young adult books like Laruen Myracle’s *Shine*, Jennifer Donnelly’s *A Northern Light*, and Walter Dean Myers’s *Monster* all have strong yet very differing themes that are supported by violence, but all three books also show violence aids readers in developing an understanding of the books’ themes.
“Balthazar’s Marvelous Afternoon:” Freedom from a Cage

Jeremiah J. Goad, University of Central Oklahoma

This presentation highlights the symbolism of the cage in “Balthazar’s Marvelous Afternoon,” written by Gabriel Garcia Marquez. This presentation proposes that the cage the protagonist has built represents his controlling and nagging wife. This assertion becomes clear by looking further into what a cage is by definition and then by comparing these traits to the wife in Marquez’s story. The symbolism makes its final stand when attention turns to the actions of the cage’s creator who freely gives it away and does not return home to his nagging wife who will only scold him for getting nothing in return for his hard work.

The Role of Wizards in J.R.R. Tolkien’s Middle-Earth and Their Symbolism and Importance to Modern Society

Christopher A. Goforth, University of Central Oklahoma

J.R.R. Tolkien’s epic fantasy-novel The Lord of the Rings is one of the most important books of the twentieth century. Readers are drawn to Tolkien’s works because he is an escapist writer. While the novel centers mainly on the theme of influence and power, it also relates several issues of the Middle Ages, such as technology and religion, to the modern world. The book enables readers to flee from horrors of modern life to find refuge in a mythical world. The modern age can be described as being unspeakably terrible. To facilitate an understanding of these issues, Tolkien uses symbolism to relay information effectively, as with wizards such as Saruman, Gandalf, Maiar, Radagast, Pallando, and Alatar. Each wizard was assigned a role by the Valar to assist the Middle-earth contest Sauron. During this mission, Tolkien reveals how some of these wizards were able to accomplish their missions as others fail due to their quest for power and control, a motivation still present today.
Panel: Film and Language

Arthur R. Gordon, Caitlin Lawson, and Dustin M. Sells
University of Central Oklahoma

Semiotics and the investigation of film language remain a source of discussion and controversy within the field of film studies. This panel focuses on how these issues have been presented by film theorists Andre Bazin and Christian Metz in critical dialogue with Jean-Luc Godard’s Made in USA (1966). This panel discussion is comprised of film studies graduate students Arthur Gordon, Caitlin Lawson, and Dustin Sells with Dr. John P. Springer serving as moderator. First, a student summarizes Metz’s “Problems of Denotation in the Fiction Film” from Film Language: A Semiotics of the Cinema followed by another student’s summary of “The Evolution of Film Language” from Bazin’s What is Cinema? These articles are then contextualized with a synopsis of Made in USA. Following these presentations is a moderated conversation focusing on film language and how each writer’s concepts are utilized and problematized in Godard’s film, placed in the context of film language evolution after Bazin. Next, the use of language in film, specifically Godard’s use of inter-titles alongside multiple visual linguistic codes, is discussed. Finally, the influence of Godard on contemporary film language is examined.

Universal Grammar and Second Language Acquisition

Meihua Guo, University of Central Oklahoma

The relationship between second language acquisition and universal grammar has long been a controversial issue. Opinions on this relationship differ among linguists. Some argue that universal grammar is facilitative in second language acquisition; some believe that the function of universal grammar is limited. The role of universal grammar in second language acquisition can be directive and indicative for teachers and educators. This study investigates the current literature on this issue, and comparisons are made among two sets of textbooks to provide evidence that supports each side. The purpose of this study is to find out the standpoints of linguists on the links between universal grammar and second language acquisition. In the process, teachers can gain more knowledge about second language acquisition.
Panel: Bartholomae versus Boyd

Independent Discourse: No Man’s Disciple

Corey M. Hamilton, University of Central Oklahoma

David Bartholomae purported that students need to be appropriated to an academic discourse. If they are to learn to make the academic moves necessary, then they learn to “speak as we do.” The student is then “appropriated” or emulates and mimics the teacher by writing what the teacher would write. However, Richard Boyd argues that this approach creates a master/slave relationship. This type of relationship solicits the denial of self and the subjugation to become another. It is assumed that the basic writer must submit to only one discourse: the discourse of the teacher. Do students not have a voice or a choice? First-year composition is to present the basics to students, and they must be allowed to learn the basic “rudiments” of writing, critical thinking, and critical reading to create their own independent discourse. A student should be no man’s disciple.

Eastern versus Western Romance Languages:
Differences in the Formation of Past Particiles

Sarah A. Hart, University of Buffalo

As the Romance languages descended from a common ancestor, it is not surprising that they often share common characteristics. One such characteristic is the use of past participles in all major Romance languages. In this paper, however, I show that a divide exists separating the formation of past participles in the western and the eastern Romance languages. In this description, the western Romance languages include Portuguese and Spanish, and the eastern Romance languages include French, Italian, and Romanian. While eastern Romance languages have only two weak past participle morphemes, the western languages have three. In addition, eastern Romance languages contain fewer strong, or irregular, past participles than do western languages. Finally, western Romance languages contain very few sigmatic past participles while eastern languages contain many (for example, mettre/mis, prendre/pris, requérer/requis in French). In this paper, I discuss possible factors contributing to this divide in Romance languages.
Sometimes Dead is Better:
The Struggle to Control Death in Stephen King’s *Pet Sematary*

*Phillip W. Harvey, University of Central Oklahoma*

The idea that death is an unstoppable entity pervades Stephen King’s works, but it is evoked most powerfully in *Pet Sematary*. Louis Creed’s choice to resurrect his son places him in direct contrast with Rachel Creed. She wants to grieve and move on, but Louis cannot stomach the idea. King’s language suggests that he believes women are stronger because they can relinquish such control, but he also influences readers’ thoughts through foreshadowing dead, backfired warnings, and the “pull” of the Micmac burial ground. This essay’s goal is to examine these elements, Rachel and Louis’s relationship as it spirals out of control, and certain recurring phrases to prove that King uses his own fear of death to terrorize his readers.

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Art’s Hindering Intuition

*Kimberly E. Hoover, University of Central Oklahoma*

A constellation of hopeless obsessions is mapped through the euphemist language and pertinent structuring in Edith Wharton’s short story “The Muse’s Tragedy.” In a three-piece excursion into the lives of three artists, Wharton depicts the irrational yet irreplaceable longing for the prize each character has put on a pedestal and thereby conveys the unwillingness of a creator to ignore “divine” inspiration. To separate intellectual capacity as well as insight of artistic reservoirs from the rational capacity to form intimate relationships is the common ignorance, or “tragedy,” found in these unfortunate souls, and the heartbreak of the muse develops from this crippling notion. This is the conclusion deduced in this analysis of writers and their immortal flaw of attachment to the dramatically inspiring.
Overcoming Apathy in English Classrooms: Attempting the Impossible

*Thomas M. Horne, University of Central Oklahoma*

One of the most time consuming, and ultimately frustrating, challenges that face instructors of English is that of apathy in the classroom. Through research and an application of theory, the author proposes a new pedagogy based upon modern views of motivation and facilitating self-motivation. Emphasizing instructor facilitation of self-motivation, this presentation overcomes the cliché that instructors cannot make students care. The author builds upon research in composition studies that is applicable to all instructors, not only those within the discipline of Composition and Rhetoric.

Predecessor to the Black Folk Sermon

*Noelle S. Hurt, East Central University*

This presentation highlights the structural and semantic properties of Wheatley’s personal letters and the modern-day Black Folk sermon and takes an in-depth look at the language and discourse Wheatley used for appeal. The Biblical references, examples, and comparisons in Wheatley’s letters invite semantic analysis, and a structural analysis compares the progression of Black Folk sermons with the non-linear form of argument occurring in Wheatley’s letters. Wheatley’s language choices combine traditional syntax and Standard American English rather than the usual dialect found in Black Folk sermons, which results in an intended effect on her audience. Additionally, Wheatley’s letters hold poetic logic, a discourse of metaphors that connects the abstract and concrete. The unique insight in Wheatley’s letters not only seems to have instigated the beginnings of the modern-day Black Folk sermon, but her keen sensibilities reveal the intellectual equality of blacks in a time of racial and cultural subjugation.
Poetic Voices of World War I:
Isaac Rosenberg, Siegfried Sassoon, and Rudyard Kipling
Jodi L. Ierien, Our Lady of the Lake University

Prior to World War I, war was often seen through a romantic lens. Drawing on The First World War Digital Archives and other sources, this paper shows how Isaac Rosenberg, Siegfried Sassoon, and Rudyard Kipling used common language and stark imagery to dismantle the romantic construct of war and to draw the public into the trenches. Coming from divergent backgrounds (an enlisted man, an upper-crust officer, and a grieving, jingoistic father), Rosenberg, Sassoon, and Kipling offer complementary perspectives that, taken together, provide a more complete and realistic image of the horrors of World War I.

Aspects of the Writings of John Calvin
Jessica R. Jones, University of Central Oklahoma

This paper is a textual analysis of the writings of John Calvin, a Protestant reformer who helped spread the Word of God in the mid-sixteenth century. The key to Calvin’s influences involves two factors: first, his publications spread across Europe causing an international movement, without him ever visiting the lands that he so greatly influenced; and second, he focused most of his energy on training clergy. Calvin’s commitment to the Church and to learning gained him respect and admiration throughout Europe. His most recognized work, the Institutes of the Christian Religion, served as a law book for Protestants and taught them how to examine Scripture. This document allowed followers to live their lives righteously by God. It is because of Calvin’s unconventional approach to the Bible that his movements gained so much recognition.
Egalitarianism and Community in Sarah Fielding’s *David Simple*

_Hannah E. Ketring, Oklahoma Christian University_

While scholars have only begun to analyze Sarah Fielding’s *The Adventures of David Simple*, they frequently comment on her use of unprecedented forms, characters, and subtle social critique. Due to her dependent relationship with her brother and her social vulnerability, Fielding sought to give women a place within the academic community, yet to write without censure, she generally held to the traditional female role in her personal life. Despite this choice, Fielding allows her characters to step outside these traditional roles to question the heterosexual economy of the time. To build a utopia in *David Simple*, Fielding describes a community with an egalitarian nature, platonic friendships between the sexes, and community reliance. These features would have held particular weight with Fielding as she navigated the world of female authorship during the eighteenth century.

Second Language Acquisition

_Seema Khatoon, Northeastern Illinois University_

People have different methods of learning a second language. While a first language is learned at home from a very early age, a second language is learned at a later age, either in school or by becoming part of a new culture. I thought that there might be some effects for L2 learners in terms of acquisition of a new language. Therefore, I have researched this topic: Does the language acquisition experience of a second language learner have an effect on his or her English reading proficiency? To investigate this question, I have tested L2 learners’ English reading speed and divided these learners according to age groups and their English reading proficiency. The results show that the participants who learned L2 at an earlier age were more proficient in reading than participants who acquired L2 at a later age.
Conflict of Estrangement: Notions of Ideology and Reality in Flannery O’Connor’s “Everything That Rises Must Converge”

HeeJeong Lee, University of Central Oklahoma

O’Connor is one of the representative Southern Gothic writers. In “Everything That Rises Must Converge,” she confronts social conflict that pertains to racial issues, her story foregrounding a bus trip in the era of the American Civil Rights movement. The key component creating this conflict comes from human disharmony between idea and reality. Julian, a college graduate, hesitates to act on his opinions concerning the treatment of African Americans, an opinion mostly coming from his educational experiences promoting racial equality. His mother, on the other hand, has a strict attitude about racial division, but she is gentle when interacting with African Americans. The focus of this paper is to analyze how O’Connor expresses the human alienation that arises between philosophy and actuality through Julian and his mother.

The Dialects of Baraïn (East Chadic)

Joseph Lovestrand, Graduate Institute of Applied Linguistics

The Baraïn language (or “Barein” [bva]) is spoken in the Guera region of Chad (East Chadic B). This community of approximately 6,000 speakers divides itself into four distinct subgroups: Jalkiya, Giliya, Jalking, and Komiya. While two of the four are geographically and linguistically very close to one another (Jalkiya and Giliya), the other two speak dialects of the language that differ lexically and phonologically to such a degree that intercomprehension is not typically possible. Word lists gathered from each subgroup serve as the basis of this preliminary examination of the differences among dialects. The description covers phonological segments, tone, syllable structures, distribution of consonants, and lexical differences. One outstanding phonological feature is that none of the dialects has a bilabial implosive, and only one has an alveolar implosive. Both of these segments were previously assumed to be universal in Chadic languages.
One subject from Oklahoma State University’s ongoing Research on the Dialects of English in Oklahoma (RODEO) project offers a window into local perceptions of Oklahoma dialects. In a field interview, “Beth” (F, 46, Watts, OK) spontaneously read the same passage in both her local, southern-influenced English variety and a pretend, “real down-home southern” variety. Using PRAAT, word spectra from both varieties were analyzed to determine formant values of stressed vowels, overall length, mean pitch, and mean intensity. Paired t-tests were then used to compare pairs (n=89) from Beth’s local and exaggerated southern performances. While many differences between the two were insignificant, Beth’s pretend variety was characterized by centralization of [e], raising of [ɔ], and increases in time and intensity. These differences appear to reveal weaker perceptual associations with general southern vowel quality than with either the so-called “southern drawl” (diphthongization and lengthening) or Beth’s perceived forcefulness of southern speech.

Panel: Bartholomae versus Boyd

Well, He Did It First: A Discourse Analysis of Richard Boyd

Bryce E. McCleary, University of Central Oklahoma

A great deal of the controversy surrounding David Bartholomae’s “Inventing the University” comes from the challenging of the article’s supposed arrogance or elitist ideas that this language of power, this “discourse,” is necessary for taking part in the intellectual community and, therefore, for succeeding in that community—mainly, college students in their various plans of study. However, regardless of Bartholomae’s intentions, which appear more sympathetic than elitist, his challengers’ writings seem to verify his argument, particularly Richard Boyd’s skeptical critique of “Inventing the University.” Boyd, while certainly calling attention to some questionable areas of Bartholomae’s argument, conveys a message in which his discourse contradicts his own critique. Having conformed to the system described in “Inventing the University,” Boyd uses this language of power, Bartholomae’s very own “discourse,” to argue against Bartholomae’s theory, thereby reaffirming the very argument he contends.
Panel: Playing with Texts and Contexts in Young Adult Literature
The Soundtrack of Books
Maggie McGee, University of Central Oklahoma

Movies have had soundtracks since the days of silent films, during which live music played to convey the tone of each scene to the audience. Music continues to be used in movies and even in television to punctuate the emotional intensity of poignant scenes. So why not books? Why not use music to emphasize emotional scenes in or the tone of a book? Young Adult authors have begun to do just that. Through multimedia, authors are now able to create playlists for their books, listing music that either inspired scenes in their books or songs that the writer felt exemplified the meaning of particular parts of the story.

“Judith:” The Old English Poem as Representative of the Poet’s Religious Culture
Lynneth J. Miller, Oklahoma Christian University

The Old English poem “Judith,” based on the apocryphal text The Book of Judith, provides insight into the religious culture of the poet as the poet alters the narrative to reflect the Anglo-Saxon warrior culture and the Christian faith of the audience. The author of “Judith” attempts to avoid the potentially subversive elements of the Apocryphal text through adaptations intended to make Judith seem more like the Virgin Mary as portrayed in Anglo-Saxon culture. Changing Judith from a wily widow who uses her beauty and wit to deceive Holofernnes, the poet instead creates a chaste and guileless virgin who parallels the Virgin Mary. The poet emphasizes Judith’s passivity and role as a channel for God’s power, much as the Virgin Mary provided a channel for God’s power, and her exaltation both on earth and in heaven, again parallel to the Virgin Mary.
Revenge and Therapy: The Making of Charlotte Perkins Gilman’s “The Yellow Wallpaper”

Margo R. Moore, Oklahoma Christian University

Charlotte Perkins Gilman’s “The Yellow Wallpaper” functions as a largely autobiographical piece, helping her cope with post-partum depression and creating a vent for her anger at the doctor who misdiagnosed her ailment. The treatment she received from her husband and doctor at the time of affliction isolated Gilman from social situations and stifled the creativity that had helped her handle her problems. However, after she published this short story, she improved mentally and interacted with these two men in a manner befitting a strong and healthy woman. She separated from her husband, finding another man who treated her with more equality, and sent the doctor a copy of the story after its publication, pointedly communicating that she was not following his medical direction and that he was responsible for the plight of the woman in the story.

Damaged Gender Currency:
Public and Private Spheres in Haywood’s Betsy Thoughtless

Jenna R. Pedersen, Oklahoma Christian University

As the novel emerged as a new genre, it provided a venue for feminine voices to escape and raise awareness of the feminine plight in eighteenth-century England. Women must obtain value through the particular gendered markers, Eliza Haywood asserts, including wit, beauty, and virtue as feminine currency with which women of the eighteenth-century must navigate the marriage market and barter for financial security in a use-exchange setting. Marriage provides such a setting, but the marriage market requires that women become commodities for exchange and trafficking through patriarchal society. Through a Marxist reading of Haywood’s The History of Miss Betsy Thoughtless, this paper argues that the public sphere’s gendered currency inherently distinguishes women with exchange-value and those without; in particular, the text employs repeated rape attempts on Miss Betsy to threaten her feminine currency.
Who the Hell Am I?
Identity, Language, and Education for Speakers of Black English Vernacular
Shana L. C. Prince, University of Central Oklahoma

There has been an increasing amount of research over the last forty or so years on the topic of Black English Vernacular (BEV—a non-standard dialect of American English spoken by a number of Black Americans). In this body of work, BEV has been regarded by a number of linguists, most notably William Labov, as a legitimate, grammatical dialect with its own syntactic structure. In this paper, the connection between cultural identity and language is explained using examples from Negro spirituals and pop culture. I also highlight how the Culturally Responsive Teaching pedagogy can help teachers to groom students who speak using BEV to become more effective communicators without demolishing their linguistic identities.

HopeLeslie Devoted to You:
A Re-Visioning of the Male Hero in Catherine Sedgwick’s Hope Leslie
Misti K. Pryor, University of Central Oklahoma

One of the conventions of a frontier romance states that the “white male hero will rescue the heroine from captivity.” The general idea is that the hero will right all of the wrongs, save all of the lives, and ride off into all of the sunsets, happy for all of his days. In Catherine Sedgwick’s Hope Leslie, however, we see a new criterion proposed. This presentation shows that by looking at Sedgwick’s choices for the character of Everell, she has re-imagined the rules that have previously governed the genre and clears the way for the emergence of a new kind of hero.
Borders that Divide Us
James N. Reynolds, University of Central Oklahoma

Thomas King has become one of the principal authors of fiction about Canada’s Native people, and because of his range, uniqueness, and inspirational contributions, he is arguably one of the most prominent literary minds today. In King’s short story “Borders,” there is evidence that the title, “Borders,” demands a more profound analysis of this term that the story personifies. The argument is that borders do, in fact, surround us, control us, and hold us hostage. For example, in “Borders,” the narrator’s mother is native Canadian and in a struggle to cross the literal Canadian/United States border. Some proverbial borders include ethnicity, religion, and political views. When reading King’s story, one must consider some key conceptual components such as generational shifts, cultural rifts, and ideal gaps to better address the issue of defining the word borders.

Offloading the Mind onto Sofa Cushions:
Distributed Cognition and Learning College Football Plays
Michael Rifenburg, University of Oklahoma

A recent development in the interrelated areas of language and cognition is what has been variously termed “distributed” or “extended cognition.” This development examines how cognitive activity is offloaded onto external objects or environments. To put it differently, Mike Rose in Mind at Work contends that distributed cognition attends to the way “individuals [act] in concert with each other and with tools, symbols, and conventions delivered by the culture” (218). Pulling data from a year-long case study focusing on three freshman football players at a large southeastern university, this presentation examines the role of distributed cognition in the process of learning a football play. This presentation ends with a brief word regarding the pedagogical need to facilitate a classroom environment that directly encourages distributed cognition.
Toward Revitalization of Indigenous Languages:
The case of Cora in Santa Teresa, Nayarit, México
Jesahe Herrera Ruano, Universidad Autonoma de Nayarit

Náayeri people dwell in the Sierra Madre Occidental range in the Midwest Region of Mexico. Their language, Cora, belongs to the Uto-Aztecan language family. This research project intends to establish the degree of vitality of Cora in a community of Nayarit (Mexico). The aim of the project is to identify the pressures that have forced Náayeri people to adopt strategies that favor the use of Cora or the use of Spanish. This analysis is based on Terborg’s model of ecology of pressures (2006). Data collected include extensive, in-depth interviews with members of different age groups. As a result of this project, it is expected to raise Náayeri people’s awareness regarding their own linguistic situations and the implications for the future of their language, preparing the ground for the establishment of a revitalization project if it becomes necessary.

The Generation Gap:
Diverging Approaches to Online Discourse
Moira R. Saltzman, Wayne State University

Recent research in internet linguistics (Crystal 2001) has demonstrated that the structures of internet outputs, such as email and instant messenger, determine the registers individuals adopt when using them. An output with mechanics similar to email is more likely to produce discourse resembling formal written correspondence whereas an output with mechanics similar to an instant messenger will more likely produce discourse resembling speech (Crystal 2001). This paper presents an investigation of how internet outputs with mechanics spanning a wider range of usability are interpreted and adapted by separate speech communities. Following Baron’s (2000) work on the developing trends of internet English, I demonstrate that two age groups of middle-class American users approach Facebook Messenger with consistently separate registers wherein the older speech community uses a register of formal correspondence while the younger community is in the process of developing a new, speech-like variety based on the creation of rhetorical tools.
The prevalence of dark themes in young adult literature has raised eyebrows and hackles alike over the years. Parents might say that they do not want their children to learn about rape or sexual assault in school, but misinformation and speculation run the risk of distorting this theme. We have the chance to turn a dark theme like rape into a safe discussion that will equip our students with the proper outlook on the subject. We must respect our stakeholders in a way that also respects the literature. We can rationalize so that it is accessible and easy to digest for even the most hesitant of parents. Using *Speak* by Laurie Halse Anderson and various critical articles in conversation with this novel, it can be shown that discussing the theme of sexual violence is beneficial in the classroom.

**Final Vowel Elision in Ekegusii: An Experimental Study**  
*Troy E. Spier, Kutztown University*  
Final vowel elision has been documented for Bantu languages in general (Goldsmith 1990, Casali 1996, Mwita 2008), but phonological descriptions of Ekegusii fall short of addressing final vowel elision in this language (e.g., Bickmore 2000). Apart from these studies, most of the work has been purely descriptive in nature (e.g., Whiteley 1956, Whiteley 1960, Cammenga 2002). Consequently, I will attempt to provide a theoretical explanation of final vowel elision in Ekegusii. I recorded three native speakers as they read Biblical passages that had been translated into Ekegusii. Based on the results, I argue that elision may be explained by a tendency toward a preferred syllable structure (Murray 1988: 115ff) that necessitates a strong onset and, furthermore, that this elision is more advanced in grammatical words such as prepositions and conjunctions whose higher frequency is predictable (Bybee *et al*. 1994: 19-21).
A Lover’s Prison: The Tyranny of Primogeniture in
The Old Manor House
Hallie M. Stapp, Oklahoma Christian University
In the first volume of her revolutionary and acclaimed novel The Old Manor House, Charlotte Turner Smith uses the Gothic trope of the manor house as a microcosm for the class system of contemporary England (Fletcher 164). She focuses primarily on the widespread dependence of all classes on the nobility, specifically for inheritance of land; Lady Rayland (along with lady-in-waiting Mrs. Lennard) acts as a symbol of the autocratic upper class, using her power to manipulate, tyrannize, and even imprison members of the household, which most interestingly influences the romance between Orlando and Monimia. The two lovers experience little freedom to pursue a relationship; rather, they must outwardly submit to Lady Ryland’s authority while secretly subverting her rule. The lovers’ dependence on and subversion of the Lady’s rule simultaneously mirror the imprisonment of Englishmen and women under inheritance laws and calls for freedom and intellect to triumph over oppression.

Traditions of Women: Kitchen Poets who have Passed On and are Recognized in Writing
Alex R. Temblador, University of Central Oklahoma
The traditions of women have been passed down to their daughters within the kitchens and houses they have managed, a process depicted in “Women Like Us” by Edwidge Danticat. This text illustrates the lineal traditions of women, more specifically those of black Haitian women who have left Haiti to settle in America. Danticat highlights longstanding traditions and how the narrator, who likes to write, has traded the stirring spoon for pen and paper, thereby claiming them as her main tools of life. This decision contrasts the conventional practices of the women throughout her familial line, and yet this very practice that subverts this matronly tradition is what enables the narrator to remember and to recognize discursively women including her mother, her mother’s mother, etc. This contrast of the young Haitian girl who writes to the traditions of her foremothers serves as the thematic foreground in “Women Like Us” and exemplifies a new beginning in the traditions of women.
Panel: *Batholomae versus Boyd*

*Batholomae: Inventing the University and Incorporating the Writer into the Academic Discourse*

*Alex R. Temblador, University of Central Oklahoma*

Mimeticism as an academic approach to improve students’ writing and to initiate their entrance into “academic discourse” is discussed by David Bartholomae in “Inventing the University.” In this essay, integrating students into academic discourse is a striven-for goal or outcome for English composition classes. Although Boyd, in his essay “Imitate Me; Don’t Imitate Me,” argues against this approach, it is the subject of academic discourse and the questions that arise from its interrogation that are most important to review. What is *academic discourse* according to Bartholomae and Boyd? Is it the discourse of English departments or the discourse of all academic departments? These inquiries elicit the most important questions for discussion: is English Composition a service course intended for all academic departments and disciplines, or is it solely to introduce students into the discourse of English departments?

“*Knot It*: Acts of Male Oppression and Female Liberation in “Trifles”

*Jess N. Tucker, Oklahoma Christian University*

During the early twentieth century, women legally became the property of their husbands upon marriage. By becoming property, women were bound by a silent form of oppression. Susan Glaspell’s one-act play “Trifles” confronts the issue of male dominance and exposes flaws within the social institution of marriage. Glaspell also comments on the relational dynamics between men and women as men try to define and control a sphere they do not understand. Through the symbolic use of the kitchen, the quilt, and the bird, Glaspell conveys the “different kind of the same thing” (670) the women in “Trifles” experience and in the process calls for drastic means of liberation from the cycle of male dominance.
Panel: Playing with Texts and Contexts in Young Adult Literature
The Captivity of Speak
Lauren A. Vandever, University of Central Oklahoma

She enters unfamiliar territory. She knows absolutely no one—complete isolation. She hides in her corner, attempting to avoid drawing attention to herself. She tries to find comfort in the one thing she can still do in this wilderness. Nowhere to turn, no one to listen, how will she ever escape? These are the experiences of someone trapped in the wilderness, held captive by early Native Americans, but they are also the experiences many teenagers have as they enter and make their way through the tangle of high school halls all the way to graduation. In his article “Pedagogues and Demigods,” Jeff Spanke compares young adult literature (YAL), books geared toward and created around the high school experience, to captivity narratives, the stories of women who were captured and held hostage by “savages” in seventeenth-century America.

The Hetero/Homosexual Binary, Queer Sexuality, and Modern Media
Christopher L. Vian, University of Central Oklahoma

This paper seeks to expand upon Eve Sedgwick’s discussion of the hetero/homosexual binary of sexuality as an ineffective explanation for human sexuality. By analyzing aspects of the hetero/homosexual binary, this paper provides an alternate framework of sexuality for literary and media studies to use. A queer framework changes the focus of sexuality from the top-down societal definition that focuses on genitalia and gender to a framework based on personal agency. After creating an alternate framework, this paper applies it to two forms of modern media, the television show Glee and the video game series Mass Effect, to reveal the benefits and drawbacks of both frameworks and to illustrates how different media are specialized toward one framework or the other.
Why I will Never Move to Saskatchewan: How Speech Impediments Affect Vocabulary

*Amanda L. Walters, University of Central Oklahoma*

A speech impediment can be a traumatizing obstacle for anyone to overcome. Improper pronunciation can hinder individuals' academic progress and lead to alienation and sometimes even bullying from peers. This paper explores how speech impediments can prompt individuals to omit particular words from their vocabulary in order to avoid embarrassment, and it discusses how speech impediments affect these speakers’ everyday lives. This paper also examines how speech impediments can lead speakers to develop more complex vocabularies as they seek to replace the words that their speech impediments make difficult or even impossible to pronounce.

Input of the Globalizing World on Teaching English as a Foreign Language in Europe: The Role of Foreign Language Assistants

*Elisabeth Weber, University of Vienna*

In English as a Foreign Language (EFL) classrooms across Europe, the native speaker of English (NS) is regarded as an ultimate authority. This concept is consistent with the assumption that every language is the property of its NSs, a view that supports the current policy of employing Foreign Language Assistants as classroom role models. Although this policy may be appropriate for other foreign languages, for English as a *lingua franca* (ELF), purposes and domains of use of the language are beyond those of the NSs. If ELF is relevant for pedagogically defining the school subject, it calls into question the assumed value and validity of NS assistants. I suggest that experienced users of ELF who are pre- or in-service teachers of EFL are most likely to be supportive in class. Such an exchange program strengthens an ELF perspective in students, enhances the understanding of plurilingualism, and promotes a sense of common global citizenship.
Lost in Translation:
Comparing the Levels of Translation between Hebrew and English

Marsha C. Wells-Perez, University of Central Oklahoma

The Hebrew language contains a layer of meaning that becomes lost when translated into other languages. Each Hebrew letter has its own individual meaning, and when these letters are combined, each retains its individual meaning and, thereby, reveals meaningful aspects of the words they spell. Intentionally misspelled words exist within Hebrew texts to emphasize ideas and meanings. Examples of these intentional misspellings that get lost in translation are provided in this presentation.

Panel: Written in Blood? Dark Themes in Young Adult Literature
(Un)Chaste and (Un)Seemly

Katie Widmann, University of Central Oklahoma

Sexuality has always been a controversial topic regardless of its medium of presentation. This controversy has been exacerbated by the emergence of sexuality in young adult literature and the inclusion of such texts in the classroom. Utilizing Sherman Alexie’s The Absolutely True Diary of a Part-Time Indian as a supporting text, this paper proposes that sexuality in young adult literature should be a topic open for conversation among parents, teachers, and students. This paper begins by outlining common arguments for and against sexuality in young adult literature and provides statistics about contemporary teen sexuality. The paper also offers tips and solutions for parents and teachers dealing with sexuality in young adult literature, particularly with issues of censorship. Finally, the paper takes a holistic approach toward sexuality and discusses the importance of supporting this topic’s presence in young adult literature.
Animal Liberation, or *Frankenstein’s* Speciesism

*Katherine J. Williams, Arkansas Tech University*

This analysis approaches Mary Shelley’s classic horror story from a contemporary point of view that includes an understanding of the literature of the animal rights movement. Many years after the publication of *Frankenstein*, British psychologist Richard D. Ryder coined the term *speciesism* to describe prejudices held by human against nonhuman animals, often leading to the cruelty animals suffer in the entertainment and industrial food industries. From this perspective, modern readers can examine how Doctor Frankenstein, seeing his creature as a vile monster he must destroy, violates the creature’s basic rights to life and continually berates the creature, which causes the creature ultimately to internalize and to assume the doctor’s sentiments. The notion of speciesism benefits a new reading of *Frankenstein*, for Shelley and many of her friends and family practiced vegetarianism and benevolence toward animals, a trait the creature in the text embodies.

Strategies for the Silent Period:

*The Affective Filter Hypothesis and the Natural Approach*

*Priscilla N. Wood, University of Central Oklahoma*

This presentation serves as a tool for professional development for educators as well as for English Education and English majors. It concerns the Natural Approach, the “Silent Period,” and Stephen Krashen’s Affective Filter Hypothesis. During the Silent Period, English learners are in a receptive phase in which they are processing linguistic information but retain speaking skills that are not developed enough for them to feel comfortable speaking in class. Per Krashen’s Affective Filter Hypothesis, given the anxiety and levels of motivation and self-esteem during the Silent Period, teachers’ calling on students before they are ready to speak aloud may decrease their willingness to take future linguistic risks and may lower their self-concepts as language learners or as students in general. Information about the different phases of Second Language Acquisition per the Natural Approach as well as tips and strategies for educators will be provided in handout format.
The Critical Period and its Effects on First and Second Language Acquisition

Jaime M. Worden, East Central University

This presentation examines the critical period hypothesis and second language acquisition. The difficulty in acquiring a second language is partially determined by the critical period hypothesis, a period that linguist and neurologist Dr. Eric Lenneberg says occurs between the ages of two and puberty. The difficulty of acquiring a first language around or after the critical period is also examined to aid in the understanding of second language acquisition. Feral children such as “Genie,” Victor of Aveyron, and Oxana Malaya had little to no exposure to natural language during the critical period, which resulted in the demand for therapists whose focus was to teach these children what would have been their native languages. Cognition was never obtained permanently, however. Understanding how people acquire a first language can answer questions about the difficulty of acquiring a second language, and this understanding can also clarify the cognition of language in general by or after the critical period.

The Socially Inept and the Morally Corrupt: An Examination of Henry Mackenzie’s The Man of Feeling

Stanton R. Yeakley, Oklahoma Christian University

In Henry Mackenzie’s eighteenth-century novel The Man of Feeling, the protagonist, Harley, exists as a perfect example of benevolent feeling and charitable actions. Through Harley, Mackenzie explores both the failing of excessive sentimentality and the moral corruption of modern British society. Because Harley embodies sentimental and benevolent perfection, he is rendered an outsider unable to function within society. Yet through this pure benevolence and sentimentality, British society is revealed to be morally corrupt and empty. The novel promotes neither the overtly sentimental and benevolent character type nor the cold, uncharitable characteristic of modern British society. By establishing Harley as a foil to British society, Mackenzie achieves a didactic middle ground that promotes a balance of benevolence, charity, and proper social actions.
From Illusion to Reality:  
The Epiphany of the Protagonist in James Joyce’s “Araby”  
Jie Zheng, University of Central Oklahoma

Dubliners, a collection of short stories by James Joyce, is set in Dublin, the capital of Ireland, at the beginning of the nineteenth century. The collection, based mostly on the author’s own experiences, reveals citizens’ indifferent attitudes and Dublin’s gloomy atmosphere during the time. The third story of the collection, “Araby,” tells of a boy’s adoration of his friend’s sister. However, as the protagonist lives in an atmosphere hostile to romance, his seemingly noble love is destined to break. By discussing the gloomy settings, poor living conditions, and the boy’s broken perception of “Araby,” this presentation reveals the reasons behind the protagonist’s epiphany—a shift from illusion to reality.

A Woman who Wants to be a Slave:  
The Social Plight during the Late Qing Dynasty in Lu Xun’s “The New Year’s Sacrifice”  
Yining Zhu, University of Central Oklahoma

Great changes took place in every aspect of Chinese society during the late Qing Dynasty. At that time, however, people’s thinking lagged behind the emerging contemporary reality. Many of Lu Xun’s short stories showcase such orthodox Chinese ways of being clashing with progressive viewpoints. Xianglin’s wife, the heroine of “The New Year’s Sacrifice,” is marginalized as a result of this conflict. Why did the disrespectful comments from her community engender her fear of the afterlife although she had already suffered considerably? Why should she be refused her choice to live as a slave, which is a far better and a simple life for her? This presentation closely examines the story to discover the social reality of the period as it is articulated through Lu Xun’s historical perspective.
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