



Instructionally Related Activities Report Form

SPONSOR: SEAN CARSWELL
DEPARTMENT: ENGLISH
ACTIVITY TITLE: A NIGHT OF UNDERCARDS
DATE(S) OF ACTIVITY: APRIL 25, 2013

SUPPORTING DOCUMENTATION

Attach:

1) Student evaluations or assessments- *removing all student names and other identifying information*

Hard copies of student assessments are in Sean Carswell's office and available for IRA. No digital evaluations were generated.

2a) Please list the number of students participating for each segment of the activity.

Roughly 100.

2b) For overnight activities, please include the majors and graduation dates or class level(s) of students on a separate sheet.

N/A.

3) Any images demonstrating student participation (up to 6 images). Please include captions for all photos.

No photos were taken.

4) A summary of expenses.

\$500 honorarium for James Jay
\$100 for posters.

E-mail to the IRA Coordinator at lisa.ayre-smith@csuci.edu within 30 days after the activity.
It is recommended that sponsors also retain copies of reports for your records.

Thank you for your commitment to engaging our students!!

PLEASE ANSWER THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY;

James Jay, poet laureate of Flagstaff, Arizona, came to campus. He read poems from his two critically-acclaimed books of poetry. He also discussed the writing process and the relevance of poetry in contemporary society. Jay was joined by a CSUCI student, Justin Robinson, who read briefly from his poetry capstone, and CI faculty member Sean Carswell, who read from his newest novel.



(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

Students of Sean Carswell's English 330: Interdisciplinary Writing have read James Jay's book *The Journeymen* in both the fall and spring semesters of the 12/13 school year. Students in the fall requested that Jay come to campus. Several of past and current students of 330 attended. The event was relevant to several English courses running in the spring, most notably English 110: Themes in Multicultural Literature for Non-Majors, ENGL 120: American Literature 1, English 220: American Literature 2, English 260: Perspectives in Creative Writing, English 327: Major American Authors and English 462: Poetry Writing.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

Students tend to see literature as remote or something that occurs in the past. It's incredibly valuable for them to see literature being created on their campus—by their faculty and their peers—and in the world at large. Studying a successful contemporary poet empowers students to take an active role in generating their culture.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

I'm still having difficulty reaching out to the community. I'd like to find a more effective means of reaching out to residents of the towns surrounding CI and inviting them to our cultural events.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

The event went very well. Based on their responses, students seemed to enjoy the readings. They also seemed inspired to read and write more. Because so many of the students had studied Jay's work, they asked insightful questions and built upon their classroom learning. Their responses offered almost no suggestions for improvement (besides wishing free refreshments were available).

(6) WHAT DID YOU LEARN FROM THE PROCESS?

After discussing Jay's work in four sections of 330, I felt that my role of as an educator had been exhausted. Bringing Jay to campus reinvigorated the discussion. It provided a platform for students to continue to investigate concepts from class long after the coursework has moved on. These IRA-funded opportunities are wonderful for students.

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