

The Inkwell

Volume 3

Issue 3

Spring 2009

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Drs. Thomas A. Hamill & Larry Kuhar

Reminder: English Scholarship Opportunity

By Sabrina Hannon & Melissa Leet

The Patricia Boyle Heaman and Robert J. Heaman Scholarship is awarded annually to a junior or senior student on the literature track. The recipient of this award is selected by a committee of English faculty members based on demonstrated excellence in English studies, potential for advanced study in English, scholarship and financial need. Preference will be given to students from the Wyoming Valley.

Applications for these scholarships are to be sent to **Dr. Larry Kuhar** no later than April 20, 2009. Students are asked to write letters of application identifying their accomplishments and rationales according to the scholarship's criteria.

Humanities Department Picnic

By Desiree Wren

The Humanities Department will hold its annual Spring Picnic on Wednesday, April 22, 2009, at 3:30pm on the lawn next to Kirby Hall.

Senior Capstone Schedule

By Stefanie McHugh

The following list is the senior capstone presentation schedule for the Spring 2009 semester:

April 29, 2009:

<u>Student</u>	<u>Faculty Advisor</u>	<u>Time</u>
Wesley Kinter	Mischelle Anthony	4:00pm
Mike Elias	Larry Kuhar	4:30pm
Stefanie McHugh	Marcia Farrell	5:00pm

April 30, 2009:

<u>Student</u>	<u>Faculty Advisor</u>	<u>Time</u>
Virginia Hults	Marcia Farrell	5:00pm
Melissa Bugdal	Janet Starnier	5:30pm

Capstones will be presented in the Salon on the first floor of Kirby Hall. All are invited to attend.

Faculty Updates

By Jami Butczynski

- **Dr. Mischelle Anthony** has been invited to participate in the Oxford Round Table Conference in July 2009. Anthony will be presenting her essay "Nineteenth-Century Women Writers: Where Didacticism Went." Additionally, Anthony's essay, "Innumerable Judgments: P.D. Manvill's *Lucinda; Or The Mountain Mourner*," will appear in the 2009 edition of *Literature in the Early American Republic*.
- **Debra Archavage** has announced that her Jack Russell Terrier, **Morgan**, has a new playmate. The new addition, named **Ebony**, recently turned nine-months-old on March 21, 2009.
- **Dr. Helen Davis** will be presenting an essay, "New Feminist Narratologies," in a roundtable discussion at the International Narrative Conference. The conference will be held June 3, 2009 through June 6, 2009, in Birmingham, England.
- **Dr. Marcia Farrell** recently served as an outside judge on the selection committee for the Troy University Robertson Scholarship. The Troy University student who won was awarded a scholarship of \$200. Additionally, Farrell was a member of the Nature vs. Nurture roundtable discussion at the Wilkes University Women Studies Conference, which took place on March 31, 2009.
- **Jack Grier** recently contributed to *The Bedford Glossary of Critical Terms*, 3rd edition, a core text for his English 120 classes. In the past, Grier contributed to *The Bedford Reader*, 10th edition, the central text in his English 101 classes, and *The Norton Anthology of American Literature*, a core text in his English 281 and 282 classes.
- **Dr. Thomas Hamill's** essay, "Cockfighting as Cultural Allegory in Early Modern England," will be published in the Spring 2009 issue (32.9) of *The Journal of Medieval and Early Modern Studies*. Hamill examines the sport of cockfighting as a method for limiting social relations and identities in early modern England. Within early modern allegories, Hamill "locates conflicting systems of meaning that at once affirm and disrupt anthropological distinctions between human and animal activity and the anthropocentric ideologies that construct such demarcations."
- **Drs. Mischelle Anthony, Helen Davis, and Chad Stanley**, along with Ms. Amanda Licastro and students **Ashley Filipek, Erin Guydish, Wesley Kinter, and Stefanie McHugh**, conducted a panel presentation at the College English Association Conference on March 28, 2009, in Pittsburgh, PA.
- On March 24 and 25, 2009, **Drs. Helen Davis and Marcia Farrell** hosted a Brown Bag Lunch focused on job opportunities available to English majors. Students learned ways to market the skills learned in university English classes. The second Brown Bag Lunch is scheduled for April 21 and 22, 2009, at 12:00pm to discuss graduate school application packets. The lunch will be held in Davis and Farrell's offices, respectively.

Mid-Level Certification

By Philip Muhlenberg

Due to regulations provided by the Pennsylvania Department of Education (PDE), students seeking a degree in what was once elementary education (K - 6) will need to complete a different sequence of courses to gain their certification. PDE's is splitting the elementary education levels, separating them into two categories, which encompass pre-K through fourth grade and the newly formed "middle school," for the fourth through eighth grades. Middle school certification will allow students to major in Education with a concentration in English Language Arts, Social Studies, Mathematics, or Science, preparing Education majors to become generalists as well, so long as they complete either studies in Math or Science and then either Social Studies or English.

To date, PDE has not changed the secondary certification requirements; the grades one could teach for this level remain seven through twelve. Despite the new configuration of courses, students aiming to achieve middle school certification could also become certified on the secondary level by taking the necessary English credits to achieve the major, as well as one additional Education course, which would enable a candidate to be certified to teach English from grades four through twelve or be a middle school teacher in grades four through six. Seeking dual certifications would provide an increased amount of job opportunities for the teacher candidate.

The integration of the new middle school certification into curriculum is slated to occur as soon as Fall of 2010.

Club Upd

By Jami Butc

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By Lauren M

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Club Updates

By Jami Butczynski

- **Sigma Tau Delta** is currently participating in the Better World Books drive. Members are collecting books for donation until the end of the Spring 2009 semester. All books in acceptable condition are welcome, but textbooks are preferred. Boxes for the book drive can be found throughout campus.

New members will be inducted into *Sigma Tau Delta* on April 19, 2009, at 2:00pm on the second floor of the Henry Student Center.

- **Wilkes in the World** organized two Stich-A-Thons: one on December 2, 2008, and another on March 24, 2009. The club raised more than \$400 for their two chosen charities: YouthAIDS and the Apage Child Care Center in South Africa.

- **The Manuscript Society** will unveil the Spring 2009 issue on April 28, 2009, at 11:00am in the Sordoni Art Gallery. All are invited to attend.

Additionally, *The Manuscript* held two poetry readings in the Sordoni Art Gallery: the first on February 10, 2009, and the second on April 7, 2009.

- **The Fencing Club** will currently hold meetings at their new location at 47 North Franklin Street in Wilkes-Barre, PA. Meetings are every Monday, Wednesday, and Friday from 6:00pm to 8:00pm for the remainder of the Spring 2009 semester.

Additionally, on March 22, 2009, the Fencing Club hosted a team epee competition, in which the Wilkes team placed second.

For more information about lessons and competitions, contact **Stefanie McHugh** (stefanie.mchugh@wilkes.edu) or **Dr. Dan McCune** (dan.mccune@wilkes.edu).

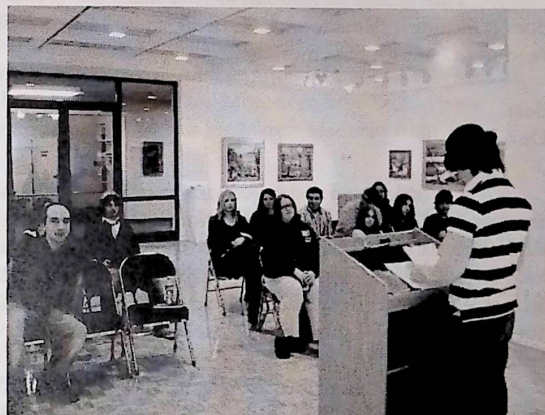


Photo Courtesy of Virginia Hults

Women's Studies Conference

By Lauren Mannion

Wilkes University hosted the 4th annual Women's Studies Conference on **March 31, 2009**, at the Best Western Genetti Hotel on Public Square. This year's theme was "Exploring Difference and the Science of the Sexes." Women's Studies professor **Theresa Kintz** encouraged all students in her Women's Studies 101 course to participate. Featured in this year's conference was a panel discussing the Nature versus Nurture debate. Moderated by **Dr. Linda Paul**, the panel included **Drs. Michael Davidson, Marcia Farrell, Thersea Kintz, Ebonie Stringer**, and students **Wesley Kinter, Ashley Laratta, Luke Reidenauer**, and **Stephen Thomas**. In addition to this panel, students participated in small group panel and roundtable discussions along with the conference's first-ever poetry slam. Topics included: "Women and the Body Politics," "Exploring Gender Lives," "Come a Long Way, Baby?," "Gender and Popular Culture," "The Male Gaze and the Idealization of the Feminine," "Women Behaving Badly," "The Changing Feminist Muse," "Gender in Verse," "American Women at Mid-Twentieth Century: From the Domestic World of *I Love Lucy* to Student Protests and the Counterculture," "Codes of Gender in Language and Literature," "Women and Crime," and "Women Writing: Gender Construction through the Ages."



Photo Courtesy of Sabrina Hannon

"The message was sent with high importance": the Early Fires of Email Apocalypse

By Dr. Thomas A. Hamill

A few years ago, I received an amusing email from my friend David. It was a message he had sent to one of his students (and which he had then forwarded to me) in which he, with admirable bluntness, excoriated what I will euphemistically call "inappropriate email etiquette." The message read something like this:

"Dear tau287@temple.edu,

I am unable to respond to your message. It is not a complete sentence, nor does it include a salutation, close, or signature. If you wish to receive a response, please send me an appropriate message.

Best,
David"

I called David and urged him to relax his aggressive approach. I told him to let it go and suggested he preserve his energies (and "teaching moments") for the more valued and intensive demands of undergraduate education. As I dispensed this advice, I took pride in my own ability to "let it go," marveling at the distance I'd traveled from a time since past, when I would have scheduled a formal meeting with any student who sent me a message like the one tau287@temple.edu had sent David, to my time at Wilkes, during which I had come to accept, even appreciate, my students' relatively informal relationship to email. I had not just "let it go," I thought to myself. I had learned something about and from my students, and I was grateful (and more healthy) for it.

My days of enlightened release were few. On a mid-April afternoon about a year after my "talk" with David, I received an email from one of my own students that induced a disquieting (and as yet unceasing) atavistic trajectory, a return to my curmudgeonly self. The issue was not so much the email message, but rather the bloated scarlet exclamation point that marred its presence in my INBOX. When I opened the message, I saw that the exclamation point signified a message-within-a-message: "This message was sent with High importance." The sender's email asked me to (I'm paraphrasing here) please hurry up, read, and address its contents.

After ranting to my wife, Lisa, for several hours about this development, I took up a passive aggressive approach with the student: I replied to his original message from the week before, refusing, less admirably than David a year earlier, to acknowledge the legitimacy of what I had come to call "the exclamation." I never mentioned my concerns to the student. However, I soon declared publicly that I would henceforth automatically delete all "exclamations" that blighted my INBOX with the trumpet sounds of the new apocalypse: the death of rhetoric, ushered in by its own pale horse, a mare reified and colored as punctuation and priority.

A few weeks later, I received a message from a different student. I use the word "message" here loosely; what I received was a late paper, attached to text-less white box. I quickly learned that I had, apparently, enough information in the "Subject" heading, which read "ResponsePaper2" and hinted at a more perfect syntax, a land of MS Office Suite operational efficiencies. Forgetting my new context, I sent an "actual" virtual communication back, thanking the student for sending his/her paper and noting that I would grade his/her essay as soon as I could. I never said anything to the student, but I quickly recognized that the attachment, message-less, bore another sign of pestilence, and that more signs would follow.

Now, Return Receipt tags and MS Office Calendar "communications" complete the gloaming of these waning days, and my efforts to refuse their functionalities provide a warmth that, sadly, only veils the sulfur burn to come.

Library Enhancements

The recently appointed Dean of Library Services, John C. Stachacz, spent the past semester and a half working on significant improvements to Farley Library and the resources it provides to students and faculty. One of the improvements that greatly impacts the English department is the enhancement of the collections. Some of the earliest changes were to the library website, which now includes links to Google Scholar and Google Books, as well as a more user-friendly menu. In addition to purchasing the five collections of JSTOR, which include archived issues of more than 600 leading academic journals, the library soon plans to participate in E-Zborrow—a software system from the PA Academic Library Consortium, Inc., which will allow the Wilkes community to borrow books from more than eighty university and college libraries across the state with ease.

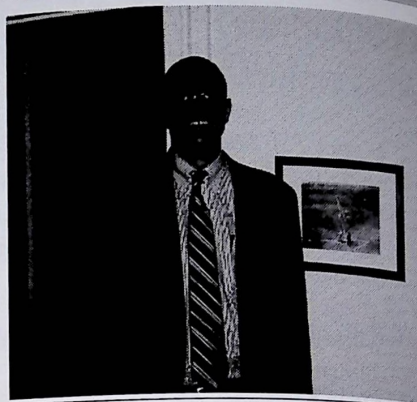


Photo Courtesy of Stefanie McHugh

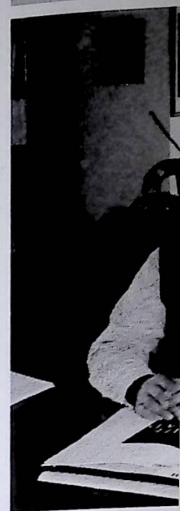


Photo Courtesy of

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Photo Courtesy of Stefanie McHugh

Kuhar's Corner

By Dr. Larry Kuhar

How do you feel we have progressed as a nation now that the United States has its first African-American president?

While I may not be qualified to answer this question (that never stopped me before!), let me say that it is an important milestone for us all to celebrate. Change arrived in a landslide for our nation. With regard to race, the marginalized now feel hope and pride. At 47, President Obama is relatively young for a president, a person of my generation. He won states, like Virginia, which had not supported a Democrat for president for decades. His election is motivating a new generation to show interest in government.

The First Lady, Michelle Obama, has brought a new level of intellect, sophistication, and purpose to her role. While "progress" is not always positive, this election shows us anything is possible in our personal and national stories. It shows us democracy can work. This election is a story we needed to know again, one that tells us who we are, who we can be, and how we can get there. Moreover, who would have thought we would have a president who would fill out his March Madness tournament

brackets on ESPN?

Did you watch the Superbowl?

Yes, in between re-readings of Pynchon's *Gravity's Rainbow* and Cormac McCarthy's *No Country for Old Men*, I was able to set aside nearly three hours and thirty minutes to watch the game. Great game. The commercials—average. As an "old dog" myself, I was rooting for the Kurt-Warner-led Cardinals. As a Duquesne grad and a person who loves the city of Pittsburgh, I was rooting for the Steelers' steel-curtain ethos to prevail. But that's old news.

Let's talk March Madness. Which 12 seed will upset a 5 seed? Why has President Obama selected North Carolina when he must know that Ty Lawson's toe is a problem? (After all, the president showed his B-ball acumen when he pointed out that Oklahoma, even with Blake Griffin's return, only plays "seven guys.") But let's get "academic." March Madness, as a structure, informs and parallels many of the lessons we learn in our English classes. Studying the March Madness paradigm, we see how an over-structured plot (the brackets, single elimination) fails to reveal an absolute story (who can predict next week's heroes?). March madness is, after all, an American story. This may be its lasting merit. Just like the Super Bowl, it will unfold like good stories do: Full of surprise, told through the experiences of engaging characters, and formed outside our ordinary experience. I might even find fifty minutes—*after finishing DeLillo's Mao II*—to watch a game!

As an educator, what are the most common errors you see in student writing, and how do you approach them?

Interesting question because it focuses on "errors." To me, this word—"errors"—constructs as disciplinary and punitive. Good writing is good thinking; however, bad writing is not necessarily bad thinking. It's often the result of a failed or incomplete process. Good writers understand clearly the importance of process; less successful writers often do not. One common pitfall is a failure to adapt writing to meet an audience's expectations and needs. Do you write the same way for all of your professors? This alone shows the complicated nature of audience for student writers in academic settings. Because academic readers value interesting arguments and insightful ideas, the best academic writing is the result of solid critical thinking. The best academic writing manifests in a clearly ordered structure (at the sentence, paragraph and essay levels), solid research (at the primary and secondary source levels), and, above all, a clear voice (at the idea level). I prefer to approach common errors by focusing on the writing process. But, to be honest, I often feel it is a real challenge to "teach" an effective process, and I do not enjoy identifying "errors." I am comfortable with suggesting that improvement can be achieved in revision. In fact, this response needs more structure and voice. Don't you think?

Creative Writing Speakers

By Matthew Kogoy

Dr. Mischelle Anthony, with the help of PaperKite Press associates Jennifer Hill and Dan Weber, has incorporated various guest speakers in English 203: Creative Writing. Anthony hopes to "build a community that is not just a classroom" through guest presentations by prominent literary figures. Along with Hill, speakers include Wilkes 2007 alumnus Keith Hubbard and writer Michael Czarnecki. Hill has been awarded the opportunity to have her plays both published and produced for a live audience; however she also enjoys writing poetry. Hubbard favors multimedia presentations, using audio and video to enhance writing within the classroom. Czarnecki is a writer with vast experience in the field from Foothills Publishing Company in upstate New York. Czarnecki will lead the class later in the semester as they explore the realm of creative nonfiction.

Senior Spotlight: Lisa Zelinski

By Lauren Mannion

People often use the expression: "College is where you find yourself." For **Lisa Zelinski**, a senior English major with concentrations in ESL and secondary education, college has been a stepping stone to her most valuable experience of self discovery.

Zelinski joined Wilkes' English program in Fall 2007. Zelinski is a member of *Kappa Delta Pi*, works as a Peer Consultant in the Writing Center, and serves as the vice president of *Sigma Tau Delta*. Zelinski manages to balance a variety of extracurricular activities; however, Zelinski is no stranger to the world of academia.

Although Zelinski is completing her degree requirements for English, she already possesses a degree from King's College in Mass Communications and Media Technologies with a concentration in Web Design. After graduation from King's College, Zelinski built an impressive resume, working as a web designer and project manager.

Despite Zelinski's success in the business world, she yearned to do something more rewarding. Zelinski reminisces, "When I was in high school, I was very involved in community service, but when I got to college I was working all the time and the classes were overwhelming. I just felt like something was lacking. I was in a job [as a web designer] where I was making other people money." Zelinski expresses her following revelation, claiming, "I think people always strive for balance in their lives and something was not right—so that is when I decided to leave for the Peace Corps."

Zelinski describes her first impressions of her experience in the Peace Corps. She claims, "That was my first time living away from home. We did the training process for three months with everyone, but then you are on your own. I was the only American in my town of 20,000." Zelinski adds about her early apprehensions, "The most difficult thing to experience when moving to Africa was that [Benin is] a French-speaking country, and I was saying things like *bonjour* wrong. It was very hard to assimilate in that way."

In Benin, Zelinski served as a teacher, offering her students basic information regarding business management. Zelinski also served as the official Web Design Consultant for the Northern Region of Benin, as well as the Treasurer of Gender and Development (GAD), a club which reached out to girls in the school systems and sponsored many women's group projects. Zelinski speaks of her most valuable discovery while in Benin, saying, "The first part of Peace Corps is educating people about America. The flip side is coming home and explaining the country you were in to Americans."

Although Zelinski's experience in the Peace Corps remains a significant part of her life, Zelinski appreciates the ability to return to school at Wilkes. Zelinski explains, "I feel like I have a second family. I came in kind of as a stranger, and **Ashley Filipek** thought I was 19, which is a total ego boost. I came to Wilkes as a stranger and am leaving with good connections with faculty. I feel like I have made lifelong friends, and I know I have a second family who would do anything for me. It all means so much."



Photo Courtesy of Lisa Zelinski

Faculty Office Listings

Compiled by Justin Jones

Faculty	Office	Phone Extension	Email
Anthony, Michelle	Kirby 309	x 4529	mischelle.anthony@wilkes.edu
Brady, Trisha	Kirby 204	N/A	trisha.brady@wilkes.edu
Burton, Katie	Kirby 204	N/A	catherine.burton@wilkes.edu
Davis, Helen	Kirby 302	x 4548	helen.davis@wilkes.edu
Farrell, Marcia	Kirby 301	x 4528	marcia.farrell@wilkes.edu
Fiester, Ben	Kirby 204	x 4531	benjamin.fiester@wilkes.edu
Grier, Jack	Kirby 106	x 4517	jbartholomay.grier@wilkes.edu
Hamill, Thomas	Kirby 303	x 4539	thomas.hamill@wilkes.edu
Karpinich, Walter	Bedford 33	x 4524	walter.karpinich@wilkes.edu
Kelly, Sean	Kirby 302	x 4549	sean.kelly@wilkes.edu
Kemmerer, Kathleen	Kirby 204	N/A	kathleen.kemmerer@wilkes.edu
Kuhar, Larry	Kirby 201	x 4532	lawrence.kuhar@wilkes.edu
Lampman, Mary	Kirby 204	N/A	mary.lampman@wilkes.edu
Licastro, Amanda	Kirby 204	N/A	amanda.licastro@wilkes.edu
Stanley, Chad	Kirby 209	x 4514	chad.stanley@wilkes.edu
Starnet, Janet	Kirby 308	x 4536	janet.starnet@wilkes.edu
Wills, John	Kirby 204	N/A	john.wills@wilkes.edu

Wilkes S

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By Philip Mu

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By Rachel Ca

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Wilkes Student Attends Presidential Inauguration

By Philip Muhlenberg

David Cook, a freshman majoring in English and Communications, attended one of the most important events in America's rich and varied history. On January 20, 2009, **Barack Obama** was sworn in as the first African American president of the United States, an event that transcended this country's past racial tensions and ushered in a new era of American history. Cook witnessed this momentous occasion thanks to a well-choreographed debate circuit and some aid from Congressman **Paul Kanjorski**.

Cook viewed the inaugural address as a "good way to address policy." Obama distanced himself from his recognizable "Yes, we can!" approach and took the opportunity to tackle specifics, such as the growing threat of enemy activity against the United States. Afterwards, Cook admitted some of his "generalized fear [had been] taken away," and that he respected and appreciated the way Obama addressed policy in his speech.

At the end of the day, Cook still held his reservations, but with a more positive outlook than before. Acknowledging that President Obama has some exceeding standards to meet, and that an inability to live up to these expectations could lead to bitterness among supporters and non-supporters alike, Cook still feels hopeful the new administration will bring about a positive change for the country. As long as the government remains "responsive to the people," and the Obama administration entitles the American citizens to specifics and, more importantly, the truth, this country can "expect its government to do something right." Only the next four years can truly tell.



Photo Courtesy of David Cook

The Manuscript Releases First Hardcover Edition

By Rachel Cannuli

The Manuscript is a student-run magazine consisting of poetry, stories, art, and photography composed by Wilkes students, faculty and alumni. The intricate cover design sets the fall issue of *The Manuscript* apart from previous issues.

The executive editor of *The Manuscript*, **Virginia Hults**, describes the complicated process taken to compose last semester's issue. Hults states, "We made each cover individually, starting with the gluing of the cloth to the binder boards, 700 boards total. The next step was to cut and glue each of the 700 boards to the end pages, which needed to be pressed once completed. The 350 books were then assembled; we were lucky to have **Dave Carey** design us a contraption that held the books while they were drilled. The next step was to ribbon each book, then line them all up to dip hot wax and stamp them with *The Manuscript* 'M.'" Hults attributes most of the hard work to the dedicated members of *The Manuscript*, without whom this issue's composition would have been impossible.

Hults encourages students from all majors to submit creative pieces to *The Manuscript*. According to Hults, "Many people do not realize we love to receive art submissions just as much as we love to receive written submissions."

The Manuscript meets every Tuesday and Thursday from 11:00am to 1:00pm in Stark Learning Center 007. For more information, contact *The Manuscript* staff (magazine@wilkes.edu).



Photo Courtesy of Virginia Hults



Photo Courtesy of Stefanie McHugh

Unique Teaching Methods in English 101 Courses

By Amanda Kaster

As part of the general education requirements at Wilkes University, all students must take English 101: Composition. Professors within the English Department provide instruction for students of all majors, enabling them to write at the collegiate level. However, English faculty use a variety of pedagogical techniques to meet the course objectives, ranging from the choice of textbook to classroom activities and assignments.

For example, **Dr. Helen Davis** used the presidential election as the core focus of her Fall 2008 English 101 class and gender, race, and class in the Spring 2009 class as ways to examine writing and identity, whereas **Dr. Marcia Farrell** used the current edition of *The Best American Travel Writing* to encourage her students to develop arguments

about global issues.

Dr. Janet Starner and **Mr. Jack Grier** focus on teaching various approaches to writing to help students from different majors. Starner teaches her students to use several writing styles to develop an awareness of tone. Starner's students are also taught to use academic language appropriately. Grier employs *The Bedford Reader* to model different styles of writing. Concentrating on research methods, Grier stresses the importance of supporting different points of view.

Drs. Mischelle Anthony and **Chad Stanley** employ visual learning in their pedagogy. Anthony tells her students that creativity in writing has a specific purpose by focusing on course goals. She also provides her students with the opportunity to volunteer at the local domestic violence shelter as means for inspiring higher-level thinking. Stanley, on the other hand, focuses on the analysis of toys, games, and play as a way to examine how gender and economic positions influence social identity. Through **John Berger's** *Ways of Seeing*, students examine how art, images, toys, music, play, and advertisements function as a way of re-reading their cultural and world view.

Dr. Sean Kelly's methods concentrate on discussion-oriented and small group work, emphasizing questions of identity and ethics. Students use their knowledge of philosophical readings to inform responses to tone, logic, and personal experiences.

Integrating service, personal narrative, and product analysis into his class discussion, **Dr. Thomas Hamill** guides his students to a deeper understanding of "argumentation and evidence based claims [that] privileges critical analysis." Hamill notes, "For their final essay, students must identify an everyday object and argue for its unseen (or unrecognized) value. In this paper students must re-think an object that they might otherwise see as disposable and of limited value and argue for the surprising ways in which such an object, in its common everyday uses, in fact teaches profound life lessons."

Additionally, a critical component of English 101 courses is the presence of a Writing Mentor, who acts as a guide for students who are new to college-level writing. Starner likens the Writing Mentor to a coach because he or she can be honest with students while providing insight on the particular expectations of specific professors. When Writing Mentors participate in discussion and contribute ideas to the brainstorming process, students learn to be more open with their thoughts in class; thus, building confidence in the collegiate classroom.

Even the use of the Writing Mentor varies between faculty. Some Writing Mentors lead classroom activities, such as peer review sessions they have designed. Other Writing Mentors move around the classroom during group activities to help each group brainstorm and stay focused on the task. Still others participate in class discussion as a way to encourage the participation of the students enrolled in English 101. Most Mentors also serve as outside consultants by working closely with their students to help them meet course objectives, often explaining expectations and writing techniques in ways that augment classroom activities.

Sean LaFleur, a new Writing Mentor, says, "As a Writing Mentor and a member of the [English as a Second Language] ESL Team, I have found it both a challenge and a rewarding experience to assist students in the classroom." LaFleur works alongside **Jackie Butwinski** to support several English Language Learners in an English 101 class.

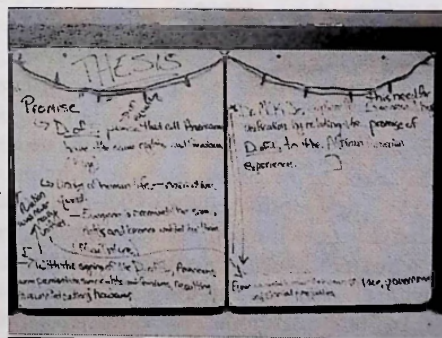


Photo Courtesy of Stefanie McHugh

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IOI Courses

Wilkes University, all professors within the departments of all majors, especially the English faculty, have met to discuss the course objectives, activities and

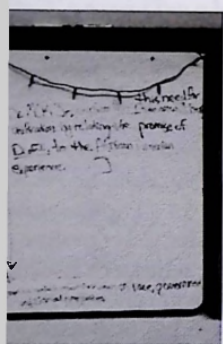
presidential election as well as gender, race, and writing and identity, as well as the development of arguments

students from one. Starner's model different styles of writing.

Starner tells her students about the various positions with the writing. Stanley, on the other hand, focuses on music, play, and

writing questions of logic, and personal

Dr. Hamill guides his students through analysis." Hamill



Stefanie McHugh

group brainstorming session of the students to the classroom

as a Second Year student in the classroom." 101 class.

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Starner to Publish Book

By Melissa Bugdal

Drs. Janet Starner and Barbara Traister are excited to announce their book entitled, "Anonymity in Early Modern England: 'What's In A Name?'" will be published by Ashgate Publishing Group. The collection of essays examines conventions of anonymous publication common during the Renaissance. The first half of the book examines the various genres of anonymous publication, such as poetry and pamphlets. Later chapters discuss how anonymity effects and destabilizes scholarly assumptions about authorial voice and attribution studies using an author's style of writing.

The idea for the project began in 2004 when Starner co-chaired the Shakespeare Association of America meeting. Starner and her co-editor chose nine of the submitted papers from the meeting that best fit their desired focus for the book. Starner and Traister will soon begin the process of editing and proofreading the papers as well as creating an index. The book is expected to be published sometime in 2010.

"English 101," Continued from Page 8

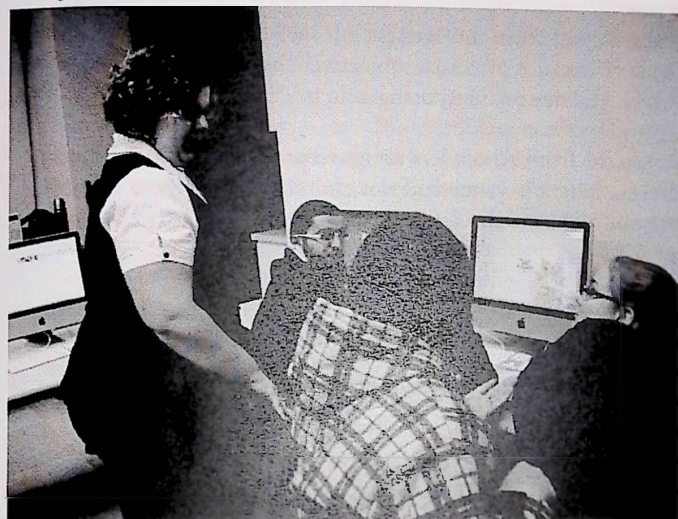


Photo Courtesy of Stefanie McHugh

Wesley Kinter has mentored for both Anthony and Stanley. In both classes, he has led activities to help students narrow thesis statements and utilize NoodleBib, an online citation generation wizard that helps students with tricky sources, such as those from EbscoHost. Kinter's thesis statement activity allows students to work from a specific idea to write their papers but suggests that they save the introduction for the end so as to utilize their writing time more effectively.

Like Kinter, LaFleur has worked with students on thesis generation. He states, "In my experience, the most effective method to form a thesis is by having the students write down their points, while helping them consolidate ideas into narrower, more focused topics. One activity that I found extremely useful was listing the pros and cons to an issue, allowing the student to literally see both sides of an argument."

Melissa Bugdal, on the other hand, has participated in the classes she has mentored as though she

were a student. She says, "I read everything the students read—the textbook and any handouts they were given—so as to be able to partake in conversations with the students on what they were writing and how their writing related to the readings. I attended class as often as was possible, and spent the rest of my time in the Writing Center for consultations." Sometimes Bugdal would write "up a mock 'zero draft' of the papers" that "Dr. Starner would use as a model with the class to show them that writing is the same for all people—we all have to start somewhere with basic ideas."

For Ms. Amanda Licastro, Writing Mentor Ashley Filipek conducted an activity that critically examined pack mentality and the notion of competition in the classroom. By assigning students one of two sides of a topic, such as global warming or another popular culture issue, she moderates an in-class debate after which the students assess the strengths of each others arguments. For example, a recurring debate in her class is the comparison and contrast of apples and oranges. The winning team receives the fruit that they defended as a prize.

When Lauren Mannion worked as a Writing Mentor in Hamill's English 101 class last semester, she also attended most of the classes and "sat among the students, often perusing the reading material to follow class discussion; however, I did not participate in class discussion because I wanted to keep my ideas away from dominating the conversation, especially since I had an upperclassman advantage." In consultation with Hamill, Mannion was allowed to introduce topics with the students. She even "developed a Powerpoint which examined gender roles in *Batman* based on a reading the students did regarding gender semiotics in *Batman Forever*" that prompted discussion about gender stereotypes and expectations.

By employing a variety of techniques in their English 101 classes, the English faculty meet the learning objectives established by the Department, enabling students to gain perspective on the many facets of writing.

"No, I'm not going to work in Fast Food"; or, How Majors Find Viable Job Opportunities

A common refrain heard among English majors who have opted not to seek Secondary Education certification is: "What can I do with my degree?" Sometimes they will mention a passing interest in editing or technical writing, but few majors seem to have a clear sense of the kinds of jobs for which they are most suited.

The question of a career path that does not lead to graduate school or to the educational field is met with mixed responses. Optimistically, English majors are uniquely qualified for a number of different jobs because of the curricular focus on language clarity and eloquence, as well as critical thinking. On the other hand, whenever faculty tell students that they have to seek jobs for themselves and be creative in their efforts to find positions, the typical response is generally negative.

How do students, then, go about finding the job relevant to several years of careful study? Job seekers *must* cold call, scour the classified section, and send out their resumes with job letters. Even our English faculty had to commit to the search as a nearly full-time job to land their positions by sending out numerous applications, hoping for a handful of MLA interviews that could lead to at least one or two campus visits, and then a job offer. Even so, many of the faculty spent years working as part-time instructors while looking for a position. Applying takes work, creativity, and, arguably the most important, TIME—lots of time and patience.

English majors possess a particular skill set which sets them apart from the average job seeker; they have the preparation that puts them above many other, more technical majors because of course objectives that focus on how to research and problem-solve in order to unpack difficult texts. Such abilities relate to being able to decipher all types of documents, artifacts, conversations, lectures, seminars, packaging, etc.

The most common complaint universities and colleges receive from employers about recent graduates on the job market is about the inability of candidates to write. While such a statement is vague and not entirely helpful, these employers seem to suggest that many newly-minted BA/BS graduates have not mastered the following:

- the standards and conventions of Standard American English, including grammar and mechanics;
- logical arguments;
- the art of paragraphing;
- persuasiveness; and/or
- clarity and precision in writing;
- unity of focus and intent.

While majors are not automatically skilled in these areas, the English course load provides future graduates with the types of activities and practices that allow them to fine-tune their written communication skills and therefore offers them the preparation needed to combat such complaints.

Another issue is that many people in the workplace do not understand collaborative projects. Peer-review sessions and group projects offered to English majors are actually training tools to help condition them for the collaborative environment that is the workplace.

What can English majors do?

Our faculty know several English graduates who:

- work as freelance writers for various publications
- become assistants to communications managers
- work as technical writers for various industries, including plastics, manufacturing, credit card companies, and insurance companies
- work in PR
- work in college Admissions Offices
- work in customer service
- work as runners for editorial companies
- become insurance agents
- work as book reps
- work as editorial staff and assistants
- work as book sellers

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“Job Opportunities,” Continued from Page 10

- write for newspapers and magazines
- are editors for smaller companies
- work as runners for law firms
- work as consultants for company publications
- work as communications managers
- run offices
- have opened their own businesses
- run websites
- write the text for websites
- work as lawyers
- manage non-profit organizations
- eventually become editors

Most places need technical writers to write internal manuals, check internal documents, and write up flow-charts and descriptions that keep the companies certified in quality standards for their industries. The key is to contact a business and see if the company is hiring or could use a writer on staff. Remember, though, the goal of the cold call and the resume is not to get a job; the goal is to get the interview. At the interview, candidates should attempt to convince the potential employer that they are best suited for hire.

Also, remember candidates have to work their way up through the company to become editors or managers, especially if they are at a publishing company. If a candidate is seriously considering the editorial path, he or she will probably also need to eventually obtain advanced degrees in English, too. Many editors have at least a Masters and often a Ph.D.; how else will they fine-tune their judgment of taste? To edit, one might work as a gofer or a fact-checker, or sometimes even a runner or assistant to an editor. Eventually, once a candidate proves him or herself, he or she may work his or her way up to junior editor. Then, after some time has past (generally more than a year or two) one might be given his or her first project as the lead editor. Becoming a senior editor takes time, talent, and a lot of hard work.

Majors should also keep in mind that the Writing Track (WT) at Wilkes is particularly useful to students who choose to go into fields other than teaching for a number of reasons:

- the WT gives students practice at the kinds of writing that will be paramount and necessary in the professional world;
- the WT allows students to examine the skills and traits that they can include in their cover letters as that which makes them qualified for various positions;
- the WT works on building students' vocabulary, familiarity with different types of writing situations, ability to write different types of documents, flexibility in terms of authorship, and critical assessment skills because they learn not only how to construct different documents for different types of audiences but also how to critique the effectiveness of writing situations and products in terms of their purposes; and
- the WT also helps students think through their skill sets in more concrete terms so that cover letters and resumes stand above the typical college-grad job application materials that do not really sell the skill set that they learn.

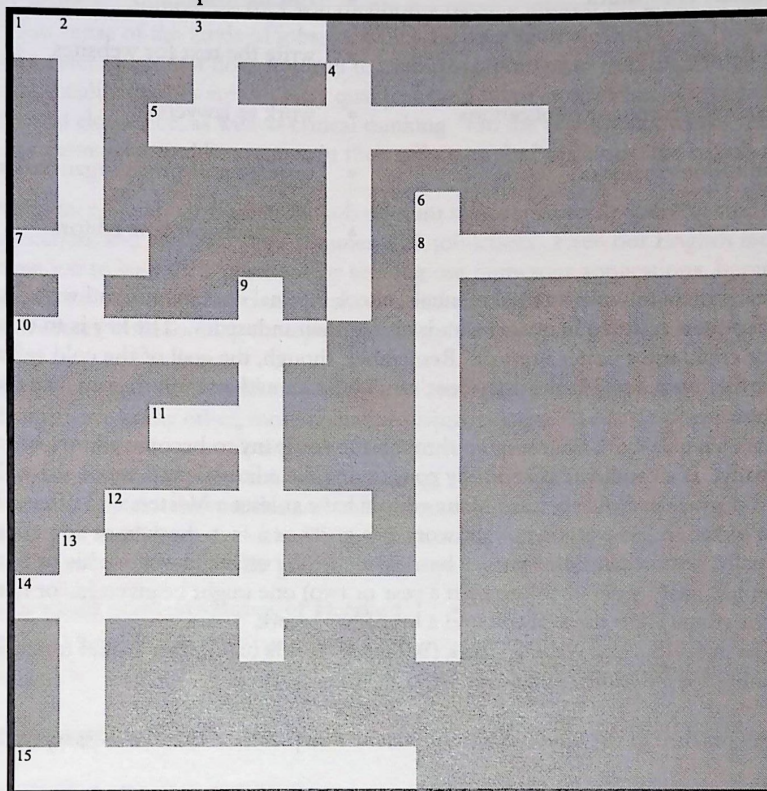
That is, many college grads try to sell the degree, not what they can do with it. English majors are taught how to sell what they were taught, and doing so can lead to some fairly lucrative jobs. The Writing Track uniquely prepares students for these opportunities, especially in English 202, 203, 218, 225, 228, 303, and 308. If students want to do anything other than teaching, they really ought to take many of these courses in addition to the literature core.

Majors should not discount the value of the English 190 programs, either. For example, English 190 A: *The Inkwell* is a pre-professional experience that not only allows staff to work on a professional publication that is distributed to majors, minors, faculty, interested undergraduates, administrators, and prospective students, but also provides staff with a careful assessment of the work. English 190 B: *The Manuscript* is an opportunity to obtain a taste of the publishing world as staffers choose, edit, and publish a collection of original materials. And, English 190 C: Writing Mentor allows the opportunity to be mentored by a faculty member in the art of writing instruction, which is an experience that will prepare for similar mentoring experiences in the professional world.

Name that Slogan

By Virginia Hults

Use the clues to complete the crossword puzzle.



ACROSS

1. Save Money. Live Better.
5. Like a good neighbor, _____ is there.
7. Every kiss begins with _____.
8. Experience is Everything.
10. Can you hear me now?
11. How dirty boys get clean.
12. Expect more. Pay less.

DOWN

2. That's _____'s stand. Are you in good hands?
3. Your world, delivered.
4. _____! Apply directly to the forehead!
6. Where you at?
9. Easy, Breezy, Beautiful, _____.
13. America runs on _____.

ANSWERS TO PREVIOUS GAME:

Across: 2. Formalism; 3. Mimetic; 4. Intertextual; 5. Authorial.

Down: 1. Poststructuralism

Dr. Farrell would like to express her deepest gratitude to the graduating staff members of *The Inkwell*, especially founding editors: Melissa Bugdal, Stefanie McHugh, and Virginia Hults, without whom, *The Inkwell* would not exist. Best of luck in your future endeavors; we will miss you!

If you are interested in joining *The Inkwell* staff, please contact Dr. Marcia Farrell (marcia.farrell@wilkes.edu) for more information. Some editorial positions remain available for Fall 2009. For information, contact Matt Kogoy (matthew.kogoy@wilkes.edu), the incoming Managing Editor.