

The Inkwell

Volume 3

Issue 2

Winter 2008

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Examining Rare Manuscripts

By Melissa Bugdal

On Friday, November 14, 2008, **Dr. Janet Starner's** English 332: Studies in Sixteenth-Century Literature class visited The Walter H. and Leonore Annenberg Rare Book and Manuscript Library of the Van Pelt Dietrich Library at the University of Pennsylvania. The students met with the curator of the collection, **Dr. Daniel Traister**, who educated them on sixteenth-century printing and publication practices. Traister also provided the students with the opportunity to see and handle rare manuscripts and books, such as **William Shakespeare's** *First Folio* and a unique copy of **Lady Mary Wroth's** romance *The Countess of Montgomery's Urania*, first published in 1621. This copy of Wroth's romance contains marginal corrections in Wroth's own hand, and Traister believes these annotations may be the only direct critiques by a canonical author in a first edition of his or her work.



Photo Courtesy of Dr. Janet Starner

Course Study Suggestions for the Spring 2009 Semester

By Cory Attanasio & Matthew Kogoy

The English department offers many interesting and valuable courses which cover a variety of topics. Some courses students may consider taking in the spring semester include:

English 203, Introduction to Creative Writing: **Dr. Mischelle Anthony's** course will focus on the diverse aspects of creative writing, including short stories, novels, screenwriting, poetry, and creative nonfiction. Students will practice critiquing the works of their peers and revising their own material, finishing the course with a completed portfolio. For writing track students, this course is one option in order to complete the required number of credits needed to obtain their degree.

English 281, Survey of American Literature I: **Dr. Sean Kelly's** course will cover writings from the early Puritan period through the 1850s. Students will be reading poetry, propaganda pieces, and journal entries. Students also will be using critical perspectives in order to further their study of the course material. Along with fulfilling the required survey credits, this course is an important foundation to English majors.

English 342, Studies in Shakespeare: **Dr. Janet Starner's** course will cover the plays and poems of **William Shakespeare's** collective works. Students will study different types of Shakespearian plays, including history, comedy, and tragedy. The course also will explore Shakespeare's poetic endeavors, such as the sonnet form. Students enrolled in this course will be traveling to Folger Shakespeare Library in Washington, D.C. to experience a live performance of one of Shakespeare's plays. This course will not only further develop the students' knowledge of Shakespeare but also English literature and writing. Students should take this course to better understand one of the greatest influences on literature in English.

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Volumes

By Jackie Butwinski

Volumes, a book club sponsored by *Sigma Tau Delta*, held its first meeting on October 21, 2008. Volumes is a project aligned with *Sigma Tau Delta's* approaches to the spread of literacy and aims to generate fun, in-depth group discussions about selected reading material. All reading material is suggested and voted on by Volumes participants. Participants are encouraged to vote for spring 2009 reading material in early December. Meetings for the fall semester take place biweekly on Tuesday nights from 7:00-8:30 pm in Stark Learning Center (SLC) 160. Students interested in participating are encouraged to email **Lauren Mannion**(lauren.mannion@wilkes.edu) with any questions.

Faculty Updates

Compiled by Courtney Sperger

- On Sunday, September 28, 2008, **Amy Archavage**, daughter of Humanities Division Clerical Assistant **Debra Archavage**, married **Ron Trapasso** in Watertown, MA.
- Three of the English faculty will present papers at the Northeast Modern Language Association Conference in Boston, MA on February 26 through March 1, 2009: **Trisha Brady** ("H.D.'s *Trilogy* and the Task of the Poet: Hatching Butterflies from 'Little Boxes' of Trauma" on the panel "Twentieth-Century American War Narratives: Representing Trauma"; Brady is also the organizer of this panel); **Dr. Chad Stanley** ("Simulated War/Simulated Trauma" on the panel "Twentieth-Century American War Narratives: Representing Trauma"); and **Dr. Sean Kelly** ("The Art of Sympathy: Hawthorne and the Pre-Raphaelites" on the panel "Art and Nineteenth-Century American Literature"; Kelly is also the chair of this panel).

Additionally, Brady presented "Representing the Trauma of War: H.D.'s *Trilogy*" at Lifting Belly High: A Conference on Women's Poetry Since 1900 at Duquesne University in Pittsburgh, PA in September 2008.

- Nominate your professor or advisor for the Outstanding Advisor Award or the Innovative and Non-traditional Teaching Award. Nomination forms can be found in the Henry Student Center, 2nd floor mail room. For more information, contact **Dr. Lisa Kadlec** (lisa.kadlec@wilkes.edu).
- Dr. Marcia Farrell's** book review of **Sophie Ratcliffe's** *On Sympathy* will be published in *Consciousness, Literature and the Arts*. Farrell also presented "What about Hercules?: Elizabeth Bowen's Silenced Children in *The Last September*" at the Modernist Studies Association Conference on Friday, November 14 in Nashville, TN.
- On Saturday, December 6, 2008, students from **Dr. Janet Starnier's** English 332: Studies in Sixteenth-Century Literature class and **Dr. Thomas Hamill's** English 397: Allegories of Reading in Medieval Literature class will attend the Undergraduate Conference in Medieval and Early Modern Studies at Moravian College in Bethlehem, PA. Ninety-two students from 32 institutions will be presenting at this event.



Photo Courtesy of Debra Archavage

Club Updates

Compiled by Courtney Sperger

- The Manuscript* will hold the Fall 2008 unveiling on Tuesday, December 2, at 11:00 am in the Sordoni Art Gallery. Everyone is welcome to attend.
- On Sunday, October 26, 2008, the **Medieval Renaissance Club** attended the Pennsylvania Renaissance Fair in Mount Hope, PA.
- Wilkes in the World** invites everyone to attend the Stitch-A-Thon on Tuesday, December 2, 2008, from 10:00 am to 5:00 pm on the first floor of the Henry Student Center. This semester's proceeds will be donated to YouthAIDS, an education and prevention program designed to help stop the spread of AIDS.



Photo Courtesy of Sabrina Hannon

The Kirby Canon 2008

By Stefanie McHugh

Dr. Chad Stanley is proud to announce the winners of the 2008 *Kirby Canon* essay contest: **Laureen Jones** (English 101); **Sara Crolick** (English 120); **Lauren Mannion** (English 201); **Neil Kocher** (200-level course); and **Angelina Teutonico** (300-level course). *The Kirby Canon* is a collection of winning student essays from the 2007-2008 academic year, in the categories of English 101, 120, 201, 200-level, and 300-level courses. All submissions were either faculty or self-nominated. *The Kirby Canon* showcases well-written academic essays and is used by faculty as a teaching mechanism in the classroom. Submissions for the 2008-2009 academic year will be taken near the end of the spring semester.

Senior Spotlights

By Chris Bednar

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Compiled by Jack

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Senior Spotlight: Mike Elias

By Chris Bednar

Mike Elias, a long-time resident of Wilkes-Barre, PA is completing an English degree with a minor in Secondary Education, with the hopes to be accepted into a Master's program for English Literature. Additionally, Elias is also an active member of *Sigma Tau Delta*, as well as an employee of Cardoni & Associates. Besides reading (of course), Elias spends his free time golfing, running, and hanging out with friends.

If you had to choose one English course here at Wilkes as your favorite, what would it be?

My favorite English course would have to be Dr. Stanley's American Lit survey class. I believe it was 282.

What is your favorite book? Who is your favorite author?

My favorite book is *Tuesdays With Morrie*; it was given to me by my father to read whenever I was having a bad day, week, month, etc., and it worked. I've learned more lessons from that book than any other I have ever read. However, my favorite author would have to be Hemingway. I find it amazing how he can write so simply, yet incorporate so much detail. Also, he rarely explains the morals of his stories. I like extracting my own ideas and meaning from his work.

If you could choose a vacation spot based on something you have read in your English studies at Wilkes, where would it be and why?

I like this question. I want to hang out in Spain with the characters from *The Sun Also Rises*. They simply enjoy life. What is better than being with friends, hanging out, and just living life somewhat carefree?

Who has been the most influential professor you have encountered at Wilkes?

Dr. Hamill has to be the most influential professor/teacher I've ever had for two reasons. He does an excellent job of making whatever he is teaching interesting, and which facilitates better work from the students because they are engaged into his lesson. More importantly, he wants us to succeed and produce the best work possible. When you have someone who is always willing to help (with class-work or life) and constantly pushes you further, your work always improves. I can look back on all the work I have done for his classes and honestly say, "I have really come a long way since my freshman year." There is a distinct difference between a teacher who helps you improve your work simply for a better grade and a teacher who *motivates* you to get a better grade because he or she sees potential, even if you may not.

Any sports picks for 2009?

I would be going crazy about the Nittany Lions right now, but I think the Iowa game speaks for itself...

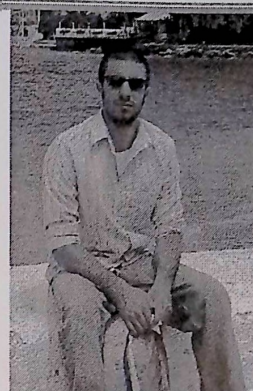


Photo courtesy of Mike Elias

Kuhar's Corner

Compiled by Jackie Butwinski

Where is Thomas Pynchon?

While some paparazzi-inclined scholars have written that Pynchon lives in Greenwich Village with his companion and son, I think that we can be assured that Pynchon currently lives in Plains awaiting silent Trystero's empire.

What role does the Internet play in shaping our academic identities?

Here's an easy question requiring a brief response. In Wallace Stevens' poem, "The Snow Man," Stevens' speaker "beholds / Nothing that is not there and the nothing that is." This is kind of how I feel about the Internet's impact on our academic identities. As academics we spend time working, playing, and socializing on the net. Each interface impacts our ability to "behold" in powerful ways even as we acknowledge that this impact is often subtle, impersonal, and routinized. This constructs a quiet ambiguity: An unaware/awareness that our identity is being shaped in clandestine, unconscious, primal ways even as the impersonal forces at work/play on the net powerfully promote personal growth, intellectual freedom, and a dissolution of harmful hierarchies. We type rather than talk; we blog rather than get together; and we construct self-awareness privately in language and signs rather than in contact with reality and people. Does this result in a diminished or elevated academic identity? Acknowledging the potential for a negative impact on our identities, I'd have to say that the Internet has a positive impact on our *academic* identities.

In *places* like MySpace and Facebook, we self-consciously shape personal veneers promoted for constructed audiences. Material status and interpersonal communication cues (like eye color and body type) are not openly revealed on the net. We don't know who drives a Jag, who is enrolled in Dr. Starnes' 16th Century Literature class or Dr. Anthony's American Novel class. While this frees us from some stereotyping and hierarchies, it also risks replacing life with simulation and reality with games, MUDS, and chat rooms. Whether we're researching, surfing, or blogging, our interface with language is often elevated in subtle yet meaningful ways. This impacts our identities because we're silent in the production of responses to stimuli beyond the printed words, blue trim, and white space of the web text.



Photo Courtesy of Stefanie McHugh

Continued on Page 4

Wilkes University Plagiarism Policy

By Elizabeth Clark

Academic honesty is a critical issue in education. As technological advances and educational standards increase, the temptation to cheat is more prominent than ever before. Unfortunately, most students find themselves in trouble because they are unfamiliar with the varieties of academic dishonesty—plagiarism is only one of many ways to cheat. The Wilkes University 2008-2009 *Student Handbook* defines plagiarism as the use of another's ideas or words without proper acknowledgment of the source.

Two other types of plagiarism exist: unintentional, and self. Unintentional plagiarism is defined as the inadvertent use of another's idea, such as in the improper use of citation. Self plagiarism is when an individual copies work from a previously self-created work for use in another work, without acknowledging self-credit from the previous work or course.

According to the *Handbook*, faculty have authority to penalize students for academic dishonesty. The penalties for plagiarism may range from failure of the particular assignment to failure of the course.

In order to avoid academic dishonesty, pay close attention to citation of sources; one can never have too many academic citations. Be careful to grant acknowledgment to sources for paraphrased materials, as well. If one becomes anxious of academic dishonesty, professors are available for consultation.

"Kuhar's Corner" Continued from Page 3

Like speakers in Wallace Stevens' poems, we're disembodied *voices* miming interpersonal interactions through the keyboard's *click, click, click*. Our fingers poised above obscure web links, a nearly infinite list of Google sources, or a virtual reality game maneuver, we possess a kind of pro-active, self-composing responsiveness to textual stimuli that would otherwise be unavailable to many of us. This shapes our academic identities by sparking our imaginations about who we can become even if only in a simulated, cyber-spacial way.

While web presence is only slightly similar to our traditional, isolated academic work in library space, we're not in the library anymore, Dorothy. The Internet uniquely promotes this kind of textual presence—a self-awareness about becoming who we want to become. In this way being on the web mimics the highest ideals of education. As a result, I think, we become better readers of our world, our literature, and our own stories because our world and our stories are formed and told to us—now more than ever—through the web. Whether we like it or not, we are engaged in a Baudrillardian simulation of self through our mind's work to process Internet experiences.

To understand this experience as positive, we must, like John Barth's speaker in "Lost in the Funhouse," see ourselves as makers of our own universes. We need to affirm that we're accountable for the story even if the surface (web) representation of self is often routinized and flat. In my opinion, we need to affirm how the Internet powerfully influences our identity even as we confirm that participation permits an available frontier, parallel universe into being—interestingly, a goal for the best creative writers, academic critics, and English majors. The parallel (web) universe superimposes its structures and meaning-making processes on our brains' cognitive functions.

I think this is a benefit for our academic identities because these experiences are not presented finally in isolation or extinction of other reality or experiences (i.e., the binary is denied). Ironically (and perhaps sadly), the net may serve our academic identities most powerfully by presenting us with (virtual) space for what we appreciate most in our work as students and teachers: The need for knowledge, the power to locate ourselves in settings that answer this call, and the cry for others to confirm our human identities. As Stevens' speaker suggests, "One must have a mind of winter... / not to think / Of any misery in the sound of the wind... Which is the sound of the land / Full of the same wind / That is blowing in the same bare place / For the listener..."

Forms of Criticism

By Cory Attanasio & Matt Kogoy

Across

2. _____ critiques only the text itself.
3. _____ Criticism focuses on showing how a text reflects reality.
4. _____ Criticism focuses on examining one text within the context of other texts.
5. _____ Criticism focuses on the author of a text.

Down

1. _____ argues that no text is bound to one form and is able to be deconstructed in many ways.

A blank 5x5 grid with a vertical line down the center. The top row is labeled '1' on the right. The second row is labeled '2' on the left. The third row is labeled '3' on the left. The fourth row is labeled '4' on the left. The fifth row is labeled '5' on the left. The grid is intended for a logic puzzle.