



A Visit To Remember

by Savannah Pinnock



Laurel Radzieski (Credit: S. Pinnock)

On September 16th of 2019, Wilkes University welcomed a talented writer and author by the name of Laurel Radzieski. In the “writing” community, she is well-known for her book of poetry entitled *Red Mother* which can be described as an intimate exposé of the relationship between a parasite and its host. In terms of its potential meanings, it is truly multifaceted and has been interpreted as romantic, beautifully detailed, and off the beaten track. It is truly a work of art that seems to capture human emotions and expresses it in an alternative fashion. However, it was not intended to capture relational dynamics but the poet’s interest in the parasite. Alongside *Red Mother*, Radzieski is known for her other works consisting of roughly thirteen poems and counting. Her passion for writing is clear to see in her obtainment of an MFA in Creative Writing which she received from Goddard College. She also invests

herself in theatrical projects as well as creative and technical writing projects. The results of these projects are the embodiment of her drive and the joy she derives from writing and the arts.

Earlier this semester English Department Chair, Dr. Mischelle Anthony, hosted the poet and writer in Wilkes University’s Advanced Creative Writing Poetry Workshop class. This event took place in Kirby Hall which is home to our English Department and one of the University’s most unique and aesthetically pleasing buildings due to its gothic interior and literature based antiquities. As a student in the poetry workshop, I was excited to understand and see the inner workings, and perspective of the author who wrote *Red Mother* which was one of many poetical works covered this semester. Taking a panoramic view of the room, it was clear to see that everyone exhibited similar feelings. During our discussion, Radzieski presented the class and visiting students with advice in the realm of poetry as well as prose. She also informed us of her experience during her undergraduate and graduate years. In response to a comment by a student about her writing techniques she started by informing the

class of her technique in which she always has “to have a notebook with me, I have two notebooks with me right now and I write in wide ruled notebooks.”

However, what is truly impressive is that due to Radzieski’s theatrical background, she has the ability to recite her poems from memory.

In fact, the poet states that “I’m a big advocate of memorizing poetry, memorizing your own because I can tell you that I’ve walked into cafes, I’ve walked into coffee shops, or arts festivals and they say ‘Hey we’re having a poetry reading, you want to sign up?’ Well, I usually have 10 to 15 poems that I can just pull out of my head.” Upon hearing this, I knew that it inspired many in the room as well as myself.

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First-Year Faces

by Erica Bicchetti



Haley Katona

Q: Where are you from?

A: I'm from Effort, Pennsylvania.

Q: Why did you choose Wilkes?

A: I chose Wilkes because of the Pre-law track and because of the beautiful campus and opportunities.

Q: What made you decide to major/minor in English?

A: I decided to major in English along with my major in Political Science because of my goal of becoming a lawyer. I also have a passion for writing.

Q: What is your area of concentration?

A: I believe my concentration is in writing/composition.

Q: What is your favorite book?

A: My favorite book is *A Farewell to Arms* by Ernest Hemingway.

Q: What are you most excited about as you look ahead to being a part of the English program this year and over the next few years?

A: I am genuinely excited to get involved with the *Inkwell* and *Manuscript*! I really would like to learn more skills on writing, especially professional writing.

Banned Books Reading

by Veronica Romanelli

During Banned Books Week, on September 26, 2019, Wilkes University's Chapter of Sigma Tau Delta hosted a Banned Books Reading in the Student Union Building. The event consisted of Wilkes students reading aloud books that have been banned by school districts or other organizations for various reasons. I was most surprised to see *Harriet the Spy* among the featured banned books. Both the movie adaptation and the book were two of my favor-

ites when I was younger, so to see that they were banned for encouraging students to lie, spy, and swear, I was shocked. The purpose of the event was to highlight the idea that our words have power, that they matter, and that they should not be silenced.



Image of banned books. Photo taken by *Manuscript* members.

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A Visit To Remember

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The ability to recite your poems from memory is something that is essential to theatrical endeavors but in English circles, it is not quite common. So as English majors, if you're a student of poetry or an aspiring poet feel free to utilize Radzieski's advice as it is truly useful in your academic discipline and/or profession.

Enthused by the conversation, Dr. Anthony asked, "So, your line breaks are not so much about enjambment but more just about the natural break?" Radzieski stated that years prior she "did a lot more with enjambment." When she first found it she was really "excited" and it was like "oh, you can break the line here". She compared enjambment to being like "a truck kind of screech[ing] to a halt in the middle of a line and I really liked it." However, "with what I'm working on now I think I find it a bit distracting. So usually I turn away from it." She also added that, "For me, punctuation is a very contentious point" and she referenced highly contested forms of punctuation like that of the use of a period or a comma. She also informed the crowd of her experimentation and flexibility in the realm of writing. While poetry is her primary passion and her implicit love she advocates for ensuring that one also has a side or several different side jobs or gigs. This is something I believe that many of us as English majors and minors can benefit from. If you aspire to be an author, poet, technical writer, professor, teacher or even something non-writing based, it is

good to have different side jobs and skill sets.

With this being said, you may be wondering, what side job did Radzieski pursue in particular? Radzieski stated that "I'm a grant writer. That's my day job primarily because I was working in an arts non-profit and they said to me 'Do you want to be a poet?' and I said 'Yes, this is what I want to do.' And they said 'We're going to teach you how to do grant writing so that you always have a job to fall back on.'" As students of English, we're all aware of the realities of pursuing creative and/or poetic writing as a career. It is an endeavor that could potentially be quite profitable but it can be a process to reap the benefits. As a result of this, obtaining different writing jobs can allow you to survive monetarily while pursuing your dreams.

As an example of this, Radzieski states that she wanted to go to Philadelphia for a poetic endeavor but she "needed a couple hundred dollars to do it so I did some extra grant writing on the side." Alongside obtaining different jobs while pursuing your dreams, she recommends knowing your limits. She stated that in her final semester of her senior year of undergrad, "I was in capstone. I was writing a poetry chapbook. I was also in a Shakespeare play. I was in *A Midsummer Night's Dream* as one of the leads, and I was working three jobs so that I could afford to eat." At the same time, she was approached and asked to be the stage manager for a show at a local

theatre. Knowing her limits she said no because "I'd rather tell someone I'm sorry I can't do something then say I can and then have to back out." This is an important lesson for many of us as undergraduate students. It's okay to say no to certain opportunities when you're stretched a bit too thin.

However, what happened next to Radzieski is inspiring. Radzieski states that "the result of that was that I made a connection with a local theatre, and the director and I got along so she came to see me in *A Midsummer Night's Dream* and a week later she told me that I'd like to offer you an acting job and I can pay you \$75 a show. And I said okay and so when I graduated from college I was acting in children's theatre. The group got a grant and we toured and we did 14 shows a year." So as students, it's important to understand that things are not always linear. As the proverbial adage goes, "When one door closes, another one opens," so don't be afraid to know your limits.

Having Laurel Radzieski as a visiting author to our classroom and Wilkes University in general was truly a pleasure. She provided the classroom with advice and insights that I'm sure will stick with us for a lifetime. I also hope that the advice given by Radzieski presented in this article resonates and helps other writers in The English Department and that it will stick with you. So feel free to utilize the advice given and to explore the work of Laurel Radzieski. You won't regret it.

Arizona Student Teaching Opportunity

by Brittany Stanton

It's that time of year all the student-teacher candidates have been waiting for: the meeting on student teaching. They are finally on their way to becoming teachers after this experience. In addition to traditional placements in local districts, Wilkes University offers student-teacher candidates an opportunity to apply to student teach in Casa Grande, Arizona. Students send in an application for the possibility of getting chosen for this experience, and only four to five students will be accepted. This past semester I applied for this experience, and I was one of the four students chosen to go.

During the fall semester, all the student-teacher candidates who are to student teach in the spring attend a meeting to talk about what to expect in the spring, where we may want to student teach, and what the student teaching process requires. After this meeting, students had the opportunity to stay and talk about the Arizona student

teaching experience and to talk about the application process to go and how much would be added to tuition. To go students must fill out an application and write an essay. I filled out an application, wrote my essay, and handed it in for the chance to get picked. A few weeks later I received an email at work saying, "Congratulations! You have been chosen to go to Arizona for student-teaching." I was super overjoyed to be picked for this opportunity. I immediately called my boyfriend to tell him the news while I was crying from happiness, and he was super excited for me and said it was going to be a great experience for me to go and teach in Arizona. I then called my parents who congratulated me and said that it was well deserved because of all the hard work I have done. I'm excited to learn more in the next couple of weeks about how everything is going to go.

To be able to go on this experience is amazing for me, and I

still can't believe I got chosen to go. There are a lot of preparations to be made to go to Arizona, like having a meeting on who our host families are, how much is going to be added to our tuition bill, and what time our flights are going to be. This experience is going to be amazing, and it is going to be enlightening to learn how different states teach their curriculums differently than we do and what standards they use. The student population will also be different than it is here in North Eastern Pennsylvania. I hope to make a difference to the students I will be teaching down there and maybe even get a job offer. If you have the opportunity to apply to go to Arizona when you are student teaching I say take it. You never know how this experience could change you and be the best experience of your life. I'm excited to go to Arizona in March to student teach, after my first student teaching assignment at ??? . It will be here before I know it.

Transferring To Wilkes

by Nicole McNelis

As someone who has never been a fan of change, let me start off by saying that deciding to transfer schools after my first year of college was not easy. I spent hours upon hours at my old school Googling things like "Should I transfer schools?" "Is it bad to live at home in college?" "Signs you should transfer schools." None of these were very helpful because obviously, I was the only one who knew the

answers to these questions about myself. I was homesick, bored, and in the middle of nowhere. Soon, the answer became clear to me that transferring would be a smart move for my mental health and well-being.

I chose Wilkes because I live ten minutes away and I'm comfortable here. I could have my own space and not have to be around people all the time. The English

Department and the opportunities I will have as a Secondary Ed. minor are also great reasons to go to Wilkes. I had so many English teachers throughout high school that went to Wilkes and are some of the best teachers I have had, making the decision even more obvious and sensible to me.

The first few weeks of the new semester at my new school

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by Briar



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A Take On *Doubt*

by Briauna Robinson



All images courtesy of Professor Jon Liebetrau and The Wilkes University Theatre Department.

It is not every play that audiences get to be fully immersed within the set, being brought into the script, feeling alive with the acting. John Patrick Stanley's *Doubt*, presented by the Wilkes University Theatre Department in September, hits all of those points in such a unique way that it genuinely surprised me upon arriving to the theatre. The concept was refreshing and intriguing to say the least. The play began with the light dimming and then popping on a preacher, Father Flynn, played by Kris Tjornhom. He started with a sermon, speaking at the audience like we were in a church with him. The lighting was ominous and beautiful. There were outlines of stained glass shining on the stage floor, a back light behind Father Flynn, and low lighting scattered with colors that made it all too real. I have never been in such a set before while watching a play, and must I say it was rather mystical in a way that makes me want to attend the show again.

The set aside, the acting in the production was tremendous. It was surreal but also rather believable. With the play being set in

1964, the principal of the religious school, Sister Aloysius, was stern. The actress who portrayed this character was Maddison Black, and she did such a wonderful job playing a ruthless and intimidating role. Throughout the play, Sister Aloysius would yell and practically attack the other characters, verbally not physically, and manipulate Sister James, played by Sarah Waynand. I do not want to forget how moving the more emotional and intense parts were, simply by these two actresses performing those

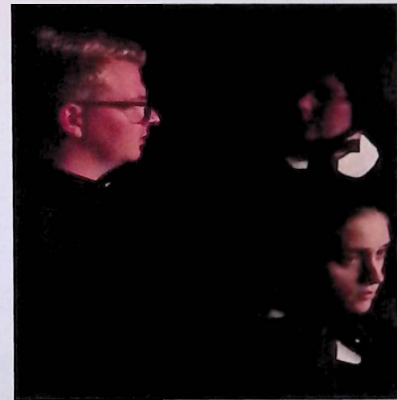


Left: Sister Aloysius, Sister James and Father Flynn. Right, alternate casting: Sister Aloysius (Melissa Berardelli), Sister James (Michaela Catapano) and Father Flynn (Alex Booth).

scenes it so well. In addition, the acting of Briana Rowland as Mrs. Muller made the audience realize just how real this play could have been. Kris Tjornhom was splendid in making viewers question, or doubt, which perspective to believe in the play. The audience either believed Sister Aloysius, or they believed Father Flynn was innocent. As I mentioned, Sister Aloysius was continually manipulative, but one

can easily say the same for Father Flynn.

The play sends viewers for a tailspin, enlightening the audience with issues in churches during that time period and bringing one to question one's own judgment, just as Sister James does. The audience gets to see the desire for progressiveness and the holding back of traditional ways. There is repeated use of the word "doubt" and intensely emotional scenes that keep the audience's attention throughout the whole 90 minutes. There is also a nice touch of humor scattered throughout to keep it not so serious and dark. This show is innovative, to say the least, and one of the best I have seen Wilkes University produce in a while.



Below: Sister Aloysius and Mrs. Muller. Mrs. Muller was also played by Mmachi Dimoriaku.



Exposing Flaws in American Society Through Film

by Emily Banks

The recently released film titled, *The Joker*, has sparked quite the controversy due to its graphic violence. *The Joker* follows main character, Arthur Fleck, who appears to have grown up in a troubled household which is to blame for all of his present problems. Ring a bell? A movie that portrays a character with a background similar to Arthur Fleck or the Joker is, for many critics, problematic in that it mirrors many American norms. For example, the movie depicts a society that turns its back on a troubled man. In response to this, Arthur reacts with violence. Critics have argued that the mind-set Arthur has is similar to that of many mass shooters. This, again, becomes problematic because of the mass shooting at the midnight showing of *The Dark Knight Rises* in 2012. Viewers have argued that the depiction of violence in *The Joker* was in poor taste in reference to the 2012 shooting, because of the fact that Arthur seems to feel empowered while committing his

senseless crimes. The idea that he is only reacting with violence because society turned its back on him has also been criticized because it presents society's treatment of Fleck as a scape-goat or validation for his crimes.

After watching the movie myself, I can see why *The Joker* initially sparked a controversy. However, I think the movie brings up important issues that we are faced with in everyday American society. I do not think the movie is trying to argue that society is completely to blame. I think the message of the movie is deeper than that. It shows how society's ignorance toward anybody who is not rich and white is a problem. No, I am not saying being ignored is an excuse or valid reason for mass killings. I am simply arguing that while depicting a troubled man, the film exposes for its betrayal and lack of care to those who need it most. Prior to his violent acts, Fleck had continuously shown symptoms of suffering/illness and he was disregarded as a

weirdo. I think the point of the film is that we need to pay attention to and be supportive of those around us and maybe work to prevent violence. While I was watching the movie, I felt extremely uncomfortable. As scholars, we know that when people start to feel uncomfortable, the natural response is rejection. More importantly, along with rejection comes attention. This sounds paradoxical, but audiences are drawn to controversy. With that being said, I think the goal of the movie is to draw attention to what would be classified as our societal norms. Attention can bring change, and because of that I think this movie is extremely important for bettering society's response to mental illness and broadly speaking anyone who is not privileged or who is ignored or marginalized by society.

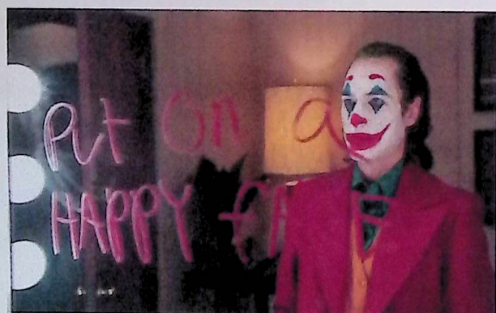


Image from <https://www.cnet.com/news/joker-laughs-maniacally-all-the-way-to-a-box-office-record/>



Image from <https://www.denofgeek.com/us/movies/joker/257581/joker-6-actors-who-have-played-the-clown-prince-of-crime>

Serious A by Veronica Ro

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Serious Allegations Complicate How We View Artist's Work

by Veronica Romanelli

The first time I ever read anything by Geoffrey Chaucer, I was in a Dr. Hamill's Survey of British Literature during my first semester at Wilkes. Because I was such a big fan of Chaucer when we read some of his work in the survey, I decided to take a English 397, a Chaucer seminar, this semester. During a class discussion early in the semester, Dr. Hamill brought it to the attention of the class that Chaucer once had allegations of "raptus," a term for either rape or abduction, brought against him and then dropped. As soon as I learned this news, I immediately started viewing Chaucer's work differently. As part of the generation that is growing up amidst the #MeToo movement and hearing such frequent allegations against different artists, I was not surprised to hear about Chaucer's allegations, but it was still upsetting. I have been inclined to "mute" contemporary artists with allegations against them because I feel it would not be right of me to support someone who even possibly is guilty of such horrible crimes. I started to wonder if I should "mute" Chaucer, too.

For some reason, I struggled with the idea of completely cutting Chaucer out of my life. I still do not fully know the reason why, since I have cut several musicians that I enjoyed quite a bit out of my playlists after hearing that they were either accused or found guilty of committing a crime, usually of a sexual nature. I thought maybe it was because Chaucer is dead, so he is not receiving any money from

my consumption of his work. While this is a kind of morbid idea, I really could not think of much else that would make me view Chaucer any differently than any other immoral artist I have let go of. Struggling with my own thoughts, I asked some friends to share theirs. Here is what they had to say:

"I think it depends on what the artist is writing or singing about. If their crime was of a sexual nature, and all of their songs are sexual, it's going to be more difficult to separate the artist from their work. It definitely changes how you view that artist." -**Rashonda Montgomery**

"I listen to people's music because of their music, and not because of who they are. I don't support them, or even think they're good people, but that doesn't mean I enjoy their music any less. I listen to the music for its value, not because of the person singing it. I'll continue to listen to people's music, even after I find out they're really bad people. The same goes for movies. Do I think alleged abusers, like Johnny Depp should continue to be cast? Probably not, but that doesn't mean I am going to stop watching movies just because one person in it is a bad person. That doesn't change the value of the words or the message." -**Catie Lally**

"In my opinion, artists or other creators who have rape or sexual assault allegations diminish the value of their work. Especially because famous people usually exploit the unbalanced power dynamics they have to commit their

crimes." -**Ryan Mercer**

These differing points of view offered a wide variety of perspectives. After hearing them, I found myself agreeing with pieces of each, but ultimately feel like there is no "right" answer on how a situation like this should be handled.

More recently in the Chaucer seminar, we read, *The Miller's Tale* and *The Reeve's Tale*. Both of these tales include instances of sexual violence and rape, and these instances are meant to be viewed as comedic. Like Rashonda mentioned, it is significantly more difficult to separate the artist from his work if the work is of a sexual nature. Rape "jokes" were never funny to me in the first place, but the possibility that Chaucer was a rapist, and he is the one making rape "jokes," makes the idea of consuming Chaucer's work even more repulsive. As we continue to read more of Chaucer's works in class, I will write more on the topic, noting any shifts or complications in perspective I may experience.

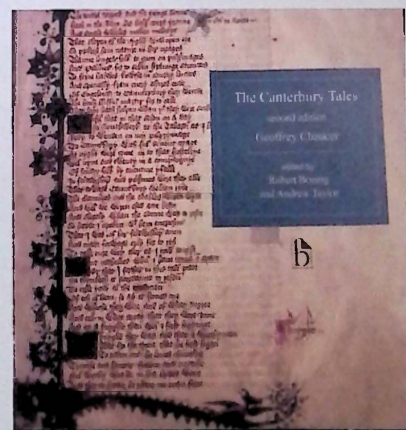


Image of *The Canterbury Tales* textbook from Dr. Hamill's class.

We're All a Little Bit Goose

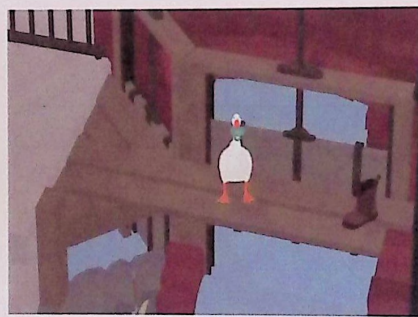
by Darren Martinez

There are some video games that get to the heart of the human psyche. They help us come to terms with who we are, in part because video games are the interactive media of the modern generation. In this context, a game hits the market on September 20, 2019 known as *Untitled Goose Game*. It released the same day as the remake of the cult classic Gameboy game *Link's Awakening*. Despite matching dates with one of the industry's biggest icons, indie studio House House blazed forth with the unique twist on a protagonist: being a loud, horrible goose.

There is an undefined, cruel joy in piloting the goose's shenanigans. *Goose Game* is a character study: it permits you to reflect on yourself and embrace anarchy. The game's quests, casually written in cursive on notebook paper, guide your machinations. But beyond a certain point, the chaos the player embraces is mostly of their own volition. For example, some dedicated players elect to deposit every single interactable item in the starting area's lake. The goose controls as one would expect a goose to, allowing you to honk, spread your wings, grab with your beak, and run. The gentle pitter-patter of the goose's webbed feet slapping concrete as you run from humans you've harassed adds to the feeling of chaos. It's like your goose's little heartbeat, swelling as you run and gentle as you stalk your prey. There is an element of stealth in which you don't want to be caught with anything in your beak, but most of

your adversaries don't even mind your presence and will ignore you even if in eyesight. You get the feeling your targets know you're there. They know you're plotting. It's that tension in the tiny little footsteps and the build-up of the soundtrack that culminates in the anarchy the goose brings upon wreaking havoc.

The soundtrack features samples of Debussy's Preludes, now in the public domain. Along with the goose's frantic footsteps, the music swells to the highest notes when you are being pursued. It'll drop when the item you've stolen is reclaimed, but pick up where it



Screenshot of game by Darren Martinez

left off if you get the item back. It's a tug of war, giving and taking away control over the game's soundtrack. The game does not shy away from letting the music drive you, sometimes having objectives with multiple steps that permit the music to run for as long as you are. Trapping a young child in a phonebooth is one objective, which will distract the nearby shop owner from her post to rescue the boy. If you skirt around the shopkeep, you gain access to her camera and multitude of televisions on display allowing

you to broadcast your goosey maw to your unfortunate victims. All of this plays out while classical music rages on, urging you farther.

Very little bogs the game down. Some of the hitboxes on items are kind of wonky and you or miscellaneous items might clip through the ground. I believe the minor glitches add to the idea that this is a 'game'. The humans might spin around in circles or get stuck in behavior loops but for the most part, they behave as they should in relation to the goose. I clocked roughly three hours in *Untitled Goose Game*, and I was not the most capable player. If length is a possible complaint, I could understand why it would be raised. In my personal experience, my three hours were filled with exceptional laughs.

The game's final area is a miniature of all the areas you've traversed previously. You can harass many of the same things you could when your hunting grounds were life-size, but it is much cuter to place yourself in their world like a kaiju. You get the idea that, as much as you harass these people, you are one of the few interesting things in their lives. Between what the game's AI permits the humans to perform and what we can only imagine their lives to be, the goose is a horrible, calamitous presence that, without which the village would be incomplete. 8/10.

An Undergraduate Guide to Grad School

by Isaiah McGahee

Part I: Preparing for the GRE

I didn't come into college with even the remotest intent of pursuing any type of graduate study. To be fair, however, I began my undergraduate education without any finite career aspirations at all. Initially, I went into undergrad thinking that I wanted to be a television news reporter and consequently, declared a major in communications. However, relatively early on in my sophomore year, I began to realize I was in the wrong course of study, as I was grossly uninterested in my communications courses, and the career prospectus within the field did not appeal to me. Perhaps by the hand of fate itself, I enrolled in Dr. Sean Kelly's English 101 course, because it was the only English class that fit into my schedule; I loved it. During our in-class discussion of Plato's "Allegory of the Cave", the seed was planted, and I strongly considered the possibility of switching to English; something about the field deeply appealed to me. The next fall, after another intellectually unstimulating semester in communications, I'd had enough. I determined finally and irrevocably, and in the last possible moment that I was going to become an English major, and Dr. Kelly became my academic advisor. I haven't looked back since.

I've enjoyed my course of study in English so much, that I have decided that I want to pursue graduate study in Comparative Literature, the same field as Dr.

Kelly, upon graduation this spring. At the moment, I am studying for the GRE, and find myself fully immersed in the graduate school application process. I figured it would be helpful to tell the ins and outs of my journey to any English students (or any students in general) interested in going to graduate school. Surprisingly, the whole ordeal feels quite similar to high school--- preparing for the SAT's and looking at prospective colleges. So if any grad school hopefuls think their days of standardized testing are over, I've got some very unfortunate news.

Preparing for the GRE's feels so much like preparing for the SAT, it's uncanny. I vividly remember the hell of vainly going through Kaplan math prep books, just to get a decent score on the Quantitative section of the SAT, but thankfully, this time around, the majority of the programs which I will be applying to seem to say: "This is comparative literature! We don't care about math!" Therefore, to any prospective students, I would advise you to look at prospective graduate schools' websites and examine the typical class profile, and either to your delight or chagrin, you will see what to expect in terms of GRE score(s) and therefore, the amount of preparation you will need. Much to my delight, the majority of the schools I am applying to, do not list the Quantitative scores for entering comparative literature students (as you may have guessed, I'm not spending much time studying "Quantitative Reasoning"). However, the verbal section of the GRE

appears, and rightfully so, to be MUCH more difficult than that found on the SAT. Every practice test that I've taken, largely focuses on one's ability to use a complex and comprehensive vocabulary. It would behoove any and all to study root words, that way you can understand the crux of words that you may otherwise be unfamiliar with. After finding myself relatively unfamiliar with a great deal of the vocabulary on the first practice test I took and scoring lower than I would have liked, I proceeded to both familiarize myself with GRE vocabulary, courtesy of the Kaplan Verbal GRE Workbook, and learn Latin root words. These methods proved extremely effective, and on practices tests two and three, I scored in the 90th percentile--- slightly above the average score for my top choice: Binghamton University. Finally, preparing for the writing section is as straightforward as one might think. It is very easy to find practice prompts online, and one can easily practice writing under timed conditions. However, I should note, it would be in your best interest to familiarize yourself with current events if you do not, as the GRE seems to rely on current events in the creation of their writing prompts. Plus, a perceptive knowledge to the world around us never hurts. That's all for now. I'll talk to you all once the GRE's are complete (hopefully it will be a one-time affair). I look forward to updating you on the rest of the application process!

Rocket League Game Review

by Brian Vu

The Game

Although *Rocket League* is a little over four years old, the game is still extremely fun to play and a great game overall. Released on July 7th, 2015, *Rocket League* was rated 9/10 by Gamespot, 9.3/10 by IGN, and 9/10 by Steam. The main game mode engulfs players in multiplayer matches where they battle with jumping and rocketing cars to put a giant soccer ball in the opposing goal. Throughout the field, there are boosts that you can pick up so you can speed up and also fly in the air. When I used to play the game in high school I wasn't that good so I quit the game. After playing it again about a month ago, I was enticed by how fun the game is, even if you're losing. After buying the game, I realized that it's fun to lose as long as you tried your best. Playing the game more is just practicing to get better at the game. The game takes patience, but once players start to develop their own skills, taking it to the next level is always an opportunity.

Starting Out

New players starting off the game will find hitting the ball a little difficult. It might seem impossible to ever be as good as the flying players who make insane plays on the field with their aerial moves. But with practice and time, players will see a gradual improvement. Training mode is a great way for players to work on their skills. This includes striker, goalie, and aerial training. These work on the individual skills needed to improve your game. You can also do custom

training or free training where you have an unlimited boost, giving you the opportunity to get a feel for the ball and the field itself. To get better, players have to be confident. Instead of being too scared to miss the ball, I just try to jump in the air and fly toward the ball anyway. After a while, I got used to being in the air, which helped me hit the ball more often. Training to get better is the best way to make good plays and win close games.

Modes

Ranked games take *Rocket League* to the next level, where players will play against other players with their own skill levels. This is a great way to improve your game. Ranked matches consist of 3v3, 2v2, 1v1, and 3v3 solos (which means you can't party up with friends to play). There are also extra modes that are also ranked. These modes are called Rumble, Dropshot, Hoops, and Snow Day. Rumble is 3v3 with superpowers for your vehicles. Dropshot is kind of like volleyball where you have to shoot the ball down through the floor to score a point. Hoops is just a basketball version of the normal game which really works your aerial moves. Snow Day is 3v3 except you play with a sliding hockey puck instead of a soccer ball.

Customization

Rocket League has a great customization platform. You can open crates with decryptors that you receive after reaching specific levels or with the Rocket Pass (Premium Pass). Customizing your vehicles lets you look awesome in the

goal cams as you fly through the air. It's kind of like your shining armor. Players can customize their vehicle bodies, along with their own colors for each side. Customization also includes different wheels, boosters, toppers, antennas, sounds for your vehicle, moving decals, and even different animations for when the ball explodes in the goal. You can present different customizations as well so you can switch to a different customized car in between games, which means you don't have to go through the hassle of leaving the game and fully changing up your vehicle every time. Customization in *Rocket League* makes the game even more awesome.

Halloween Update

Right now there's a Halloween update that lasts until October 31st, and the theme for this year is the Netflix series *Stranger Things*. Players can unlock fun customizations that are *Stranger Things* or Halloween related. There's a currency of candy corn, and once you have enough candy corn for an item you can unlock it. You can also unlock 10 free crates to open along with experience to level up.

Conclusion

Rocket League's aesthetics are so beautiful. The skins for the cars and the explosion of the ball are mesmerizing, not to mention all the different maps in the game. The game is definitely well thought out and deserves the ratings that it got. For the gamers who've never played *Rocket League*, definitely give it a try. You won't regret it.

Diversity and Inclusion

by Rashonda Montgomery

On Saturday, October 19, Wilkes University's Associate Director of Diversity Initiatives, Erica Acosta, hosted the university's third Annual Diversity and Inclusion Student Conference. The theme for this year's conference was "Understanding and Addressing Social Inequalities." The first workshop I attended was a discussion about White privilege presented by Dr. Jim Calderone from Misericordia University. He did a fantastic job of explaining the phenomenon of White Privilege in a way that did not put shame on any particular group of people. One of the most interesting ideas he discussed at length is intersectionality, which is the idea that no one belongs solely to one societal group. Because of intersectionality, it is people for a person to be privileged in one aspect of their lives, and not in others. One particular way Calderone put

in perspective that stuck with me is by announcing that every person in the room has one common privilege over 90% of the world, and that is by having access to higher education. Following that, I engaged in an extremely interesting presentation on microaggressions by the Assistant Director of the Cross Cultural Center at the University of Scranton, Jose Sanchez. He opened up a safe discussion, in which everyone was welcomed to share experiences of micro-aggressions they have endured in their lives. The presentation ended with an activity that allowed us all to see the ways we assume things about people without being given certain information about them. In this way, Sanchez ended his presentation by telling us it is very easy to be the person spewing micro-aggressions if you are not careful and mindful of your own biases towards

others. The Diversity and Inclusion Conference was an amazing opportunity to discuss important, but possibly uncomfortable, topics like white privilege and microaggressions with people of several different backgrounds. Each workshop left attendees with something to think about, and it was an impactful learning experience. Something to understand is that there are many forms of social inequalities that we, as a society face. A major part of getting past these inequalities is to share our experiences with one another and learn about how privileges and inequalities shape our lives as individuals and as communities. I would like to see much more university participation from Wilkes faculty, staff, and students alike in the future.

Transferring To Wilkes

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were an adjustment to say the least. I did not expect to be alone as much as I am as a commuter. I was also not prepared for how difficult it is to make friends when you don't live on campus. It often feels like everyone already knows each other and at times it can be very alienating. It also took me quite some time to adjust to the workload of an English major, which is far more than I had expected.

The good outweighs the bad by a long-shot, however, and I

know that Wilkes is exactly where I need to be. I am more challenged academically than I have ever been, which I truly believe is one of the important parts of college. For me, making friends is difficult, and it is even more difficult without an extensive freshman orientation process to help me meet people. However, I am proud of myself for the work that I have done so far to be an active member of campus life by joining student clubs and organizations such as *Inkwell* and Education

club. I plan on joining even more as my semesters here progress. And, every day, I get to go home to my family and my dog (the best part of it all) and be by myself for a few hours, allowing me to recharge and be 100% prepared for the next day. At the end of the day, I am so glad and thankful that I made the decision to transfer when I did and that I will be able to complete my bachelor's degree at Wilkes.

MANUSCRIPT UPDATE

Comments from the Executive Editor:

"We just wrapped up our Halloween Reading at the end of last month, which was well-attended. We gave away two prizes this year for Best Costume and Best Reading, as well as a door prize of over 10 donated "spooky" Halloween books. We had so many good costumes and readings to choose from! We also just held our first round of submission reviews for our spring print edition, and I'm really happy - both with the pieces we received and the discussion we had about the pieces. I hope all of our writers are happy with the feedback they will receive in the coming weeks. We also held our first writing workshop in early October, and at our next meeting we will be planning our next workshop. We hope some of our "revise and resubmit" pieces will show up to work on their pieces as well as anyone else who wants to get into creative writing!"

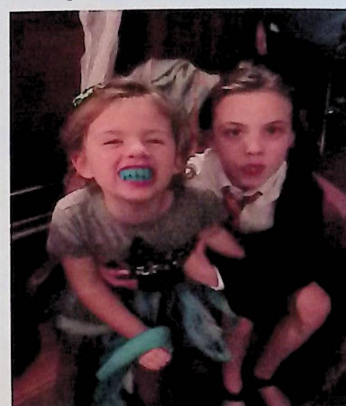
Any additional questions can be sent to the *Manuscript* Executive Editor, Brianna Schunk, at:
brianna.schunk@wilkes.edu



Top: *Manuscript* staff members: William Billingsley, Brianna Schunk, Sheyla Silva, and Jay Guzewicz

Bottom: June and Grace Hamill enjoy the annual Halloween reading.

Images courtesy of Thomas A. Hamill



Writing Center

The Writing Center, located in the Alden Learning Commons, is open and offering support to student writers across the Wilkes curriculum.

Our Fall 2019 schedule is:
 Monday: 9:00 am-6:00 pm
 Tuesday: 9:00 am-2:00 pm; 3:00pm-6:00pm
 Wednesday: 10:00 am-1:00 pm; 2:00pm-6:00pm
 Thursday: 9:00 am-6:00pm
 Friday: 9:00 am-12:00 pm; 2:00pm-6:00pm

The Online Writing Center is available at: <http://wilkes.edu/pages766.asp>

For more information, contact:
Dr. Chad Stanley
 email: chad.stanley@wilkes.edu

Spring 2020 Upper-Level Class Listings

Course Number/Name	Days/Time	Instructor	Room
ENG 202: Technical Writing	M 9:00-9:50	Dr. Lobb	KIRBY 103
ENG 203: Creative Writing/WGS	MWF 11:00-11:50	Dr. Kovacs	KIRBY 108
ENG 234: Survey of English Lit. II/WGS/Honors	TR 2:30-3:45	Dr. Davis	KIRBY 108
ENG 281: American Lit. I/WGS	MWF 10:00-10:50	Dr. Kelly	KIRBY 108
ENG 324: History of the English Language/DH	TR 9:30-10:45	Dr. Hamill	KIRBY 108
ENG 351: Studies in Postmodernism	TR 1:00-2:15	Dr. Kuhar	KIRBY 103
ENG 365: Studies in British Drama	MW 1:00-2:15	Dr. Stanley	KIRBY 103
ENG 392: Senior Projects	TBA TBA	TBA	TBA
ENG 397: S: American Romantics	MWF 12:00-12:50	Dr. Anthony	KIRBY 108
ENG 497: S: American Romantics	MWF 12:00-12:50	Dr. Anthony	KIRBY 108