



# THE INKWELL QUARTERLY

## Quarantined Student Teacher

By Erica Bicchetti

This semester I had planned on student teaching in the classroom for a full 14 weeks, as we were told. I was prepared to experience the good, the bad, and the ugly moments in my classroom. Of course I was nervous at first, but who wasn't? I was also excited. I had bought professional outfits, what I call a "teacher bag," a lunch bag, tons of pens and pencils, expo markers, you name it. In my EDSP 388 / ED 390 class, student teachers were overwhelmed with information on becoming educators which seemed stressful, but we knew it helped prepare us. I can thank Dr. Galella for that. Unfortunately, student teaching didn't end the way I had hoped, but I can tell you why I am thankful for what occurred.

On January 27th, I began student teaching at Hanover Area Junior/Senior High School. I had some previous experience at this school the semester before because I was placed there for field hours/ observations. Only this time I was with a new teacher. During my first week, I observed everything that took place in the classroom. I took notes, SO many notes. I almost filled an entire journal (believe it or

not). I observed student behavior, interruptions to instruction, effective lesson planning, and I used the week to learn student names and personalities, along with their assigned seats. I introduced myself as Miss B because my last name can be a disaster to pronounce. My cooperating teacher taught one 9th grade and three 7th grade English classes, and two 7th grade Career Planning classes. All of which I would soon take over. When I slowly began taking over the classes, I realized just how hard a teacher's job really is; and I don't think anyone realizes this until they're in their position. The amount of responsibility teachers have is tremendous. There were times when I felt like I was failing at my job. I would forget until last minute to make hundreds of copies, and then when I would come in the next morning, the copy machine would be jammed. (Surprisingly, this happens more often than not.) But not all of my student-teaching experience was bad. I met intelligent students with bright futures, and I'm so happy I could help shape the path to their success. Although it felt like my time at Hanover was short, I was able to

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learn so much.

During the week of March 9th, I would say it was a time when things were kind of up in the air. It was a stressful time to say the least. It was when midterm observations were taking place, meaning I was about halfway through my student teaching experience. This was when COVID-19 had reached the U.S. and cases were increasing. I believe during that week there were only two positive cases in Pennsylvania, but obviously there would be more to follow. There were major concerns about the safety of individuals' health, and therefore rumors kind of began circulating about schools shutting down for at least two weeks. On Tuesday, March 10th, we had a department head meeting. We discussed the possibility of a two-week shut down, and what that would mean. Many teachers had

# To All Our 2020 Graduates in English, and All Our English Majors and Minors: A Message from Dr. Anthony

Congratulations! And thank you. What a privilege to witness and participate in your hard work for this degree and, frankly, this semester. Your diligent authenticity shines through.

It was heartbreaking not to be with our seniors in celebration during Senior Week and May Commencement, events postponed in the COVID-19 global pandemic.

As I reflect on all our activities in Kirby Hall and beyond these past few years, however, I know our English graduates will celebrate in creative ways. Our dinners with Allen Hamilton Dickson visiting writers; our Manuscript Society Halloween readings; our movie nights, picnics, banned book readings, class sessions where we didn't end on time, and creative writing workshops—all have been formative moments in our department that also brought joy. I trust you to find some brightness, even now, to mark the occasion. Please know that I, along with all our English faculty and our departmental assistant, Debra Archavage, celebrate with you!

A special thank you and commendation to our graduating seniors who were able to present their capstones on Zoom. What an accomplishment to be professional, clear, and engaging through this remote application. You give us hope for a bright future as you progress to the next part of your lives, whether it be to graduate school, the publishing industry, digital content writing, law school, or other English-related parts of the workforce. Your skills honed these past few years will take you far.

In this month's *Poetry* magazine, there is a poem worth sharing on this occasion of your accomplishment. Published since 1912 by Harriet Monroe at The Poetry Foundation to help define what American poetry is in our ever-changing cultural landscape, *Poetry* magazine lazes around Kirby Hall, mostly on the second floor. (This magazine is also available at a student discount if you'd like your own subscription.) I couldn't believe the kismet when I opened up the May issue to the poem below:

## I Sleep in My Inkwell and Wave to the Distant

By Zakia el-Marmouke  
Translated from the Arabic by Jennifer  
Jean and Amir al-Azraki

To those who enter the fire with  
boats,  
who touch heaven with kites,  
who stuff roof holes with clouds,

who hide under beds  
whenever the road stutters  
in the throat of footfalls entering  
fog—

of footfalls that never return  
from the checkpoint  
which only sends back bodies;

to those who resort to the inkwell  
when speech narrows,

who plant nails in their blood  
whenever the wall slouches—  
more and more nails  
so the lover's image does not fade

into the traffic of silence;  
to those who collect their own  
ashes  
whenever their pillow is dry,

whenever there's absence,  
who aren't tired of waving  
to loves in the distance

whenever maps are locked;  
to those who venture into meadows  
before the waters flow,

who keep the keys  
whenever they know the doors  
were stolen, who leave their crutch

on the threshold of the unknown  
whenever life leaves them behind;  
to those who know themselves

through their wounds  
whenever the war sleeps  
in their eyes

while reassuring the subjects of  
war;  
to all those, I say: the forest begins  
with a tree; let

your left hand—which keeps the  
throne—  
shake your right hand. Maybe  
dreams hatch between them.

## A Message

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## Quarantine

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## A Message from Dr. Anthony

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“Congratulations again, and please keep in touch. Stop by and visit when we’re back in Kirby Hall.”

Take good care,  
Mischelle Anthony  
Associate Professor & Chair  
English

## Quarantined Student Teacher

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unanswered questions. It was hard for the school to say exactly what would happen since this situation has never occurred before. Plus, the governor was still unsure at the time. At this meeting, we discussed the possibility of paper packets for students to bring home during the two-week shutdown because not every student has internet access or various forms of technology. The one statement teachers could hold on to was the fact that we would be given a two-day notice if the school were to shut down. After this day, I noticed some of the students wearing masks to school. It was like the situation became more real all of a sudden. On March 12th, students were getting called down to the library to learn how to use Google Classroom. By the end of the day we were informed that Friday, March 13th would be a half day for students, and the district would meet in the auditorium after school to implement a plan of action. March 13th was by far the craziest day in my student teaching experience. It began like a normal half day: a bit stressful because the schedule was fast paced. My co-op and I hadn’t prepared a paper packet for our students because we thought all material would be

posted to Google Classroom if there were to be a two-week shut down. When third period came around, my cooperating teacher was informed that we would need packets ready AND passed out to students in case of a shut down. So, I had to juggle teaching and getting work ready for six classes, or in other words, about 125 packets or work. On top of that, I had to track down first- and second-period students to give them their packets as well. Of course my cooperating teacher was a huge helping hand in this situation. I emailed him all of the material while he printed and made copies, but it was tough with so many other teachers doing the same. I can’t express all of the hard work we did before the end of the day, but we got it done. I can tell you, however, that my co-op and I were so relieved that we got everything accomplished that we actually high-fived each other when the last student walked out that door with a packet in their hand.

The first half of the after school meeting consisted of teaching teachers how to use Google Classroom. Then, we received a break. We took this time to mess with the application, and even began setting up our

classes. When we were called back to the auditorium, the teachers, administration, and staff would be given a positive answer on whether or not the school was going to shut down. Long story short, the answer was yes. The school would be off positively for two weeks. The district would move to distance learning through Google Classroom only if the closure were to extend.

All PA schools shut down on March 13th, and they have remained closed since. Student teachers like myself had to adjust to teaching students online. For Hanover, students have only received enrichment material, meaning nothing new will be taught. I have found Google Classroom to be easily accessible. It was completely different from in-person learning, but I adapted rather quickly. I believe this unique experience will make me an even better teacher. Although I missed out on half of the required “in-person” experience, such as dealing with student misbehavior and daily interruptions, I’ve gained experience in other fields. I learned how to operate Google Classroom. I worked through internet and technology issues. I continued to

# Minimalism: A Lifestyle

By Brian Vu

As a YouTube binge-watcher, I've recently stumbled upon a way of living, a specific lifestyle that people find to be extremely helpful in keeping their lives in shape and less stressful. This lifestyle is a practice called Minimalism. After watching a couple of long videos by Matt D'Avella on Minimalism, I decided that maybe I should try it out to see if it would help me. It seemed very tempting. After a week of living a Minimalist lifestyle, I noticed a great shift in my routines and my headspace. I was able to be more productive and had more energy to get things done. My whole schedule changed for the better, and I wasn't going to sleep at 4 or 5 AM anymore. This practice also kept my body healthy, which is important to maintain given the specific circumstances that we have all been put in during the pandemic. Minimalism is merely just a mindset to have that you can apply to pretty much any aspect of your life. In this review, I will be explaining Matt D'Avella and his experiments with Minimalism. This review also entails my own experiences of implementing Minimalism into my recent living habits. Hopefully, some of you might take interest in trying out Minimalism and find that it actually helps you too.

Matt D'Avella is a freelance filmmaker who made a documentary called *Minimalism*. He is also a Minimalist who has spent many years practicing Minimalism already. He owns a podcast called *Ground Up* where he interviews successful people who give advice about anything in life, whether it's saving money, being happy, or on Minimalism itself. Matt D'Avella's videos explain different aspects of life that Minimalism can be applied to, like financial life, or digital Minimalism, which is the reorganization of apps and files on your phone or computer. He explains that Minimalism is a method of living with less. This means initially sacrificing and letting go of some things that you might feel a long connection with. What I got from Matt D'Avella's videos is that cutting down the number of things you own can make you value other things in life rather than your materialistic belongings. Matt explains in one video that "Minimalism is all about efficiency, optimization, and multi-functionality." He wears the same exact outfit every day so that he doesn't have to worry about picking out an outfit every day, owning multiple sets of the same clothes in his wardrobe. While this may be a little too much for people, it's really all about what makes every individual comfortable. It's about living with a minimal amount of clutter so that you can focus more on productivity and creativity. Minimalism also implicitly helps us live healthier as well. It automatically creates a routine specific for each individual, since every individual has their own way of practicing Minimalism. Matt D'Avella uses the term "declutter" to emphasize Minimalistic approaches. Decluttering rooms like your closet can make you feel like you have more space to breathe. People live with so many things in their houses that they don't even use, it becomes overwhelming just looking at all of it when you walk into a storage room or open a closet door. By taking away things that aren't essential to you personally, you won't be slowed down in your everyday routine, therefore helping you create a more fluid and comfortable routine. This is what Minimalism tries to achieve. There are no solidified rules about how to be Minimalistic, there are only guidelines to keep in mind when actively reinventing yourself and your habits.

After initiating my interest in Minimalism, I was able to relieve a lot of stress inside me that I thought would take a very long time to go away. My first step in practicing Minimalism was to digitally declutter all my devices. I reorganized my apps and files to have only the ones that I use on a daily basis visible. This way I didn't have to scroll through tons of files just to find a specific one that I'm looking for. I also cleared out unnecessary files, and I will also be transferring my important media and school files into an external SSD drive so they are

# Quarantined Student Teacher

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communicate with students daily. I learned how to keep enrichment material engaging, even though it's looked at as review work for students. Most importantly, I learned that education will always be important, and that teachers hold a special job. Unfortunately, nothing will ever fill that void on the missed weeks with my students. However, I am grateful to have conquered distance education. I believe it will help me stand out from other future teachers.

# Minimalist

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Image courtesy of Matt D'Avella

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# Minimalism: A Lifestyle

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all backed up. I also set a reminder every 6 months to update my backup storage. I prefer a physical form of data storage rather than cloud storage. Of course, I'll still be using Google Drive, but I will be narrowing down to using only one Google Drive account. This plan to rearrange my files really helped me personally because I value a lot of my digital belongings. After decluttering my phone, laptop, and computer, I felt like I was able to change my work routine, so I did. My normal routine used to be waking up at 1 or 2 in the afternoon, jumping out of bed to brush my teeth quickly and then heading downstairs to grab some quick food. Then I go about my day, play video games at around 10 PM until about 1 AM, and then I do school work until 4 or 5 AM. This, of course, is an extremely unhealthy way of living. I wanted to fix this pattern. Decluttering my files and involving this Minimalistic mindset in my life gave me a lot of clarity to change my habits. My new routine now has more structure to it and happens mostly in the morning. From waking up in the morning instead of the afternoon, I subconsciously added specific actions to my mornings that helped me stay in a routine and feel extremely focused. My routine now involves waking up at around 7:30 to 8 AM, reading the news on my phone for about a half-hour, and then opening my blinds to get sunlight into my room. After this, I sit on my floor and do a minute of breathing and meditating. Then I brush my teeth, do my morning skincare routine, and go outside at around 8 to 8:30 AM. I then stretch my legs and kick around a ball to get exercise. After I come back inside, I eat breakfast and then make a cup of coffee to drink while I sit at my desk working until about 1 PM. The rest of my day from here is freelance. With this new routine, I am able to focus and feel less anxious about my work.

Minimalism is more complex than it seems. The plan is simple, but it is complexly suitable in its own ways for each individual. Minimalism has helped me reshape my lifestyle to be more efficient in productivity. I even cleared out my closet of things that I didn't really need, from clothes that I never wear to empty boxes. Thanks to Matt D'Avella's podcast and YouTube channel, I have gained a tremendous amount of information on how to use Minimalism effectively in my everyday life. Minimalism is about not spending any unnecessary time chasing things that aren't important. Minimalism may sound very mundane and normal, but for some people, it actually helps them get through a cluttered lifestyle and can change their habits for the better. If Minimalism sounds like something you may want to try out, then go check out Matt D'Avella on YouTube or listen to his podcast *Ground Up*.



Image courtesy of Matt D'Avella

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# Online Learning, Future or Fad?

By Daniel Stish

Despite some of the headaches brought about in our fumble to stay as far apart as physically possible from one another this last semester, I feel like this whole experience is allowing us to reassess some of our norms and traditions. As someone who was enrolled in an online school for the better part of seven years before attending Wilkes, I thought it may be interesting to look specifically at the state of online learning. Are brick and mortar schools going to be phased out, or are they merely a temporary casualty of the plague?

Online learning certainly has its advantages. Prime among them, I think, is the ability to work at your own pace. It's pretty obviously nice to be able to work around your schedule, especially if you have something like a job or some family engagements. However, in my personal experience, I've found something even more important. It's all the little things that add up. If you didn't get enough sleep the night prior, instead of shuffling into class galvanized by some alchemical concoction of coffee and redbull, you can just sleep an extra hour or two. If you find your

mind wandering and you can't concentrate, you can just take a break for a bit. The point here is that a digital learning environment allows you to always work at your best. Your life doesn't get in the way of your education.

Whilst there are undoubtedly some other benefits, this is the main one that really sticks out in my view. Unfortunately in this imperfect world of ours, it isn't all sunshine and roses, as with most things there are certain problems which arise with online schooling.

The most prominent of these has to be the social aspect. As you may imagine, being stuck behind a computer screen all day leaves little room for seeing other human beings. As pleasant as that may sound to some, take my word for it that just having other students around can change the learning dynamic for the better. Of course, one also loses out on the classroom experience. Being able to easily ask teachers questions about the material, or hear an answer from a fellow student which changes or enhances our understanding of our subject is something which one often takes for granted.

Another problem is of course the fact that some learning *has* to be done in person. This is a problem that encompasses the entire spectrum of academic disciplines, from STEM to the humanities. On the STEM side, one absolutely needs hands-on experience in the lab. Trust me, I had to digitally dissect a frog once. I would have absolutely no idea where to begin if I had to do that in a real lab. And on the humanities side, some entire majors need to be done in person. I can't imagine any scenario where a theatre or studio art major would be able to exist in a digital environment (can you take the theatre major out of the theatre or the studio art major out of the studio?).

So, is cyber-school going to be the order of the future? Well, probably not. Even with the benefits, one gets the sense that a little inefficiency goes a long way in making school a lot more "human." Still, as with all technology we can use it to enhance and improve the necessary and do away with that which isn't. Overall, expect more ones and zeroes, and let's hope it improves the quality of learning rather than just the efficiency of it.

## Senior Spotlights

By Haley Katona

Erica Bicchetti

1. What was/were your concentration(s) in English here at Wilkes, Or if you are minoring in English, what are your majors/minors?

A: I was a double major in English

and Secondary Education.

2. What are your future career aspirations?

A: I aspire to be a high school English teacher.

3. What was your favorite literary text from a class you've taken here, and why?

A: *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. I read this novel as a requirement for my bio class. I think it tells an incredible

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## Senior

continuation

story about a woman who has no control over her life. It focuses on a character in medical science as well as African-

4. What literary work do you hate the most?

A: Probably *The Canterbury Tales* by Chaucer. Some of the stories were difficult to understand and translate Middle

5. What English class do you think you would have taken?

A: I would've liked to take writing classes in

6. What was your favorite English class at Wilkes?

A: Probably ED 101 with Kaster. It was such a fun and interactive class with a teacher.

7. Tell us a favorite quote from one of the English authors you've read.

A: Dr. Hamill's favorite quote: "Hey, gang."

8. What advice do you have for English majors who have yet to graduate?

A: I would tell other English majors/minors to stop procrastinating. You will eventually pass

9. What is your favorite book from Wilkes?

A: I have so many favorites from Wilkes, but one that always sticks out is *The Catcher in the Rye*. I went on a trip with

# Senior Spotlights

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story about a woman who had no control over her own body. It focuses on a combination of medical science and engineering as well as African-American history.

#### 4. What literary text for class did you hate the most, and why?

A: Probably *The Canterbury Tales* by Chaucer. Sorry, Dr. Hamill. It was difficult to understand and translate Middle English.

#### 5. What English class do you wish you would have had the chance to take?

A: I would've liked to take more writing classes if I had the chance.

#### 6. What was your favorite non-English class at Wilkes?

A: Probably ED 190 with Ms. Kaster. It was such a fun and interactive class all about becoming a teacher.

#### 7. Tell us a favorite quote from one of the English professors.

A: Dr. Hamill's famous phrase "Hey, gang."

#### 8. What advice do you have for English majors/minors at Wilkes who have yet to graduate?

A: I would tell other English majors/minors to stop procrastinating. If you work hard, it will eventually pay off.

#### 9. What is your favorite memory from Wilkes?

A: I have so many great memories from Wilkes, but one that will always stick out to me is when I went on a trip with Dr. Hamill and

my English class to see Antony and Cleopatra at the Folger Theatre in Washington, D.C.



Image courtesy of Erica Bicchetti

#### 10. What is your favorite book/author you have read, separate or just in general from the English courses here at Wilkes?

A: I love *The Color Purple* by Alice Walker. It's a classic with a good lesson. Also, one of my favorite authors has always been John Green.

#### 11. Do you have a favorite movie?

A: I have way too many favorite movies. I recently found a new love for the movie *Hidden Figures*. I think everyone should watch it!! I'm also obsessed with Disney movies.

#### 12. What are you most hopeful for or concerned about for your future as you move past graduation?

A: I'm excited to find a teaching

job, but because of the pandemic I'm concerned that the rest of the year will be conducted through online learning.

### Maddison Black

#### 1. What was/were your concentration(s) in English here at Wilkes, Or if you are minoring in English, what are your majors/minors?

A: I double-majored in English as well as Musical Theatre. My concentration in English is Writing, and my minor was in Creative Writing.

#### 2. What are your future career aspirations?

A: My goal is to one day be a writer/performer on *Saturday Night Live*.

#### 3. What was your favorite literary text from a class you've taken here, and why?

A: I have a few different literary texts that I've read for my courses at Wilkes. If I had to pick, I'd narrow it down to Flannery O'Connor's "A Good Man is Hard to Find," which I read twice (once in Dr. Anthony's English 120 class before I declared my English major and a second time when I read it just last semester in Dr. Kuhar's survey). I also really liked "Young Goodman Brown" which I read in two of Dr. Kelly's classes and I loved Raymond Carver's "What We Talk About When We Talk About Love" which I also read in Dr. Kuhar's survey.

# Senior Spotlights

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## 4. What literary text for class did you hate the most, and why?

A: I can't say I hated any. However, the hardest text to read and interpret were a few Chaucerian pieces I recently read in a Chaucer seminar led by Dr. Hamill. Dr. Hamill's enthusiasm for the material allowed me to engage in such difficult material.

## 5. What English class do you wish you would have had the chance to take?

A: I'm so glad you asked this question! Dr. Stanely is offering a class this upcoming fall in either horror or science fiction. I cannot remember which, but regardless I'm so disappointed I cannot take it! I loved his British Drama class.

## 6. What was your favorite non-English class at Wilkes?

A: My acting classes were my favorite non-English classes at Wilkes. We did a lot of writing in those classes as well while we worked on the various characters we had to play.

## 7. Tell us a favorite quote from one of the English professors.

A: "[Marijuana is] the bar mitzvah of 90's youth."  
Bernie Kovacs

## 8. What advice do you have for English majors/minors at Wilkes who have yet to graduate?

A: I'm sure my advice is similar to the other seniors graduating during COVID-19, regardless I'd like to say please cherish and appreciate each event you have at Wilkes like it

may be the last. Go to a Manuscript event. Check out what Sigma Tau Delta is about. Meet up with your favorite teachers during their office hours and ask important questions. I wish I had another chance to do these things.

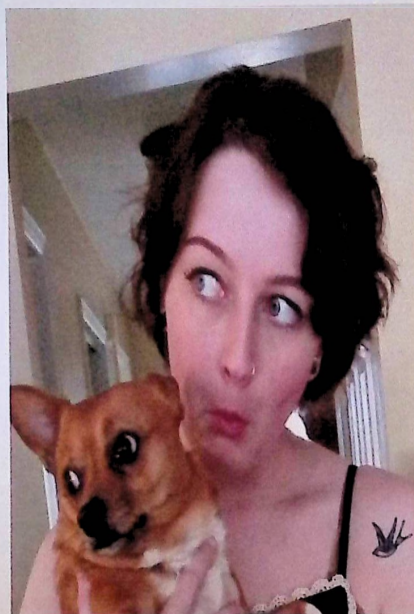


Image courtesy of Maddison Black

## 9. What is your favorite memory from Wilkes?

A: My favorite memory from Wilkes was the 2019 Manuscript unveiling. I had just finished my Acting III final, which was a "Shakespearean Prom" in which we created our own characters and connected different Shakespeare scenes together to make a story. I played the scene chick (obviously) and as soon we finished I ran over to Kirby Hall for a fun afternoon of reading Manuscript pieces. I had also just gotten my first ever performance job and was anticipating my senior year while saying goodbye to my dear friend, Mackenzie Egan. She had decorated

Kirby Hall in various types of "art deco" decorations, as our theme was the roaring 20's. I felt like there was so much promise for the next school year. It was one of the happiest days of my life.

## 10. What is your favorite book/author you have read, separate or just in general from the English courses here at Wilkes?

A: I owe a lot to John Synge, who wrote *The Playboy of The Western World*. It is a comedic Irish play and the first ever show I did at Wilkes in the Fall of 2016. My final semester, we read the text for Dr. Stanley's British Drama class. I felt like an expert in the subject. It was the perfect way to tie together my time at Wilkes.

## 11. Do you have a favorite movie?

A: My favorite movie is *Ghost* starring Patrick Swayze, Demi Moore, and Whoopi Goldberg. If you haven't seen it, I totally recommend doing so. It is a drama, but Whoopi provides many comedic moments. If you're looking for a comedy, my favorite is probably *Superbad* with Jonah Hill and Michael Cera which I only recently saw for the very first time (surprisingly).

## 12. What are you most hopeful for or concerned about for your future as you move past graduation?

A: Following graduation, I'm most concerned about moving. I've lived in Wilkes-Barre my entire life, and it'll be hard to leave my family. In a sense, I wrote my capstone as a

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# Senior

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# Thought Work

By Veronica R

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## Senior Spotlights

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“goodbye” to my hometown. I plan to relocate to the Chicago area to pursue my comedy/comedic writing career. I intend to take

classes at “The Second City” theatre in which many Saturday Night Live stars got their start. They’re offering online classes during

the quarantine, so I’ve already planned to get a head start on my professional training.

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## Thoughts on Being an Essential Worker During a Global Pandemic

By Veronica Romanelli

No matter what job a person works, or what his or her daily life looks like, it has likely changed at least a little bit during this time. COVID-19 and the regulations that come with it have changed the world as we know it. As someone who has been fortunate enough to keep her job during this uncertain time, I imagine many might reasonably assume that nothing much about my routine has changed. This, however, could not be further from the truth. Working in customer service has always been an interesting job. I have been working at a grocery store for nearly three years, and although I have experienced busy days, seen bizarre events unfold, and been asked insane questions, I have never seen anything quite like what I’ve seen during this pandemic. Customers and employees are stressed and scared, and tensions are at an all time high. It feels like every time I go into work, there is a new rule. In the beginning, cashiers were required to clean their registers between every single customer. Since that rule has been put into place, many more drastic rules have followed. Masks must be worn at

all times but not before watching a training video on how to wear them safely. Plexiglass has been put at every register, separating cashiers from customers. Every thirty minutes, employees take turns shutting their registers down to wash their hands. After clocking in for work, every employee must have his or her temperature taken and answer health-related questions before officially starting the work day. These are just a sample of the standards put in place within the last two months.

Although these rules are sometimes stressful to keep up with, it is comforting to know that the store is taking as many precautions as they can for the sake of its employees and customers. The fear of getting sick at work and bringing it home to my family of seven is stressful, but at least I know that measures are being taken for the benefit of all who enter the store. Perhaps what is even more stressful than the rules are the on-edge customers. Within the two months of COVID-19 related restrictions, I think I have been yelled at by customers more than I have in my last few years of working as a cashier. At times

the insults can be very degrading, like when a customer told me I was useless because I was cleaning the store instead of working at a register, but something about the immediate follow-up to this comment being an angry, “WHERE ARE THE CAPERS?!” made me laugh, so I was not too torn up about it.

During a time like this, it is easy to be upset about everything that is going wrong, but I have learned to find moments of peace throughout my workday. For as many rude customers I have had, there are twice as many nice customers. A woman even bought a bouquet of flowers and handed one flower out to each cashier. Even if I still do not particularly love showing up for work, I can finally see the value in the work I do. Before, I looked at my work as a placeholder that I could use to support myself until I finished school and found a job that I really loved. Now, I see that the work I am doing is important and essential. Being quarantined does not come without its challenges, but it has given me the time to reflect, be grateful, and look at life from a more positive perspective.

# Senior Spotlights

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## Emily Banks

**1. What was/were your concentration(s) in English here at Wilkes, Or if you are minoring in English, what are your majors/minors?**

A: Digital Humanities and Writing.

**2. What are your future career aspirations?**

A: Elementary school teacher.

**3. What was your favorite literary text from a class you've taken here, and why?**

A: *Jane Eyre* because it features a powerful female character.



Image courtesy of Emily Banks

**4. What literary text for class did you hate the most, and why?**

A: Nothing specific. I do find that I am not much of a poetry person though.

**5. What English class do you wish you would have had the chance to**

take?

A: Dr. Stanley mentioned the possibility of a film class next semester. I would have taken that if I wasn't graduating.

**6. What was your favorite non-English class at Wilkes?**

A: PHL 217 Animal minds/ Animal lives.

**7. Tell us a favorite quote from one of the English professors.**

A: "Hey, gang" Dr. Thomas Hamill ... it's a classic and I will miss it. I have to come up with my own greeting in my future classroom.

**8. What advice do you have for English majors/minors at Wilkes who have yet to graduate?**

A: My best advice would be to keep up on the readings and write every day. Even keeping a simple journal will help improve writing skills.

**9. What is your favorite memory from Wilkes?**

A: There is no specific memory, just meeting my friends who are also future teachers

**10. What is your favorite book/author you have read, separate or just in general from the English courses here at Wilkes?**

A: N/A no favorite book / author

**11. Do you have a favorite movie?**

A: I'm a Marvel fan, I like the Thor movies but I don't have a specific favorite. I also love almost all Disney movies.

**12. What are you most hopeful**

**for or concerned about for your future as you move past graduation?**

A: I just want to work in an environment centered around creating/promoting compassion and concern for others. I want to help contribute to influencing future generations and get them on the right path.

## Brianna Schunk

**1. What was/were your concentration(s) in English here at Wilkes, Or if you are minoring in English, what are your majors/minors?**

A: English with a concentration in Writing; double major in Dance, minor in Women and Gender Studies.

**2. What are your future career aspirations?**

A: I would love to write poetry and have it published (that's what I did my capstone on), but I'd be happy writing and researching in any way, especially in a way that combines with my dance major - possibly a dance historian or a dance critic!

**3. What was your favorite literary text from a class you've taken here, and why?**

A: *Fun Home* by Alison Bechdel for ENG 352 (though I'd already read it before the class, it made me appreciate her writing even more) or any poetry/work by the poet Mina Loy for ENG 234 (specifically her *Feminist Manifesto*, probably?).

# Senior

continuation of

**4. What literary text do you hate the most?**

A: Anything by Chaucer. Sorry, Dr. Davis! I don't like him with his endless details of stuff and his dated settings.

**5. What English class do you wish you would have had the chance to take?**

A: POSTCOLONIAL LITERATURE the Science Fiction class that Dr. Stanley is teaching this SEMESTER!!

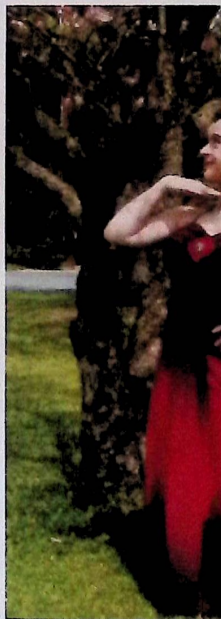


Image courtesy of Brianna Schunk

**6. What was your favorite English class at Wilkes?**

A: Women and Gender Studies with Dr. Mia Brice. I wanted to get a WGS experience to get a WGS experience from a COM teacher - it was a different way than I've had with my English classes.

# Senior Spotlights

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## 4. What literary text for class did you hate the most, and why?

**A:** Anything by Charles Dickens. Sorry, Dr. Davis! I just can't jive with his endless descriptions of stuff and his dark, industrial settings.

## 5. What English class do you wish you would have had the chance to take?

**A:** POSTCOLONIAL!!!! That or the Science Fiction/Horror class that Dr. Stanley is teaching NEXT SEMESTER!!



Image courtesy of Brianna Schunk

## 6. What was your favorite non-English class at Wilkes?

**A:** Women and Gender Studies with Dr. Mia Briceño! It was so cool to get a WGS experience from a COM teacher - it made me work in a different way that was still parallel with my English department work.

## 7. Tell us a favorite quote from one of the English professors.

**A:** "Hey gang, how we doin'?" - Dr. Hamill, every single time you see him and at the beginning of every class :D// or, alternately, "hymenial intentions" from Dr. Davis's ENG 336 Victorian Lit Class

## 8. What advice do you have for English majors/minors at Wilkes who have yet to graduate?

**A:** Oh my gosh! So many things. Get involved in stuff on or off campus, make friends beyond just the major - interdisciplinary work and research is an incredible thing to do!! Be nice to your professors - they can open doors for you, but only if you show that you're willing to put in the work. Oh, also - put in the work! Be engaged in class, always write and include a strong and visible thesis in your papers, and don't be afraid to take classes like ENG101 - sometimes, going back to the beginning really is a good place to start.

## 9. What is your favorite memory from Wilkes?

**A:** My favorite memories are probably the Halloween readings we have for Manuscript! Everyone comes dressed in costume, we all read some great work (including *Creepy Carrots*, read by Dr. Hamill), eat delicious candy and snacks, and it's always a really fun time!

## 10. What is your favorite book/author you have read, separate or just in general from the English courses here at Wilkes?

**A:** One of my FAVORITE books

that I've read (not for class, but was recommended to me by a professor) is *Geek Love* by Katherine Dunn. So creepy and thrilling, but also an amazing commentary on freak shows and our societal concepts of the body.

11. Do you have a favorite movie? *Ratatouille*, or the 1998 reboot of *The Parent Trap*.

## 12. What are you most hopeful for or concerned about for your future as you move past graduation?

**A:** I would like to attend graduate school, so I'm looking forward to continuing my English work in that setting, and I think I have a lot of opportunities from where I am as a college graduate, so I'm happy about that!

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## Inkwell Quarterly Staff

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Dr. Thomas A. Hamill

# Senior Spotlights

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**Brian Vu**

**1. What was/were your concentration(s) in English here at Wilkes, Or if you are minoring in English, what are your majors/minors?**

A: I was a Digital Humanities concentration with minors in Art and Women and Gender Studies.

**2. What are your future career aspirations?**

A: I hope to work with databases and/or become a writer for companies or businesses.

**3. What was your favorite literary text from a class you've taken here, and why?**

A: My favorite literary text would have to be *Zoo City* by Lauren Beukes. I read this book in ENG120 with Dr. Farrell when I was still a Mechanical Engineer. I think taking this class had a major influence on my decision to change my major to English.

**4. What literary text for class did you hate the most, and why?**

A: My least favorite text was *The Importance of Being Earnest*. Surprisingly, the book wasn't my forte and I had a pretty hard time getting through it, even after watching the movie.

**5. What English class do you wish you would have had the chance to take?**

A: I wish I could have taken Creative Writing. I feel like that class would have helped me a lot.

**6. What was your favorite non-English class at Wilkes?**

A: My favorite non-English class at Wilkes has to be Drawing and Composition (ART113) with Heather Sincavage.

**7. Tell us a favorite quote from one of the English professors.**

A: My favorite quote obviously has to be Dr. Hamill's "Miles to Go" speech where he quotes Robert Frost. The quote is from his poem "Stopping by Woods on a Snowy Evening," saying "But I have promises to keep, And miles to go before I sleep, And miles to go before I sleep." This quote is very relatable and resonated with me throughout the semesters.

**8. What advice do you have for English majors/minors at Wilkes who have yet to graduate?**

A: I would say cherish every single skill you acquire from your classes, give everything your best shot, and know that your professors are your best mentors, especially in the English Department.

**9. What is your favorite memory from Wilkes?**

A: My favorite memory isn't a single memory, it's more of a routine memory. My favorite thing that I will remember at Wilkes is getting on my longboard and saying hello to everyone I know on campus as I make my way to Kirby Hall for class.

**10. What is your favorite book/author you have read, separate, or just in general from the English**

**courses here at Wilkes?**

A: My favorite book series that I've read since I was a kid has to be Rick Riordan's Percy Jackson series. I still have every book from the first and second series on my bookshelf.

**11. Do you have a favorite movie?**

A: My favorite movie ever is *The Pursuit of Happyness*, a 2006 movie starring Will Smith as Chris Gardner.



Image courtesy of Brian Vu

**12. What are you most hopeful for or concerned about for your future as you move past graduation?**

A: I am mostly concerned about finding a job that I will enjoy and be enthusiastic about. I want to be happy in my professional career, so I'm just hoping to find one that supports my kind of productivity.

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**Rachel Nardozzi**

**1. What was/were your concentration(s) in English here at Wilkes, Or if you are minoring in English, what are your majors/minors?**

A: I concentrated in Writing and Digital Humanities. I minored in women and gender studies.

# Managing

By Rachel Nardozzi

During my first year of college, my family, days of driving to school, being honored. I never meant to happen. I had the decorations. I had and I could not work. However, that was a President about the months. "Tentatively was much confusion, something that was set very close and so

I initially thought as something trivial, a lot of things in our will support myself from; the uncertainty still maintain their certain is gone to from that, careers housing has changed college students. I have experience eight years. It has

However, making things worse more the situation that the energy I put into attempting to do a lot. I started teaching, drained to reading bigger steps to my school work, and other life priorities. I attempt to keep my living space. I do not slack on household. I'm in a messy situation. I know when someone said than done."

I began to do one school assignment these tasks way in the morning getting so angry

# Managing Senior Year During COVID-19

By Rachel Nardoizzi

During most senior years, there is an abundance of celebration. There are the graduation parties with family, days of drinking and dancing with friends, and all of the accomplishments of the last four years are being honored. I was looking forward to my graduation party with all of my family and friends which was meant to happen this upcoming Memorial Day. My mom and I had picked out the party favors, the food, and the decorations. I had picked out my graduation dress. I was over the moon during the last several months and I could not wait to experience the ending of something wonderful and the beginning of the rest of my life. However, that was all put on hold about two months ago. I was devastated when I received the email from the President about the postponement of graduation and that it was tentatively going to be held in the next several months. "Tentative" was the word that has been used to describe my life for the last few months. Although there was much confusion prior to COVID-19 on how the next few years of my life would go, graduation was the one thing that was set in stone for me. And now, everything was in limbo, including the one thing that seemed too very close and so very real.

I initially was filled with anxiety and depression. You see, some people outside of college may look at this as something trivial to be upset about. However, as a college senior, I speak from experience when I say that a lot of things in our lives are on hold. I don't know where I will have a career, or where I will move to, or how I will support myself. But, I did have something. I think that's where most of the depression and anxiety stems from; the uncertainty. College seniors do not have the opportunity to receive unemployment from careers and still maintain their financial stability. We are in debt, we are broke, and now the only thing we had left that was certain is gone too. We just don't know what our lives are going to look like in any retrospect anymore. Aside from that, careers will now be on hold for us while the economy rebuilds itself, whenever that may be. Our housing has changed, and many of us had to return home to our parent's houses. Also, most part time jobs that college students can maintain have been temporarily closed due to the virus, such as retail and restaurant jobs. I have experienced this personally, due to the closing of my job at a restaurant that I have worked at for the last eight years. It has been several months of loss and grief for college seniors.

However, I began to realize after my few weeks of moping that I was not doing myself any favors. I was making things worse, actually. I noticed that the more sorry I felt for myself, the more miserable I became, the more the situation snowballed in my brain and sent me into a deep sadness that I couldn't get out of. I decided that the energy I was directing into how upset I was about my senior year being cut short, could instead be put into attempting to give myself the best senior year I possibly could while being quarantined. I began reading a lot. I started teaching myself about things I always wanted to learn and reading books that I was too mentally drained to reading during semesters. It was a small step, but it helped. From that small step, I began to take bigger steps to maintain a healthy lifestyle during all of this madness. I began to put all of my effort into my school work, and promised myself that I would give my absolute all to this semester because I no longer had other life priorities to deal with. I began handing in work early and giving the extra amount of effort in an attempt to keep myself as busy as possible. Aside from those two actions, I began to take more time to clean my living space. I noticed that when my apartment wasn't in it's best shape, I wasn't either, and vice versa. I often slack on household chores when I'm feeling down and it makes being productive that much more difficult when I'm in a messy space. I focused on these three responsibilities, everyday, to make sure I didn't sink. Personally, I know when someone tells me to be productive when I'm feeling down, I always respond with, "It's much easier said than done." So, it wasn't the tasks that I was using to occupy myself, but how I chose to do them.

I began to set aside 1-3 things a day that I wanted to get done. I didn't overwhelm myself. I would pick one school assignment, one chapter in a book, and one household chore. It made the actual action of finishing these tasks way less daunting. I also didn't punish myself for not getting everything done. I would make my list in the morning and I would get to work. If I was feeling tired halfway through my day, I would rest. I stopped getting so angry at myself for not getting everything done. Because, hey, I have a lot more free time on my hands

## Managing Senior Year During COVID-19

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now. Laundry didn't need to be done on Tuesday if I couldn't handle any more responsibilities for that day. No one could judge me if I wore my pajamas for three days in a row because everyone is wearing their pajamas for three days in a row now. If I managed to get all three tasks done at the end of my day, great. If I only got one task done, that was great too. Both needed to be accomplishments to me to keep me going. And hey, there were some days where I couldn't (and still can't) get myself out of bed for the full day. I started telling myself that was okay too. I counted that as a rest day and tried again the next day.

I've also been focusing a lot on self care. I do my nails, I have spa days in the comfort of my small apartment-sized bathroom. I do face masks when my skin is looking dull. I even attempted dying my hair a crazy color. What I stopped doing was things that I HAD to do. I don't have to get up every morning and put on a full face of makeup and dress professionally because I have somewhere to be. I started dressing up or doing my makeup when I choose to. It allowed me to start feeling beautiful in my sweats and in my jeans because it was my choice on how I wanted to look. I started watching movies and terrible reality television that I never get time to watch. I started giving myself what I need when I need it. If that happens to be that I eat an entire large pizza or lay in bed all day watching non-educational shows, or it happens to be me taking care of my body and getting some exercise, then either option is fine. Or if I wake up in the morning and feel like playing around in my makeup and doing my hair, then that's okay too. I started listening to my body and mind and what they needed from me.

I take small steps. I try not to criticize myself. I don't judge myself for not finishing tasks. I give myself time to feel sadness and anxiety, but I also allow myself to feel small spurts of happiness in this unsurity. I started loving myself. It's easier to do when you're stuck hanging out with yourself 24/7.

So, my takeaway as a college senior during COVID-19 is this: an accomplishment within myself is still an accomplishment even if I can't share that with everyone right now. It took months of me being with myself to feel good about this graduation for me and not because everyone else could see it. It's still an accomplishment. This time spent with myself has been an eye-opener. Although I wish it came at a different time in my life, I have to deal with it the best way I can with the resources that I have. Life often throws unimaginable obstacles in our way and the only way we can grow from them is to go with them. So, I may have finished my semester while in my three-day-old pajamas. But I finished. I accomplished something on my own. And I understand now that we must celebrate the small accomplishments (getting dressed) just as much as the big accomplishments (graduation) because they are both celebratory. They are still accomplishments.

## Senior Spotlights

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### 2. What are your future career aspirations?

A: I hope to become a writer. I would really love to write coming of age novels.

### 3. What was your favorite literary text from a class you've taken here, and why?

A: My favorite text was *The Wife of*

*Bath's Prologue* in *The Canterbury Tales* by Chaucer. Her character was beyond her times and focused on issues of gender and fought for the right of women to do whatever they please. She was a feminist before feminism was even a societal thought. She was brilliant and I often reference her ideas in my other papers. Her words really stuck with me as a 21st century

feminist.

### 4. What literary text for class did you hate the most, and why?

A: I didn't hate any texts, but I did struggle the most with Chaucer's works because they were written in Middle English.

## Senior

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Image courtesy of Rachel

### 5. What English you would have take?

A: I wanted to take class with Dr. An got the chance to

### 6. What was your English class at

A: Women and C with Helen Davi

## Reflec

By Emily Banl

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# Senior Spotlights

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Image courtesy of Rachel Nardozzi

**5. What English class do you wish you would have had the chance to take?**

**A:** I wanted to take another writing class with Dr. Anthony but I never got the chance to.

**6. What was your favorite non-English class at Wilkes?**

**A:** Women and Gender studies with Helen Davis.

**7. Tell us a favorite quote from one of the English professors.**

**A:** Dr. Hamill quoted Milton once and it really resonated with me: "The mind is its own place, and in itself can make a heaven of hell, a hell of heaven." I'll also miss his daily greetings of "Hey, gang!"

**8. What advice do you have for English majors/minors at Wilkes who have yet to graduate?**

**A:** Keep going. The pressure and stress might seem like it is never ending but once you see the finish line of graduation and all of your accomplishments, all of the hard times are so worth it.

**9. What is your favorite memory from Wilkes?**

**A:** My favorite memory was meeting my two good friends, Emily and Kate in my first creative writing class. I had nowhere to sit and sat next to Emily who made an extremely funny comment to me and we immediately became friends, at the end of the class she introduced me to Kate. We've been

friends ever since.

**10. What is your favorite book/author you have read, separate or just in general from the English courses here at Wilkes?**

**A:** My favorite book right now outside of my major is *Letting Go: The Pathway of Surrender* by David Hawkins.

**11. Do you have a favorite movie?**

**A:** *Serendipity*.

**12. What are you most hopeful for or concerned about for your future as you move past graduation?**

**A:** I am most hopeful and nervous to begin a career. I hope it is a career that I love and can stay in for the rest of my life. But, I am concerned with COVID and how transitioning into the real world will be affected by that.

## Reflecting on the Coronavirus

By Emily Banks

The Coronavirus has impacted every person reading this in one way or another. It has cut our semester short and forced a transition to online only classes, which has been confusing and challenging for professors and students involved. It has canceled events and taken away memories from people all over the world. I am writing to say that it is OK to be sad about what is happening. Major milestones in our lives had to take a seat on the back burner and people are dying. We had to change our lifestyle to fit the needs of our new world. I work at CVS Pharmacy and it has been a very difficult time during this pandemic. Wearing a mask was almost unbearable the first week of work, but it had to be done. There has been an extreme limit on face to face human interaction, as well as touch. I want to see my friends and family, but social distancing is a way of life now. I am writing to express the fact that this has impacted everyone and I think it has revealed a need for change in our

Story Continued on Page 18

# Save the Band at Wilkes

By Nicole McNelis

On Tuesday, May 12th, the Director of Bands at Wilkes University, Dr. Mark Johnson, sent an email to members of the band program at Wilkes with the subject reading "The End of Band at Wilkes (PLEASE READ)." In the email, Dr. Johnson disclosed that he was informed by the university that his position would be terminated after the 2020-2021 school year due to budgetary cuts, marking the end of the band program at Wilkes. This news came as a shock to many, as Dr. Johnson had just completed his first year as Director of Bands at the university.



Image courtesy of Nicole McNelis

Following the information came a wave of pushback from band members, parents, students, alumni, local musicians, community members, and so many more. Luckily, Dr. Johnson included a list of people that took part in making the decision along with their emails in order for anyone to reach out and voice their concern. Electronic petitions went viral (one having 1,119 signatures at the time of writing this article), advocacy Facebook groups were

created (426 members at the time of writing), and a website was even designed with the intention of keeping Wilkes' band program alive (visit the site at [savewilkesbands.com](http://savewilkesbands.com)). Both the *Times Leader* and Fox56 News have published stories on the matter, including the communities' concern over the topic. Clearly, the community push back against this decision is strong, with the hope of being meaningful, impactful, and able to spark change.

Wilkes administrators have sent out emails stating that despite the elimination of Dr. Johnson's position, "no final decisions have been made about the future of the Marching Colonels," Wilkes' fairly new and dearly beloved marching band. Although I am personally not a member of the Marching Colonels, all of my band friends who are members genuinely and wholeheartedly enjoy being a part of such a fun organization. Being a part of marching bands in the past, however, I realize that it is almost impossible to have such an organization without a leader of some sort to keep up with everyday tasks of the band. Without Dr. Johnson, or any sort of band director, it is difficult to see how the Marching Colonels can possibly stay afloat.

I joined the Civic Band at Wilkes last year when I transferred to the university. Every Wednesday night for the past one and a half semesters (cut short due to COVID 19), I have spent my time at the Dorothy Dickson Darte Center making music with dedicated Wilkes students and community

members with the intent of putting on a concert to showcase our hard work and musicianship at the end of the semester. For many, myself included, these rehearsals are a time to escape the everyday stressors of



Image courtesy of Nicole McNelis

being a student or working full-time and gives us time to be present in the moment and focus solely on the page of music in front of us. For me, band has always been a staple in my life-- something that I could always count on being there no matter how hectic life could be. It is devastating to think that I might not have this anymore due to a budget cut.

This, unfortunately, is not the first time that Wilkes has eliminated a music program due to lack of funds. In 2006, Wilkes announced that they would no longer offer degrees in Music Education or Music Performance, devastating and shocking the livelihood of many local musicians. Almost all music teachers in the area have their music degrees from Wilkes and are both successful and good at what they do. As for the music minor program at Wilkes,

*Story Continued on Page 17*



Image courtesy of Nicole McNelis

## Save the continuation

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**Dr. Greg Can**

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Image courtesy of Nicole McNelis

## Save the Band at Wilkes

continuation of page 16

it will also "most likely" be cut as well, as per Dr. Johnson. No final decisions have been made in regards to the future of the music minor program at Wilkes.

From the bottom of my heart, I sincerely hope the university can figure this out without eliminating beloved organizations like the Civic and Marching bands. I have always heard people advocating for the arts and saying things like "that arts are always the first to go," but have never experienced it first-hand until now. Musicians and other artists always receive the short end of the stick when it comes to budgets and funding, which is both baffling and extremely unfair. From an educational standpoint, the arts are essential in keeping children (and people of all ages) both well-rounded and grounded. If you or any of your friends are affected by this, please reach out to the administration listed below in an attempt to express displeasure and concern with the decision to potentially end the bands at Wilkes.

**Dr. Greg Cant-President:** [greg.cant@wilkes.edu](mailto:greg.cant@wilkes.edu)

**Dr. Terese Wignot-Interim Provost:** [terese.wignot@wilkes.edu](mailto:terese.wignot@wilkes.edu)

**Dr. Paul Riggs-Dean of the College of Arts, Humanities, and Social Sciences:** [paul.riggs@wilkes.edu](mailto:paul.riggs@wilkes.edu)

**Dr. Paul Adams-Vice President of Student Affairs:** [paul.adams@wilkes.edu](mailto:paul.adams@wilkes.edu)

**Mr. Joseph Housenick-Chief Human Resources Officer:** [joseph.housenick@wilkes.edu](mailto:joseph.housenick@wilkes.edu)

**Dr. Johnathan FERENCE-Associate Provost:** [jonathan.ference@wilkes.edu](mailto:jonathan.ference@wilkes.edu)

**Mr. Loren Prescott-Vice President of Finance & General Counsel:** [loren.prescott@wilkes.edu](mailto:loren.prescott@wilkes.edu)

**Ms. Kishan Zuber-Vice President of Enrollment Management and Marketing:** [kishan.zuber@wilkes.edu](mailto:kishan.zuber@wilkes.edu)

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# Reflecting on the Coronavirus

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world. We need to embrace this as a chance to value simple conversations with friends or trips to the mall or eating out and not take advantage of human interaction and compassion. For a member of a generation that is practically glued to their phone screen, I have a lot of friends who are depressed without face to face interactions. Another important issue that has been brought to light amidst our current living situations is how dependent children are on their schools to provide meals. A child should never have to be dependent on their school system for food, and we need to think of better ways that we can support families who struggle to feed their kids. Additionally, I think it is extremely important to support small businesses, as we have seen many have to close down during this pandemic. If the coronavirus has shown me anything this far, it's that we only have each other and we should value our time with friends and family and limit our phone usage. We need human interaction. We also need to support one another all the time, not only during a major pandemic. We now see the problem areas in our communities that this pandemic has revealed, and it is up to us to work toward improving these issues and not bouncing back into our old selfish ways.

# Saying Goodbye to Wilkes

By Emily Banks

Senior year was certainly not what I thought it would be, but I am so proud of my school for thinking about the students and still trying to make up for lost events, especially graduation. I know of other schools that either completely canceled graduation or are making it virtual. I think Wilkes genuinely cares about their students and wants to recognize and celebrate our accomplishments. I have made so many memories in the past four years especially in Kirby Hall. Wilkes is a perfect school for getting to know your peers, as well as your professors. Being an English major, I have gotten to know almost every student graduating in 2020 with an English degree. I have also gotten to know my professors well. I don't think it has always been easy, and there have been challenges along the

way, but, leaving Wilkes, I am confident in the skills I have learned. English classes, in particular, have helped me get accepted to Grad school for next fall. I think as far as communication, I can communicate in a more professional and academic manner than before, and I often find myself thinking critically and analyzing before forming an opinion or a thought. The past four years have helped me prepare for a lifetime in a professional environment, and I am confident that the skills I have learned will help me excel in whatever career I choose. I also leave Wilkes with friends for life. I think this all loops back to Wilkes having a welcoming atmosphere. The small class sizes allow for growing relationships, both with peers and professors.



Photo Credit: Wilkes Alumni Facebook page

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Isaiah McGa

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## Sigma

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This year's Induct  
members, Sigma  
upcoming 2020-2  
again to our new

## Department Award Winners

*Congratulations to our Annual English Department Award Winners!*

**Isaiah McGahee**—Frank J.J. Davies Award for outstanding achievement in English

**Brianna Schunk**—Annette Evans Humanities Award for outstanding scholarship in the humanities and contribution to cultural affairs

**Brianna Schunk**—Patricia Boyle & Robert J. Heaman Scholarship for excellence in English studies, potential for advanced study, scholarship, and financial need

**Sarah Weynand**—Taft Achilles Rosenbery Naparsteck Scholarship for promising writing in prose fiction, journalism, or poetry

## Sigma Tau Delta Inductees

*Congratulations to our newest inductees to Sigma Tau Delta!*



Amanda Andersen

Genevieve Frederick

Erin Schaepe

Hannah Simmerson

Sheylah Silva

This year's Induction Ceremony was held via Zoom on Sunday, 03 May. In addition to welcoming its newest members, Sigma Tau Delta is also excited to announce that Sarah Weynand will serve as President for the upcoming 2020-21 Academic Year and that Dr. Davis will serve as the new Faculty Advisor! Congratulations again to our newest inductees--and stay tuned for great work from Sigma Tau Delta next year!

## MANUSCRIPT UPDATE

The 2020 Edition of *The Manuscript* was released during a virtual Launch Party (via Zoom) on Tuesday, 12 May at 5:00 PM. Congratulations to everyone whose work has been published in this year's issue! And thank you and congratulations to the staff for putting the issue together despite the challenges of working in remote mode!

Keep an eye out for the printed edition of the 2020 issue in the coming weeks and months as campus reopens. In the meantime, please contact [magazine@wilkes.edu](mailto:magazine@wilkes.edu) for access to the digital link to the issue.

### Writing Center Hours

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

Like all operations at Wilkes, the Writing Center is currently operating in remote mode in light of campus closures in response to the COVID-19 pandemic.

For the remainder of the Spring 2020 semester Writing Center support is available via The Online Writing Center at:

<https://www.wilkes.edu/writing>

For more information, contact:  
**Dr. Chad Stanley**  
email: [chad.stanley@wilkes.edu](mailto:chad.stanley@wilkes.edu)

### Fall 2020 Upper-Level Class Listings

Course Number/Name	Date/Time	Instructor
ENG 201: Writing about Lit. & Culture	MWF 10:00-10:50 M 11:00-11:50	Dr. Anthony
ENG 202: Technical Writing	MWF 11:00-11:50	Prof. Lobb
ENG 225: Comparative Grammar/DH	MWF 3:00-3:50	Dr. Stanley
ENG 228 Prof/Wkplace Writing/DH	MWF 10:00-10:50	Dr. Anthony
ENG 233: English Lit. I/WGS/Honors	MWF 1:00-1:50	Dr. Hamill
ENG 282: American Lit. II/WGS	TR 9:30-10:45	Dr. Kuhar
ENG 350: English Novel/WGS	TR 1:00-2:15	Dr. Davis
ENG 351: African Am.. Lit.: Morrison/WGS	TR 3:00-4:15	Dr. Kelly
ENG 393: Teaching of English	M 6:00-8:45	Prof. Lartz
ENG 397: S: Horror & SciFi/DH	MWF 2:00-2:50	Dr. Stanley