

KEEP-ENG IN TOUCH

ENGLISH DEPARTMENT NEWSLETTER

A MESSAGE FROM THE CHAIR

Dear alumni, current students, and friends of the English Department at Eastern,

I'm once again happy to introduce the Fall 2018 edition of Keep-ENG in Touch. Thanks to the efforts of editors Liz Colón and Eliza Wilson, as well as several student writers, it presents insights into the happenings in the English department this fall, as well as the great work being done by current students and alumni. Reading these articles fills me with pride at the accomplishments of ECSU English majors.

This semester also sees us bid goodbye to two longtime ECSU English faculty, Dr. Jian-Zhong Lin and Dr. Elena Tapia, who are both retiring at the end of December. I hope you'll read about all they've contributed in their time at Eastern, and wish them both health and happiness in their retirement.

While saying goodbye to veteran faculty is not easy, at the same time, we can look forward to learning from a new member of the department. We are currently conducting a search for a new linguistics professor, and several finalists will be visiting campus at the beginning of the spring semester. Be on the lookout for opportunities to meet them and learn about what they might bring to Eastern. The search committee will solicit students' thoughts on the candidates, and that input will be highly valued.

Finally, as always, we need someone (preferably two students) to edit the Spring 2019 edition of this newsletter and oversee our social media presence. It's a job that requires good time management, solid people skills, and—of course—the ability to edit effectively. Familiarity with social media platforms (especially Facebook, Twitter, and Instagram) is also a plus. If you would like to pursue this opportunity and earn credits for ENG 495 Internship in Writing and Editing, please send me an email. I'll get back to you with more information.

I wish you all happy holidays and a restful winter break.

Peace,
Dr. Barbara Little Liu
liub@easternct.edu



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A MESSAGE FROM THE EDITORS

We are proud to present the Fall 2018 edition of the Keep-ENG in Touch Newsletter! We have worked very hard in creating this for you all to read, and would like to thank all the writers who contributed in writing the articles; we couldn't have done this without you!

We hope you all enjoy!

Sincerely,

Liz Colón and Eliza Wilson

INTERNSHIP EXPERIENCES SHED LIGHT ON OPPORTUNITIES FOR ENGLISH MAJORS

By Elena Sorrentino

This past semester I worked at a small marketing and independent publishing company, Exponential Consulting and Medusa's Laugh Press, respectively. These two companies are separate but contained within the same building and run by the same people. It is a unique set-up, but one that has allowed me to gain experiences in both fields simultaneously.

Exponential Consulting primarily focuses on content creation for a computational chemistry company. I spent a lot of time learning how to use the client's program, which allows users to run scientific experiments on molecules to see how they will react under certain conditions. Then, I helped create materials to guide others through the basic functions of the program. One of the largest projects that I worked on were several tutorial videos for the company's YouTube site. My tasks included screen-recording the videos, writing and editing the scripts, and creating thumbnails using Adobe Photoshop and Illustrator. One of the other main objectives that I completed was the creation of "Tips" for the website. These were short introductions that explained how to accomplish basic tasks, that were then published on the website using HTML coding.

"I've developed stronger technical writing skills, acquired introductory knowledge regarding HTML, and practiced using several Adobe programs."

As a double English and new media studies major, many of the tasks that this internship required allowed me to grow within both fields. I've developed stronger technical writing skills, acquired introductory knowledge regarding HTML, and practiced using several Adobe programs. My new media studies major was especially helpful, as it has given me multiple experiences with multimodal platforms.

The other portion of my internship, Medusa's Laugh Press, focused much less on digital skills, and more on traditional English practices. This company produces limited quantity editions of hand-bound books. This fall they are working on two new anthologies: Microtext 4 and Fragile. Microtext 4 focuses on flash fiction; prose that is less than 500 words long, and poems that consist of less than 100. Meanwhile, Fragile is a themed collection that sought works focused on anything surrounding the motif of fragility. My role within this included helping with the calls, but most notably with aiding in combing through submissions. Together these books received over 1,000 submissions, and I read almost every single one of them. Once we finished the acceptance phase, we moved onto editing and formatting each book using Adobe InDesign.

By filling out a form, I was also able to gain credit by registering for ENG 495: Internship in Writing and Editing. This is extremely helpful, as I am at the internship two full days a week, and receiving credit enabled me to take a slightly lighter course-load. It also counts as an English elective course. If you have the opportunity, I would strongly encourage seeking out an internship. Gaining insight into how you can use an English degree in a professional field is extremely beneficial knowledge. There are so many tasks that require writing, such as video production and website design, that you don't even think of when considering future careers. Professional experience is one of the best ways of gaining insight into the opportunities and occupations that appeal the most to you.

GOODBYE TO DR. TAPIA AND DR. LIN

By Dr. Barbara Liu



Dr. Elena Tapia

The English department is saying farewell to two longtime faculty members at the end of this semester. Dr. Elena Tapia and Dr. Jian-Zhong Lin, both at Eastern for more than twenty years, are retiring.

Dr. Tapia came to Eastern in 1994, after earning her PhD in Linguistics from the University of Indiana and holding Visiting Professor positions at Indiana University/Purdue University at Fort Wayne and The College of William and Mary in Williamsburg, VA. In her time at Eastern, she has been our only linguist, teaching The History and Development of the English Language, and Modern American Grammar (courses required for all students in the Secondary Education certification programs in English). She has also developed and regularly taught other linguistics courses, including African-American Vernacular English and Verbal Traditions, and Language Acquisition in Young Children. Her capstone seminar on Conceptual Metaphor gave students new insights into the power of metaphors, not just in literature, but in all our language use. She is very proud that a number of English majors went on to graduate school to study linguistics, even though there was no linguistics minor in the English department.

In addition to teaching, Dr. Tapia enjoyed using her expertise to work with students and faculty in the Performing Arts department as a dialect coach. She also played a leadership role in the American Association of University Professors (the faculty's union), at both the ECSU and Connecticut State University (CSU) system levels, including positions on the contract negotiating team and as President of the CSU-AAUP. Her time at Eastern was well spent, serving both her students and her colleagues.

Dr. Lin was one of the first eleven undergraduate English majors from China to receive his PhD in British/American literature from the University of California, Riverside on a four-year fellowship. Before coming to Eastern in 1995, he held positions at Cal State Fullerton, UC Riverside, Teikyo

Loretto Heights University, and China's Xiamen University. At ECSU, he has served as associate department chair and regularly taught American Literature surveys, Literature of New England, Asian-American Literature, among other courses. His refreshing perspectives have enriched the learning experiences of our students.

Rare as a native Chinese speaker teaching American Literature on an American Campus, Dr. Lin achieved another landmark with his 2011 appointment as the Senior Editor of Connecticut Review, distinguishing himself as the first native Chinese speaker in history to have served as the senior editor of a mainstream English-language literary journal in an English-speaking country.

As an American citizen born in China, Dr. Lin devotes himself to bridge building between the United States and China. He has brought American students to China and mentored Chinese visiting professors on the ECSU campus and elsewhere. He has spoken on American Literature to thousands of Chinese students and faculty in numerous Chinese universities. In 2017 and 2018, he was invited by the Chinese Ministry of Education to serve as an external evaluator of applications for the esteemed title of Changjiang Scholar. He founded the Chinese Language program at UC Riverside, and helped launch Chinese Language teaching at ECSU. A healthy U.S.-China relationship is a cause to which Dr. Lin will continue devoting himself.

Both Dr. Tapia and Dr. Lin will be missed, but we wish them all the best for their retirements.



Dr. Jian-Zhong Lin signing autographs after speaking about literature at Hezhou University in Guangxi Province, China, in June 2018.

ENGLISH AT WORK ALUMNI PANEL

By Jordan Corey

The English department welcomed four alumni on Oct. 22 to discuss their experiences working in higher education student affairs. The event was part of the “English at Work” series, which highlights the universal nature of an English degree.

The panel consisted of Reece D’Angelo ’11, Melissa Dwelley ’12, Megan Vo ’13 and Monica Mordowanec ’17. They covered a range of topics, including extracurricular engagement at the undergraduate level, going to graduate school and occupational responsibilities.

Panelists highlighted the importance of getting involved on campus. “I was considering a lot of different options as an undergraduate,” said Dwelley, who works as a communications officer for the Young Global Scholars Program at Yale University. During her time at Eastern, she worked as a tutor and peer advisor. “I enjoyed the administrative side of it.” Dwelley now has a Master of Education degree in student personnel administration.

Other panelists cited working in the Student Center, taking leadership roles in clubs and working as a resident assistant (RA) as gateways to deciding their career path. However, as former president of Eastern’s Education Club, D’Angelo noted that students must be careful not to overextend themselves. “Pick one or two things.” With a Master of Science degree in counseling and higher education, she is an academic specialist at Quinnipiac University.

In addition to undergraduate efforts, graduate programs have allowed the panelists to gain access to higher education in different capacities. They touched on becoming familiar with unexpected components of student affairs, such as counseling, and the financial weight that can accompany pursuing further degrees. A suggestion for a manageable tran-

sition was applying to programs that provide stipends or payment for working. “There are ways to have grad school paid for, but they are competitive,” said D’Angelo.

In the realm of higher education, job descriptions vary. Mordowanec, who will receive her Master of Education degree in higher education and student affairs this May, works for residence life at Salem State University. She oversees all daily operations of a traditional-style residence hall of approximately 290 first-year students. Her favorite part, she revealed, is the conduct hearings that take place when a student gets into trouble.

“During those moments is when I really get to change students,” she said, explaining that she prefers to give constructive punishments, such as requiring the student to join a program or club, as a means of changing their behaviors.

“I have my hands in all things student affairs,” said Vo. She earned her Master of Fine Arts in creative nonfiction and will be completing her Master of Science degree in autism and applied behavior analysis in May. She is the head of the Office of Residential Life at the University of Saint Joseph. With a smaller university, she noted, comes different responsibilities, but there is an “intersection of opportunities” seen across student affairs. “We’re all here for the students.”

Vo also noted that, with any task, the English skills she has acquired assist her in being articulate and concise. D’Angelo agreed, stating that her experience as an English major has helped her in learning how to see outside perspectives and better understand her own positions. Mordowanec utilizes the social justice qualities that she picked up from her English studies on a regular basis.



“One of the reasons I went into student affairs is because there was so much opportunity,” said Dwelley. The panelists agreed that the field is versatile and, in many cases, they discovered what they liked best or what information was most valuable along the way. While student affairs may seem daunting as a profession, the experience gained is invaluable, and success can be achieved with the right balance. “Be realistic with your expectations of yourself and others,” concluded Vo.

DEAF WITH A CAPITAL D

By Angelica Reilly



Imagine being a teenager and being unable to communicate with your parents. Not because they don't understand what you're saying – or don't care about it, as most of us felt during those vital years – but because there is a genuine language barrier between you and them. You know what you want to say, they know what they want to say, but it is impossible for you to speak to each other. It is like there's an invisible, sound proof wall, separating you, and that is how you have to live your life.

This is the picture Alison O'Connor painted on Tuesday, October 23rd, while visiting Dr. McDonnell's Feminist Theories class. Alison teaches American Sign Language at Middlesex Community College to help the signing-impaired and runs her own private practice in New London to help the hearing-impaired. As a Deaf professor in a classroom full of hearing students, the Licensed Clinical Social Worker needed to start off with something intense, heart breaking, and relatable. Not out of fear we would not care if we could not relate, but because she wanted us to understand the reality many, many Deaf people face. She began by utilizing her translators to communicate to us that 90% of Deaf children have hearing parents, and 90% of Deaf parents have hearing children.

After getting our attention with that narrative, Alison shared personal stories, from being told by her son's doctor that she is a bad mother for refusing to get a cochlear implant, to her experiences growing up with hearing parents that believed allowing her to sign would prevent her from speaking. Once she was comfortable enough, she switched from signing to using her voice and shared with the class that she didn't learn to sign until she was twenty-three and revealed the sense of belonging that came with being able to com-

municate in a way that was easy and efficient for her – the way most of us feel about speaking. It allowed her to immerse herself in a community she had always belonged to, yet never took part in.

Between the heart-felt personal stories, Alison also gave us a bit of formal education. Ironically, it was on the lack of education almost everyone gets in Deaf Studies. The class discussed topics ranging from the first school for the Deaf (along with who formed it and why) in the United States – which just so happened to be in our very own Hartford in 1817 – to the process of getting a cochlear implant. I personally was shocked to find out how invasive the procedure is, as were most other students in the class.

An aftershock, if you will, was the audacity of a hearing person to tell Alison she was a bad mother for not being willing to have a doctor drill into her skull to help her conform to ableist norms. No one would expect a mother who speaks Spanish to have someone drill a hole in her skull so that her child only has to learn one language, so why should someone who knows sign language do so?

One very important piece of information Alison taught the class is the difference between deaf and Deaf. Deaf people, with an uppercase "D", are people that have fully immersed themselves in the culture. They speak the language, advocate for Deaf curriculum, and do not see themselves as disabled. Deaf people with a lowercase "d" are people that do not identify in the community and often do see themselves disabled. This is more common in people that become hearing-impaired later on in life, while Deaf people are those that have found a home in the community.

Learning about a different culture for the first time is an experience not easily forgotten, especially a culture as underrepresented as the Deaf. Anyone given the opportunity to attend a lecture such as this one should absolutely take it.



BRUCE WEIGL POETRY READING

By Melody Cabarroguis

As part of Eastern's Writers Series, poet Bruce Weigl read some of his works in the Student Theater on October 2. He is a professor, a writer, and a veteran of the Vietnam War. He has published 16 poetry books in total, and during the university hour, he not only read his works but taught important lessons about writing and life.

Entering the Student Theatre, visitors saw Mr. Weigl's books displayed nicely outside the room. Some students read the front covers to see what they were about. Meanwhile, in the cozy theatre, students held their papers and pens for later discussions. The audience was prepared to hear Weigl talk—whether they attended by requirement or out of personal interest. The camera was rolling to capture the event and the signup sheets were filling up. Students, teachers and other guests were beginning to pick their chairs and the ones already seated were talking with one another. The room had a comfortable and friendly atmosphere.

ECSU English professor Dr. Daniel Donaghy welcomed Mr. Weigl, talking briefly and seriously about the poet's life. After the introduction, Weigl mentioned that it was too long. He got the audience laughing and with this, his humor got their attention. He also mentioned his grandma and how they discussed "good things in getting old." He made us understand more about older people; as we grow older, we become antiques because we learn more, and we become more valuable because of the life lessons that we have experienced.

Mr. Weigl has a unique narration style because when he read his first chosen poem, "Songs of Nalpalm," one could already tell that he knew the story by heart. He often glanced up to the audience to be connected with them. This poem reflects the situations that happened in the Vietnam War, and this might be common with other writers, but having more than 60 poems written would be challenging to memorize. The way he read his works was not just like a performance or a basic reading of a poem. He read it like he was reflecting on his life, and he was telling the audience an important message. When he read "The Abundance of Nothing," what affected me was the line "and nothing can change that." I don't remember the whole poem, before or after that line, but I felt his tone. The way he said 'nothing' was strongly emphasized so he was convinced at that moment.

Weigl talked about how war writing was discouraged in his time, but he continued to do it because

he loved it. He gave hope by teaching the audience that it doesn't matter if no one appreciates your passion as long as you do. Mr. Weigl emphasized that through writing, he could relate to others what happened to him in the war, how it affected him, and how he continued his life. Writing is interdependence because when we create stories or poems, we share our voice and at the same time, we listen to others.

When he read his poems, like the "Snowy Egret," he paused and created a silence that was powerful for the meaning to sink in. In one part of the "Snowy Egret" he said, "Please don't tell." This piece is about a boy who tried to bury the bird that he shot and created a father-son connection with the narrator, I felt sympathy and excitement at the same time because he pronounced the poem artistically and morally.

Weigl stated that his new work, "On The Shores of Welcome Home," was implying a part of his life. He mentioned that when he was getting older, he began to get away from war poems and to enter another stage, living as an adult. He asserted that life is change; this couldn't be truer. One's writing changes when a writer changes perspective. In life, one is changing; one is growing.

During the question and answer session, Weigl gave the audience good advice about writing. He told the listeners that it's not about the author but the readers. Writing is about how and what people can relate to.

My favorite part of his presentation was when he recited one of his prose poems. It was about a variety of situations in one poem. He said, "I want you to believe. It's all about the story. It's all we have." This line is a gem because it is a reminder to writers and readers alike why literature is important; it heals and gets us together. This line encourages writers to believe in themselves and what they can contribute when they create poems or stories. Through writing, I can help the world in my own way, I can connect with others, and I can grow.



STUDENTS PRESENT INDIGENOUS STUDIES RESEARCH AT CSU UNDERGRADUATE ENGLISH CONFERENCE

By Jordan Corey

Four English majors presented research essays at the Connecticut State University (CSU) Undergraduate English conference on Oct. 5. The event was held at Central Connecticut State University. The group consisted of students from an indigenous studies course taught by English Professor Meredith James. Students who spoke about their research were Daniel Brennan, Jordan Corey, Zoe Marien and Morgan Parrilla.

The conference opened with a welcome from event organizer Elizabeth Brewer Olson, a professor at Central, who encouraged panelists to engage with one another throughout the day. She noted the value in bringing a variety of subject matter into a shared academic space before giving an overview of the presentation schedule. Among others, panel themes included “Analyses of Gender and Tragedy in Four Plays,” “Theorizing Aesthetics in Popular Culture,” “Reading Wordsworth” and “The Roger Corman Film Adaptions of Poe’s Tales.” Each CSU school had representatives in attendance, and presentations began after lunch.

“Eastern’s English students left having gained invaluable experience with conference etiquette and newfound energy in sharing their research.”

James’ students explored different topics covered in their indigenous studies class. Brennan presented “Identity and Chaos in Sherman Alexie’s Indian Killer;” Corey presented “Creating What You Hate: Colonialism and Maori Masculinity;” Marien presented “Indigenous Women’s Studies and US Federal Policy: How American Legal Decisions Impact and Disrupt Indigenous Lifeways;” and Parrilla presented “Aboriginal Education and Colonialism.” They examined texts in conversation with history, largely highlighting the mistreatment of indigenous people across the globe. The students were able to share the work they had done during the course in addition to continuing research. Native Americans, Aboriginal Canadians, Maoris and Aboriginal Australians were discussed. Audience members were receptive to the presentations, asking for further insight and praising the course’s versatility during the Q&A session.

The CSU Undergraduate English conference aims to give students an opportunity to share literary analyses, essays and creative works written for English, writing, linguistics and journalism classes with faculty and other students. The cordial environment fostered thoughtful dialog and allowed attendees to pose significant questions about society in relation to pieces of work studied within the English major. Eastern’s English students left having gained invaluable experience with conference etiquette and newfound energy in sharing their research.



DR. ROSANNE CARLO VISITS EASTERN

By Samantha Coburn and Emily Deloge

On September 18, both sections of Dr. DeRosa's Introduction to Writing Studies classes were fortunate to have Eastern Alumni Dr. Rosanne Carlo visit and talk to students about her essay, "Countering Institutional Success Stories: Outlaw Emotions in the Literacy Narrative." In this essay, Dr. Carlo explores the ways in which success tropes or the same "tired story about the kindly, influential teacher and the old-smelling school building" that have led to academic success, silence the outlaw emotions of pain, loss, and the feeling of alienation that complicate the literacy journey. She explains that these success tropes flatten the complexities of students' life experiences and mute the students' voices. Dr. Carlo invited students to openly ask questions about her essay and voice the challenges they were facing as they were embarking on the process of writing their own literacy narratives.



Dr. Carlo provided students with strategies to avoid those very success tropes that would silence their voices and limit their literacy stories. She also emphasized to the class that "you should always tell the stories that change you." This advice proved to be extremely helpful, as the major goal of the literacy narrative assignment is to bring student voices into academic writing—to demonstrate that the personal "I" can and should be used in academic texts. As Dr. DeRosa put it, it is important to avoid having the writer "leave the building" in their narratives. By the end of the visit, students left with notes and suggestions to keep in mind as they wrote their own story. When asked how she felt about writing her literacy narrative after talking with Dr. Carlo, one student in the class explained that she felt more confident and reassured by Dr. Carlo's words that everybody has an important story to tell, and no one can tell it as well as the writer themselves.

"Your literacy narratives do not have to end when you hand in your paper."

Dr. Carlo was an English major at Eastern from 2004 to 2008 and decided to continue her graduate studies in English to eventually earn her doctorate in Rhetoric and Composition from the University of Arizona. Currently, Dr. Carlo is a professor of English at CUNY in Staten Island, New York where she teaches undergraduate and graduate courses. She encourages her students to blend personal and academic writing. As former ENG 204 students ourselves (now writing tutors in the class), we found it exciting and hopeful to listen to an Eastern graduate discuss her published scholarly article and explain her thought process as she shed light on the importance of finding that inner voice inside each and every one of us. Dr. Carlo's visit was also a beacon of hope for students, proving that your literacy narratives do not have to end when you hand in your paper.

ALUMNI PROFILE ON SAMANTHA BIELESKI '12

By Jennifer Zuniga

Samantha Bieleski, from Suffield, a small town twenty minutes north of Hartford, CT, found a passion in Higher Education. She currently resides in New York where she, among other things, helps students edit a term paper, gives them helpful advice for their future, or lends her hand on a project.

Samantha graduated from Eastern in May 2012 with a Degree in English. After her graduation, she worked at Temp CCR Products for one year in West Hartford, CT. She went on to become an English Tutor for Gear Up in East Hartford, CT. In June of 2013, she began to work as the Coordinator of Resident Life and Student Activities at Five Towns College, later moving into a different role as an Area Director there. Shortly thereafter, she started as Resident Director at LIM College located in the Greater New York City area, which gave her a jumpstart to her current position as an Office Coordinator in the Center for Career Development at Manhattanville College.



While at Eastern, she kept busy as a Resident Assistant, writing tutor, and Teacher's Assistant for the First-Year Experience "Deconstructing Disney" class. As a Resident Assistant, she was able to open up to people more. "I remember the fear I had about having my first program because I didn't think anyone would show up," she recalls; "after knocking on doors, I was able to get 10 people to come to my program, which allowed me to step outside my comfort zone." Samantha also remembers how one of her English professors suggested she become a writing tutor after overhearing her tell a friend that she needed one more credit for her senior year.

Being involved around campus wasn't the only thing that aided Samantha in her post-collegiate success. The curriculum for an English Major at Eastern allowed her to think both creatively and critically. Samantha remembers the stimulating program, saying, "since there are so many smart people at Eastern, they enabled me to work hard and push myself mentally."

She also recalls one of her favorite memories at Eastern: "In my first year at Eastern, I lived in Occum Hall. We ended up winning Dean's Cup. Through it, I was encouraged to go to events. Winning was exciting for me."

Through all of this, she remembers why she loved Eastern in the first place. She says, "It isn't a big campus, so it is not overwhelming; the school offers great classes, great professors, good vibes around campus, and a nice community."

Samantha advises students who are interested in careers in Higher Education to start with the basics. Get more involved on campus by doing internships, joining clubs, and participating in activities put on by CAB (Campus Activity Board) or FAD (Friday After Dark). She suggests that students apply for an on-campus job and attend networking events. Through working on campus and going to career events, they will be able to gain invaluable connections. Samantha also stresses the importance of taking the initiative to ask questions at networking events and career fairs.

She later recounted the most rewarding moment in her career so far. In 2013, she met Stephanie, who was a shy sophomore. Samantha advised her to get more involved on campus. Stephanie did this by joining clubs and activities, and eventually, she was able to help plan events. By the time Stephanie was a junior, she became an RA (resident assistant). In her senior year, she took the position as Senior RA, which meant she was in charge of the other RAs. Samantha says, "The best part of it all was that I got the opportunity to grow with Stephanie."

The professional achievement that Samantha is most proud of is how her current role allows others to see her as a resource. She says, "as an of-

ALUMNI PROFILE, CONT...

fice coordinator, I am able to bounce ideas [off my colleagues], express career-related problems, and help with services to direct students towards the paths that they should take.”

Samantha believes that people who are genuine in their interest in Higher Education are the most successful because students thrive under the direction of passionate people. She says, “it is important for

the students to know that you are there for them with the best intentions.”

Although there have been challenges in her career so far, her current position has enabled her to operate outside her comfort zone. She says that she wouldn’t do anything differently if she had the chance to do it all over again, and she is a strong believer that everything happens for a reason.

ENGLISH NIGHT CELEBRATES EXCELLENCE By Liz Colón and Eliza Wilson

The Fall 2018 English Night was held on December 5th in the Betty Tipton Room of the Student Center, and many students were applauded and acknowledged for their excellence and hard work in the English major. There was an excellent turnout, with additional chairs needing to be added as the event was about to begin.

Chair of the English department, Dr. Barbara Liu introduced us to the evening’s event, then awarded the Constance Campo Memorial Scholarship and the Alexander “Sandy” Taylor Memorial Scholarship. The Campo Scholarship is awarded in memory of Constance Campo who devoted herself as a longtime staff member of the English department. It is given to students who show concern or awareness to gender and diversity issues like Constance Campo did. Kay M. Daniels was this year’s awardee. The Sandy Taylor Scholarship, which is given to students who show interest and devotion to peace and human rights, as well as poetry, was awarded to Keara C. Berisso.

Next, Dr. Stephen Ferruci introduced the First Year Writing Award winners for the Spring 2018 semester. These awards are given to students in College Writing/College Writing Plus who demonstrate creativity, unique critical thinking, and inquisitive research in their writing. This award was given to Abby Wilson for her piece “Hand in Unlovable Hand,” written for Professor Mark Dodd’s ENG 100 class, and Victoria Bryer for her piece “The Oak Tree”, written for Professor Rebecca Mathew’s ENG 100 class.

After award winners were announced, Sigma Tau Delta President Emily Hill and Vice President Elena Sorrentino inducted new members into the Alpha Epsilon Delta chapter of Sigma Tau Delta, the English honor society. Family, friends, and classmates looked on as 34 inductees recited the Sigma Tau Delta pledge and received their certificates, pins, and cords.

Towards the end of the evening, we had the pleasure of viewing English students’ capstone projects in presentations and posters. From Dr. Rita Malenczyk’s capstone seminar class, “The Rhetoric of Crime,” students Monica Muriel and Ashlee Shefer both presented their work. Monica presented an overview of her critical analysis of the misleading portrayal of crime in TV shows Law and Order and Dexter, and Ashlee described and read excerpts from her story “The Safest Place on Earth” about the media’s coverage of a school shooting. Additionally, a number of students presented their capstone work in posters. From Dr. Malenczyk’s class, Mikayla Fish, Jolee Iannantuoni, and Zoe Stephen all shared posters, along with students from ENG 499 Directed Research: Jessica Maloney and Alec Taylor. Finally, Mikayla Fish also displayed her work from an ENG 480 Independent Study.

English Night is an event that allows us all to see the hard work that English students put into their college career. It was wonderful to see excellent results from the students in the English major community at Eastern, and enjoy some tasty refreshments, too.



Monica Muriel presenting her work from the “Rhetorics of Crime” capstone seminar.

NEWSLETTER CONTRIBUTORS

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Samantha Coburn Jennifer Zuniga

Jordan Corey

Emily Deloge

Angelica Reilly

SEEKING EDITOR AND SOCIAL MEDIA INTERN!

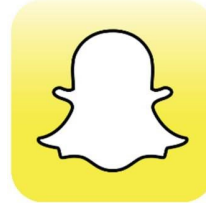
English lovers, writers, and social media enthusiasts alike: consider a Social Media and Editing Internship with the department!

If you are a current student interested opportunity for Spring 2019 semester, please contact Dr. Liu at: liub@easternct.edu

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