

dents to present their original research and creative work to their peers, faculty, and the broader university community.

Our graduate students, too, are an enormous source of pride for the Department of English. Already active in their fields as scholars, they enhance the reputation of Illinois State University each time they publish an article, poem, or story, win a major grant, or present their innovative research and pedagogical strategies at national and international conferences. Graduate students in English are also crucial to the success of our innovative Writing Program, which, under the direction of Professor Joyce Walker, was awarded a prestigious Writing Program Certificate of Excellence by the Conference on College Composition and Communication.

Finally, and most importantly, I credit our outstanding faculty for making the Department of English extraordinary. Dedicated teachers who truly care about effective pedagogy, our faculty are also leading researchers whose publications in children's literature, creative writing, English education, linguistics, literary and cultural studies, publishing and textual studies, rhetoric and composition, TESOL, and technical communication shape and expand knowledge about English Studies throughout the world.

han, Jan Neuleib, Ron Fortune, and the late Maurice Scharton.

"They really worked us very hard in that doctor of arts program," Wallace said. "And, it was not just that they taught us in the classroom, but they taught us how to be professionals in the field."

Madeline Ostrander

Madeline Ostrander is a non-fiction writer based in Seattle. Her writing has appeared in Aljazeera America, Science, The New Yorker, The Nation, and PBS Nova Next, to name a few. She spent six years as senior editor of Yes! Magazine. She was a 2014 National Health Journalism Fellow, a fellowship awarded by the University of Southern California's Annenberg School for Communication and Journalism.



The focus of Ostrander's work is science, the environment, pollution, and climate change. She said she feels a deep sense of responsibility and is humbled by the people she writes about. The stories she pursues have no boundaries, and to that end, she's spoken to farmers and nuns in rural Kentucky, inner-city Los Angeles residents living in poverty and pollution, salmon fishermen in Seattle and native, Alaskans.

Ostrander, who earned bachelor's degrees in English and Biological Sciences at Illinois State in 1997, was honored with the University's Outstanding Young Alumni Award in 2008. This latest award brought her back to campus for the first time since 2008, and she was excited to reconnect.

"There's something quite stirring about going back and visiting the people and places that influenced you in early adulthood," she said.

She said the University provides "support, inspiration, ideas and encouragement" to writers like herself, and she said she knows she's not the only one.

"I know that I'm one of many ISU English alumni who have gone on to do meaningful work since graduation," she said. "It's an enormous honor that the English Department is choosing me as a representative of what one can do in the world armed with a good education and an understanding of language, writing, story, and culture."

Ostrander said what she learned as an Illinois State undergraduate resonated with her then and still does today.

"A number of my professors at ISU helped me see a connection between the power of storytelling and social change," she said. "I believe strongly in what I do and in the role of writers and journalists in creating an informed society. Those convictions have a lot to do with what I learned in literature classes about how stories shape culture."

Retiring faculty

Jim Kalmbach

The Department of English announced the retirement of Professor Jim Kalmbach in the spring of 2015. The news was met with mixed emotions, as Kalmbach is a beloved teacher, mentor, and colleague of students, faculty, and staff.

Kalmbach joined the department in the fall of 1987 as an associate professor, received his Ph.D. in English from Michigan State University in 1980, his M.A. in English Linguistics from the University of Michigan in 1974, and his B.A. in English with high honors from Michigan State University in 1972.



Throughout his tenure, Kalmbach served as the associate chair of the Department of English for two terms, from 2006-2012, and as internship director from 2012- 2015. He was a dedicated advocate for students, faculty, and staff to have access to technologies that would enhance their learning and teaching experiences. Evidence of this commitment is seen in the numerous university committees and boards that he served on, which included the ISU Open Access task force, CAS Service Award Committee, Wireless Expansion Planning Group, CAS Intranet Task Force, CAS Learning Technology Advisory Council, Executive

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- Christopher C. De Santis, chair
- Sarah Hochstetler, associate professor
- Libby Lind, office manager and editorial assistant
- Barbi Smyser-Fauble, Postdoctoral Teaching Fellow

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Committee for Academic Technology, CAS Curriculum Committee and several search committees.

Several departmental initiatives and innovations emerged during his tenure. These included a grant that secured external funding to construct a computer-supported digital rhetoric classroom in 1988. He subsequently secured funding for five additional generations of hardware and software that exceeded \$300,000.

Along with his many university and departmental accomplishments, Kalmbach also maintained his research initiatives and service to national organizations. He was recognized in 2007 with the Computers and Composition Charles Moran Award for Distinguished Contributions to the field of Computers and Writing. Additionally, he continued to serve on editorial boards for journals such as *College Composition and Communication*, *Technical Communications Quarterly*, *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, as well as WAC Clearinghouse Publications and the online journal of the Council for Programs in Technical and Scientific Communication. He also serves on review boards for national conferences such as the Association for Teachers of Technical Writing and the Computers and Writing Conference.

Kalmbach has also been honored for his dedication to teaching and mentoring of students, receiving the Illinois State Outstanding University Teaching Award, the Illinois State College of Arts and Sciences Outstanding College Teacher Award, Humanities Division, and the Department of English Exceptional Teacher of the Year Award. He has also been recognized by his students as a seven-time recipient of the Lambda Delta Chapter of Sigma Tau Delta Faculty Appreciation Certification for outstanding teaching and mentoring.

To say that students, faculty, and staff will miss him would be a huge understatement. His commitment to teaching, diversity, open-access technologies, and mentoring of colleagues and students, as well as his warm laugh in the hallways have left a lasting impression and legacy of excellence. His passion for education and the Department of English is furthered in his parting words about why he feels the English Studies program is so successful. "This is a great program, because of the emphasis on pedagogy and the students we teach," he said. "The emphasis on acts of discovery are what sustains this program's success."

Professor Kalmbach, it was an honor to have you as member of the Department of English for 28 years. Your tenure here has made the department great in so many ways and helped lay the foundation for continued success.

Diversity recruitment

The English Studies Showcase: Sharing our disciplines with Chicago juniors from underrepresented populations

During the past year, over 75 members of the English Department community worked together to design, organize, and present the first English Studies Showcase. After conversations with students and faculty concerned about the low numbers of students of diversity in the major, Undergraduate Studies Director Katherine Ellison invited faculty, graduate students, and undergraduate students to develop an outreach event modeled after the successful Expanding Your Horizons weekend held by ISU to encourage young women to enter the STEM fields. A first-generation college student, Ellison also understood that English is not often the first choice of major for those who are navigating higher education without mentorship. First-generation college students are more likely to gravitate toward majors with more direct, or clearer, career outcomes even when English was their favorite high school subject.



The English Studies Showcase set out to accomplish several goals: first and most importantly, to build confidence in students who desire to attend college (any college, not just ISU) but need support and mentors as they apply; second, to introduce students to the many opportunities available in our English Studies model; third, to potentially increase our own enrollment and bring more diverse perspectives to our classrooms; and fourth, to open our own eyes and consider whether our curriculum, our teaching, and our support services truly communicate our commitment to diversity.

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Faculty research

Christopher Breu

Associate Professor Christopher Breu's book, *Insistence of the Material: Literature in the Age of Biopolitics*, was published in



late 2014. According to the University of Minnesota Press, this text "rethinks contemporary understandings of biopolitics, affirming the importance of forms of materiality that refuse full

socialization and resist symbolic manipulation. Breu considers a range of novels that reflect questions of materiality in a biopolitical era, including William Burroughs's *Naked Lunch*, Thomas Pynchon's *V.*, J. G. Ballard's *Crash*, Dodie Bellamy's *The Letters of Mina Harker*, and Leslie Marmon Silko's *Almanac of the Dead*.

"Drawing from accounts of the emergence of immaterial production and biopolitics by Michel Foucault, Giorgio Agamben, Roberto Esposito, and Michael Hardt and Antonio Negri, Breu reveals the confrontational dimensions of materiality itself in a world devoted to the idea of its easy malleability and transcendence." He hopes his book contributes to the ongoing reassessment of the key terms by which we conceptualize English Studies.

"While still attending to language and culture as key organizing terms in English Studies, I think we also need to focus on materiality as that which resists, sets limits on, as well as intertwines with language and culture," Breu said. "Given that a central ideology of the global present is the manipulability, disposability, and transcendence of the material (even as material forms of inequality and environmental devastation are ever more determining), it is important to theorize the material's insistence, force, and vulnerability. In other words, I think materiality needs to be a central concept in any conception of English Studies and the Humanities that is adequate to 21st century life." Other publications include *Hard-Boiled Masculinities* (Minnesota, 2005).

Amy Robillard and Ron Fortune

Professor Amy Robillard and Professor Emeritus Ron Fortune have published an edited collection, *Authorship Contested: Cultural Challenges to the Autonomous, Authentic Author* (Routledge 2015) examining a wide range of rhetorical situations



Professors Ron Fortune and Amy Robillard

in which a writer's claim to authorship is in some way challenged. Responding in part to recent high-profile cases of contested authorship such as James Frey's *A Million Little Pieces* and Benjamin Wilkormirski's *Fragments: Memories of a Wartime Childhood*, the collection argues that despite five decades of literary and cultural theorizing of authorship, challenges to authorship remain dependent on the myth of the solitary, originary author. Robillard and Fortune argue that contested authorship is a symptom of a culture unsure about the value of authorship, uncomfortable with attribution, collaboration, and the limitations of memory.

Authorship Contested includes chapters by several English Department alumni examining the contested authorship of fan fiction, automated writing software, technical manuals, and Laura Ingalls Wilder's Little House series. Fortune's chapter analyzes James Whitcomb Riley's forgery of an Edgar Allen Poe poem, "Leonanie." An emerging poet with some local success in his own right, Riley was driven by a desire to demonstrate that the primary difference between his writing, which had suffered a succession of rejections from national magazines, and the poetry of a uniformly acknowledged master, was reputation rather than the quality of the writing itself.

Robillard's chapter, "The Emotional Contests of Peer Review," suggests that

As such, on April 25 the English Studies Showcase welcomed high school juniors from Richards Career Academy, Simeon Career Academy, and Bloomington High School. The event began with a spoken word performance by Jonah Mixon-Webster and opening remarks by Ricardo Cruz, Joyce Walker, Sigma Tau Delta President Sam Rizzo, Ellison, and Chris De Santis. The students then chose three "mini-classes" to attend out of 12 that faculty, graduate students, and undergraduate students had designed. These "mini-class" themes included: book binding, building websites, Shakespeare, African literature, ethnic literatures, cultural rhetorics in popular culture, children's literature, poetry workshop, a personal statement development workshop, and identifying what makes a great English teacher.

Another highlight of the Showcase was the Student Q&A Panel. The panel consisted of Illinois State English majors Elora Karim, Devin Childs, Asia-Ana Williams, Jasmin Graham, Marissa Nash, Cade Boland, Thelma Trujillo, and Alexa Leyba. The panel provided information about scholarships, the success that follows persistence in retaking the ACT, study-abroad opportunities, the possibility of "on-site acceptance," and extracurricular options. Additionally, a video introducing the "Students of ILSTU" was played at the showcase. This video, created by Elizabeth Hatmaker's ENG 396 students and funded by a Community Engagement Learning Grant through the Center for Teaching, Learning, and Technology (CTLT), provided students with a glimpse of Illinois State student organizations and daily college life within the community. The ENG 396 students built a website for prospective students to post questions and learn about the community from a student perspective. Visit: EnglishSeminar396.wix.com/studentsofilstu.

Support for these high school juniors will continue. The Illinois State Writing program, led by Director Joyce Walker, is creating a writing mentorship program to help students as they draft their college application materials.

Ellison extends a warm thank you to everyone who made these events possible, both in the classrooms and invisibly, behind the scenes ordering food, organizing volunteers, setting up and cleaning up, moving tables, guiding students in the hallways, stuffing folders, stringing name badges, and creating materials. The event brought the department together in a shared commitment to diversity and Educating Illinois initiatives.

Illinois State University Writing Program awarded national recognition of excellence, invited to join nationwide research group

Joyce Walker

The Illinois State University Writing program, directed by Professor Joyce Walker, has been hard at work setting new standards of excellence for writing programs and writing-instructor training. These efforts are receiving national recognition as the ISU Writing Program was awarded the Conference on College Composition and Communication's (CCCC) Writing Program Certificate of Excellence at the March 2015 conference in Tampa, Florida. This award was given to only four writing programs nationwide.



"We're so pleased to be among the schools selected for the award," Walker said. "As we worked on the application, we actually learned a great deal about our program. We had to think through and make clear all of our various activities and goals, and I think it was an excellent exercise all by itself. But we're also very pleased that our work has been recognized by the CCCC committee. It's a great honor for us."

This prestigious honor stemmed from Walker's and the Writing Program's "innovative work with applying genre studies and Cultural-Historical Activity Theory (CHAT) pedagogies" to Writing Program courses and learning outcomes. The honor recognizes the program's

commitment to implementing community outreach programs, as well as its grassroots writing research initiatives.

The Writing Program and Walker have been invited to join a nationwide research group, organized to study pedagogies for Teaching for Transfer (writingcrosscontexts.blogspot.com). This research group was awarded the CWPA research grant for targeted research, an award to help facilitate a year-long study of student learning at nine different institutions across the U.S. The ISU Writing Program will be the site for a study that specifically investigates instructor training, following five instructors through the process of learning about and learning to teach the curriculum.

CAS Distinguished Lecture

McLaughlin named College of Arts and Sciences Distinguished Lecturer

On March 24, 2015, Professor of English Robert McLaughlin delivered the College of Arts and Sciences spring address, “So Many Possibilities: Stephen Sondheim and the American Musical Theater,” inspired by his forthcoming book of the same name. The evening climaxed with CAS Dean Gregory Simpson presenting McLaughlin with the Distinguished Lecturer Medallion.



In his lecture, McLaughlin sketched a history of the American musical from the musical comedy of the 1920s, through the Rodgers and Hammerstein-style musical play, to the postmodern musical of Stephen Sondheim and his contemporaries. He argued that in the 1970s Sondheim and his various collaborators, inspired by the postmodernism that by that time was evident in all the arts, rejected the realism that the Rodgers and Hammerstein musical aspired to and recovered and rejuvenated techniques from the earlier musical comedy, turning them to post-modern purposes. He focused especially on Sondheim’s 1970 musical,

Company, which self-consciously eschews narrative so as to question our reliance on narrative structures for meaning, and the 1984 musical *Sunday in the Park with George*, which uses the creation of Georges Seurat’s painting *An Afternoon on the Island of la Grande Jatte* as a vehicle for breaking down the distinction between art and the world and the artist and the viewer. McLaughlin offered several musical examples to support his points thanks to the talents of Chad Kirvan, pianist and soloist, and Colleen Longo, soloist. The lecture was enhanced by a parade of archival photos, designed by Junior English Studies major Elora Karim.

McLaughlin has taught in the ISU Department of English since 1988, his courses ranging from ENG 101 to doctoral seminars. He is the longtime co-advisor of ISU’s chapter of Sigma Tau Delta, the national English Honor Society, and has been the department’s Honors liaison since 2006. He is the editor of *Innovations: An Anthology of Modern and Contemporary Fiction* and the co-author, with Sally Parry, of *We’ll Always Have the Movies: American Cinema during World War II*. His book on Sondheim will be published by the University Press of Mississippi in 2016. In addition to the Distinguished Lecturer designation, McLaughlin has been honored with the College of Arts and Sciences and University Outstanding Teacher awards, the Stan and Sandy Rives Excellence in Undergraduate Education Award, and the University’s Research Initiative Award.

University awards

Julie Jung: Teaching

Professor Julie Jung was named the winner of the 2015 Outstanding University Teacher Award. Jung earned her Ph.D. in rhetoric, composition, and the teaching of English at the University of Arizona and joined the ISU faculty in 1999, where she has taught courses at all levels, from general education courses to Ph.D. seminars.



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a sense of exclusion among reviewers in a double-blind review process precipitates their own exclusionary, gatekeeping disposition toward the authors whose works they review. Analyzing two layered forms of contested authorship that result from a rhetorical situation that itself has a built-in expectation of rejection, Robillard points to the crucial role of the academic editor in ensuring the proper functioning of the norm of attribution upon which all academic writing is based.

Robillard and Fortune have been collaborating on contested authorship since 2004, and their other works include “Toward a New Content for Writing Courses: Literary Forgery, Plagiarism, and the Production of Belief,” published in *JAC* in 2007, and “Life Writing at Cross Purposes: Documentary Forgery and the Reconstruction of Identity,” published in *Life Writing* in 2012.

New hires

The Department of English is delighted to welcome **Joe Amato** to the faculty as an assistant professor. Amato has been with the department for the past 12 years as a non-tenure-track faculty member teaching a variety of writing and literature courses. He’ll be teaching fiction and prose writing along with the occasional course in creative writing pedagogy.

Amato has published widely in fiction, memoir, poetry, and poetics and is the author of nine books and numerous essays. His newest project is a sequel to his recent novel, *Samuel Taylor’s Last Night*, which was released by Dalkey Archive Press late last year, with reviews in *The New York Times Book Review*, *Los Angeles Review of Books*, and *Inside Higher Ed*. With Professor Kass Fleisher, Amato has authored a number of screenplays, several of which have been recognized by the Nicholl Fellowship and Austin Film Festival screenplay competitions.

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A native of Syracuse, New York, Amato spent seven years in industry in various project engineering capacities before returning to school to study English. He's still drawn to things technical and scientific, and enjoys hiking in the Rockies, cooking, and strumming his guitar.

The Department of English is excited to announce that **Steve Halle** has been hired as the director of the Publications Unit.



He started July 1. Halle began working there as assistant director in 2011, completed a Ph.D. in English Studies from Illinois State in 2013, and since summer 2013, has

served as interim co-director of the unit. He also holds an MFA in poetry from New England College, where he studied with Anne Waldman, Ross Gay, and Maxine Kumin.

Halle is responsible for providing professional editorial, design, marketing, distribution, and other services related to the production of several literary and scholarly journals affiliated with the Department of English, including *Obsidian: Literature & Arts in the African Diaspora*, *SRPR (Spoon River Poetry Review)*, the *Illinois English Bulletin*, the *Sinclair Lewis Society Newsletter*, the *Illinois Association of Teachers of English Newsletter*, and the fiction press FC2 (Fiction Collective 2). Additionally, he is responsible for mentoring undergraduate interns from the Publishing Studies sequence and graduate assistants in Creative Writing, all of whom get hands-on experience in book and journal production and learn about the field of contemporary nonprofit publishing. Halle also teaches English 254: Introduction to Professional Publishing, where he created the chapbook press and workshop PRESS 254 to teach students the basics of publishing by producing chapbooks developed from the MA theses of Sutherland Fellows in creative writing who recently completed their degrees.

Since joining the Publications Unit, Halle has also actively engaged in the

Outside the classroom she mentors graduate students preparing for doctoral exams and writing dissertations and has also served as an academic mentor for the University Scholars Program, which awards scholarships to first-year students from traditionally underrepresented groups. Under her direction, the first student chapter of the Rhetoric Society of America was formed at ISU in 2009. In her capacity as senior editor for *JAC: A Journal of Rhetoric, Culture, and Politics*, she provides mentoring to graduate student editorial assistants regarding the conventions of academic discourse and the rhetoric of scholarly publication.

She also works closely with undergraduate students as they prepare applications for graduate school and write presentations to deliver at local conferences. Jung has received several teaching awards, including the Illinois State 2001-2002 University Teaching Initiative Award and the 2007-2008 College of Arts and Sciences Award for Excellence in Teaching—Humanities. In 2006 she also won the Outstanding College Researcher Award. As a rhetoric and writing scholar, Jung studies the complexities of human communication and believes the classroom is an ideal site for students both to experience these complexities and to develop strategies for negotiating them responsibly and well. She is especially invested in helping students develop what she terms a revisionary consciousness, a kind of attitudinal flexibility that garners a willingness to listen to and contend thoughtfully with other points of view.

Karen Coats: Research

Professor Karen Coats was named the winner of the 2015 Outstanding University Researcher Award. The goal of Coats's experimental interdisciplinary doctoral program that trained her as a scholar was to explore the way humans invest their lives with meaning through language.



While other programs in cultural and area studies popping up around the country in the late '90s started with the objects and artifacts of inquiry, the mission of George Washington University's Human Sciences program was to ground students in theory—theories of metaphysics, ontology, epistemology, structuralism, poststructuralism, semiotics, historiography, phenomenology, hermeneutics, philosophy of language, psychoanalysis—so that they could trace how these ways of making sense of human existence and community thread their way through everyday understanding and aesthetic practices.

Coats focused her work on origins—not origins of the species, but the origins of every person—seeking to work out how poetic language, images, and stories structure a world view, and how early aesthetic experience, read broadly as whole-body engagement with children's literature and media, influences subjectivity and ethical response. Her work since coming to ISU has continued that project. Her books, articles, and book chapters seek to relate theoretical concepts to children's and young adult texts in ways that clarify the theory without reducing its complexity, and in so doing illuminate what makes the texts of childhood so "sticky" for individuals and important for culture. Her work has been well-received nationally and internationally; her book, *Looking Glasses and Neverlands: Lacan, Desire, and Subjectivity in Children's Literature*, has been translated into Korean and Chinese, and she has been invited to give keynote addresses in Sweden, Minnesota, Michigan, and Virginia. Here at home, she has received the Outstanding College Researcher Award and, most recently, she has been named Outstanding University Researcher for 2015.

Sarah Hercula: Teaching

Sarah Hercula, a doctoral candidate in the English Studies program with an emphasis in linguistics, was named the winner of the 2015 Outstanding University Graduate Student Teacher Award. Hercula is an instructional assistant professor for the Transitioning Paraprofessionals into Teachers Program in the School of Teaching and Learning at ISU. She received both her B.A. in secondary education (English and mathematics) and her M.A. in English with an emphasis on the teaching of English from Western Michigan University in Kalamazoo, Michigan.

She began teaching at Illinois State University as a graduate teaching assistant in the Department of English, beginning with first-year writing courses. She went on to teach courses in linguistics, gram-



mar, literature, English as a Second Language, and Teaching English to Speakers of Other Languages. Hercula has developed a critical introductory linguistics pedagogy that centers on teaching of the basics of the field of linguistics in the context of language data from stigmatized language varieties, as opposed to the traditional method of using language data from “standard” or “academic” English. Her pedagogy promotes the development of pluralistic, linguistically principled language attitudes among her students and works to reveal and resist standard language ideologies and linguistic prejudice. This curriculum also forms the basis for her dissertation, which is in progress. She believes that all teaching should be critical, promoting among both students and teachers an examination of ideologies and commonplace assumptions, with unlearning and relearning as important steps toward growth as scholars, thinkers, and humans.

Faculty and staff news and accomplishments

Joe Amato published the novel, *Samuel Taylor’s Last Night* (Dalkey Archive Press, 2014).

Christopher Breu published the chapter “The Post Political Turn: Theory in the Neoliberal Academy” in the edited collection *Capital at the Brink: Overcoming the Destructive Legacies of Neoliberalism*. Edited by Jeffrey DiLeo and Uppinder Mehan. (Ann Arbor: Open Humanities Press, 2014).

Bob Broad and Michael Theune published “The Poetry of Evaluation: Helping Students Explore How They Value Verse” in *Creative Writing and Education*. Edited by Graeme Harper. (Buffalo, New York: Multilingual Matters Press, 2015).

Susan Burt published the chapter “There’s not a lot of negotiation:” Address terms in an academic department in the edited collection *Interdisciplinary Perspectives on Impoliteness*, edited by Marina Terkourafi (Amsterdam and Philadelphia: Benjamins, 2015).

Karen Coats published the chapter “The Possibilities of Becoming: Process-Relational Theology in the works of David Almond” in the collection *New Casebooks: David Almond*. Edited by Rosemary Ross Johnson (U.K.: Palgrave Macmillan, 2014).

Ricardo Cruz published “Pieces Of A Man” in *Fjords Review*, Black American Edition. Guest edited by Geoffrey Davis. Special edition 1(2015).

Katherine Ellison published “‘1144000727777607680000 ways:’ Early Modern Cryptography and Fashionable Mathematics” in *The Journal of the Northern Renaissance* 6 (2014): northernrenaissance.org/1144000727777607680000-ways-early-modern-cryptography-as-fashionable-reading.

Kass Fleisher and Catilin Alvarez published the text *Litscapes: Collected US Writings 2015* (Normal, Illinois: Steerage Press, 2015).

Gabriel Gudding published *Literature for Nonhumans*, Ahsahta Press, 2015.

Angela Haas presented “Writing Pedagogy and Social Justice as an invited guest speaker for DePaul University in Chicago March 6, 2015. Haas also presented (along with ISU Ph.D. graduate Erin Frost) “Bodies of Public Interest: Rhetorics of Risk and Social Justice” at the 2015 Conference on College Composition and Communication in Tampa, Florida.

Steve Halle published “Three Poems” in *BathHouse Journal*, issue 11.2: Radicalism. Halle is the publisher, editor, and book designer of *Oxen Rage* by Juan Gelman, translated by Lisa Rose Bradford, which is appearing for the first time in English and called “a major event” by Pierre Joris.

Cynthia Huff published the article “Framing Canine Memoirs” in the journal *a/b: Auto/Biography Studies* 29.1 (2014).

Elise Verzosa Hurley and Amy Kimme Hea published “The Rhetoric of Reach: Preparing Students for Technical Communication in the Age of Social Media” in the journal *Technical Communication Quarterly* 23.1 (2014).

community, forming partnerships with teachers at Bloomington Junior High School and University High School to provide weekly creative writing, publishing, and handmade bookmaking workshops for interested students. He also partners with community-centered organizations such as the College Mentors for Kids program and multi-art events like @Salon and Unity in the Community.

Outside of his role in the Publications Unit, Halle is the founding publisher of co•im•press, a micropress that publishes strange, transgressive, or otherwise “unpublishable” books of poetry, prose, and translation from unsung or under-sung writers, with an emphasis on new authors and writers from traditionally underrepresented groups. He founded and has edited the online journal *Seven Corners (7C)* since 2006 and runs the Re:Verse reading series. He is also a freelance book designer specializing in small press literary books.

Finally, Halle is the author of the book *Map of the Hydrogen World* and two chapbooks, *The Collectors* and *Cesation Covers*. His creative and critical work has been published internationally in print and online journals.

Bone Scholar

Elora Karim, winner of the prestigious Robert G. Bone Scholarship, is a senior Presidential Scholar majoring in publishing studies and Spanish and minor-ing in mathematics. She works as a night editor at the *Vidette* and as an administrative as-sistant at the Center for Mathematics, Science, and Technol-ogy. She recently completed an internship at the Department of English’s Publica-tions Unit. *Polyglossia* and *Euphemism* have both published her work, and she presented at the English Studies at Large student conference this past semester. Her areas of interest include feminisms,



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border theory, multiculturalism, and fantasy/science fiction. A number of RSOs fill the rest of her time, as does her abiding love of television, books, and staring into the distance while thinking up outrageous hypothetical situations.

Fulbright Fellow

Hiba Ahmed, a 2015 graduate of the English Education program, received a prestigious Fulbright scholarship to teach in India for nine months. Hiba earned a bachelor's degree in English education and an endorsement in Teaching English as a Second Language during her undergraduate career. She



also participated in a variety of diverse clinical experiences affiliated with ISU's STEP-UP summer program, the Golden Apple Scholar Foundation, and the Chicago Teacher Education Pipeline. Over the past four years, she developed a passion for teaching English, culturally responsive pedagogy, and urban education.

The Fulbright U.S. Student Program is the largest U.S. exchange program and strives to achieve a fundamental principle of international partnership. During her Fulbright grant period, Ahmed will provide assistance to English teachers at Gokhale Memorial School in Kolkata, in addition to upholding the responsibility of being a cultural ambassador for the U.S. by working closely with and researching community-specific human rights issues within the city.

Tim Hunt published three poems, "Mississippi John Hurt," "Time-Life: The Sixties: Operators Standing By," and "Drugstore Malted," in *Sequestrum* (2015): sequestrum.org/three-poems-by-tim-hunt.

Julie Jung published the article "Interdependency as an Ethic for Accessible Intellectual Publics" in the collection *Engaging the Possibilities of Disability Studies*. Edited by Allison Hitt and Bre Garrett within the special issue of *Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning* 14.1 (2014)

Hilary Justice published *A Groundling's Guide to Shakespeare's Hamlet* (Cincinnati: Story Spring Publishing, 2014).

Susan Kalter published an edited collection of John Joseph Mathews' work, *Old Three Toes and Other Tales of Survival and Extinction* (Norman, Okla.: U of Oklahoma, 2015).

Hyun-Sook Kang published the article "Teacher Candidates' Perceptions of Nonnative-English-Speaking Teacher Educators in a TESOL Program: 'Is There a Language Barrier Compensation?'" in the *TESOL Journal* 6 (2) 2014.

Kathryn Kerr published the poem "Uncle Dolan Spoke on Timbering in East Tennessee" in the collection *Out of the Depths*, edited by Susan Deborah King (Holy Cow! Press).

Robert McLaughlin published "Disturbing the Waters." A Review of *Cannonball*, by Joseph McElroy in *American Book Review* 35.4 (May-June 2014).

Bill McBride presented "'She's Not There:' Emerging Techno-Mediated Modes of Being in Spike Jonze's *Her*," as a member of the Dolls & Dummies panel chaired by Christophe Koné, at the American Comparative Literature Association Annual Meeting, University of Washington, Seattle, Wash., on March 27, 2015.

Janice Neuleib presented "Advanced Placement English Language Workshop" at the AP Conference held in Cincinnati, Ohio, in December 2014. She also presented "Teaching Reflection: Story and Beyond" at the National Council of Teachers of English Convention in Washington, D.C., on November 23, 2014.

Tim Twohill at Allerton conference with Jan Neuleib.

Katherine Nelson published "Fast Speech Phenomena in Asante Twi" in the *Rice Working Papers in Linguistics* 5 (2014).

Sally Parry published the article "Floating Above History: The Chums of Chance in *Against the Day*" in the journal *Dime Novel Round-Up* 84.1 (2015).

Brian Rejack presented "To Feel For Ever: Young Keats, Affect, and History," a Special Session Panel that was co-organized with Carmen Faye Mathes at the Modern Language Association Convention held in Vancouver, B.C., on January 10, 2015.

Paula Ressler is in the process of signing a contract with Rowman & Littlefield to publish the book she is coauthoring with Becca Chase, *Preparing English Educators to Teach Holocaust Literature in Secondary Schools*. The text emphasizes the difficulties that arise when teaching literature about the Holocaust, genocide studies, and other social justice-related contexts, particularly in an era focused almost exclusively on credentialing, standardization, high-stakes testing, and accreditation in the field of education.

Amy Robillard and Ron Fortune published the edited collection, *Authorship Contested: Cultural Challenges to the Authentic, Autonomous Author*. New York: Routledge, 2015.

Rebecca Saunders published "Africa at the Fin-de-siècle" in *The Fin-de-siècle World*, ed. Michael Saler (Routledge, 2015).

Lisya Seloni presented "Linguistic landscape of Gezi park protests in Turkey: An analysis of graffiti and street art during social protests" at the American Association for Applied Linguistics Conference in Toronto, Canada, on March 22, 2015. She also presented "A Textographic Analysis of a Colombian Art Historian's Thesis Writing" at the TESOL International Conference also held in Toronto on March 26, 2015.

Aaron Smith published “Historical development and aspectual nuances of Ain’t-periphrases” in *Ain’tology*, eds. Patricia Donaher and Seth Katz. Cambridge, U.K.: Cambridge Scholar’s Press, 2015.

Jan Susina published the article “Escape from Kiddiebookland” in the journal *PMLA* 129.1 (Jan. 2014).

Roberta Seelinger Trites published the article “Understanding Identity Politics through Intersectionality and Aetonormativity” in the journal *SIGNAL* 38.2 (2015).

Paul Ugor & Mawuko-Yevugah Lord edited the collection *African Youth Cultures in the Age of Globalization: Challenges, Agency and Resistance* (Surrey, U.K.: Ashgate 2015).

Mark Vegter presented “Exploring LGBTQ Cultural Competencies: Discover Your Own Competencies While Collaborating to Transform into Culturally Competent LGBTQ Advisor” at the 2014 Annual National Association of Academic Advisors (NACADA) Conference in Minneapolis, Minnesota.

Joyce Walker presented “Rootedness and Reaching Out: Complicated Formations of Writing Research Identity” at the 2015 Conference on College Composition and Communication in Tampa, Florida.

Faculty and staff honors and awards

Department of English faculty awards

Jim Kalmbach, Exceptional Teacher of the Year—Professor Level
Susan Kim, Exceptional Teacher of the Year—Associate Professor Level
Brian Rejack, Exceptional Teacher of the Year—Assistant Professor Level
Katherine Nelson, Exceptional Teacher of the Year—Instructional Assistant Professor
Cynthia Huff—Outstanding Graduate Mentoring
Joyce Walker—Outstanding Service

More honors

Angela Haas was elected vice president of the Association of Teachers of Technical Writing for a three-year term (2015-2018), and then will serve as president of the association.

Sarah Hochstetler’s collaborative presentation, “What’s Blogging Got to Do with It? Story as Advocacy” (at the annual National Council of Teachers of English [NCTE] convention) won the Conference on English Education National Technology Leadership Initiative Award. This award recognizes an exemplary presentation on technology at the annual conferences of the member organizations of the Society of Information Technology and Teacher Education (SITE) and promotes dialogue among professional organizations regarding appropriate technology use in teacher education. Hochstetler and the other blog editors have been invited to present their work and accept the award at the annual SITE conference to be held in Las Vegas.

Tara Lyons was awarded a grant for \$2,300 from the Folger Shakespeare Library and Andrew W. Mellon foundation to take a course on paleography.

Mark Vegter’s two-year term on the NACADA Summer Institute Advisory Board started with the annual conference in October. Illinois recently won the 2017 bid to host the NACADA Region V conference. He is conference co-chair.

Student news and accomplishments

Julie Bates, doctoral student, presented “Investigating the Wiki as a Virtual Learning Space in the Writing Classroom” at the 2015 Conference on College Composition and Communication held in Tampa, Florida.

Outgoing associate chair

Leading by Example: Bringing a focus on diversity, inclusivity, and the human approach to the role of associate chair

Ricardo Cortez Cruz, associate professor of Creative Writing, completed his three-year term as associate chair of the Department of English in the spring.

He coordinated the academic year course scheduling (fall, spring, and summer), empowering and supporting faculty and staff in their endeavors to develop and deliver courses that bridge research interests with that of student and program needs, while enacting and promoting the Illinois State values of inclusivity and diversity within the department.

In addition to these core responsibilities, Cruz also felt that he could better serve and support his colleagues by bringing a more personal and human approach to each task. In order to establish this, he enacted a more “open communication” policy and invested time in meeting individually with department colleagues to ensure that every position and perspective was valued and accounted for in the curriculum development and scheduling tasks. He felt that this investment helped “create a stronger and more tightly knit department.”

Cruz also worked to further Illinois State’s Strategic Plan for Diversity by participating in campus and community events dedicated to supporting underrepresented populations. At the English Studies Showcase, an ISU Department of English event that introduced the benefits of a college degree in English and provided support and mentorship for underrepresented high school juniors, Cruz spoke about his story and path to becoming an associate chair and professor in the department. He once again brought a personal and human element to his position, forging a stronger connection with prospective students. Cruz also speaks at



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the NAACP Bloomington-Normal ACT-SO Program. This local competition is an Olympics of the Mind in 26 categories. There is a day dedicated to focusing on writing, where mentors and teachers assist students in writing bios for the ACT-SO brochures and other materials.

Cruz concluded his role by saying that it was an honor to serve and support the department. "I have learned a lot from my colleagues and students from being in this role, and hope that I have helped a lot of people as well," he said. Cruz is enthused and confident about Katherine Ellison, associate professor, taking over the role of associate chair.

New journal/research focus

The Acquisition of the Journal *Obsidian* positions Illinois State as a platform for globalization, diversity, and social justice

The premier journal, *Obsidian: Literature & Arts in the African Diaspora*, has found a new home at Illinois State University. In the fall of 2014, Duriel Harris, associate professor of Creative Writing, initiated the move of the journal to the Department of English and the Publications Unit.

The journal, which began in 1975 and is produced bi-annually, is dedicated to publishing African and diasporic African literature, art, and scholarship in traditional and digital formats. According to Harris, who also serves as editor of *Obsidian*, the journal's move also signifies a re-imagining of the scope and purpose of the journal. With the support of the department, the College of Arts and Sciences, and the Office of the Provost, Harris hopes to demonstrate how *Obsidian* can be "more than a journal – but a force and a voice. We're witnessing renewed hostility toward Africans and African Americans," she said. "What we need now is more dialogue, more conversation and intervention that will lead to social justice." The acquisition of *Obsidian* was deemed to be a "natural fit with the cam-



Ana Roncero Bellido and Barbi Smyser-Fauble, doctoral graduate teaching assistants, were awarded the 2015 Diversity and Equity Teaching Awards.

Danielle Cochran presented "Sweet Signifyin(g) Christmas!!! Or The Retroactive Continuity of Luke Cage in DC Comics Icon Character 'Buck Wild[sic]" at the Midwestern Conference on Literature, Language, and Media (MCLLM) held at Northern Illinois University, Dekalb, Illinois, on March 27-28.

Molly Fogel, Carissa Kampmeier, and Sam Rizzo, undergraduate students, each received the 2015 Sigma Tau Delta Scholarship for Outstanding Service and Leadership in English Studies.

Adriana Gradea, doctoral student, received the 2014 Florence Howe Award for Feminist Scholarship in the field of English in December 2014 from the Women's Caucus of the Modern Language Association for her published article "Embroidered Feminist Rhetoric in Andrea Dezso's Lessons from My Mother."

Meg Gregory, doctoral student, received the 2015 Taimi Maria Ranta Award for Outstanding Teaching by a Ph.D. Candidate.

Lisa Phillips was nominated by the College of Arts and Sciences for the University Graduate Teaching Award, Category I—Doctorate.

Samantha Hennessy, undergraduate student, received the 2015 Grammie Award, an award given annually to upper-division students in English who have been enrolled in a linguistics course during the academic year the award is given.

Emily Johnston, Lisa Phillips, Hilary Selznick, and Barbi Smyser-Fauble (doctoral students) were each awarded a Dissertation Completion Grant from the Graduate School.

Doctoral students Emily Johnson, Ana Roncero Bellido, and Barbi Smyser-Fauble were awarded the 2015 University Club Scholarship: A \$500 scholarship awarded to 10 undergraduate and graduate students (from a pool of 80 applicants) who have demonstrated exemplary leadership and service to ISU and have demonstrated a dedication to education.

Elizabeth Jones, doctoral student, was accepted to the "Rhetoric, Spatial Theory, and the Built Environment" workshop at the 2015 Rhetoric Society of America Institute.

Elora Karim, undergraduate student, received the Department of English 2014 Publications Unit Publishing Award and the 2015 Julia N. Visor Scholarship Award.

Frank Macarthy, doctoral student, served as a graduate assistant for the Graduate Research Network at the 16th Computers and Writing Conference held May 28-31, 2015, at the University of Wisconsin-Stout in Menomonie, Wis.

Stephanie Machotka, undergraduate student, received the 2015 Class of 1939 Ruth Henline Scholarship in English Education.

Kristi McDuffie, doctoral student, was awarded the Indiana Digital Rhetoric Symposium Graduate Student Travel Grant.

Jonah Mixon-Webster, graduate student, received the 2015 Tom Kuster Creative Writing Award and the 2015 William Morgan Poetry Award.

Zach Price, undergraduate student, received the 2015 Glenn Grever English Education Scholarship and the Dorothy Bryan Shmeske Scholarship.

Zac Price and Alicia Ziegler, undergraduate students, and Barbi Smyser-Fauble and Mike Soares, doctoral students, received the Maurice Scharton Scholarship in Composition/Rhetoric Studies.

Flourice Richardson, doctoral student, was the keynote speaker for the 2015 Umoja: Celebration of Black Graduates (Undergraduates and Graduate students) in May.

Flourice Richardson, doctoral student, was awarded the 2015 Diversifying Higher Education Faculty in Illinois Program Fellowship.

Hilary Selznick, doctoral student, published the article “Investigating Students’ Reception and Production of Normalizing Discourses in a Disability-Themed Advanced Composition Course” in the online journal *Disability Studies Quarterly*. 35.2 (spring 2015).

Jessica Smith, undergraduate student, received the George R. Canning Award for the Outstanding Student in Literature.

Michael Soares, doctoral student, published the article “Lives in Movie Stills: Bruce Lee, Pedagogy and Me.” In the online journal *Harlot: A Revealing Look at the Art of Persuasion*. 13 (2015). Soares, an English teacher at Pontiac High School, also published “The Theory and Practice of Oligarchical Collectivism: A World-System Analysis” in *The Orwell Society Newsletter*, No. 5 (2014), and co-hosted (with biology teacher Paul Ritter) 13 high school students, two teachers and a principal from Istanbul, Turkey, in an eco-project and cultural exchange during April 18-26. Soares led the group on a Chicago Loop tour on April 22. The exchange was initiated by a trip Soares and Ritter made with U.S. students to Fen Bilimleri School in Istanbul last year.

Kristen Strom, doctoral student, published the article “Creating Engaged Readers: Making Space for Literacy Development in All Content Areas.” *Illinois Reading Council Journal* 43.2 (2015): 16-27.

Tharini Viswanath published a review of “Chivalric Stories as Children’s Literature: Edwardian Retellings in Words and Pictures,” by Velma Bourgeois Richmond in the journal *Children’s Literature Association Quarterly*, summer 2015 edition.

Michelle Wright, Julie Bates, Angela Sheets, and Elizabeth Williams, doctoral students, presented a half-day workshop entitled “Teach, Transform, and Talk for ‘High Road’ Transfer: Uptake Genres Helping Students Articulate How They Mediate Writing Development” at the Conference on College Composition and Communication in Tampa, Florida, on March 18.

Other graduate student accomplishments

Chris Mays, who earned his Ph.D. from ISU in 2014, published the article “Who’s Driving This Thing, Anyway? Emotion and Language in Rhetoric and Neuroscience” in *JAC: A Journal of Rhetoric, Culture, and Politics* 33.1-2.

Alumni news

1960s

Rose Etta Gerken Martin M.S. ’60 was an English major, Latin minor. She taught at Morton Township High School in Morton, Illinois. Thornridge High School, Dolton, Illinois, and worked from 1979-86 at St. Anne Roman Catholic School, Hazel Crest, Illinois, as librarian. Currently she works as an officer in the United Methodist Women and League of Women Voters.

John Martin M.S. ’60 was an English major and journalism/library double minor. He taught at Thornton Township High School in Harvey, Illinois, from 1960-1994, retiring with a master’s in English from Northwestern University in 1964. He has volunteered locally since.

Guy Cardarelli B.S. ’62, English education, taught in rural Illinois and Germany for the Department of Defense before earning his master’s in theatre arts at Northern Illinois University in 1967. He taught high school English, theatre, and speech in the Western suburbs of Chicago for 24 years. He opened a commercial photo studio in Chicago where he worked after retirement from the classroom.

Gail Kathryn Krachtus (Kappel/Peistrup) ’64 B.S. English, taught English and speech in High School District 214 for several years, worked as a training manager for several Fortune 500 companies, ran her own training company for more than 10 years, and recently retired

pus” by the dean of the College of Arts and Sciences, Greg Simpson. Simpson also said that “In *Educating Illinois* and the *CAS Strategic Plan*, diversity looms large, and the journal strongly contributes to our increased globalization efforts.”

Additionally, Illinois State Provost Janet Krejci recognized how “*Obsidian* has the potential

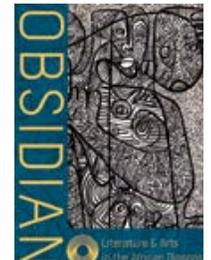
to reach into so many colleges and departments – from scholars talking about African politics, culture, agriculture, business, and economics, to those exploring

art, writing, and media dedicated to the continent.” Krejci went on to say that “*Obsidian* provides a stage for Illinois State faculty to highlight their continued exploration of globalization, and our students will benefit from that.”

Harris also said, “We hope to bring in more drama and performance art and more visibility for avant-garde, innovative and digital literatures, and arts. All of these elements will combine to position *Obsidian* at the forefront of conversations in the field, increasing its relevance and impact. With the journal housed here at Illinois State, we can bring the best of diasporic African creative arts to an international public. And we need venues for sustained engagement like *Obsidian* now more than ever, so we can move toward building a more just, equitable and life-affirming world.”

Student wins 2014 Startup Showcase for his “Interactive Game Education” Company

John Luke, an Illinois State University graduate student in the Department of English and graduate of the bachelor’s program in English Studies at ISU in 2006, won the 2014 ISU College of Business Startup Showcase on November 7, 2014. Luke won the competition by presenting his fledgling company, “Interactive Game Education.” He develops and distributes video games that teach clas-



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sical literature novels such as Mary Shelley's *Frankenstein*, George Orwell's *1984*, and the first act of William Shakespeare's *The Tragedy of Julius Caesar*. Luke was selected as the winner from four student



finalists representing four different colleges across Illinois State's campus.

For winning the 2014 Startup Showcase, a student business startup competition that is sponsored by the George R. and Martha Means Center for Entrepreneurial Studies at Illinois State, he received \$63,000 in cash to support his startup. He also received a one-year membership to the Bloomington-Normal Angel Investor Network, a website and ad-buying package from Mavidea Technology Group, assistance with accounting and fundraising from Emerging Business Services, a 30-second HD commercial from Run Media, and additional legal, advertising, and 3-D printing services.

Alumna publishes first novel

Amy Outland

When I graduated from Illinois State University in December 2007, with a B.A. in English teacher education, like many college graduates I struggled to find a job in my chosen field. But looking back on it now, I feel like this was a blessing in disguise because it gave me the time and the opportunity to focus on writing.

I started working as a freelance writer and editor so that I could use and hone the skills and the degree that I earned at ISU. After a while it became more than just a side gig. I've always been interested in writing. I began writing short stories and poems at a very young age, and continued to do so throughout high school and college. I served on the edito-

from the Lake Forest Graduate School of Management. She is living in Normal, with her kindergarten sweetheart. One of her more noteworthy accomplishments is writing her first book: a memoir titled *A House Divided: A Story of Survival*. It is on the Amazon website, under her pen name of Katherine Rose Kreher.

Robert Moore '67 B.S. '68 M.S., using the nom de plume of Red Hawk, has published nine books, eight poetry books and one nonfiction in-depth analysis of the practice of self-observation entitled *Self Observation: The Awakening of Conscience* (Hohm Press, 2010). It has been published in nine languages, including Chinese. The companion volume, *Self Remembering: The Path to Non-Judgmental Love* was due out in the summer of 2015 (Hohm Press). Red Hawk was the 2015 winner of the "Poetry of the Sacred" international poetry competition sponsored by The Center for Interfaith Relations, Lexington, Kentucky. His winning poem, "What Worship is," was published in *Parabola* (2015). Upon winning second prize for his poem "The Law of the Land" in the 2015 "Jewish Currents" International Poetry competition, his poem will be published in the "Jewish Currents Prize Anthology" (due out this fall). He teaches at the University of Arkansas at Monticello as a tenured full professor in arts and humanities.

Mort Castle '68 B.S. English published his first novels while still an undergraduate at ISU. Since then, he has had more than 500 "shorter works" published, including short stories, articles, and poetry, and has written or edited 17 books. Among his more recent books: as editor, *On Writing Horror: The Horror Writer's Association, Writer's Digest Books*; and, coedited with Sam Weller, the renowned anthology *Shadow Show: All New Stories in Celebration of Ray Bradbury*, William Morrow. Castle has been a Guest of Honor three times at the World Horror, has three times been a featured reader for Story Week, sponsored by Columbia College Chicago, and has given over 1,000 readings, workshops, and writing seminars throughout the country at colleges, conventions, libraries and other venues.

Craig Dopp '68 B.S. English education began his first teaching assignment at Willowbrook High School in Villa Park, Illinois, which ended in 1970. He became engaged to Judith Mehlberg in 1968, whom he met at ISU in 1965, and the two were married after her graduation in 1969. In 1970, they moved back to Central Illinois to raise their family. He also pursued a new career as an agent of Country Companies in Lincoln, Illinois, the community where they've made their life together. Twenty years later, he left the insurance business and worked with the Better Business Bureau in Peoria and later in sales with the Dale Carnegie organization. After a near-fatal heart attack at age 50, he re-evaluated his life's goals. In August 1997, he began substitute teaching at Lincoln Community High School, where he would remain an active and very popular substitute teacher until October 2009. Married 46 years, the couple are enjoying retirement together, keeping up with eight grandchildren, and traveling.

1970s

Mary Galligan '70 B.A. English, is a freelance travel writer in Chicago. Her articles appear in *Illinois Times* magazine and *The State Journal-Register's* magazine in Springfield.

Charles McKelvy '72 B.S. English, journalism, has written a remembrance of his father titled *Life with a Laryngectomy: A Remembrance* that was published by The Dunery Press in 2015. McKelvy was a reporter for the *City News Bureau* of Chicago and *Suburban Tribune* in the Chicago suburbs. He also worked in public affairs for *American Hospital Supply Corporation* and the U.S. Navy.

Dennis Wilson '73 M.A. English, spent 10 years between 1975-1985 teaching in international schools in Taiwan, England, and Morocco with his late wife Barbara nee Riddels, an ISU graduate in elementary education. Upon returning to the U.S., he took an English teaching position at North Warren Central School in Chestertown, New York, in the southern Adirondack Mountains. He taught for 17 years, retiring in 2002.

Marjorie Kay Douglas (Williams) '79 B.S. in political science and a minor in speech communication, returned to ISU to obtain a second bachelor's degree in English in 2009. She works for the Central Illinois Agency on Aging, Inc. as an information and assistance special-

ist. In July 2014, she went through a serious health challenge, being diagnosed with stage four breast cancer. She finished her chemotherapy treatment on January 12 and is in follow-up treatment. She has the love and support of her husband, Melvin Douglas, and two sisters as well as other family. It has been a difficult journey, but her faith in God has sustained her. Her motto is, "All of my good days have outweighed my bad days so I will not complain."

1980s

Barbara Bunting '75 B.S. English earned a master's in student personnel and guidance at Wichita State University in 1983. She has served as board of education vice president for USD 373 in Newton, Kansas, since 2001.

Julia Evonne Martin '85 B.A. English, '88 M.A. English has worked as an editor, website developer and managing editor at various game publishing agencies: Game Designer's Workshop, TSR, Wizards of the Coast, Hasbro. She was lead editor of the Dungeons and Dragons Master's Guide II ver. 3.5; and lead editor of Players' Handbook I ver. 3.5. She is web content producer for Cambia Health Solutions/Regence in Seattle, Washington.

Jim Meyer '87 D.A. teaches humanities at Josiah Quincy Upper School, Boston Public Schools. He is on the board of the Guild of International Baccalaureate Schools of the Northeast.

Deborah Bosley '89 D.A. in rhetoric and composition, is associate professor emerita of English, retired from the University of North Carolina at Charlotte where she taught technical writing. She is the owner and principal of The Plain Language Group where she helps Fortune 100/500 companies create information that meets compliance standards for plain language from the SEC, Dodd-Frank, the Affordable Care Act, and other regulations.

1990s

Scott Jones '90 B.S. English was recently promoted to professor of New Media Communication and is dean of the School of Humanities and Social Sciences at Indiana University Kokomo.

Hollie Rogin '91 B.A. English worked as an advertising copywriter for clients such as IBM. More recently, she helped found Posit Partners, a marketing consultancy dedicated to advancing emerging clean technology companies around the world. She lives in Boulder, Colorado.

Kip Strasma '91 Ph.D. English Studies is administrative dean at Methodist College. Previously he served as a faculty member and coordinator of General Education at Methodist.

Domenico De Bellis '62 B.A. English Studies writes on and advocates for Christian living, environmental sustainability, organic food production, and affordable housing as the organizer for The Urban Ranch & Farm Project. Previously he ran small businesses in media, marketing, and property management.

Rebecca Luttrell '93 B.A. English Literature is teaching Introduction to Medical Editing parts 1 and 2 for the Graham School at the University of Chicago. In December 2014, she conducted a research writing workshop at the University of Chicago Hospitals in which she taught doctors and researchers how to prepare their manuscripts for submission to peer-reviewed medical and science journals.

Sue Henshon '95 M.S. English headed to the University of Chicago and finished her M.A. in 1999. She attended William & Mary College to finish a Ph.D. in 2005. She teaches at Florida Gulf Coast University and is the author of seven books for children, including *Mil-dew on the Wall* (2004) and *King Arthur's Academy: Descriptive and Narrative Writing Exercises* (2007). She would like to credit two outstanding professors who truly inspired her while she was at ISU: Roberta Trites and Jan Susina.

Her most recent novel, *Andy Lightfoot and the Time Warp*, (2014), was recently published on Amazon Kindle.

Stacy Klein, '95 M.A. Creative Writing worked in print publishing for non-profits, computer textbooks, and trade (including the ... For Dummies series), then moved into digital

rial board of Euphemism, ISU's online fine arts journal, during my senior year.

After graduation, I continued to submit pieces to online journals and a few of them have been published in journals and anthologies both online and in print.

During this time, I was still unemployed and began to seriously consider the idea of writing a novel. I had no idea how difficult the process

would be or even where to begin. And I definitely didn't think the novel would ever be published. There were times when I doubted that the novel would ever be finished.

Then in May 2011, I began volunteering in the customer service department of a local hospital. I started this just as a way to pass the time between my job search and writing. But I was surprised by how much I enjoyed the job. So when one of my coworkers retired in October 2012, I applied for the open position and was hired as a paid employee.

Throughout all of this, I was still working on my novel *I'm Not Broken* (although at the time it was still untitled) about a young woman with a spinal cord injury. As any writer can tell you, the writing process is often challenging. Sometimes I wouldn't look at the manuscript for weeks or even months in an effort to come back to the project with fresh eyes. Even though the novel was unfinished I started giving drafts of it to friends and fellow writers for advice on finishing the novel. It seemed like the endless process of writing, rewriting, and editing draft after draft would go on forever. But I finished writing the novel in February 2014. And it was published in July 2015.

I'm Not Broken is fiction, but some aspects of it are drawn from my own life. Like me, the protagonist of the novel has a disability. But that's not what the novel is really about. It's about triumph over personal tragedy and the process of finding yourself both because of and in spite of it. Nor should we let any singular



aspect of our lives define us. That's what I hope readers will come away with after reading this novel.

A Note About Giving

Cindy Ross-Ringer, chair, English Studies Advisory Board

When I was 23, I had a career plan: I was going to save the world by teaching young adults to write, making excellent use of my two English degrees. I thought perhaps, after a few years, I would return to school and pursue my doctorate degree, eventually teaching writing at the college level.



John Lennon said, "Life is what happens to you while you're busy making other

plans." You can say that about me because my career took an entirely different path than the one I'd planned. Instead of teaching, I spent nearly 40 years working in business and loved it.

Thank heavens my degrees were in English! Although I did not teach writing, I was able to use my education in every position I held. There is a great need in business—and in every discipline—to communicate clearly, read critically and evaluate ideas. These skills are essential for success in life. They are also the focus of ISU's English studies curriculum.

The Illinois State Department of English has much to be proud of. The English undergraduate major is one of the largest in the College of Arts and Sciences. ISU consistently serves the second largest number of English majors among state universities. Seven out of every 10 high school English teachers in Illinois are ISU grads.

And the quality of the English studies program remains high in spite of an underlying shift in funding the state university system. When I graduated in the early 1970s, state support for the school was about 80 percent. Today that number has shrunk to about 18 percent. The

publishing at Playboy.com, where she edited the book review section and produced the site's subscription website. Since 2012, Stacy has worked for iris worldwide as a Senior Content Strategist for Fortune 50 tech clients.

Lisa (Ragsdale Thomas) Thetard '96 M.S. English is director of the English Education program in Illinois State University's Department of English. Previously, she taught English at Bloomington High School.

Jill (Marx) Krase '98 M.A. English has owned Ovenbird Bindery in Winona, Minnesota, since 2005. She lives in Winona with her husband Ethan '98 M.A., and daughters Willa, 11 and Adelaide, 7. She binds small editions, makes artist books and blank books, and does book repair. She also teaches bookbinding workshops and classes. She studied bookbinding at the University of Iowa Center for the Book.

Ethan Krase '98 M.A. completed his Ph.D. at the University of Tennessee in 2003 and began working in the English Department at Winona State University in Winona, Minnesota. Recently promoted to the rank of full professor, he serves as department chairperson and also teaches courses in applied linguistics and rhetoric and composition. When not engaged in academic pursuits, he enjoys running, hiking, fishing, gardening, and spending time with his wife, Jill, and two daughters.

Clay Beckner '99 M.S. English received a Ph.D. in linguistics in 2013 from the University of New Mexico. He is a postdoctoral research fellow at the New Zealand Institute of Language, Brain & Behaviour, in Christchurch, New Zealand.

2000s

Jack Sylvester '00 B.A. English works as the global learning management system leader for Thermo Fisher Scientific. He is responsible for the implementation of company learning technology. He and his family live in Clarendon Hills, Illinois.

Erin Knoche Laverick '02 M.A. English is an associate professor of English as an international language and director of the Intensive English Language Program at The University of Findlay. She teaches primarily in the graduate TESOL program, and her body of research focuses on second language writing. She has had articles published in *Computers and Composition Online* and *Teaching/Writing*.

Zac Chase '03 B.A. English education is a National Fellow for the Institute for Democratic Education in America and an original Freedom Writer Teacher. He coauthored his first book with Chris Lehmann, *Building School 2.0: How to Create the Schools We Need* (Jossey-Bass, 2015).

Stacie Hunt '04 M.A. English Studies lived in Indiana from 2004-2006, working at Purdue University while completing a doctoral workshop in Writing Across the Curriculum. From 2007-2010 she resided in South Carolina, where she was employed as an academic advisor and English composition instructor at Greenville Technical College. She makes her home in Louisiana, where she has worked as a singer, voice teacher, and choir director since 2011.

Amy Beth Outland '07 B.A. English is a freelance writer and editor for *Writerly*. Her first novel *I'm Not Broken* is soon to be published by Read Publishing in Corte Madera, Calif.

Tommy Navickas '08, B.A. publishing is coordinator of communications for Illinois State University's College of Education. He manages and writes for the college's publications, events, and social media accounts.

Susan Springer (Beuth) '09 B.S. English graduated magna cum laude. She teaches English at Mount Pulaski High School in Mount Pulaski, Illinois. She is married to Brian Springer, and they reside in Minier, Illinois.

2010s

Jenna Goldsmith '10 M.A. is a doctoral candidate at the University of Kentucky. She was one of two writers in the state of Kentucky to be awarded the inaugural Kentucky Writers Fellowship for Innovative Poetry.

Andrew Olson '10 B.A. English lives in Springfield and works as a credit analyst at Town and Country Bank, where he was recently named an officer. He credits his studies in the English program with assisting in the development of his “soft” skills that have proven valuable in business. He is pursuing his MBA at Illinois State.

Jessica Wozniak '11 B.A. English, publishing studies, spent 10 months in Montenegro, working as a Fulbright English teaching assistant at a university. Following this experience, she moved to Bucharest, Romania, in 2012 to teach at a public high school. She works at a private K-12 school, Liceul Teoretic National, where she teaches literature, language, communications, and cultural studies to students ages 8-18.

John Schuller '12 B.A. English is a business analyst in IT, focusing on software development. While most of his peers have engineering or computer science backgrounds, he finds his English degree gives him an advantage.

Jonathan Quinones '12 B.A. English released his debut album, *Race Against Time*, under the alias Jon Writer. *Race Against Time* is now available on iTunes, Spotify, Xbox Live, PS Network, Beats Music, f.y.e. CD retail stores nationwide, and Pandora Radio.

Erin Frost, '13 Ph.D. English Studies is assistant professor of technical and professional communication at East Carolina University. Her dissertation, *Theorizing an Apparent Feminism in Technical Communication*, won the 2015 Conference on College Composition and Communication Outstanding Dissertation Award in Technical Communication.

Cayla Eagon '14 M.A. English is enrolled in an English Ph.D. program at the University of Colorado Boulder, where she studies women and gender issues in the Victorian novel. She presented work at two conferences in the summer of 2015: the British Women Writers Association Conference and the North American Victorian Studies Association Conference.

Chris Mays '15 Ph.D. rhetoric and composition has accepted a tenure track assistant professorship in English, writing studies and rhetoric, at the University of Nevada, Reno.

rest of the funding comes from private donors, many of them alumni.

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