

The Inkwell

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Senior Capstones

By Catherine Gallagher

Before graduating from Wilkes, seniors on the writing and literature tracks are required to present a senior capstone. Students future goals are often incorporated or directly relate to the topic of the capstone. Secondary Education minors student teach, which is their capstone. According to **Dr. Larry Kuhar**, the capstone consists of four main components:

- The application of skills learned in the academic career;
- A self-reflective piece that expounds upon the student's overall academic growth;
- A written component produced under the guidance of a faculty advisor; and
- An oral component presented to English faculty and peers.

Capstones can be research-based or creative, depending the student's academic track. The student may also select a paper that he or she has worked on in a particular class and, in conjunction with his or her mentor, develop the paper into the capstone piece. At the end of the semester, capstones students give a fifteen to twenty minute presentation, followed by questions from the audience. Kuhar states, "This event serves to celebrate—in a formal, professional way—the work and efforts needed to earn a degree." Capstone presenters are encouraged to invite family and friends to attend the event.

Visiting Poet

By Stefanie McHugh

Barbara DeCesare, author of *Jigsaweyesore*, *Adrift*, and *Silent Type*, will visit **Dr. Michelle Anthony's** Advanced Workshop in Poetry course on April 15-16, 2008. On April 15, 2008, at 7:00pm, DeCesare will be featured in a special poetry reading, followed by a question and answer session. The poetry reading is open to the public. DeCesare will also guest lecture during Anthony's poetry workshop on the following evening.

Faculty Updates

- Syracuse University Press accepted **Dr. Mischelle Anthony's** manuscript of *Lucinda; Or The Mountain Mourner: A Scholarly Edition*. The manuscript will be appearing in 2009.
- **Drs. Marcia Farrell** and **Chad Stanley** are in the process of creating an online version of *The Kirby Canon* that will appear on the English department homepage.
- **Dr. Farrell** is compiling an exhaustive bibliography of works composed by and about the Anglo-Irish writer Elizabeth Bowen. Farrell's work is based on the "Selected Bibliography" she compiled which was published in the special Bowen issue of *Modern Fiction Studies*, 53.2.
- **Dr. Patricia Heaman's** article on Dorothy Richardson's sequence novel *Pilgrimage*, was published in Scribner's volume XIII of the *British Writers*. Heaman is currently working on an article about Flora Thompson for the same series.
- **Dr. Robert Heaman** presented a paper on Charles Dickens' *Our Mutual Friend* to the Dickens Fellowship of Haarlem in the Netherlands on March 6, 2008. Heaman is also a regular reviewer for *The Dickens Quarterly*.

Club Updates

- **Wilkes in the World** participated in V-Day by providing information about the rape crises in Africa. Students were able to receive the information at both performances of *The Vagina Monologues*, at the Wilkes in the World table.
Wilkes in the World also announced the official times and locations for the events taking place during the upcoming Humanitarian Weekend that will be held from April 11—April 13, 2008. For more information about Wilkes in the World's participation in Humanitarian Weekend, contact **Elizabeth Clark** (elizabeth.clark@wilkes.edu).
- The international students at Wilkes held their second International Movie Night on February 25, 2008, from 6:00pm to 9:00pm in honor of the Punjabi students visiting the campus.
- The new issue of *The Manuscript* will appear at the unveiling on Tuesday, April 29, 2008, at 11:00am, in the Sordoni Art Gallery.

The Inkwell Staff

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Senior Spotlight: Marissa Phillips

By Elizabeth Clark

English major Marissa Phillips is involved in a number of activities on campus. A staff writer for *The Beacon*, president of the Comic Book Club, and intern for The Etruscan Press, she is currently enjoying a frappuccino.

What made you choose English as a major?

I was a communications major and realized that I don't like socially forced conversation, so I decided to choose a back-up major. I picked English, and it really stuck with me. I sort of clicked with English.

What has been your favorite English class here at Wilkes?

I really enjoyed taking Comparative Grammar. I think the way that **Dr. Hamill** teaches is awesome. I think it's interesting how he has the ability to play with words and vocalize his interior monologue. The class was a lot of fun.

You seem to be a very artistic person. How do the Art and English disciplines fit into your life?

I know that it seems cliché, but I see art in everything. Writing is artistic—the way you position words on a page is important to the message and essential to how you communicate with your audience. Writing and art invoke emotional responses in both those who create and those who observe. I think that the fields of Art and English fit well together.

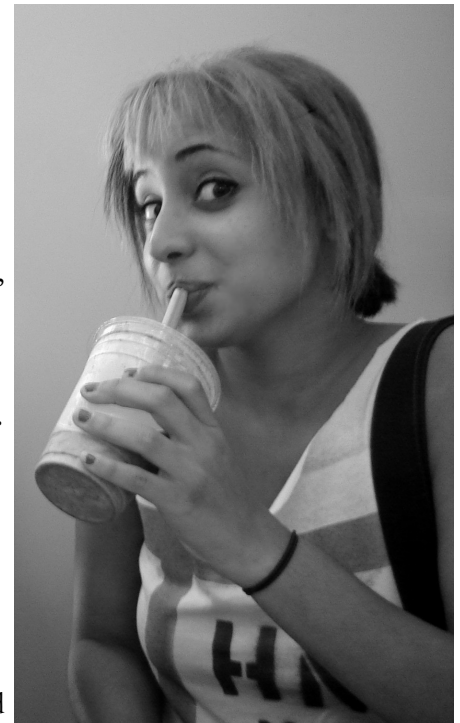


Photo Courtesy of Marissa Phillips

What is your favorite book?

My favorite novel is *A Complicated Kindness* by Miriam Toews. I like it because the story and feel of the book are very absurd, sincere, and awkward. I think that those three words basically sum up the nature of real life.

English is a very broad discipline. Do you have any plans to study a specific field in the future?

Honestly, I enjoy studying basically everything. I am very indecisive, which is both a blessing and a curse. I know that I will try to branch out into numerous fields of study as much as possible, so that I can soak up as much information as I can.

Women's Studies Conference

By Virginia Hults

The theme for the Women's Studies Conference is "Masculinity—Femininity: Gender Through Time and Across Cultures." The conference will be held on March 27, 2008, at the Genetti's Hotel and Conference Center and will run in two sessions, from 9:30am to 11:30am, and from 2:00pm to 4:00pm.

Women's Studies 101 students, along with Women's Studies minors, will be presenting in each session. The sessions, consisting of five to six presenters, are organized based on the content of the submissions.

Between the sessions, a discussion panel featuring faculty and students will focus on the overall theme of the conference. Along with these discussions, a poster display/performance session by the Feminist Theory class will take place in the main ballroom.

The Kirby Canon

By Matt Kogoy

Drs. Marcia Farrell and **Chad Stanley** have worked together to publish *The Kirby Canon*, a periodical designed to incorporate and access works from all English course levels. Stanley states, “*The Canon* is a publication of student writing that helps us demonstrate excellence in academic writing across the English program.” *The Canon*’s purpose is to demonstrate student achievement, while also acting as an instructing tool for both faculty and students. *The Canon* serves as a model to all students taking English courses by exemplifying the expectations of high-quality writing in English coursework. The publication also recognizes and commemorates the selected students for their literary achievement. An unveiling and awards ceremony was held on March 14, 2008, for the winning writers of the 2006-2007 academic year.

For students who are interested in submitting their papers to *The Kirby Canon* 2008 edition, submissions will be accepted until summer 2008. Students may pick up submission forms on the table on the first floor of Kirby and deposit entries in either Farrell or Stanley’s mailboxes.

Kuhar’s Corner

By Dr. Larry Kuhar

What literary criticism best informs/mirrors your teaching style and/or the way you prefer to approach a text? Why?

Interesting question: Do our reading and teaching approaches reflect and reflect on our intellectual interests? It seems logical and reasonable to me that we teach and communicate in ways that reflect our intellectual interests, educations, backgrounds, and values. The most interesting professors and classes probably blend critical approaches. By understanding and employing different approaches (formalist, feminist, psychological, new historical, Marxist, and post-structuralist, to name a few), we’re better able *to read* our lived stories and *to read* the world in which we live. Of course some texts are better *read* by applying one critical approach over another. For example, we would want, I think, to select a particular critical approach to analyze the (imprisoned) condition of Princess Peach in *Super Mario Galaxy* and another to understand the psychology of the first-person shooter in *Call of Duty*.

If all of the authors of the literary canon were to enter a royal rumble, who would win?

Before I provide a coherent, thoughtful response, let me say that on the surface my response may appear to some to elevate canonical, authorized (“elect”) writers over non-canonical, unauthorized (“preterite”) writers. This is not my intention. In our culture of competition that demands winners, participation alone constructs “winning.” But there’s a problem with this sort of “winning,” as even Vince McMahon would agree. To show this, consider who would win these epic battles: William Langland’s strong-handed voice against William Faulkner’s manipulation of perspective? Virginia Woolf’s stream of consciousness or Marianne Moore’s collage approach? George Herbert’s shaped “royal rumble” poems or Ezra Pound’s (early) Pisan “royal rumble” cantos? Mary Wilkins Freeman or Mary Rowlandson? Whose sleeper hold is stronger, Tennyson or Emerson? Could e.e. cummings’ syntax hold off John Milton’s show-stopping iconographic “royal rumble” imagery?



Photo Courtesy of Stefanie McHugh

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Sadly, we may never know the answers even as intrigue builds over the potential spectacle of a pay-per-view event (See Monty Python's Greek philosophers against German philosophers video). Here's why: The structures referred to as "literary canon" and "royal rumble" were each recently removed from the OED for not meeting established, conventional standards for competitive processes used to separate winners and losers while adhering to a coherent representation of a totalized past as available in "historical" materials needed to conduct such inquiries (qtd. in the public works of Beckett's Puncher and Wattman). Moreover, the post-structuralist in us all will want to deconstruct the idea that one event, like the "royal rumble," can exist and result in an outcome that will not be co-opted by one form or another of centralized authority that will want to exploit the function of competition.

Maybe we should look into what Edge or Chris Jericho are reading?

Attention fans of Kuhar's Corner!

Help choose **Kuhar's Corner's Greatest Hits** by sending your votes to

Lauren Carey (lauren.carey@wilkes.edu)

by April 15, 2008.

Include volume and issue number in your responses

File Kuhar with your taxes!

Professional Tip: Interview Process and Attire

By Kacy Muir

In any professional setting, representing oneself in a manner that reflects determination and seriousness is crucial. The following is a list of tips to follow before and during the interview.

The Do's of an Interview:

- Research the position, staff, and company ahead of time.
- Know the location; if you are unaware, make the trip ahead of time.
- Wear neutral shades with only one brighter color as an accent.
- Arrive to the interview at least ten minutes early.
- Annunciate when speaking.
- Listen attentively.
- Thank the interviewer at the end of the interview.

The Don'ts of an Interview:

- Overuse cologne or perfume.
- Dress inappropriately or wear too many bright colors.
- Lie.
- Ask about salary and vacation time unless discussed.
- Speak negatively of past employers.
- Chew gum.
- Talk about personal matters.
- Curse, use slang, or make inappropriate gestures.

Be mindful of the image you are projecting, which includes body language. A disinterested attitude will come through in slouching, yawning, or distancing oneself from the interviewer. Remember that eye contact is a necessary part of communication.

English Department Focuses the Nation

By Amy Kaspriskie

Focus on the Nation is an organization that developed a national teach-in on the effects of global warming. According to the Focus on the Nation website, the teach-in was devised in an effort to develop a dialogue in more than one thousand colleges and universities, secondary and elementary schools, as well as religious and civic organizations, and businesses to connect people with the nation's decision makers.

Wilkes University participation in the event was initiated by the leaders of the Focus on the Nation committee on campus, **Drs. Mike Case** and **Ned Fletcher**. The teach-in, which was held on January 31, 2008, engaged Wilkes University students and encouraged an interest in saving the environment. Guest professionals in the field were invited to stimulate student interest by identifying solutions to the problem of global climate change. The English department and other departments at Wilkes were united with the common goal of learning about global warming and the effects of emissions and pollution on the environment.

Dr. Chad Stanley's English 234 course focused specifically on the health of the environment by integrating the topic of global warming into class discussions. Stanley stated that he incorporated "global climate change—in the context of evaluating the effects of human technological developments and practices on humanity and various environments." Though Stanley said he did not partake in the webcast directly, the discussion that he and his class developed as a result alluded to the interest and development of global climate change as an issue that is relevant in classroom discussion.

English 234 curriculum includes the analysis of texts such as Mary Shelley's *Frankenstein* and H.G. Wells's *The Time Machine*. The discussion of technology in reference to the texts is relevant, Stanley indicates, because the negative effects of technological practices on the environment and industrial production fit into the coursework.

The novels provide a context for both current global climate research and the long-term effects of technology. Wells' vision of the ultimate end of the Earth was accompanied with environmental changes in the text. "In *The Time Machine*, H. G. Wells is speculating as to how industrial production, forms of work, and our ways of living might eventually alter the human on a microcosmic, basically genetic, level. The question of global climate change asks us to reconsider, to healthily question, how industrial production and our ways of living alter the macrocosm of the global environment," Stanley said.

Accompanying Stanley with the inclusion of environmental considerations in coursework is **Dr. Michelle Anthony**. Anthony, like Stanley, brought up the event in her English classes, most specifically her English 101 courses. She indicated to her students that the issue would be a good topic for research in the course.

Also, Anthony's English 303: Advanced Creative Writing: Poetry course attended the webcast. The students then wrote a poem based on their knowledge of global warming and the event. Anthony said that the experience "was a good time to reflect on the realities of our earth, to transcend the traditional [poetry] workshop, and then to bring it all back for an enriching conversation." Anthony also added, "Awareness and action to combat and raise awareness about climate change is part of who we are in the English discipline. We're all about slowing down and paying attention, contemplating the world around us and our own interpretations of it. That's what the Focus on the Nation event asks us to do." The Focus on the Nation website can be accessed from the Wilkes Portal.

Ken Knelly Workshop

By Kacy Muir

On February 28, 2008, **Ken Knelly**, the current Executive Director of Communications at Baptist Bible College and Seminary, spoke with English students about his diverse experience in writing, editing, and journalism. In learning the purposes of writing and editing, Knelly explained the twelve major rules in approaching issues with personal and peer writing. Some of the most important rules were: making personal connections for sources and networking, knowing the trends of writing in your area, meeting deadlines and standards, staying positive, and being a team player. The workshop was beneficial for students interested in the writing and revision process.

Wilkes University Celebrates V-Day

By Sam Chiarelli

On February 8 and 9, 2008, Wilkes University presented another installment of the annual *Vagina Monologues*. The show raises awareness about violence against women and girls, and helps to bring feminine topics into perspective. Senior English major, **Lauren Carey**, has been involved with the project for four years and was excited to reflect on the show. "I think the audience reaction was better this year than in any other year. People got really involved, and there was a lot of laughter," said Carey.

Each year, *The Vagina Monologues* include a new segment of the show called the Spotlight Monologue, which highlights an important women's issue. This year, the Spotlight Monologue dealt with the aftermath of Hurricane Katrina and the plight of women in New Orleans. Carey added, "That was especially cool because some of the women performing to that area last year for Alternative Spring Break."

Planning stages for V-Day began in October, and Carey was quick to show her appreciation for the English Department in helping to spread the word: "The English department is especially receptive to the Monologues. Most of the professors announce the performance dates to their classes. I'd be willing to bet that is how most of our student audience found out about the show. And I thank them for that."

The show is known for both its message and its humor. Elementary Education major **Sherilyn Jones** noted that her favorite monologue was performed by **Caroline Ursillo**. Jones stated, "All women can relate to the 'Angry Vagina' rant, but no one ever says that kind of thing in public." Jones also admitted that the show was great because it allows subjects to be discussed that would not be accepted in any other context.

With Carey and long-time partner **Nicole Leader** graduating in the spring, *The Vagina Monologues* will have to continue to evolve without two of its stars. According to the cast, **Angela D'Allesandro**, a freshman Pre-Pharmacy major, will be running the production in the future. Her excitement and enthusiasm helped to earn her the position.

Carey is sad to leave the project behind, but proud of her achievements. "I think we raise more awareness each time around," she said. "I hope that continues after I'm gone."

V-Day t-shirts are still available for \$10 and will be on sale at Humanitarian Weekend. See **Dr. Michelle Anthony**, the faculty advisor for *The Vagina Monologues*, for more details.



All Photos Courtesy of Lauren Carey

If you are interested in joining *The Inkwell* staff,
please contact:

Dr. Marcia Farrell (marcia.farrell@wilkes.edu)

or

Dr. Maria Hebert-Leiter (maria.hebertleiter@wilkes.edu)

for more details

Writers at Work

By Matt Kogoy and David Lewis

Dr. Larry Kuhar will soon be presenting the third annual Writers at Work panel discussion. The event, which is open to students, faculty, and the local community, offers the opportunity to hear career stories and learn about communication practices from professionals working in business and industry fields. For anyone interested in the writing profession, Writers at Work is a great opportunity to become better acquainted with the field. Look in Kirby Hall for information regarding the date and time of the event.

As You Like It

By Virginia Hults

The Theatre Department will present a performance of *As You Like It*, a comedy by William Shakespeare, as its last play of the academic year. Directed by **Naomi Baker**, the show is scheduled for April 10—12, 2008, at 8:00pm, and April 13, at 2:00pm, at the Dorothy Dickson Darte Center.

Take the Words Out of My Mouth!

By Lauren Carey

Match the “catchphrase” with the correct professor.

1. Dr. Stanley
2. Dr. Starner
3. Dr. Anthony
4. Dr. Farrell
5. Dr. Hebert-Leiter
6. Dr. Hamill
7. Dr. Kuhar
8. Dr. Kuhar
9. Dr. Kuhar



Answers to Previous Game:

- | | |
|------|-------|
| 1. E | 6. B |
| 2. G | 7. D |
| 3. I | 8. F |
| 4. A | 9. H |
| 5. J | 10. C |