

Department of English Newsletter

Words Matter

Spring 2020 * Volume IX, Issue I

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A Note from the Chair: Dr. Susan Goulding



My first semester as department chair was fall 2012, the “Sandy semester.” At that time of crisis, we used words like “unprecedented” and “devastating” to describe the effects of a natural disaster upon our landscape, community, and lives. And then in August of 2017, our dear colleague Dr. Prescott Evarts died, followed in death only three months later by our (also dear) colleague Dr. David Tietge. That suffering was more personal for our community, but again it seemed as though we were living through something unreal.

And now, not quite three years later, we are again using words like “unprecedented” and “devastating” to describe the effects of something so small we cannot even see it, something that as of the moment of this writing has infected nearly five million people worldwide and killed over 300,000. Of those, more than 10,000 people have died from COVID-19 in the state of New Jersey, many more in our neighboring state (and my hometown) of New York. Those are lives, not numbers, and we must always remember that. Always. The sadness is immeasurable; the change this has wrought upon our daily and professional lives is staggering. But, but, *we are here*. We have seen loss all around us, and some may have experienced personal loss or illness. But our community is here, and will be here, and is ready to return in person when we are able to do so. *We are here*.

I would be lying if I did not say that in all these crises there have been moments when I have thought “why did I have to be department chair through this?” But in these days, weeks, and now months, as in the past crises, the responsibilities of being chair come with rewards not to be gotten anywhere else. If I see the difficulties, I see the successes even more. Chief among these is seeing faculty and staff come together in hard work and dedication to ensure our teaching goes on successfully; seeing our students persevere through an unfamiliar environment to great achievement; seeing us all continue to believe in and perpetuate the mission of the liberal arts in a world that sorely needs them.

So this “Note from the Chair” is not like notes from other years. Instead, it is my statement of profound gratitude to our departmental community and to our university community for getting us to this point: *we are here*. And soon, whenever soon is, we can all be here, *all together again*.

~ Susan Goulding, Ph.D.
Chair, Department of English



Wilson Hall,
Erlanger Gardens

“The Department of English is home for eight Service Learning Faculty Fellows, including Professors Dee Bulvanoski, Amanda Connelly, Eric Farwell, Jennifer Mantle, Linda Sacks and Drs. Mihaela Moscaliuc, Lynn Siracusa and Courtney Werner.”

Service Learning at Monmouth University

by Gillian Scott and Jennifer Mantle

Take a moment and think about one experience that had an impact on you. What happened to you right before this experience? What happened throughout the experience? What was your role? Who else was there? What was their role? How did you know that this experience had an impact on you and most importantly, when? Finally, I want you to consider all of the characteristics of this experience; if one of them changing would have altered the impact it had on you, what would it have been and why?

When we take a moment to engage in critical reflection, we not only think about, but also learn from our experiences. “The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other” (Dewey 1934). In 1934, educational philosopher, John Dewey further explained these words in his book, *Experience and Education*. Because of his work and that of many others, the world of Experiential Learning continues to expand, including the Pedagogy of Service Learning (SL).

Every year, more than 800 Monmouth University students engage in critical reflection through their courses where the Pedagogy of SL is implemented. At Monmouth University, SL takes place in three phases. First, there is classroom preparation through explanation and analysis of theories and ideas. Second, there is a service activity that emerges from and informs classroom context and third, faculty facilitate spaces for reflection, tying service experiences back to specific learning objectives.

To support the implementation of this signature pedagogy, SL, as part of the Center for Excellence in Teaching and Learning hosts the Service Learning Faculty Fellow Program, a community of 27 teacher-scholars at Monmouth University from a wide range of academic disciplines who have assumed leadership in integrating the philosophy, pedagogy, and practices of SL into their teaching, scholarship, and service at MU and beyond.

The Department of English is home for eight Service Learning Faculty Fellows, including Professors Dee Bulvanoski, Amanda Connelly, Eric Farwell, Jennifer Mantle, Linda Sacks and Drs. Mihaela Moscaliuc, Lynn Siracusa, and Courtney Werner. As one of the goals of First Year Composition is for students gain “a fuller understanding of the interdisciplinary nature of knowledge and intellectual inquiry,” the Service Learning Pedagogy is a perfect fit. Primarily in EN 101 and 102, these faculty partner with CETL Service Learning to enhance a student’s learning in partnership with community organizations such as Alphabets Preschool, Anastasia Elementary School, Aslan Youth Ministries, Blessing Bag Brigade, Boys & Girls Club of Monmouth County, Bridge of Books Foundation, Catrambone Elementary School, Garden State Equality, Our Lady of Mount Carmel, Spina Bifida Resource Network, and the Women’s Hospitality Network.

Furthermore, in today’s current climate especially, the need to teach students the importance of effective and responsible communication with diverse groups of people is essential to producing life-long learners who will one day become engaged citizens. Through participation in SL, students in composition

classes have come in contact with people from many different racial, ethnic, and socioeconomic groups. They have used their writing skills to help many of these community partners and, equally as important, have used their experiences as sources of information for their own writing. This reciprocity is one of the foundations of SL Pedagogy.

Since John Dewey’s original claims that education comes from experience and that reflection is an integral part of learning, many researchers have identified the positive impact that the implementation of the SL Pedagogy can have on students, faculty, and communities alike. Students engaging in SL have reported a positive impact on their academic learning and more specifically, demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development. In the area of personal outcomes, students can expect to develop their interpersonal development and ability to work well with others, and build leadership and communication skills. An informal survey of English Composition students at Monmouth supports these learning outcomes. 82% of students who participated in a service learning project strongly agreed that it enhanced course material and student comprehension. Over 80% also agreed that the inclusion of a service learning project increased the level of engagement/involvement in academic dialogue.

While most of the data supporting SL focuses on student benefits, there are also many benefits for faculty and community partners. Researchers Eyle, Willis, McGoldrick, and Ziegert found that faculty were more satisfied

Continued on page 9

Uhuru Blends Literature and Culture in the Classroom

by Faith Earl

New to Monmouth starting Fall 2019 is Dr. Anwar Uhuru. Dr. Uhuru finished graduate school in New York City two years ago, from which he moved to Missouri, where he taught at a small school near St. Louis. After one year of living in Missouri, he decided the Midwest wasn't for him and came back to the East Coast. He loves the location of Monmouth, and the fact that it is so close to Philadelphia and New York City, since he likes to visit these two cities whenever he can. This was part of what drew Dr. Uhuru to teach at Monmouth University, along with the size of the school and the welcoming colleagues.

Dr. Uhuru's undergraduate degree was not in English-- in fact, it was in dance and performance art. Though these may seem like opposites, he believes that his training in dance and his training in literature

connect to each other on many levels. He thinks that there is a performance aspect in the art of teaching, as it is important to bring topics to life in order to connect them to today and demystify them for his students. His ability to embody things he may not have experience with allows him to connect to them, which benefits his students. Even when he was dancing, he found himself in libraries, book stores, or curled up reading. This love of literature coupled with his innate ability to break things down and help others understand them made him realize that he wanted to teach.

Dr. Uhuru's specific area of interest is in African diasporic literature and culture. He looks at art, film, music, and literature and how it connects to the African diaspora in his work. He believes in looking at these different pieces of art

from the space and time that they were created in, and how art and literature is created and informed by culture. This also connects to Dr. Uhuru's interest in pop culture. He looks for ways in which culture today is informed by history and its icons and the connections between the concepts and visuals that contemporary popular icons use today.

More than anything, literature, for Dr. Uhuru, represents a world of opportunities and possibilities. Dr. Uhuru grew up in Detroit, and reading very much became a way in which he could explore different places and times. Reading was, and still is, a space where he can imagine. He believes that literature is important, especially nowadays, because 'humanness' is rapidly disappearing from society. Literature reminds us all that we are human and that we need that connection and recognition from each other.



Dr. Anwar Uhuru,
Assistant Professor

"Literature reminds us all that we are human and that we need that connection and recognition from each other."

Love-ing Composition at Monmouth

by Faith Earl

Everyone give a warm welcome to Dr. Patrick Love! Dr. Love began teaching at Monmouth during the Fall 2019 semester and was brand new in general, as this is his first job outside of graduate school! Love is a professor of tech writing and digital rhetoric, with a specific interest in public information and how information is created for public and digital circulation. He feels blessed and excited to be working at Monmouth and has felt very welcomed by the faculty and students here. Love was originally drawn to Monmouth for many reasons: to start, he believes in the liberal arts tradition, which is carried out here, and believes

that a liberal arts education helps foster a larger human meaning. He also loves the idea that Monmouth itself is built on the idea of reclaiming elite status symbols, like Wilson Hall and the Guggenheim Memorial Library, for working people.

Dr. Love began his college career as a major in secondary English education. He always knew he wanted to teach, because he found that that career path would always be exciting and intellectually stimulating. In undergrad, he was given the opportunity to teach basic writing classes, which is what made him realize that he enjoyed teaching in the college setting.

He was drawn to the research side of being a professor and realized that he wanted to be continually learning while teaching, which made becoming a professor the perfect fit.

On a break between undergrad and graduate school, he taught at a state school in Daytona Beach, Florida where he worked with a lot of diverse folks, and working with people of all different backgrounds affirmed to him that is what he wanted to do. Yet, it was teaching basic writing in undergrad that really affirmed what he wanted to do and what path he wanted to take, because it was there that he



Dr. Patrick Love,
Assistant Professor

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Kimberly Morgan, M.A.
'18

“Should you get your Master of Arts in English at Monmouth University? The short answer to this is: Yes.”

- Morgan

ALUMNI SPOTLIGHT: Notes from a Graduate to New Students

by Kimberly Morgan, M.A. '18

Should you get your Master of Arts in English at Monmouth University?

The short answer to this is: Yes. No one coerced me into saying this; I truly could not imagine my life now without the guidance, mentorship, knowledge, and assistance from staff, instructors, and fellow students in this program. No matter what stage in your life you are at—fresh out of your undergraduate career, in the midst of your professional career, or looking for a change—the program offers a diverse array of courses that fit your desire. Also, the three concentrations—literature, rhetoric, and creative writing—allow you the flexibility to explore different classes. I knew a handful of students that went in with one concentration and graduated with another because they had the opportunity to take an elective course that changed their perspective on what they wanted to get out of the program. I even knew one student that was each concentration at one point during their time at Monmouth and said that they kept finding something new about themselves with each new avenue they explored.

I believe the reason for this fluidity comes from the incredible staff and instructors who are there for you no matter what. I could name every single instructor or staff member in the English department for something that they helped me with during my time at Monmouth (and even after). Everyone in that department wants you to succeed and will help you in any way they can.

Don't let your thesis intimidate you. Your thesis is a big part of your work at Monmouth University, and it can seem like a daunting task. I think the thesis scared me the most because I

did not understand the scope of the project.

Those in the creative writing concentration will work on a manuscript as your final project (this can be a compilation of poetry, nonfiction, fiction, etc.). You can make it what you want! Those in the literature and rhetoric concentrations will work on a thesis, again on the topic of your choice. No matter what concentration you are, you will also have to create an annotated bibliography for your research. This all sounds like a lot, but you are given ample time to work on this and each course during your education builds upon the prior to prepare you for your thesis. You will write final papers and craft annotated bibliographies as well as have numerous oral presentations throughout your coursework so when your thesis comes you are ready. You will also have not one but two readers, or advisors, that will guide you through the process.

I went into Monmouth with a clear picture of what I wanted to write my thesis on—Moby Dick. Now this may sound like torture to some people, but from the first time I read the book in high school, I knew I wanted to unpack the behemoth of a novel more than that class offered. I came in with probably a dissertation level idea and my readers (Dr. Bluemel and Dr. Vetere) helped to narrow down my focus craft a more manageable idea; however, I went through somewhere between 50-60 sources, countless hours of research, and draft after draft after draft. It is a large undertaking but for those in the rhetoric/literature concentrations you have two semesters to work on the project, one dedicated solely to research. This helps to break up the pro-

ject to prevent burnout from such a large project. Also, the first semester of research is a great opportunity to submit your annotated bibliography and critical essay for the Library Research Awards.

Not everyone will know exactly what they want to write their thesis on. I knew plenty of people that had very little idea and their ideas came to fruition through a course they took. Some people even took a paper they had written during their time at Monmouth and expanded their research further. There is no limit to the project, and, ultimately, the project is what you want and what you make it.

Make the most of your opportunity.

While attending Monmouth, I definitely wanted to do as much as I possibly could. There are plenty of opportunities both through the English department and through the University itself. I began with a graduate assistantship with the Center for the Arts on campus as a Marketing Assistant. I worked closely with Kelly Barratt, Assistant Director, on coordinating social media campaigns, crafting event materials, and organizing live events. I then transitioned into a graduate teaching assistantship in the English Department. I worked with Dr. Courtney Werner on a Composition 101 course and then with Dr. Lisa Vetere on a Gothic literature course. Both teaching experiences prepared me for if I wanted to go into an adjunct role following graduation. I could not be more appreciative of the mentorship from Dr. Werner and Dr. Vetere.

You also have the opportunity

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Delta Sigma Chapter

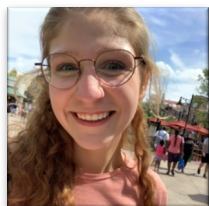


SIGMA TAU DELTA

INTERNATIONAL ENGLISH HONOR SOCIETY

In accordance with public health guidance, the Delta Sigma Chapter held a virtual ceremony this year. Click [here](#) to view the ceremony. We would like to extend our thanks to the hard-working Executive Board, and our congratulations to the 2019-2020 Inductees.

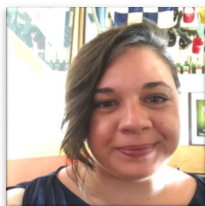
Sigma Tau Delta, Delta Sigma Chapter Executive Board Members



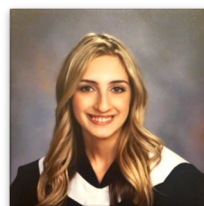
Melissa Lauria
President



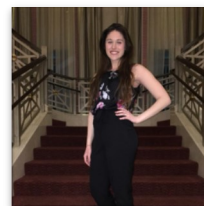
Julia Shaffer
Vice President



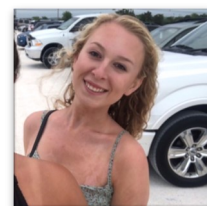
Judith Shingledecker
Secretary



Michelle Sapolnick
Treasurer



Nicole Ondof
Director
of Philanthropy



Alyssa Kelly
Director of
Public Relations

SIGMA TAU DELTA OATH

I shall endeavor to advance the study of literature, to encourage worthwhile reading, to promote the mastery of written expression, and to foster a spirit of community among those who specialize in the study of the English language and of literature, ever keeping in mind our international motto:

Sincerity, Truth, Design.

Gabriella Arabio Melissa Badamo Jenna Cincimino Skylar Daley Andreia Facao

Leah Fonseca Josephine Gargiulo Amanda Graves Madison Jacobus Danica Krawczyk

Hunter'Rose Kruse Brendan Luba Gabby Maletto Nikki Ort Kristen Parkes

Jenna Platto Rachel Primavera Jennifer Rivera Jessica Smith Jillian Staub

Jenna Van Sant James Watson Bianca Zazzarini-Leon

Department Student Awards

MONMOUTH
UNIVERSITY

ENGLISH



In accordance with public health guidance, the English department held a virtual ceremony this year. Click the image above to view the ceremony.

The Department of English is pleased to announce the recipients of the 2019-2020 awards. We congratulate this year's winners, and thank our donors for their generosity.

The English Award for the Academic Writing Prize—Sophia Galvez

The English Award for the Creative Writing Prize—Melanie Broman

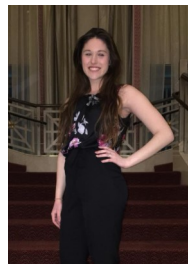
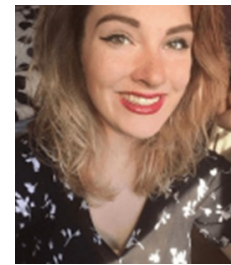
The English Merit Award—Skylar Daley

The English Award for Graduate Study—Judith Shingledecker

The Caryl Sills English Teaching Award—Nicole Ondrof

The David Tietge Memorial First Year Composition Academic Essay Award—Kaylah Lue

The David Tietge Memorial First Year Composition Researched Essay Award—Jenae Louis-Jacques



(Left to right) Sophia Galvez, Melanie Broman, Skylar Daley, Judith Shingledecker, Nicole Ondrof, Kaylah Lue, and Jenae Louis-Jacques.



MA Theses and Manuscripts Defended

Mary Rademacher, "A Rethinking of the Burkean Parlor in the Post-Truth Classroom." Fall 2019.

Jason Aquino, *Deified*. Spring 2020.

Courtney Ball, "'Waiting for the World to be Made' through Folklore, Food, and Feminism: An Analysis of Hurston's *Their Eyes Were Watching God*." Spring 2020.

Teresa Castellitto, "Morning Light." Spring 2020. **Distinction.**

Madison Hlavach, "Emotions, Discomfort, & EthicalResponsivity: Taking the Risk to Care." Spring 2020.

Jaimee D. Nadzan, "Haunting Space and Place in Shirley Jackson's *The Haunting of Hill House* and Helen Oyeyemi's *White is for Witching*." Spring 2020.

Robert Zadotti, "Midnight." Spring 2020.

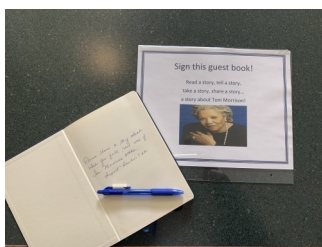
2020 Graduates

January 2020— 10 UG, 1 GR

May 2020 — 33 UG, 6 GR

Toni Morrison Day, February 18, 2020

The Department of English was proud to designate February 18, 2020 as its very first Toni Morrison Day. Students and faculty participated in engaging conversation centered around the celebration of the life and works of the author, activist, academic, and Nobel Laureate. Morrison's work has impacted the literary world and beyond through her deeply symbolic and passionate themes of the black American experience and finding ones cultural identity. The globally renowned Morrison wrote novels, children's books, short fiction, plays, and non-fiction among many other literary and non-literary contributions.



DEPARTMENT OF ENGLISH

Toni Morrison Day

Tuesday, February 18th

Join us for a celebration of the life and works of Toni Morrison: author, activist, academic, Nobel Laureate

Library 101

10:00 - 11:30AM (Dr. Courtney Warner: Welcome Professor Beth Lee Simpson: Opening remarks Dr. Walter Drexler: Keynote address)

11:40 - 1:00PM Sigma Tau Delta Marathon reading of *Sula* Read to its entirety by students and faculty volunteers

4:30 - 5:00PM (Dr. Anwar Uhuru: "Finding Self Regard in the Works of Toni Morrison" followed by discussion)

6:00 - 8:00PM (Screening: Toni Morrison: The Pieces I Am (2018) Sponsored by the Honors School)

Library 102

10:00 - 11:30AM Enjoy food and refreshments

Faculty Symposium

11:30 - 1:00PM (Philosophy Panel: "Teaching Toni Morrison")

1:30 - 2:30PM (Scholarship Roundtable: "Morrison: History, Themes, and Culture")

Wilson 104

10:00 - 11:30AM (Open Room: Student & Faculty maker/creator space)

12:00 - 1:30PM (Professor Linh Dao, Department of Art and Design: College Workshop)

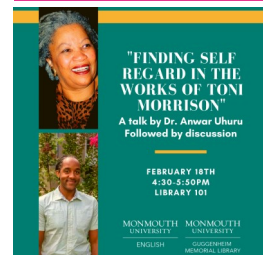
2:00 - 3:00PM (Professor Linh Dao: College Workshop (video))

In order to pay proper homage to the vast amount of Morrison's work, the entire day was dedicated to discuss and contemplate her impact and writing. Ranging from pedagogy panels, roundtable discussions, and workshops to the viewing of Morrison's documentary, Monmouth's campus had the opportunity to explore Morrison's work at their own pace and interests. Some of the highlights included Sigma Tau Delta members and faculty delivering

a communal reading of Toni Morrison's *Sula* in its entirety, taking exactly four hours and fifty-eight minutes where students were able to come and go, enjoy, and let their minds become entranced by the author's words. Dr. Anwar Uhuru concluded the celebratory event with his captivating presentation "Finding Self Regard in the Works of Toni Morrison"; there wasn't a seat left in the house! We would like to especially thank the English Department, the Library, the Honors School, the History and Anthropology Department, the Art and Design Department, and Sigma Tau Delta for making our first annual Toni Morrison day a complete success.



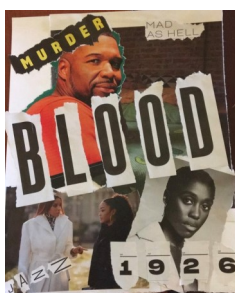
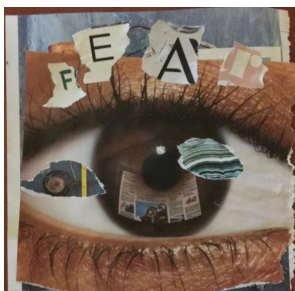
by Brittany Scardigno

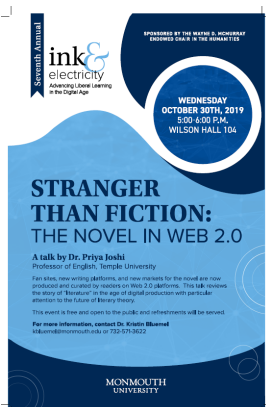


Featured events included a reading, film screening and a discussion.



(Above and left) Students were invited to participate in a Collage Workshop, led by Prof. Linh T. Dao, MFA, specialist professor of Graphic and Interactive Design in the Department of Art and Design. Collages (left) were created using collected magazines and books made available in a creative space, Wilson 104, throughout the day.





"What I aim to know is how contemporary writers approach the publishing process when it is no longer necessary to gain approval from a publisher and editor."

- Dr. Joshi

Spotlight on the Ink & Electricity Lecture Series

by Brittany Scardigno

*Dr. Priya Joshi is Professor of English at Temple University. Among the many other distinguished positions Dr. Joshi retains, she is the renowned author of *In Another Country: Colonialism, Culture, and the English Novel in India* (Columbia UP 2002), awarded the MLA's Prize for the Best First Book, the Sonia Rudikoff Prize for Best First Book in Victorian Studies, and was named a Choice Outstanding Academic Title; *Bollywood's India: A Public Fantasy* (Columbia UP 2015).*

Monmouth University had the privilege of hosting Dr. Priya Joshi's lecture "Stranger than Fiction: The Novel in Web 2.0" for our seventh annual Ink & Electricity series on October 30, 2019; the series is proudly supported by the Wayne D. McMurray Endowed Chair in the Humanities. Her insightful lecture demonstrated how the digital age has complicated and impacted literary theory, the process of publication and editing, and most specifically, what readers decide to do with a novel after reading it. Her studies relate cultural changes to rapid advances in technological modes of reading and writing, moving from papyrus to pixel. The term "Web 2.0," coined in 1999 by Darcy DiNucci, is defined by Joshi as an interactive technology that em-

bodies participatory culture. Web platforms, such as Wattpad, Instagram, and Twitter, have enabled readers to become authors themselves without embarking on an extensive publication journey. Dr. Joshi describes Web 2.0 as a "people-oriented technology," allowing everyone to use and interact with the reading and writing process; readers become more than the authors of their own content by acting as agents, compositors, and editors who can collaborate and exchange ideas. Dr. Joshi claims that web writing platforms remix culture through analogues that do not exclude, leading towards a new literary theory that calls for the question: What do readers do to the novel? As a scholar of the history and theory of the novel, Dr. Priya Joshi is the perfect candidate to demonstrate how the digital world has impacted liberal learning. Students and faculty had the opportunity to ask Dr. Joshi questions about her research and experiences:

—Would you say Web 2.0 compared to other publishing methods is more qualitative or quantitative?

"The results I have seen so far can be considered more dynam-

ic. Consequences across a longer period can include rewiring literary theory for a new millennium and [examining] how books circulate through the web. What I aim to know is how contemporary writers approach the publishing process when it is no longer necessary to gain approval from a publisher and editor."

—What's your personal journey? How did you get to where you are today?

"Since my parents were immigrants, it enabled me to gain a state scholarship to any state school I wanted. I originally wanted to be a doctor, but the choices presented were not the type of medical studies I wished to pursue. Eventually I knew I wanted to be a teacher and started working at Columbia before I received a fellowship. After obtaining my Ph. D. in 1995, I began teaching in California and found myself in an intense commute for work. If it is truly what you want to do, teaching is rewarding, but you need to learn to balance your own studies and research at the same time. Think about the debt you're going to incur first, then consider the return you're going to get."

Love-ing Composition at Monmouth

(Continued from page 3)

fell in love with rhetoric and composition. He found himself interested in the transition from the rigid high school structure of writing to a form of writing where students can make more decisions for themselves and express their beliefs, values, and wants for the world.

Right now in his field, Dr. Love is interested in how we decide

what knowledge is to us in a world where information is so widely available and circulated. He is interested in how we assign value and make knowledge as a community based on the information that is allotted to us. He has a specific interest in circulation studies, which looks at the movement of content as meaningful, rather than just the content itself. Yet,

his chief interest is inequality and the fight for equity. Intersectionality is guiding to him because it helps show how we can adjust to meet the biggest needs and bring attention to the nature of inequality, even in our information. His overall commitment is to justice, and he wants his work to be geared towards thinking about inequality and reaching equity.

Service Learning at Monmouth University *(Continued from page 2)*

with the quality of student learning, the outlets for professional expertise and opportunities for research. In March of 2019 three faculty fellows, Jennifer Mantle, Linda Sacks, and Lynn Siracusa, traveled to the annual Campus Compact Conference in Providence to give a presentation on "Incorporating Service Learning in the Composition Classroom." Here they connected with educators from around the country to discuss

community-engaged learning. When they returned to Monmouth University, they shared new ideas with their colleagues around the university. Finally, Elyer learned that community agencies benefited from the additional resources provided through SL and enhanced community-university relations.

Let's go back to where we started. Take a moment and think about one experience that had

an impact on you during your time here at Monmouth University. As we reflect on our own experiences "learning to become service learners," we are empowered by and continue to improve through these collaborative relationships between the University and the community. To learn more about Service Learning, connect to one of the English SLFFs today!

ALUMNI SPOTLIGHT

(Continued from page 4)

to attend and present your work at conferences during your time at Monmouth. There are on-campus symposiums, including the Annual English Graduate Symposium and opportunities during Scholarship Week, as well as national conferences that you can apply for. I applied and attended NeMLA (Northeast Modern Language Association) with a fellow graduate student, and I also attended PCA/ACA (Popular Culture Association/American Culture Association National Conference). Both experiences were terrifying and exhilarating. It is great to share your research with fellow scholars and hear their feedback as well as to go and hear others present their own research. This is also a great time to present your thesis work for those in the rhetoric and literature concentrations. You work so hard on this research, and it is a great opportunity to practice presenting that research and to get feedback on it.

In addition to assistantships and conferences, there are plenty of opportunities to connect with fellow Monmouth students not necessarily in the English department and those

in the community. Project B.A.M. (Big Brothers/Big Sisters of Monmouth County, Asbury Park High School, and Monmouth University) seek both graduate and undergraduate students to mentor Asbury Park High School students. The program meets once or twice a month throughout both semesters and provides the students with the opportunity to tour the college campus and experience presentations from those within Monmouth University. I mentored two students during my graduate career, and I still keep in touch with them. It is a great opportunity to volunteer and get lifelong friends out of the experience.

What can you do with your master's degree? There is no one single answer to this question because there are so many possibilities. Upon graduation, I was unsure of what I wanted to do. I was convinced that I was going to go into academia in some capacity, whether that was more schooling or being an adjunct. I would casually browse job boards and came across an entry that at first, I was unsure about—Associate Editor for a non-profit daily news. I applied and heard back almost instantly. After a few rounds of phone and video inter-

views, I was offered the job. I am now an Associate Managing Editor for the *American Society of Clinical Oncology Daily News*. I don't have a science degree or a journalism degree, but they saw that I had my M.A. and past experience as an editor and saw my potential.

I have been in my role less than a year and already I have managed and coordinated a three-day special issue of our paper for our Annual Meeting. I was able to travel to that Meeting where 40,000 oncologists congregated to hear the latest breaking science, and I worked in a newsroom of about thirty writers and editors getting out a live newspaper. In the upcoming year, I will be solely managing publications for our one thematic meeting on gastrointestinal cancers, developing and implementing a new editorial workflow, and coordinating a new update for our internal style guide.

The English program taught me to go into every situation with an open mind. Opportunities may present themselves and you must be ready to take them. This program may be your next opportunity; are you ready to seize it?

"The English program taught me to go into every situation with an open mind. Opportunities may present themselves and you must be ready to take them."


- Morgan


MONMOUTH UNIVERSITY


ENGLISH

400 Cedar Avenue
Wilson Annex, 1st Floor
Phone: 732-571-3491
Fax: 732-263-5242
english@monmouth.edu

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(Right, clockwise) Dr. Mary Kate Azcuy wins prestigious Fulbright U.S. Scholar Award to Russia; English Department Faculty and staff; Monmouth University welcomes Dr. Patrick Leahy as the 10th President; English Student Awards & Sigma Tau Delta Induction Ceremony; Karen Bentley and Cindy Bell assisted the Department as temporary Office Coordinators during the Fall Semester; Drs. Estes and Starke proposed EN-398 for Summer A; EN student workers: Diana, Sarah, Faith and Mikaela; Toni Morrison Day was celebrated on Feb. 18, 2020; Visiting Writer Series 2019-2020 schedule; The Lowbrow, Middlebrow, Highbrow Lecture series; Sigma Tau Delta's Life After Monmouth Workshop Series; The Ink & Electricity Lecture series; Monmouth English By The Numbers; It's a Great Time to Be an English Major.

EN Faculty news...



Dr. Mary Kate Azcuy was appointed as the Graduate Program Director for the EN MA program. Dr. Azcuy also won a Fulbright Scholar Award to Russia.



Dr. Sue Starke was appointed as Undergraduate Program Director.

Thank you



Prof. Melissa Febos for 7 years of service at Monmouth University and for serving as the inaugural MFA Program Director.



Dr. Frank Fury was appointed as Director of Writing Services.



Dr. Stanley Blair celebrated 25 years at Monmouth University.



Dr. Michael Waters who is retiring after 12 years of service at Monmouth University.



Prof. Alena Graedon was appointed as Career Advising Mentor.



Dr. Abha Sood and Dr. Lisa Vetere celebrated 15 years at Monmouth University.

