

# Department of English Newsletter

## Words Matter

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### Spring 2014 • Volume VII, Issue I

## Beyond Monmouth: An Interview with English MA Program Alumna Maria Geiger by Hannah Tichansky



Maria Geiger, a graduate of Monmouth University's MA program in Literature, took Dr. Kristin Bluemel's EN 540 Modernism in Britain class and expanded upon an assignment to write an article

for publication in an academic journal. Her paper, entitled "No Trench Required: Validating the Voices of Female Poets in World War I," will appear in the Summer/Fall 2015 edition of *War, Literature, and the Arts*. Maria was kind enough to take some time to discuss her paper and her experience as a student of English at Monmouth.

*In your abstract, you discuss women's roles as poets during World War I. Despite the fact that "women wrote the majority of WWI poetry", they have received very little recognition. Why do you think this is? Can you explain the "Old Lie" that you mention?*

That "Old Lie" refers to the ending of one of the most famous World War I poems by Wilfred Owen, "Dulce et Decorum est" ("it is sweet and right to die for one's country"). I compare that lie to the one that keeps women's WWI poetry silent: the post-war invention that first-hand trench experience is a prerequisite for entry into the canon. Male combatant poets dominate the WWI canon because after the war, influential critics such as Frank Swinnerton stated that women did not possess the "disenchantment" of the

*Continued on page 16*

## A Note from the Chair: Dr. Susan Goulding

Change is in the air. Our University is entering a new era, the "workplace" as many of us knew it is transforming, and the very ways we gather information, communicate, and sometimes even think are changing right before us. As I've walked around our spectacular campus this spring, all of us emerging from a long and harsh winter, what I have sensed more than anything else in the face of all this change is a new energy: energy that change brings, energy that challenges us to excel, energy that leads us to reaffirm the value of what we do every semester. I feel this energy particularly keenly in our own

department; the power of creative thinking and critical inquiry, the source and spirit of what we do, holds forth the promise to give our graduates—majors and non-majors alike—the life skills to be active and thoughtful members of their communities, to live lives of meaning and substance. We all have much work ahead of us (after, of course, some summer respite): but we embrace that work with commitment and enthusiasm, in a spirit of renewal and with the conviction that our collective efforts make a difference for our students and our communities. I wish you all a rewarding summer.

## Faculty Profiles: A Year in Cambridge: Dr. Estes Abroad by Meg Miguelino

Earlier this semester, I had the pleasure of talking to Dr. Estes about her upcoming sabbatical, her scholarship, and her plans for the coming year to visit the University of Cambridge, where she also spent the 2006-2007 school year working with manuscripts at the Parker Library. As a visiting scholar, Dr. Estes will interact with students in her field of Anglo-Saxon Studies.

She will produce a digital edition of the text *Solomon and Saturn*, an Old English work in the form of a dialogue of riddles between Solomon, the king of Israel, and Saturn, the Roman god. Her hope is to make an open access digital version of the text, open to anyone as well as completely searchable, therefore enabling the potential for new scholarship. Along with these exciting opportunities, Dr. Estes also hopes to complete her book on ecocriticism and Old English poetry, including poems such as *Beowulf* and *Judith* as well as the changing depictions of the environment in three Lives of St. Guthlac moving from Latin prose to Old English poetry. Dr. Estes will also work with her husband and frequent film collaborator to

make a movie version of *The Second Shepherd's Play*.

Aside from her scholarly goals, Dr. Estes, hopes to spend some time traveling with her family, climbing Mount Snowdon in Wales and Mount Olympus in

Greece, as well as visiting Scotland and Ireland.

Wherever Dr. Estes' adventures take her, we here at the university wish her a productive and eventful year! Safe travels, Dr. Estes!



## Faculty Forum

**Mary Kate Azcuy** will present at the Théâtre, Performance, Philosophie Colloque at the Sorbonne in Paris in June 2014. She has just completed a book on American poet Louise Glück's collection *Averno*. This past year, Azcuy presented papers and gave lectures at universities in Paris, Lille, Perpignan, and Nice

**Margaret DelGuercio** and Brian Greenberg (History/Anthropology) were awarded the Warncke Award at the Monmouth University Awards and Recognition Luncheon held on May 14, 2014. The Warncke Award is awarded to a member of the

university community who has distinguished himself or herself through outstanding service over the years.

**Heide Estes'** article, "Anglo-Saxons, Ecocriticisms, and the Sea," is coming out this year in *The Maritime World of the Anglo-Saxons*, ed. Bill Schipper, Stacy Klein, and Shannon Lewis-Simpson, published by the Arizona Center for Medieval and Renaissance Studies in Tempe. She led a session entitled "What is Eco-Criticism, Anyway?" at the International Congress for Medieval Studies in Kalamazoo, Michigan in May. In June, she will attend the Digital Humanities Summer Institute at the University of Victoria for a week-long course on "Text Encoding Fundamentals and their Application," and will also give a presentation on "The Solomon and Saturn Dialogues: An Interactive Digital Edition." During the 2014-2015 academic year, Dr. Estes will spend her sabbatical as a Visiting Fellow of Clare Hall and Honorary Research Associate in the Faculty of Anglo-Saxon, Norse and Celtic at the University of Cambridge.

**Michael Waters** read his poems at South Texas College in McAllen, TX and at the New Jersey Repertory Theater in Long Branch in May. His recent book, *Gospel Night* (BOA Editions, 2011), was reviewed in the Summer 2014 issue of *The Gettysburg Review*. Critic Floyd Collins concluded, "Michael Waters is perhaps the best poet of his generation, and *Gospel Night* is his finest volume to date." New poems have been appearing, or are forthcoming, in *The American Poetry Review* and *The Gettysburg Review*.

## Student and Alumni News

### Q & A: Staci Burt by Caroline Anzarouth

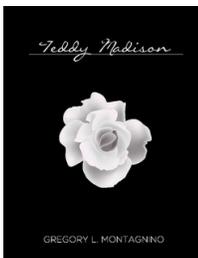
Working as a publicity assistant for St. Martin's Press, 2012 Monmouth alum Staci Burt has some words of wisdom she'd like to share with some of Monmouth's English majors.

#### **How and why did you choose to work as a publicity assistant for St. Martin's Press?**

After I graduated, I interned and worked for Wunderkind PR, a freelance PR firm that works closely with the publishing industry and authors. I graduated with a degree in Secondary Education, but quickly realized I did not want to be a teacher. Working at Wunderkind was a truly monumental experience for me. In just eight months, I went from knowing literally nothing about publishing or publicity to booking TV and radio shows and gaining interest from national magazines. Wunderkind was such a hands-on experience and I was able to learn so quickly by starting with smaller media and working my way up. At Wunderkind, we collaborated with St. Martin's Press on several projects. I enjoyed all of the projects I worked on with them, so when I saw a job posting I decided to go for it.

#### **What is a typical day like for you?**

On any given day I can be pitching or corresponding with media, booking travel, writing press releases or galley letters, sending book requests, and submitting award nominations. The list goes on.



After seven years of work, **Gregory Montagnino** (BA'10) has finished his first book, *Teddy Madison*, a work of fiction featuring a novelist, Mrs. Fairfax, who has been commissioned to write a memoir of Teddy's life based on letters between New York, Paris, and London, as well as Teddy's coveted diary. How does one write an

accurate memoir when its subject makes it close to impossible? Mrs. Fairfax attempts to reconstruct Teddy's life in the years before the Great Depression based on the opinions of his biggest enablers as well as his greatest opponents. Mrs. Fairfax must decipher what is reality versus what Teddy's mind has constructed based on his increased obsession with dreams and a world

#### **If you had to pick the most important skillability required for your job, what would it be?**

I don't know if I could pick just one, but if I had to I would say creativity. For each book that I've worked on, I've always had to think about the best way to hook a reviewer. More often than not, a book has so many different angles and it's up to the publicist to break them down and pitch those angles creatively to a variety of media. I also think time management is really important because publishing is such a fast-paced industry. In addition to working on several different books at one time, each book is on a specific timeline that you need to follow.

#### **In your opinion, how has being an English major helped you in the real world, specifically in the work force?**

Being an English major has allowed me to become more open-minded to the world. As students, we read such an eclectic variety of works and learned so much about different people and places. I personally think that helps you appreciate everything more. Studying English has helped me in the work force because my job requires me to read and analyze on a daily basis. When pitching a book to the media, you have to look at all the different angles and themes and think about what a specific outlet would be most interested in.

#### **What words of advice do you have for English majors?**

Don't settle. Find your niche and go for it. There are endless possibilities for English majors, so don't think your options aren't out there.

beyond what anyone can discern.

Greg writes, "I had a rare privilege of having such wonderful professors, mentors and friends through Monmouth, and so much of my education and experiences are in this book. Throughout my years at MU I received some great advice and feedback which helped me to continue with the project."

*Teddy Madison* is available as an eBook through Lulu.com, with print copies to follow based on sales of the electronic version. For more information, or to download a copy, visit <http://www.lulu.com/shop/gregory-l-montagnino/teddy-madison/ebook/product-21572429.html>.

## Graduate Program Update by Dr. Heide Estes

This has been another successful semester for the MA program in English at Monmouth University. The concentrations in Creative Writing and in Rhetoric and Writing continue to grow, and the Literature concentration continues with consistent enrollments.

We finished this semester with a successful Graduate Symposium, "Literature Matters," at which nineteen students from the MA presented their critical and creative work in sessions on contemporary literature, linguistics, and creative work. For the second year, the Symposium included a "thresis" competition in which students could present their ideas as developed in a paper or creative project, with a strict three-minute time limit. "Thresis" winner Amara Hand presented her work in



Amara Hand, Eric Brown, and Arielle Sourias

progress, "I Know Why the Caged Bird Tweets," about Black Twitter. This year, we piloted a Composition Assistant program placing MA students in sections of First-Year Composition to work closely with the faculty teaching the courses, observing successful teaching at close quarters while working one-on-one with students and giving guest lectures. We are in the process of evaluating the program from the perspectives of faculty, Composition Assistants, and first-year students,

and hope to offer the program again next year.

Eight students defended their theses or creative manuscripts on topics ranging from Muggles to the language of gay subgroups. Two students earned distinction: Corinne Cavallo for her work on Elie Wiesel's *Night* and Amanda Connelly for her examination of Bret Easton Ellis's *Glamorama*.



Corinne Cavallo, Dr. Sue Starke, and Samantha Glassford

Undergraduate students interested in the MA program can, with careful planning, complete a BA and an MA in five years by starting the graduate course work in the senior year. Any senior with a GPA of at least 3.25 may take a course in the MA program, and can have the credits apply to the undergraduate degree or be "banked" toward a future MA degree. Since full-time graduate study includes only three courses (nine credits) per semester, students who are combining graduate and undergraduate courses take no more than 12 total credits in a semester.



## Graduate Student News by Meg Miguelino and Hannah Tichansky

This is **Megan Miguelino's** second semester as a Graduate Assistant for the English Department at Monmouth. This semester, some of Megan's responsibilities include assisting Dr. Estes with the OEN in regards to compiling an international bibliography. "I've never really been exposed to Old English studies," Megan explains. "So reading through brief descriptions and scrolling through various topics of study showed me how diverse and incredi-

bly intricate the field is." Megan is also helping Dr. Blue- mel with her journal, *The Space Between*.

In addition to her position as Graduate Assistant, Megan is also in preparation for her thesis, which is focusing on children's literature, specifically *The Chronicles of Narnia*. "I plan on studying the turmoil of World War II and whether this time of unrest and conflict is what spurns the modern fairy-tale."

Further proof to my theory that Megan is actually a super hero, she has also received a full time position for Bedford, Freeman and Worth as a sales support associate for the high school division. Her position focuses on sales research, demographic sampling, and current digital marketing campaigns. "While I'm currently in the publishing industry, my work is a great real-world crash course on business and operations- experience that may not only lead to a further career in the industry, but perhaps in any."

For the summer, Meg hopes that she will be able to travel and have some small scale adventures. "I'd personally love to be a nomad, picking daisies off the side of the road and sleeping under the stairs, but I don't travel light." With her busy schedule she deserves to relax, and catch up on her reading, drawing, and painting. "Maybe finish my novel I started back in 2008...but you know how that goes. No due dates means endless edits."

Megan is very close to her friends in the department and would like to include a special message for them! "I wish all the success and happiness in the world to our May graduates. I love them all dearly and I hope all of their dreams come true."

**Hannah Tichansky** is our Spring 2014 Graduate Assistant, finishing her second semester in the program. Hannah is a student in the literature track and plans to work with Dr. Bluemel for her thesis on Elizabeth Bowen's *The Heat of the Day*, focusing primarily on the many tumultuous relationships and affairs that take place during the Blitz, while also looking to explore links between paranoia within relationships and the paranoia that arises when living in a war zone.



When asked what she finds to be the most rewarding part of our program, Hannah emphasizes the one on one work with faculty as well as the size of our program, stating that because we happen to have a smaller program, we have a large support group present with a tight-knit community in the classroom.

After completing her MA, Hannah hopes to go into editorial work, as well as pursue her education further with a PhD.

When not working at Monmouth or studying, Hannah works as a supervisor in a museum located in Allaire Village. With summer fast approaching, she looks forward to beach time, the beautiful weather, and getting back to George R. R. Martin's *Game of Thrones* series.

**Amy Schulze** is one of two Composition Assistants for the English Department. The program was piloted in Fall of 2013 and has offered the experience to four graduate students who work closely with professors in their instruction of First Year Composition. Amy is currently working with Dr. Tietge in his section of EN 102.



Amy's responsibilities as composition assistant varied from class to class. In addition to attending almost all of the classes during the semester, she facilitated group discussions, assisted with in-class work, and prepared and ran lectures on subjects like MLA formatting, how to write a good introduction, and skepticism (one of the themes in Dr. Tietge's class).

Amy said she found that being a student herself was beneficial in her position. "I take ideas and lesson formats from my other classes and use them in my composition assistant duties. Although the workload from assisting and being a student can sometimes get overwhelming, I think it's valuable for me to experience both sides of the coin simultaneously: teacher and student," she said.

As far as work for her own classes, Amy has a deep-rooted interest in feminist, gender, and queer theory: "I'm thinking of working along those lines for my thesis. Perhaps something with Virginia Woolf's *Orlando*." After graduation, Amy would like to teach at a community college level, and eventually pursue a Ph.D. in Literature. Amy also writes creative fiction in the genre of dystopian sci-fi. She hopes to get a collection of her short stories published in the future.

As far as this summer? "I've been reading *The Song of Ice and Fire (Game of Thrones)* series and I'm stuck halfway into the fourth book because of my workload. They are amazing books and I know if I pick it back up I'll fall behind with all of my duties!"

## First Year Composition Update by Dr. David Tietge

The most exciting new development for the First-Year Composition program has been to begin forging a new relationship with Brookdale Community College through a reciprocal exchange of information and classroom practices common to our respective schools. Several faculty, graduate students, and administrators met with the co-chairs of the Brookdale English Department early this spring to discuss, among other things, a graduate internship that would allow highly qualified students an opportunity to teach at Brookdale under the close supervision of a faculty mentor. There was also a brisk discussion involving hiring practices, transfer standards, and coursework in composition, which led to an agreement to formalize a proposal between our two schools reflecting these common goals. Since Brookdale and Monmouth already have a strong connection to one another, this meeting was seen as a significant step toward the continued professionalization of our programs. Stay tuned for further developments.

Starting in the Fall of 2013, the Graduate Program began providing for two Composition Assistants whose job it has been to aid instructors in their composition classes. Though not a teaching assistantship, this pilot program has provided graduate students with invaluable classroom experience by helping facilitate group work, providing in-class tutoring, assisting with technology and the delivery of materials, and completing other duties as determined by the instructor. This pilot has enhanced the composition classroom and served first-year students by providing additional help, both during class time and during additional group tutoring sessions, from trained graduate assistants who have attended class meetings and are therefore familiar with course materials, assignments, and expectations set by individ-

ual faculty. The Department and the First-Year Composition program would like to thank Mike Gray, Hannah Tichansky, Amy Schulze, and Robert Platt for their service these last two semesters.

The Department is seeking a new tenure-track colleague in the area of Composition and Rhetoric, whom we expect will greatly enhance our Composition courses and add to the writing offerings within the major and at the graduate level. The search committee expects to make a decision shortly.

FYC continues to provide workshops in professional development on a range of topics, including using film in the composition classroom, classroom management, and web-based resources for composition. Part-time faculty have been especially helpful in making these workshops useful and productive. Also, a number of part-time and full-time faculty continue to participate in clustered sections with other departments, most notably History, whose willingness to engage in cross-disciplinary studies is at the heart of the philosophy behind the composition program.

The FYC Committee continues to seek the most outstanding writing produced by our freshmen students, and review is ongoing for any instructor wishing to submit a student piece from EN101 or 102. Please contact Lisa Vetere for further information on the activities of the FYC Committee.

Moreover, the FYC program continues to grow and have increasing campus-wide influence. The Director would like to thank everyone whose commitment and hard work have helped to make our first-year composition courses so vital to students' academic success.

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## The Monmouth Review Update by Dr. Michael Waters

*The Monmouth Review* co-sponsored a residency by Native American poet Natalie Diaz on April 17-18. Ms. Diaz gave a lecture, conducted a workshop, read her poetry, and participated in a launch of the current issue. The student-edited journal of literature and the arts also sponsored a bus trip to the Brooklyn Museum in April. A new issue will appear in early fall. Jessica Mentzel will be the literary editor of *The Monmouth Review* for 2014-2015.

## Undergraduate Program Coordinator: Dr. Beth Gilmartin

Monmouth University faculty, graduate students and alumni were well represented at the New Jersey College English Association's annual convention at Seton Hall University in April.

In a panel on "Navigating American Identities Through Writing," Dr. Stanley Blair presented a paper on Josh Billings's correspondence from Long Branch between 1866 and 1885. He also organized a session on "Trauma in Contemporary American Novels" with presentations by Corinne Cavallo (MA'14) on Elie Wiesel's *Night*, Michael Mifka (MA'14) on Charles Bukowski's *Ham on Rye*, and Samantha Glassford (MA'14) on Don DeLillo's *Falling Man*.

Dr. Jeffrey Jackson organized a panel entitled "Remapping Romanticism," in which he spoke on Sir Walter Scott's poetry. Jennifer Filannino and Megan Miguelino (BA'11,

currently enrolled in MA program) gave papers in the same session on William Wordsworth, and Jeremy Marousis-Bush (M.ED'13) spoke on Joseph Priestley.

Dr. Heide Estes organized two sessions on "Motherhood in Literature," with papers from Lauren Freda on *Huckleberry Finn*, Katherine Seay (MA'14) on contemporary rhetoric about motherhood, and Dr. Elizabeth Gilmartin on invalid mothers in Irish Drama.

The NJCEA conference provides a great experience for graduate students and I was thrilled to see Monmouth having such a strong contingent. Many of our students were presenting for the first time, and despite their nerves, they did very well. They should be very proud of their accomplishments.

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## New Syllabus: Illness and Literature by Hannah Tichansky

With a projected date of Fall 2015, the English Department hopes to offer a new undergraduate course. Illness and Literature is be a 200-level course developed and taught by Dr. Mihaela Moscaliuc.

Dr. Moscaliuc was generous enough to take the time to describe the course. She explained that the course will look at literature in illness not only as a physical ailment, but also as a literary construct. She said, "We will look at how these texts depict illness as a medical condition, cultural and social construct, and metaphor. I am hoping that these readings will invite us to formulate questions about ethical behavior in the face of illness, to examine assumptions about illness and construction of illness, and to cultivate empathy."

The course will use fiction, non-fiction, and poetry from around the world to explore these perspectives. Dr. Moscaliuc plans to use texts such as *On Doctoring: Stories, Poems, Essays* edited by Richard Reynolds and John Stone; Susan Sontag's *Illness as Metaphor and AIDS as Its Metaphors*, and Virginia Woolf's *On Being Ill*.

Dr. Moscaliuc explained that the course will add to the LIT offerings already in place at Monmouth, but will also attract interdisciplinary studies. The course will interest not only students of literature, but also students interested in careers in health studies, medicine, and arts therapy. She added, "I see the study of literature in general as interdisciplinary by nature since we draw on history, politics, psychology, and sociology, to examine contexts of production and to unpack texts that often engage with their own versions of history, with certain psychologies, and so on. The course on illness builds on this, but also engages with medical studies and, to some extent, with disability studies. The course may be taught with either focus."

With hopes that this course will attract students from different disciplines, Dr. Moscaliuc quoted Susan Sontag, "Everyone who is born holds dual citizenship—in the kingdom of the well and in the kingdom of the sick.' This is a course about matters that implicate all of us in one way or another."

## Student Awards

The English Department is pleased to announce the winners of its 2013-2014 awards. There were many eligible and competitive submissions for the writing prizes, and a strong field of candidates for all the awards. We congratulate this year's winners, and thank our donors for their generosity.



*Emily Scarano, Caroline Anzarouth  
Robert Magella, Rachel Miseo, Zachary Scherl*

*The English Merit Award*  
**Caroline C. Anzarouth**

Often recognized for her strong academic performance and sophisticated critical writing, Caroline Anzarouth is this year's winner of the English Merit Award, an award honoring those students who have consistently exhibited academic excellence and creative scholarship.

*The English Award for Graduate Study*  
**Robert J. Magella**

This year's English Award for Graduate Study, recognizing English majors for their meritorious academic achievements in English with a prize that will help defray tuition costs for the first year of full-time graduate study in English, has been awarded to Robert Magella. Magella will be attending NYU this coming fall.

*The English Award for the Academic Writing Prize***Rachel M. Miseo**

Rachel Miseo is this year's winner of the Academic Writing Prize, awarded annually for the best scholarly essay submitted in a regular writing course. Miseo's "The Blind Transition" is a sophisticated, original, and timely discussion of the possible challenges faced by visually impaired students within the growing transition in education toward eReaders and related reading technologies.

*The English Award for the Creative Writing Prize***Zachary R. Scherl**

A story about the unspoken feelings that give mystery and substance to our deepest friendships, Zachary Scherl's "The Next Exit" brims with emotional intelligence and surprising turns of phrase. It richly deserves this year's Creative Writing prize.

*The Caryl Sills English Teaching Award***Emily J. Scarano**

The Caryl Sills Teaching Award honors juniors and seniors double-majoring in English and Education with a minimum GPA of 3.0 who, in addition to academic excellence, exhibit great promise as teachers. This year, the award goes to Emily Scarano, one of the department's most distinguished majors.

## Theses Completed with Distinction

Corinne Cavallo, "Homeless Texts of Trauma: Elie Wiesel's *Night* and the Argument of Omittance," Spring 2014.

Amanda Connelly, "Who the Fuck is Moi? The Effects of Consumer Culture on Identity and Reality in Brett Easton Ellis's *Glamorama*," Spring 2014.

## Writing Awards

Consider saving and polishing your best work for our annual student writing awards for Academic Writing (open to best paper written by an EN major for an English course) and Creative Writing (open to any Monmouth student whose project was submitted to Monmouth faculty either for a course, a workshop, or for Monmouth Review). Papers and projects from Spring 2014 on are eligible. The winners will receive a cash prize at the annual Monmouth University Student Awards Ceremony in April. More information about submissions and deadlines will be forthcoming in February 2015.

## Sigma Tau Delta: Co-Advisors Prof. Josh Emmons and Dr. Jeffrey Jackson



Sigma Tau Delta is the International English Honor Society. The name comes from the Greek equivalents of the letters that begin our official motto, "Sincerity, Truth, Design." The Monmouth University chapter, known officially as the Delta Sigma chapter, was founded in 1983 under the direction of Dr. Prescott Evarts. Its main objectives:

- To confer distinction
- To promote interest in literature and the English language
- To foster the discipline of literary studies
- To promote good citizenship
- To exhibit high standards of academic excellence

Through its activities on and off campus, the Delta Sigma chapter of Sigma Tau Delta encourages camaraderie and professional development among its members, as well as service to the University and local communities.

The national organization was founded in 1924 by Dr. Judson Q. Owen. The society was created to "confer distinction upon outstanding students of the English language and literature in undergraduate, graduate, and professional studies."

The official flower of the organization is the red rose. The colors are red and black.

Although membership in Sigma Tau Delta is offered annually to English majors who have demonstrated superior achievement both in general academics and in literary studies, the society's activities are open to all University students, faculty, and staff. Interested students should contact a faculty advisor in the English Department.

### MEMBERS

Zachary Scherl, President

Lauren Woehr, Vice President

### UNDERGRADUATE

|                    |                   |
|--------------------|-------------------|
| Caroline Anzarouth | Kelly Craig       |
| Lauren Frankowski  | Jenna Hochuli     |
| Samantha Kofsky    | Katherine Latina  |
| Carolyn Marrone    | Nicole Massabrook |
| Stephanie Naishtut | Kaitlin O'Connor  |
| Tianna Marie Riggi | Rachel Roth       |
| Emily Scarano      | Caleb Schaffer    |
| Zachary Scherl     | Lauren Woehr      |

### GRADUATE

|                    |                   |
|--------------------|-------------------|
| Christopher Bogart | Stephen DiPalma   |
| Thomas Fitzgerald  | Megan Miguelino   |
| Hannah Tichansky   | Kerry Bogert      |
| Corinne E. Cavallo | Amanda Connelly   |
| Kayla Helfrich     | Joshua Rademacher |

## Sigma Tau Delta Induction April 2014

William Anania  
Andrea Buck  
Elyse Climes  
Jennifer Filannino  
Candace Grande  
Taylor Kelly  
Robert Magella  
Veronica Ozog  
Matthew Sockol  
Ariana Tepedino

Sara Basgaard  
Christina Caruso  
Erin Cosgrove  
Rachel Fox  
Amanda Gruber  
Raven Lake  
Laura Migliore  
Michael Pape  
Lisa Sofranko  
Sabrina VanGlahn

Jennifer Broman  
Courtney Castelli  
William Davison  
Lauren Freda  
Kevin Holton  
Kaitlyn LaRose  
Rachel Miseo  
Andrew Punk  
Kaleigh Soles  
Brittany Wallace

Kathryn Bryant  
Carly Cerone  
Angela Don  
Taylor Glynn  
Katlyn Jones  
Michelle Levash  
Patrick O'Neill  
Sara Rimassa  
Monik Suit  
Lauren Walsh

Brianna Winters



## Commencement: May 2014



*On behalf of the faculty and staff of the Department of English, I extend our sincere and enthusiastic congratulations to all our graduates. We are proud of your accomplishments, and hope that you will remain members of our community.*

*And to those of you not yet graduating, know that your turn will come soon, likely more quickly than you think, and that we are here to support you in reaching that goal.*

*With best wishes to all for a rewarding summer,  
Dr. Goulding*

### Master of Arts

Kerry Bogert  
Eric Farwell  
Michael Mifka

Corinne Cavallo  
Samantha Glassford  
Joshua Rademacher

Amanda Connelly  
Kayla Helfrich

### Bachelor of Arts



Caroline Anzarouth  
Kelleen Conover  
Alexis Fox  
Amanda Gruber  
Amanda Howson  
Carolyn Marrone  
Rachel Miseo  
Patrick O'Neill  
Andrew Punk  
Emily Scarano  
Katherine Wells

Kathryn Bryant  
Stephanie Cunha  
Lauren Frankowski  
Elisha Hendelson  
Katherine Latina  
Nicole Massabrook  
Stephanie Naishtut  
Nicole Pellicane  
Tianna Riggi  
Zachary Scherl  
Lauren Woehr

Jessica Conover  
Laura Etzkorn  
Ashley Gahr  
Jenna Hochuli  
Robert Magella  
Laura Migliore  
Kaitlin O'Connor  
Emily Pericone  
Rachel Roth  
Brittany Wallace



## Experiential Education and Career Advising Update by Dr. Mihaela Moscaliuc

As Career Advising Mentor for the spring semester, I advised students seeking to fulfill their Ex Ed requirements, coordinated cooperative Education and Service Learning placements, and worked on expanding our Department's mentoring services. On February 27, I co-organized, with Professors Jeffrey Jackson and Josh Emmons, a panel on career options for English majors. The event generated productive conversations between professionals with English major backgrounds and students interested in considering other professional venues besides teaching. In an effort to foster a stronger sense of community and a layered support system, I initiated a buddy-system that encourages students new to being English majors to partner with more experienced majors willing to share their experiences.

Since I see our English major graduates as an integral part of our community, I decided to extend my advising services to all interested alumni. I have offered steady assistance to both students and alumni through monthly individual consultations and workshops (held every second Wednesday) and through weekly or bi-weekly emails with tips on job and internship searches, employment opportunities, and other professional news. I have kept students and alumni apprised of career-related events on campus, including the Spring Career Fair, workshops, newsletters, and events organized by the departments of Education and Communication. The end-of-semester (May 13) resume & cover letter "doctoring" workshop attended by graduating



En majors and alumni was quite successful, so I will be offering another one in early fall.

I look forward to building on these new initiatives during the 2014-2015 academic year and to exploring, with my advisees, what seems to be a widening pool of opportunities for English majors.

## Featured Ex Ed: Nicole Massabrook, Spring 2014 An Opportunity to do a Little Bit of Good

This semester, I had the opportunity to do a little bit of good while also acquiring job experience and school credit. I became the Public Relations/Communications Intern for Family Promise of Monmouth County in order to fulfill my Experiential Education requirement.

Family Promise is a nationwide nonprofit that helps homeless families achieve sustainable independence. In the Monmouth County branch, most families are in the program for about seven weeks before finding a permanent housing situation. Until early April, we had been working with grants from the Sandy Relief Fund to help families that were still homeless from Superstorm Sandy.

My job for Family Promise was to run social media pages, rework their website and put together a newsletter. It was a pretty straightforward job, but it wasn't without its obstacles. I've run social media pages before, but I was used to selling something. Trying to get people to donate money without receiving anything in return was really a challenge to my persuasive writing skills. I tried to emphasize things that Family Promise does, such as providing transportation to prevent kids from transferring schools, in hopes that it would inspire people to donate. I tweeted things like, "Did you know that we rely on about 1500 volunteers to provide the services necessary to sustain families in crisis? #TheMoreYouKnow" so that people

would see they could help even if they didn't have money.

I also was selling the fundraisers for Family Promise, which always seemed to involve going out to eat. So essentially, I was trying to persuade people to come to the same event over and over. I attempted to make each one different, and if I was clever enough, the post would get more shares and retweets ("Calories don't count when it's for a good cause" was my favorite slogan). Ultimately, posts were seen by hundreds of people and created a great turnout for fundraisers, and Family Promise plans to be more consistently involved in social media in the future.

The odd part of my internship was the fact that it was mostly virtual. I've only been to Family Promise in Middletown twice, and I only had three in-person meetings with my supervisors. The challenge with this is that you don't really know how people feel when you don't see them: one of the pitfalls of email is that you can't convey

tone. At the end of my internship, I received some positive affirmation that they liked what I did, and they wanted me to help their full time PR staff figure out the world of social media.

The other part of not being physically in the office was that I didn't get to see what was happening at Family Promise. At the end of this semester I was finally able to interview a family for the newsletter. I spoke to a single father who was there with his five year old. He told me about how grateful he was to the organization and what they had done for him. Aside from helping him find a job and giving them a place to live, they drove his son half an hour to school every day so he wouldn't have to transfer. Family Promise really focuses on giving making transitions easy for the kids.

Overall, I had a pretty great experience with Family Promise, and I hope that after I graduate I'll be able to continue working with nonprofits in some capacity.

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## The Evolution and Future of the Book: Dr. Estes' New Course, "What is a Book?" by Meg Miguelino

As English majors and bibliophiles, we find comfort in turning pages, sharing marginalia, and smelling the aged and yellowed pages of a favorite book. With the invention of the eBook and the ease and popularity of the tablet, our beloved books now find themselves in a precarious position. As the world moves to digitize everything, will we lose the books we love and, most importantly, *literally hold dear*? In developing a new syllabus, Dr. Estes looks to provide answers to that question, along with others, in a new class titled: "What is a Book?"

I sat down with Dr. Estes to ask her what the eBook means for the future and whether or not those digital books will bring about the downfall of their predecessors, the bound pages that line many of our bookshelves. She said: "But people still love books... It's important for us as humanists and scholars of the humanities to think about what it means for this transition to happen. What

do we gain, what do we lose, and how do we keep what we might lose in a digital environment?" Her answer stimulated more questions, most importantly, what can we do to save a medium we treasure?

"What is a Book?" covers a wide range of topics, educating students on various times of past transition, and relating previous incarnations of the book to the current publishing market, such as Project Gutenberg and digital books on CDs, in questioning whether digital tools help literature or hurt it. In describing the development of the syllabus, Dr. Estes stressed that the conversion from print to digital would take a long time, and in that time, print and digital could, in fact, coexist. "What is a Book?" traces the transitions from manuscript to print and from print to digital, and emphasizes what we, as humanities scholars, can learn from those instances of change in order to keep the beloved book around indefinitely.

## Student and Alumni News *(continued from page 1)*

soldier poets, which was “true and original.” While women were not in the trenches, they were dealing with the loss of fathers, brothers, husbands, and lovers. In addition to the sad business of burying their loved ones, women took over the jobs traditionally filled by men, and literally kept the home front running. It is unfair that critics point out the jingoistic and melancholy poetry some women wrote to the exclusion of profound poets such as Margaret Sackville (whom I equate to Siegfried Sassoon in my essay).

### **Why do you think it is important to establish (or contribute to) a discourse of women and war literature?**

While I understand the appeal of the “trench lyrics” written by soldier poets, the canon door should not be closed to women poets because they were barred from combat. There were talented female poets who were published (and well regarded) years before the male soldier poets. For example, the aforementioned Margaret Sackville was an ardent pacifist whose brother was killed in the very early days of the war. Her poem, “Nostra Culpa” was extraordinarily bold in that it blamed both men *and* women for the continuation of a senseless war. The World War I canon does not take female poets such as Sackville into consideration, even though she was widely published throughout the war. In fact, her collection, *The Pageant of War*, very well might have influenced both Siegfried Sassoon and Wilson Owen, as she had presented a copy to Sassoon while he was at Craiglockhart Hospital, and a copy was found in Owen’s personal library after his death. Women had an influence on the poetry of WWI, and to ignore that is to ignore history. There is enough room in the WWI canon for talented women poets—the prerequisite that the poet have seen firsthand combat is an unjustifiable excuse to keep women poets out of the canon.

### **You received your MA from Monmouth and worked as a Graduate Assistant. What did you gain from these programs that have helped you in your post-graduate career and as an academic?**

As a graduate assistant and a student, I learned how to thoroughly research—I now have a “leave no stone unturned” mentality toward everything! I teach writing and research classes at both Georgian Court and Brookdale, and because of my background in research, I am better able to teach my students how to begin and follow

through with that process. I also learned that you can never edit enough, so I always allow the time to do so. As an instructor of writing, I want to be sure that what I hand out to my students is correct—leading by example is important.

### **Now that the paper has been accepted for publication, are you working on any new projects?**

I have just started to write some creative non-fiction. I have been voraciously reading the work of the prolific John McPhee, and it has inspired me to try that genre. As the mother of three sons who found academic fulfillment later in life, I have plenty of material!

### **Do you have any advice for English students currently enrolled as undergrads and graduate students at Monmouth?**

One piece of advice I would give English graduate students is to pick your thesis later than earlier if you are not absolutely passionate about a topic. I felt pressured (my own doing) to have my thesis “figured” out early in my graduate studies. While I am happy with what I chose (I would not trade having worked with Dr. Estes!), I took a class on British Modernism that opened up a whole new world of literature that I had not been exposed to. It was for that very Modernism course that I wrote the paper I refer to in this interview. I continued to edit that particular paper because I could not get enough of the topic; the fact that I pursued getting it published attests to that.

A final piece of advice would be to take Dr. Tietge’s graduate course on Teaching Composition if you plan to eventually go into instruction. I wish I had considered that class as one of my electives—while it is great to know all about literature, the Wife of Bath is not going to help you when you are standing in front of a classroom for the first time!

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