



# ENGLISH and JOURNALISM

WESTERN ILLINOIS UNIVERSITY

WESTERN ILLINOIS UNIVERSITY COLLEGE OF ARTS AND SCIENCES  
FALL 2005

## From the Chair's Desk



Dr. David Boocker

### On Behalf of the Liberal Arts

Every so often people have to take stock of their decisions in life. University faculty and students are no different, and it has been said that “English professors are culturally, if not essentially, addicted to self-scrutiny.” And it seems that in recent years our “self-scrutiny” has been directed at the role and value of our contribution to the university and to society at-large. I’m sure that many of you have had to confront tough cross-examination from parents and friends about the value of pursuing a degree in English, and what I hope to do in this column is to offer my musings on why what we offer in this department is among the noblest pursuits in the entire university.

English and the humanities have a place in the university curriculum because of the value placed on the traditional liberal arts. But as W. R. Connor writes in his essay, “Liberal Arts in the Twenty-First Century,” there is “every reason to think that liberal education, however we define it, is in trouble in our society today.” The most obvious reason for the crisis in liberal education is the societal expectation that education is primarily vocational in its purpose. Richard Hersh reports that in a 1997 national survey of students and parents, only 17% of parents and 25% of high school students view the purpose of education as getting an education, while 75% of parents and 85% of students believe the purpose of going to college is positioning themselves for better jobs and salaries. Moreover, most members of our society believe that science-and-engineering enterprises are more important to the progress of our country.

Given such statistics and beliefs, it is no doubt tempting to question your decision to pursue a liberal arts

degree. You need not have doubts, however. It may be true that liberal education is not defined by practicality or the immediacy of occupational goals. But William Durden, President of Dickinson College, rightly explains that “a liberal education is ultimately useful” because “it gives students the strong sense of self and habits of mind and action to become leaders.” The word “liberal” comes from the Latin *liber*, meaning free, and in the middle ages a liberal education based on the study of the *Trivium* of Grammar, Rhetoric, and Logic was privileged over training in the mechanical or useful arts, which stressed manual skills, because it conferred literacy on person, thereby freeing that person (almost always male, of course) from physical servitude. In America, a liberal education is defined by a broad and generalized preparation for social and professional responsibilities, apart from vocational training.

There is a reason why many families still strive to send their children to liberal arts colleges and universities: liberal arts education fosters critical thinking, problem solving, and self-discovery! In short, it prepares you to make wise decisions. Of course, Western Illinois University is not a traditional liberal arts college. And our department includes not only courses in literature, but also courses in Journalism, education, creative writing, expository writing, and film. But such subdivisions do not fragment our common goals—to read texts closely; to recognize and make effective arguments; to understand how individuals and communities in both past and present have confronted and dealt with challenges and perplexities; to “free” you from preconceptions and encourage you to confront differences of opinion; to provide you with the tools to challenge prejudice, bias and authority; to prepare you to be good citizens who are able to live in a diverse and complicated world with conflicting customs and interests.

And don’t worry: you’ll get a job.

### Works Cited:

- Connor, W. R. “Liberal Arts Education in the Twenty-First Century.” Keynote Remarks, Kenan Center Quality Assurance Conference, Chapel Hill, N. C.
- Durden, William. “Liberal Arts for All, Not Just the Rich.” *Chronicle of Higher Education* Oct. 19, 2001: B20.
- Hersh, Richard H. “Intentions and Perceptions: A National Survey of Public Attitudes toward Liberal Arts Education.” *Change* Mar.-Apr. 1997: 16-23.
- Pratt, Linda Ray. “In a Dark Wood: Finding a New Path to the Future of English.” *ADE Bulletin* Spring 2002: 27-33.

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### Study Abroad – A Once In A Lifetime Experience!

This past spring, two of our students, Journalism and Spanish major Brianna Nightingale and English major Cheryl Ehorn, spent a semester in Spain on the Study Abroad program. Here is what each of them had to say about their experience:

#### Brianna Nightingale

This past spring semester, I studied abroad in Spain with eighteen other WIU students. I had been to Spain twice before, but had never experienced as much as I did during the three months I recently spent there. The students, the teacher from Western Illinois, and all the people I met were amazing. We traveled to many other countries, took classes, shopped, and did a whole lot of exploring. The classes, chosen by results on a placement test, lasted four hours each week day. On some weekends we took small trips with the group, and other weekends we planned on our own. The ability to say things such as "I'm going to Italy this weekend" was great.

The family stay was also a unique experience. Almost everyone in the group liked the family they were originally put with, but if not, it was easy to change. The families were friendly and so were the other people I met through them. This experience as a whole was wonderful. If given the opportunity, I would definitely do it all over again. I will never forget all the fun I had while improving my ability to speak a foreign language.

#### Cheryl Ehorn

The three months I spent in Spain was a wonderful experience that I wouldn't trade for the world. It helped me expand my horizons, not only academically but personally as well. I became nearly fluent in Spanish, I met some wonderful people, and I got to see and do things I never thought possible. For the first two months of the program, we lived in Salamanca, Spain with a host family consisting of two "host parents" and a "brother" and "sister." We had classes five days a week from 9 to 1 with a half hour break. We were in a small class room in a private school that was dedicated to teaching foreign exchange students Spanish. We had amazing teachers, and I learned a lot in the classroom and in daily life dealing with people who spoke nothing but Spanish! There was a lot to do in Salamanca, as it was a pretty big city. On our walk to class everyday we passed a number of clothing stores, cafes, and cute little shops. There were 20 students who went on the trip, and each person got to choose a roommate. A Spanish professor from Spain traveled

with us and was very helpful. After our two month stay in Salamanca, we spent five days traveling throughout Spain, visiting Sevilla, Granada, and Cordoba. We then went to Castellon, which is on the east coast of Spain just south of Barcelona, where we stayed with another host family and attended the University of Jaume for one month. I absolutely loved this family; they really were like a second family to me while I was away. Castellon is a nice city with a 20 minute bus ride to the beach and beautiful parks and palm trees! One weekend in Castellon, I took a four day trip to Rome with a few other students on the trip who I became friends with! While in Salamanca, we also took a trip to Portugal. I had so many great experiences on this trip, I could go on forever. I think studying abroad is something every student should experience! I learned all about a different culture, I learned a foreign language, and I also learned a lot about myself. It was an unforgettable experience that I would do again in a heart beat!

As you can see for yourself, a semester abroad is a fantastic opportunity to gain a new perspective on the world and expand your multicultural horizons. It gives you the chance to meet new people, face new challenges and learn from scholars in an environment in which you would never otherwise have the opportunity to partake.

There are other great reasons to study abroad. A semester abroad is a wonderful asset to have on your resume. It shows a level of independence, maturity, and free-thinking that employers look for. You will also enjoy what could be a once-in-a-lifetime opportunity to visit the sites in your country of choice, as well as surrounding countries.

What are you waiting for? Seek the ultimate educational experience!! For more information, contact the Travel and Study Abroad Office, Horrabin Hall Room 6. Call 298-2501.

### Spring 2006 Registration

Yes, it's that time again...time again to register for your spring classes! If you have not yet made your advising appointment for this semester, call 298-2189 or stop by Simpkins 130 to set up your appointment. Spring 2006 schedule books are available in the advising office.

If you have already met with Ellen this semester, but have trouble getting registered due to closed classes, time conflicts, etc., please feel free to stop by the advising office for assistance with these problems anytime.

## Academic Assistance Centers

Academic Services offers monitored study groups and tutoring in many subject areas. It's not too late to bring those grades up this semester! Please seek this FREE assistance if you need it. Tutoring is available in the following areas:

ACCT 201 & 202  
AAS 100 & MORE  
ANTH 110 & 111  
ART 180 & MORE  
BIOL 100, 102, 103 & MORE  
CHEM 100, 101, 150 & 201  
CS 101 & MORE  
ECON 231 & 232  
FCS 109 & 121  
GEOG 100, 110, 120 & 121  
GEOL 110, 112, 113 & 115  
HE 120, 121, 123 & 250  
HIST 105, 106, 125, 126 & MORE  
MATH 099, 100, 101, 102, 123 & MORE  
MUS 181, 190, 195, 196 & MORE  
PHIL 105 & 120  
PHYS 100, 101, 114, 124 & 197  
POLS 101, 122, 228, 267, 300 & MORE  
PSY 100, 221, 223, 250, 251, 323 & MORE  
REL 101 & 201  
SOC 100, 200, 250 & MORE  
STAT 171

For more information, contact Academic Services in Memorial 100 (298-1871).

## Study Skills Seminars

Attend one of these free study skills seminars in the University Counseling Center Mondays at 4:00 p.m. in Memorial Hall – lower level.

October 31 – Reading Comprehension & Memory

November 7 – Managing Test Distractions & Anxiety

November 14 – Preparing For Finals

## Student Association News

### PRSSA

The Public Relations Student Society of America (PRSSA), started the fall semester with much vigor and enthusiasm. This fall it has attracted the largest number of students ever. About 40 students have been attending meetings every Wednesday at 4:00 p.m. in Simpkins Room 208. Members are planning to conduct a number of on and off campus campaigns in addition to bringing guest speakers, publishing newsletters, and helping students find internships. For more information call Dr. Siddiqi at 298-1326 or PRSSA President Courtney Pearson at 630-361-2495.

### SPJ

In September the Western Society of Professional Journalists (SPJ) visited the Peoria Journal Star plant, toured the newsroom and met with City Editor Jerry McDowell.

"Reporting Religion" will be the topic of a public discussion sponsored by SPJ in November, when clergy and daily newspaper reporters will be featured. The date and place will be announced in October.

### WAF

The Western Advertising Federation (WAF) is again meeting on Wednesdays at 5:00 in the Algonquin Room of the University Union. The club is currently working on an advertising project for the Red Cross and will also be competing in the YPPA national advertising competition. In addition, an agency tour of MediaCall is planned for October. Interested students can contact Terri Simmons at 298-1426 or [tl-simmons@wiu.edu](mailto:tl-simmons@wiu.edu) for more information.

### NCTE

Western's student chapter of the National Council of Teachers of English (NCTE) held its first meeting on Wednesday, September 14. The meeting was lead by the new board members Kristin David, President; Darlene Roberts, Vice President; Carrie Smith, Secretary; Jarett Reinwald, Treasurer; and Bonnie Sonnek and Janna Haworth; Faculty Advisors. On Wednesday, September 28, members of the Portfolio panel from the English Department answered students' questions about their assessments.

Students who join the English education program beginning in January will be submitting their portfolios online. On September 23 **Bonnie Sonnek** and **Janna Haworth** attended a training session in Horrabin Hall on TaskStream, the program which will manage these e-portfolios.

On September 21 and 22, members of the department's portfolio committee met students joining the English Education program this term, outlining expectations for portfolios. **Karen Mann, Aisha Barnes, Bonnie Sonnek, Nancy Krey, and Janna Haworth** participated in these workshops.

## Scholarship Winners for 2005-2006

The English and Journalism Department proudly recognized several academic scholarship and award winners at our Awards Ceremony last spring. Congratulations to all of our winners!

### English

Paul Blackford	<b>Dawn Leffler &amp; Carrie Smith</b>
John Castle	<b>Annette Glotfelty</b>
Olive Fite	<b>Laura Black</b>
Irving Garwood	<b>Jeff Kluesner</b>
Lila S. Linder	<b>Jennifer Kallenbach &amp; Kevin White</b>
Alfred Lindsey	<b>Kate Simpson</b>
John Merrett	<b>Darlene Roberts</b>
Beth M. Stiffler	<b>Shay Barrie</b>
Nai-Tung Ting	<b>Amber Trueblood</b>
Wanninger Foundation	<b>Lisa Spears</b>
 <u>Journalism</u>	
Bill Bradshaw	<b>Jacob Wright</b>
Best Graphic Work	<b>Stephen Finlay – 1<sup>st</sup> Joseph Mietus – 2<sup>nd</sup></b>
Best Written Work	<b>James Kang &amp; Rachel Matecki – 1<sup>st</sup> Margaret Eaton – 3<sup>rd</sup></b>

### Scholar of the Year

**Laura Black**

## Fall 2005 Departmental Scholars

We are pleased to announce our English and Journalism Departmental Scholars for Fall 2005. Each semester the Department of English and Journalism selects two students as "Departmental Scholars." These students must be December 2005 graduates with a cumulative GPA of 3.30 or higher. Campus and community involvement is also taken into account in the selection process.

Congratulations to this semester's winners, Laura Black, our departmental scholar for English, and Beth Edelstein, our Journalism scholar. The Department is proud of your accomplishments! Laura and Beth will be recognized at the Honor's Convocation on December 16.

## Journalism Students Get Published

The 15 students in Mark Butzow's JOUR 231 "Reporting I" class this past spring have seen some of their coursework in print. Articles they wrote after interviewing a dozen first-year faculty members were compiled this summer into a six-page publication that the Office of Faculty Development gave to all of this year's incoming faculty.

The students knew as they started their "frosch faculty" reporting project that the stories might get used that way, so they took great care to get their facts straight and accurately describe the reflections and advice these new faculty members were willing to share with the next "freshman class" of professors.

Not all of the articles produced for this experiential education experience could be used in the finished product, but all the students deserve our appreciation for the fine work they did. They are Liz Atkinson, Zac Bilyeu, Lindsey Herrin, Jake Howe, Scott Kellum, Lynsey Kirby, Josh Kutilek, Devyn Maerz, Katie Pelkey, Julie Pletzke, Carlie Powell, Scott Schaaf, Jackie Spets, Kyle Tobias, and Mary Webster.

## Alumi Updates

**Jane Carman, Jacob Gamage, and Richard "RT" Thompson**, 2005 graduates with creative writing minors, all landed in MFA programs and were awarded teaching assistantships and tuition waivers. Jane is a fiction writer attending Illinois State University. Jacob is a poet at the University of Wisconsin, Madison, and RT is writing fiction at New Mexico Highlands College.

**Tara Der-Yehiayan**, who was a GA, a TA, and then a full time instructor here at WIU, has a full time lecturer position at Seattle University in Seattle, Washington.

**Gabe Estill**, a former TA here in the department for two years, now has a full time position at St. Augustine College on Chicago's Northside.

## Spring 2006 *Elements*

Take the plunge and get your work published in the 2006 edition of *Elements*. All students regardless of major are invited to submit original works of poetry, fiction, creative non-fiction and/or artwork. Submission deadline for the Spring 2006 issue is **November 1st, 2005**. Please deliver to the English Department Office in Simpkins 124 or to an *Elements* staff member.

**Kris Koch**, a former WIU undergraduate, graduate, and TA, got her very first full-time teaching job this fall at Indian Hills Community College in Ottumwa, Iowa. She says that it seems like a great school—both academically and socially. The people are professional, yet incredibly warm and sincere.

## 12<sup>th</sup> Annual Dealing With Difference Institute

A number of faculty and staff from the Department of English and Journalism participated in the September 2005 Dealing with Difference Institute at WIU. Among those making presentations, facilitating workshops, and serving as panel discussants or session moderators were: Marjorie Allison, Kathy Balderson, Aisha Barnes, Bradley Dilger, Janna Haworth, Penny Kelsey, Joan Livingston-Webber, Mark Mossman, Shazia Rahman, Mohammad Siddiqi, Bonnie Sonnek, Janice Welsch, Erika Wurth, and Pat Young.

Kathy Balderson discussed the role of the League of Women Voters on a panel that focused on "Strengthening Intercultural Ties Through Community Action," while Joan Livingston-Webber, serving on the panel "Developing Courses That Are Inclusive," discussed how she transformed her linguistics courses to take into account historically underrepresented groups. Penny Kelsey, Shazia Rahman, and Erika Wurth participated in a discussion of "Multiple Perspectives on Race in Feminist Movement," and Bradley Dilger contributed to a panel on meeting the challenges posed by cultural critic Henry Giroux. Janice Welsch discussed "What Movies Can Tell Us and Our Students About Race/Ethnicity in the USA."

Aisha Barnes, in a workshop based on "This American Life," explored Ira Glass' ethnographic approach to storytelling. In another workshop, moderated by Janna Haworth, Bonnie Sonnek, Karla Sonnek, an Austin, Texas, seventh-grade teacher, and WIU English Education students Darlene Roberts, Jarett Reinwald, and Haley Coop, discussed "A Framework for Diverse Conversations Across the Miles," a project that brought Texas seventh graders and WIU English Education majors together via the internet. Mark Mossman, drawing from his research and teaching, presented "Representation, Theory, Activism: Reflections on Teaching Disability."

In addition, Marjorie Allison, Pat Young, and Mohammad Siddiqi moderated sessions on critical pedagogy, teaching African American students, and reinterpreting cultural diversity. Barb Arvin, serving as secretary for the Expanding Cultural Diversity Project, provided indispensable support in organizing and implementing the institute, and, thanks to Ellen Poulter's interest in the institute, student workers Jennifer Kallenbach, Amy Kallenbach, and Heidi Petersen were able to help with an array of tasks related to the event. Janice Welsch co-directed the institute.

### Larner and Bruner Award Winners

This past spring, winners were announced in The Cordell Larner Poetry & Fiction and the Lois C. Bruner Literary Nonfiction Contests. Congratulations goes out to the following students:

#### Cordell Larner Award in Poetry & Fiction

Aaron Bliese – 1<sup>st</sup> place fiction  
 Jacob Gamage – 1<sup>st</sup> place poetry  
 Kent Corbin – 2<sup>nd</sup> place fiction  
 Jeffrey O'Malley & Trent Peckert – 2<sup>nd</sup> place poetry  
 Rebecca Jania – 3<sup>rd</sup> place fiction  
 Emily Coutre – 3<sup>rd</sup> place poetry

#### Lois C. Bruner Award in Literary Nonfiction

Michael Gilpin – 1<sup>st</sup> place  
 Samantha Sims – 2<sup>nd</sup> place  
 Rachel Steinbron – 3<sup>rd</sup> place

## Grad Prep Day

Attention December 2005 graduates!!! Take care of all those last minute graduation details at Grad Prep Day, Friday, October 28<sup>th</sup> in the University Union concourse. Sponsored by the Alumni Association, Grad Prep Day gives graduating seniors the chance to order caps and gowns for the ceremony, along with graduation announcements and class rings.

### Dates to Remember:

Advance Registration for Spring 2005. . . . . Nov. 1-18  
 Fall Break – NO CLASSES. . . . . Nov. 21-25  
 Classes Resume. . . . . Nov. 28  
 Last Day to Withdraw from University. . . . . Dec. 9  
 Final Exam Week. . . . . Dec. 12-16  
 Graduate Commencement. . . . . Dec. 16  
 Honors Convocation. . . . . Dec. 16  
 Undergraduate Commencement. . . . . Dec. 17  
 Winter Break. . . . . Dec. 19-Jan. 16  
 Spring Semester Begins. . . . . Jan. 17

**HAPPY HOLIDAYS!!**



## Special Events

### Case Writer-In-Residence

The Fred Ewing Case and Lola Austin Case visiting writer for the fall semester will be Selah Saterstrom, author of *The Pink Institution* (Coffee House Press, 2004). This novel recounts a multi-generational family story set in Mississippi, and combines text, image, photographs, and collage in an innovative whole. Saterstrom will be here for an entire week, October 31-November 4, 2005. Her schedule is as follows:

October 31 and November 1: Meetings with various English classes and workshops.

November 2 and 3: Conferencing with advanced fiction and poetry students

November 2 4:30pm: Saterstrom will give a public lecture in Simpkins Hall 014 on forms of atrocity, followed by a question and answer session on the craft of writing.

November 3, 7:30pm: Saterstrom will read from her work at the the WIU Art Gallery.

All programs are free and open to the public.

## Faculty News

### Barbara Ashwood

As a native of the area, Barbara Ashwood returned to Macomb after earning her B.A. at Illinois Wesleyan University in English and Women's Studies and her M.A. in English at The Ohio State University. According to Ashwood, her interests include women's narratives, 20th century drama, and overly self-indulgent poetry by dead white guys.

### Tama Baldwin

Tama Baldwin has two essays appearing this fall in *Gulf Coast* and *River Teeth*. Her poem "Bad Weather," which appeared last winter in *Poetry International*, was nominated for the anthology *Best New Poets 2005*, which is due out this October. The same poem will also appear this December in a 2006 poetry desk calendar produced by Alhambra Publishing.

### Mark Butzow

During the summer, Mark Butzow created a newspaper-like product based on interviews with a dozen other first-year faculty members. The resulting newsletter was professionally printed (from Office of Faculty Development's budget) and provided to all

incoming faculty members in August as part of their new faculty orientation materials. Mark's spring semester Reporting I students conducted interviews and wrote the articles in April. Mark did the photography, copy editing, and layout work in May and June.

In April, Mark conducted a workshop on journalism ethics for the Illinois Community College Journalism Association spring conference in Decatur. Last fall, Mark helped ICCJA students by critiquing issues from two community college newspapers and then discussing those comments with the students.

Mark attended a four-day seminar of college educators in February that studied convergence journalism, and he came back convinced our "print news" courses need to include more "digital" instruction. Because many people get their daily dose of news from Internet sites rather than printed newspapers, most newspapers operate their own web sites. This semester, Mark is enrolled in the "online journalism" class offered by the broadcasting department and plans to take other courses as needed (graphic communication and instructional technology) to prepare the journalism program to show our students how to write for other "platforms" than printed newspapers and magazines.

In October, Mark was a panelist and the moderator of a session he organized on "convergence journalism" at the Society of Professional Journalists' national convention in Las Vegas. The online editor of a Las Vegas newspaper and a Tampa TV reporter who writes often for Tampa's Tribune joined him in discussing the "multi-platform writing" that's in the future of many journalists.

During the summer, Mark also collaborated on a few convergence-related research questions to pursue along with Sharon Evans, department chair in Broadcasting. The first venture involves studying the Quincy, IL, partnership among the WGEM broadcast properties (TV-AM-FM) and the *Herald Whig* newspaper. Butzow and Evans are waiting to hear if a panel session they organized on small-market convergence partnerships makes it onto the lineup of next April's Broadcast Education Association convention.

### Rick Clemons

On Saturday, September 10, 2005, Rick Clemons presented a paper entitled "Revisiting Human Touch and Lucky Town" at the first ever symposium on Bruce Springsteen. The conference, "Glory Days: A Bruce Springsteen Symposium," was sponsored by Penn State University and Monmouth University, and held in Eatontown, New Jersey and West Long Branch, New Jersey, the home of Monmouth University.

The panel discussion titled "Musicology and Springsteen" was one of the most highly attended of the entire conference. Springsteen biographer and rock

critic Dave Marsh moderated the session, which was very lively. Clemons argued that the *Human Touch* and *Lucky Town* albums represented Springsteen's most soulful work of his career, along with *The Rising*, and that those three works also shared a thematic connection which could not have been anticipated when *Human Touch* and *Lucky Town* were released in 1992.

### **Chris Iwanicki**

Chris Iwanicki presented a paper entitled "The Revelations of 'Logology': Secular and Religious Tensions in Burke's Views of Language, Literature and Hermeneutics" at the 19th Penn State Conference on Rhetoric and Composition: "Kenneth Burke and His Circles" on July 10, 2005 at State College, Pennsylvania.

### **Penny Kelsey**

Penny Kelsey will present a paper entitled "The Twins and Maurice Kenny's *Blackrobe and Tekonwatonti/Molly Brant: A Kanien'kehaka Critical Framework*," at the Native American Symposium in Durant, Oklahoma in November.

### **Bill Knight**

Bill Knight was named to the Board of Directors of the Apollo Fine Arts & Entertainment centre in Peoria, where he coordinates film programming and produces background handouts for audiences. Screenings this summer and fall have ranged from "Citizen Kane" and a John Ford mini-film fest to "Inherit the Wind" and a Beatles movie retrospective.

### **John Mann**

John Mann published a poem entitled "Mirror" in the September 20, 2005 issue of *The Christian Century*.

### **Karen Mann**

Karen Mann presented the third annual College of Arts & Sciences John Hallwas Liberal Arts Lecture at 7:30pm on Wednesday, September 7. Mann's lecture "Reading Between the (Front) Lines: Science and Stories" examined the reasons why literature and humanities matter in a science-dominated world and what literature has to say about the world in which we live.

### **Kathleen O'Donnell-Brown**

For the last three summers, Kathleen O'Donnell-Brown has spent a week in Daytona Beach to . . . grade AP English Language Exams! Not your idea of

excitement? Well, let Kathleen tell you in her own words why that couldn't be further from the truth!

"When people ask what that [grading AP English Language Exams] is like, I tell them it's boot camp, summer camp, and professional conference all rolled into one. We spend several hours norming and many more reading the essays (boot camp); 500 teachers eat and live together in a hotel (summer camp); informal discussions encompass everything from teaching to politics to books and movies (conference). It's a great experience (notice I don't use the word "job"). Don't tell the ETS people, but I would work for half the money!

The week begins and ends with brief speeches. This year's head reader, David Joliffe of DePaul, began by thanking us all and promising us an interesting experience. The week ended with brief essays written and read by each question leader discussing the challenges writers, teachers, and readers faced for their question. The essays contained some quotes from the writers, both insightful and funny. The essay I read concerned a quotation from Peter Singer suggesting that all people donate extra money to the needy. We got lots of interesting responses to that one. At least 37 students (from my sample) declared we should "teach them to fish, not give them fish," and the quote was attributed to everyone from Gandhi to the Eskimos.

In between, we spent hours reading, hours eating, and hours talking. Each night brought something interesting also. One night was professional development night with a presentation by essayist Phillip Lopate. Another night, we traveled to Ponce de Leon Lighthouse, the site of Mosquito Inlet, the cove where Stephen Crane landed before writing *The Open Boat*. Yet another night was the annual discussion between ETS, the readers, and the teachers in terms of the test and the direction of future AP testing. The final night brought music and beverages – teachers cutting loose after a challenging, yet rewarding, week!

The week also pointed out yet again the "smallness" of the education community. My first year, David Joliffe was assistant reader. Upon seeing my name tag and school designation, David praised Bruce Leland highly for his contributions to the composition community. My second year table leader, David Mair, chair of the department of English at the University of Oklahoma, walked to kindergarten with John Hallwas. Suellen and Tony from Tennessee Tech sent their regards to our chair, David Boocker (formerly of Tennessee Tech). And finally, I met Lynne, who took a class from our Alice Robertson at Stony Brook. Apparently there are less than six degrees of separation in the English community.

After a week of work, I'd read somewhere around 1,200 essays (of the 240,000 total), caught up with old friends, and made some new ones. I learned a lot from the essays I read and the people with whom I

talked. It is an experience like few others. And in case you're interested, my last letter from ETS said, "Due to attrition and increases in expected exam volume, we anticipate that there will be further invitations extended between January and June." If you're interested, get those applications in now!"

### **Shazia Rahman**

Shazia Rahman will present her paper "Race and Cosmopolitanism: Feminist Perspectives in Rachna Mara's *Of Customs and Excise*" at the panel Worldly Women: Imagining Cosmopolitan Feminisms at the MLA Convention in Washington, DC on December 29, 2005.

### **Mohammad Siddiqi**

Mohammad Siddiqi conducted an interfaith media workshop in late summer at Georgetown University in Washington D. C. He plans to accompany PRSSA students to this year's international public relations conference in Miami Beach, Florida. Mohammad will also be attending a series of professional development workshops at the conference in Miami Beach.

On campus activities include moderating a panel at this year's Dealing with Difference Institute conference featuring Professor Donaldo Macedo who spoke on "Charitable Racism: Reinterpreting Cultural Diversity." Siddiqi also spoke in Professor Amy Carr's Religion 101 FYE class and Professor Carla Paciotto's EIS 302. Off campus, he spoke at the lecture series, "Beliefs and Believers: Exploring the World's Religions," organized by L. I. F. E. at the Unitarian Church of Macomb.

### **Terri Simmons**

Terri Simmons conducted a professional writing workshop for managers and administrative staff at the Cryotech Annual Meeting in Ft. Madison on July 6, 2005. She also conducted an advertising copywriting workshop for the firm's marketing staff on July 7, 2005.

### **David Stevenson**

David Stevenson published a review of *Ways to the Sky: A Historical Guide to North American Mountaineering* by Andy Selters in *The American Alpine Journal*, 2005. His prose fiction piece, "Steinway" is forthcoming December 1 in *Alpinist 13*.



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