

Below is a compiled portfolio of the work I did with Ball State University's Compass Creative class when I was a student there. The work is from the 2021 – 2022 school year, comprised of documents that I edited as the Blog Team's Student Project Manager. (These documents were for the University's English Department and College of Sciences and Humanities, as part of their website blogs.)

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Compass Creative Fall 2021 Portfolio

College of Sciences and Humanities Blog Work

Curation Chronicles: Danielle Morrison Inventories at the History Center (December 9, 2021)

During the Fall 2021 semester, Danielle Morrison is interning at the History Center at Fort Wayne, Indiana. Under the direction of Ethan Bowers, she inventories objects and artifacts in the collection. Danielle's main project is creating a tour of Lindenwood Cemetery to highlight stone art and significant figures who are buried there.

This interview was conducted by Colwin Mondor.

How did you decide you wanted to pursue a degree in Public History?

I began at Ball State as a German language teaching major, but after studying abroad in Berlin, Germany, I was much more fascinated with the work that is put into public history institutions. Berlin has 170+ museums along with the history that one sees in the city daily. Day after day I passed underneath the Brandenburg Gate, strolled through museums holding thousands of different artifacts, and walked around buildings that have stood through centuries of history, and I knew I wanted that to continue throughout my life. I learned about BSU's Public History Program during the semester after I returned from Berlin and had a feeling it was what I wanted.

I knew that I made the right choice immediately. I love my classes, my projects, and of course my internship! I have accomplished so much and made so many connections in just a single year in the Public History Program. I know that my experiences will benefit me as I begin my career.

Why were you interested in this specific internship?

Being from the Fort Wayne area, I know that the city has a very rich history. However, I feel as though very few people in the area really know much about it, let alone other people around the state or beyond. Many residents in Fort Wayne seem to show very little enthusiasm for their city. But the History Center, which is the home of the Allen County-Fort Wayne Historical Society, engages with the public in so many ways to keep the history and traditions of the city alive. For example, there is the Barr Street Market, the oldest public space in Fort Wayne that the History Center has owned since 1988; the annual Festival of Gingerbread, where people of all ages and skillsets showcase their gingerbread creations for the public to come see; and Fright Night, a Halloween-themed event that features several downtown businesses (like the History Center!) and holds a Zombie Walk through downtown.

The History Center also works with so many different Fort Wayne communities and celebrates the diversity of the city. The museum creates its projects and exhibits with respect to all peoples and cultures and actively maintains good relationships with those who contribute their knowledge and resources.

Also, have you seen the building? The History Center is located in the old Fort Wayne City Hall building, which to me looks like a castle in the middle of downtown Fort Wayne. I might not be a Disney princess like I wanted to be when I was 5, but at least I do still get a castle!

What does a typical day at your internship look like?

I start each day by going to the third floor and starting up the database computer that I work at. I spend most days going through miscellaneous files, taking inventory of their contents, and then adding them to PastPerfect, which is a collections management software program that is used by thousands of museums. PastPerfect lets museum workers add items to a database, placing them in one of four categories: objects, photographs, archives, and library (books). All information can then be found by looking up a specific keyword, name, or category.

When we get in new donations, I go through the items that are going to be accessioned and label them; we put down the year, donation number for that year, and then assign each item a number. After they have been labeled, I photograph each item and upload the information to the database. I then store the items where they need to go, such as the postcard boxes, the photo files, or the art room. If I need a break, I will go to the second-floor office and get newspapers for the week. I cut out significant articles, label them with the newspaper name and date, and then file them in the clippings cabinets.

Other tasks will be thrown in as well, depending on what is in store for the week, what events are nearing, and what donations arrive. I might take a visit to another location, such as the Chief Richardville house or Lindenwood Cemetery, help retrieve archives or artifacts for specific research and exhibits, or laminate and press exhibit labels. For my Lindenwood project, I usually spend afternoons out at the cemetery photographing graves, taking note of their style, condition, and construction, and noting their locations to plot on the maps I am creating, as well as the best way to layout the tour.

What are the most valuable skills you have gained from your internship?

I think that the ability to quickly navigate and work with the PastPerfect museum software has given me a better feel for how museums take note of their inventory and organize it. I can go through the database quickly to find what I need, and it takes me just a few minutes to add new items. Being brief but precise is important when items are being sorted through and described, and having to go through numerous artifacts on a daily basis has given me a better idea about what information is most necessary to include. I have also learned how to set up displays for various exhibits. I know to keep in mind what artifacts are most central to the exhibit, what should be grouped together, and what the best ways are to utilize the space provided within the exhibit.

What is the most fulfilling part of your internship?

I think the most fulfilling part of my internship is when I am shown that the skills and knowledge I have obtained are valuable. For example, when I began discussing my project on Lindenwood Cemetery with my supervisor, I mentioned details about the creation and stylization of certain headstones, which I learned about when volunteering for the DNR Historic Preservation and Archaeology division in the Spring 2021 semester. He said that they had never really done anything before that focused on this aspect of the cemetery and that it would be something new and interesting for people to learn about. It's a great feeling to know that all the effort that I've put in thus far has been well worth it!

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Cardinal Directions: Hannah Flanagan Scribes a Path At Ball Memorial Hospital (December 2, 2021)

Hannah Flanagan attended Ball State in order to pursue her aspiration of becoming a bilingual physician by studying Biology, Pre-Medical Preparation and Spanish. She currently works at Ball Memorial Hospital as a Scribe in the Emergency Department in order to gain shadowing experience. She is also an active member of the Peer Educators through the Office of Health Promotion and Advocacy which has refined her leadership skills and allowed her to explore facets of public health education.

What led you to pursuing Medical Spanish? Has your desire to be a bilingual physician been something you've wanted your whole life?

I have always wanted to be a physician ever since I was young. I had taken Spanish classes in high school and continued taking classes throughout college, but it wasn't until I found the Medical Spanish course that I realized how I could incorporate both Spanish and medicine into a career. Taking the medical Spanish course allowed me to enhance my communication skills, expand my vocabulary, and most importantly, familiarize myself with the large health disparities that exist in Hispanic communities.

You mention that being a medical scribe is a “passive role,” until your experience with the emergency patient. Would you ever want a more active role at your hospital? If so, why?

Being a medical scribe is a passive role in the sense that scribes do not interact with the patient as much as other medical professionals. Even though I very much value the experience and observations that I have gained by working as a scribe, in the future I would love to work in a more active role in the hospital. I am currently pursuing this desire by studying to become a physician, which would give me a more active role in conversing with the patient and being in charge of their medical care.

Besides the cultural aspects, were there other facets of your Medical Spanish course that were useful to you? Were there some that weren't?

The vocabulary terms to name the parts of the human body, adjectives of symptoms and how to describe specific medical conditions were extremely useful aspects of the course. In my opinion, the cultural aspect was one of the most beneficial parts of the Medical Spanish course. This is because anyone can quickly search and communicate about someone's health concerns in another language by using interpreters or even an app.

The cultural aspects - how to speak to the patient, how close you should stand, and information on common herbal remedies that could affect the patient's condition - are not

as commonly understood by people who come from a different cultural background. The course provided me with very important information to keep in mind for a positive experience and a higher quality of care for the patient.

Would you want to learn additional languages to expand your skills?

I would love to learn additional languages to expand my skills. I wanted to learn Spanish to effectively communicate in a person's native language, and this desire expands beyond just Spanish. I have always wanted to learn Mandarin, as well as Creole specifically to work in the Dominican Republic where I have volunteered on several occasions.

To those currently taking Medical Spanish 338, what advice would you give them?

I would encourage you to try and take in as much information as you can. I know it can be overwhelming when studying such a large amount of vocabulary; however, you might surprise yourself by how much you will remember after the class. You might not find every single piece of information useful to you at the moment, but you never know when you may find yourself in a situation where you need to recall how to interpret medical terms!

What would you say to a student trying to decide if they're right for Medical Spanish?

Medical Spanish may seem like a very specific skill set; however, it's a beneficial class for anyone wanting to go into the medical field or even studying Spanish in general. Communicating about someone's health is an essential skill set that could save someone's life, or at the very least, make the student more marketable in their future careers.

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Letter from the Chair- History (November 30, 2021)

Dear Students, Alumni, Friends, Staff and Faculty of the Ball State Department of History,

On April 29, 2020, my first pandemic letter was posted online, and, as I write this on November 28, 2021, we continue to feel the impact of the SARS-CoV-2 virus. Omicron, [a new COVID-19 variant](#) carrying a large number of mutations has appeared. A high number of significant mutations might make it harder to vaccinate against, but, fortunately, at the time of this writing, it is being reported that [patients have so far exhibited mild symptoms](#). More time is needed to determine the impact of this new variant on the extremely vulnerable however.

Meanwhile, [NASA is also reporting](#) that the extent of arctic sea ice is down 13 percent when compared to 1979, and the average global temperature is up 1.18 degrees Celsius (2.12 degrees Fahrenheit) when compared to 1880. As historians, we are called to struggle against having short-term memories, and it is important to note that [global warming was projected in the 19th century](#), and scientists have also discussed human [overpopulation leading to the spread of pandemic diseases](#) for some time. What we are undergoing now is not really unprecedented, nor should it be a surprise. It was all known as possible, and even highly probable.

I know that may be cold comfort. However, we should also remember that our species has faced challenges in the past, and survived. The Black Death did not destroy Eurasia in the 14th century, nor did the coming of the Little Ice Age. The horrific decimation of Indigenous American populations after 1492 did not eliminate those populations, whose ethnic and cultural presence remains so pronounced in the western hemisphere, especially in places like Mexico, Guatemala, Peru, and Bolivia. We are survivors when we confront and think through our pressing problems. It is avoidance and escape into utter fantasy that are not good.

Having just said that we should avoid escapism, it may come as a surprise that I find myself spending a great deal of time thinking about history and science fiction. Does that mean I am avoiding living in the present?

Science fiction, at its best, is not fantasy. It is a speculative projection of where we may be going based on what is observable today. This was true of early writers in the genre, including Mary Shelley, Jules Verne, and H. G. Wells, and it is true of the best science fiction authors today. Yes, I have watched *Star Trek*, *Star Wars*, and the Marvel Cinematic Universe, but I am primarily referencing and thinking about Ursula K. Le Guin (*The Dispossessed; Always Coming Home; The Left Hand of Darkness*), Octavia Butler (*The Parable of the Sower; The Parable of the Talents*), Frank Herbert (*Dune*), and, of course, Isaac Asimov. *Foundation* started as very Eurocentric, gender-biased and tech-heavy, but Asimov grew a bit in the 1980s and the notion of cultural, social, and political cycles goes beyond European thought, even though Asimov based his cycles on the fall of the Roman empire, the Middle Ages, and the western European Renaissance.

Good science fiction forces us to think of how our societies operate, and how societal collapse may occur, and may be survivable. I am heartened that there is talk of filming Octavia Butler's works, even as I take comfort in seeing a model for living in tune with natural cycles in Le

Guin's *Always Coming Home*. The future need not be as bleak as the utter destruction of humanity by infectious disease portrayed in Mary Shelley's *The Last Man* (1826), and even there, Shelley, with her Romantic sensibility, waxes poetic about the beauty of nature and nonhuman animals taking over the spaces left behind by people. Perhaps, if we think through our current situation carefully there will be space for us, as well as natural beauty and other animals.

The future is not fixed, and it is science fiction, projected from our current circumstances, that helps us work through extrapolations of "the shape of things to come." Combined with a knowledge of history, science fiction allows us to wonder whether there are variable and interchangeable patterns in the course of natural history, and its human history subset. Truly reflective science fiction can expand our vision as historians by having us seek out patterns that have been, and may or may not come to be. If there are no patterns, allowing for historical empathy, then history really is not understandable, and I do think we have some evidence of recognizing similar needs, motives, and actions to our own in the past. Among other things, it appears as though all humans eat, and culturally make much of the food that they consume. There are commonalities to pursue.

There is empowerment in all this, although we certainly cannot predict with certainty what will come to be. There are just too many interacting variables and agents to predict at present, but by seeing all that has happened in the past and what may or may not happen in the future, we avoid being surprised. Our contemporary world is truly a particular accumulation of events and actions that has not happened before, but many elements of what we see around us are not unprecedented. [George Mason Sociologist Jack Goldstone](#) has argued for some time that rapidly growing population exceeding resources leads to violence and chaos, rebellion and revolution. We walk into our constantly recurring messes with some knowledge, and only have to wonder whether we have the capacity to apply what we know in order to promote more orderly and peaceful solutions to problems that have too often led to violence.

In his classic *Revolution and Rebellion in the Early Modern World: Population, Change and State Breakdown in England, France, Turkey, and China, 1600-1850* (25th Anniversary edition, 2016), Goldstone argued that human populations exceeding carrying capacity, and incapable of solving this problem, led to rebellions and revolutions in the four regions of his study. One might add the Classic Maya, the inhabitants of Easter Island, and a number of other cultures to this list. As historians, we are called to face harsh realities, as well as look for success stories and achievements. This can be a sad and daunting task at times, but it remains an ennobling one. We just do not know whether confronting problems will bear fruitful solutions, or be ignored like the warnings of Cassandra.

We are students of human behavior across time and space. In the midst of darkness, we are called to cast some light.

Be well,

Abel

P.S. All this might help you understand why I am involved with [Seshat: Global History Databank](#).

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Hannah Flanagan follow-up email to initial interview from November 8, 2021 (November 30, 2021)

Hello Hannah,

It's Anthony Herring from Compass Creative again. We'd like to thank you again for your Cardinal Directions interview with us.

Your interview will be going up on our site on Thursday, and we wanted to ask if you had any social media handles. We're asking because we would like to tag you when we share them on our social media sites.

If you can get back to us by Wednesday, that would be great. Thank you!

Anthony Herring
Blog Team Project Manager
Compass Creative

History Good News- Fall 2021 (November 29, 2021)

With the semester nearing its end, it's time to celebrate the good news that #bsuhistory has to share!

Faculty

On September 25, 2021, **Dr. Dorshale Stewart** gave the keynote speech at the College of Sciences and Humanities celebration of Dean's List students.

Dr. Emily Suzanne Johnson

- She reviewed *The Eyes of Tammy Faye* movie for the *Los Angeles Review of Books*: <https://www.lareviewofbooks.org/article/a-beautiful-mess-on-the-eyes-of-tammy-faye/>.
- She presented at Muncie Public Library's Banned Books week panel on September 25, with Dr. Ben Bascom of the English Department.
- She spoke to the [Hoosier History](#) podcast about her research on the 1970s boycott against anti-gay-rights spokeswoman Anita Bryant.
- Big things are happening for the [Muncie LGBTQ+ Oral History Project](#)! Dr. Johnson and **BSU History graduate Emma Cieslik** presented on their work twice this semester; they gave a public talk with Sarah Allison of Ball State's Special Collections and Archives on September 22 and spoke at the annual meeting of the Oral History Association on October 13. The project has also been the subject of recent articles published by [the College of Sciences and Humanities](#) and the [Ball State Daily News](#). To see the interviews that the project has collected so far, you can visit the [library's Digital Media Repository](#). If you'd like to get involved with the Muncie LGBTQ+ History Project, Dr. Johnson will be teaching an immersive learning class (HIST303) in Fall 2022!

Dr. Max Felker-Kantor has been appointed a fellow at the Institute for American Thought at Indiana University-Purdue University at Indianapolis (IUPUI). As a fellow he will discuss ideological trends and participate in the lecture series "Why Cities?"

Congratulations to **Dr. Wendy Soltz**! The Indiana Synagogue Mapping Project has received a \$20,000 grant to identify, document, research, and map historic synagogues like Ahavath Sholom in Ligonier. This project has been funded in part by a grant from the U.S. Department of the Interior, National Parks Service Historic Preservation Fund administered by the Indiana Department of Natural Resources, Department of Historic Preservation and Archaeology. You can see an excerpt of the Indiana Synagogue Mapping Project here: <https://tinyurl.com/3xrt6st7>

Dr. Tom Arnold, who teaches History at the Indiana Academy for Science, Mathematics, and Humanities in Muncie, has won the Robert P. Bell Creative Teaching Award from The Community Foundation of Muncie and Delaware County, Inc.

Drs. Jennifer DeSilva and Sarah Drake Brown collaborated with SOST alumna Alyssa Muhvic to create lesson plans for the [Town On Fire 2020](#) and [2021](#) exhibits. [Explore](#) migration, urbanization and growing social movements through the lives of Muncie's Gilded Age and Progressive Era women.

Dr. Sergei I. Zhuk's new book, "[KGB Operations against the USA and Canada in Soviet Ukraine, 1953-1991](#)," will be published in April 2022. Oriented for a general reading audience, this book gives a unique and rare perspective on the KGB "special operations," in Soviet Ukraine, which targeted especially the USA and Canada, using the issues related to Soviet Ukrainian identity and cultural diplomacy of Soviet Ukraine after Stalin's death in 1953 until the perestroika of the 1980s.

Alumni

Maren Orchard, BSU PH 2018, was appointed Program Manager at the DC History Center, in Washington, DC: <https://dchistory.org/meet-our-new-program-manager/>

Kevin Banich, BSU SOST 2013, was appointed interim principal for the 2021-2022 year at Roncalli High School in Indianapolis.

Michelle Elsheikh, BSU SOST 2012, an 8th-grade Social Studies teacher at Fishers Junior High School, has just been appointed to National Council for History Education's Teacher Advisory Group: <https://ncheteach.org/Teacher-Advisory-Group>

Gina Iacobucci, BSU SOST 2016, teaches US History at New Palestine High School and leads its We the People Team. This Fall the team progressed to the Indiana state championship. Good luck at state!

Congratulations to all our graduates who have new teaching positions starting in Fall 2021:

- **Baylee Burcham** is an Instructional Assistant and Resource Teacher at Lebanon High School, in Lebanon, IN
- **McKenna Crews** is teaching Social Studies at Lake Braddock Secondary School in Burke, VA
- **Alyssa Fleckenstein** is teaching 6th-grade World History at Eastwood Middle School in Indianapolis
- **Mario Hernandez** is teaching Social Studies at Lincoln Junior High School in Plymouth, IN
- **Katie Knight** is teaching Social Studies at Providence Cristo Rey High School in Indianapolis
- **Gunnar Large** is teaching Social Studies at Roncalli High School in Indianapolis, IN
- **Emma Maddelein** is teaching at Oswego East High School, in Oswego, IN
- **Alyana Marusiodis Williams** is teaching 8th-grade US History at Neely's Bend Middle School in Madison, TN
- **Alyssa Muhvic** is teaching Social Studies at Noblesville High School, in Noblesville, IN

- **Caitlin Smith** is teaching Government and Economics at Washington High School in Washington, IN
- **Tori Treash** is teaching Social Studies at Westfield Washington High School in Westfield, IN

Current Students

Congratulations to **Ethan Hartsfield**, who will hold an Honors Undergraduate Fellowship in Spring 2022. Ethan will work with Dr. Reuther on an ArcGIS project that maps early modern and nineteenth-century travelers' observations about West African religious practices.

Congratulations to **Cathy Kerton-Johnson and Brandon Whitsit**, MA students in Dr. DeSilva's HIST 633 Red-light Districts before 1900 class. Their StoryMaps Project has won the Digital Sciences & Humanities Division for BSU's GIS Day 2021 Student StoryMaps Competition. Check it out here: tinyurl.com/8s2zwwc

Emily McGuire and Dr. Jennifer DeSilva published “[Revising Mary Queen of Scots: from Protestant Persecution to Patriarchal Struggle](#)” in the *Journal of Religion and Film* (Vol. 25, No. 1, 2021).

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Cardinal Directions: MLC Grads Stephanie Turner and Joanna Schmidt Discuss Life after Ball State (November 11, 2021)

Stephanie is a two-time alumna of Ball State, earning a B.A. in English in 1982 and an M.A. in English in 1985. While an undergrad, she enjoyed minoring in French and lived in the French house on Talley Avenue with seven other students also in the program. In 2001 she graduated from Purdue University with a Ph.D. in American Studies. Stephanie has taught at Ball State, IUPUI, Cornell University, and the University of Houston. She now teaches science writing and visual rhetoric at the University of Wisconsin-Eau Claire, where she collaborates with other faculty and students in research, art exhibits, and event planning.

What did you study while you were at Ball State?

English was my major, and French was my minor. I was 3 credits shy of a second minor in philosophy.

What is your career now?

I'm an English professor at the University of Wisconsin-Eau Claire.

What does a typical week in your position look like?

Teaching classes; mentoring and advising students; doing research, writing, and creative activity; doing service to the department, college, university, and community.

What are the most valuable skills you learned in your major?

Methods for close reading of texts, theories about how literary writing works, craft of writing, and rhetorical theories were the most valuable to me.

What is your advice to other Humanities students?

You have more to offer at your workplace and in your community than you may know. Tap into your curiosity about the way literature and language works, and leverage what you know in your everyday problem-solving and creative practice. Soft skills and critical thinking go well together.

How did/do your language studies influence or contribute to your current occupation?

Where is that influence NOT apparent! Language is play, and I encourage my students to have fun figuring out what they can do as writers.

How does it contribute to your life outside of work as well?

I read and write as an end in itself rather than treating it as being "for" something, but it took me a while to figure out that that's all right to do! I can read, write, speak, and understand a bit of French when I travel in French-speaking countries. I still have periods in my life when I make studying French a daily practice. It gives me so much joy and I thank BSU for that!

If you wish to connect with Stephanie, you can do so via [LinkedIn](#).



Joanna (Anderson) Schmidt is a French & Secondary Education teacher. Her career involves 2 years teaching in Schaumburg, Illinois, and the past 24 years at Salem High School in Indiana. She is a French & Secondary Education major and graduated from the Honors College in May of 1995.

What did you study while you were at Ball State?

My major was French & Secondary Education.

What is your career now?

I teach high school French at Salem High School, and this is my 24th year in Salem. Immediately after graduating from BSU, I taught French at two junior highs in Schaumburg, Illinois for two years, replacing a woman who was on parental leave.

What does a typical week in your position look like?

Planning activities to encourage my students to use French in the classroom, grading their work, always being engaged with my students, collaborating with the Spanish teacher - who is at the beginning of her career - so it's nice to share ideas with her!

What are the most valuable skills you learned in your major?

Communication skills! And KUDOS to the Teachers College - I feel that they did an outstanding job preparing me for my career as a teacher! I always get a little annoyed at individuals who have a degree in a field of study, but no education degree. I don't think people realize that teaching is an art form, and you have to learn it, just like you learn your subject area major. Just because you KNOW your subject, does not mean you can teach it.

What is your advice to other Humanities students?

When they tell you to take a FULL year to do overseas immersion - DO IT! Granted, I loved my semester program at Chicoutimi, Québec -- I *KNOW* my French would have improved immensely had I taken their advice and did a full year in France. Also, when they offer you the chance to spend a year in France after graduation, teaching English. TAKE IT! I had it in my mind that I had to graduate, find a job, and get to work!

How did/do your language studies influence or contribute to your current occupation?

AMAZING job! I loved ALL of my French classes -- especially Dr. Gilman!!!! Sadly, I only had him for one semester in advanced grammar.... but he was ALWAYS my favorite! He also served as one of my co-advisors for my senior Honors Thesis (along with Bonnie Wible from the education department).

How does it contribute to your life outside of work as well?

I have befriended French friends via social media (like Facebook) and learning French at Ball State has given me the confidence and skills that I need to communicate with authentic French speakers.

If you wish to connect with Joanna, you can do so via [Twitter](#).

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Hannah Flanagan interview email (November 8, 2021)

Hello Hannah,

My name is Anthony Herring, and I am Compass Creative's Blog Team Project Manager at Ball State. We were given your contact information by Adam Ballart. As a part of our mission, we often interview BSU students and grads from the College of Science and Humanities for a series called [Cardinal Directions](#).

We ask that you answer the following questions over email as in depth as you see fit. You are also allowed to expand on these questions or add to them.

1. What led you to pursuing Medical Spanish? Has your desire to be a bilingual physician been something you've wanted your whole life?
2. You mention that being a medical scribe is a "passive role," until your experience with the emergency patient. Would you ever want a more active role at your hospital? If so, why?
3. Besides the cultural aspects, were there other facets of your Medical Spanish course that were useful to you? Were there some that weren't?
4. Would you want to learn additional languages to expand your skills?
5. To those currently taking Medical Spanish 338, what advice would you give them?
6. What would you say to a student trying to decide if they're right for Medical Spanish?

We also ask that you provide a short bio and headshot (if you don't have one, a nice photo will do just as well), and we would love to have your responses back by Tuesday, November 16th. If you have any questions and/or concerns, please don't hesitate to email me.

Thanks,
Anthony Herring
Blog Team Project Manager
Compass Creative

Cardinal Directions: William Jay and Travis Hatfield Share Their Lives Post-BSU (October 28, 2021)

We are happy to share both of these stories in this combined post!



William Jay is a theoretical physicist working on basic research as a postdoc at the Massachusetts Institute of Technology. His research involves precise theoretical calculations in elementary particle physics. He is a 2012 alumnus (B.A., Physics and German) of Ball State University and the Honors College. He also holds advanced degrees in Physics from the University of Cambridge (MA, 2013) and the University of Colorado Boulder (PhD, 2018).

The following interview was conducted by Thaddeus Lee.

What did you study while you were at Ball State?

I majored in Physics and German with a minor in Mathematics.

What is your career now?

I am a theoretical physicist, and I'm working on postdoctoral research at MIT. My research is related to trying to find new fundamental particles of nature and to understand how quarks and gluons (some of Nature's basic constituents) come together to form building blocks like protons, neutrons, and nuclei.

What does a typical week in your position look like?

My work happens in an office situation, with (in non-pandemic times) lots of discussion over coffee and brainstorming at the blackboard. My work involves heavy use of the computer, both for Zoom meetings with colleagues around the world and for running numerical simulations.

What are the most valuable skills you learned in your major?

Besides the specific "technical" skills in my German major, the process of learning a foreign language also taught me life lessons of lasting value. For instance, it gave me confidence that I could master new, initially incomprehensible, material by breaking it down into smaller manageable pieces. To read German literature, one starts by making sure the basic vocabulary is clear and then proceeds to make sure an understanding of the grammatical structures are in place. Much the same process applies to reading technical scientific papers (with algebraic symbols and equations taking the place of vocabulary and grammar). Particularly after my Junior year abroad at the University of Münster, I felt confident in my ability to sit down and work through any tough problem or assignment that came my way.

What is your advice to other Humanities students?

For foreign language students: Make certain that you spend at least a semester (and preferably two) semesters immersed in your language. Mastering a language requires sustained listening, speaking, and (eventually) thinking in the language that can only come from living with it.

How did/do your language studies influence or contribute to your current occupation? How does it contribute to your life outside of work as well?

I continue to value the foreign language training in German that I received at Ball State. Much of the foundational literature in my field was written in German (e.g., Einstein, Heisenberg, Plank, and so on). On an interpersonal level, I have German colleagues and collaborators, and it's nice to be able to talk to them (or their young children) in their native language.

If you wish to connect with William, you can do so via [LinkedIn](#).



Travis Hatfield graduated from Ball State in 2006 with Majors in Telecommunications (Video Production) and German. After winning a Student Academy Award for the film "Perspective"

that he made during my senior year, Travis moved to Los Angeles, CA where he has been working as a commercial TV editor and animator ever since.

The following interview was conducted by Haley Wade.

What did you study while you were at Ball State?

I went to BSU to study Telecommunications. From a fairly early age, I always knew that I wanted to work in entertainment, editing for TV and movies. While in High School, I had the opportunity to take 4 years of German as an elective and fell in love with the language. Once I arrived at Ball State, I enrolled in more German classes to keep up with it. Semester of German classes passed by until one day, it was brought up to me that if I just added a couple more classes here and there, I could have a German Major! So, I added more classes, stayed at BSU a little longer and left with two degrees; one in Telecommunications, and one in German.

What is your career now?

My career now is in entertainment, which I always desired. I have been working as a commercial TV editor for the past 16 years, have edited a Feature Film, and have been lucky enough to travel the world for work.

What does a typical week in your position look like?

Like most in my field, we probably work more than most would like- but it's a product of enjoying the challenge of what we do. I am usually in the office from 9-6 every day, but often spend time after hours and on weekends doing other projects.

What are the most valuable skills you learned in your major?

I didn't become a German major to be a teacher, but because the thought of NOT learning more and NOT becoming a better speaker is something I didn't want to regret. Learning another language is investing in a culture you are not born into. Learning how the German language evolved from one Indo-European root language helps illustrate the fact that we are all the same. Beyond all of that, the idea of learning another language allows you to embrace the world fully. I was able to go to Shanghai for 3 months for work, without knowing the language - and I could learn to communicate. It is the small acts of trying your best to communicate that allows others to embrace you. Even if those others can speak English, showing them that you are willing to be a part of their world is a small act that goes a very long way.

What is your advice to other Humanities students?

Language is a gift – learn it, speak it, enjoy it! As our world grows smaller with the way that we connect digitally, being able to communicate becomes our most important tool. You

will never be able to guess how learning another language will enhance and change your life, but it most certainly will.

How did/do your language studies influence or contribute to your current occupation?

In the world of entertainment, I find myself working on projects of all kinds. And often, working with big companies means creating versions of projects for every market. While projects in German have been quite rare, I find myself working with Spanish, French, Korean, Japanese, and Mandarin frequently.

How does it contribute to your life outside of work as well?

Because I have invested so much energy into learning German, I don't want to lose it! I'm often watching Netflix in German, frequenting German restaurants, or just visiting Germany any chance I get. I still buy the occasional book or comic book in German as well.

I'm actually flying to Munich in two weeks, to spend a couple days before driving to Klagenfurt for Ironman Austria, which will be my second Ironman in a German speaking country. I find that it is a great excuse to fly across the pond and to be able to dine on Weißwurst and Kaiserschmarrn guilt free.

I'm not sure if Herr Warner is still around, but if he were/is, he would get a kick out of this. Every time I look at my bookcase, I see this little green book; Deutsche Gedichte. And when I see this little book, I hear only his voice reciting one of his favorite alt Deutsch poems...

“Du bist min, ich bin din,
Des solt du gewis sin”

Why did this poem stick with me? It had little to do with the words themselves, but everything to do with the man reciting them. He had a love for the German language that you can only appreciate if you have that same love. I'm pretty sure he helped bring it out in me.

Lastly, a bit of irony. I majored in Telecommunications primarily because that is what I wanted to do in life. Creating video comes naturally to me, but words do not. So, in my effort to avoid a major that requires a lot of reading and writing, I ended up picking one doing those things exactly- but in a foreign language.

I think about this often because I've realized I never pick the easy path. I constantly do things that are not in my nature and challenge myself to be better.

If you wish to connect with Travis, you can do so via

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Yonder Gillihan: Career in Theology and the Remembrance of Dr. Edmonds (October 22, 2021)

Yonder Gillihan earned a BA (1996) and an MA (1998) from Ball State University, both in History, and studied Classics, creative writing, and sculpture along the way. In 2007, Yonder completed his Ph.D. in New Testament and Early Christian Literature at the University of Chicago; he has been a full-time member of the Theology Department at Boston College since 2005, where he is now an Associate Professor. He served as President of the New England/Eastern Canada Region of the Society of Biblical Literature (2018-2019) and currently serves as President of the AAUP chapter at Boston College.

The following interview was conducted by Thaddeus Lee.

What did you study while you were at Ball State?

In 1996 I graduated with a BA in History, with minors in Classics and Studio Arts (sculpture) and Creative Writing, and in 1998 I graduated with an MA in History. During my MA in History, I served as a Teaching Assistant in the Classics Department. My work in History and Classics prepared me extremely well for graduate school at the University of Chicago, which is where I did another MA and a Ph.D. in the New Testament and Early Christian Literature program.

What is your career now?

I am an Associate Professor in the Theology Department at Boston College, where I teach and do research on a variety of topics related to Second Temple Judaism and early Christianity, from about 200 BCE to 200 CE.

What does a typical week in your position look like?

Let me describe this semester's teaching schedule: MWF I teach my Core class to 40 students, from 12-1. On Monday nights I teach a 3-hour seminar on race, freedom, and the Bible in America at a medium-security state prison, for BC's Prison Education Program. Department meetings fall on Wednesday evenings, and AAUP chapter meetings take place on Thursday evenings. On Friday mornings our Ph.D. colloquium meets to review student and faculty scholarships. I try to get the grading done in the evenings; if I have free time during the day, I try to use it to make progress on articles and teaching materials that I'm writing. On weekends and Thursdays during the day (except once per month, when the Provost's Advisory Council meets from 8:30-10, as it will tomorrow morning!) I try to spend as much time as possible writing. (Currently, I'm actively working on an article on the origins of the Book of Daniel, and on a book about the Bible for my undergraduate and graduate students.)

What are the most valuable skills you learned in your major?

In History and in Classics I learned the centrality of storytelling to being human. I learned the value of patient listening for the sake of understanding. I also got to confront my strong habits of listening to see if I agree or disagree, instead of listening to understand.

What is your advice to other Humanities students?

Treasure your own stories, and recognize that they inevitably, without exception, connect inextricably to the stories of every other being. If you wish to understand your own story -- the experience of existence and life that is uniquely yours -- you should seek to understand the environment of stories within which your story unfolds. Share and receive stories without worrying whether they are consistent or contradictory. Trust that the whole truly holds everything, including everything that seems to contradict. When you listen, prioritize understanding, and show the person who speaks that what matters to them is important to you. When you speak, prioritize clarity above cleverness. Above all, treat your own ideas with tenderness, curiosity, and a sense of humor. Get to know what they are, and make them better when you can. Don't believe most of them, but don't be frustrated with them, either: after all, they are trying to help, and they aren't lying to you on purpose!

How does it contribute to your life outside of work as well?

Human beings are creatures who know, and who know that their knowledge is incomplete; therefore we are always seeking to improve our knowing-selves by seeking more complete knowledge. If that's true, which I reckon it is, then I'm in the best position in the world!

Critical thinking skills seem always to come in handy. Recently I've practiced extending the discipline of being curious and prioritizing understanding above agreement, to conversations with family and neighbors and others, about politics. It alarms me to see how easily we reject each other and turn away from each other when we sense disagreement about any number of topics. This habit of daily life deserves to be interrupted, and one good way to do so might be to cultivate "academic curiosity" about the experience and convictions of others.

How would aspiring student writers proceed with publishing their scientific work?

Get to know working scholars at Ball State, and ask them this question! Besides your own interest and ability, mentorship is a crucial factor for success. At Ball State, I got to know my mentors by taking classes with them, hanging around their offices during office hours, and asking them for advice on my projects. Folks like Christine Shea, Abel Alves, and Tony Edmonds showed me things that gripped my imagination and inspired me to want to know more; they also had the patience and skill to show me how to follow in their footsteps.

Dr. Alves mentioned you sent him a lovely tribute to Tony Edmonds after his passing. Would you be willing to share some of those thoughts with us?

Here is what I wrote to Abel Alves, after receiving his notification about Tony's passing:

Dear Abel,

Your reminiscing about Dr. Edmonds' wanderings was funny and familiar. I recall going to get signatures from him for various programs, and always having to track him down. He was always around and available, and always appreciated the very real help that he could offer.

I was not in touch with him enough. It pains me to recall how silent I was toward him, after departing BC. I wish I had reached out to him and to Joann more. But I did cultivate a relationship with Dr. Edmonds, as my mentor in teaching, from the day that I began teaching at Ball State, to the present.

Dr. Edmonds has lived and lives in my heart as truly as any heart-dwelling-being can live. His example as my teacher has followed me into every teaching situation. I mean this in a literal way, without exaggerating: since I began teaching for the BSU Classics Department in 1996, until this year, my 16th in the BC Theology Department, I have thought about Dr. Edmonds almost every time that I enter a classroom.

Why think about Dr. Edmonds? The most obvious is the one that I'll mention first: he was **WONDERFUL**. Think of your own superlative. All of them are completely true. He was a wonderful, gifted, generous, captivating, inspiring teacher. His way of telling history as the *story* made us, his students, recognize our own stories as part of human history. Thinking of his love of story and of storytelling and of those to whom to tell stories, I aspired to be like him.

A second thing that I remember when I think of Dr. Edmonds as a teacher is his socks. Bright, entertaining, and always moving in support of his wandering, up and down the terraced aisles of the Burkhardt Building's big lecture halls. Good humor at the foundation of all of his activities.

When I think of Dr. Edmonds I remember his great teaching, style, and sense of humor. These are what I remember, but they are not why I remember Dr. Edmonds.

Why I remember Dr. Edmonds is because, in my mind, his example showed what courageous teaching looks like, and his example gave me the courage to overcome anxieties in my own teaching. What I remember about him that has helped me most in my own teaching, what I have meditated on for twenty-five years of teaching, from BSU to the U of C to Yale, Dartmouth, and Boston College, is a vivid memory of a slight tremble of nervousness in Dr. Edmonds' voice, at the start of many lectures. In my memory, it is only there at the beginning, in his first words to get our attention and start the lecture. He speaks, his voice trembles just a little, betraying some jitters, some anxiety, something that feels familiar -- and then he keeps speaking, the class gets going, and the animated, interactive history-telling gets underway.

I admit, readily, that this personal history might be just that -- a personal reordering of phenomena into a story that is useful for me. What I told myself was that this genius of a teacher is not able to be a genius because he lacks nervousness, or insecurity, or anxiety, or caffeine jitters, whatever -- this genius is able to be a genius because he does not allow his normal human

anxieties to disturb him. They come, he allows them to move through his voice, they move through, and they are gone. When I imagined that Dr. Edmonds achieved wonderful teaching, even in the presence of anxieties, I managed to take my own anxieties less seriously.

Maybe it's true -- maybe Dr. Edmonds did experience and overcome some version of the anxieties that I have long felt, but maybe not. I regret -- more than regret, I grieve the fact that I cannot ask Dr. Edmonds now, myself. But this pause to remember Dr. Edmonds reminds me of how many who knew him, like me, live still and are surely available as living informants. I am very much looking forward to hearing their recollections and getting to know Dr. Edmonds again through the words of others.

If you wish to connect with Yonder, you can do so via [LinkedIn](#).

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Jessica Salas Generates a Career as a Graphics Designer (October 4, 2021)

Jessica Salas graduated in 2007 with a BA in Journalism Graphics with minors in Spanish and Travel & Tourism.

What is your career now?

I currently work full-time as a graphic designer for a promotional products company as well as for myself, Alas Creative (<https://www.facebook.com/AlasCreativeDesign>). Previously, I worked as a Spanish teacher (K-8) as well as a tour director.

What does a typical week in your position look like?

I work from home (I did so before the pandemic). I typically work 8 am -5 pm in my home office with a lunch break somewhere in there. I love it though because my hours are flexible. If I have an appointment or need to pick up my kid, I can just leave and make up the time earlier in the day or later at night when the kids are in bed. Practically, in a typical week, I create logos for companies, design brochures, create mocks for products, design custom packaging, design email advertising for our company, design business cards, letterhead, envelopes, and more.

What are the most valuable skills you learned in your major?

The most valuable skill I learned was to keep on learning. There were always workshops and networking opportunities across all three areas of study I focused on and they were the most important part of my education. I am constantly learning new skills to hone my craft and stay on top of the best resources to be the most productive with my workday.

What is your advice to other Humanities students?

My best advice to students is to get out of the classroom. Find opportunities to use your language skills - interpret elementary school conferences, help with refugees who are resettling, get connected online. Propel yourself into your field - don't wait for others to suggest things.

How did/do your language studies influence or contribute to your current occupation?

I was able to teach Spanish for a few years in between other jobs. **I am now able to help with my own job retention by using my skills to appeal to new clients who would like their files (signage, brochures, etc.) in Spanish.** I can also gain new clients of my own who maybe don't speak English at all.

How does it contribute to your life outside of work as well?

My Spanish skills helped me find my husband - just kidding. However, he did say it was very appealing that I could communicate with his family, some of whom don't speak English very well. I have been able to raise my two kids bilingual (a skill I wish I had earlier). I have also made a ton of new friends! I connected with other moms who are raising their kids bilingual and we formed a group that met weekly. Our kids got to speak Spanish with each other and we all formed new bonds.

My last comments are that **foreign language skills will never go out of style.** They will never be a skill that loses value. Unlike other jobs which may be outdated or replaced by computers, the human element of language cannot ever be replaced.

If you wish to connect with Jessica, you can do so via [LinkedIn](#).

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Brian K Jensen Manages as an Economic Analyst (October 1, 2021)

Dr. Brian K. Jensen graduated from Ball State in 1983, earning a B.A in German with two minors: Political Science and Natural Resources. He also received a Master's degree in Political Science at BSU in 1987, and earned a doctorate in History and Public Policy from Carnegie Mellon University in 2004.

What is your career now?

32+ years providing research and public policy analysis for a regional community and economic development nonprofit in Pittsburgh.

What does a typical week in your position look like?

My weekly work is varied but mostly centered on providing deep analysis of and recommendations on state and federal policies that affect the competitiveness of southwestern Pennsylvania.

What are the most valuable skills you learned in your major?

Studying German literature gave me a keener understanding of other cultures, history and the arts. It was world-building, horizon-broadening.

What is your advice to other Humanities students?

Advice? Follow your heart. Never stop exploring and learning. Never forget that the world is both much larger than we often think and also much smaller than we might like to believe.

If you wish to connect with Brian, you can do so via [LinkedIn](#).

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Griffin Green Collects an Internship at DOMA (September 29, 2021)

Griffin Green is a third-year student at Ball State majoring in Public History and Philosophy. Griffin is also the president of BSU College Democrats and sits on the Deans Student Advisory Council for the College of Fine Arts. For his Public History internship, Griffin opted to work as a collections intern over the summer of 2021 for the David Owsley Museum of Art, surveying and cataloging their paper archives when not involved in label research.

How did you decide you wanted to pursue a degree in Public History?

For me, I made the decision to go into Public History because I felt the idea of being in a classroom straight out of college seemed really constricting: I would only be regurgitating what I had learned in college to students without ever getting to “work” in history as a field. That’s why Public history seemed like a perfect fit for me—the education part is still there, but you interact with the public as a whole while also being involved in work at a larger array of institutions, whether it be museums or national parks.

What drew you to your specific internship?

Being a history buff, I was intrigued that BSU had its very own American-Alliance-of-Museums accredited museum right on campus, and I figured it would be an interesting challenge to work in an art museum specifically despite not having an artistic background. Therefore, I was thrilled that I was accepted to work in what’s known as collections, where everyday I’m able to research and work in their archives by uncovering the history of certain artworks while also developing a finding aid for the entirety of their paper collection.

What’s your work like on an average day?

Typically much of my day is spent cataloging different boxes of archive material, where I document everything from past exhibitions to financial records. My job is to take all of that information and compile it into single document that will allow any staff member or researcher to quickly find the location paper documents pertaining to whatever it is that someone is researching. Whether its expenditures from fiscal year 1985 or a past exhibition on charcoal drawings, I work to make sure that information on those items can be found.

What skills have you taken away from your internship?

While I’ve obviously learned the skills you would expect to learn from archiving (data entry, Excel proficiency, etc.) I have also managed to learn some skills that I was never expecting. For example, I’ve learned how to properly wrap and store artwork that needed to be shipped out, I’ve learned how many lumens worth of light different artworks can handle before degrading, and

I've learned a bit about how public presentations are conducted by being a helping hand to staff members.

What leaves you feeling most accomplished about your internship?

I feel most accomplished knowing that I am doing something genuinely worthwhile for the museum. Never before have they had someone properly sit down and sift through their paper collections in order to organize and document them, and so I feel fulfilled knowing that I'm doing something that a student employee hasn't done before, rather than just joining an existing project or piggybacking off of something else that's already been developed.

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Anthropology Alum Amber Maze Makes Her Mark (September 23, 2021)

The following interview is with Ball State graduate, Amber Maze. She has her masters in Holocaust and Genocide studies from the Stockton University in New Jersey. She is currently a Holocaust Educator and Human Rights Associate with the Jewish Community Relations Council and the co-founder/ operations volunteer of the Crane Center for Mass Atrocity Prevention nonprofit organization. Her background focuses on the 1994 Rwandan Genocide of the Tutsi people, the Democratic Republic of Congo, and the Darfur Genocide. You can find the Crane Center on LinkedIn, Twitter, and Facebook with the search term "Crane Prevention". You can learn more about the nonprofit organization on the website: <https://craneprevention.org/>.

What did you study while you were at Ball State?

When I was at Ball State, I majored in [anthropology](#) and minored in [German](#). My anthropology focus was human osteology, and cultural anthropology as well-- you could often find me lurking in the archaeology lab. I knew that I wanted to do something with genocide. And I really enjoyed the forensic osteology component, and I thought maybe something that I could do is work for the UN, or the International Criminal Court, and be one of the forensic anthropologists that they send in after a genocide to collect evidence, and then use that evidence to prosecute war criminals, whatever it may be. And then by the time I got to my senior year, ***I realized that I wanted to get there before it came time to collect evidence of mass atrocities.*** And so that's kind of when I switched a little bit to more focus on prevention, and the aspect of that.

What is your career now?

I work for the [Jewish Community Relations Council](#). One part it is Holocaust education, and another part of it is mass atrocity prevention advocacy and legislative work. Right now, I'm focused on the Rohingya in Myanmar and Bangladesh, and the Uyghurs in China. I'm helping to raise awareness in not just Indianapolis or Indiana, but also working with national organizations to eventually bring our concerns to legislators. We work closely with Senator Todd Young's office and Representative Andre Carson's office to say, "Listen, we know this is what's going on, and this is what we think should happen to mitigate what's happening to the Rohingya or to the Uyghur, or any anyone else that's experiencing mass violence".

A colleague of mine [Marcus Steiner] and I founded a new organization in the summer, called the [Crane Center for Mass Atrocity Prevention](#). And through that we take a different approach to mass atrocity prevention compared to some of the other larger organizations out there. Rather than focusing kind of completely on either that bottom-up model, so working specifically just at the grassroots level or working totally at the grass tops level, focusing solely on legislation. We kind of are in the middle so we have the community engagement piece and building the

grassroots movement, while also informing our legislators of what's happening on the ground and how we can bring these two together.

What does a typical week in your position look like?

Typically, my week involves meetings within the Jewish Community Relations Council world, including other Jewish Community Relations Councils across the country (along with Jewish organizations like Jewish World Watch). planning campaigns and advocacy and doing legislative outreach, pretty much on a weekly basis. On the Crane side, there's a lot of the meetings with national organizations. **I do a lot of the advocacy and campaign work.** And it kind of falls into both sides: social media posts primarily because Crane is really trying to develop that sort of base following. So, when we do have campaigns, we have action alerts, where we can really mobilize people around the world to get involved. So, I guess I would say that's kind of my big take right now. Always building that grassroots base in the US and abroad.

What has been the most fulfilling part of your current job?

I would say there are two things. Number one would be working with the people who have experienced these atrocities, or who have family who are experiencing them.

I'm getting to become a witness for their story and figuring out how I can amplify their voices. You know, really starting to form a relationship and a bond with those individuals is very fulfilling. It's not easy being a witness.

And it shouldn't be easy being a witness in this specific area. But knowing that they know that I'm listening...that I'm trying to amplify their voices...it's amazing. Just the amount of gratitude and respect I received from them is just... it's heartwarming.

Another fulfilling thing is when we have a legislative win. Sometimes you send all of this stuff to staffers and while you get a nice response back, you never know if you're ever actually being heard. An example of that would be the Crane Center after the coup in Myanmar on the first February [2021]. We were really pushing for specifically targeted sanctions against high level military officials, along with the businesses that they own or operate and any close family members that also have investments in those businesses. **Our language word for word ended up in the executive order that Biden issued to put targeted sanctions against Myanmar military officials.** Those are probably the two biggest things that are the most satisfying or fulfilling to my current positions.

How are the skills you learned as an anthropology student relevant to your career and life today?

I am always looking at what's happening in the world today through a bit of a cultural anthropology lens versus a political science lens or international relations lens. I think that **if you look at what is happening through solely a legislative or Political Science lens, you're really missing the cultural component of what's happening** and what is precipitating conflict. If you look at the different communities and cultures that are involved in these conflicts, it really

informs people how you should handle it. It's better than the solely political science lens, because it allows me to say what you're doing or what you're proposing to do isn't going to work. You have to look at the people as both a culture and a society that has different beliefs and customs than we do.

And then there's the biological piece, which really helps when we're talking about conflict investigations. That is a piece that Crane is wading into, these investigations of mass atrocities and having that osteology and bio anthropology background allows me to look at the atrocity as a whole. Are we looking at a mass grave or just sporadic violence or what-have-you? What are the injuries, what is the cause of death, what was the manner of death? And then that way we can say, in our opinion, we think what happened here was a mass atrocity or a genocide or crimes against humanity, based off of such-and-such.

What advice do you have for other social science/ anthropology students?

I would say explore. I loved my time as an anthropology student, and if I had to do it all over again, I would still major in anthropology. You never know what skills you are going to gain in the other areas of anthropology and the humanities that will help you or completely change your track. I would also say to do internships, or to travel.

Go out there and do things if you are able to. Not only are you gaining real world experience through travel, but you are also getting to experience a different country, different people, and immersing yourself in that culture. For me, that is so essential to having a better understanding of the world around you.

If you wish to connect with Amber, you can do so via [LinkedIn](#).

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History Alum Dave Ulbrich Marches His Way to Norwich University **(September 21, 2021)**

Dr. David Ulbrich graduated from Ball State University with his M.A. in History in 1996. He then returned to teach at Ball State from 2004 until 2008. He is author of the award-winning book *Preparing for Victory: Thomas Holcomb and the Making of the Modern Marine Corps, 1936-1943*. He is also co-author or co-editor of *Ways of War: American Military History from the Colonial Era to the Twenty-First Century*, of *Race and Gender in Modern Western Warfare*, of *Routledge History of Global War and Society*, and in May 2021 of *World War II: A Global History*. Ulbrich is currently an Associate Professor and Director of the online M.A. in History and Military History Programs at Norwich University.

What did you study while you were at Ball State?

Military and diplomatic history specialists Dr. Phyllis Zimmerman and Dr. Kevin Smith attracted me to Ball State's M.A. program in History in 1993. When Dr. Zimmerman became my advisor later that year, she suggested that my thesis should study Marine Corps history. She wrote a letter of recommendation that garnered a \$2,500 grant from the Marine Corps Heritage Foundation. This funding allowed me to spend three weeks doing archival research in Washington, D.C., that supported my M.A. thesis.

What is your career now?

I currently direct the online M.A. in History and Military Programs at Norwich University in Vermont. This role was not what I envisioned in the 1990s when I was a student at Ball State, nor when I returned in the 2000s to teach in face-to-face classrooms at Ball State. Even so, the role of program director has been rewarding. I interact with dozens of adjunct history instructors and hundreds of graduate students every year. Many of my students at Norwich are veterans or retired military or their family members.

This makes work as director gratifying because Norwich's degrees help them advance in their military careers or make transitions to civilian employment. This is a service to those men and women who have freely volunteered to serve in uniform.

What does a typical week in your position look like?

The early part of my week is spent reviewing the previous week's participation reports and instructor performances to identify and solve any problems in the short term. The latter part of each week includes meetings with my subordinates and other units and departments at Norwich University. I also carve time to do some research and writing of military history each week.

What are the most valuable skills you learned in your major?

I learned determination and clear writing from my advisor Dr. Phyllis Zimmerman. I developed analytical skills in courses with Dr. Kevin Smith, Dr. Abel Alves, and Dr. Lawrence Birken. I learned about the history profession while working as a research assistant for Dr. Glenda Riley. I also gained a love for teaching all the faculty in Ball State's History Department.

How are the skills you learned as a History student relevant to your career and life today?

The written and oral communication skills are essential to success. I developed several new courses in Public History and in Legal and Constitutional History that required clear and concise writing. The analytical skills have also been critical to my work. Historians are taught to look at multiple factors that form causes and consequences of events. Those skills have helped me look for trends in the past, and then lay out goals for the future or solve current problems.

What is your advice to other History students?

Take courses from the most demanding and most expert instructors. Hopefully, they will also be gifted lecturers with effective pedagogies. Even so, those demanding instructors bring incredible knowledge to their teaching, and they challenge their students. Also, History students should reach outside the discipline and develop interests that can be tied to studying the past. If a student is interested in Tudor-Stuart England, then that student should take courses on Shakespeare to supplement the History coursework. If the student likes working with computer technology, then maybe combine some cybersecurity courses with History coursework. Lastly, History students should get to know their instructors and form life-long connections. I still maintain contact with several instructors at Ball State, even though it is now 25 years since my graduation with my M.A. degree.

If you wish to connect with Dave, you can do so via [LinkedIn](#).

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Dave Ulbrich interview email (August 30, 2021)

Hello Mr. Ulbrich,

My name is Anthony Herring, and I am the current Student Project Manager of the Blog Team for Compass Creative. During the Spring 2021 semester, you were in contact with us here about a possible interview, which would be held in the Fall 2021 semester.

Now that said semester has arrived, I have listed the interview questions below. I ask that you answer the following questions over email as in depth as you see fit. You are welcome to expand on these questions or add to them.

1. What did you study while you were at Ball State?
2. What is your career now?
3. What does a typical week in your position look like?
4. What are the most valuable skills you learned in your major?
5. How are the skills you learned as a History student relevant to your career and life today?
6. What is your advice to other History students?

I also ask that you provide a short bio and a headshot, and I would love to have your responses back by September 8th. If you have any questions and/or concerns, please don't hesitate to email me.

Department of English Blog Work

The Origins of the Burriss Writing Center (December 1, 2021)

By **Dr. Susanna Benko**, Associate Professor of English, Director of Indiana Writing Project, & Director of Teacher Education for the College of Sciences & Humanities, and **Dr. Jackie Grutsch McKinney**, Professor of English & Writing Center Director

We teach and research about writing — writing pedagogy, writing centers, writing policy — but our interests in writing extend beyond our university roles. Like many BSU English faculty, we care deeply about working within our communities, and we especially care about supporting writing at Ball State and locally. Our big dream is to create and sustain a network of writing centers and programs in the community and in schools across the state. This ambition takes us a bit outside of our traditional faculty roles, but is aligned with Ball State ambitions outlined in the [strategic plan](#) for community engagement and impact.

Over the past year, we've made some progress on that big dream as we've connected with some incredible teachers at Burriss Laboratory School (in Muncie, IN on the Ball State campus) as they launched a writing center at their school. We wanted to share their story to inspire other Ball State English students, grads, and faculty and to invite others to connect with us.

The Pieces Come Together

Writing centers are now ubiquitous in US colleges and universities. (Our own [Writing Center at Ball State](#) was an early one--established in 1959.) Writing centers are particular to their contexts though most have an overarching goal to support writers and writing; often this will include offering one-to-one feedback on drafts, writing times and space, workshops on writing, and programming like open mic nights and writing groups. In the last two decades, writing centers are increasingly common in non-US colleges and universities and in secondary schools. Starting a writing center in a school requires vision, time, expertise, resources (people, space, and money), buy-in, and a commitment to sustaining it.

These pieces began to fall into place for Burriss Laboratory School, surprisingly right in the middle of the pandemic, in the fall of 2020. It was then that Susanna saw a request for proposals from the Indiana Department of Education (IDOE) about a small grant focused on peer tutoring in K-12 settings. She reached out to Jackie and to Burriss Laboratory School interim principal and BSU English alum, Dr. Abbie Comber, to see if there might be interest. A proposal came together quickly, it was funded, and Jackie and Susanna recruited ten teachers from across the state, including two from Burriss, and designed a three-day professional development workshop for teachers to learn about peer tutoring and think about starting writing centers.

The two teachers from Burriss who participated, BSU English alum Leah Chandler and Heather Abernathy, quickly seized on the opportunity to put what they learned in the workshop into action. With continued encouragement from Dr. Comber, the teachers found a space in the school, recruited peer tutors, and launched a writing center at Burriss in early spring of 2021. At its inception, the Burriss Writing Center met once a week after school for an hour.

Later that spring, in May 2021, dozens of Ball State faculty and several community partners and schools came together to submit a proposal for an IDOE Learning Recovery Grant. We were part of the grant proposal team, and one of the projects we helped write into this grant was to help partner schools, including Burris, initiate or expand peer tutoring programs or writing centers. In sum, Ball State [was awarded \\$2.9 million](#), which included additional funding and support for two years for the Burris Writing Center.

One Year In

Already, now in fall 2021, the Burris Writing Center is an active site. Heather and Leah have trained peer tutors to work with middle and high school students after school. Several peer tutors are taking an independent writing center course with Heather for credit and are helping to plan and facilitate writing workshops and book clubs for their peers. Additionally, because Burris is a k-12 school, the peer tutors have gone to elementary classrooms to help the younger kids with their writing, too. Through the IDOE grant, a Ball State English grad student, Zach Dwyer, is also working on-site to help with coordinating, training, and programming. We asked Leah and Heather to reflect on how this all came together over the past year.

What were your reasons/goals for wanting to start the Burris Writing Center?

Leah & Heather: We saw a great deal of perfectionism and a lack of self-confidence among writers of all levels and knew that change was needed. We wanted to create a culture of writers who believed they could write. Being a K-12 school created the ideal situation for a writing center where the older students could easily work with younger students to build their confidence and show them that writing can be both fun and powerful.

Is there a moment you've witnessed as part of this work so far that was special? That lets you know you're on the right track?

Leah & Heather: We had a struggling student who consistently attended the Writing Center to work on one piece of writing. After three weeks of one-on-one tutoring, he turned in the best piece of writing he'd produced all year--and he was proud of it. Nothing makes us happier than a student who is proud of his own work.

We have also seen elementary classes light up when the high school tutors enter the room to give them individualized attention. They enjoy writing with our tutors and even ask the tutors to see their writing. We're excited to see a culture of writing being developed from the ground up.

What are your connections to Ball State/the English Department?

Leah & Heather: I (Leah) am a graduate of the Ball State English Department/Teachers College and am currently taking grad classes in Creative Writing. We both work with Susanna Benko as part of the [Indiana Writing Project](#), and Heather is stepping up to take a leadership role in IWP. We have also been so grateful for Jackie Grutsch McKinney's expertise in helping us set up our Writing Center here. We even have a BSU grad student helping us train our tutors. It's honestly difficult to imagine this writing center being possible without the BSU English Department.

Making the Most of Being a BSU English Alum

Through this work, we are reminded of how the Ball State English experience might begin in the classroom--but it certainly doesn't end there. In some ways, this work is a result of stars aligning — the grants from the IDOE provided opportunity windows for work to happen and we had a team of enthusiastic people who wanted to make something happen. Importantly, we've had a team of BSU English-affiliated folks to make this happen — supportive administration through Abbie, teachers ready to roll up their sleeves to make a writing center happen through Leah and Heather, and faculty who wanted to support the good work however they could.

Our BSU English network includes nearly 3,000 engaged alumni; this is just one example of ways that a group of committed people found a way to show up and work together to make something awesome happen. We'd love to connect with any other alum in education or community settings who are interested in thinking about bringing writing centers into the world. Let us hear from you!

For more information about the Department of English, visit our [website](#), contact our [office](#), or follow us on [Facebook](#), [Instagram](#), and [Twitter](#).

If you wish for additional information regarding the Burris Writing Center, please contact Dr. Benko at slbenko@bsu.edu and/or Dr. McKinney at jrmckinney@bsu.edu.

Letter from the Chair- English (December 1, 2021)

Greetings, from someone relatively new to this position, an endeavor so far exhilarating, a challenge, yes, but likewise an opportunity.

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Q: Hi Professor Silas, what can I do with an English degree?

A: Anything in the megaverse!

Professors Sean Lovelace and Silas

Hansen[/caption]

English is the largest department on campus, and we like to stay busy, vivid, vibrant—of quality and quantity. We proudly do things, make things, analyze things, with a critical and imaginative mind. *A lot of things*. Time management is key.

A meandering way of saying I write this missive from my office in quiet dusk of after-hours, as I nibble on a tortilla chip and listen as cars *swooooshhh* by, and the laughter of college students echoes off the sidewalk like thrown pennies...

Pop Quiz! Fortunately, it consists of only **three** questions.

Pop Quiz Question #1

First, what are the critical factors indicating student success in college? How do you get a student to remain in school (retention) and then do well (learn something useful)?

Research indicates that active involvement is the most fundamental and powerful principle of college success. And what is **active involvement**?

According to studies on the subject:

- writing
- speaking/presenting/explaining
- active reading
- responding to others/providing feedback

- group activities
- visiting the library
- making things
- community service
- embracing a diverse community
- career development
- attending co-curricular events

Anyone recognize this list? It's Ball State English!

It's [Book Arts Collaborative](#), [Broken Plate](#) and [River Teeth](#) magazines [Digital Literature Review](#), [Journal of Modern Periodical Studies](#), [In Print Literary Festival](#), [Creative Writing in the Community](#), [Indelible Podcast](#), [Compass Creative](#), the [Marilyn K. Cory](#) Speaker Series, the [Writing Center](#), and starting in Fall 2022, our new course: [ENG 269 Career Discovery](#).

As noted, we all like to stay busy: faculty, staff, students, and alumni.

[caption id="attachment_17113" align="alignright" width="300"]



Dr. Emily Rutter with several of her students[/caption]

As I've heard more than once while attending various higher administration meetings in my new role as Chair: **"The English department is so large it's sort of like its own College."**

Or to quote former chair of the English department Pat Collier, who has this to say about the nature of our department:

"Social scientists (the linguists, and some of the rhetoricians) rub elbows with artists (the creative writers) and critics (the literature people). In our classrooms, aspiring poets and screenwriters converse, argue, and collaborate with future K-12 teachers and students aiming to travel the world with their license in TESOL (Teaching English to Speakers of Other Languages) tucked inside their passport."

I hope all readers will note that Ball State repeatedly promotes English professors to top administration positions:

- former chair Pat Collier to [Associate Dean of the College of Sciences and Humanities](#)
- former chair Adam Beach to [Dean of the Graduate School](#)

- former chair Kecia McBride to [Vice Provost for Academic Affairs](#)

Again, the essence of our department entails the most valuable skillsets in ANY professional employment: *to critique, create, and communicate*, in writing, verbally, hybrid, or otherwise.

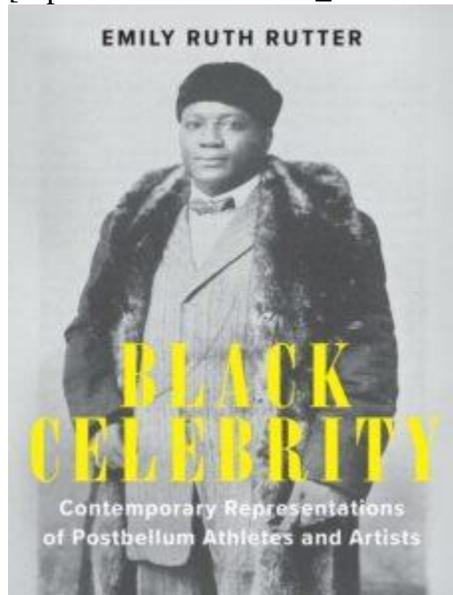
Pop Quiz Question #2

What is the best food in the world?

That's easy, nachos.

Speaking of diverse toppings, um, I mean choices, this year we were in an enviable situation, as far as selecting writers for our literary festival, Visiting Writer Series, or for readings and presentations from our faculty and their plethora of achievements.

[caption id="attachment_17126" align="alignleft" width="225"]



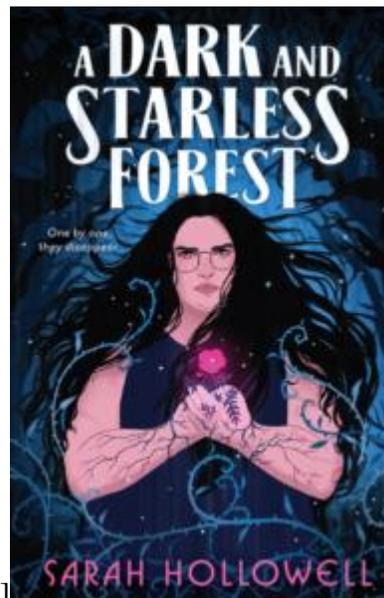
Dr. Emily Rutter's latest book, "Black Celebrity"[/caption]

As for our faculty, I could mention every award, grant, film screened, or publication this last semester, but then this newsletter would grow to the size of a [5,000 pound serving of nachos](#) or a Russian novel. So, for brevity's sake, I'll mention that within the last semester our faculty produced 15+ articles and book chapters, 14+ creative texts, had films shown at 13 refereed festivals, published maps and other hybrid forms, and have multiple books in press and forthcoming—from [poetry](#) to the [rhetoric of accessibility](#), to [personal essay](#) and scholarship on [African American celebrity](#), from [diverse fiction](#) to [teaching literature](#) to [professional writing](#). And so on.

As much as I'd like to continue to brag upon our faculty, let us pivot to where this department's hearts, intellect, and efforts always focus: the students, current or former.

What did I mean earlier by “enviable situation”? We are now such a strong English department, with such an impressive record of student achievement ([Fulbright Scholar, anyone?](#)), that we select professional authors for our various co-curricular activities *from our own alumni*.

For the fall 2021 Visiting Writer Series, we turned to our [recent alum Sarah Hollowell](#), and her YA fantasy novel, *A Dark and Starless Forest*.



[caption id="attachment_17116" align="alignright" width="193"] Sarah Hollowell's newest book, "A Dark and Starless Forest"[/caption]

What a fascinating novel, with a truly inclusive array of character that push and disrupt the expectations and norms of the genre, in a good way.

"Hollowell builds a magical atmosphere with ominous, spooky overtones.... An otherworldly showing of inner strength."—*Kirkus*

And for the capstone of an impressive semester, the English department, along with President Mearns, an array of other departments, and various community partners, welcomed friend of Oprah and *New York Times* best-selling author and Ball State graduate (OK, yes, I must admit I taught her back in the day!), **Ashley C. Ford**.



[caption id="attachment_16927" align="alignleft" width="200"]
Ashley C. Ford[/caption]

Check out her Ball State [Writer-in-Residence page here.](#)

(Please take a good while over the break to peruse all the wonderful resources and readings on this website from her visit to our campus.)

I hope I've made my point by now: In this department, we get things done.

Even in these challenging times, we know active learning is critical to success. And we know this intensive pedagogy takes a community, faculty, staff, alums, all together. And we are grateful.

If you want to help us strengthen that community:

- [contribute](#) to support our programming and extracurriculars
- hire or mentor one of our graduates.
- come visit us and share how your education in English prepared you for a fulfilling life.
- just send an email and say, hello.

In this autumnal season, I thank you all. The English Department wishes you safety and comfort and blessings (for example, nachos) in the New Year.

Oh, and I almost forgot:

Pop Quiz Question #3

What was the undergraduate major of Ball State University President Geoffrey S. Mearns?

Yep, you guessed it. ENGLISH.

Carry on,

Sean Lovelace

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October/November Good News (November 29, 2021)

The past two months have been productive for #bsuenglish, and we have the good news to prove it!

Faculty

Professor Michael Begnal

- Professor Begnal's book *The Music and Noise of the Stooges, 1967-71: Lost in the Future* was published by Routledge. More information on Begnal's critical monograph can be found here: <https://www.routledge.com/The-Music-and-Noise-of-the-Stooges-1967-71-Lost-in-the-Future/Begnal/p/book/9780367648435>
- Begnal also published the poem "Under Green Light" in *The Twin Bill*, a journal of baseball literature. Read it here: <https://thetwinbill.com/under-green-light/>.

Dr. Darolyn "Lyn" Jones

- Dr. Jones was invited to be a panelist with the 2021 Banned Books Week at the Kurt Vonnegut Museum Library (KVML). Fellow panelists were with news media journalist and writer, Barry Lynn and young adult author Ryan North, and young voice, Elena Recinto.
- She was invited to write a book review of *Attucks! Oscar Robertson and the Team that Awakened a City* by Phillip Hoose for the Edition 50, Volume 2 Fall 21 *Indiana Literary Journal* with the Indiana State Literacy Association (ISLA)
<https://drive.google.com/file/d/18pEdzpVxSt7ILzO1iXMD4aYdL7iA9eqL/view>.
- She was invited to also be a guest reviewer for the academic articles in the Edition 50, Volume 2 Fall 21 edition of the *Indiana Literary Journal* with the Indiana State Literacy Association (ISLA)
<https://drive.google.com/file/d/18pEdzpVxSt7ILzO1iXMD4aYdL7iA9eqL/view>
- She was invited to be juror for a second year in a row for the 2022 Indiana Scholastic Writing Award Juror for grades 6-8 Critical Essays, Scholastic Art and Writing Awards: Alliance for Young Writers and Artist.

Mary Lou Vercellotti had two publications in November. "Understanding the Motivations to Join a Faculty Learning Community: Are We Missing a Piece of the Puzzle" discusses the interactive learning space initiative here at Ball State. In "Beyond the Rubric: Classroom Assessment Tools and Assessment Practice", Dr. Vercellotti discusses how to use assessments as opportunities FOR learning. Get your open-access copy here: <https://www.tesl-ej.org/wordpress/issues/volume25/ej99/ej99a9/> The article is a follow-up from an earlier publication "Constructing Analytic Rubrics for Assessing Open-Ended Tasks in the Language

Classroom” which is available here: <https://www.tesl-ej.org/wordpress/issues/volume24/ej96/ej96a2/>

Professor Rani Deighe Crowe’s short films have continued to screen around the world:

Quiet on Set has been selected for Sunderland Shorts in Sunderland, UK, Ealing Film Festival in London, UK, and the Innuendo International Film Festival in Milan, Italy.

- She and her collaborator, Jeanette Buck, were invited to screen and speak at Cleveland State University for *Quiet on Set: A Short film* screening followed by a conversation on Consent, Intimacy, and Safety on Set as part of the School of Film and Media Arts Diverse Guest Speaker Series.

Her film, *Heather Has Four Moms* was invited to screen as part of the “Best of Bechdel Film Festival” at the *She Shines Bright* Film Festival in Columbus, Ohio and in the 2021 Virtual Gilbert Baker Film Festival: An International LGBTQIA+ Tribute to the Creator of the Rainbow Flag.

Rani’s short monologue film, *Shelter at Home Alone*, was selected for the Monologues and Poetry International film Festival in Vallejo, California.

Current Students

Yusi Chen has been selected as the recipient of the 2021-2022 Ball State University Excellence in Teaching Award at the doctoral level.

Nilima Mow has been selected as the recipient of the 2021-2022 [Ball State University Excellence in Teaching Award](#) for the master’s level.

Lincoln Reed’s short story “Green Limbo” is featured in Havok Magazine’s seasonal anthology *Prismatic*, published December 8, 2021. His paper “Climate Chechaquos: Jack London’s ‘To Build a Fire’ (1908), a Cautionary Tale of Climate Disaster” has been accepted for the Jack London Symposium in Sonoma, CA on December 11th.

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Applying to Graduate School (October 26, 2021)

By Debbie Mix, Graduate Programs Director

If you’ve ever been interested in applying to graduate school, we’re sure that you have plenty of questions:

- “What’s a statement of purpose?”
- “Who should I ask for letters of recommendation?”
- “Do I have to write an entirely new writing sample?”

Fear not! We’re here to outline some ways that you can make your application one that reviewers are excited to read. This resource should help to answer some basic questions you might have about the graduate school application process.

While this post focuses on Ball State English’s graduate [programs](#), this advice can translate to other universities or programs.

Statement of Purpose

- A statement of purpose details your academic and intellectual biography, along with your purpose in seeking a graduate degree. Ultimately, the statement is meant to connect your goals for graduate study to what you can offer your desired program and why that program is the right for you.
- Your goals should include an explanation of your academic interests and the reasons behind them; if you’re applying to a creative writing program, you should be able to speak coherently about the kind of work you write and where you position yourself in terms of other writers. A sense as to what graduate school may do for you as an applicant also shows application reviewers how you are situated in your larger field of study.
- Oftentimes, application reviewers want to see how applicants can position themselves within the specific program. How does your research or creative work fit with what the program offers and the faculty’s own areas of expertise? Which professors would you want to work with? What courses would you like to take? Those details show reviewers that you’ve done your research on their program, and indicate that you would be a good fit.
- Take some time to review the program’s website, check out its faculty, look at course descriptions, etc., so that you can make strong connections between your interests and the program’s strengths.

Letters of Recommendation

- Most programs will ask for three separate letters, as is the case with our graduate programs; typically, these letters will be from professors you’ve worked closely with.
- You want your recommenders to be able to speak well of who you are as a student and writer. If you don’t think a recommender will be able to do that, consider asking someone else. If a professor doesn’t think they’re the best person to write a letter of recommendation for you, they’ll likely let you know—and this isn’t a slight to you, just that someone else would be able to better write about your strengths and why graduate school is the next step for you.
- Give your recommenders plenty of time to craft their letters for you—at least a month at best. Ask if they’d like to review your statement of purpose and writing sample, and if there are other materials that they’d like to write to you. Nothing wrong with having the best possible letter of support!

Writing Sample

- If you've selected something you wrote for class, give yourself time to revise it so that it's your best graduate level work! If you don't have a paper from class, then consider writing something new. Admission committees are looking for evidence that you can develop and sustain an original argument in conversation with other scholars— this will be the kind of writing you'll do in your graduate courses.
- Your writing sample should show your promise as an academic in the field. In English Studies, Literature, Rhetoric and Composition, and TESOL and Linguistics, that means your writing sample should:
 - have a clear thesis/argument formulated on specific evidence,
 - manage sources well and be logically organized,
 - and engage in critical analysis and engage in conversation with sources.
- If you're applying to a Creative Writing program, your creative sample should:
 - Show a firm understanding of the genre in which you write, but also a fresh perception (in whatever form that might take).
 - Show potential, not mastery, while still being your best, polished work.

We hope that this overview helps you consider applying to graduate school or as you're actively applying! You can find more information about our Ball State English graduate programs down below:

- Master's Programs in English – concentrations:
 - [English Studies](#)
 - [Creative Writing](#)
 - [Literature](#)
 - [Rhetoric and Composition](#)
- Master's Programs in TESOL & Linguistics – concentrations:
 - [Linguistics](#)
 - [TESOL](#)
 - [TESOL and Linguistics \(joint degree\)](#)
- Doctoral Programs in English – concentrations:
 - [Literature](#)
 - [Rhetoric and Composition](#)

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The Indiana Writers Center (October 19, 2021)

Dr. Darolyn “Lyn” Jones, Assistant Teaching Professor, English Department; Education Outreach Director, Indiana Writers Center

Alongside teaching incredible students in my home department at Ball State University, I also serve as the Education Outreach Director for the Indiana Writers Center. There, we have been formally lifting up underserved young voices in Indianapolis for 11 years with our Youth Memoir Project.

In this program, we teach students ages 6-16 that writing comes from their head, heart, and gut. We teach them how to write loud and proud. We encourage them to share and perform their words, reading loud and proud. And finally, we teach them that there are many small steps in building anything: a dream, a piece of writing, a life.

To do that, I recruit and hire University interns from greater Indiana, but most come from our department at Ball State. I train and hire them to help us teach, document, and edit. These students are highly regarded and recommended by their professors.

This summer was a unique challenge. I taught online the past year at the University as did so many of my colleagues. We couldn't see our students in community settings or in classrooms to know who would be a good fit for this internship. The students we serve in the program were impacted by overwhelming measures—they lived in hot spot areas with elevated pandemic deaths; there was increased violence in the streets, there were protests and peaceful marches for Black Lives Matter; families were being served eviction notices, struggling to find work, medical care, and technology access for their children.

This summer—I told the university interns I hired—more than any other summer our students need this program and they need words the most. And reciprocally, so do you. We all need to make meaning and make sense on paper of what we witnessed and experienced.

Reading my interns' stories and the students stories illustrated progressive and restorative voices telling you that Black Lives Matter, that liking a girl when you are a girl is okay, that black boy joy and black girl joy is real, that learning online is something we all loved/hated, and that we all suffered loss.

I had exceptional interns this summer. They worked long and hard hours—often outside in blistering heat—or a small stipend. For example, I had Carlin James as a second semester freshman in an ENG 104 Composing Research course. Her consummate professionalism, impressive ability to write, communicate, and deliver made her a standout for the program. Because her major is Public Relations and her minor is in Creative Writing, her internship was to both document our largest community site, Saint Florian, and with another English department major, Kat Doan, create a promotional video. The stakeholders and funders said their video was the best footage and message they have seen produced by students. Carlin was unique in that she not only hung back and captured critical moments, but in a flash, she

could also be at a table writing and helping students revise. Students remarked on their end of year evaluations how much they liked Miss Carlin.

Jess Walls was in my ENG 350 Teaching Writing in Secondary Schools course in the Spring of 2021. This is a demanding course in the English education sequence. Without a classroom to work in and after having been learning online since March of 2020, the student fatigue was very real. Yet, Jess was one of those students who showed up, smile on her face, ready to dive in to the day. She was eager to learn how she could apply everything with real students. When I offered the internship, she jumped at the opportunity. (The only education student I had who applied, which is unusual.)

Interns are expected to take 1-2 positions—Jess volunteered to take 3. I made it clear to her that I couldn't pay her for three. She said, *I don't care*. She wanted to learn and practice as much as she could about how to teach writing. We only choose one intern to work with a small group of high schoolers who write and perform Spoken Word with Artist Instructor, Kelsey Johnson (a BSU Theater alumni), and Jess was chosen because of her own theater background and hard work ethic. Jess even volunteered to drive and teach poetry writing in the woods when one of the groups was camping an hour away. When we brought students to Ball State, she even led the tour.

Because of their excellent work and commitment, both Carlin and Jess were selected to apply for the Indiana Excellence in Summer Service Award Scholarship (ESEA). We sometimes have one intern win this coveted scholarship every other summer, but never have we had two interns win—and in the same year, no less! Sadly, that special event could not be held in person because of the Delta variant, but I hope you will tell them congratulations, and that you are as proud of them as I am.

Read on and listen to Carlin and Jess share their experiences from this summer. And if you would like more information about this program, please reach out to me at ljones2@bsu.edu.

Testimonials

Carlin James

Sophomore, Public Relations Major/Creative Writing Minor

Through the Indiana Writers Center, I was able to work with members of the youth, strengthen my Public Relations skills, and connect with others on a professional level. After all of the events in this past year, it was so rewarding to see kids pick up a pencil and try their best to make sense of it all. It was even better to see them doing it together since they had been deprived of social interaction at school.

Each and every day, they would come in ready to write, whether it was about their experience through the pandemic, a silly story about their dog, or a list of reasons why they were excited to come to camp that day. Through assisting them with their writing, I was able to learn more about myself in the process.

I learned to embrace change and focus on enjoying the simple things in life, such as writing with a pencil and a piece of paper. Being surrounded by the youth was exactly what I needed this summer because they see the world through an entirely different lens. They have already experienced so much uncertainty and tragedy at their ages, and have handled it with maturity and positivity. I admire their will to keep pushing forward and I feel inspired to do so myself.

As I reflect on their vulnerability and eagerness to share their stories with me, I feel that it is essential for me to do the same. Being vulnerable with others is not an easy thing to do, especially when you have experienced something extremely challenging. Each Saint Florian student I worked with opened up to me whether they shared first, or I shared first. We were able to bond over something we have both been through despite seeing the situation from different perspectives. Through the Indiana Writers Center, not only did I gain professional experiences, but I also gained wisdom from the youth at Saint Florian Center.

Jessica Walls

Senior, English Education and Chinese Double Major

As a writing intern for the Indiana Writers Center this summer, I visited summer camps in downtown Indianapolis that target underserved youth, largely African Americans and Hispanics. I often wrote examples for prompts that our students would answer in their composition books. They would then share in an “Author’s Chair” what they wrote while their peers asked questions and made connections. At the end of the session, my fellow interns and I would divvy up stories to type up for a book that would later be published.

This was my summer.

At least, on paper.

In reality, I met some of the most driven, hard-working, and success-bound kids I have ever seen in my life. I had not been in the classroom since 2018, which, especially for a preservice teacher, is too long to not work with kids. I entered these students’ spaces feeling insecure and nervous I had lost touch, and I left feeling I could conquer the world just from the inspiration they gave me.

As I typed up stories, poems, songs, and speeches, I grew to know our students and their struggles, fears, and dreams. There is not a single one of them that does not conjure up an image when I hear their name. I had no idea what each day would bring, but I never worried.

Many of our writing prompts asked about the pandemic and loss. Our students’ responses have renewed my sense of community and my vigor to empower our underrepresented youth. Few have been hit as hard by the pandemic as these kids have, but their perseverance and strength during this difficult time has fortified my spirit. There is nothing I could give them that would match what they have given me.

The most I can do is promise to return next summer.

For more information about the Department of English, visit our [website](#), contact [our office](#) or follow us on [Facebook](#), [Instagram](#), and [Twitter](#).

For more information regarding the Indiana Writers Center, visit [their website](#).

August/September Good News (October 8, 2021)

With the semester now in full swing, it's time to celebrate the good news that #bsuenglish has to share!

Faculty

Dr. Emily Ruth Rutter has lots of good news! In May, the first of two special issues on “Women and Archives” she co-edited for *Tulsa Studies in Women’s Literature* was published; [this issue](#) was recently nominated for the 2021 Council of Editors of Learned Journals Best Special Issue Award. In July, Dr. Rutter delivered the keynote address at the twenty-fifth annual [Conference on Baseball in Literature and Culture](#). Finally, her forthcoming book, [Black Celebrity: Contemporary Representations of Postbellum Black Athletes and Artists](#), is now available for pre-order from Rutgers University Press.

Dr. Adam R. Beach published an essay titled “Trauma, Psychological Coercion, and Slaves Who Love Their Masters: The Case of William Okeley” in the volume [Early Modern Trauma: Europe and the Atlantic World](#). He also gave a presentation, “Equiano on the Wharf: ‘Kind Treatment’ and the Urban Slave in the English Caribbean,” at American Society of Eighteenth-Century Studies Annual Meeting in April 2021.

Rani Deighe Crowe

- Professor Crowe’s short film, *Quiet on Set* has been busy on the festival circuit. It has been selected for Findecoin International Short Film Festival in Venezuela, Sunscreen Film Festival in St. Petersburg, FL, Vierte Welle Feminist Film Festival in Germany, Boden International Film Festival in Sweden, Nevada Women’s Film Festival, Cinema Sisters Film Festival in Wilmington, NC, Sacramento International Film Festival in CA, Interrobang Film Festival in Iowa, Deep in the Heart Film Festival in Waco, TX, MKE Short Film Festival in Milwaukee, WI, The Women’s Film Festival in Philadelphia, PA, Sioux City Film Festival in Sioux City, IA, and the Detroit Shetown Film Festival in MI. It won the award for Artistic Achievement at the MKE Short Film Festival and was selected to screen at the University Film and Video Conference.
- Rani’s screenwriting assignment, “Writing Other” was selected for publication for the EDIT Media (Equity, Diversity, and Inclusive Teaching in Media) website. <http://www.editmedia.org/teaching-material/exercise-and-assignment-writing-other-a-screenwriting-module/>

- Rani's short film, *Beautiful Eyes*, was invited to screen as part of Final Girls Berlin Film Festival's international curated programming on Cathode TV on August 4. *Beautiful Eyes* was also selected for the SPE (Society for Photographic Education) Media Festival.
- Rani's short film, *Heather Has Four Moms*, was invited to screen and speak with the curated women's online guest series, Women on the Net in May. It was also invited to screen with Portland Film Festival's Indie Film Series for Pride month in June 2021. It has also been invited to screen with LesFlicks Fall Film Festival online in 2021. It was also selected to screen at SPE (Society for Photographic Education) Media Festival.
- Professor Crowe participated in the Ball State Faculty Externship program, and spent a week at Mursix Corporation learning about component design and manufacturing.
- Professor Crowe has joined the Board of Open Circle Theater Company in Washington DC, a company that produces high-quality, inventive theatre productions that provide opportunities for professional theatre artists with and without disabilities. Open Circle is currently in residence at the Kennedy Center's new Reach Space.
<http://opencircletheatre.org>

Patrick Collier's book, *Teaching Literature in the Real World: A Practical Guide*, was published by Bloomsbury Academic on Aug. 21.

Dr. Garcia's book, *Data Visualization and Analysis in Second Language Research*, was published by Routledge on May 31st ([more info here](#)). In June, he had a journal article published in *Glossa* (joint work with [Dr. Natália B. Guzzo](#)): [Gradience in prosodic representation: vowel reduction and neoclassical elements in Brazilian Portuguese](#). In August, he had a journal article published in *Abralin* (joint work with Dr. Ronaldo Lima Jr.): [Diferentes análises estatísticas podem levar a conclusões categoricamente distintas](#). Over the summer, Dr. Garcia also gave talks (joint work with [Dr. Natália B. Guzzo](#)) on corpus linguistics at the 51st Linguistic Symposium on Romance Languages (LSRL) and at the 54th Annual Meeting of the Societas Linguistica Europaea (SLE). The materials for the presentation are available on an OSF repository and can be accessed [here](#). Both presentations are connected to one of his current research projects (further developed over the summer) to create an open access written corpus of Brazilian Veneto, an understudied language in southern Brazil. The corpus can be accessed [here](#).

Dr. Darolyn "Lyn" Jones

Dr. Jones had several publications this summer and earned an award.

- The 4th edition of her education book, *Painless Reading Comprehension*, published by Barron's Educational Publishing, a Division of Kaplan, was released on June 1, 2021 and has sold 3,000 units since June 1.
- The 10th anniversary volume of *I Remember: Indianapolis Youth Write about their Lives*, a series edited by Lyn with INwords Publications was released on July 22, 2021
- Dr. Jones was part of the Belt Publishing *Indy Anthology* edited by Norman Minnick. Her literary essay "In Indy, #blackyouthmatter" was featured as part of the Kennedy-King neighborhood in Indianapolis. Lyn was invited to read her essay at a Belt event held at the Tube Factory.
- Dr. Jones was awarded the Indiana LEAP Covid Character Honors Award by the LEAP Indiana Innovation and Strategies Committee on July 10, 2021 for her Immersive project *Sitting at the Feet of our Muncie Elders: Stories of Resistance and Resiliency*.

Dr. Megumi Hamada's first book, "[Learning Words from Reading: A Cognitive Model of Word-Meaning Inference](#)," was published by Bloomsbury Academic in August 2021.

Victoria Barrett's flash short story "Emancipation" was published 9/3 at MonkeyBicycle: <http://monkeybicycle.net/emancipation/>.

Dr. Joyce Huff co-presented the keynote speech at the *Composing Disability* conference in April 2021. She and Martha Stoddard-Holmes, her co-editor for *A Cultural History of Disability in the Long Nineteenth Century*, spoke about what the study of nineteenth-century disability can teach people living through a global pandemic today.

Five poems from **Katy Didden's** forthcoming manuscript, *Ore Choir: the Lava on Iceland*, appeared in the latest issue of *Ós Pressan*, a journal of multi-lingual writing in Iceland. In July, her short essay on the Poem "Noche de Lluvia, San Salvador" by Aracelis Girmay appeared in *The Sewanee Review's* online forum [Stanzas](#). Katy joined the roster for the [Unearthed Speakers Bureau Program](#) through Indiana Humanities, and will be leading the next [Trek and Talk](#) for the Next Indiana Campfires Series.

Jill Christman

- Christman's forty-page longform essay, "Falling," won the *Iron Horse Literary Review* Long Story Contest in fall 2020 and was published as [a single-author e-single in June 2021](#). Also in June, "The Sandbox Ghost," was a [finalist for the 2021 Arts & Letters Susan Atefat Prize for Creative Nonfiction](#) and another new essay, "Mr. Cosmos," was a

finalist for the 2021 *New Ohio Review* Nonfiction Prize and is slated for publication in [NOR](#)'s December 2021 online issue.

- Christman—who was awarded a [2021 Immersive Learning Faculty Award](#) for her work with *Indelible: Campus Sexual Violence*—has continued the podcast in collaboration with two former students from the Virginia Ball Center class. Together, they have worked on promotion of [the website/podcast](#) and produced a bonus episode on Title IX changes. (*Indelible* was also a finalist in the [Screencraft national podcast competition](#) in 2020—and really, *everyone* should listen.)

Molly Ferguson presented virtually at two international conferences this summer. At the American Conference of Irish Studies held in Northern Ireland, she contributed to a roundtable on Gothic Irish studies: “Claire Kilroy’s Neoliberal Gothic: Alcoholism and Austerity”; in a panel she delivered a paper titled, “The Hag-into-Hare folk tale in stories by Clare Keegan and Dierdre Sullivan”. At the IASIL conference in Poland, she presented “The Changeling Legend and Queer Kinship in Caitriona Lally’s *Eggshells*”. She was formally elected the Women’s and Gender Studies Representative on the executive board of the ACIS.

In August 2021, **Ben Bascom** was a research fellow at the John Filson Historical Society in Louisville, KY. He received a financial stipend through the institution and examined their papers and manuscripts related to his book project, “Feeling Singular: Queer Masculinities in the Early United States.”

Alumni

Current Students

Lincoln Reed was awarded a 2021 summer residency by the Ragdale Foundation where he completed a draft of a new novel. In August, he signed book contracts for his baseball novel *Gunslinger* and short story collection *These Hollow Bones*. Both are forthcoming from Springer Mountain Press. Eleven of his short stories were published this summer in print anthologies and online publications. During August, his story “Green Limbo” was named a winner in Havok Publishing’s season five contest and will be included in the season anthology *Prismatic* set for publication this fall. Lincoln has two short stories releasing on September 30th—“Dust to Dust” featured in Havok Publishing’s *Thriller Thursday* and “Ex Libris” featured in *Extinct Worlds*, a science fiction anthology by Dragon Soul Press. Lincoln’s short film screenplay “Tritanopia” finished filming in August and is currently in the post-production process.

For more information about the Department of English, visit our [website](#), contact our [office](#) or follow us on [Facebook](#), [Instagram](#), and [Twitter](#).

Compass Creative Spring 2022 Portfolio

College of Sciences and Humanities Blog Work

Take the Surveys. We're Listening. (April 29, 2022)

Hello, my name is Professor Cathy Day, and I'm the Director of the [Humanities Compass Advantage](#) in the College of Sciences and Humanities.

I'm here with a simple message to anyone who graduated in December 2021 or who is graduating in May or July 2022: please take the **Ball State Senior Survey** when it shows up in your email inbox on April 29. It will be available until May 27.

The email will come from Brian Pickerill in Institutional Research, but just pretend it's from me. The subject is 'Congratulations on your graduation!'.

The email will ask you for a forwarding email address. And I want you to give one. Because if you do, they will send you more surveys!

Yes, for the first few years after you graduate, you're going to get the **Ball State Alumni Survey**—when you're one year out of school, three years out, and five years out. And I want you to take all those surveys, too, when they start arriving in Fall 2022.

Why take these surveys?

The alumni survey tells us a lot about your life after college. Where you work. Whether it's full time or part time. How long it took you to get that job. And how satisfied you are with that position.

Ideally, we want you to move directly from college into a job that requires a college degree. When that doesn't happen, this is called being "underemployed," and [a recent study](#) shows that over 40% of college graduates are underemployed in that first post-college job.

An important goal of the Compass Advantage is to reduce underemployment by helping graduates find better jobs faster. We do that by making the available [career pathways](#) for humanities majors more visible.

We want students to know "what's out there" for them early so that they can try out a few options, add a minor or a double major, take an immersive-learning class, pick up some skills on Udemy, and/or connect with some alumni on that pathway.

After you graduate, if you have trouble finding a job you enjoy that requires a college degree, consider using [Cardinals Connect](#). Reach out to alumni in fields that interest you and ask for advice.

And if you do find a job you enjoy, awesome. Join Cardinals Connect and say you're "Willing to help" the next cohort of Cardinals coming up behind you. I'm teaching a career class for English majors in Fall 2022, and they need to interview alums. I'd be grateful if you made yourself findable!

Survey Fatigue

We're bombarded with customer satisfaction surveys at every turn. And here comes your alma mater, too, asking for your feedback. And there's not even a chance to win a prize. Why should you do it?

Because we will read what you have to say.

Seniors, in the years ahead, we're going to need your **stories** (via [Cardinals Connect](#), which you can do right now) and we're going need your **numbers** (via the Ball State Senior Survey, which you can do on April 29, and via the Alumni Survey, which you can do this fall.

Thank you for your time.

For more information about the Compass Advantage, [visit our website.](#)

Letter from the Chair- MLC (April 29, 2022)

“To have another language is to possess a second soul.” - Charlemagne

Greetings from the Chair of Modern Languages and Classics! First and foremost, let me say that we want to hear from you—our amazing alumni. We would love to feature you on our website. [Your stories](#) help inspire the next generations of language students!

Students continue to get lost in the maze of North Quad, but MLC and the study of languages certainly helps its students navigate their futures. The study of languages opens doors to infinite possibilities. Did you know that 9 out of 10 U.S. employers rely on employees with language skills other than English?

2021-2022 has been an exciting year here at MLC. For starters, in July 2021, [I joined the department and BSU community](#), and I’ve loved every minute of it! MLC houses so many fantastic programs, professors, and students.

This year, the department launched a new Minor in Arabic Language, Religion, and Culture that offers unique insights into one of the world’s most critical languages and civilizations. Arabic, Chinese, and Japanese, all less-commonly taught languages, continue to be offered right here in MLC at BSU! In Fall 2022, the department looks forward to piloting its first Latinx studies class under the direction of Dr. Charlie Geyer.

Our outstanding faculty continue to be recognized in their fields. Associate Professor of Spanish, Dr. Chin-Sook Pak, was awarded the AATSP 2022 Outstanding Scholarly Publication Award (*Hispania*). AATSP is the American Association of Teachers of Spanish and Portuguese. Founded in 1917, it is the oldest, largest, and most comprehensive language-specific professional association in the United States. Associate Professor of French, Dr. Dorothy Stegman, was selected as the Indiana French Teacher of the Year for 2021, level Collegiate.

Also, this servant, Dr. Jennifer Rathbun, Professor of Spanish, won the Academy for [American Poets Ambroggio Award 2021](#) which included the publication of my translation of the poetry collection *Cardinal in my Window with a Mask on its Beak* by Colombian author Carlos Aguasaco at the University of Arizona Press. Associate Professor of Chinese, Dr. Liu Li, was

selected as the Teacher of the Year by the Chinese Language Teacher Association in Indiana (CLTA-IN) because of her excellent performance and dedication to Chinese language teaching. Additionally, Dr. Li received an impressive grant from the National Security Agency for \$123,000. Associate Professor of Spanish, Dr. Stephen Hessel, has launched a very successful podcast bringing the study of Cervantes into the 21st Century.

In May 2022, MLC will celebrate the retirement of beloved professors Dr. Guohe Zheng, Professor of Japanese, and Dr. Laura Sestet, Teaching Professor of German. Dr. Sestet has taught at BSU for 18 years and Dr. Zheng for 25 years.

At our annual Honors Ceremony, 13 students were recognized for their outstanding academic achievements, and more than 12,000 dollars were awarded to help them fulfill their academic goals.

In Spring 2022, MLC was able to host renowned speakers. Classics Professor, Dr. Luis Arturo Guichard, from the University of Salamanca in Spain delivered a talk on Memory and Communication in Greek verse inscriptions as part of the Stegman Lecture Series. Internationally recognized for his expertise in sociolinguistics and applied linguistics in Spanish speaking communities, Dr. Glenn Martínez delivered a talk on Reflections on Language and Latino Health in and beyond the times of COVID-19. Dr. Martínez is Dean of the College of Liberal and Fine Arts at the University of Texas San Antonio.

We are so grateful for all of you who contributed on One Ball State Day on April 5, 2022—MLC raised \$3,665.00 from 71 gifts which will go directly into student scholarships!

For more information about the Department of Modern Languages and Classics, visit our [website](#), contact [our office](#), or follow us on [Facebook](#), [Instagram](#), and [Twitter](#).

Top 100 Profile: Isabelle Behrman (April 27, 2022)

Isabelle Behrman is a second-year student in the College of Sciences and Humanities and will graduate from Ball State in 2023 with a double major in Chemistry (American Chemical Society concentration) and Spanish. At Ball State, she is a member of the Women's Tennis team, a Supplemental Instructor in Organic Chemistry and has been working in the lab of Dr. Robert Sammelson, Chair of the Department of Chemistry, since her freshman year. Recently, Isabelle was selected as one of Ball State's Top 2 Students in the University's inaugural Top 100 Student Awards program. She has also been awarded a Barry Goldwater Scholarship, one of America's most prestigious scholarships for undergraduates who intend to pursue careers in STEM research. After pursuing a doctorate in molecular engineering or material science and engineering, Isabelle plans to launch a research career aimed at creating environmentally friendly and biodegradable materials.

How has being a Top 100 student impacted how you view your work while at Ball State?

While at Ball State, I have been focused on completing my double major in Chemistry and Spanish in three years. Therefore, it is an honor to be recognized for my work toward both degrees in the College of Science and Humanities.

What inspired you to pursue a nomination for the Top 100 students? Which professors assisted you in your journey?

Ultimately, the professor that has been most influential in my journey to become a Top 100 student was Dr. Sammelson, Chair of the Chemistry Department, who nominated me for this prestigious recognition.

How has your time in MLC been worthwhile to you? Do you have a moment that sticks out to you as the most beneficial?

As a Spanish major in MLC, I have not only learned a lot about the language and the Hispanic culture, but the professors have also allowed me to see the greater applicability of Spanish. One course, in particular, that had a great impact on me was SP 362 with Professor Geyer. In that class, we studied a variety of Hispanic poetry, which opened my eyes to the greater possibilities of language overall and the meanings that words, specifically in Spanish, can hold.

As a Spanish major, what is your ultimate goal / dream job?

After completing my degrees in Spanish and Chemistry, my ultimate goal is to conduct research in materials science and engineering that is focused on improving our environment. In today's world of international organizations and global research projects, my knowledge of the Spanish language will serve as a great asset to me in this endeavor.

For those who might want to pursue being nominations for the Top 100 students in the future, what advice would you give them?

For anyone that aims to be a Top 100 student, one of their main goals should be to embrace the spirit of beneficence at Ball State. The Top 100 program is not just focused on a person's GPA, but rather on the ways that we give back and involve ourselves in the University and our community.

If you'd like to connect with Isabelle, you can do so via [Instagram](#).

For more information about the Department of Modern Languages and Classics, visit our [website](#), contact [our office](#) or follow us on [Facebook](#), [Instagram](#), and [Twitter](#).

Letter from the Chair- Anthropology (April 27, 2022)

Letter from the Chair

Hello, all! Alas, I am pleased to report that I am retiring this upcoming May! I have been at BSU for 15 years and it is time to hang up my hat. I very much enjoyed working with students especially in my Human Osteology course ... Do you remember what a nutrient foramen is? ... Or the foramen magnum?

Dr. Robert Phillips has agreed to serve as Interim Chair and Dr. Jennifer Erickson will continue as Assistant Chair.

FACULTY UPDATES:

In Fall 2021, **Dr. Jennifer Erickson** involved 15 students in an immersive-learning course “[Parks and Recreation](#).” Dr. Erickson has also been working with [new Afghani refugees](#) moving to Muncie. Check out her new book on refugees: *Race-ing Fargo: Refugees, Citizenship, and the Transformation of Small Cities*. She presented her research during a [Big Questions, Big Ideas](#) event with the Philosophy and Religious Studies Department in December 2021.

This past summer, **Dr. Mark Groover** led an archaeological field school at [Hyland Mill, Eaton, Indiana](#) with 12 undergraduate students.

Dr. Mark Hill continues his work on copper sourcing. He has a recent publication in Current Anthropology.

Dr. Cailin Murray continues to wow students in her *Monsters* class. She has a related forthcoming book chapter on the topic, [Living with Monsters](#).

Dr. Robert Phillips has published two articles with a recent graduate Emma Cieslik (BA Biology, Minor Anthropology; Spanish 2021), including “[You’re my first Jew: University Student and Professor Experiences of Judaism in a Small Indiana City](#).”

Dr. Caitlyn Placek continues her work on opioid use in Indiana and recently published in *Maternal and Child Health Journal*.

Unfortunately, **Dr. Kelly Ontl** resigned last June to pursue other academic endeavors at Unity College in Maine.

DEALING WITH COVID:

Ahh yes! There is COVID. We all have survived to date.

Because of COVID, the Department hosted a Graduating Senior Event (photo below; notice our masks!) last spring outside on the quad. At this event **Gwenyth Harris** (BS 2021, Summa Cum Laude) was selected as the Outstanding Graduating Senior and **Saviona Williams** was selected as the Outstanding Junior by the department.

OTHER CURRENT EVENTS:

The department hosted a face-to-face Undergraduate Symposium on April 22, 2022.

Oh, and congrats to the Anthropology Club for raising \$715 during there Book Sale held this spring.

ANTH 414 undergraduate students, Virginia Carter, Claire Dorsch, Zoe Lawton, and Reganne O'Connor, participated in the 17th Annual Ethics Bowl sponsored by the Society for American Archaeology (SAA). The competition was part of the SAA Annual meeting held March 30-April 3, 2022 in Chicago, IL. Dr. Jennifer Erickson served as their faculty mentor for the event.

Zoe Lawton, Virginia Carter, Claire Dorsch, and Reganne O'Conner at the Ethics Bowl!

"I will forever recommend undergraduate students to attend conferences. I got the chance recently to attend the 87th annual SAA (Society for American Archaeology) meeting in Chicago IL. This is one of the larger conferences, with this year having over 2,000 people registered. My experiences with the SAA Ethics Bowl was the highlight of my time in Chicago. My team and I spent many weeks in preparation. We discussed many things and read many codes of ethics. I am now more knowledgeable in archaeological ethics, with the ethics bowl giving push in the right direction. During the competition I got to speak with graduate students, and debate ethics with them as well. It was a phenomenal public speaking activity, and you do have to test yourself, but it is truly worth it. After the Ethics Bowl forum, I felt more in confident in myself and my teammates. We would like to compete in the next ethics bowl, which will be held in Portland OR. During the conference we were able to network and showcase our research interests to professional archaeologists. I also used this time to go to local museums in the Chicago area, which I very much enjoyed. These museums also sparked conversions in ethics, which I would have never had these conversions without the Ethics Bowl. I am proud of myself and my teammates for stepping out of our boundaries and reaping all the benefits of being undergrads at a professional conference. "

Zoe Lawton, '22

"Being able to attend the Society for American Archaeology conference in Chicago and compete in the Ethics Bowl competition has been a phenomenal experience, and I want nothing more than to thank all of the amazing individuals that made it possible. Discussion of archaeological ethics is integral to the future of the field, and after watching other teams compete as well as competing myself, I can confidently say that the future of American archaeologists is looking bright. This trip was so much fun, and I hope I can attend next year!"

Reganne O'Connor, '23

Ok, so have a great summer, stay safe, and please let us know what you are doing!

For more information about the Department of Anthropology, visit our [website](#), contact [our office](#) or follow us on [Facebook](#), [Instagram](#), and [Twitter](#).

MLC Good News 2021-2022 (April 26, 2022)

With the school year drawing to a close, it's time to discuss the good news from Modern Languages and Classics!

Faculty

Dr. Liu Li

- She has been selected as the Teacher of the Year by the Chinese Language Teacher Association in Indiana (CLTA-IN) because of her excellent performance and dedication to Chinese language teaching. Dr. Liu Li will represent CLTA-IN to participate in the Indiana Foreign Language Teachers Association (IFLTA) TOY selection. IFLTA will held the award ceremony in November 2021.
- As the Associate Professor of Chinese on the Department of the Modern Languages and Classics, she was just notified by the U.S. Department of Defense that her proposal for a new STARTALK program was approved (from Summer 2022 to Spring 2024). The grant is over \$123, 000. The purpose of the federal STARTALK grant is to increase the number of the students and teachers of critical need languages like Chinese. The grant will significantly help the teaching and learning of the Chinese language and culture in Indiana.

Dorothy Stegman

- She has been awarded as the Indiana Foreign Language French Teacher of the Year.
- She has been selected by the AATF-IN (American Association of Teachers of French of Indiana) as Collegiate Indiana Teacher of the Year 2021 because of my accomplishments, leadership, and dedication to teaching the French language. The award will be presented at the Indiana Foreign Language Teachers Association (IFLTA) Conference in November.

Jennifer Rathbun

- She was invited to participate in [The Americas Poetry Festival of New York](#) 2021, Oct. 13-15. She read at the City University of New York (watch her reading here, starting at timestamp [1:15!](#)), the Argentine Consulate of New York (watch at timestamp [1:59:15](#)), Walt Whitman's birthplace, and the Instituto Cervantes (watch at timestamp [2:33:35](#)).
- She was given the Academy for American Poets Ambroggio Award in 2021.



- She collaborated with [Carlos Aguasaco](#) on his book of poetry, *Cardenal en mi ventana con una máscara en el pico / Cardinal in My Window with a Mask on its Beak*.

Dr. Rathbun has also worked on several novels:

- Poetry
 - *El libro de traiciones / The Book of Betrayals*. New York: Artepoética Press, 2021. Print.
- Translations
 - *Cardinal in My Window with a Mask on its Beak*. By Carlos Aguasaco. Tucson: University of Arizona Press, 2022. Print.
 - *Subterranean Bells*. By Luis Arturo Guichard. Spain: Editorial Ultramarina, 2022. Print.
 - *Belly of an Iguana*. By Maripaz Moreno. Clayton, Georgia: Valparaiso Editions, U.S., 2021. Print.
 - *Blue Window/Ventana azul*. By Indran Amirthanayagam. New Orleans: Diálogos, 2021. Print.
 - “Beginning of Writing,” “Father,” “Nothing,” “My Dear Moby” by Fernando Carrera. *Latin American Literature Today* (Issue 22, May 2022): Print.
 - “The Desert [Fragments]” by Raúl Zurita. *For an Endless World*. Guadalajara: Mantis Editores & Casa Cultural de las Americas, 2021; 104-113. Print.
 - “Much Less Than an Idea” and “Billy Hare [19 Verses]” by Mario Montalbetti. *For an Endless World*. Guadalajara: Mantis Editores & Casa Cultural de las Americas, 2021; 64-71. Print.
 - “Friends with the Monster” and “Water’s Obstinacy” by Maripaz Moreno. *International Poetry Review* (Fall 2021): Print.

Journal Articles

Geyer, Charlie. “Abject Failure and Utopian Longing in the Lower East Side: The Poetry and Performance of Miguel Piñero.” *CENTRO: Journal of the Center for Puerto Rican Studies*, vol. 33, no. 2, 2021, pp. 4-35.

Hirovani, M. H., Cantrell, K. M., Fukada, A. (2021). Comparative study of poses and repair phenomena during oral delivery: Learners with different proficiency levels from native Japanese speakers. . *The Journal CAJLE (Canadian Association for Japanese Language Education)*, 92-113.

Kuriscak, E. M., Sánchez, C. R. (in press). Spanish in Times of Covid: Lexical and Pragmatic Innovation in Spain. *I-LanD Journal (Identity, Language and Diversity Journal)*.

Shea, C. R. (in press). "Some Observations on the Evolution and Politics of Roman Imperial Canons". *Forum/Westar Institute*.

Book Chapters

Thorington, E. M. (2021). Giving birth to the Word in Harley 4431: Motherhood and Textual Genesis in Christine de Pizan's Proverbes moraux and Enseignemens. *Genèse(s) et filiation(s) chez Christine de Pizan, eds. C. le Ninan and D. Demartini* (pp. 153-169). Paris, France: Garnier.

Adam Ballart

- As part of Ball State University's Strategic Plan and new Lifetime Learning platform, and with assistance from two other Spanish faculty (Iván Martínez Cepeda and Nidia Flis), he developed content for six online modules to be designed and launched as a non-credit micro-credential program for Spanish in Health Care. This content consists of instructional material, tutorial and interactive activities, assessments, and resources adding up to more than 39,000 words of publishable content. In addition, the program anticipates the offering of several non-credit courses for working professionals which would include some in-person classes at the centers in Muncie, Fishers, and downtown Indy.
- He also received funding from the Inter Faith Youth Core "2022 Faith and Health Campus Grant" to address key issues at the intersection of faith and health and to increase the collaboration of religious diversity and health on the Ball State campus. Curriculum development to improve SP 338 (Spanish for the Professions - Medical Spanish) was proposed. Specifically, he is seeking to review and update course articles that touch on factors -- including religion -- that influence health trends, and to update or create course components relating to topics of religion and spirituality (cultural health beliefs and practices and how they influence patient health decisions and disparities). All findings and course enhancements will be summarized in a final comprehensive report.

Students

Monet Lindstrand, a French minor, won the Anne Pieroni Szopa Scholarship in Women's Studies.

Jessica Walls is an English teaching major and a Chinese minor. She recently received two awards: Outstanding senior in Chinese and a Fulbright Award to teach English in Taiwan.

Alumni

Elyse Engelhart, minor in French, is continuing graduate studies at Illinois State.

For more information about the Department of Modern Languages and Classics, visit our [website](#), contact [our office](#), or follow us on [Facebook](#), [Instagram](#), and [Twitter](#).

Top 100 Student Profile with Isabelle Behrman email- follow up (April 20, 2022)

Hello Isabelle,

It's Anthony Herring from Compass Creative again. Last week, I sent you an email asking for a potential profile for you regarding your achievement as a Top 100 student. We would still like to have your responses!

Please respond back to us at your earliest possible convenience. If you have any questions/concerns, don't hesitate to contact me.

Thank you,

Anthony Herring

Blog Team Student Project Manager

Compass Creative

Top 100 Student Profile with Isabelle Behrman email (April 13, 2022)

Hello, Isabelle,

My name is Anthony Herring. I'm the student project manager of the blog team with Compass Creative here at Ball State. First off, a huge congratulations are in order for your placement on 2022's Top 100 Students list! I have no doubt that you're proud of this accomplishment.

Some time ago, the Modern Languages and Classics (MLC) Department notified us here at Compass that they would like for us to create a blog post for you so you can discuss your experience with receiving this award. If you don't mind, I have prepared some questions that I would appreciate your responses for:

- How has being a Top 100 student impacted how you view your work while at Ball State?
- What inspired you to pursue a nomination for the Top 100 students? Which professors assisted you in your journey?
- How has your time in MLC been worthwhile to you? Do you have a moment that sticks out to you as the most beneficial?
- As a Spanish major, what is your ultimate goal / dream job?
- For those who might want to pursue being nominations for the Top 100 students in the future, what advice would you give them?

Please answer these questions however you see fit by Wednesday, April 20th. We'd also appreciate if you can attach a brief bio, a headshot (or nice photo if a headshot is unavailable),

and your social media handles, if possible. If you have any questions and/or concerns, please let me know.

Thank you,

Anthony Herring

Blog Team Student Project Manager

Compass Creative

Congratulations to History's 2021-2022 Scholarship Recipients (draft)
(April 11, 2022)

Every year the History Department celebrates the top students in each class year, as well as a small group chosen via application for specific prizes. Although we had to cancel our in-person Honors and Scholarship Ceremony, we are still very proud of all you have achieved!

The Althea Stoeckel Memorial Scholarship Award for a Freshman HIST or SOST major: Emily Loney

Named in honor of Dr. Althea Stoeckel, who taught Colonial American History at Ball State until 1978, this award is presented to the freshman student who has the highest overall Grade Point Average.

**The Merrill Rippy Memorial Scholarship Award for a Sophomore HIST or SOST major:
Makenna Poindexter**

Named in honor of Dr. N. Merrill Rippy, who taught Latin American History at Ball State until 1981, this award is presented to the sophomore student who has the highest overall Grade Point Average.

**The Lester Schmidt Memorial Scholarship Award for a Junior HIST or SOST major:
Brenna Large**

Named in honor of Dr. Lester F. Schmidt, who taught American social and intellectual history until 1979, this award is presented to the junior student who has the highest overall Grade Point Average.

**The Robert A. LaFollette Memorial Scholarship Award for a Senior HIST or SOST major:
Grace Babcock**

Named in honor of Dr. Robert A. LaFollette, who was head of the Social Science Department at Ball State from 1921 to 1961, this award is presented to the senior student who has the highest overall Grade Point Average.

The Lawrence Birken Memorial Scholarship Award for an History MA student: Andrea Eads

Named in honor of Dr. Lawrence Birken, who taught German history at Ball State from 1989 to 2003, this award is presented to the Master's student who has the highest overall Grade Point Average.

The Lawrence and Mabel Hurst Scholarships:

Juniors: Brenna Large and Samuel Steck

Seniors: Lauren Latham and Hannah Sprenger

Named in honor of Mr. Lawrence Hurst, who taught social science at Ball State from 1927 to 1950, this award is presented to the two junior and two senior students with the highest overall Grade Point Average.

The Stephen J. Sr. and Beatrice Brademas Memorial Scholarship

Haley Armogida

Samuel Steck

This renewable scholarship is named in honor of the parents of Indiana Congressman John Brademas and through the generosity of Professor John Koumoulides, who taught Greek History at Ball State from 1968-2002. This award is presented to students who have particular interest and aptitude in pre-industrial and classical World or European History.

The Anastasios and Sophia Koumoulides Memorial Scholarship

Maggie Jones

Zoe Olesker

This renewable scholarship is named in honor of the parents of and through the generosity of Professor John Koumoulides, who taught Greek History at Ball State from 1968-2002. This award is presented to students who have particular interest and aptitude in pre-industrial and classical World or European History.

The Childress Fellowship:

Samantha Kidder

Through the generosity of Dr. Clifford Childress and the Childress Family Fund, this fellowship helps History majors pursue their educational and vocational goals.

The Morton and Linda Rosenberg Scholarship:

Lydia Waters

This scholarship assists students who have exhibited substantial volunteerism and community engagement, both on campus and in the wider community.

The Jack Walker Scholarship:

Samantha Kidder

Established to celebrate Dr. Jack Walker's lifelong interest in the study of History and the founding of the United States, this scholarship is awarded to a student who has demonstrated skill in this area.

The John and Therese Weakland Scholarship

Madeleine Mills-Craig

Through the generosity of Mark Raby and Martha Em, this scholarship commemorates the contribution of Dr. John and Therese Weakland, who taught in the History and Modern Languages Departments at Ball State University. This scholarship celebrates excellence in advanced History majors.

The Dwight W. Hoover Scholarship:

Emily K. McGuire

Sponsored by Dr. John R. Crise, and established by Dr. JoAnn and Dr. Richard W. Kixmiller, this scholarship honors Professor Emeritus of History, Dwight W. Hoover, who taught in our department from 1959-1991. This fund for graduate studies in History supports outstanding

students who show a special interest in and/or potential for research in the United States or abroad.

The Carter G. Woodson Prize for African-American History

Samantha Kidder

This prize honors the great contribution that Dr. Carter G. Woodson made to African-American History as a professor, scholar, and founder of the Association for the Study of Afro-American Life and History, as well as his unswerving commitment to intellectual honesty and academic excellence. This prize is awarded to the student who earned the highest grade in History 210 (African-American History) in that year and thus follows the tradition of Carter G. Woodson.

The Sharon Seager Prizes in the History of Women, Gender, and/or Sexuality

Thesis Prize: Grace Babcock

Student Paper Prize: Samantha Shepherd

Creative Project Prize: Kara Nahrwold

Through the generosity of Dr. Sharon Seager, an historian of American history who taught in our department, these prizes celebrate the best essay and creative project from Ball State University investigating the history of women, gender, and/or sexuality. These prizes are not confined to the History Department.

Certificate of Special Achievement in Introductory American History:

- **Cyrus Allen**
- **Olivia Baughman**
- **Mallory Gail**
- **Hayley Hines**
- **Julianna Small**
- **Katie Vise**
- **Halle Pressler**

Certificate of Special Achievement in Introductory World History:

- **Chloe Campbell**
- **Thomas Coffman**

- **Nolan Collins**
- **Emery Denison**
- **Megan Halcomb**
- **Lauren Ivankovich**
- **Meredith Johnson**
- **Jenna Kelly**
- **Kami Leach**
- **Emily Loney**
- **Lauren Nekola**
- **Sarah Owens**

Certificate of Special Achievement to Outstanding Pre-Service Social Studies Teachers:

- **Carter Hall**
- **Brett Lucas**
- **Sarah Rozmin**
- **Gaven Schulz**

Congratulate your friends and classmates on History's social media platforms (@ballstatehist)!

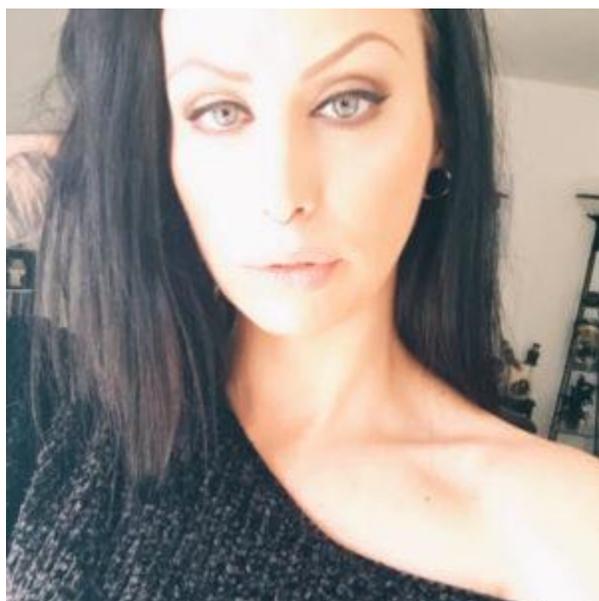
And don't forget to [apply](#) for these awards next year!

For more information about the Department of History, visit our [website](#), contact [our office](#) or follow us on [Facebook](#), [Instagram](#), [Twitter](#), and [YouTube](#).

Department of English Blog Work

English Education Grads Ki Adkins and Elli Kirkpatrick use their skills as English Teachers! (April 6, 2022)

Ki Adkins graduated from BSU in December of 2020 with a Bachelors of Science in English Education. She teaches 7th, 10th, and 10 Honors English in Union City, IN. Ki is also a single parent to an amazing little boy who takes up all of her free time, and she wouldn't have it any other way.



What made you want to study English Education at Ball State?

I was already majoring in English at Eastern Kentucky University, but it wasn't until I had an English professor there (Keven McQueen) who inspired me to pursue English Education, so when I transferred to BSU, I switched my major to become a teacher.

What does a typical week in your position look like?

I teach 7th, 10th, and 10 Honors English, so my days are never consistent, which I enjoy—teaching is NEVER boring! Every single class is different, with different abilities and personalities. Before I know it, the day is over and I'm wishing I had more time with my students.

How do you balance school/work/parenting?

As a new teacher, I'm slowly but surely learning how to healthily maintain my work/life balance. Being a single parent makes this process more "slowly" than "surely," but it IS getting easier day by day.

What are the most valuable skills you learned as an English Education major?

Empathy, open-mindedness, and not overloading my students—sticking with ONE main idea or essential question really helps them grasp the lesson. This one was hard for me because my brain can kind of be all over the place sometimes and I want to go into a lot of detail and cover every little aspect of whatever it is I'm teaching, so stepping back and picking out the most important of those aspects was a challenge for me, but so valuable.

What is your advice to other English students?

Don't be afraid to ask for help—I learned this the hard way my first year of teaching, and I became so stressed out that I was losing sleep, neglecting my own health (both mental and physical), and even had temporary facial paralysis. Being able to ask my colleagues for help, advice, or even just venting to them was quite literally a lifesaver for me.

How did/do your language studies influence or contribute to your position as an English teacher?

Having taken some Spanish at University has helped me be able to somewhat communicate with my ELL students—my school has a large portion of Hispanic students enrolled, and many of them do not speak English. Now I use Rosetta Stone as often as possible so I can further my Spanish-speaking skills and hopefully be able to bridge that communication gap even more. In addition, my classes at BSU with Prof. Mai Kuha really opened my eyes to the importance of various dialects and vernaculars, and how, as English teachers, we shouldn't try to strip these identities from students, or even ourselves. I speak in a very lax way with my students during informal discussions (ex: slang, double negatives, etc.), but I make it a point to explain the importance of when and where to use "Standard English," depending on their audience and setting.

How does it contribute to your life outside of work as well?

Being a teacher has made me a much more patient and empathetic person outside of school. I also feel stronger and more capable—after a particularly "rough day" of dealing with 100+ unruly teenagers who would rather be on Spring Break than at school, you kind of feel like you can handle ANYTHING at that point.



Elli Kirkpatrick graduated from Ball State in Spring 2021 with a degree in English Education. She currently teaches 10th and 11th grade English at Muncie Central High School and enjoys working with a wide variety of students within the English Department. She is currently taking graduate classes through Teach Dual Credit Indiana in order to pursue a certification for Dual Credit English and potentially her master's degree. Her favorite thing to teach is a tie between SAT vocabulary (which her students hate) and novels.

What inspired you to study English Education at Ball State?

There are many folks in my family who have attended Ball State, including many who specifically participated in the teaching program, and I have always heard such wonderful things about the program. In high school, I was really drawn to English courses, and admired my English teachers. As a senior in high school, I felt that Ball State's English Education program was going to be a great opportunity for me to begin to explore the idea of teaching English. I'm super grateful that I followed my initial ideas and stuck with the program!

What does a typical week look like for you as an English teacher?

While my contract hours are Monday through Friday from 7:45am-3:15pm, my typical week is peppered with planning and prepping for the school week. As a first year teacher, I'm always trying to be conscious of my work/life balance, but inevitably I'm always at least thinking about my weekly to-do list. During the school week, I teach 3 different courses throughout my day - ENGL 215 (Ivy Tech Dual Credit English), Early College English 10, and English 11.

Each of these courses requires different planning and implementation, which can sometimes be challenging, but still very rewarding. I also have been taking online grad classes since August to continue to work toward my certification for Dual Credit English, and potentially a masters

degree. On the weekends, if I'm not grading, creating materials, or planning for the next few weeks, I'm reading, watching shows, and trying to enjoy getting outside as much as possible.

What are the most valuable skills you learned as an English Education major?

One of the big things I continue to think about as I teach is something I learned in one of my later English Education courses with Dr. Spanke. We spent a good deal of the semester trying to think about teaching not just as a career, but as a way of life. In the same way that bakers are always thinking about baking, or artists' personalities often revolve around their identity as an artist, good teachers understand that teaching is something that's wholly transformative not only for students, but for the teacher themselves. Even when I'm not 'on the clock', it's been really helpful for me to think about my identity as a teacher embedded in what I do and what I think. I believe this mentality has made a better teacher already.

I also credit the English Education program for providing me with a variety of the teaching strategies I employ regularly, as well as experience with a range of texts that I use within my classroom. I'm also appreciative of the opportunities the program had that allowed me to gain experience within a classroom setting, even as I began my practicum and student teaching semesters during the start of the pandemic.

What is your advice to other English students, particularly those who are studying English Education?

I think my largest piece of advice is to follow your gut, or your head, or your heart, or whatever - don't let others tell you not to pursue something you're interested in. I think the humanities in general are often looked down upon as a 'lesser' career path when compared to the seemingly more lucrative options within the STEM world. I remember feeling a lot of tension over this when I began my undergraduate work at Ball State, but I'm thankful that I ultimately stuck with my plan and continued within the English Department.

In much the same way, teaching has become (or perhaps has always been, to some degree) a career that folks love to have negative opinions about. If I had a dollar for every well-intentioned comment a family member, a friend, or even a stranger gave me about potentially pursuing a career outside of education, I'd be able to make even more comments about how I certainly wasn't teaching for the money.

If you're interested in English, or English Education, I'm excited for you! The world certainly needs people who are excited about what they do, and there are so many folks at Ball State and beyond who will continue to support you through your academic career into whatever path you ultimately decide to follow.

How did your time at Ball State influence or contribute to your teaching career? Does it contribute to your life outside of work as well?

I definitely credit Ball State for the position I'm in currently. I was able to do my student teaching in a 9th grade classroom at Muncie Central High School, and was then hired on to finish

out the remainder of the MCHS school year after I graduated from Ball State. Getting to have the opportunity to be within the walls of MCHS was a gift itself, made possible through the cooperative relationship between Ball State and Muncie in regard to student teaching.

And ultimately, the skills I learned through Ball State's English Education program allowed me to be hired to continue to work within Muncie, which is something I've greatly enjoyed! I'm also appreciative of the opportunity to continue to be close to campus, and to be involved in both the Ball State community and the Muncie community at large. I enjoyed my college years and the opportunities it afforded me, and am excited to continue enjoying and benefiting from the structure and influence of both Ball State and Muncie Community Schools at large.

If you weren't an English Education major, what other English concentrations do you feel you would've been interested in?

I've always enjoyed English, and, before deciding to follow through with English Education, I certainly thought about a wide variety of options within the English Department. In some alternate reality, I'd find a way to tie an English degree in with pre-law, or I'd continue to study English/Literature courses and pursue my PhD (which also runs in the family)! I've always been a big supporter of the idea that humanities courses are wildly integral to success in the 'real world', and certainly imagine a variety of ways that the skills gleaned from English courses are both marketable and admirable within a variety of career contexts.

You can connect with Elli on [Twitter](#) and [Instagram](#).

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Top 100 Students Profile: Sam Scoma (March 31, 2022)

Sam Scoma is a Ball State senior who majors in English (her concentration being in Rhetoric & Writing). She has been placed onto the Top 100 Students list for the 2021-2022 school year, which recognizes 100 juniors & seniors that represent Beneficence both in and out the classroom.

How has being a Top 100 student impacted how you view your work while at Ball State?

I have never performed with the goal of recognition, but instead, simply for scholarship's sake. I love to make things challenging by regularly pushing the boundaries of my capabilities and enriching my knowledge by stepping out of my comfort zone. All the work I do both inside and outside of the classroom is a part of my ongoing process of establishing limits and learning how to overcome them.

That being said, it is certainly an honor to receive external recognition for my work. Everyone doubts their ability at times, and validations such as these can sometimes reaffirm that I am making the right choices in “going the extra mile” in all that I do—especially during times of burnout and stress.

How has your time in the English Department been worthwhile to you? Do you have a moment that sticks out to you as the most beneficial?

As a rhetoric and composition major, I've learned so much useful information on the best ways to communicate and persuade, which is highly valuable to me. I intend to become a dentist, so in a field that's constantly villainized by the media, it's very important to know how to establish trust with your patients or persuade them to undergo a treatment that they're feeling apprehensive about. Many potential dental candidates believe that all they need to know is treatments and the science of it all, but I disagree--effective communication is the most important aspect for retaining patients and building long-term, trusting relationships.

Perhaps the most significant moment I've experienced in the department was coming to terms with my fear of and resulting unfamiliarity with social media and the resulting isolation from my peers. This occurred via a project which Rory assigned, and as I completed it, I began to realize that my fear was a bit irrational. I even began to consider using it in the future, as dentists' pages which humanize the profession are becoming popular! Thanks to this project, I began to overcome one of my fears and even consider conquering it.

Professor Lee's letter of recommendation for you noted your creative and out-of-the-box thinking in some of your classes. How do you feel that your unique way of thinking reflects you as a person?

If you know the Meyers-Briggs test, I'm an INFJ, the rarest type. I am truly an advocate, and I feel that my purpose is to assist and inspire others; this brings me satisfaction. Therefore, with

everything I create, I aim to capture the attention of my audience through unique framing, such as a narrative of my social media ineptitude as a makeup tutorial parody using products such as eyeshadow in the shade “self-doubt.” Once I’ve captured their attention, I craft my messages with empathy to uplift my audience. Everything I create has emphasizes curiosity and empowerment for the audience, because I want to push everyone to become more thoughtful, cognizant people.

Your letter of recommendation also mentioned your successes during your time at Ball State’s Japanese Club. How has your time with this organization impacted your worldview regarding different cultures? Also, how has your involvement impacted your English studies?

I was fortunate enough to grow up in a mixed-race family; it was only when I brought my Filipina Grandmother to elementary school for Grandparents’ day and saw that she was the only Asian in the room that I realized we weren’t “normal.” I grew up hearing tales of the other side of the world and listening to music in foreign tongues. That being said, my time as Japanese club’s president has affirmed my views on the necessity of a rounded worldview because we are all human beings and desire to be affirmed as equals. I’ve heard many a story of my aunts being told to “go back to your country” or chased after simply because they were “exotic.” This behavior is completely inappropriate, as it is a very hostile display towards another human being with values, hopes, and dreams just like you.

When I met our Japanese foreign exchange students through BSU’s Japanese Club, I was inspired to work even harder. Their culture values independence far more than America’s, and these students have worked incredibly hard to learn English and travel so very far away to a place so different from their own in every way—culture, language, and even weather. I used my time with the organization to learn even more about Japanese culture and to, most importantly, provide a safe space for those students from the racial attacks which my own family has undergone.

(I don’t actually have an answer to the second half of the question, as I’ve always held these values as a mixed-race individual, so I never needed to have an “aha!” moment about culture and race; the club simply affirmed the necessity of worldliness for me. I have always tailored my work’s accessibility for a diverse audience because I myself am an amalgamation of culture, which I apply to my work, rather than just using the heterosexual, white male lens.)

Lastly, how has the ongoing pandemic affected how you go about your college life? Do you have any tips for those who might have struggled with the adjustment?

I’ll tell it to you straight—burnout is very real. Thanks to the pandemic, I’ve experienced huge bouts of loneliness, as I’m sure many others have. The pandemic brought about extreme social isolation (thanks Zoom) and transferred an extremely heavy pile of personal responsibilities onto our shoulders. During this time, I saw myself as having two choices: either 1) slump into

depression and let my work suffer (aka “wallow” in self-pity, cursing the situation I’d found myself in), or 2) consider doing some serious self-coaching.

During the last few years, I’ve learned to create my own happiness by viewing the world from a new lens. Regular walks became a staple of my routine and appreciating the normalcy of nature was extremely grounding—amidst our human turmoil, ants are still lugging their food home and the clouds passed by unscathed. Additionally, when I felt most helpless and “down,” I wrote down one “negative” and two “positives” from the day. Now, I’ve never been a diary-keeper, but just writing down my woes and worries allowed me to transfer them from my mind. I also was lucky enough to have the most wonderful roommate whose mood never soured. My fluffy ferret, Pixie, was essential to my wellbeing during this time.

Amidst this historical event is the perfect opportunity to make personal lifestyle changes for the better. Yes, college is supposed to be fun, but the pandemic has provided us with a valuable peek into what life as a “real adult” is like—it’s all personal responsibility! Use this time to test-drive some changes, whether it be journaling, exercising regularly, budgeting funds, adopting a new hobby, and most importantly, making your own happiness.

You can connect with Sam on [Instagram](#).

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Top 100 Students Profile: Grace Babcock (March 29, 2022)

Grace Babcock is a Ball State senior who majors in English (her concentration being in Literature). She has been placed onto the Top 100 Students list for the 2021-2022 school year, which recognizes 100 juniors & seniors that represent Beneficence both in and out the classroom.

How has being a Top 100 student impacted how you view your work while at Ball State?

Being named a Top 100 student was such an honor, and it really encouraged me to do some reflection on my time here at Ball State. I've always taken substantial pride in my work, but frequently I experience periods of self-doubt. Gaining this sort of "external" recognition has really made me feel affirmed in my scholarship and involvement on campus. I'm so incredibly grateful for all the opportunities that were offered to me to dive into interesting research, read incredible works of literature, expand my academic and personal perspective, and support my fellow classmates through extracurricular work. My biggest takeaway and piece of advice from my undergraduate career is to "just say yes" to experiences that intimidate or scare you. Ask your professors to work with you on a project that might be mutually interesting, sign up for that leadership position, and submit a paper you're proud of for publication!

How has your time in the English Department been worthwhile to you? Do you have a moment that sticks out to you as the most beneficial? Also, what lessons from the department do you'll think you'll take into your further education?

Really, I owe a lot of my success to the support of the English Department; without the encouragement and constructive feedback from my professors, my writing wouldn't be nearly as sophisticated, my analysis wouldn't be as nuanced, and I wouldn't be close to the academic I am today. I feel that Ball State English's professors have a unique gift for making their classrooms both engaging and intellectually rigorous. They facilitate discussions expertly, navigate occasionally challenging group dynamics with grace, and ensure that everyone, regardless of personality type or level of extroversion, shares their analysis and perspective in ways that make them feel comfortable. The conversations I've been able to have with my classmates in small and large group settings alike made me consider multiple differing interpretations, which as a result made me a more comprehensive and reflective scholar.

One of my favorite experiences so far has been working as the Lead Editor of the Digital Literature Review under Dr. Ferguson's supervision, which has allowed me to develop not only a brand new, valuable set of transferrable editorial and technological skills, but to engage with a team of dedicated, hardworking, and hilarious students from disciplines like English, history, anthropology, and political science. Though I was apprehensive about taking on such an important, demanding position, my DLR teammates have made the experience so rewarding. We collaborate so well, and I'm so excited to see the final version of the journal that the Editorial, Design, and Publicity Teams will create together in April!

Finally, some of my favorite pieces of academic and personal advice have come from the English Department's faculty. Dr. Mix's patience with me and as I would come into her office many times throughout our semesters together and her careful considerations of my first drafts of analysis taught me to become a more meticulous, determined, and contemplative writer and human being. Dr. Rapatz' flexibility with her students throughout the pandemic and her encouragement of my work on Medieval British Lit and Shakespeare (maybe the two most intimidating parts of English Literature to me!) allowed me to become more adaptable, to confront challenges creatively and head-on even when my perfectionist tendencies try to make me stick to a plan that no longer works! Dr. Ferguson similarly reminded me that the elusive "perfect paper" is a myth, and that if my audience can follow a cohesive and detailed argument, that I should consider my work a success; this piece of advice not only incentivized my writing, but took a substantial amount of pressure off my analytical shoulders. These instances are among the many that have influenced me as a student of English Literature, and I am so appreciative of the time, effort, and energy my professors have given me throughout the past 4 years. I can only hope to emulate the talents of my professors in my own career in education!

Professor Rapatz's letter of recommendation for you mentioned that you are a "leader in and outside the classroom". Do you feel that having these leadership qualities will influence how you tackle future endeavors?

I'm so thankful for Dr. Rapatz's kind words about my leadership style, which I think revolves around facilitating collaboration above all else. I feel like the positions of leadership that I've been in thus far have been the most rewarding when I have a really great group of people working with me. I always want to make sure that members of my student organizations have input into the events we host, and I always aim to provide classmates with an opportunity to share their opinion and interpretation when we're working on a big project together. I always aim for collective success! In the future, I want to continue to listen to another piece of Dr. Ferguson's advice: delegate more! Sharing in the responsibility and creating new pathways for leadership for others in group settings is something that is so valuable, and I want to continue to collaborate with peers, future coworkers, and future students of mine!

Your letter of recommendation also mentioned that you are pursuing a master's in education. What are your goals regarding this pursuit?

One of my main career goals centers on the ongoing fight for equitable education. I am a firm believer in the equalizing power of education, but the first step in ensuring that students find lasting success is advocating for increased accessibility to quality education. I want to be the teacher that creates an engaging, inclusive learning space that amplifies the voices of my students. I've recently decided to take a fully-funded position as an ACE Teaching Fellow at the University of Notre Dame, which will allow me to spend the next two summers earning my M.Ed. in South Bend and the rest of the academic year teaching English Language Arts at an under-resourced all-boys middle school in Washington D.C. I am so excited to begin my first year as an educator and gain the skills to advocate for the long-term wellbeing and success of my students.

Lastly, how has the ongoing pandemic affected how you go about your college life? Do you have any tips for those who might have struggled with the adjustment?

I have had to become far more flexible in my approach to learning since the outbreak of COVID-19 in the winter of 2020. My fellow classmates and I missed out on months of valuable in-person discussions, and we all had to learn to navigate technologies like WebEx, Zoom, Canvas Chat, and others that created new hurdles to the learning experience. Even when we were back on campus, our classrooms looked different; sometimes they would take the form of a synchronous Zoom lesson or a hybrid form that kept us in-person half the week and online the other. I missed discussions that included the whole class, but I totally understood that these decisions were made for the protection of the health of our community. I realized that I could still make meaningful connections with my peers and my professors, but it would simply take on a new form. Though it took a while to “get used to it,” I ultimately appreciated the increased accessibility of digital course materials, and I think we all learned valuable lessons about adaptability and problem-solving. It was, and still is, a scary time for students, faculty, the Ball State community, and the world, but the support of passionate, understanding educators has allowed me to have a very enriching collegiate experience.

One of my biggest pieces of advice is definitely to have patience with yourself; worrying about your levels of productivity, which has been one of my biggest (non-health related, of course) anxieties throughout the pandemic, only leads to burnout and extra stress. Take the time you need to rest, to work, and to socialize in even amounts, and try not to let work and your to-do lists consume your thoughts. This is easier said than done, so I always try to purposefully schedule a lunch/dinner date with a friend, set aside specific times to grab a coffee and study in Bracken, or otherwise break up your screen time. Be respectful, take care of yourself, and protect your health!

You can connect with Grace on [Twitter](#), [Facebook](#), or [Instagram](#).

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Cardinal Directions interview with Elli Kirkpatrick email (March 23, 2022)

Hello Hannah,

My name is Anthony Herring, and I am Compass Creative's Blog Team Project Manager at Ball State. We were given your contact information by Debbie Mix. As a part of our mission, we often interview BSU students and grads from the College of Science and Humanities for a series called [Cardinal Directions](#).

We ask that you answer the following questions over email as in depth as you see fit. You are also allowed to expand on these questions or add to them.

1. What inspired you to study English Education at Ball State?
2. What does a typical week look like for you as an English teacher?
3. What are the most valuable skills you learned as an English Education major?
4. What is your advice to other English students, particularly those who are also studying English Education?
5. How did your time at Ball State influence or contribute to your current teaching career? Does it contribute to your life outside of work as well?
6. If you weren't an English Education major, what other English concentrations do you feel that you would've been interested in?

We also ask that you provide a short bio, headshot (if you don't have one, a nice photo will do just as well), and social media handles if you have any (so you can share the completed post with any friends, family, and/or colleagues, along with potentially connecting with those who might reach out to you).

We would love to have your responses back by Wednesday, March 30th. If you have any questions and/or concerns, please don't hesitate to email me.

Thanks,
Anthony Herring
Blog Team Project Manager
Compass Creative

Bex Hoffer and Morgan Ann Aprill Make Great Use of Their English Degrees (February 1, 2022)

*Bex Hoffer (any pronouns) works in fundraising at the [Phoenix Theatre Cultural Centre](#) in Indianapolis. She lives there with three of her favorite people and three weird yet darling cats. Her writing has been published in *River Teeth*, *Ball Bearings Magazine*, *Dive In Magazine*, *The Odyssey*, and *The Broken Plate*. You can connect with her on [LinkedIn](#).*



Note: This interview was conducted by Zoe Hagymasi.

What does a typical week in your position as an Advancement & Campaign Associate look like? How do you assist with fundraising specifically?

What I'm working on varies a lot from week to week. Right now there are a lot of upcoming grant applications—some just a couple pages long, some over a dozen pages long and requiring all sorts of additional budget information—so getting those put together is the main thing on my plate. A lot of our funding comes from foundations like the Arts Council of Indianapolis, and the way we request that funding is through grants. I've also designed flyers and signs for a Christmas-themed fundraising event, organized a chaotic file library, helped write and design newsletters and sponsorship fulfillment packets, and I'm continually keeping many spreadsheets updated. I almost always work from home, so a steady stream of emails is the one thing that stays consistent.

What are the most valuable skills you learned as an English major at Ball State?

Writing in a variety of styles is the first thing that comes to mind. I need to write in a formal style for grant applications, a more casual/personable style for newsletters, and very succinctly when taking meeting notes. Another thing that comes to mind is the ability to keep track of lots of deadlines at once and keep my priorities sorted.

What did you struggle with the most as an English student?

I never really struggled with my classes, but I guess I did struggle to make friends in the English department. I liked and admired my classmates, but it was hard to form lasting connections when we only got fifty minutes together three days a week. So most of my friendships were formed outside of class.

What is your one piece of advice to current English students?

If you're into tracking the books you read, StoryGraph is so much better than Goodreads. Check it out. The recommendations feature is amazing.

How do your English studies help you succeed in your current occupation, and how do you think it will help you succeed in the future?

I wouldn't have the job I have if not for the recommendations of my professors. The connections I made through a few key mentors have been just as valuable as the skills they helped me develop.



Morgan Ann Aprill is an Indiana native who graduated from Ball State in 2015 with her Bachelor's in English Literature and again in 2017 with her Master's in TESOL. After teaching English/Language Arts at a high school for adults in Indianapolis for a few years, she now works

as an English Learner Collaborative Teacher at Noblesville High School. Her pronouns are she/her. You can connect with her on [LinkedIn](#).

Note: This interview was conducted by Anthony Herring.

What drew you to pursuing English Literature as your major?

During high school, my English classes were always my favorite. I loved reading and writing and talking about literature. I even loved grammar lessons! I loved discussions where there was not necessarily a right answer but possible answers that you had to argue and support with evidence. When I first went to Ball State, I started as a journalism major. However, after my freshman year, I just missed English literature classes so much I decided to switch so I could do what I loved the most.

What are the most valuable skills you learned as an English Literature major?

The most valuable skills I learned as an English Literature major were research, analysis, and argumentation. These are really the core skills necessary for anyone pursuing an English Literature degree.

What drew you to pursuing a Master's in TESOL?

After I earned my Bachelor's, I was interested in learning more about the science of language through linguistics. Language absolutely fascinates me. I was also interested in pursuing a career in education as I had worked as a tutor in the Writing Center for much of my undergraduate years. I had a minor in Spanish and worked as a Spanish writing tutor at the Writing Center as well. My passion for language, interest in different languages and cultures, and strong belief in public education led me to considering TESOL. I met with a professor to discuss my interests and they told me how I could pursue a master's in TESOL/linguistics and work at the Intensive English Institute to get experience. I ended up just pursuing the Master's in TESOL but it has led me to my current position as an EL teacher and I couldn't be happier!

What advice would you give to other English students, whether they be fellow English Literature majors or not?

Get involved in things that you think might help you pursue your career and personal interests. For me, I wasn't sure if teaching was something I would like so I tried tutoring. I found out I loved it, and that helped me know more that teaching may be right for me. I also took opportunities to try things that pushed me, like my Spanish writing tutoring and becoming involved in leading a student organization. These things helped me figure out what I was truly passionate about and what could make me feel fulfilled in a future career.

Being an English Learner teacher, what does a typical week look like for you?

We have block classes alternatively between Black and Gold Days (Noblesville's school colors). On Black Days I teach English as a New Language (ENL) to level 1 and 2 students, help beginner and advanced EL students with homework during two support classes, and then have my level 1s and 2s again for extra English language learning at the end of the day. Gold Days are similar except I have a prep period and my ENL class is for levels 3 and 4.

Throughout any day of the week, I may be helping a new student who recently immigrated, helping a senior with a college application essay, giving feedback to a nervous student on a presentation they have for a class, or helping kids navigate the big emotions that come with being teenagers! I translate, grade, plan, support, and advocate for my students all day every day.

How did/do your English studies influence or contribute to your current career? Do they also influence your life outside of work?

I definitely use a lot of what I learned during my Master's program every day in my job. I have a firm background in the theory and logistics of being an effective teacher of English as a New Language that I am thankful for receiving through Ball State.

Since you'll be returning to the English Department, how do you hope to advance your studies?

I am taking a Practicum in TESOL course to help me finish a final requirement for earning my Indiana state EL teaching license. This I am adding to my license in teaching secondary English/Language Arts.

For more information about the Department of English, visit our [website](#), contact our [office](#) or follow us on [Facebook](#), [Instagram](#), and [Twitter](#).

Practical Advice for Grad School (January 25, 2022)

By Debbie Mix, Graduate Programs Director

If you've ever considered applying to graduate school, you've probably heard that it is a worthwhile endeavor, but not without its challenges. Even the beginning of the application process—finding the right programs to apply to—can seem daunting, so if you're looking at graduate school as the next step in your academic journey, we're here to help you consider aspects you may not have thought about yet!

We hope that you'll meet with your professors and our Graduate Programs Director if you have questions about graduate school, but we also wanted to provide the student perspective for you. We spoke with our own graduate English alumni about their best advice for graduate school, both what they would tell someone considering graduate school, and what they wish they'd known during their own programs.

Choosing the Right Program

“So much of your grad school experience comes from the knowledge, experience, and talent of the faculty. I'd recommend researching the specialties of the professors at the schools you're considering – then compare them to your interests to see where your best fit might be.”

—Jessie Ferree, MA Creative Writing 2021

Enrollment Specialist

Indiana Wesleyan University

“Take the time to look into each program you're interested in applying to. Look at the courses that have been offered in past semesters, look at the professors you'll be working with and their scholarly interests, and have an idea of what you want to get out of your experience. There are a number of excellent programs, but if they're not helping you develop as a scholar, then they're not exactly excellent for you.”

—Tamaya Greenlee, MA Literature 2016, Literature PhD Student 2018-2019

Associate Interpretation Planner

Indianapolis Museum of Art at Newfields

Mental Health

“Familiarize yourself with the mental health resources both on campus and in the community. Graduate school is very challenging, and I am a big proponent of mental health advocacy.”

—Elisabeth Buck, PhD Rhetoric & Composition 2016

Assistant Professor of English and Communication

Director of the Writing and Multiliteracy Center

University of Massachusetts Dartmouth

“Graduate school can be an anxious and isolating time. I wish I knew that it's okay to ask for help from your graduate cohort and faculty members.”

—Amory Orchard, MA English Studies 2018

Rhetoric and Composition PhD Candidate

Florida State University

“Graduate school can be very demanding; it requires serious time commitment. At the beginning of my first year, I went all in and forgot about myself...I eventually learned how to manage my time, stay within deadlines, and still take care of myself. It is important to have a social life outside of school life and moments of selfcare. I am better at it now.”

—Justine Waluvengo, MA Literature 2019

English PhD Candidate

Vanderbilt University

“I'm coping with life and teaching abroad (which, let me tell you, is the most stress I've ever encountered) much better than I dealt with life and teaching at Ball State, and that's because I've learned more about how I deal with challenges and have developed coping methods. Grad school taught me what I need to do to protect my mental health, and I've been able to use those methods here in Poland.”

—Valerie Weingart, MA Creative Writing 2020

Fulbright English Teaching Assistant in Koszalin, Poland

Politechnika Koszalińska (Koszalin University of Technology)

Finances

“There's absolutely nothing wrong with taking time after undergrad to work and save money...I don't regret how events in my life unfolded, even though I'm absolutely not where I expected to be. Right now, if everything went according to plan, I would still be studying for my PhD. That being said, I wish I had a better understanding of the financial aspect of graduate school.”

I wish I understood the financial burden of education, I wish I understood the significance of assistantships. I wish I went into my MA and PhD programs with a solid financial plan for paying for my education and life during my grad school years.”

—Tamaya Greenlee

“Seriously consider your funding opportunities before applying. Don't go into debt for 2-3 years of a master's program or 4-6 years of a PhD program if you can help it. Research what kind of assistantships (research, administrative, teaching) are available in the programs you're interested in applying to and what the estimated yearly stipend is.

Ask the department if you can speak to current grad assistants, then ask them how well they're able to juggle their GA responsibilities with their studies. If the GA workload is disproportionate to what you're being paid, you don't want to be part of a department that doesn't properly compensate you for the work you'd be doing for them. Also, such opportunities should somehow be helping you towards your short and long-term academic, professional, or personal goals.”

—Amory Orchard

Resources and Building Community

“Find your support system. I know this sounds like such a cliché, but graduate school is a difficult endeavor. The sooner you foster a network of support, the better your experience will likely be. I tend toward introversion so it's sometimes challenging for me to put myself out there, but I've never regretted saying "hi!" and introducing myself to someone at an orientation or event. Developing relationships with the folks in your matriculating cohort (i.e., the people beginning your program with you) is particularly important, as you'll be reaching the same benchmarks at similar times.”

—Elisabeth Buck

“I recommend building a support system or connecting with your cohort. I don't think I would have made it if it wasn't for my weekly [Writing Center](#) appointments, the group chats for each of my classes, or the friend group I was able to make. Grad school was intimidating and exhausting, so it is easy to just go home and crash. However, pushing yourself to talk to your peers or set up study groups goes so far (academically and mentally).”

—Emilie Schiess, MA TESOL & Linguistics 2021

Assistant Lecturer

Ball State University

“Establish a relationship with your professors early in the program and create consistent and constructive allies with your colleagues, you cannot do graduate school on your own. Create a

support system within and outside the program and even school. These people will make your graduate life much better. The Writing Center is a life saver. Take advantage of that. Be prepared to study a lot and hard. Take responsibility for your success.”

—Justine Waluvengo

Thank you so much to our alumni who connected with us about their graduate school experiences! This post wouldn't exist without them or their thoughtful responses.

Looking to learn more about our [graduate programs](#) or graduate school more generally?
Contact us at english@bsu.edu!

For more information about the Department of English, visit our [website](#), contact our [office](#) or follow us on [Facebook](#), [Instagram](#), and [Twitter](#).

Cardinal Directions interview with Morgan Ann Aprill (January 19, 2022)

My name is Anthony Herring, and I am Compass Creative's Blog Team Project Manager at Ball State. We received the email that you sent regarding your career journey from Ball State's English Department. As a part of our mission, we often interview BSU students and grads from the College of Science and Humanities for a series called [Cardinal Directions](#), and we would love to have you be a part of it.

We ask that you answer the following questions as in depth as you see fit. You are also allowed to expand on these questions or add to them.

1. What drew you to pursuing English Literature as your major?
2. What are the most valuable skills you learned as an English Literature major?
3. What drew you to pursuing a Master's in TESOL?
4. What advice would you give to other English students, whether they be fellow English Literature majors or not?
5. Being an English Learner teacher, what does a typical week look like for you?
6. How did/do your English studies influence or contribute to your current career? Do they also influence your life outside of work?
7. Since you'll be returning to the English Department, how do you hope to advance your studies?

We also ask that you provide a short bio (including your preferred pronouns) and headshot (if you don't have one, a nice photo will do just as well). We would love to have your responses back by Wednesday, January 26th. If you have any questions and/or concerns, please don't hesitate to email me at ajherring@bsu.edu.

Thanks,
Anthony Herring
Blog Team Project Manager
Compass Creative