We, the English faculty at GVSU, are committed to excellence in teaching, scholarship, and service, and we uphold the following values and principles:

Values

♦ We value the rigorous and comprehensive study of language, literacy and literature.
♦ We value the cultivation of critical reading and reflection.
♦ We value the production of excellent writing in a variety of forms.
♦ We value the ways the study of language and literature transforms our understanding of local, national, and international communities.
♦ We value teaching that will lead our students to participate in society as informed, responsible citizens.

Principles

♦ We will teach students to speak, read, and write effectively.
♦ We will teach a variety of literary, analytical, pedagogical, and theoretical skills.
♦ We will provide students in all three emphasis areas with a coherent curricular framework and relevant, well-structured choices.
♦ We will foster knowledge and love of literature and of language.

Mission Statement

The English Department strengthens the liberal education of students by developing a deepened understanding of language and literacy, the value of critical reading and effective writing, and the richness of literature, past and present.
The ENG 495 Capstone provides several important opportunities for English majors not offered elsewhere in the curriculum: the opportunity to reflect individually on the intellectual impact of majoring in English (intellectual autobiography); the opportunity to engage in the development and writing of an extended paper (senior thesis); and the opportunity to participate in the public presentation of the thesis work (departmental student conference).

This Capstone course underscores the Department’s principles and values: the cultivation of critical reading and reflection; the production of excellent writing in a variety of forms; the ability to speak, read, and write effectively; and the cultivation of literary, analytical, pedagogical, and theoretical skills.

This culminating event for the English Capstone Course requires that students publicly present a project that they have been responsible for shaping from its inception to its final form. The presentation will concretize the expertise that students have accrued in the research process and allow them to speak as authorities about their topic. No matter what career our students enter, public speaking is an essential skill, as is the act of distilling complex knowledge into a compact yet comprehensible package. Thus this final assignment of the Capstone course is the one that perhaps most clearly transitions students out of the major and into the next phase of their lives. We see this aspect of the course as a way to help students recognize each others’ accomplishments—and to help them be proud of their own as they move forward into their various futures.
Schedule of Events

9:00-9:50 am—Session One

10:00-10:50 am—Session Two

11:00-11:50 am—Session Three

12:00-12:50 pm—Session Four

1:00-1:50 pm—Session Five

2:00-2:50 pm—Session Six

3:00-3:50 pm—Session Seven

4 pm—Please join us in 2250 Kirkhof for our annual English Department Awards. We thank you for attending our Capstone Conference today.

There are numerous lunch options available on-campus and off-campus. Please see page 32 for details.
Session 1A—Room 2259—Healing Through Literature

Facilitators: Dr. Rachel Anderson
Dr. Rob Rozema

Presenters:

**Kaitlin Cota—Efficacy of Fantasy Fiction in Depression-Oriented Bibliotherapy**

This thesis will posit that not only is literary fiction a viable source of therapy for those suffering from depressive disorders, but that fantasy fiction in particular has enormous potential to provide psychological benefits for the reader. One must note that within this paper, “fantasy” will connote not only the stereotypical “elves and dragons” low fantasy genre, but any fictional literature in which one is removed from the realistic world. This removal from the realistic is often negatively deemed “escapism” and suggested to be synonymous with “avoidance.” However, here the argument will be made that this mental immersion into a fictional reality wildly disparate from our own provides a highly effective breeding ground for self-exploration as well as self-understanding.

**Cassidy Wright—The Process of Applying Bibliotherapy: Healing Through Literature**

Bibliotherapy is the process of helping adolescents face their personal problems through the practice of guided reading. This guided reading, with the help of teachers or counselors, allows students to understand that they are not the only ones facing these problems, allows them to make connections between the self and a character from the book, and teaches them how to solve or cope with whatever issue it is they are facing. However, if bibliotherapy is not executed with the stress on guided reading, the student may lack finding that connection between their problems and the character and the book will have little to no impact on helping the student with their personal issues. Therefore, literature can have a significant impact on a student’s personal and social issues when implemented with guided questions by their teacher or counselor.
Session One—Room 2263—Tapping Into History & Myth

Facilitators: Dr. Kurt Bullock
Dr. Ben Lockerd

Presenters:

Chris Hughes—Creatures of the Imagination: The Ever-Changing Role of the Fairy Folk in Literature

Changes of representation in literature can occur over time to any population of characters or character archetypes. Heroes became superheroes and then antiheroes. Women and minorities are represented at times admirably, offensively, or not at all. Monsters change size, shape, and nature as different societal fears and anxieties wax and wane. One group of characters has been with us since time immemorial and has been ever changing in order to remain part of our literary consciousness: the fairy folk. Over time the way the group of beings known as “fairies” has experienced major changes in role and representation in literature is in response to increases in knowledge, shifts in culture, and the resulting societal outlook on our world and ourselves. This will be explained and exemplified through various accounts and stories of fairy folk from the middle ages to their continued presence in modern literature.

Susan Saylor—Walking Into the Past to Ponder the Future: The Camino de Santiago

In northern Spain there is a five-hundred-mile trail that is called the Camino de Santiago. It originated in the medieval era as a route for pilgrims to pay homage to St. James and to see his relics in Compostela, the city at the end of the Camino de Santiago. Today, the trail has seen a resurgence and the motives for traveling this ancient trail have changed. Looking at memoirs of travelers and the research done on the trail, I will explore how this simple practice of walking allows space for mindfulness and introspection when the entrapments of everyday life are swept away. What began in medieval times as a spiritual experience often was peppered with tourist aspects, while today most pilgrims are skeptical of religion and just want to walk; yet they often seem to encounter the mystical and ponder the existential when walking this path, free of worldly distractions.

Mary Bischoff—The Importance of Moral Imagination: A Study of The Four Loves in C. S. Lewis’s Till We Have Faces

For my senior thesis, I will be writing on the idea of moral imagination and what role it plays in the relationship between fictional and nonfiction works. I will be explaining this moral imagination idea, created by Edmund Burke, and explaining what the use of moral imagination is for grasping understanding of literature. This idea will be carried into the works of C. S. Lewis, and display itself through the unfolding of his Four Loves in his novel Till We Have Faces. Through these two works, I will be demonstrating how imagination aids understanding for the reader. I will be drawing upon ideas from Peter Schakel and C. S. Lewis himself in order to do this most productively. I will also be using the ideas of Russell Kirk and his writings on the moral imagination to tie together the ideas that Till We Have Faces and The Four Loves contain.
Session One
9:00-9:50 am

Session 1C~Room 2266—Bilingual Classroom Pedagogies
Facilitators: Dr. Laura VanderBroek
Dr. Brian White

Presenters:

**Julie Ingle—Bilingual Acquisition**

Bilingualism is tremendously important in an increasingly diversified nation. Scholars agree that dual language acquisition is the most effective way to learn two languages. However, there is a lot of disparity among the programs available which is why I chose to evaluate several programs and their benefits. In this paper, I will discuss the various processes of dual language acquisition in the United States today, focusing specifically on the benefits of bilingualism, the various methods of dual language instruction, and evaluating dual language instruction from infancy through high school.

**Ryan Palmitier—The Reason for Additive Bilingualism**

Language is the instrument through which humans communicate and find personal and social significance. Language is ineffably important for individuals and society as language proficiency and multiliteracy are crucial for our present global economy. Developing a first language and learning a second language can be empowering. However, language can also be used for cultural and linguistic oppression. Dr. Jim Cummins found that there are two approaches to first language development and additional language acquisition: subtractive and additive bilingualism. Subtractive bilingualism is an approach in which the second language is acquired at the expense of the first language. Research has shown that this approach has harmful effects on individuals and communities. Additive bilingualism is an approach in which the first language is maintained and valued while the second language is acquired. Research has shown that this approach improves cognitive abilities and self-esteem and produces the multilingual speakers the global economy needs. Second language teaching must be done in an additive manner in which the learner learns the standard language while maintaining their mother language and thus their cultural and personal identity.

**Andrea Byl—Effective Scaffolding for ELLs in the Mainstream Elementary Classroom**

My thesis focuses on teaching strategies for supporting ELLs in the elementary classroom. After going through research showing the problems ELLs face and the evidence that teachers are often unprepared to work with ELLs, I call attention to the strategies experts have found to be the most beneficial to encourage these students, especially when they are isolated in the mainstream classroom. For my presentation, I will discuss the importance of providing effective scaffolding for ELLs and highlight the most successful approaches mainstream teachers are using in the classroom.
Matthew Darr—Aestheticism and Homosexual Values Representative of Both its Era and Today in The Picture of Dorian Gray

This essay will discuss the social commentary of Oscar Wilde’s The Picture of Dorian Gray, in regards to aestheticism and homosexual views of the Victorian Era and modern times. The different characters throughout the novel each inhibit the scrutiny regarding the queer lifestyle in this period, and how beauty and youth are both obsessed over and eternally craved. It is these individuals that reveal how the aesthetic and homosexual ideologies of the times are mirrored in the context of the novel and reveal the preoccupation of the age. Although Wilde initially meant to create a context of the period, the values are still very prevalent today, where we live in a time in which one finds higher merits in material goods and beauty than substantial contributions to society. This novel has fought the tests of time and still stands as a revelation of culture that is as palpable today as it was in 1890 Victorian England.

Nealie Andrews—Bromance or Romance: Queer Theory in BBC’s Sherlock

In the BBC television series Sherlock, an adaptation of Sir Arthur Conan Doyle’s pivotal work The Adventures of Sherlock Holmes, there are underlying queer themes that suggest more than a “bromance” occurring between Sherlock Holmes and Dr. Watson. Throughout the series, it is apparent that Holmes and Watson have developed a close, unique friendship. Those that analyze this connection between Holmes and Dr. Watson suggest that this bond is a “bromance,” and not something that should be considered based in romance. However, the Holmes character was developed during a period in England where homosexuality was a societal taboo. Also, as the adaptations of Sherlock Holmes continue to be created, BBC Sherlock is not the first adaptation to consider Holmes and Dr. Watson’s bond on a potential homosexual level, or simply that there is potentially more than meets the eye in the relationship between the two characters. I intend to illustrate examples of the queer themes and theory that have been dwelling within the BBC television series Sherlock, as well as exemplify the traces of queer theory in a variety of the other adaptations of Sherlock Holmes since its advent in the 1880s.
Session 2B–Room 2263—Modeling Memoir

Facilitators: Dr. Dawn Evans
Dr. Amy Masko

Presenters:

**Sabrina Stewart—The American Independent Female Travel Narrative: From *The Search for the Apex of America* to *Wild***

Since the feminist movement of the 1970s, there has been a prevalence of popular travel narratives written specifically by women. Though men are usually seen as the conquerors and discoverers of wild and unruly lands, it is women who have gained a reputation in the world of backpacking and exploratory travel adventure. The women embrace this external and internal journey; furthermore, this genre explores ecofeminism and is also propelled by the popularity of book clubs. I will examine one of this genre’s most ubiquitous modern texts, *Wild: From Lost to Found on the Pacific Crest Trail*, by Cheryl Strayed. It will explore the uniquely feminine contemporary travel narrative and insights into why society has changed its ideal of femininity and developed a woman’s role in the natural environment.

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**Sarah Westhoff—The Fight for Women’s Education: How One Girl’s Story Impacted the World***

In the U.S. and other Western countries, educating women is not a highly-debated topic. Both men and women are required, or at least expected, to attend primary and secondary school, and are often encouraged to receive some sort of higher education as well. However, in other parts of the world—in Afghanistan and Pakistan, for instance—this is not the case. For my thesis project, I am researching the dynamics of women’s education in Afghanistan and Pakistan, using Pakistani author and activist Malala Yousafzai’s autobiography *I Am Malala* as my primary source. I aim to highlight the work that Yousafzai has done in her fight for women’s education and to present how influential her efforts have been. I will examine the effects of Taliban rule on women’s education, and I will discuss the importance of education and explain how educating women can lead to more peaceful, prosperous, and healthy societies.

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**Alysa Lazzarini—Controversy in Genre: What Makes a Memoir?***

The Oxford Dictionary defines a memoir as a historical account or biography written from personal knowledge or special sources. Recently, there’s been large debate over what constitutes a memoir as more authors take their creative liberties farther than their audience might be comfortable with. Does fabricating the truth make it less true? How do we distinguish between what’s real and what isn’t, and should this be allowed? In this paper, I will analyze Arthur Golden’s novel *Memoirs of a Geisha* and compare it to the autobiography of the geisha Golden interviewed for his work. I will also explore how these fabrications have affected the media by looking at the scandal surrounding James Frey and his memoir *A Million Little Pieces*, as well as taking a closer look at the blurred line between fiction and nonfiction.
Alyssa Molnar—Female Roles in *Gone Girl* and Other Literary Works

Rarely does an audience see a woman in a leading role portray absolute stability. Usually, female leads strive to remain independent, but fall short when the plot develops a trying situation. The best-selling novel by Gillian Flynn, *Gone Girl*, represents an instance in literature where the protagonist is a woman and in complete control. The main character, Amy Elliott Dunne, is written as a misogynist: she detests other females because of their inability to show strength. Amy Elliott Dunne breaks the social barriers placed on women found in other literary works, specifically fairytales, classics, and modern best-sellers. *Gone Girl* is a representation of how women in literature can break the social, political, and cultural boundaries placed on them by society, changing the ideology of what it means to be a female.

Katie Conigliaro—The Modern Male Gaze: Deconstructing Problematic Portrayals of Female Sexuality in “Progressive” Texts

My thesis analyzes the portrayal of female sexuality within texts that are commonly described as feminist or progressive, specifically *Buffy the Vampire Slayer*, *Sherlock’s* adaptation of the character Irene Adler, and Marvel’s *Jessica Jones*. I argue that progress in portrayals of female sexuality in popular culture has lagged considerably behind that of other areas of representation. Additionally, I argue that the tension surrounding female sexuality is central to the broader fight for female empowerment, and therefore particular emphasis must be placed on critiquing these problematic representations in popular culture. My presentation will focus specifically on deconstructing how the male gaze has been subtly maintained in otherwise progressive texts such a *Buffy the Vampire Slayer* and characters such as *Sherlock’s* Irene Adler, as well briefly highlighting how Marvel’s *Jessica Jones* succeeds in offering a genuinely progressive portrayal of female sexuality.

Kathleen Gallagher—The Role of the Perpetrator & The Revenge of the Victim: A Discourse of Othering, Gender Identity, & Intersectionality at the Hands of Fictional Rape Narratives

My project will construct an analysis of British and American fictional rape narratives from 18th century to modern day. It will identify the progression of sociocultural attitudes about rape and how such contexts impact the works that arise from them. Focusing on canonical and texts from minority authors, the study will be somewhat comprehensive, grasping race and gender’s literary interplay and what this junction reveals about societal views on intersectionality, femininity, masculinity, and the function of fiction. Deriving from both a queer theory and feminist lens, the discourse will dissect issues of otherness and gender identity. An examination of the influence gender attitudes have on character descriptions of both perpetrators and victims will weave throughout. A primary intent of this project is to reveal why rape narratives prevail in literature and what the way in which they are displayed uncovers about the corresponding societies’ viewpoints on rape then and now.
Session Two—Room 2270—Steps to Developing Literacy

Facilitators: Dr. Rob Rozema
Dr. Laura VanderBroek

Presenters:

Amanda Marino—Descriptive vs. Prescriptive Grammar: How and When Grammar Should be Taught in the ELA Classroom

My thesis delves into the concept of grammar and the role it plays in the acquisition of language learning. With the help of literary experts such as Jeff Wilhelm, Michael Smith and Rei Noguchi, I specifically address the ongoing debate of how grammar should be taught in the classroom. Within the framework of teaching this so-called “correct” grammar, many challenges arise. This thesis tackles the intricacies of delivering individualized or differentiated grammar instruction to native English speakers, nonstandard English speakers and English language learners alike. My research shows that at the heart of this conversation lies an interesting discussion between prescriptive and descriptive grammar. I argue that the explicit teaching of prescriptive grammar should not be a focal point of the ELA classroom but instead should be taught as the need arises and in a way that will deem useful for students in their future practices.

Lauren Van Singel—Stories: The Multi-Faceted Role of Free Writing in the Classroom

Many people understand the importance of practicing professional and academic English in the classroom in an effort to better prepare students for their future in the postsecondary education system or their careers. While it is important to be able to write formal essays and understand the function of various structured aspects of language, research indicates that it is beneficial to pair the practice of these skills with the inclusion of free writing. This presentation discusses the important role that free writing plays in the classroom, as both a bridge to more formal writing tasks and an outlet of self expression. Free writing allows students to share their stories, and providing a place to articulate these thoughts plays a pivotal role in creating an open and engaging classroom environment.

Jaclyn Smith—Learning Literacy as an Adult

This paper will examine the difficulties that adults can have when learning literacy at an older age. Many adults who are struggling to become literate often have trouble acquiring the basic skills of literacy. Many scholars who explore literacy, and how it is achieved in adults, often struggle with finding ways and strategies that can help adults to learn the necessary literacy skills. Adults learn very differently from children, therefore making it more difficult for teachers to design instructional skills that can easily be learned by adults. In this paper, I will explore the issues of why it is more difficult for adults to become literate and the possible ways in which they can effectively become literate. This paper will also focus on the lack of techniques that are available to effectively teach adults literacy.
Many of Hemingway’s characters were abnormal for the time in which he was writing. Society had very strict standards that both sexes were expected to adhere to. Hemingway, on the other hand, had a very modern view of gender. His texts relied on traits that were more closely related to the opposite sex. Essentially, women had characteristics that were unexpected and more comparable to male gender standards and vice versa. Upon taking a closer look at a few of Hemingway’s short stories, one can see that women are portrayed as strong while men are weak. Of course, not all of Hemingway's characters follow this rule; at times he offers a character of the same sex that portrays normal gender stereotypes. The way Hemingway reinforces gender stereotypes is meant to contrast how he defies them.

Lauren Marcinek—Hemingway and the Female Protagonist

Ernest Hemingway is often regarded as one of the greatest modernist writers. When most people think of Hemingway, they think of his unique style or his use of realistic dialogue. Rarely are his characters thought of in regards to his writing, especially his female protagonists. His female protagonists are strong, independent, and break the norm of the typical fiction female character during this time period. I will examine his use of strong female protagonists in my presentation.

J Connor Bylsma—Modernist Aesthetics and Mythical Physics: The Interplay of Modernism, Space-Time, and Mythic Time in Faulkner's Big Woods

The writing process manifests three impressions: the writer seeing or imagining an event in space and time; the writer creating the image; and those words coming alive for the reader, giving the impression of the space and time which the writer originally imagined. The barrier between reader and intended image is the difficulty the writer has in displaying what it is he/she wants the reader to see and understand. The Modernists attempted to remove this barrier of space-time through impressionism and by employing the idea of extra-temporality, or mythic time. By removing space-time, the writers were able to create a place outside of time, more capable of evoking sentiments understandable for readers. This is seen in William Faulkner’s Big Woods, where mythic time is apparent from the beginning as method of creating gravity in the setting, and a means of giving greater depth to characters who delve into mythic realms.
Session Three—Room 2263—Successful Reading Pedagogies

Facilitators: Dr. Dawn Evans
Dr. Amy Masko

Presenters:

**Caroline Marchand—Increasing Reading Motivation among Elementary Students**

My thesis focuses on increasing the reading motivation of elementary students. By implementing various sources about different strategies to increase students’ motivation, along with ways to include choice reading, I have drawn from a variety of different articles, journals, and books in order to show how these things can be done. Ultimately, the aim is to discuss reasons why students may lack motivation when it comes to reading, and to provide different ways to help these students reach the goal of becoming effective, engaged, and motivated readers.

**Alyssa Meagher—How to Conduct an Effective Read Aloud in Elementary Classrooms**

Reading aloud to elementary students has been utilized by teachers for years and has even become a daily activity in many classrooms. But some people, educators even, believe reading aloud is useless and has no place in the classroom. Those who believe this do not understand the true power of reading aloud. Reading aloud provides several benefits for elementary students that are essential to their reading development, such as developing comprehension and listening skills, to gaining passion for reading. To ensure elementary students experience these benefits, teachers must know how to implement an effective read aloud. A read aloud consist of the teacher reading orally to students for the purpose of helping them develop as readers. The read aloud can take on many forms and serve different purposes, but the overall goal of any read aloud in an elementary classroom is to help students become successful readers.

**Elizabeth Berklich—Picture Books for Reading Development**

Pictures can be interpreted by readers of all ages and can be used to strengthen reading strategy. Using a semantic approach, my thesis depicts how children can interpret pictures or illustrations and develop meaning for words. The visual meaning of an image and its relationship to any accompanying text allows children to make connections between words and meaning. This is key to a child’s reading instruction. This paper will touch on the aspects of reading development among adolescents and how picture books are an underrated resource for reading education. My research will help imply that while phonological awareness, phonics, fluency, vocabulary, and comprehension are all components of reading instruction, a semantic approach to picture books can provide a more significant learning experience that is more engaging and stimulating than lexical text can provide alone.
Session Three

Session 3C~Room 2266—Ethics of Language Play

Facilitators: Dr. Sherry Johnson
Dr. Michael Webster

Presenters:

Matthew Clark—Wake up! Contemporary Notions of Finnegans Wake

Since its creation, Finnegans Wake has been a controversial text that evokes feelings of bewilderment and confusion to many who have attempted to decipher its pages. The author passed away leaving many speculations as to the book's meaning and coherence. In my paper, I have two goals: I intend to examine the critical reception of Joyce's masterwork and aim to look at the tools and scientific theories which have emerged in the last seventy years which have revealed profound insights concerning the coherence and validity of Joyce's work.

Mikaela Lindquist—Morality in Death Note

In recent years there has been a rise in characters who are not the typical heroes and are, instead, anti-heroes. These characters do not act in ways that are clearly moral and, in many cases, are rather immoral. In my thesis I explore how the protagonist’s role as an anti-hero complicates the question of which side is morally correct in the manga series Death Note. Should the audience root for the protagonist who wants to create a peaceful world without crime, even though this means killing all the criminals in the world? Or is the reclusive, almost slovenly, detective who hunts down the protagonist to arrest him using any means, legal or otherwise, correct? This question is further complicated by the stylistic choices of the artist as well as the consequences, or lack thereof, that await the main character in Death Note.

John Akers—Resurrection of Racial Politics in Mainstream Hip Hop

Hip hop’s influence in contemporary culture is hard to ignore, and many scholars state that hip hop culture propagates negative stereotypes of African Americans. However, to say this is to completely ignore the complexities of identity harbored in a genre of music created by a marginalized minority population. Hip hop culture was developed as a means of creative protest, a voice for the voiceless; yet as the culture grew over time, the purpose of hip hop music changed from protest to entertainment. This paper will show how Kendrick Lamar’s music reflects hip hop’s returning potential to bring about substantial political change. Lamar’s influence is changing mainstream music and American representations of identity, culture, and race, by resurrecting the racial and political emphasis of hip hop.
Session 3D—Room 2270—Discovering Purpose in Dystopia

Facilitators: Dr. Kathleen Blumreich  
Dr. Lindsay Ellis

Presenters:

**Ben Ruehrdanz—Dystopian Fiction for Younger and Younger Adults**

Dystopian literature for children and young adults has increased notably in popularity since September 11th, 2001. This form of literature has multiple implications for young readers. Previous research shows that dystopian fiction can improve political motivation, inspire young women to take careers in STEM fields, and push young readers to examine their social and political worlds. Despite the advantages, many dystopian novels still find their way onto the banned book list. In considering the reading ability and text comprehension skills with analysis of advanced literary elements and dark themes found in dystopian fiction, this thesis argues that 12 years of age is an appropriate age to begin reading the dystopian literature available to youth today. This age serves as a suggestion to educators, parents and young adults interested in having the best possible experience with a dystopian book.

**Allison McPhall—Dystopian Novels and their Challenging Topics Presented in the Classroom**

For my senior thesis, I focus on the themes and issues relating to real world challenges that are mimicked in dystopian novels such as *The Hunger Games*, *Divergent*, *The Handmaid’s Tale*, and *Fahrenheit 451*, and how they can be analyzed in the classroom. My thesis argues that in order to make our students socially aware of the current, global issues the public and specific groups of people battle today, dystopian works such as these should be utilized in order to open the communication of necessary topics in a comfortable environment. While incorporating discussions, educators should also direct the students’ attention toward how to resolve conflicts occurring in today’s society such as sex trafficking, censorship, starvation, etc. Through acquired skills of researching, persuasive writing, public speaking, and projects, students will be culturally attentive in their communities while obtaining the knowledge and skill sets to inform and amend their surroundings.

**Stefani Tepas—*The Hunger Games* and Dystopian Literature: Readers' Responses to these Texts**

For my senior thesis, I focused on dystopian literature—specifically *The Hunger Games* by Suzanne Collins as a supporting text. Dystopian literature has grown immensely in popularity over the past decade; most of these texts have similar themes within them: oppression, politics and revolt. These themes are true in *The Hunger Games* trilogy, which is one of the most popular young adult dystopian series today. In my thesis, I argue that dystopian literature can bring a political forethought to its readers, but not necessarily enough thought to call readers to any sort of action from the ideas they see within the texts. Though these books may bring political thoughts to the readers’ minds, they are fictional books, and were written to be an engaging story, nothing further.
Session 4A—Room 2259—Bargaining with the Bard

Facilitators: Dr. Ben Lockerd
Dr. Ilse Schweitzer VanDonkelaar

Presenters:

William Hewitt—The Sonnets of Shakespeare: Teaching Composition and Interpretation at the High School Level

Shakespeare is one of the undisputed kings of Western literature. Naturally, high schools all across the country study his works in the classroom. However, the primary focus remains on his plays. Shakespeare’s sonnets are widely regarded as some of greatest pieces of lyrical poetry in the English language, yet they remain largely unexplored in modern high school curricula. The sonnets, as Brian Boyd puts it, “offer a perfect opportunity to focus on the appeal of verse apart from the attractions of embedded narrative.” The themes are enduring, and the language is beautifully intricate. The Shakespearean sonnet, as a form, allows students to see formal poetry as a challenge of skill and creativity as opposed to a restriction. High school English curricula all across America must equally emphasize the sonnets of Shakespeare, along with his plays, in order to fully experience his timeless genius.

Lexie Harrington—Ecocriticism in Shakespeare

My thesis argues that by doing ecocritical and ecofeminist readings of sixteenth and seventeenth century literature, especially Shakespearean literature, we can trace the roots of our current environmental crisis. Instead of displaying the Elizabethan ‘chain of being’ in his plays, however, Shakespeare ridicules this way of thinking by putting nature at the forefront of many of his dramas. By doing this, he displays how important and powerful nature really is, and how it is a negative situation that humans were becoming disconnected from it, especially, in King Lear. Shakespeare directly challenges Elizabethan ideology by showing the thunderstorm as most powerful in the play, more so, even, than the king, thereby showing the weakness of the ‘chain of being.’ Shakespeare’s contemporaries believed that man was the center of God’s creation, above animals and nature, and this still resonates today, therefore contributing to humans’ separation from, and exploitation of, the natural world.
Session 4B—Room 2263—Fracturing the Fairy Tale

Facilitators: Dr. Kathleen Blumreich
Dr. Michael Webster

Presenters:

**Sally Verklan—Tale as Old as Time: A Look at the Female Portrayal of Beauty and the Beast Retellings**

This paper takes a look at young adult retellings of Jeanne-Marie Leprince de Beaumont’s classic fairy tale, *Beauty and the Beast*. Through the centuries, authors have retold and rewritten the classic fairy tales, subverting the characters to fit into the contemporary society. The goal of this paper is to look at ways in which the female character has been altered throughout the different retellings. One of the common changes to the retellings is the first person narration that gives voice and adds to the character of the female heroine. Other authors focus on the heroine using her wits and intelligence to save the day as opposed to her beauty, as well as the heroine having more agency and action than her original counterpart. This paper will argue that in rewriting fairy tales, authors are adapting fairy tales for modern and contemporary audiences to teach them the social values of the day.

**Andrew Hiner—Reworking Red Riding Hood**

For many young readers, the fairy tale could be considered the core of children’s literature with its vast popularity and perpetual adaptation. The stories of *Little Red Riding Hood*, *Snow White*, and *Jack and the Beanstalk*, as well as many other fairy tales, are familiar and well-explored in the classroom, as well as at home. The fairy tale is an effective vehicle for instruction; its content matter often details a lesson to be learned while providing entertainment: a sugary guise for young readers to enjoy their learning experience with accessible literature. Although the fairy tale is traditionally directed towards a younger audience, its adaptability has been effectively stretched into film and other retellings aimed at an older audience. In this paper, I will explore a variety of retellings and film adaptations of Jacob and Wilhelm Grimm’s *Little Red Riding Hood* to discuss the societal impact of the fairy tale genre.

**Lindsey Speaker—Taking Back Ownership of the Fairy Tale: Feminist Retellings in the Classroom**

This presentation will discuss the gender stereotypes and societal misconceptions that shape traditional versions of *Cinderella* and other fairy tales in order to explain and demonstrate why/how feminist adaptations change this. Three feminist retellings will be introduced to illustrate how these stories eliminate gender stereotypes and false societal impressions in order to give children individual and societal perspectives that are less fantastical and more realistic. The gender stereotypes of appearance, marriage, and motherhood will be highlighted to demonstrate these changes and their importance. Ultimately, this presentation will discuss why feminist retellings of fairy tales should be implemented in the classroom, side-by-side with the traditional, patriarchal tales of the Brothers Grimm and Charles Perrault.
Presenters:

**Meagan Kriger**—Closing the Reading Achievement Gap Between High-Income and Low-Income Students in the United States

My thesis argues that the reading achievement gap between high-income and low-income students in the United States is a huge and growing problem that undermines the right to education that all children deserve, and that educators should be doing more to close this gap by providing more access to books, by intervening in early education, and by removing stereotypes and setting high expectations for all students regardless of their academic background. Drawing on work from experts like Paul C. Gorski and Diane M. Barone, I will discuss the various steps educators can take in order to close this reading achievement gap, focusing primarily on elementary school students.

**Kerry DeGraaf**—Dispelling the Myths of American Meritocracy in the High School English Classroom Through the Teaching of George Orwell’s Novel *1984*

This paper focuses on dispelling the myths of Meritocracy within American society through the teaching of George Orwell’s novel *1984*, in the high school English classroom. We will seek to define the terms of American meritocracy, with its truths, myths, and misconceptions that are put forth within that definition. Through the perspective of this great American author, the focus specifically will be to look at how his novel works as a metaphor for that definition of American meritocracy ideals, and in what ways the author illustrates the realities of those ideals. Within this framework, this paper will further seek to define and discuss how those illustrations can and do still relate to today’s English student in the high school classroom, and what those students and American society at large is speaking to when it uses the term Orwellian in reference to both Orwell’s and America’s ideals about meritocracy.

**Caitlin Rykse**—Empowering Empathy: What We Can Learn From a Contemporary Theoretical Reading of *1984*

In an increasingly pluralistic and diverse society, our nation’s schools have the responsibility to promote critical and dialectical thought to combat the pervasive prejudice implicit within our societal structures. This paper explores how English teachers can promote these social justice oriented thought processes through nurturing an empathetic discourse in the classroom. I argue that empathetic discourse can be fostered by incorporating and explicitly teaching critical literary theory. Using George Orwell’s novel, *1984*, I provide an example and practical application of how literary theory, specifically New Historicism and Cultural Criticism, can be used to encourage students’ use of critical and dialectical thought. Ultimately, I posit that using and discussing these theories as a form of literary analysis can empower students to become more empathetic, and thereby, instill a desire to strive for social justice.
Melissa Brunke—The Parallels between the Western World and *Harry Potter*

The world of *Harry Potter* is much more than the story of a young wizard defeating an evil villain. The story runs much deeper than that. J. K. Rowling mirrors the western world in her writing and writes about the prevalent issues in society. Using allegory, the author manages to give the emotional distance necessary to have the readers contemplate topics such as racism, prejudice, feminism, classicism, and slavery. These issues are very relevant in society and with the emotional distance established by the author, the reader may be able to receive a different viewpoint on the issue that he or she did not previously have.

Allison Bork—More Realistic Than Magical: The Portrayal of Evil in the *Harry Potter* Series

Evil plays a central role in the *Harry Potter* series. The portrayal of evil deviates from the classic pure good versus pure evil dichotomy commonly found in young adult literature. The *Potter* books depict evil as it is found in the real world instead of relying on fantastical reasoning. These evils are represented through the metaphor of “blood status”, making it easy for young readers to understand. Rowling uses this metaphor to show the real dangers of prejudice, abuse, racism, ableism, cultism, and terrorism. These serious topics are often avoided around children and young adults, but Rowling discusses them in a way that young readers can not only understand, but experience in a safe way. By reading about these topics and forming an understanding of them, young readers will be more able to understand how to react when they encounter them in real life.

Kaitlyn McCumby—Do You Want to Build a Snowwoman? *Frozen* and Gender Roles

Many critics have argued that Disney is an anti-feminist company and that is shown in the films that they have produced. Is this still true, though? This paper examines how critics have seen Disney’s ideas as anti-feminist in their films. However, by focusing on how one of the newer Disney films, *Frozen*, challenges traditional gender roles, I ask if we could be seeing a change in the idea of how anti-feminist Disney really is. This paper will specifically look at the strong female protagonists in the film, how the film emphasizes their power, and furthermore, how the film’s female screenwriter and director Jennifer Lee adapted her source material, Hans Christian Andersen’s *The Snow Queen*, to present a more modern version of this tale for contemporary audiences.
Session 5B—Room 2263—Merging Cultures in the Classroom

Facilitators: Dr. David Álvarez
Dr. Lindsay Ellis

Presenters:

**Morgan Hulst—Importance of Teaching Authentic Multicultural Literature**

This presentation aims to illuminate the importance of teaching multicultural literature in school classrooms. I introduce the concept of what multicultural literature is, as it can be defined in many ways. Previous research has shown that by teaching multicultural literature, students can gain a better understanding of themselves and the world around them. The research suggests that many versions of texts can lead to inaccuracy in stereotypes. This guides educators on the best way to teach our next generation multicultural literature, promising a better future. One can also examine the authenticity of multicultural literature to determine if authenticity does indeed matter when teaching. These findings prompt a re-thinking of the way educators should be teaching multicultural literature. This presentation will display how through teaching multiple versions of authentic multicultural literature, students will become more aware of their own culture as well as other cultures, leading to a decrease in inaccurate stereotypes.

**Leah McLoskey—Breaking Down Barriers: The Importance of Incorporating Middle Eastern Literature into the Classroom**

The purpose of this research is to highlight the importance of incorporating Middle Eastern literature into mainstream U.S. classrooms. By examining the scholarly literature, I have found that there is a large need for more diverse young adult and children’s literature within U.S. classrooms. However, Middle Eastern literature is often a culturally and politically diverse issue, and requires careful thought and teacher preparation. By looking at the positive and negative effects, as well as political issues, teachers will be able to expand their students’ cultural outlook and international mindset.

**Allie Brown—It’s Not in the Books: How to Combine Both Multicultural and ESL Instruction to Create an Effective Teaching Method for All Students**

Over the years, introducing multicultural instruction in the classroom has been an important topic because many students are coming to the U.S. from many different countries. Diversity is consistently increasing in schools, and teachers must include multicultural instruction in their classroom to help support the English language learners as well as provide the English speaking students with a general background of how to work with students from another culture. While researching, I came to the conclusion that many scholars focus on each individual subject: ESL (English as a Second Language) instruction, multicultural literature, and multicultural instruction; however, scholars rarely address these methods in combination. I believe in order to have successful ESL instruction, teachers must involve multicultural instruction and literature in the classroom, which will allow all students to understand each other’s background and become more culturally aware.
Session Five—Room 2266—Finding Success within the Common Core Standards

Facilitators: Dr. Colleen Brice
Dr. Amy Masko

Presenters:

**Stephanie Hiltz—Teaching to the Common Core State Standards within a Culture of Thinking**

The Common Core State Standards (CCSS) for Literature and Language Arts (K-8) regulate knowledge and skills students must be mastering at each grade level. Though the standards are explicit as to what needs to be taught, the authors of the Common Core intentionally left room for teachers to be able to implement those standards into the classroom in whatever way they find most fitting. There are many angles in which the CCSS can be implemented by teachers. This presentation will advocate for a classroom in which students are required to be active learners and thinkers. By encouraging good thinking practices in elementary English Language Arts classrooms, students will be able to better meet the specific standards and goals set out by the CCSS.

**Brianne Stephens—The Common Core and Classroom Discourse**

The Common Core State Standards (CCSS) Initiative was introduced in 2009 and included standards in English Language Arts (ELA) and mathematics. Within the ELA standards, the authors identified three “instructional shifts” that would help teachers in using the standards to their fullest potential. The second shift puts an emphasis on text-dependent questions. These now powerful authors have used their speeches, lesson exemplars, and professional development modules to advocate that discourse in ELA should be focused only on the text itself. Research indicates, though, that student achievement decreases in classroom settings where text-dependent questions are the focus. Instead, research suggests that classrooms should have authentic, dialogic experiences surrounding literature. This presentation will deconstruct a lesson exemplar from the authors of the CCSS on *Because of Winn Dixie* that only uses text-dependent questions and offer an alternative approach to the lesson that employs the activation of background knowledge and authentic questions.

**Sarah Snyder—Mindset Can Determine Motivation and Success for Students**

Success is not determined by an ingrained level of ability. Instead, research has found that success is determined by the belief that qualities can be developed. This is called the growth mindset. Studies by Carol Dweck have shown that students who think they can change their intelligence will in fact grow their intelligence. It is not resilience, hard work, and dedication alone that determine success. The growth mindset is critical in fulfilling our potential.
Session Six—Room 2259—Addressing Student Issues in the Classroom

Facilitators: Dr. Corinna McLeod
Dr. Christy Pearson

Presenters:

Yuliya Mironova—Cultivating Inclusive Classrooms through Empathy Education

Mainstream classrooms that effectively include students with special needs require a safe and empathetic learning environment. In a society where bullying and “othering” is extremely prevalent, especially in schools, teaching empathy education towards students with special needs is essential when building an inclusive classroom. Studies have proven the positive effects of interactions between mainstream and special needs students in inclusive classrooms, especially with the use of children’s literature as a precursor. This paper will highlight the ways to cultivate this environment with an empathy education approach through the teaching of the children’s novel *Wonder* by R.J. Palacio.

Autumn Katkic—Diving Deeper into Diversity: Deciphering a Language Disorder from a Language Difference & Why it Matters

It is a future educator’s responsibility to make sure there are equal opportunities for all children in their school. It is also a future educator’s responsibility to identify and refer children with special needs to the special education program. However, all too often minority students have been misidentified and placed into special education classrooms on the belief that they have a language disorder, when in reality they only struggle from a cultural difference. It is important for teachers, both general and special education, to be able to identify those students with language disorders and those with a cultural difference. Teachers also need to ensure they are testing these culturally diverse children correctly. This thesis will enlighten individuals on how to decipher a language disorder from a language difference, the implications of misidentification, over-representation, and under-representation, as well as ways educators can avoid these dilemmas.

Rachel Cain—Trauma and the English Classroom: How Reading and Writing Can Help Students Cope with Trauma

Children are entering our classrooms having experienced pain and trauma in the form of violence, abuse, neglect, instability and even loss. Not only does that trauma affect their ability to learn, but it also affects their ability to mature into healthy, self-sustaining citizens. Students need coping strategies, and the English classroom is a safe and effective place to develop such strategies through the use of both reading and writing. Individual studies using bibliotherapy and writing therapy have shown both to be independently successfully in helping students develop coping strategies that can both assist them in healing from past trauma and prepare them to withstand future trauma. This paper argues that by interweaving both therapies together, the resultant teacher-led exercise evolves into a more potent and fine-tuned teaching resource than either therapy embodies on its own.
Lesley Dunny—The Importance of Diverse Protagonists in Youth Literature

The argument that there is a lack of diverse characters represented in media and pop culture has been raging for quite some time. In recent years, society has not been quiet about shedding light on this persisting problem. This topic is applied to the younger generation in a format that is relevant to their lives by examining protagonists that appear in children’s and young adult literature. This paper outlines the reasons behind the claim that it is necessary to include diverse characters in youth literature, and explores the benefits that people receive from reading about such characters.

Sarah Castle—Finding a Place for Fantasy and Play

Research shows that fantasy literature and play aids in the evolution of children’s personal and social development, expansion of writing and reading skills, and academic progress as a result of their teacher’s engagement strategies. Since fantasy and play affect children’s lives in many ways, they should be implemented into classrooms and utilized by teachers more often. This implementation is crucial because children's opportunities for with fantasy literature and play are often ignored and discouraged by educators due to the current societal concerns that schools should have a strict structure promoted by the desire to improve test scores. Some potential future benefits of implementing fantasy and play into the classroom include the development of empathy in students and an increase in reading enjoyment for students which results in an increase in academic achievement and reduction of aliteracy in adults.

Alison Whittaker—The Literate Imagination

Developing imagination in students is rarely seen as a priority, and often viewed as a frivolous exercise in creative expression. By highlighting existing research in support of the existence of imagination, the benefits of developing this in-born skill through the use of reading and writing fiction are closely examined.
Session Six

Session 6C~Room 2266—Unsettling Literature

Facilitators: Dr. David Álvarez
Dr. David Ihrman

Presenters:

Jennifer Stewart—The Hip Hop Narrative of Language: How Word Choice Transposes Language

The basis of this thesis is to explore how the use of word choice, genre, and language affect an audience. The testing ground for the proposition will be the Broadway musical *Hamilton*. Playwright Lin-Manuel Miranda takes the academic and rigid writing of the past and transposes the literature to more modern language with rap and hip hop elements. The argument for this thesis will establish how the use of slang and the hip hop narrative serves as a voice for today’s audience, as opposed to structured, academic language. The purpose of this thesis is to determine the reception of the language, genre, and word choice to convey a deeper meaning.

Abigail Shott—Child Soldier Literature

For my senior thesis I focus on the emerging genre of child soldier literature and discuss whether it is beneficial or harmful to those who have lived this reality and the individuals brave enough to share their stories and expose their trauma. My main text is *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah. I search to see what the fallout of this novel has done to the mission to end child soldiering. In my presentation I will focus on personal account of how this growing genre is disillusioning its audience, the victims, the survivors, and greater society. Ending this violation of human rights is crucial for these children and the legacy that this generation wishes to leave behind, but is the creation and growth of a literary genre, fed off of the pain of half a million children and their families, aiding this endeavor?

Crystal Li—Asian American Culture Identity: What is Home?

“Unhomeliness” is a literary concept that describes a tug-of-war identity issue that is noticeable in children of immigrants. They do not feel they belong at home nor in their social community. This research focuses specifically on Asian Americans, also known as “The Model Minority.” Young Asian Americans do not feel as connected to traditional values of their families and are simultaneously discriminated against in the American society for not being American enough. This is an internal battle that is evident in social psychological studies and literature. Because Asian American Literature is not widely studied in English Literature programs, I will be showcasing these works as an example of the dilemmas of growing up multicultural.
Session Seven

Session 7A—Room 2259—Classroom Language Dynamics

Facilitators: Dr. Sherry Johnson
Dr. Shinian Wu

Presenters:

Katheryn Gipe—Bridging Linguistic Distances in Multilingual Classrooms

With today’s society becoming progressively globalized, the language landscape in classrooms in America is continually changing. In response to this ever-growing presence of multilingual classrooms, we often find teachers who feel unequipped to teach English language learners. Thus, it is becoming increasingly evident that teachers need to be prepared for the linguistic diversity that they will inevitably encounter in their classrooms. In this paper I will explain the importance of including linguistic comparisons in teacher certification programs in order for teachers to become aware of the linguistic distance between their students’ native languages and English. This linguistic awareness can help teachers differentiate their instruction based on their students’ linguistic needs. This paper explores the linguistic distance and possible pedagogical implications between English and the top three native languages found in multilingual classrooms in America today: Spanish, Chinese, and Arabic.

DeMario Bell—Chalk and Talk: Language and Power in the Classroom

African American English (AAE) is highly debated both inside and outside of the classroom. A number of educators, authors, and linguists all discuss whether teachers should allow AAE, which carries a number of often negative stereotypes, inside of the classroom. In any case, there is a linguistic gap between African American English and Standard American English (SAE). Some scholars and teachers have described AAE as “bad” and SAE as “good.” Authors such as Rosina Lippi Green, Deborah Palmer and John Smith all discuss the impacts of a teacher’s language choices in the classroom and how they influence power. Expanding on these scholars’ ideas, this thesis argues by allowing code switching in the classroom, it balances the power relationship between the teacher and their students as well as helps AAE speaking students improve their comprehension skills.

Arache’ Wilson—What’s Wrong With Sounding Black?: An Argument Against Codeswitching

My senior thesis argues against code switching pedagogy. Teaching code switching in the classroom perpetuates racism and linguistic prejudice. It also facilitates the illiteracy and academic failure that educators are fighting to eliminate and can actually promote resistance to Standard English rather than encourage its use. My thesis is heavily influenced by experts such as Vershawn Ashanti Young. I place emphasis on the fact that code meshing is a better alternative to code switching and provide ways to incorporate code meshing in a classroom. For this presentation, I will focus on the differences and similarities of code switching and code meshing and explain why code meshing is truly the better option.
Cessley Walker—*Jane Eyre, a Woman Seeking Purpose*

For my senior thesis I studied the novel *Jane Eyre* as a whole through a feminist lens. It is my argument that beneath the romance between Jane and Mr. Rochester, and beyond the mystery and horror of the madwoman in the attic, most of Jane’s struggle comes from being a woman during the Victorian era—a time in which women didn’t have the same rights they do today, and were treated as property that belong to their husband or father if they weren’t married. During that time women held no ability to be liberated or independent by themselves unless they were wealthy, and if not they could hold no title without being married as men held all the true power. Therefore, my presentation will specifically focus on women’s role in society during the Victorian era, specifically Jane and how the unintentional and intentional oppression by the constant male presence in her life hindered her ability to achieve that independence she eagerly sought throughout the novel.

Michelle McGough—*The First Female Detectives: The Role of the Domestic Spy in The Female Detective and Revelations of a Lady Detective*

Published within months of one another in 1864, *The Female Detective* and *Revelations of a Lady Detective* are widely acknowledged as the first novels that feature female detectives. These two works are the focus of my senior thesis, in which I make the argument that G and Mrs. Paschal, despite Victorian restrictions on women, are able to succeed in a traditionally male-dominated field because of their gender, rather than in spite of it. My presentation will focus on the concept of the domestic spy, and how, as women, G and Mrs. Paschal can take advantage of such a role by infiltrating the private sphere (where they traditionally “belong”) in order to uncover the evidence needed for an arrest and conviction. With this subterfuge, G and Mrs. Paschal challenge not only the patriarchal stereotypes that define the separate spheres, but also those of their chosen profession.

Elizabeth Visser—*Pride and Prejudice and Zombies: Making the Metaphorical Literal*

This thesis will explore the historical context surrounding Jane Austen’s *Pride and Prejudice* in order to understand the significance of the adaptation *Pride and Prejudice and Zombies* by Seth Grahame-Smith. Historical criticism will be used to reveal the social and cultural circumstances that informed Austen’s writing. Feminist criticism will be employed to illuminate Austen’s attempts to promote a feminist agenda. A review of the evolution of the zombie in literary history and popular culture will prove that the zombie is a malleable monster and an appropriate representative of any number of societal fears. This thesis will argue *Pride and Prejudice and Zombies* provides a palpable monster to exemplify the horrors and social concerns of Jane Austen’s time, and the zombified version of *Pride and Prejudice* is a feminist reimagining that amplifies Austen’s remonstration of a patriarchal society.
Presenters:

Seth Regan—”The World is Places”: Bioregional Critical Theory and Pedagogy in the Language Arts Classroom

My thesis argues for the modeling and teaching of ecologically centered critical theories in Language Arts classrooms. The present and future consequences of global climate change demand that literary critics and educators adopt new and revise old critical theories in order to address the challenges and questions that global ecological crises pose. Bioregionalism, although a marginal theory within literary criticism, addresses modern discourses—including anthropocentrism and globalization—in important and unique ways that set it apart from other branches of ecocriticism. My presentation will provide practical ways educators, in a variety of contexts, can model and teach bioregional critical theory in their language arts classrooms. Additionally, I will show how a more developed bioregional pedagogy may, more effectively than other models, help students cultivate ecological literacy, place-consciousness, civic engagement, critical literacy skills, and a newfound love for learning.

Sam Bouman—Taking Rap to School

Rap music in America has grown from very humble Jamaican roots to a globally recognized part of most cultures, even including South Korea and India. Not surprisingly, rap music does not receive any respect when viewed from an academic context as much of it is filled with vulgarity. This needs to change. Plenty of rappers have a higher word variety than Shakespeare, and still are looked at as unintelligent, murdering, thugs. Teachers shy away from using any vulgar lyric in the classroom, while the students blast the songs on their stereos as soon as they leave school. In this presentation, I plan to tell a little about the history of rap, show the lexical and phonological diversity it has to offer, explain the globalization and appropriation of rap in modern times, and finally show why it should be used in classrooms to teach rhyme schemes, word play, and urban culture themes.

Jenna Wymer—Invented Spelling

My thesis argues that Invented Spelling is an important learning strategy that allows early childhood development in reading, writing, spelling and the development of English Language Learners. Drawing on the works done by many researchers such as Ouellette and Senechal, I discuss various reasons as to why parents and teachers should use Invented Spelling with their children. For this presentation, I will focus my discussion on the advantages of invented spelling and how to communicate these advantages to parents. Parents have raised many questions and concerns in regards to this topic. I will address these questions and concerns based on the research that was presented.
GVSU’s English Department
~in conjunction with the departments of Classics and Writing~

is pleased to announce its annual…

Oldenburg Writing Contest

Named in honor of former department member E. William Oldenburg, the contest offers GVSU students first-place prizes of $50 and second- and third-place prizes of $25 in each of the following categories.

Categories:

- Personal, analytical, or persuasive essay written by a freshman.
  First Place: Emily Zerrenner
  Second Place: Belén Ojeda Bernal
  Third Place: Abigail Schnell

- Personal essay written by a sophomore, junior, or senior.
  First Place: Paige Leland
  Second Place: Michael Moore
  Third Place: Kramer Schultz

- Analytical or persuasive essay written by a sophomore, junior, or senior.
  First Place: Alexandra Evans
  Second Place: Annica Bosveld
  Third Place: Carson Ratliff

- Poetry written by any GVSU undergraduate student.
  First Place: Debra Kue
  Second Place: Emily Vandenberghe
  Third Place: Daulton Selke

- Fiction written by any GVSU undergraduate student. One short story per entrant.
  First Place Tie: D. Cole Eichelberger
  First Place Tie: Danny VanZandt
  First Place Tie: Abigail Klomparens
  Honorable Mention: Zach Sheneman

- Drama written by any GVSU undergraduate student. One short play per entrant.
  First Place: Evan Etzel

- Essay, poetry, fiction, or drama written by a GVSU graduate student.
  First Place: Jennifer Chichester
The Gilbert R. and Patricia K. Davis
Endowed Merit Scholarship

Merit scholarship for Full-or-Part-Time
Junior and Senior English Majors

Eligibility Requirements:

- Students must be declared English majors
- Students must have 55+ credits.
- Students must have completed 30 hours at GVSU.
- Students must have a 3.0 GPA.
- Students may be full or part time. Part time students are especially encouraged to apply.
- Financial need is not a criterion
- Students who receive the award as a Junior are eligible to receive the award as a Senior if they maintain their eligibility.

2016-2017 Academic Year Winners
Alexandra Evans
Bethany Dallas
Danielle Lucksted
The Robert C. Chamberlain Scholarship

A Tuition Scholarship for Junior English Majors
Demonstrating Excellence in Writing

Eligibility Requirements:

♦ Students must be English majors
♦ Students must have Junior status
♦ Students must have at least a 3.0 GPA
♦ Students must be full time
♦ Financial need may be taken into consideration

2016-2017 Academic Year Winners

Brianna Routt
Brianne Stephens
English Faculty Scholarship for New English Majors

How many? Two scholarships are awarded each year

Who’s Eligible? 1st & 2nd year students (≤60 credit hours) who are 1st generation college students with a GPA of 2.5 or higher
*must declare English major by time of application*

2016-2017 Academic Year Winners
Ashley Kipps
Lindsay Janiec
Dining Options

**Commons:**

Lower Level: Includes Bleecker Street, Freshen’s Smoothies and Crepes, Jump Asian Cuisine and Papa John’s Pizza

Upper Level: Fresh Food Company—A market style restaurant featuring an assortment of choices in an all-you-care-to-eat setting. Einstein Bagels—A sophisticated blend of trendy tastes and atmosphere specializing in fresh baked items, breakfast and gourmet bagel sandwiches, soup, specialty salads and gourmet coffee.

**The Connection:**

Featuring sustainably focused menu. Guests can enjoy meals at Green Plate, Croutons custom made salads and 42nd St. Deli sandwiches. Also enjoy locally roasted coffee from Rowsters. This location accepts credit and debit cards.

Also at P.O.D. is the Wired coffee bar featuring a full line of brewed coffees, specialty drinks, Javalanches and Smoothies.

Papa John’s Pizza—Get your favorite pizza. Dine-in, carryout or have it delivered. Call ahead at 331-PAPA or online at papajohns.com.

**Kirkhof Center:**

Lower Level: A variety of crisp grab and go salads, customized pizza and pasta, Zoca, Grille Works, Croutons, and made to order sushi.

Main Level: Subway, Panda Express Asian Cuisine, along with Java City and the Freshens Smoothie Company. The Convenience Store is also a great place to pick up a snack or a meal to go. Stop by our section of organic and natural snacks for a healthy treat.

**The Marketplace:**

Starbucks and Which Wich—made to order sandwiches, salads, shakes & sweets.

**Kleiner Commons:**

Choose from The Market (comfort food & international flavors, pizza, grill items, made-to-order salads, sandwiches & wraps, sushi and soup), Qdoba and Java City.

There are also many options off campus, including Burger King, McDonald’s, Subway, Mancino’s, Grand Coney, Murphy’s Family Restaurant, Jimmy John’s, Biggby, Main Street Pub, Aroy Thai, Tim Horton’s Café, and China One.
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