

Yet, behold,
Behold!—the world of books is still the world....
Elizabeth Barrett Browning

English Department Capstone Conference



23 April 2021

Virtual Conference—Zoom Meetings

Grand Valley State University

Allendale, Michigan

ENG 495 *Capstone Conference*

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Virtual Conference—Zoom Sessions

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Why a Capstone Conference?

The English 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).

Our Capstone course underscores the department's principles and values: to cultivate critical reading and reflection; to produce excellent writing in a variety of forms; to speak, read, and write effectively; and to achieve literary, analytical, pedagogical, and theoretical skills.

This conference is the culminating event for the English Capstone course. It requires that students publicly present a project for which they have been responsible from its inception to its final form. The presentation makes concrete the expertise that students have accrued in the research process and allows them to speak as authorities on 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 for 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 element 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

Session One: 9-9:50 a.m.

Panels A & B

Session Two: 10-10:50 a.m.

Panels C, D & E

Session Three: 11-11:50 a.m.

Panels F, G, H & I

Session Four: 12-12:50 p.m.

Panels J, K, L & M

Session Five: 1-1:50 p.m.

Panels N, O & P

Session Six: 2-2:50 p.m.

Panels Q, R & S

Session Seven: 3-3:50 p.m.

Panels T & U

Notes

To all Capstone students:

Thank you for your patience, your flexibility, your determination, and your spirit as we have forged through yet another demanding semester together to reach this modified Capstone Conference. Revel in your success, and know you have our faculty's utmost respect and admiration for your achievement.

Professor Kurt Bullock, director
English Capstone Program

Panel A**Critiquing Literary Practices**

Facilitators: Dr. Amy Masko &
Dr. Brian White

Chrissa Zuber
'The Socioeconomic
Achievement Gap:
How it Affects
Literacy in America'

The achievement gap has contributed to inequality observed in minority students and inner city schools, influencing the students' ability to learn how to read and write. Previous research indicates that undersupply of funding and resources creates a lack of opportunity for minority children, setting white children up better for success when it comes to literacy. In addition to a lack of resources contributing to students' success, various outside and inside socioeconomic factors in education have been proven to influence children's literacy. Examining the achievement gap will consider the issues of racism and inequality seen in the United States education system and will help educators uncover additional ways to create a more equal education experience that can focus on individual needs of the students. By making education more individualized and equal, the achievement gap will narrow, and an increased amount of students will flourish in their literacy skills.

Jakob Dabkowski
'Critical Literacy in
English Language
Arts Classrooms:
Where Common
Core Falls Short'

Schools have been teaching English Language Arts with a "one size fits all" attitude ever since the Common Core State Standards were adopted. Because of the Common Core State Standards, literature is being taught in a text-based, New Critical way. I argue that the goal of our education system should be to create critically literate students, and that we are falling drastically short of that goal across the country. This presentation will examine the current practices for teaching literature in secondary schools in the United States and analyze where these practices fail in achieving critical literacy. This presentation will also demonstrate the shortcomings of the Common Core through comparing ways that the popular novel *To Kill a Mockingbird* could be taught in a real classroom.

Josiah Dominiak
'Beyond the Lines of
Literacy: Critical
Discourse Analysis'

In an ever-diversifying society, there needs to be a synonymous consciousness for the responsiveness, engagement, and representation of these vast ethnic, racial, and cultural differences. As wishful as these ambitions are, any news outlet will demonstrate how the United States is failing to live up to these values and principles. Why? Readers can start by looking within the news reports themselves; the culprit is the language we collectively choose to include or omit. It is frequently the case that native speakers overlook or dismiss the power within the language they speak and the ideologies bred within it. The research carried out in this critical analysis explores how the explicit teaching of critical discourse analysis within a secondary classroom setting can foster the intercultural literacy skills needed to evaluate the oppressive or limiting features of language critically.

Panel B **Literary Expansions**

Facilitators: Dr. Adeline Borti &
Dr. Lindsay Ellis

Cassandra Pankowski
'Critical Race Theory:
Demanding More
for Our Future'

The need for a diverse and broad selection in children's literature within the classroom is important. In the past, teachers were unaware of the impacts that multicultural literature had on children, so the understanding of the benefits it can create were not there. Throughout this paper, I will introduce Critical Race Theory and its connections to creating a classroom environment that embraces different cultures, races and genders. Creating a space which educates students on the differences we all have introduces a mindset of accepting others overall and offers a step toward being inclusive in the classroom. Teachers hold the power in creating a change within the world through education and should be held to a high standard.

Hannah Neeley
'Creating Equal
Opportunities:
A Closer Look at
Bilingual Literature'

In this thesis, I argue the importance of using dual language/bilingual literature in a general education classroom with English language learners present. It is clear from the literature that there is both a benefit to students in their linguistic development and a benefit to students' cultural awareness through using bilingual children's books in traditional classrooms. Seen as a form of culturally sustaining teaching, the use of

bilingual literature helps the teacher and the students in a classroom understand each other better and become more culturally and linguistically aware. This in turn helps students become more comfortable in their learning environment while at the same time helping them learn another language.

LaMaiya Wright
**“I Was Served
Lemons, but I Made
Lemonade”:
Autonomy, Feminism,
and Love in *Their Eyes
Were Watching God*
and *Lemonade*’**

This study compares the protagonist, Janie, in *Their Eyes Were Watching God* by Zora Neale Hurston, to the protagonist in Beyonce's visual album, *Lemonade*. These two works are over 75 years apart, yet there is a vast similarity in the way these two women navigate the journey of self-discovery in the midst of a patriarchal society and romantic relationships. Both Janie and Beyonce's protagonist are on a journey of self-love after a bout of betrayal and abuse from their beloved(s). This study is significant because it highlights the various ways both women desire personal freedom in not only relationships, but the world which drives them to rely on their own femininity and embark an expedition of freedom and self-determination. There is value in detailing the ways these two women mirror one another, even though one found her way in the 1930s while the other came along in 2016.

10 a.m.

SESSION TWO

Panel C

Instructional Practices

Facilitators: Dr. Dawn Evans &
Dr. Lindsay Ellis

Celine Versluis
**‘The Power of Effective
Literacy Instruction:
Improving Literacy
Rates for Mainstream
& Dyslexic Students’**

In 2016, the Department of Education reported 19% of graduates to be illiterate. Dyslexic students account for 5-17% of children in the US, yet recent studies by Vickie Johnston show that the majority of educators feel unequipped to assist them. Poor literacy rates are strongly linked with school dropouts, substance abuse and crime, according to Malatesha Joshi. If service and preservice teachers educate themselves in the science of reading as well as how this differs with dyslexic students, literacy rates for students could see tremendous improvement. After years of research and experiments, Linnea Ehri and her team have discovered that students learn to read in a four-phase process: pre, partial, full and consolidated

alphabetical—with dyslexic students challenged by parts of these phases. Literacy instruction should be constructed in a systematic way reflecting these phases and providing dyslexic students with extra instruction in certain areas.

Alexandria Ward
‘Writing: What Is It Good For?’

The purpose of this paper is to take a look at the benefits, achievements, and importance that writing plays in the school system. By considering other countries’ achievements as well as some achievements in the United States, this thesis will determine whether or not writing plays a major role in the school systems and if schools should continue to practice writing in other courses or if it isn’t as useful as some may believe it to be. It will also take a look at how it affects students outside of the classroom as well.

Kellie Ventress
‘Technology in the Classroom’

Technology is something that has now become part of our everyday life whether it’s at home or inside the classroom. From pre-pandemic to now, technology has held the educational world together in a variety of different ways. At one point in time, technology in the classroom wasn’t as big as it is now, which made educators and students use print sources more. I will specifically be talking about whether iPads/tablets are beneficial to use in the classroom. Since technology is on the rise, as a future educator it is important to be aware of the advantages that devices such as iPads/tablets can bring to the classroom.

Panel D Language Acts

Facilitators: Dr. Dan Brown &
Dr. Brian White

Sarah Breitner
‘Code-Switching in the Classroom’

With classrooms that are full of different kinds of languages and dialects, it is argued whether or not teachers should be responsible for teaching African American students how to code-switch between African American English and Standard English. While speaking Standard English may be important, especially when entering into the professional world, it could have some downfalls for the African American students that are learning how to code-switch. As a future educator, this is an issue that I might have to face in my classroom, which is why I believe it is important to be knowledgeable on this topic. Teaching

code-switching in the classroom could become an emotional burden on African American students, especially when it comes to their identities. I believe there are other ways to approach African American students' learning Standard English in the classroom that will not leave the child confused about their identity.

Sara Ruthig
**'Code-Switching in the
Secondary Classroom:
A Progressive Outlook'**

As our country is becoming home to more and more individuals from around the globe, the number of English Language Learners in our school system is steadily increasing. This study seeks to analyze and argue for the importance of code-switching in secondary classrooms. The significance of this study is that it explains how code-switching is beneficial to students' second-language acquisition and how traditional methods of teaching a second language can be damaging to students' development. In order to fill the learning gaps of English language learners, allowing code-switching in the classroom setting will leave students feeling more confident, more apt to engage, and more eager to learn. Recognizing native languages as a tool, rather than as setbacks, will allow students to draw upon prior knowledge and apply it to their second-language learning.

Julianna Morris
**'Reactivating
Your Language:
The Education System
& Language Attrition'**

Although research on the phenomenon of language attrition has steadily grown, this area of study continues to lack a significant body of literature in its sub-categories such as foreign language attrition among multilinguals. While comparing and contrasting the amount of research there already is, this paper seeks to analyze first and multilingual language attrition, its patterns, how it manifests differently between certain groups, and how the education system can prevent language attrition.

Panel E **The Land of Legend**

Facilitators: Dr. Rachel Anderson &
Dr. Kurt Bullock

Jared Lancaster

**‘A Rebuke of
Modernization
in Tolkien’s
Middle Earth’**

J.R.R. Tolkien is considered by many to be the founder of modern fantasy. *Lord of the Rings* and his legendarium's collected works continue to inspire readers' imaginations even to this day. One of the secondary themes of his work is a strong condemnation of modernization. Largely due to his own experiences in World War I and his Catholic upbringing, Tolkien had major distrust over the technological advancements that took place during the twentieth century. Concerned about the forces of mechanization to which he referred to as "The Machine," Tolkien saw technology and modernization as anathema to our world. This ideology directly shapes the narratives of Middle-Earth, as well as the fictional landscape itself. In this presentation, I will discuss how Tolkien's melancholic nostalgia influenced his writing of mythic fantasy and how that manifests as an indictment of post-industrial life in the narratives of Middle-Earth.

Ky Lacy

**‘Idealistic Vessels:
Social Theory in
The Lord of the Rings,
*The Three-Body
Problem*, and
Nineteen Eighty-Four’**

Nonrealistic fiction is one of the most overarching and widely dispersed genres of fictional literature throughout the world. It is the proponent through which gripping stories of faraway lands, technological marvels, and gritty dystopias can be explored at the behest of the reader. In this presentation, Tolkien's *Lord of the Rings*, Liu Cixin's *The Three-Body Problem*, and Orwell's *Nineteen Eighty-Four* will be utilized to explore the parameters through which social concepts and theories can be integrated into the construction of nonrealistic fiction. Power, construction of identity, hegemonic structures, and other related societal concepts will be covered through these novels. Such works are themselves situated in an opportunistic position to analyze the exploration of the reality that must be expelled to form their own imaginative existence. Further, the significance behind the documentation, reexamination, and construction of social theory in this way will be proposed and discussed.

Brittani Kooiker

**‘The One True Hero is a
Good Lookin’ Gal:
Hegemonic Gender
Ideologies in
Legend of Zelda’**

The Legend of Zelda: Breath of the Wild (2017) is a wildly popular game with its influence spanning across millions of players around the globe; what it does with this influence, however, is open to scrutiny. The game presents six Champions of Hyrule, three men and three women, as well as five separate species with distinct cultures. However, analysis of the Champions and the civilizations that they represent quickly shows

that their balanced gender representation is performative at best. While the game contains moments that subvert or challenge gender norms, such as the independent personality given to Princess Zelda or the protagonist's experimentation with women's clothing, the ways in which other characters react to these moments show that the overall rhetoric of the story reinforces hegemonic ideals of gender.

11 a.m.

SESSION THREE

Panel F

Seeking Classroom Diversity

Facilitators: Dr. Kurt Bullock &
Dr. Dawn Evans

Lexa Benn
'Providing Classroom
Equality for LGBTQIA+
Students through
Diverse Literature'

The literature taught and provided in classrooms is crucial to mental health and wellbeing of students. Currently, the literature taught in most classrooms in the United States does not represent the LGBTQIA+ community. Although most schools have anti-bullying and anti-discrimination policies that help create safe environments, safety is not the same as equality in a school. For students that identify as LGBTQIA+, self-harm and suicide rates are significantly higher than that of straight students, and using literature to create classroom discussions for these students could significantly improve their mental health. If more literature was brought into classrooms and discussed that had LGBTQIA+ themes and characters, it would create a welcoming environment for students who are part of this community, and it would create empathy in students that are not. Representation also helps LGBTQIA+ students to know that they are not alone. These aspects all prove to help mental health in youth.

Emily Winther
'Do Teachers Care?
An Analysis of LGBTQ
Literature Using
Care Theory'

This paper discusses the need for LGBTQ literature in elementary school classrooms that represents the community and educates those who do not identify with that group. Themes of heteronormativity and nuclear family views often distort LGBTQ literature and create a narrative that doesn't support LGBTQ people or goals. This paper also dives deeply into the idea of Care Ethics in the classroom, and how educators can incorporate care into their teaching methods by providing LGBTQ literature in their classroom libraries, demonstrating support and love

Kate Meaton
**‘Expanding the
Availability of LGBTQ+
Literature in Schools’**

for their students, or students’ friends and family, in that community. In order to incorporate care into their teaching philosophy, teachers must sort through LGBTQ literature to find examples that uplifts and supports their students, instead of othering the LGBTQ community.

We are entering a world where the LGBTQ+ (lesbian, gay, bisexual, transgender, questioning+) community is growing. With the population increase should come a resource increase. This includes books. As citizens, we love to see ourselves represented in literature, but it is sad that LGBTQ+ students struggle to find a book like this. Many schools still restrict these texts, which can damage a child’s mental health. More books in schools can open up minds to help others understand and become allies. If we want to provide a diverse and multicultural curriculum for children, this needs to include a look into the LGBTQ+ community. This thesis explores how restricted LGBTQ+ literature can be and how we can change these views to welcome it instead. We need to normalize and expand the availability of this literature and theme in schools in order to present a more welcoming and inclusive environment for everyone.

Panel G **Subtexts of Dystopian & Fantasy
Literature**

Facilitators: Dr. Fred Antczak &
Dr. Rob Rozema

Claire Gault
**‘Walking With Riddley:
Lexical Innovation &
Metaphor in Hoban’s
Riddley Walker’**

I will provide an overview of the major 20th century science fiction waves: birth of the Pulp, the Golden Age, the New Wave, and cyberpunk. I will then introduce *Riddley Walker* by Russell Hoban, an unconventional 1980s dystopian novel. The novel forsakes all typical sci-fi tropes—aliens, interstellar travel, teleportation—to create its own space in the science fiction world. Drawing on predecessors like *Clockwork Orange* by Anthony Burgess and *Canticle for Leibowitz* by Walter Miller, Russell Hoban uses lexical creativity in spelling, punctuation, and double meanings to imagine a future in which language is degraded almost beyond comprehension. Hoban utilizes allusions to the legend of St. Eustace and the

Marie Hines
**‘Dystopian Literature:
Influencing Change
through Young Adults’**

Cold War, uniquely blending the past and the future. I argue that *Riddley Walker* deserves to be recognized as one of the greatest post-New Wave novels in terms of its language and origin story construction.

Dystopian literature has many remarkable qualities that are overlooked. This presentation explores the power dystopian literature creates for young adults. This genre of literature becomes an inspiration for self and societal improvement. We are taught about conflicts and hope through dystopian literature. This can be applied to help students through school struggles such as a lack of motivation, mental illnesses, and an overwhelming amount of stress. Adolescents are influenced by dystopian literature because of the confusion involved with coming of age, and their understanding of society. Young adults are the generation that has the power of the future in their hands. Society hopes that younger generations will change the flaws of today. By looking toward dystopian literature, students may find the desire to be involved in social issues. Teaching dystopian literature in schools demonstrates how these particular texts can help students find themselves and be actively involved in society.

Sarah Neeley
**‘Popular Fantasy
Novels: Teaching
Human Rights Topics,
Morals & Values’**

In this thesis, I will discuss the use of popular fantasy, such as *Harry Potter* and *Narnia*, as tools for teaching human rights topics such as racism and feminism. There is a lot of controversy surrounding the idea of teaching these novels in K-12 classrooms, especially due to the use of magic and mentions of witchcraft often contained in them. Despite the arguments against them, fantasy novels have been proven to be useful in teaching human rights topics such as racism and feminism, as well as morals and values. Popular fantasy novels often contain these ideas and portray them in unique ways. For example, in *Harry Potter*, we see racism and slavery in the (mis)treatment of house-elves. Using the perspectives these books offer students on the topics of racism and feminism, I will explain how students can look at these topics critically and apply them to their own lives.

Panel H

A Defense of Poetry

Facilitators: Dr. David Alvarez &
Dr. Adeline Borti

Darbi Carter
**‘Poetry Practice
is Peace’**

In this thesis, I will be discussing poetry and its therapeutic tendencies. Poetry is commonly seen in everyday scenarios, including religion practices and the education system, and is encountered by almost everyone in the early stages of life. Poetry supports and influences a peaceful lifestyle and allows individuals to grow through its intentional sense of guidance and explanation of emotion. This sense of counsel can give individuals a perspective on life, help them recognize their culture, and act as a therapeutic source as poetry helps us understand human trials and tribulations. Poetry has allowed people to depict true human emotion. Through this depiction, readers of poetry have been able to express and understand specific feelings in the world, resulting in contentment of the mind. Poetry should be read, taught, and understood by children and adults to influence an emotionally intelligent and tranquil life.

Logan Jahr
**‘Poetry & Social Justice:
A Better Tomorrow
in the Common
Core Classroom’**

Largely due to the Common Core and high-stakes testing, a social justice education is often overlooked in favor of promoting specific, test-based literacy skills. Poetry, which has been written by a wide array of diverse authors throughout history, has been shown to improve literacy skills, even among students who struggle with English. Social Justice poetry can bridge the gap between a social-justice education and Common Core literacy skills. It offers educators the tools to create a classroom environment around social justice ideals, while allowing students to receive the unique, but often overlooked, benefits that poetry can provide to students that struggle with reading and writing.

Panel I

Sleuths & Superheroes

Facilitators: Dr. Rachel Anderson &
Dr. Corinna McLeod

Lindsay Gibson
**'World's Greatest
Detective: Sherlock
Holmes, Batman, &
the Evolution of
the Archetype'**

Sherlock Holmes is a figure that many of us are familiar with, represented in a variety of ways through a wide array of mediums. Likewise, Batman has so permeated the vast expanse of popular culture over the decades that multiple generations have grown up knowing his name. Both characters have held some form of the moniker "World's Greatest Detective," though Holmes' representation has surely been more prevalent. Both detectives arguably operate outside of the traditional law and order while utilizing nontraditional methods, thereby facing extremely nontraditional opposition. And both men have found themselves adapting over the years in order to remain relevant. As detectives, the characters bear similarities, both obvious and obscure, yet Holmes almost certainly served as inspiration for the Caped Crusader. This thesis will demonstrate how these connections and adaptations have furthered the necessary and natural evolution of the detective in fiction.

Alec Bussott
**'Gender & Sexuality
in the Batman
Comic Books'**

Since the debut of the comic book character in 1939, Batman and his storylines have struggled with the issue of representing an audience other than white heterosexual males. While a diverse cast of characters have since appeared in Batman comics, representing a wider spectrum of gender and sexuality, the character himself remains a symbol of traditional American masculinity. Readers and creators of Batman have been reluctant to raise the inclusivity of the character because of the insecurity of the comic book industry that developed with the homosexual, delinquent stigma generated in the 1950s. There have been several attempts to address issues of gender and sexuality in the Batman stories, but until recently, these attempts were inadvertently misogynistic. Despite Batman's creation in a heteronormative and cisgender context, the character is necessarily evolving into an inclusive concept that opens the cape and cowl to all genders and sexualities.

Elizabeth Dekkinga
**'Crisis, Comics, Culture
& Captain America:
Internalized Values
of the Superhero'**

The 20th century was filled with events that gripped the nation in fear and uncertainty. At the same time, the comic book was born, and the concept of the superhero arose. The Ages of Comics are interwoven throughout the 20th century, and the superheroes that make their debuts are the responses to the fears and crises plaguing the nation at the time. Even today, the public uses superheroes to internalize their own wants

and desires for culture, may they be seeking what is lacking physically or psychologically. In this essay, I will examine the history of the superhero through the Ages of Comics with some consideration of the ancient hero, showing the connections to today's superhero franchises, and how society uses the superhero to explain their own fears, extending the values of the heroes beyond their comics, and creating icons for times to come.

12 p.m.

SESSION FOUR

Panel J

Destabilizing Language Structures

Facilitators: Dr. Colleen Brice &

Dr. Dan Brown

Emma Resendiz
'Deviating from
the Standard:
Consequences
of Uniformity in a
World of Diversity'

Whether or not there is a "correct" version of English has been a long-debated question throughout history. While some language authorities have been unable to come to a decision, others have sent society on a warpath toward standardization, calling out and condemning those whose proficiency levels don't meet their expectations. Originally thought to be an indication of socioeconomic class and social esteem, limited language skills have been associated with poor, uneducated, and usually marginalized groups of people. Though this presents challenges for native speakers with speech production issues, it largely targets speakers of English as a second language. In this paper, I will be discussing the implications of language standardization on opportunities available and treatment toward these marginalized groups. Specifically, I will be questioning how the history of prescriptive language has influenced the levels of racism and prejudice towards immigrants and people of color that we see today.

Allison Skulbru
'How Teaching
English May Induce
Deculturalization'

America's foundation was commonly motivated by discrimination alongside the intent to cleanse the country of those that did not match that of a white, standard English-speaking, individual. The belief persists today that speaking and comprehending proper English makes one superior—that is, more intelligent, more American, and more equipped to achieve the "American Dream." Drawing on the work of Joel Spring and Elaine W. Chun, I will argue that

prescriptivism shapes racist ideologies, including examples such as the passing of the Immigration/Barred Zone Act of 1917 and a prior literacy test which falsely measured one's intelligence. Well-documented is the harsh reality immigrants face in their learning of the English language for survival.

Ellen Veenkant
'Using AAE to
Improve Student
Outcomes'

This paper describes the literature relating to the use of African American English (AAE) in the classroom as well as during teacher pre-service education. The use of AAE in the classroom is often misunderstood and stigmatized. Considering this dialect is spoken by many students in diverse school districts, teachers should be required to learn and use AAE in the classroom. I will discuss the literature that supports the use of AAE in the classroom to improve academic outcomes. I will also argue that using AAE in the classroom is a critical component of creating a culturally sustaining classroom.

Panel K

Reading Systems

Facilitators: Dr. Adeline Borti &
Dr. Shinian Wu

Audrey Lucas
'Closing the Gap:
Balancing the
Benefits of Classroom
Reading Modalities'

For decades, the importance of reading in terms of a student's educational success has been researched. As a result, silent reading has generally been adopted into school curriculums. More recently, however, there has been a shift in focus that has researchers questioning which modality of reading is better: silent or oral? This paper is dedicated to evaluating this research and, in doing so, examining the specific strengths and weaknesses that are characteristic of each modality. Because of the inconclusive research that defines this study as of yet, this paper is not focused on revealing a definitive answer as to which modality of reading is better. Instead, it aims to recognize the benefits of gaining knowledge on each modality. By bringing a balance to silent and oral reading, school curriculums can develop more effective reading instruction.

Julie Shumard
**'The Effects of Summer
Reading Programs
on Children's
Performance'**

While summer vacation can be an excellent time for students to relax after the academic year, they can lose reading gains during their summer vacation. Particularly, if students from low-income households do not have a summer reading intervention, they are more susceptible to losing those reading skills that they would have normally gained during the academic school year. Summer reading programs are always recommended for students to have less of "a summer loss" or what others may call it, "a summer slide." This paper will examine how to administer summer reading programs and how to reduce the "summer slide" through kids enjoying reading to increase their need for reading skills.

Nicole Provost
**'How the English
Classroom Prepares
Students for the
21st Century'**

Over the span of centuries, English education has adapted to the changes that come with each generation. Arguably, the world changed more in the beginning of the 21st century than ever before. Now, with the age of technology, social movements, and the media, students are immersed in the modern day from the beginning of their lives. Although American English curricula has been around for ages, the way it is taught alters with societal changes and technological advancements. Preparation for participation in the current world runs much deeper than tangible changes like technology, however. Students need to obtain the emotional, mental, and physical skills like reasoning, interpreting, and managing emotions necessary to engage in society and other institutions. This presentation argues that multicultural infusion, digital literacies, and 21st century skills are imperative for students to be prepared to engage themselves in the world we live in today.

Panel L

Portrayal of Disability & Illness

Facilitators: Dr. Pat Bloem &
Dr. Dawn Evans

Joellen Hildebrand
**'The Black Hole of
Alzheimer's Disease:
Lisa Genova's
Still Alice'**

The novel *Still Alice* by Lisa Genova, is a fictional novel that tells the story of a Harvard professor living with early onset Alzheimer's Disease. The character of Alice Howland, 50, is a linguistics professor, wife and mother. The article "Alzheimer's Disease and the Impossible Survivor Narrative," by Barbara Miceli, explores the fact that there is no chance for the novel

to be depicted as a survivor's narrative. However, *Still Alice* explores the challenges of the disease and empathizes with anyone traveling the destructive road of Alzheimer's, including family and friends of the person diagnosed. Following the heartbreaking diagnosis, there are many decisions that need to be made. This presentation focuses on the strength and bravery families can have in the midst of devastating news, including the family members represented in *Still Alice*.

Lilly Ruys
'Diverse Classroom Literature: Exposing Students to Protagonists with Disabilities'

Children's books that embody main characters with disabilities should be accessible and utilized by educators to foster a development of understanding and empathy within students for their peers with various abilities. This paper focuses on furthering acceptance for individuals with disabilities through the inclusion of disability literature within school curriculum. I will analyze a selection of children's picture books, discuss ways that teachers can use this literature to open communication in class about various abilities among children, and demonstrate how this promotes positive attitudes toward people with disabilities.

Jade Gustafson
'Toxic Masculinity & Unreliable Narration in Caroline Kepnes' You'

The main character, Joe Goldberg, in the novel *You* is considered to be the main protagonist, as he is the main character and narrator. The reader tends to believe that Joe is a good character because of his narration and interjected opinions within the novel. This paper expresses why Joe is actually the villain and protagonist of the novel for his unreliable narration, toxic masculinity, and mental health disorders. He is suffering from erotomania and different forms of psychopathy that cause him to stalk his love interest, Beck, and even murder her toxic friends. His narration leads the reader to believe in his justifications for his actions even though he is actually lying and misinterpreting Beck's actions and feelings towards him. My analysis will show that Joe Goldberg is an unreliable narrator that the reader should not trust or support.

Panel M

Facing Grimm Concerns

Facilitators: Dr. Fred Antczak &
Dr. Mike Webster

Payton Boshears
'Anxiety Disorder
Hidden within
Fairy Tales'

This Capstone Conference presentation will discuss how anxiety disorder is captured in characters of various classic fairy tales. Using a variety of articles, journals, and books, the presentation will not only demonstrate how from a young age people's brains are deceived by the lightness of these tales, but how anxiety disorder resides even in the most heart-warming of fairy tales. The dark shadows of anxiety can be depicted in several of the classic fairy tales, but are never noticed due to the amount of joy, loyalty, and relationships that are seen immediately. However, as more and more interpretations come to light for each classic tale, the psychological characteristics of anxiety disorder are revealed through that actions and words of these characters.

Nerissa Godfrey
'Why So Grimm?
Examining Violence in
Classic Grimms'
Fairy Tales'

Fairy tales are something we first read as young children and are a source of learning for many in childhood, and Grimms' fairy tales are no exception to this. Yet within these fairy tales, the inclusion of violence and gore often seem out of place. This study seeks to examine violence in Grimms' fairy tales both within the personal contexts of the lives of the Brothers Grimm, but also within the larger historical and cultural contexts that both lived in. As a society, we often view these classic fairy tales through a contemporary lens, and project our own values onto them. However, in order to truly understand the choices the Brothers Grimm made in their fairy tales, we must first strive to understand them not within our own contexts but rather envision their world—a world which influenced the fairy tale worlds they brought to life on paper as well.

1 p.m.

SESSION FIVE

Panel N

Mythic Proportions

Facilitators: Dr. Ashley Shannon &
Dr. Mike Webster

Aberdeen Bee
'The Role of Women in
Greek Mythology:
Powerful vs Powerless'

This essay explores the roles of men and women in Greek mythology through analysis of *The Odyssey*. Stereotypical roles of women are explored and compared to our modern societal values and gender roles. Many of our western morals are reflective of gender ideologies present in myths, and this essay will argue whether or not these ideologies portray women as powerful or powerless. *The Odyssey* gives specific and unique roles to female characters, and it can be argued that Homer uses these females as “plot vehicles.” Different modern and mythological ideologies will be explored and questioned as acceptable or corrupt.

Sidra Elvey
'Reviving Greek
Mythology: The Works
of Madeline Miller'

Homer's *Illiad* and *Odyssey* are obviously renowned works of classical Greek mythology, and these stories have pervaded for centuries, due to the many forms they've been able to take. They've been translated and adapted into new shapes countless times, from fan fiction to popular literature, transforming to fit the times and needs of their writers. Madeline Miller, in her novels *The Song of Achilles* and *Circe*, adapts Homer's classic myths in innovative ways, with a focus on representing marginalized characters, such as women and those in the LGBT community, shifting the stories into the new terrain of the 21st century. Adaptations such as Miller's are vital to the endurance of stories—they work to breathe new life into classics, allowing them to fit their audience and reflect their time, ensuring that these myths will be accessible for many more years to come.

Sofia Cabble
'A Secret for the
Scorned: Victorian
Women Novelists'

Women are powerful. Today, there is no question of that; however, during the Victorian period, women were powerless in a society twisted and warped by men. Unbeknownst to men, a secret was kept among women, this secret being the key to female power in a society that dismissed their existence. Like the sirens of Greek mythology, Victorian women used their gorgeous words and fluttering eyes to trick men into giving them power. Throughout the nineteenth-century, female novelists weaved the delicate threads of this secret through their words, and if you look closely, you can catch a glimpse of these glistening pieces of the female power structure. *Jane Eyre*, *Emma*, and so many other female characters exemplify how women were able to take and hold onto their agency in a world where they were nothing but a prize. By examining the noble words of female Victorian writers, this secret will

become clearer, and the world will be commanded to acknowledge and respect the Victorian woman for who she was: a collective power, scorned by a society that mocked her, and empowered by the women who stood by her.

Panel 0

The Horror! The Horror!

Facilitators: Dr. Pat Bloem &
Dr. Kathleen Blumreich

Megan Delgado
**‘The Making of a
Monster: Translating
Horror Genre to
Understand Fear’**

The horror genre of film has long been scrutinized by the masses. What some see as a cheap-thrills adventure, others perceive as their true terrors on the silver screen. Why do we find horror movie monsters so terrifying? Looking throughout the entire history of horror films and enlightening our senses about the world that these films were produced in is a key part of discovering *why* and *how* these monsters represent our real-life terrors. Understanding how fear works, and where these fears come from, is the beginning of the effort to finding out why we fear different monster archetypes. Horror movie monsters and what they represent says a lot about us as a society; if we can look into the history of movie monsters, perhaps we can build an understanding of where movie monsters may go in the future.

Benjamin Nofsinger
**‘How Goosebumps
Affects Young Readers
& Frightens Adults’**

Goosebumps by R. L. Stine is a beloved series worldwide. *Goosebumps* provides readers with scary stories about monsters and creative creatures that has entertained readers for years. Nevertheless, there have been numerous attempts to ban the series from schools and libraries. In most cases, the books are “too scary” for young readers to handle. Does banning a series protect young readers’ innocence or take away their intellectual freedoms? How are these books psychologically affecting young readers? Are there benefits to reading *Goosebumps* at a young age?

Megan Nyland
**‘The Significance
of Endings in
Children’s Literature’**

Children’s literature has been used for years not only to teach children the fundamentals of reading, but also to help children understand themselves and the world around them. There is a trend in children’s literature that addresses characters within a story dealing with a difficult or new emotion. Upon examining two stories that address the emotions of

fear and anxiety, the American book *Wemberly Worried* and the Norwegian book *Garmann's Summer*, it has become clear that the endings to these stories vary drastically even though the focus is on the same topic. *Wemberly Worried* concludes with Wemberly's fear and anxiety being resolved, while *Garmann's Summer* concludes with Garmann still experiencing his fear and anxiety. This presentation examines why American children's literature has different endings than international children's literature and argues that these endings vary so drastically due to the morals that American society is trying to teach its children.

Panel P

Literacy & the Digital Domain

Facilitators: Dr. Brian Deyo &
Dr. Rob Rozema

Carly Hittler
'The Language of
Games: Storytelling
Initiative in Tabletop
Role-Playing'

This paper examines how role-playing games (RPGs) such as Dungeons and Dragons can help players acquire important literacy skills such as storytelling. By analyzing the nature of RPGs and how game-based learning has been used to foster a variety of skills in the classroom such as retaining, finding, and organizing information, this paper will discuss the capabilities of RPGs as a learning environment. Inherent in the name, RPGs can emphasize learning through play, which can serve to interest and motivate students when used concurrently with traditional classroom methods.

Alexander Sinn
'Exploring Climate
Change in Literature,
Video Games,
& the Classroom'

As climate change continues to shape public discourse and transform life around the globe, writers and students are responding in creative and compelling ways. The emergence of "climate fiction" has captured the imagination of a world in crisis facing an uncertain future. While combating climate change calls for new technologies and policies, facing the threat requires a humanities approach to be carried out for generations. Bringing climate change to the English literature classroom is an essential task to meet the urgent needs of this global problem. To harness the creativity, agency, and multiple literacies of students, interactive video gaming applications in the literature classroom have the potential to foster rich discussions around fiction, climate, and the future.

Megan Pearl
**‘Did the Pandemic
Forever Change
Schooling as
We Know It?
Virtual Learning
in K-12’**

The Coronavirus pandemic has shut down schools to various degrees nationwide as public health officials and school leaders have weighed the health and safety concerns of students and teachers. This has caused an increase in virtual learning formats for K-12 students. This increased online learning has clearly demonstrated the inequities in society for various groups, including students of color, students living in poverty, students with disabilities, and English language learners. This thesis discusses the impact of online learning, particularly the English language arts, for these students.

2 p.m.

SESSION SIX

Panel Q

Classroom Concerns

Facilitators: Dr. Dawn Evans &
Dr. Shinian Wu

Mackenzie Buslepp
**‘Accommodating
Dyslexic Students in
the Classroom’**

The term dyslexia has been criticized since it was first defined in the 1870s. Critics argue that the term lacks a clear definition and does not exist. These criticisms have created the “dyslexia debate,” which strives to dismiss the term dyslexia. Those who support the term continue to bring forth their research and findings to provide these critics with the evidence needed to back up the existence of dyslexia in young students. In this paper, we will look at the history of the research behind this condition and the common misconceptions that many educators believe because of the claims of these critics.

Emily Hostetler
**‘Reading as Healing:
The Role of
Bibliotherapy for
Students with
Selective Mutism’**

Picture yourself in the classroom. You were just called on by the teacher, and you're expected to respond. You have hundreds of thoughts buzzing around in your head, and people are looking at you, waiting for your response. As your anxiety rises and the tension builds exponentially, you try to speak; despite your best efforts, you physically *can't*. For individuals with Selective Mutism, this hypothetical situation is a daily occurrence. Commonly confused with shyness, Selective Mutism is often under-diagnosed. However, if you're a teacher, you're likely to experience it at some point within your career. Books offer the potential to play a large role in growth and healing. Bibliotherapy can be offered on both thematic and clinical levels,

with appropriate steps taken, and it can play a role in helping students with Selective Mutism feel more comfortable, creating a healthy classroom environment for them in the meantime.

Bailey Groat
**‘Motivation &
Literacy Success:
Parental Involvement
at an Elementary
School Level’**

This presentation is based on the positive relationship between student motivation and literacy at an Elementary School level. More specifically, this presentation will explore numerous factors that will hinder or improve students’ motivation toward literacy practices in the classroom. Parental involvement towards a child’s literacy practices encourages the child’s motivation to excel. By looking at numerous studies and theories, findings show that there is a positive relationship between parental literacy involvement and students’ motivation toward literacy. Parents can be used as a resource and have the potential to support, reinforce, and complement in the home setting what teachers do in the classroom. As a teacher, it is important to collaborate with parents to ensure that students are reaching their fullest potential in regard to literacy. This presentation will also examine numerous strategies to help parents become positively involved in their child’s academic lives.

Panel R

Fragile Relationships

Facilitators: Dr. Rachel Anderson &
Dr. Brian Deyo

Isabelle Hanshue
**‘A Romantic
Apocalypse: An
Exploration of Mary
Shelley’s *The Last Man*’**

Mary Shelley’s novel *The Last Man* is an intriguing work of literature in that it defies traditional ideas of genre classification. *The Last Man* is both a dystopian, apocalyptic novel, as well as a Romantic Gothic novel. Shelley’s *The Last Man* depicts the late 21st Century, an attempt at forming a Utopian society, and the destruction of that utopian dream and all humanity by war and plague. The apocalyptic plague leaves the natural world and human-built monuments untouched, with only the absence of all humanity, except one man, making a difference. This novel highlights the ways in which Romantic ideology, especially the theories of Percy Shelley, interact with the idea of failed utopias and an apocalyptic cataclysm. In doing this, Shelley creates a novel that depicts the rise and fall of Romantic thought and the intrinsically Romantic qualities of apocalyptic literature.

Allison Matz
‘Sally Rooney’s
Novels through the
Eyes of the Beehive’

It has been understood in one way or another across centuries that bees and beehives are intricate members of the world. They are vital to human survival, and often mimic aspects of our communities in their own. Many great works reference bees and use them as a metaphor to talk about our own human societies. Some of these works include, but are not limited to, *Walden*, *Paradise Lost* and *North and South*. In my thesis, I am going to be looking at two of the novels written by Salley Rooney, titled *Normal People* and *Conversations with Friends*. I will be explaining why the bee metaphor that has been created across literary history would fit well within her two novels, what she is trying to say about greater society, and how the function of a beehive reflects this commentary.

Adam Graff
‘Disrupting the Status
Quo: Using Dave
Eggers’ Mistakes to
Create a More Racially
Equal World’

Extreme racial inequality is a highly complex issue that requires a lot of attention and understanding if the situation is to be improved. Since white people enjoy many social privileges, including positions of power, it is necessary for them to become much more involved in creating a more equal society for everyone. As an influential author and human rights advocate, Dave Eggers has written several books, concerning both his own privileges as a white American man and the social responsibility he feels to help create more equality for black, indigenous and people of color around the world. Although Eggers’ intentions are good, white people can learn from the mistakes he makes by understanding how Eggers does not fully confront his own white privilege, allows neoliberal ideologies to permeate his work, and uses inadequate antiracism techniques to confront the problem.

Panel S

Diversifying Literatures

Facilitators: Dr. Pat Bloem &
Dr. Colleen Brice

Lauren Halvorsen
‘Decolonizing the
American School
System: A Case for
Indigenous YA Lit’

In this paper, I will argue that the sometimes dormant, always persistent, trauma that Indigenous young adults face as a result of generational (neo)colonization actively hinders their learning processes in the Western education system. Some of the most prevalent locations of structurally-embedded racism and implicit bias are the lack of Indigenous literature and Indigenous authors in American classrooms, as well as a Western

education system that does not accurately retell Native American history, nor critically analyze its colonial past. This paper will explore the encounter between Indigenous young adults negotiating their civic identity and urge for a push toward a nationally interculturalized teacher-education system.

Lily Bradley
**‘The Inadequate
Representation of
Diverse Children in
Today’s Young Adult
Literature’**

While it is a widely accepted premise that children and young adults need to be exposed to diverse literature in schools, the fact is that there are limited books published by authors of color. Additionally, there are various levels of quality of multicultural literature available. This problem goes deep into the publishing industry’s lack of diverse authors being published, the lack of diverse protagonists in newly-published literature, misrepresentation of diverse individuals and cultures, the numerous diverse books written by white authors, and the absence of diversity in nationally/ globally-recognized book awards. This paper argues the inadequacy of the “diverse” literature prominent in today’s classrooms and libraries.

Madison David
**‘The Consequences of
Monotonous
Literary Canon’**

A lack of diversity is prevalent in all forms of media. Literature is a type of entertainment that is historically one of the most influential types of media, and because of this, the absence of variety within written work is that much more detrimental. Since the literary canon does not display all kinds of people, individuals are raised without ever knowing the world, which leads to a closed mind. Diversity must be incorporated in the literary canon for society to grow and expand. Additionally, a lack of variety in literature is detrimental to the formation of Black people's identities. What we dream about and use to escape from life shapes our identities, and if people do not see themselves in media like movies, music, and literature, their minds will not be able to dream of themselves and thus will be confined.

Panel T**Representational Acts**

Facilitators: Dr. Kathleen Blumreich &
Dr. Rob Rozema

Anna Barncord
‘The Exploitation of
Man’s Best Friend:
Why Does the Dog
Always Have to Die?’

This paper discusses the use and abuse of dogs throughout literature, and how authors utilize the death of dogs to evoke emotional responses in their readers. Dogs have wagged their way into the lives of humans for years. As humans, we have developed emotional connections to dogs that mirror our own human-to-human connections. Psychologically, many humans grieve the passing of a pet as they would the passing of a human life. We have seen this relationship represented in literature with most books ending the same way: the dog dies. Authors understand the morbid curiosity of humans and the desire to find comfort and connection through books about the death of a pet. These books can potentially become tools to develop healthy coping mechanisms for those navigating through the emotionally trying time of losing a pet.

Lilly Sarna
‘The Horror Within
Religion: Stephen
King’s *Carrie* & the
Reader’s Self-
Analytical Role’

Religion being used in the context of horror can often create misconceptions within religious communities. Fictional literature has a way of making religious followers concerned with the ideas that authors are promoting throughout their work. Stephen King, an author well known for using themes of religion within his horror novels, does not intentionally promote or devalue religion, as many groups may assume. He instead chooses to create a space where individuals are able to ask questions in regard to their own personal beliefs. Throughout this paper, I will analyze the use of religion within Stephen King’s first novel *Carrie* as well as how it plays into ethical issues. Although the concepts of religion and horror do not initially seem to be closely connected, they work together in order to create a deeper understanding of the world that may be otherwise overlooked.

Renee Gumbert
**'The Healing Layers of
Hayao Miyazaki's
Visual Narrative'**

Hayao Miyazaki is a beloved creator of cult classic animated films. By analyzing his films' themes, storylines, and narrative style, we can better understand why his films manage to reach beyond generic three-act narratives and are more complex than typical western children's films. With films like *Ponyo* that celebrate nature amid its destruction, and *Princess Mononoke*, where the natural world is threatened by capitalism, we can highlight what makes Miyazaki stand out. His storylines create a lasting impact that lingers long after the movie ends. This paper will explore how Miyazaki and Studio Ghibli create imaginative animations that transcend age, societal, and cultural barriers and encourage us to heal in the quiet of nature, even if it's only through our screens.

Panel U

All in the Family

Facilitators: Dr. Kurt Bullock &
Dr. Dawn Evans

Katherine Messing
**'Learning About
Diverse Family
Structures through
Children's Literature'**

The texts we read play major roles in how we think about the world around us. Especially at young ages, it is important that students get exposed to stories and characters they can relate to and ones that expand their views. Because books have potential to teach readers about the world, they can be utilized in a classroom to teach students about diversity and differences. One way for students to learning about others' differences is through diverse family structures. Children come from a variety of family types, and exposure to books with characters from similar and different family structures as their own will help expand their views. Children's books with a variety of family structures can help students understand themselves by relating to characters and learn about others through families different from their own experiences.

Elyse Greenwood
**'Identity Development
of Adolescent
Refugees:
YA Literature & the
Importance of Family'**

In this thesis, I explore the complexity of the portrayal of identity in adolescent refugees in Young Adult literature. I will analyze three novels to examine the effects of trauma and acculturation on the identity development of adolescent refugee characters: *Inside Out & Back Again* by Thanhha Lai, *Refugee* by Alan Gratz, and *The Good Braider* by Terry Farish. This analysis concludes that the family unit has the ability to both negatively and positively impact the formation of

a bicultural identity in these adolescents. However, these novels prove that Young Adult literature focuses on and highlights the necessity of a strong family unit to support and encourage a healthy, bicultural identity formation in adolescent refugees.

Olivia Chamberlain
**'The Adoptee &
Asian Identity:
A Literary Analysis
across Four Books'**

Adoption is a practice that has been around for ages, and yet it is a topic neither teachers nor students are familiar with, thus detrimentally impacting students in their classrooms who were adopted. This paper focuses on how adoption impacts identity. After a brief discussion of the history of adoption in the United States and adoptions from Asia, I will analyze four different books featuring Asian adoptees. *Allison* (Say 1999) is a children's picture book, *Kimchi and Calamari* (Kent 2007) and *Just Like Me* (Cavanaugh 2016) are middle-grade books, and *Girl in Reverse* (Stuber 2014) is a young adult novel. The literary analyses of these four books will convey the importance of adoption literature for children and young adults and encourage consistent adoption conversations, both within and outside the classroom.

**Honoring Student
Writing in the
Persuasive and
Personal Essay,
Poetry, Fiction,
& Drama
Held in Conjunction
with the Departments
of Classics and
Writing**

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

- Personal, analytical, or persuasive essay written by a freshman;
- Personal essay written by a sophomore, junior, or senior;
- Analytical or persuasive essay written by a sophomore, junior, or senior;
- Poetry written by any GVSU undergraduate student (a portfolio of three to five poems would be an appropriate entry, and a single poem would not be considered);
- Fiction written by any GVSU undergraduate student (one short story per entrant);
- Drama written by any GVSU undergraduate student (one short play per entrant);
- Essay, poetry, fiction, or drama written by a GVSU graduate student.

Entry Requirements:

- Entries must have been written while enrolled at GVSU;
- Entries should be typed, double-spaced (photocopies are acceptable), and submitted with a detachable cover sheet indicating:
 - title of work;
 - category entered (please specify graduate or undergraduate);
 - contestant's name and student ID;
 - address, phone number, and e-mail for March and April of the academic year;
- Place contestant's name on the cover sheet only, not on the manuscript.

All winners who have not been or currently are a student employee at GVSU must complete an I-9 Form, which may be obtained and turned in to Student Employment (105 STU). Entries are accepted online through the English department website. Manuscripts will not be returned.

**The Robert C.
Chamberlain
Scholarship**

**A Tuition Scholarship
for Junior English
Majors
Demonstrating
Excellence in Writing**

The Chamberlain Scholarship will be awarded at the English Department's Awards Ceremony held in April.

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;
- Students must demonstrate financial need by filing the FAFSA;

Application Requirements

Each student must submit:

- A short letter explaining why the student qualifies for this scholarship;
- Two pieces of writing, at least one from a class at Grand Valley State University;

Applications must be submitted online at:

www.gvsu.edu/scholarships

Application deadline is TBA, Winter 2021.

**The Gilbert R. &
Patricia K. Davis
Endowed Merit
Scholarship**

**A Merit Scholarship
for Full- or Part-Time
Junior and Senior
English Majors**

The Davis Scholarship will be awarded at the the English Department Awards Ceremony held in April.

Eligibility Requirements

- Students must be a Junior or Senior declared English major;
- Students must have completed 30 credit hours at GVSU;
- Students must have at least 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 Juniors are eligible to receive the award as Seniors if they maintain their eligibility.

Applications Requirements

Applications must be submitted online at:

www.gvsu.edu/scholarships

Applications deadline is TBA, Winter 2021.

**The English Faculty
Scholarship for
New Majors**
**A Scholarship Made
Possible through the
Generosity of GVSU
English Department
Faculty Members**

The English Faculty Scholarship for New Majors is awarded to two English majors annually at the English Department Awards Ceremony held in April.

Eligibility

- Applicants must be a declared English major at the time of application
- Applicants must be a currently-enrolled student with fewer than 60 credit hours completed (1st or 2nd year student) during the semester of application
- Cumulative 2.5 grade point average or better
- First-generation college student

Supplemental Questions

1. Are you the first person in your immediate family to pursue a college degree (neither parent/guardian(s) has a four-year degree)?
2. In 100-200 words (1-2 paragraphs), explain why you are applying for this scholarship, why you should receive the award, and how it will assist you in achieving your academic goals.
3. Why are you interested in this scholarship?

Please include an academic writing sample, minimum three full pages in length, submitted for a class during your freshman or sophomore year.

Applications Requirements:

Applications must be submitted online at:

www.gvsu.edu/scholarships

Application deadline is TBA, Winter 2021.

**Dr. Andrew M.C.
Brown Memorial
English Scholarship
A Scholarship
Created to Assist
Language &
Literature Emphasis
English Majors**

The Brown Scholarship will be awarded at the the English Department Awards Ceremony held in April.

Eligibility Requirements

- Candidates should be accepted or currently enrolled at GVSU;
- Must be a senior with a declared major in English with Language & Literature emphasis;
- Must be enrolled for at least 12 credit hours with a cumulative GPA of 3.3 or higher;
- Preference will be given to students intending to pursue an advanced English degree.

Financial need may be considered, as evidenced by filing the Free Application for Federal Student Aid (FAFSA)

Application Requirements

Each student must:

- Provide a short statement of why you qualify for this scholarship;
- Submit two pieces of writing, at least one from a GVSU English class.

Renewal Criteria: This scholarship is non-renewable. Award sum is \$2,000.

Application deadline is TBA, Winter 2021.

Barncord, Anna — 27
Bee, Aberdeen — 20
Benn, Lexa — 10
Boshears, Payton — 19
Bradley, Lily — 26
Breitner, Sarah — 7
Buslepp, Mackenzie — 23
Bussott, Alec — 14
Cabble, Sofia — 20
Carter, Darbi — 13
Chamberlain, Olivia — 29
Dabkowski, Jakob — 4
David, Madison — 26
Dekkinga, Elizabeth — 14
Delgado, Megan — 21
Dominiak, Josiah — 5
Elvey, Sidra — 20
Gault, Claire — 11
Gibson, Lindsay — 14
Godfrey, Nerissa — 19
Graff, Adam — 25
Greenwood, Elyse — 28
Groat, Bailey — 24
Gumbert, Renee — 28
Gustafson, Jade — 18
Halvorsen, Lauren — 25
Hanshue, Isabelle — 24
Hildebrand, Joellen — 17
Hines, Marie — 12
Hittler, Carly — 22
Hostetler, Emily — 23
Jahr, Logan — 13
Kooiker, Brittani — 9
Lacy, Ky — 9
Lancaster, Jared — 9
Lucas, Audrey — 16
Matz, Allison — 25
Meaton, Kate — 11
Messing, Katherine — 28
Morris, Julianna — 8
Neeley, Hannah — 5
Neeley, Sarah — 12
Nofsinger, Benjamin — 21
Nyland, Megan — 21
Pankowski, Casandra — 5
Pearl, Megan — 23
Provost, Nicole — 17
Resendiz, Emma — 15
Ruthig, Sara — 8
Ruys, Lily — 18
Sarna, Lilly — 27
Shumard, Julie — 17
Sinn, Alexander — 22
Skulbru, Allison — 15
Veenkant, Ellen — 16
Ventress, Kellie — 7
Versluis, Celine — 6
Ward, Alexandria — 7
Winther, Emily — 10
Wright, LaMaiya — 6
Zuber, Chrissa — 4