

Post Parade

Fort Hays State University English Department
Fall 2018

55 years and counting!



FACULTY NOTES

Director of Composition, CLIFF FORD EDWARDS, published a book review, served as chairman of the Search Committee for the Vice President for Academic Affairs, and participated with his father as one of the invited performers at the first "Folk Life Festival," sponsored by the Kansas State Historical Society in Topeka last September.

ALBERT J. GERITZ delivered a paper on the Tudor interlude, the GALISTO AND MELEBEA, at the Patriotic, Medieval, and Renaissance Conference, Villanova University, in Fall 1979. He has published two articles in the Fall 1979 and Spring 1980 issues of CELESTINESCA, a journal devoted to the Spanish masterpiece, CELESTINA, and all adaptations of it. His most recent work is a collection of adaptations of it. His most recent work is a collection of adaptations of it.

Long to be remembered by students and faculty, JOHN KNIGHT has resigned to become chairman of the Humanities Division at Illinois Valley Community College, Illinois. Before his resignation, he received tenure and delivered a paper, "ANDREAS Caritor, Capitator, and Canibalism" at the Mid-Medieval Association, Emporia State University, March 1.

Post Parade

Fort Hays State University English Department Fall 2017

POST PARADE

FORT HAYS STATE UNIVERSITY ENGLISH DEPARTMENT FALL 2018

Professional-Editing Students Give Post Parade a Bold New Look

POST PARADE

English Department/Fort Hays Kansas State College Spring 1976

FACULTY NOTES

Dr. Clifford Edwards, director of the department's composition program, attended the 1976 meeting of the Conference in College Composition and Communication at Philadelphia in March. Dr. Edwards has been honored this year by inclusion in the 1976 edition of Outstanding Educators of America and in the 1976 edition of Contemporary Authors. He is currently working on the development of a multi-media presentation on World War I and American Literature of the 1920's entitled "The Great War - Apocalypse or Episode of Irony?" Dr. Roberta Stout is currently at work on a history of the Fort Hays English Department. Her research includes study of documents and variety of people who have been associated with the department, and she hopes to have her history completed by next spring. Dr. Michael Marks completed his Ph.D. degree at Indiana University in November. His dissertation is titled "The Literature of Power: Pamphleteering in the Age of Mather and Franklin, 1689-1765" and is a study of the contributions of colonial pamphleteering to the

spring. Two other articles on topics related to Medieval Studies have been submitted to scholarly journals. To pursue his interests in creative writing and in Medieval Studies, Mr. Knight will attend the El Dorado Creative Writing Conference (at El Dorado, KS) and the Medieval Conference on Cistercian Studies (at the University of Western Michigan), both of which are being held this spring. Two members of our faculty are absent this semester. Dr. Samuel Sackett has taken a sabbatical leave to work on several projects. He has finished a collection of Volga Gered as a special issue of Heritage of Kansas magazine. He is also working on a collection of Kansas beliefs and superstitions and on a science-fiction novel. (As an outgrowth of his interest in American Folklore Society, Dr. Sackett attended a convention in New Orleans in November, where he presented a paper on "The Folk Art of Gus Beckler.") This spring he attended a meeting of the Colorado Language Arts Society held in conjunction with the

POST PARADE

Fort Hays State University

Notes From The Director Of Composition

Dr. Clifford Edwards
"A Modest Proposal for Incorporating State Mandated Minimal Reading Competencies into Eleventh Grade English Classes with Pizzazz"

Look at a few of the objectives:

- # 1 Given a catalog description and an order student will identify the correct price, weight item's color, code number, placing charges, and description.
- # 5 Given a portion of a completed income statement will identify such items as net income, deductions, spouse, dependent, and dividends.



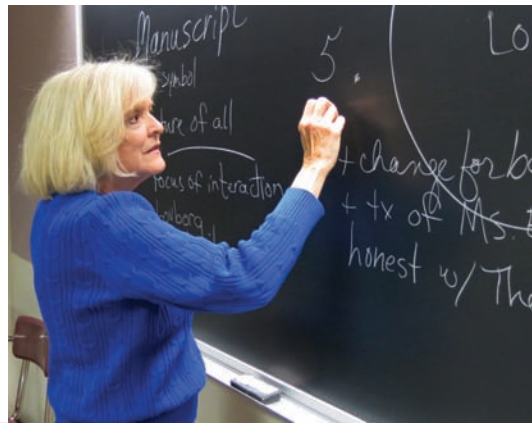
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Front Row (l to r): Gareth Peterson-Shea, Dalton Steinert, Dr. Cheryl Duffy, Anneka Sundell, Jennifer Applequist, Shaelin Sweet, Zhang (Linda) Xiaoxia. Back Row (l to r): Scott Sakraida, Tiara Bollig, Joshua Renner, Holden Eisiminger, Braden Allmond, John Mohlman. (Photo credit: Annalise Albrecht)

As you can see above, another batch of creative—and perhaps even a bit radical—students collaborated to bring you this 55th issue of the *Post Parade*. In the spirit of recent protests nationwide, my Professional Editing class chose that theme for our staff photo. (At least two of us focused on the many trees that had to come down for a recent building project—though we’ve heard assurances of new trees being planted.) We hope you enjoy catching up with the department as much as we enjoyed putting this magazine together for you. —Cheryl H. Duffy

Managing Editor: Cheryl Hofstetter Duffy - Department of English, Fort Hays State University
Design Editor: Joshua Renner



Beginning a New Chapter

Brenda Craven Retires

One of Brenda Craven's favorite quotes is something her father would say: "We're getting to the short rows now." After teaching in the English Department at Fort Hays State University for more than 13 years, Craven decided that she was "getting to the short rows" of her teaching career, announcing her impending plans to retire at the end of May 2018.

Prior to her career at FHSU, Craven lived in both Missouri and Tennessee, where her degree in English landed her several positions at—surprisingly enough—a number of hospitals. These included a cancer center, where she wrote medical transcriptions and coordinated cancer screenings as well as cancer education programs. More conventionally, she also taught middle school English as well as high school poetry and fiction.

Craven moved to Hays after her husband, Allen, accepted a teaching position with the FHSU Art Department. Before becoming an English professor at FHSU, Craven held several other positions at the university, including Assistant Director of the FHSU Alumni Association and Assistant Director of Project SERVE AmeriCorps.

While juggling the responsibilities of a working mother, Craven added the challenges of being a student, earning her master's degree in English in 2003 from Fort Hays State University. She joined the English Department in August 2004 after then-Chair Dr. Cheryl Duffy asked if Craven would be interested in teaching classes at the university.

Since then, Craven taught many undergraduate courses. These included English Composition 101 and 102, World Literature, Introduction to Literature and Introduction to Fiction. In addition, she taught Young Adult Literature at the graduate level. During her time at FHSU, Craven also acted as International Coordinator for the English Department.

Craven shares her passion for writing and literature not only with university students but also with members of the wider community.

One example of this is her involvement with the Humanities Kansas (formerly Kansas Humanities Council) Talk About Literature in Kansas (TALK) Program. Since 2008, Craven has led numerous book discussions across the state as part of this program, which is aimed towards adults.

During Craven's teaching career at Fort Hays State University, she received several awards. FHSU recognized her with the Outstanding Teaching Award in 2010. Nationally, the U.S. Higher Education Faculty Awards honored her in 2015 with the Best Teacher Award in English and Best Overall Faculty Member Award in English. If you talk to any of her students, the reason for these recognitions quickly becomes apparent. "She spreads joy throughout her classroom and makes literary analysis and reading fun," says Shaelin Sweet, a senior at FHSU. She credits Craven for reminding her of how much she loves writing and analyzing literature and ultimately for inspiring Sweet to become an English major.

After almost 14 years of teaching, Craven says that her favorite part of her job was stepping aside and learning something new from her students as they interpreted written work through their experiences. "You name it on the social spectrum and I've had the opportunity to teach them," Craven says. "I like seeing the integration of thoughts in class or the sharing of ideas or experiences on paper."

"She spreads joy throughout her classroom and makes literary analysis and reading fun."

FHSU English Department Chair Dr. Eric Leuschner says that Craven was devoted not only to the success of her students, but also to the success of her department. She was always actively involved in department activities, whether helping coordinate publicity or facilitate recruitment, says Leuschner.

During retirement, Craven and her husband plan to move closer to their two sons and three grandchildren in order to spend more time with their family. She plans to get back to some of her hobbies, including primitive camping, gardening, traveling and being politically active in her community. Craven hopes to continue instilling her love of literature and writing in others through tutoring at-risk children and working with various library programs.

Although looking forward to retirement, Craven says that she will miss teaching. "Teaching students at FHSU has just been a great ending to a many-decades-long work career," Craven says. "I have absolutely loved it." And the students and faculty loved her, too.

About the Writer

Jennifer Applequist

Jennifer is a sophomore majoring in accounting and minoring in English. She enjoys art, music, photography and hanging out with her pets.



Writers and Doctors and Bears...Oh My!

Grad Students Share Doctoral-Tutoring Program in Chicago

They weren't in Kansas anymore. Graduate students Gilberto Pereira of Lavras, Brazil, and Moisés Lima of Araxá, Brazil, accompanied by Dr. Amanda Fields, director of the Fort Hays State University Writing Center, traveled from Hays to Chicago for a weekend of knowledge sharing, continuing education and cultural experience.

Funded by a generous donation from Richard and Delores Fischli, the trio presented at the International Writing Centers Association Conference their recent work with doctoral nursing students at FHSU. As representatives of the Writing Center, Pereira, Lima and Fields shared their approaches for handling consultations with online doctoral students.

Their own presentation, "Video Consultations with Doctoral Students: Genre, Pedagogy, and Professional Development," highlighted each individual's efforts on the project.

"I showed the administrative side of the program, while Moisés discussed genre pedagogy when working with online graduate students, and Gilberto talked about the technological implications of the program," Fields says.

Pereira agrees: "[Fields] talked about how she got in touch with the first steps of the project, I showed how to make students comfortable when conducting online consultations, and Moisés discussed the approaches to genre-specific academic literature that the doctoral students were writing."

We all work best when communicating our successes with one another. Few university writing centers have published research on the effects of online consultations, so presenting methods for coaching online students in need of writing help encourages other writing centers to do the same.

This approach hits home at FHSU, which enrolls roughly the same number of virtual students as it does on-campus students. Because of the high number of students involved, writing centers are a win-win.



Pictured left to right: Fields, Pereira and Lima explore the Chicago subway—but they're not lost!

Not only do they strengthen students' writing, but they also provide student consultants work experience for their professional careers.

In addition to preparing for the conference, the three also saw a marked increase in the number of students coming for help in the fall semester. The Writing Center conducted over 1,400 consultations, more than the entire number helped in the previous year. Eleven Writing Center consultants kept themselves busy in the fall. Pereira proposed that the increase could have been tied to the in-class visits the Writing Center conducted this year.

"Students have a richer experience when meeting face-to-face, so presenting in class what we do for them helps them know that the resource exists for students," Pereira says.

"Many students don't know what we do, and we are there for the students, so it is important for us to reach out to teachers to let students know that we are here to help," Pereira continues.

Based on her discussions at the conference, Fields notes that other writing centers find success using this marketing approach. On-site marketing, despite all of the push for online advertisements, remains the most successful strategy for student engagement.

The three see their experience at the IWCA conference as a success. Pereira enjoyed learning different universities' implementation of writing centers: "I admired the wide variety of approaches that writing centers have in different universities. I find it really interesting that, although Moisés and I were international students, other universities were so open to our ideas and willing to share their own approaches to writing centers."

Lima found presentations from large universities such as Purdue University the most educational. "The tips [Purdue University] gave about how we can increase the credibility of the writing center by acting professionally when dealing with professors were important," he says.

His own presentation aside, Lima says that his favorite presentation to sit in on was a speaker from his home country of Brazil who presented on the first writing center to be established in a university there. Lima says his experience with the writing center is an educational opportunity he never had before.

Beyond being a great place to see the impact of writing centers around the world, the IWCA conference also gave attendees the chance to explore Chicago and indulge in the local flavor.

Pereira, smiling, says, "Chicago is a great city. I think Amanda, Moisés and I had a great time in the city. It was cold, but the learning experience—and food—were worth the chill."

About the Writer

Dalton Steinert

Dalton is an Accounting major with a minor in English. You can ask him about any book and he'll probably know the author. In his spare time, he binges on chocolate and *The Great British Bake Off*...not always at the same time.



An “Omnivore Discipline”

Dr. Matthew Smalley Brings New Passion for English Studies to FHSU

Dr. Matthew Smalley was new to the FHSU English Department last fall, but he fits in so well you wouldn't know unless you asked him. Most days Smalley is in his office from early morning to early evening and can be seen walking around Rarick Hall, warmly greeting students and faculty alike.



At FHSU, Smalley has most recently taught introductory composition, introduction to fiction and American literature classes.

However, as an undergraduate student, Smalley took just two literature courses, focusing instead on his major in psychology and his premedical path. After his undergraduate studies, Smalley earned a master's degree in theology at Duke University.

Finally, Smalley acquired his MA and PhD in English from the University of Kansas in 2016, focusing on nineteenth century American literature and culture. With his expansive background, Smalley has a broad view of what literature is, what it can do for students and what role it plays in education today.

“One of the many things that literature does, I think, is help us see more clearly what it means to live as men and women shaped by the philosophical, religious, economic and political cultures that we're born into.”

As a teacher, Smalley has strong beliefs about education and sees literature as an obvious tool for readers to use and gain insight into life in another time, as well as other perspectives within our own time.

Commenting on one of the classes he teaches, Smalley said he was pleased with FHSU students because they are “bold enough to embrace their own passions for literary studies and humble enough to learn new approaches to discussing and analyzing texts.”

Smalley differs from traditional English teachers in that he did not read many foundational texts of English literature until he was well into his twenties. With a “new set of intellectual technology,” Smalley found the readings to be even richer than he thought they would be.

Reading a story and trying to understand and communicate it is a complex process and requires a multitude of skills. Appropriately, Smalley calls English an “omnivore discipline.”

Smalley is a grand addition to the FHSU English department. With his unique background, Smalley has much insight to offer students that will help them better see the world around them.

For example, Makayli Allender, a student in one of his literature classes, says, “Dr. Smalley is extremely passionate about what he teaches. He has so much interest in the subject of literature that he has been able to alter my personal views on the subject. I have never liked poetry, and it's still not my favorite, but I can actually appreciate it now, and that wasn't something that I've ever done before.”

Another literature student, Derek Ingalls, says of Dr. Smalley, “He doesn't pretend to know everything, and he doesn't use class time to spoon-feed us information about a story we read. His value as a teacher is the way in which he passes on the skills and tools we need and use in our studies rather than trying to teach for a test.”



As much as Smalley has to offer students, the students have just as much to offer Smalley: “I'm thrilled to be working at Fort Hays State University. I'm especially delighted to be working with so many thoughtful, engaging students in the English major. Teaching has always been the most energizing and rewarding aspect of my work as a professor, and I could not ask for better students than the English majors at FHSU.”



About the Writer

Braden Allmond

Braden is a junior majoring in Physics and minoring in English.

The Road to Becoming a Novelist

Pushing Bounderies with Matt de la Peña

This past November, English majors, students and faculty alike crowded Fort Hays State University's Palmer Recital Hall to listen to Matt de la Peña discuss his writing experiences, share his knowledge and give advice. Peña is a Newbery Medal-winning author of four picture books and six novels, including *The Living* and *Mexican WhiteBoy*.

One of Peña's more recent picture books, *Last Stop on Market Street*, received the Newbery Medal, along with other honors, and is on multiple bestseller lists. Across the country, Peña tours colleges to share his journey to becoming an author and spread his message to students. When Peña is not traveling, he teaches creative writing in New York City, where he lives with his family.

During his informal presentation, Peña discussed his home life and how he became a novelist. Peña openly admitted to being a less-than-stellar student, coming from a small minority town that did not emphasize education. A full-ride basketball scholarship drove Peña to attend college. During his time in college, Peña fell in love with reading novels — a love that blossomed into his own career as a novelist.

In addition, Peña encouraged students that writing from experience can be more important than a formal background in English to become a novelist. English instructor Brenda Craven describes the main takeaway of the lecture: "A lot of us are writers, but we haven't expanded ourselves to the situations of others that inspire us to take that leap forward." For Peña's writing process, he takes that leap forward by heavily reflecting on his home life and the challenges

he experienced growing up in San Diego, California. For example, *Mexican WhiteBoy* draws upon his own challenges to find his place in the social circles in school.

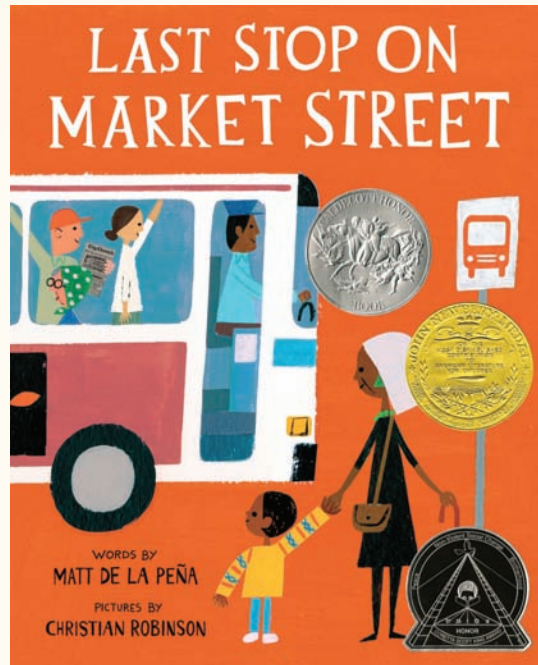
"You never know — sometimes it's the people who endure a great deal that have the best story to write," Craven says.

Also, in *The Living*, the main character, Shy, comes from a small, rundown town near the United States border. Peña turned the hardships he experienced in life into beautiful stories and encouraged students that they could, too. "You never know — sometimes it's the people who endure a great deal that have the best story to write," Craven says.

During his presentation, Peña also emphasized the author's involvement in the story. He discussed his struggle in stepping back as the author and letting the readers experience the world for themselves. At the end of his lecture, Peña gave each attendee a copy of either *The Living* or *Mexican WhiteBoy*, provided by the Dane G. Hansen Foundation, and set aside time to autograph copies for those who wanted their books signed.

Peña originally came to Hays to speak for the Dane G. Hansen Foundation at an afternoon lecture. Betsy Wearing, from the foundation, reached out to Dr. Leuschner, current English department chair, about the department's interest in hosting Peña on the Fort Hays State University campus. English faculty members Brenda Craven and Sharon Wilson both collaborated on Peña's coming to and speaking on campus. When invited, Peña graciously agreed to speak at FHSU for no additional charge to spread his message and advice to students like himself in his former days. He recalled what it was like as a student to be an aspiring writer.

Overall, whether students or faculty, all in attendance gained insight and motivation from Peña's lecture. The way he embraces the struggles of his past and uses them to create beautiful stories is inspiring. Craven says it best: "He is a person who grew up in an environment that did not value education, but he found his voice in writing, which is amazing"



Peña's Newbery Medal-Winning *Last Stop on Market Street*

About the Writer

Anneka P. Sundell

Anneka is a senior majoring in Criminal Justice and minoring in English. When asked why, she answers, "I am not going to court because my police report is trash."



KANSAS GIFTED EDUCATION DATABASE

The field of gifted education in Kansas just got a whole lot brighter.

On February 14, 2018, four students from Fort Hays State University's Kansas Academy of Math and Science (KAMS) presented a research poster about the Kansas Gifted Education Database (KGED). Their venue was the Undergraduate Research Day 2018 at the capitol in Topeka. The principal investigator was English faculty member Linda Smith. In her English Composition I and II courses, Annie Hinds, Runfan Yang, Dana Kang and Sarah Buie (pictured left to right) worked on the KGED—a publically available database with valuable materials for working with intellectually gifted students. According to its website, the KGED “compiles coursework, lesson plans and ideas that benefit students with a variety of talents and interests who do not necessarily have access to finances, tools and additional resources.”

Hinds and Yang had the unique opportunity to present their findings directly to Kansas legislators such as Representative Eber Phelps and Senator Rick Billinger as well as FHSU's president Tisa Mason and interim provost Jeffrey Briggs. “[KGED] is a remarkable project that provides open access to resources to help students, parents and teachers align activities and experiences to meet the various needs of gifted students,” Briggs said in a statement. Following the three-hour-long event, Representative Phelps offered the team an opportunity to visit the Chambers of the Kansas House of Representatives.

Being selected to participate in this prestigious event is not easy. In order to submit a poster, students must work with their principal investigator to create a proposal. A board of reviewers looks at each proposal and selects the top five from each Regents school for a total of forty posters. With well over one hundred entries, the competition was fierce. “When I learned that our abstract was accepted, I started freaking out,” Hinds said. “I was anxious for the entire car ride to Topeka, but once I started presenting, my anxiety calmed down. I love KGED, so it really wasn't hard to talk about it.”

“Everybody asked valuable questions, and I believe those questions will help us improve our website. I was excited to talk about

KGED and how amazing it is, and I think we will be able to get more people to understand and appreciate it,” Yang added.

While the research primarily has been geared toward providing resources for rural educators and students, Smith said that “KGED can serve as an access portal to anybody regardless of socioeconomic or geographical status. In urban settings, some parents still don't know how to work with their gifted children.” Unfortunately, according to Smith, this lack of strategy and resources stems from underfunding.



“This is not a new problem. It's been going on for three decades, but very few suggest how to fix the problem. How do we give these kids the resources they need to be successful and not break the bank?”

Kang, a KAMS student from South Korea, discussed the similarities and differences between academic funding for gifted students internationally: “I was interested in comparing Korea and the United States. Both countries have low budgets for gifted education, but Korea tends to emphasize and accentuate the abilities students have more. This research helps provide a free, open resource to help students meet their academic desires.”

On top of the current team who attended the Undergraduate Research Day, Smith also attributed the overall success of the project to the work of Braden Allmond and Emily Linder, who are both KAMS students and students in the English department at FHSU. This solid base of student dedication will drive more traffic to the site. According to Weebly's monitoring website, the database has already seen a 76% visitor increase in the past year, with nearly 6,000 page views.

Check out the Kansas Gifted Education Database for yourself at <http://www.kansasgiftededucationdatabase.com>.

About the Writer

Joshua Renner



Joshua is a senior who will be starting Graduate School at the University of Nebraska-Lincoln to study Composition and Rhetoric.

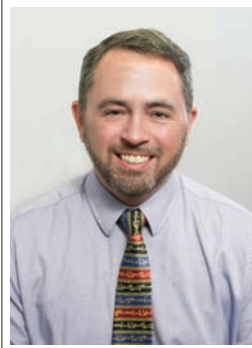
Life after Graduation

Alumni Spotlight

Nicole Frank graduated with her English degree from Fort Hays State University in 1997. She is currently working at the Teaching Innovation Learning Technologies (TILT) center on the FHSU campus as the faculty development coordinator. Dr. Carl Singleton was one of her favorite professors because they share a similar snarky sense of humor. She also claims that she would have never been an English major had it not been for Sharon Wilson, who also has that snarky sense of humor. Singleton pushed Nicole to be an academic-research feminist instead of a pop-culture feminist. She remembers quite clearly Dr. Singleton saying that he was going to grow out his hair before he taught '60s Literature one summer. It never happened. She also remembers him talking quite frequently about Sgt. Pepper. Nicole deems her prior work as a high school teacher to be her greatest accomplishment. "It was fulfilling and exhausting, but it was important work."



Erik Schmeller received a bachelor's degree in both English and History at Fort Hays State University in 1991. He is currently working at Tennessee State University as chair of the History Department. His favorite parts of the FHSU English Department were the quality of the professors and getting a break from history by getting to read fiction. He specifically remembers Dr. Paul Gatschet's considerate nature. One day he came into class sucking on a peppermint because he did not want to blow coffee breath on his students. Some of his major successes since graduating from Fort Hays State University, to name a few, are publishing a book, getting the opportunity to take students to both China and Egypt and becoming chair of the History Department at Tennessee State University.



Katie Edwards graduated from Fort Hays State University with her BA in English in 2009. After she graduated, she continued on to get her master's degree in Public Administration Nonprofit Management from Indiana University—Indianapolis. She is currently actively helping nonprofits learn to collaborate to make the most of their resources. In 2017, Katie became the Interim Executive Director of the Nonprofit Centers Network, where she does research, consulting and advocating for the creative use of resources. The organization had a major success when it won a grant from the Robert Wood Johnson Foundation. She loved Cheryl Duffy's Advanced Composition class, saying, "We learned so many real-world writing techniques that I still use today." What she misses the most about Fort Hays State University is the pace of life and the six-pack of tacos from Taco Shop. Her favorite part of the English department was the camaraderie between the professors and the students. "In many ways, the department felt like family, and third floor Rarick was our home."



Brenda Tooley graduated from Fort Hays State University with a bachelor's degree in 1983 and a master's degree in 1984. Currently located at Knox University in Illinois, she is the full-time director of the school's Eleanor Stellyes Center for Global Studies. Dr. Tooley loved the small classes, the caring and interested staff and the overall education she received at FHSU. She believes that the "liberal arts experience" that she received at Fort Hays feels about the same as that of the private institutions where she has both attended and taught. She gives credit to Dr. John Knight for encouraging her to go to Notre Dame, where she graduated with a doctorate. One memory that is particularly special to her from her time on campus is when she met her husband in a class that she had to take to fill a PE credit. She chose tennis, and her future husband happened to have chosen the same class. Dr. Tooley has enjoyed many successes since graduating. She served as Associate Dean of Academic Affairs at Monmouth College in Monmouth, Illinois, and served as Associate Dean of Faculty at Colorado College in Colorado Springs, Colorado.



About the Writer
Tiara Bollig



Tiara is a senior majoring in English and minoring in Sociology. She is currently obsessed with all things *Supernatural*.

Tigers Take Cincinnati

Bartlett Leads FHSU to Success at STD National Conference



Dr. Lexey Bartlett isn't afraid of a challenge, so when she was asked to serve as the convention chair for the 2018 Sigma Tau Delta National Conference in Cincinnati, Ohio, only three words came to her mind: Bring it on.

International English Honor Society Sigma Tau Delta holds a special place in Bartlett's heart, and her involvement reflects her passion for the organization.

"I've served as the High Plains regent since 2013 when I stepped in to complete the term of the former regent," says Bartlett. The High Plains region, one of six regions in the United States, re-elected her for a full term in 2016.

"They knew I had organized national conferences in the past, so the national board had confidence in my ability to pull this off," Bartlett continues.

As convention chair, Bartlett bore the responsibility of proposing presentations, contacting speakers and authors, negotiating presentations, putting out the call for convention judges, reviewing submissions for presentations, scheduling presentations and fixing any last-minute changes in the schedule to ensure everything ran smoothly.

"The most challenging part was managing 1,100 guests and presenters," says Bartlett. In spite of the stress of coordinating an entire conference of people, Bartlett's hard work paid off. She credits the help of the national board, executive officers, student representatives and speakers for helping make the conference a success.

"Everything went as well as it possibly could have. You never know what speakers are going to be like, but our two keynotes were phenomenal. They really engaged with students," she says.

"I started planning for this back in October of 2016, and the last six months were really intense. Seeing everything come together after hours of work was incredibly rewarding," says Bartlett.

The 2017-2018 academic year was filled with success for the FHSU Sigma Tau Delta chapter. Most notably, the FHSU campus served as the location for the 2017 High Plains Regional Sigma Tau Delta Conference in October 2017.

"Having the conference at FHSU was great for our students and our alumni," says Bartlett. Sigma Tau Delta prides itself on providing opportunities for alumni, and many FHSU graduates participate in the regional and national conferences.

Bartlett's success as 2018 national convention chair follows a history of FHSU Sigma Tau Delta involvement at the campus, regional and national level. This year, eleven FHSU members attended the national conference, and eight members presented. Another three students had work accepted to the national conference but were unable to attend.

Additionally, Tristan Wilson, a sophomore at FHSU, was selected to serve as the High Plains Region Student Representative for the 2019 conference, and Jessica Shields, a graduate student, was selected as the Associate Student Representative.

"This year was my first year attending the conference, and I loved it," says Wilson. "I'm so excited for what next year will bring."

2018 FHSU STD National Conference Attendees

Uriel Campos*
Derek Ingalls
Brianna Hardy*
Makayli Allender
Tristan Wilson*
Sarah Jarmer*

Cassidy Locke
Judy Sansom*
Maleigha Siglinger-Albers*
Jessica Shields*
Meagan Englert*

*Attendee presented at national conference

About the Writer

Shaelin Sweet



Shaelin is a senior majoring in English (writing) with a minor in history.



The *Post Parade* annual newsletter-turned-magazine has been part of the English Department for decades. In its current form, it is written by students like me and used as a valuable tool for teaching the proper writing techniques used in journalistic publications such as newspapers and magazines.

Mark Thompson, CEO of the New York Times, said recently that print media has maybe another 10 years. This raises the question, how much longer will working with a print publication like this actually help students with experience for journalistic writing? Moreover, in the digital age, how effective is the *Post Parade* as a way for the English Department

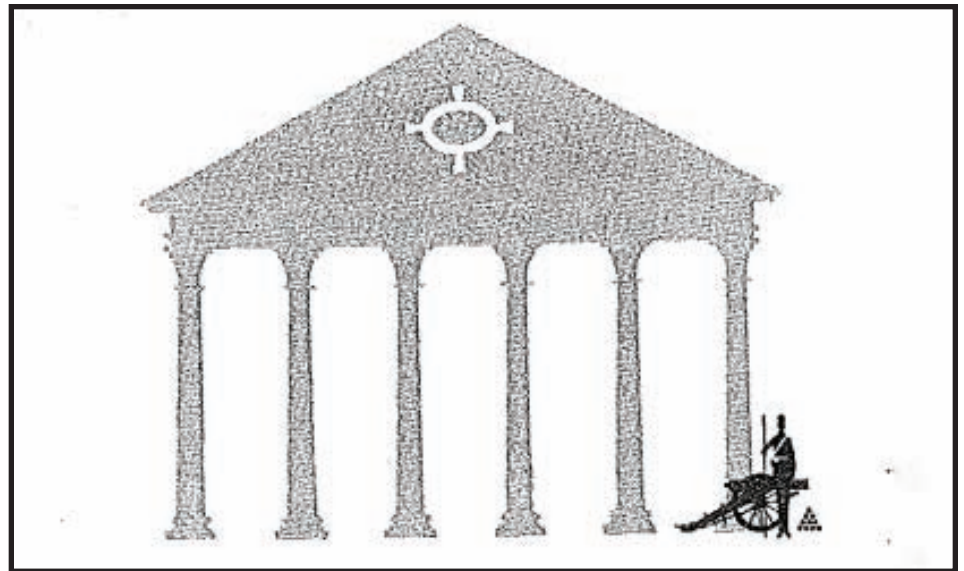
to interact with you, alumni and friends of the English Department, to keep all informed on the current happenings within the department?

Now in its 55th year, the *Post Parade* has gone through many different incarnations over that time span. The English Department released the first issue of its annual newsletter in 1963 under the name *Fort Hays Kansas State College English Newsletter*. Published in black and white, and arranged in a “leaflet” layout, it contained articles talking about the lecture series presented that year, introduced new faculty and provided important dates for events happening in the department.

Positioned at the top of the first page of the newsletter was an icon of a silhouetted version of Picken Hall’s pillars as well as a figure of a soldier standing in front of a cannon. Since the founding of Fort Hays State University, it has connected its identity with that of the actual military fort here in Hays. The University was, in fact, founded on the grounds of the old military fort. This association originally inspired the name “Post Parade” in 1976, when the newsletter went through its first major shift. It is an alliterative title specifically built around maintaining that connection with the military post. However, most here today do not actually make this connection as heavily as in the

past. This causes some confusion today: without knowing about the association, many readers wind up wondering what a name like “Post Parade” could possibly have to do with English, and it has sparked a conversation within the department about whether or not the name “Post Parade” has run its course. In a time when FHSU as a whole is seeking to rebrand itself with a fresh new direction, we in the English department could perhaps look to do the same. The *Post Parade* has been subjected to modernization and changes in the past, so there is precedent for change.

The rebranding from the *Fort Hays Kansas State College English Newsletter* to the *Post Parade* brought about a shift in tone for the publication. Writers began to incorporate a newspaper format with headlines and pictures. The *Post Parade* kept this format until 2006, when color was added and it began to take the shape of a magazine instead of a newsletter. This 2006 shift in format came about when ENG 385: Professional Editing was added to the writing concentration for English majors. For the prior 40 years, the newsletter had been written solely by faculty. Typically the department would select a single faculty member to write (or at least wrangle others to write) and format all of the articles for the annual publication. Now, as part of the curriculum for this new course, the *Post Parade* would be in the hands of the students.



“Big news outlets like The Washington Post and The New York Times already have a major digital presence,” says Dr. Cheryl Duffy, who teaches the professional editing class and is the Managing Editor of the *Post Parade*. She believes that it is likely that those publications will go all digital sooner rather than later.

Duffy believes that digital writing will likely be integrated into the writing concentration very soon. ENG 602 Topics in Writing: Digital Writing was offered as an elective in 2017, and the Curriculum Committee is exploring Digital Writing as a permanent requirement. It is likely that the *Post Parade* will not stay solely in paper form, but for now the print magazine will stick around and, possibly soon, be supplemented by a digital publication also created by students. This way students can have experience with both mediums, and readers can have

the pleasure of experiencing the *Post Parade* in whatever format they enjoy best.

What is it that you would like to see for the future of this magazine? Do you have ideas for a name for the magazine that would perhaps better represent the FHSU English Department as it is now? Because of your strong connection to the FHSU English Department, this publication is as much yours as it is ours. You can help shape this publication’s future by sending us your thoughts via email at chduffy@fhsu.edu.

About the Writer

Holden Eisiminger



Holden is in his second to last semester as a Physics major and needed an upper division English credit. After graduating he will go to grad school with the goal of obtaining a Ph.D. in Physics.

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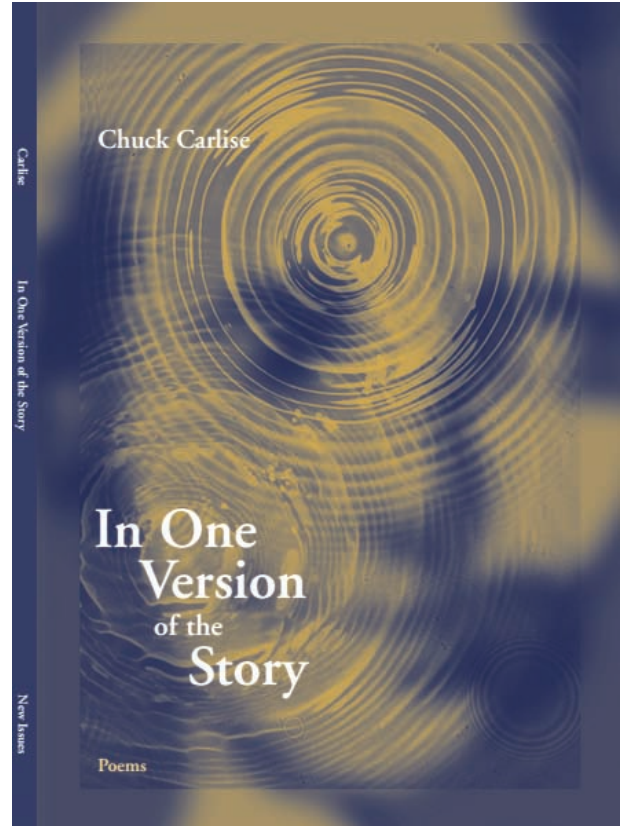
Holly Ray
Jessica Shields

Chuck Carlise: Writer-in-Residence – or Jack of All Trades?

In fall 2017, Chuck Carlise, a poet and lecturer at the University of California, Santa Cruz, spent a week sharing his love for writing with students at Fort Hays State University.

Carlise, sponsored by Sigma Tau Delta and the English Department, spoke to a handful of classes, provided one-on-one and group workshops with creative writers about their short stories, sat in during a meeting of the Writing Circle and helped with various National Day on Writing activities, including serving as the emcee for Sigma Tau Delta's poetry night, where members performed various creative works.

Carlise also served as the keynote speaker for the Sigma Tau Delta High Plains Regional Conference held at Fort Hays State University. During his presentation, Carlise read from his newest poetry collection, *In One Version of the Story*. Tying the past to the present, Carlise retells the story of L'Inconnue de la Seine (an unknown woman who drowned in the Seine River in France in the late 1800s) by connecting it to his own life. This hauntingly beautiful title is available from many online retailers and is certainly worth the read.



Accolades Continue for Ralph Voss



Dr. Ralph F. Voss (B.A. 1965, M.A. 1967) received the Jerome Lawrence Award for Distinguished Contribution to the American Theater April 2017 at the William Inge Theater Festival in Independence, Kansas. Lawrence was a co-founder of the Inge Festival and is best known for his play *Inherit the Wind*. Voss is the author of *A Life of William Inge*, *Truman Capote and the Legacy of In Cold Blood*, *Elements of Practical Writing*, *The Heath Guide to College Writing*, and numerous articles on American drama and rhetoric and composition.

He is a former recipient of the Eugene Current-Garcia Award for Distinguished Literary Scholarship, given by the Association of College English Teachers of Alabama and the Alabama Writers' Symposium—as well as the Medallion for Tennessee Williams Scholarship, given by the Tennessee Williams Tribute of Columbus, Mississippi. Currently, he is Professor Emeritus from the University of Alabama—but many *Post Parade* readers will remember him fondly from the summers when he graced the halls of third floor Rarick to teach rhet-comp courses in our Summer M.A. program.

Chinese Scholars Broaden Perspectives

The very word *partnership* evokes feelings of trust and respect—and, ideally, affection. Just as in personal relationships, these characteristics are important to a successful partnership between institutions.

Fort Hays State University partners with more than 70 different universities all over the world. At present, FHSU has established two kinds of partnerships: Cross-Border and Student Exchange.

Cross-Border partnerships allow international students to take FHSU courses and receive credit without leaving their home country. Student Exchange partnerships allow students to travel from FHSU to partner universities or vice-versa to study. Faculty also get the opportunity to visit international institutions for research collaborations or to teach via the faculty exchange.

Partnerships with SNU and NWUPL

Two faculty partnerships exist between FHSU and Shenyang Normal University (SNU), located in northeastern China, and the Northwest University of

Politics and Law (NWUPL) in Xi'an.

Sixteen Chinese faculty visited FHSU in the spring of 2018. Four of these professors visited the English Department, two from SNU and two from NWUPL, to study the United States classroom system.

These four faculty planned to observe the English professors here to determine differences from standard pedagogy in China and also identify aspects of the United States classroom they could potentially incorporate into their own practices. For example, they observed how professors organize the classroom and motivate their students.

Here's what they gleaned from the environment around them:

Yue (Christy*) Wang

“English is taught differently in the United States than it is in China,” Christy says. “As an English major, we must learn to differentiate what literature from different parts of the world is like even if we may think this knowledge is useless.” Whereas, in the States, English majors mostly



Left to right: Yue (Christy) Wang, Jin (Wilson) Xin, Zhu (Linda) Cao, and Zhang (Carol) Xiaoxia

learn about literature from different time periods, especially literature produced in the Western nations of Europe and the United States.

She also noted that, as in China, the interaction between students and teachers is influenced by the professor's personality and teaching style. For example, Dr. Eric Leuschner talks calmly and quietly, so his students interact in a similar fashion.

She also had much easier access to popular contemporary literature here in the United States than in China. Popular books aren't available in Chinese libraries and bookstores until months after they become available in other countries.

Jin (Wilson*) Xin

Wilson's undergraduate degree is in English and International Trade—most of his courses were English courses. He also has interests in history, politics, culture and sociology.

His main focus was the study of society, culture and history of the United States. "This is why I attend courses in American History, American Literature and Early American Republic," he says.

While observing classes, Wilson witnessed a student challenge a professor. "If a student challenges me in class, I would feel offended," Wilson said. "I am not accustomed to that sort of thing."

Clearly, a cultural difference in education in the United States is that students are expected to work with the material independently, but in China, due to the large class size, learning is more directed by the

professor than by the students themselves. In China, the classrooms in universities can have up to 90 people in them, so professors don't have much time to spend with each student and allow for in-class discussion.

Zhu (Carol*) Cao

Carol sought to improve her spoken English and comprehension. She also wanted to learn about historical figures like George Washington, Abraham Lincoln and Thomas Jefferson. However, as she learned more about these people and the United States' past, she couldn't help but feel "disillusioned" by how the reality of these figures is far from what she had imagined them to be: perfect and superhuman.

The history of the United States may be different from what she imagined, but, when comparing China and the United States, Carol noted, "The differences are superficial. I don't think the differences are as important as the similarities." In both nations, for example, politeness and respect are valued.

Zhang (Linda*) Xiaoxia

Linda's undergraduate degree is in English language and culture, but while studying in China, she was not exposed to native English. "There are a lot of English teachers in China, but most of them have never been in English-speaking countries," she said.

Typically, institutions allow for only one or two people to study abroad for months at a time. However, when FHSU was asked if they would allow five NWUPL faculty to visit, they agreed, giving more teachers the opportunity to be exposed to an English-speaking environment. The partnership between FHSU and NWUPL is very special for Linda.

.....

Indeed, partnerships between institutions are like partnerships between individuals. Just as individual relationships broaden our perspectives, the partnerships between FHSU and universities all over the world have broadened the perspectives of many people both here and abroad. The four Chinese faculty visiting the FHSU English department last spring certainly have proven that benefit to be true.

* Chinese people living in native-English environments typically prefer to be referred to by their English given names.

About the Writer

Gareth Peterson-Shea



Gareth is an English major in the writing concentration. He wants to travel the world teaching English internationally.

Inspiring Students: Dan Kois of *Slate* Speaks to FHSU Students

Dan Kois, editor and writer for *Slate* magazine, visited Hays from October through Christmas 2017. Kois was researching for a book about family life around the world, and one place he chose was Hays. Fortunately for the English Department, he visited campus and spoke with Fort Hays State University students about the editing process as well as his own experience with publishing books and articles.



Dan Kois, editor and writer for *Slate* magazine

Mostly, Kois spoke of his book *The World Only Spins Forward: The Ascent of Angels in America*. It started off as a ten-thousand-word article and turned into a full-sized book with the vast number of interviews and primary sources that he collected. These interviews, discussions, journals and diaries make up the oral history of how Tony Kushner's play *Angels in America* was produced and adapted for an HBO miniseries.

Kois shared specific details of the research process, but two were especially memorable. The first detailed Kois and his partner looking at all the notes, diaries, transcripts and letters that they had accumulated for the original feature article. Quickly they realized this was too much material for one article, and the idea for a book was born.

“Pitch the magazine you love most,” Kois advised. “It’s the one you’re most qualified to write for.”

Second, Kois was able to interview Meryl Streep. Even as a seasoned journalist, the moment felt surreal. He was actually interviewing a world-famous actress! The magnitude of the situation took a moment to sink in.

Kois also provided advice on how to be published: “Pitch the magazine you love most,” Kois advised. “It’s the one

you’re most qualified to write for.” This was the advice that led him to *Slate* magazine.

A second tip was to build a portfolio by taking advantage of freelance writing opportunities. The example that Kois gave is from the *New York Times Magazine* column “Letters of Recommendation.” This is a recurring feature in the magazine that is open to freelance writers with a great idea.

Kois transitioned into speaking about some of the articles he has written. The article that he spoke of at length was about the director of *Thor: Ragnarok*, Taika Waititi. Kois followed Waititi during the post-production phase of the movie and was able to view the creative process behind one of the best-received movies of 2017. The article gives insight into how *Thor: Ragnarok* came to be with its unique humor.

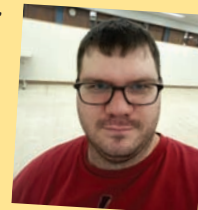
The consistent writing of eccentric tales is a hallmark of Kois. His favorite article is an interesting choice: it involves karaoke. “How Good Does Karaoke Have to Be to Qualify as Art?” is an excellent choice and one that fits with his style of writing. “It’s the most personal thing I’ve written, an ode to epic nights in the form of an investigation of the Portland, Oregon, karaoke scene.”

Kois spoke of his stay in Hays. Comparing Hays to the other places he stayed, such as New Zealand, Kois was extremely warm about his family’s experience. “Hays was the most welcoming of any of the places we visited! Our house was furnished by loans and gifts from old friends and people we hadn’t even met yet.”

These warm experiences will perhaps find their way into his next book, *How to Be a Family*, which is expected to be released fall 2019.

About the Writer

**Scott
Sakraida**



Scott is a senior majoring in English with a certificate in Philosophy. His hobbies include video games and playing sports. You can usually find him playing *League of Legends* or baseball.

Ask Dr. Singleton: A Spoof



Life can be difficult: There is no getting around that simple fact. Students can have issues in their day-to-day life and feel as though they just need some friendly advice. However, problems can arise when looking for this advice: embarrassment, uncertainty, distrust, etc. Well, fear no more! Dr. Carl Singleton is here with some unorthodox life advice to help students through any problems they may encounter. Optimists, look away now—this is not for you.

Q. I've recently been dealing with a lot as a student: deadlines, studying, work, social life, etc. How do I balance them all?

A. Great question. You sound like the type of person that won't enjoy my answer. Perfection isn't for everyone. Work at McDonald's and live in someone's attic. And if you do find a way to strike a perfect balance—keep it to yourself. Perfection is never meant to be spread around.

Q. I've been wondering about my relationship a lot lately. I feel as though we may be ready to get married. Do you have any advice for someone considering marriage?

A. Don't.

Q. That's it? Just don't?

A. There are faster ways to die. I recommend staying away from it at all costs. They all end poorly anyway.

Q. I'm in the teaching concentration, and I've been grappling with the idea of disciplining students. How do I keep discipline fair when I am completely in charge of every aspect of it?

A. We can't beat the students anymore, but my fantasy life is my business. Students do their best to draw out the worst in me—and in a demented way, I enjoy that. Do with that statement what you will.

Q. I've always found it hard to control my addictive personality. Things such as alcohol, cigarettes and junk food constantly call to me. Do you have any tips for keeping these cravings at bay?

A. You sound like a Lutheran: the infamous fence-sitters. At some point you will have to give in to what is more important. Many

forms of religion have always been opposed to any pleasure of the flesh. It was seen as something that would take away from time that was meant to be spent praising God. I, however, am well versed in these forms of debauchery and encourage them at every opportunity. Lie to continue participating in them if necessary.

Q. I have been having trouble keeping my grades where I want them to be. I was able to justify this by saying "I just need to study more" until recently. A professor gave me a "B" on a paper that should have been an "A." How should I handle this?

A. Cheryl Duffy? Is that you? Are you really still upset about that? Look, eventually you need to let things go. As I said earlier: perfection isn't for everyone. I would be happy to look over the paper again, but I can assure you that my grade is never going to change.

Q. I recently found out that my boyfriend cheated on me. I really do love him, but I'm just not sure how I could ever forgive him for this. Is there any way you know of?

A. Wait, what did he do wrong, exactly? I mean, you can't seriously be surprised. Boys over eleven think about only one thing.

Beautiful. Although the wisdom of Dr. Singleton can be lost on some, most will find his words powerful, relatable and, most of all, life-changing. His ability to see the good in the world around him constantly reinvigorates those who encounter his charming personality. His light and wonder continue to bless the world with a sense of calm and happiness. He truly is a happy individual. Whenever you feel as though you've been beaten down, and you're at your wit's end, ask yourself—what would Carl do?

About the Writer

**John
Mohlman**



John is a junior majoring in English and minoring in Psychology. He could talk about "For Emma, Forever Ago" by Bon Iver for an unhealthy amount of time.

Authoring Success

The Value of Writing in All Disciplines at FHSU

Since the founding of Fort Hays State University in 1902, professors have identified one common contributing factor to student success: strong writing.

“If students learn only one thing during their time at FHSU, they need to learn how to write an expository essay,” says Dr. David Goodlett, chair of the Department of History. “Writing is a transferable skill. It will be the most important thing that you learn here.”

The Department of History places a heavy emphasis on writing and research, a focus that Goodlett believes more departments are moving towards. He doesn’t have to look far to prove this hypothesis. Just down the hall sits the Department of Philosophy, which teaches students effective argument and analysis.

“Writing is fundamental to what we do,” says Dr. Rob Byer, assistant professor of Philosophy – and an English department alumnus. “Philosophy is all about creating, analyzing and critiquing arguments, and we do this all through written and verbal presentation.”

Both Goodlett and Byer stressed three benefits of writing that have helped them in their careers and that they impress upon their students: the ability to communicate clearly, concisely and effectively; the ability to effectively construct and defend an argument and identify faulty reasoning; and the ability to succeed as a professional.

“The kind of writing that I did as an English major differs greatly from the writing I do now as a philosopher,” says Byer. “We don’t use extra details or metaphors. We express the idea as clearly as possible to strengthen our argument.”

Additionally, effective writers not only make their writing clear, but they also make it compelling.

“Scholarly prose must be compelling,” says Goodlett. “Each sentence should make the reader want to keep going and find out what’s next.”

“Academic prose has its own rules, but these don’t stem

from an urge to constrict writers. Instead, these rules are designed to provide clarity and compel the reader to keep reading,” he continues.

The elements of writing, including grammar, syntax and formatting, aid in clarity and effectiveness. Errors in these areas can distract readers from the subject matter and decrease the author’s credibility.

“You want to maximize the chance that your target audience is going to want to listen to you, and you can do this by being original and avoiding errors in grammar and syntax. Mistakes devalue your argument,” says Goodlett.

In Philosophy, History and most other departments, a student’s ability to create and defend a thesis statement serves as the backbone to scholarly success.

In History, professors warn students against constructing arguments through something called “confirmation bias.” Confirmation bias occurs when a person takes a preconceived notion or opinion and seeks out research and supporting evidence that confirms that opinion.

“You can’t start with an idea that you want to prove true. Instead, you start by looking at as many [sources] as you can get your hands on and develop an argument from what you learn,” says Goodlett.

In Philosophy as well as History, students must acknowledge opposing arguments to strengthen their own.

About the Writer



Shaelin Sweet

Shaelin is a senior majoring in English (writing) with a minor in history.

“People of all disciplines . . . need to be able to critically engage with arguments that they’re presented with,” says Byer. “People will try to convince you of many things throughout your life, and you need to be able to recognize if a claim or an argument is valid and beneficial to you.”

“I tell my students to present opposing arguments as strongly as possible and then explain why their thesis is superior. Not to do so just doesn’t play fair,” says Goodlett. “Anyone who knows of an argument on the other side of your thesis will automatically disregard what you’re saying unless you acknowledge opposing viewpoints.”

The merit of constructing arguments and developing clear, well-written work doesn’t evaporate after college. The skills that students learn through writing carry them into careers and success post-graduation.

“No matter what your work structure is like, you will need to know how to communicate,” says Byer.

“Having the ability to write clearly and formally goes a long way in showing that you take your work seriously and approach it with professionalism.”

Goodlett reiterated this sentiment: “In the professional world, employers don’t want to have to rewrite everything that is handed to them. Knowing how to write clearly and analytically is a necessary skill in the professional world, and many people don’t realize this. When I talk with FHSU graduates, they often emphasize how essential the skills they learned in writing have become to their current careers.”

Whether students journey to law school or graduate school, or enter into the workforce, they typically use writing daily to communicate clearly and achieve their career goals. While some students blanch at the idea of writing a paper for class, the written communication skills they learn throughout their undergraduate programs will carry them to success regardless of their discipline.

In Memoriam: Grace Witt



The English department honors the memory of Grace Witt, who passed away at 91 on November 6, 2017. After working as a graduate assistant and helping to teach an Introduction to Literature class, Witt earned her master’s degree from Fort Hays State University in 1967. Her master’s thesis, entitled

“Norman Mailer’s Use of Frontier Metaphor,” was ultimately published in *Western American Literature* (fall 1969 issue).

She began teaching within the FHSU English Department fall 1967 and primarily taught English Composition and Introduction to Literature courses

until her retirement in 1991. During that time, Witt served the department well while continuing to expand her learning and develop as a scholar. She helped to run an intersession workshop on the revision of English Comp I in the spring of 1971.

In 1973 she studied Shakespeare in Stratford-Upon-Avon, England, and in 1981 she studied at Cambridge University in Cambridge, England. In 1974 she attended the Central Renaissance Conference in St. Louis. Her book, *Clifton A. Witt*, chronicles the life of her father-in-law, who served in WWI, and includes letters he wrote while in the service. (Forsyth Library’s Western Collection has a copy of the book.)

Her husband, Robert Witt, preceded her in death. She is survived by her daughter, Jackie Breiby (Dave) of Salina; nieces Ann Day and Nickie Saunders; and grandchildren Danielle Ruder (Aaron) and McKenna Breiby. For anyone wishing to remember Grace Witt formally, the family has requested donations to the Endowment Fund for English scholarships at Fort Hays State University.



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