

The English Post

Fort Hays State University
English Department
Fall 2021



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We did it again! As the Covid-19 pandemic continued throughout the spring 2021 semester, the editorial team (pictured inside the back cover) found a way to brainstorm, interview, write, edit and design these pages – despite extremely limited face-to-face interaction. Thanks to Zoom, Blackboard (our online learning platform), Google Drive, InDesign, email and cell phones, students in ENG 385 Professional Editing were able to collaborate and produce yet another notable edition of *The English Post*. The golden thread stitching all of this disparate work together was our student design editor, Corie Lynn. I am truly grateful for her cheerful willingness and impressive design expertise. Finally, our thanks to Rebecca Luedders in FHSU Printing Services for her time and expertise – as always!

– Cheryl Hofstetter Duffy, Managing Editor

Founded in 1902, Fort Hays State University is a thriving liberal and applied arts, state-assisted institution with an enrollment of more than 14,000 students. It offers bachelor’s and master’s degrees in many fields and a doctorate of nursing practice, and provides a wide variety of cultural and intellectual resources, not only for its faculty, staff and students but also for the western Kansas region and beyond. Fort Hays State occupies the southwest corner of Hays, Kansas, a city of about 20,000 people located halfway between Kansas City and Denver on Interstate 70. The city and its people make their livings across a wide spectrum of industries – agriculture, education, light manufacturing, medical care, oil, retail and technology.

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Logan Bonner

FHSU Alumnus creates immersive gameplay for “Pathfinder”

Have you ever wondered what it takes to create the foundation for an immersive fantasy experience? To create a limitless magical universe to share with others? Logan Bonner, a Fort Hays graduate, spends his days in those very acts of creativity, developing and editing text for the Pathfinder roleplaying games.

Bonner received his Bachelor of Fine Arts degree in 2005, along with a minor in English. Since graduation, he’s applied his education to teaching, editing and freelance writing. Currently, he works as a writer and creative developer of game rules for the tabletop roleplaying game Pathfinder.

During his time at Fort Hays State University, one of Bonner’s most memorable assignments was an informal paper assigned by Dr. Cheryl Duffy in Advanced Composition. He decided to tap into his passion for gameplay and create a “how-to” guide for creating a game.

His idea? “Squirrella Warfare,” based off of Dr. Duffy’s great love of the rodents. Bonner even went so far as to create a board and pieces, including a set of squirrel-warrior figurines, which Dr. Duffy remembers viewing at the Spring Art Walk in downtown Hays.

The first step towards his career at Paizo, Inc., was his membership in FHSU’s Collegiate Association of Tabletop Gamers. Here he was introduced to fellow student Tom Elliott, who encouraged Bonner to apply for a job in the industry. This nudge led Bonner on an other-worldly path to a fruitful career.

At Paizo Bonner oversees the creation of the rulebooks that introduce

new characters, monsters, spells and rules. These guides lay the groundwork for the numerous products that will be released every year.

He is most proud of his work on the 2nd edition of the “Pathfinder” roleplaying game. He and a team of three others were responsible for launching the game, a venture that took several years to create over 1,000 pages of rules and guidelines, which are the foundation of dozens of products released in the “Pathfinder” product line annually.



Logan Bonner

Bonner’s previous experience as an editor at Wizards of the Coast, where he worked on “Dungeons & Dragons,” has helped him maintain a good relationship with Paizo’s editing department. This relationship is important to streamline the writing and editing process. His prior role as an editor made him appreciate “the necessity of stripping ideas down to their core and conveying information clearly.” These strategies, he notes, “have been crucial arrows to have in my quiver!”

Bonner had many inspiring professors guide him on his journey at Fort Hays, including Dr. Brad Will, Dr. Cheryl Duffy, Dr. Doug Drabkin, Dr. Michael Jilg and Dr. Brett Weaver. These professors introduced him to fantasy literature, editing, the Fort Hays Collegiate Association of Tabletop Gamers, and the creative process through painting and creative writing.

“I remember Logan as smart and witty. He was a double threat as an excellent writer and a talented artist,” says Dr. Duffy. His accomplishments at Paizo certainly show this assessment to be true.



About the Writer
Makayli Allender is a senior English writing major with a penchant for crafts, cats and caffeine.



Pandemic Life

Seeking Normalcy in an Abnormal Time

March 2020, for many at Fort Hays State University, marked the beginning of a difficult change. When the university announced that it would complete the remainder of the spring semester totally online, the people of FHSU were faced with a set of challenges requiring patience, flexibility and fortitude in the face of the Covid-19 pandemic.

Coronavirus, though, proved a more difficult opponent than anticipated.

Many worried about work, education and their lives beyond school, some coping with the stress of this indeterminate time by doing only what was required of them. Others, like Dr. Pauline Scott, professor of Early Modern Literature, occupied their days not only participating in courses online but also making time for family.

"I'm grateful to have had the opportunity to be there for my 88-year-old mother when she needed me," Scott says. Even so, she also recalls missing the lively atmosphere in Rarick Hall: the familiarity of routine, the company of students and colleagues. This shift, though challenging, did have its upsides, she acknowledges.

"I think everyone is learning to be more flexible, more patient and generally more compassionate and understanding with one another," Scott says. "It is easy to start to feel disconnected and isolated if we aren't mindful and deliberate in addressing how the pandemic affects us all every day."

Like Scott, Dr. Brett Weaver, professor of Creative Writing, also felt the unique challenges posed to educators during this pandemic. He notes that Zoom, though beneficial for learning, can't fully replicate the personal tenor of in-person classes.

Weaver's life beyond school was spent dog-sitting in Montana, working on two screenplays to submit to the Austin Film Festival and writing a pilot for a television series.

Productive as he was, Weaver still spent his time in isolation longing for a sense of normalcy. However, he wonders what "normal" will even mean these next few years.

"Maybe we should examine how great the 'old normal' really was and find a better normal," Weaver suggests. "Or, much wiser, we must learn to live with an ever-changing abnormal.... Then one can be prepared for just about anything the universe has in store for us, so we do not slither back into the ocean with our fins between our legs."

Reflection and adaptability in the face of the unknown, he insists, are two of the forces propelling people forward during this time.

"Humans are pretty good at adapting since we 'dragged ourselves out of the ocean,'" he concludes. "So, this will become the new norm in time."

English majors like Kinsey Barton and Elizabeth Leiker found their own "norms" during the pandemic. Having spent the majority of their shelter-at-home time in isolation, both searched for ways to be active and feel less alone.

"I recently got a new puppy," Barton says. "Having no choice but to leash my dog up and take him on a run every day helped me be able to run three or more miles at a pace of seven and a half minutes, when, at the start of the pandemic, I was barely able to run one mile at a ten-minute pace. I'm thriving!"

Like Barton, Leiker also found solace in exercise, developing new habits like yoga and meditation as forms of self-care.

"Self-care has always been important to me," Leiker says, "but it became imperative during a time of limited interaction."

Minimal interpersonal contact undoubtedly affected nearly all of us during the Covid-19 pandemic. Students and faculty continue to adapt to remote schooling and life, searching for—and perhaps developing—new forms of normalcy during an otherwise abnormal time.



Kinsey Barton takes a hike with her dog in Colorado while attending school remotely.

About the Writer

Jenner Little



Jenner Little is a senior English major (writing concentration) who spends his time reading, running and writing.

I had to ask

WHAT BOOKS WERE KEEPING US COMPANY IN QUARANTINE?

by Mackenzie McGregor

In early March 2020, Covid-19 began intruding into many people's lives all over the world. Quarantine quickly encompassed the country, as we were urged to stay in our homes and shelter from the virus raging around us. This left many people thinking – what's next?

Many began to understand that this pandemic was something like a Sour Patch Kid – sour on the outside, where the virus and economic ruin preyed on unsuspecting victims, but sweet on the inside, where people had a chance to rediscover their passion for reading.

Emily Linder, an English major at FHSU, began to reread one of her favorite book series, *Thrones of Glass*

by author Sarah J. Maas. Linder spoke fondly about her favorite genres as she recounted some of her quarantine highlights, including *Even If We Break* by Marieke Nijkamp, *Mexican Gothic* by Silvia Moreno-Garcia and *A Good Girl's Guide to Murder* by Holly Jackson.



Darian Housworth and her cat enjoy a book.

Across the globe in China, FHSU alumna Darian Housworth spent her quarantine poring over books, both old and new. She's participating in an "around the world" reading challenge by reading different books from Asian countries. Housworth gave good advice for those of us grasping for motivation during quarantine: "It's important to look at reading as a time of self-care, like an escape from the crazy reality we all live in."

As the months continued to drag on while we watched from our windows, there was a lingering feeling that life would never again be the same. But one thing that will never change is the feeling of peace that arrives when you crack open a new book – or perhaps even an old, familiar one.

Submission Received!

Composition Assessments Moved Online

by *Tanner Callis*

The English Department has continued to combat the current Covid-19 conditions by re-evaluating one of its hallmark programs: the English Composition Assessment.

Traditionally, the written assessment took place in class during the first several days of the semester for ENG 101 and toward the end of the semester for ENG 102. For this past fall 2020 semester, members of the English department decided to move the composition assessment online.

Linda McHenry, Coordinator of the Composition-Assessment Sequence, initiated this change as a direct result of the unexpected move to remote teaching in March 2020. This decision was also influenced by Cheryl Duffy, Director of Composition; Brad Will, Director of General Education; and Eric Leuschner, English Department Chair.

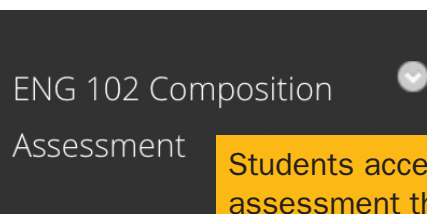
Duffy saw two other key reasons why this would be a smart move. For one, the old way of timing students to write in a room full of other writers with pen and paper did not replicate the way any writers actually write. "Writers typically compose online at their own pace, making full use of spellcheck and not worrying about penmanship," Duffy says.

Conducting the composition assessment online more closely mirrors the actual writing process of most students. Along with access to tools like Word and an online dictionary, students are also able to complete their assessments in the comfort of their preferred writing space.

Additionally, the old way meant losing a valuable week of instruction at the beginning of ENG 101 and at the end of ENG 102. With the assessment now completed online, faculty have gained an additional week for instruction that will help students become stronger writers.

Between teachers having more open syllabi and students being allowed to write from the comfort of their own keyboards, the decision to move the composition assessment online proved worthwhile. As classes eventually start convening in person again, the English Department will continue administering the

assessment in this progressive online format.



Students access the assessment through a tab on Blackboard.

We're all wondering

What positives came out of our time locked inside?

When the pandemic began in the spring of 2020, two weeks to a month at home seemed as if it would be the end of the world. However, almost a year later, many people are still staying in more than they go out — and it seems not everyone is disappointed with that reality.

Living in a country as fast-paced as the United States, a year indoors has challenging implications. But the pandemic became an experience that opened many people's eyes to what their lives were missing. For so many of us, the simple pleasure of being able to slow down in our free time has been a welcomed change.

Tristan (Wilson) Haynes, who recently graduated from FHSU with her bachelor's degree in English, says, "I was able to dedicate more time to tending my garden, which used to feel like a chore I had to carve time out for. Now, it is an enjoyable time for me to relax and reconnect."

"Finding time" has become an overwhelmingly common occurrence in the past year. Whether it was finding time for ourselves, connecting with family, revisiting an old hobby or learning a new

one, we all seem to have our clocks set to pandemic time until further notice.

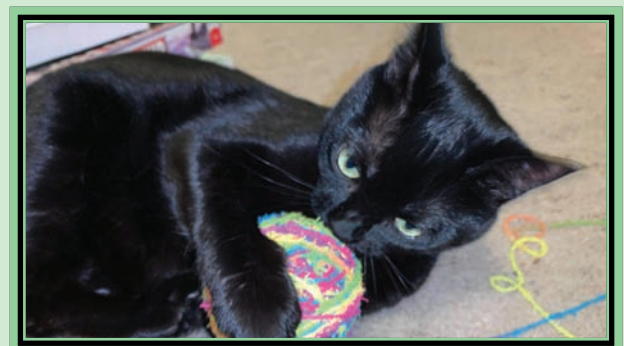
*Nothing can hold us back
when we're stronger together.*

"I started learning to knit in the summer of 2020, and so far, I have knit a bunch of hats, four sweaters and two pair of gloves — of course, none of them fit me, but it's a learning process!" says Sam Ayers, an English graduate student at FHSU.

The pandemic has been an unexpected and undeniable source of growth in many ways. Opening our lives up to new experiences and skills is a necessary steppingstone toward the place where we want to be. That is exactly what this time in limbo has offered to so many people — the necessary space to grow and bloom.



Tristan (Wilson) Haynes shows off her garden.



Sam Ayers' cat adorably plays with one of his balls of yarn.

“I found the pandemic challenged me to re-evaluate values and priorities, and that type of mental exercise can promote critical thinking and emotional growth,” says Linda Smith, who teaches English at FHSU.

Finding small joys has pushed many people to make changes in their lives. Feeling the positive impacts of those changes in our daily lives made it clear that some of these changes are here to stay.

“I sincerely hope people continue to do those hobbies that they started. I would hate to see so many people go back to hating their day-to-day because they remove the things that brought them so much joy,” says Haynes.

In addition to improvements to our personal lives, there seems to be a changing tide in the way we approach our academic and professional lives.

We live in a society where being outspoken and personable is invaluable. For many people, this means working extra hard to earn mainstream success. So, having the time and space to think through and collect your thoughts is monumental for personal growth – especially for young people who haven’t yet had the opportunity to come into their own.

“As a professor, I have enjoyed the ways that using online discussion boards allowed some of my more shy students to emerge in the

scholarly community,” says Matthew Smalley, an English professor of literature at FHSU.

Living through the pandemic, we’re all a bit like a flower growing between the cracks of a sidewalk. Maybe we were all a little stuck before, but an environment that fosters growth and maintaining solidarity in the madness has made adapting to the circumstances possible. Whether the growth happened in our personal or professional lives, we have all felt the change.



Brett Weaver enjoys some time to himself.

Perhaps the most comforting aspect of the pandemic is the general thought that we’re not alone in this experience. “I think we all realized how unusually reassuring it is to be alone, lonely and lonesome – with so many other people,” says Brett Weaver, an English professor of creative writing at FHSU.

Understanding that other people are facing the same storm you are can be an immense relief. “We are all in this together, and I love how understanding, helpful and caring all of the English professors have been,” says Ayers.

With this opportunity in front of us to demonstrate how strong we are by ourselves, we can only imagine what life will be like when we come back from this pandemic more resilient. Nothing can hold us back when we’re stronger together.



ABOUT THE WRITER:

MACKENZIE MCGREGOR

Mackenzie is a senior pursuing an English (writing) bachelor’s degree, along with a Spanish minor. She enjoys traveling and spending time with her friends and family.

THE FOUNDRY LOUNGE

STUDENTS, FACULTY AND STAFF AWAIT THE COMPLETION OF THE NEW RARICK HALL FIRST-FLOOR LOUNGE

AMID the noisy chaos of the Rarick Hall renovations that have taken place over the course of the 2020-21 academic year, an exciting new feature was added to the previously outdated building.

The Office of Facilities Planning at FHSU is proud to present to students, faculty and staff "The Foundry Lounge," which is located on the building's first floor. The lounge is situated in the space that used to be occupied by several art classrooms, all of which have since relocated to the brand new Art and Design Building next door.

Unlike normal classrooms, the Rarick Hall lounge was a special project because it features furniture and design work that is wholly unique to the space. Samantha Lowry, a planning technician over at Facilities Planning, was in charge of ordering all the furniture for the lounge.

As a lead designer for several spaces at FHSU, including areas of the Art and Design building and the Center for Applied Technology and Sculpture, Lowry is responsible for designing the space to suit the students and staff who frequent Rarick Hall.

The lounge project has been on the Office of Facilities Planning's radar since 2016. It was not until 2018 that getting project approvals from the state, preparing the program, selecting the architectural firm to do the design work and gathering input from the various departments actually commenced. Lowry's involvement ramps up in the middle-to-end phase of construction, during which she helps to furnish the building, order room signage and request other items that might be needed before occupants move into their new spaces.

Lowry's commitment to the project has no doubt made her enthusiastic about the lounge. "I am very excited about The Foundry Lounge, as we don't have another space like this on campus in our academic buildings," Lowry says. "I tried to keep a nice variety of seating options so students can find a space to work independently, with a group, or just relax with friends while between classes."

The lounge's inventive name comes from the site's history. When the project's architects decided to situate the lounge in the former locale of the Art and Design Department's foundry in the northwest corner of the building, it was only fitting that the name remain to give character to the contemporary lounge.

The newly renovated area also features an outdoor green space to take advantage of nice days and fresh air without having to venture too far from the building. "With all of the daylight and welcoming atmosphere, I think this will be a popular place to spend your downtime between classes," Lowry says.

With every creative endeavor on a scale this large come its challenges. The most difficult design aspect for the lounge proved to be attaining a balance between all the building's departments. "Rarick is the main academic building and home to many different departments," Lowry notes. "There are a lot of moving pieces to get everyone settled into spaces best suited to their needs in the space available. Because of this, we relocated several classrooms from the second and third floors to the first floor."

Likewise, every challenge has its rewards. For Lowry, the experience of the lounge is something she hopes visitors will appreciate. "I hope that students will walk away from the new spaces feeling re-energized and refreshed. There are some great pops



The Foundry Lounge nears completion in late July 2021.

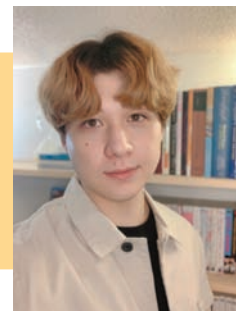
of color, lots of daylight and outdoor space to help students recharge."

Lowry adds, "There will also be quiet spaces around the corridors to wait outside of classrooms that will help carry this feeling throughout the building."

So, should you ever find yourself back on FHSU's campus, consider stopping by The Foundry Lounge in Rarick Hall to relax for a minute, soak in the ambiance of the space and enjoy the radiant, sunny air.

ABOUT THE WRITER

Tanner Callis is a senior Psychology major. His recent journey down the English minor path has inspired him to pursue an MA in English.



Jason Markins

English Department welcomes new faculty member

Jason Markins, who began teaching fall 2020 as an assistant professor, had an unusual introduction to his career at Fort Hays.

The interview and hiring process Markins went through was conducted remotely because he was hired in the midst of the pandemic. At the time of this article, he has still not been on campus despite two semesters of teaching under his belt.

“What I’ve seen has been how the administrators and faculty are trying to do the best they can under some pretty difficult circumstances, so that’s made me pretty happy,” Markins says. “It’s interesting to see that Fort Hays is fairly transparent about what they’re doing. [Fort Hays] is upfront and communicating, at least to me as a faculty member, in ways that make me feel good about the decision I’ve made to come here.”

“It seems like people really care about the community and care about students,” Markins says, voicing sentiments people often have about the community.

Why did Markins choose to come to Fort Hays? “Really what drew me was wanting to get to know the students and getting to work with students who I would say had a similar background to what I had growing up.”

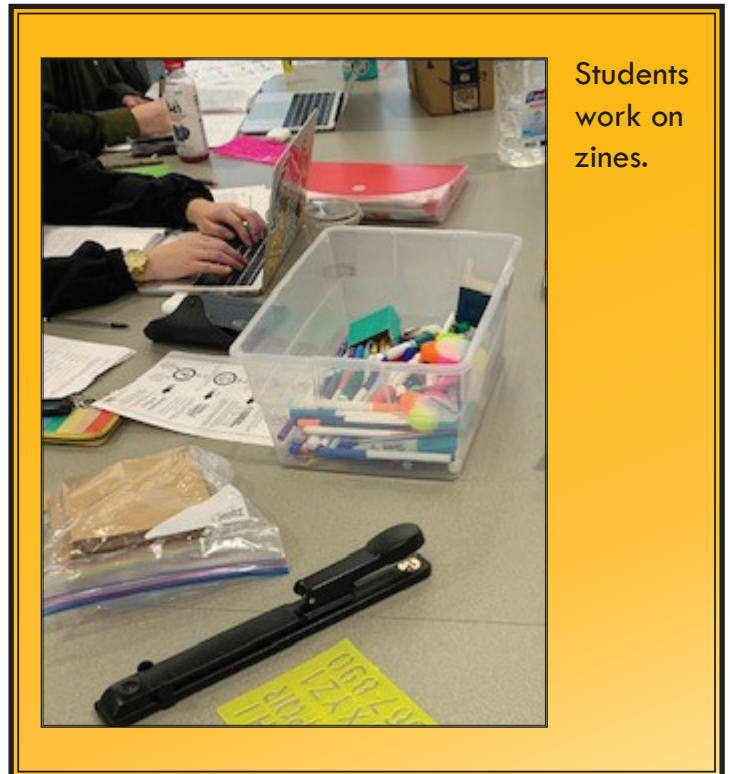
Markins comes from a rural, working-class background and understands what it’s like to live and grow up in that environment.

During the spring 2021 semester, Markins taught English 102, more commonly known as Composition II.

Markins’ approach to teaching this course is to take a lesson he learned during his time at school and share it with students. Markins learned to treat and think about writing not as something that you’re good at or not, but rather as something that you can improve on by treating it as a craft.

To Markins, writing isn’t some act of creative genius but instead something wherein you develop tools and tricks to become a better writer. Because of this, the research-based course is one of Markins’ favorite courses to teach.

“I’m the kind of person who likes to get into the weeds and work with arguments and work with students,” he says.



Students work on zines.

Markins also enjoys teaching courses that involve multimodal composition. Multimodal composition is a kind of writing that brings in other elements, such as audio or visuals, to communicate the writer's message. Markins especially enjoys teaching multimodal composition courses focused on academic writing.

Outside of teaching, Markins enjoys arts and crafts. Markins creates collages, zines and folio books. These creative ventures are something he is hoping to share with students in the future.

When teaching in-person courses, Markins likes to bring in supplies to let students create their own zines, handmade magazines or folio books.

Before becoming a professor, Markins received his master's degree in 19th and 20th Century Literature at West Virginia State University. After leaving West Virginia, Markins found himself at Syracuse University as a Ph.D. student in Composition and Cultural Rhetoric.

Markins went from a literature student to a composition student after realizing his love for teaching first-year writing courses. While at Syracuse, Markins also worked as teacher. After leaving Syracuse, he taught for a year at Colgate University.

Markins looks forward to his next year at Fort Hays State University. "It's been very unusual circumstances to apply for a job, to move across



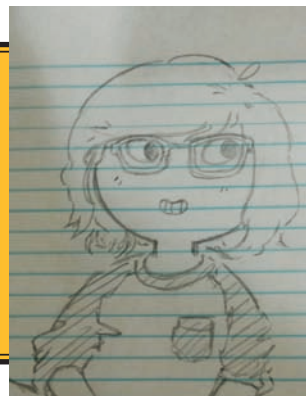
Jason Markins and his partner DeAnna Bay with their dogs.

the country to work with students, but I've been very impressed with the English department and with the students I've met."

With plans for a face-to-face fall 2020 semester looking likely, Markins will be able to do something he has been looking forward to: meeting his colleagues and students in person.

About the Author

A Ramos is a Spanish major who loves reading, writing and baking.



Library Liaison

Brian Gribben brings research expertise to FHSU English Department

English faculty and students alike have a strong ally in Brian Gribben.

Gribben serves as Forsyth Library's Coordinator of Government Documents and Special Collections. He also serves as library liaison to the humanities departments. These departments include history, philosophy, modern languages and English, among others.

"We try to facilitate library services for not only faculty in these assigned departments but also the students, keeping them abreast of changes at the library, new resources, new databases, if you will," Gribben says.

He and his fellow liaisons visit classes to teach students how to access the research resources available through Forsyth as well as how to develop strong research strategies. During Covid-19, Gribben met with students and instructors over Zoom.

Regardless of the mode of delivery, he provides both general research instruction and research instruction specific to individual assignments.

"In the history department, I might center an entire session on a particular theme, a particular topic such as how to navigate open-access resources related to the Holocaust," he says.

Though Gribben is now deeply involved in his work at Forsyth, his role was never meant to be permanent. He originally took the position to help fund research trips for his dissertation.

"It was full-time but only for six months, and it was more of a reference position. Working with teaching the research team was kind of an auxiliary," he says.

Five years later, Gribben now spends much of his time curating the special collections and exhibits at the library. His work entails securing new materials and evaluating potential donations to the library's collection.

Because of this work, he visits with donors who would like to give special volumes and sources to Forsyth. He then helps find homes for the donations that the library does not accept into its collection.

"We primarily collect special source materials and, in some cases, out-of-print monographs. I work a lot securing and processing materials to ensure these items are housed properly in accordance with archival standards," he says.

As liaison, Gribben spends much of his time working with students and faculty. This work centers on helping teach research techniques and ways to flesh out student projects.

Sharon Wilson, the English Department's Director of Teacher Education, is one instructor who utilizes Gribben's expertise for her Composition 102 classes and her Technical and Professional Writing class. He has provided her students with information on how to locate sources and what scholarly sources they should use.



Brian Gribben

About the writer

Corie Lynn is a senior in FHSU's English department. When she isn't writing, she enjoys trying new recipes.





One of Gribben's exhibits was the Haldeman-Julius "Little Blue Books."

"The focus of the 'tours' was entirely different. For Comp., he discussed basic, general sources, but he also guided them in finding specific sources for the topics they were working on," Wilson says.

She attributes Gribben's effective instruction to his ability to tailor his presentations to the topic at hand.

Through their collaboration, Wilson has also seen his ability to quickly learn each student's name and their project's topic and focus. Because of these abilities and his knowledge of the library, students respond well to his help.

"He doesn't lecture. He talks, works one-on-one with students, and they feel comfortable working with him," Wilson says. "While the expectations of what a student knows are higher in a graduate class, he takes time to work with students who may not have been exposed to extensive research tools without making the student feel uncomfortable."

Wilson explains that part of the importance of having Gribben as a liaison is that he stays up-to-date on sources and information. His own knowledge, too, assists students in their research.

One way he provides resources is through the creation of online "lib" guides, such as the English Composition II lib guide.

"Library faculty, either in conjunction with another faculty of another department or on their own, will

create these lib guides on an accessible platform that is one of the first primary links you can use when you come to the library's website," Gribben says.

These guides organize sources according to course or major. He explains that this includes resources for Composition I and II as well as Technical and Professional Writing.

Students, though, can also go to lib guides to find general tutorials on research and citation.

"The extent to which these are developed really kind of depends on the request of the instructor as well as the demands of the class. Some are really basic with these kinds of boilerplate components," Gribben says.

Besides providing general and specific research guidance, lib guides allow students to find answers to research questions quickly and anonymously.

Gribben explains that the best part of being a liaison is when he gets to work directly with students.

Such instruction ranges from general class presentations to fleshing out a topic one-on-one, but he views both opportunities with equal importance. To him, what matters most is what matters to students.

"As far as instructions go, I tend to do a lot of one-shots with them, and the students are always really inquisitive and passionate about the topics," Gribben says. "That's the primary function of any faculty here on campus. It's to be here for the students, whether it's to impart knowledge or help students create their own."

Gribben curated an exhibit on Golden Age literature.



Author John Vincent, former FHSU student and current Oregonian retiree, visited the English Department on September 27, 2019, a mere 50 years after leaving the university altogether.

A writer of various genres — poetry, nonfiction and screenwriting, just to name a few — Vincent has enjoyed numerous experiences in his writing career. One experience in particular, he remembers, was when he spoke with Dr. Cheryl Duffy’s Advanced Composition class that autumn day.

Invited to present by Duffy herself, Vincent recalls conversing with her students about his brief stint as a Tiger and life as a writer. A “both happy and sad” experience, his visit reminded him of his own time at FHSU, a period filled with intense loneliness and uncertainty.

Vincent reflects: “It was weird for me to find myself back in Hays nearly fifty years after leaving it behind. My experience as a student at Fort Hays State had a profound impact on me emotionally because it was my first step out into the wider world, and things didn’t go all that well. But I retained a deep affection for the memories I made

there, so I was anxious to see it again. The college has changed, but I suspect I’ve changed even more.”

Having come of age as a rural “farm kid,” Vincent spent his young adulthood “looking closely at everything in the world” around him, feeling unsure of where to lead his life while enrolled at FHSU.

“I found myself alone a lot, often by choice, looking at Red Admirals on sunny spring days, flitting around abandoned windmills,” he says. “I saw hope, melancholy, hunger, caution. Each of these things can now be found in my poems.”

He found himself alone again that September day in 2019, surrounded by the stone-work buildings he admired as a student. He prepared to leave campus once more—this time as a man who had found his path, his hope and joy.

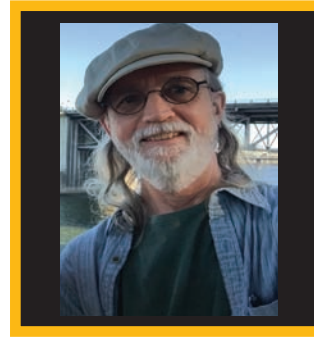
“As I walked back to my car, I found a bit of sun-warmed stone and laid my palm against it,” Vincent says, ruminating. “I rested it there a while, tried to remember how I had come to love Fort Hays State. Then I felt the stone’s rough strength brush

against my fingertips as I slowly lifted my hand away. I remember that sensation vividly.”

That sensation, like his time at the university, was particularly short and memorable. Vincent, examining his life as a former lonesome student, encourages all to just “do what you love” and “discover joy.”

“If you’re on a path you love,” Vincent says, “stay on it. If you’re not... then keep trying to find your way back until you feel like you’re home.”

As for himself, Vincent ultimately found home in Oregon in the company of his wife and poetry.



Author John Vincent

Forsyth Library and English Department Cost-Sharing: The *OED* now available to students

by Corie Lynn

The *Oxford English Dictionary* is more than a dictionary.

Yes, it lists the definitions of thousands of words — all of which are accessible with a simple online search — but this dictionary also provides its users with words’ histories and usages.

“It is one of the core resources for people who are interested in the history of the English language and the historical development of English,” says Dr. Perry Harrison, linguistics professor in the FHSU English Department.

Harrison advocated bringing the *OED* to FHSU to provide students with a better understanding of the words they use. To him, this dictionary is a tool for students.

While basic access to the *OED* is available online, FHSU students now enjoy full access through Forsyth Library and can find complete definitions and histories of English words.

Though Harrison plans to implement this resource into his linguistics and grammar courses, he knows that the *OED* has the potential to better educate all students on the power of words.

For this reason, he is introducing the *OED* into his composition classes.

“For Composition II’s project, they are writing a research paper asking them to explore something in their major or field of study that they’re interested in, and, as the first week working on this, I’m asking them to track down and find full definitions for what would be considered core terms in their field,” Harrison says.

He will also incorporate the *OED* into his linguistics classes, giving a variety of students the opportunity to work with the resource. With it, students will begin to understand the power of everyday words.



Dr. Harrison keeps an antique copy of the *OED* in his office.



Hear ye, hear ye! Gather 'round, gather 'round!

Introducing Fort Hays State University's First Poet Laureate: Emily Linder

by Lauren Voss

In October of 2020, the town crier, Tiger Media Network, announced the search for FHSU's first-ever Poet Laureate. Emily

Linder says, making it seem as though she was destined for this role.

An outreach program is also a part of the Laureate's responsibilities. The Laureate may embark on journeys to poetry readings, library and school presentations, community events and other quests in order to promote poetry and the spoken word.

Thus far, Linder has recorded a few readings of her favorite poems and uploaded them to YouTube, and she has been putting more of her own poetry out to be posted online and in interviews. She also hopes to create a presentation on how lyrics are essentially poems set to music.

"Music is just as inspiring to me as poetry, and I think that's something everyone can relate to, regardless of genre and whether or not they enjoy poetry as a written form," Linder says.

Linder's Laureateship comes to an end in August of 2021, when Jacob Buckman, a philosophy major and the next Laureate, will begin his term.



Founders Linda Smith (above) and Linda McHenry (below)



Linder heard this cry and was happy to answer the call.

"I felt like this opportunity was the perfect way to apply what I know and love," says Linder, who fell in love with poetry in the 4th grade and is passionate about reading and writing poems.

Founded by two FHSU English faculty members, Linda Smith and Linda McHenry, this new position seeks to further the appreciation and understanding of poetry. The selected poet receives the beneficial opportunity to advance their skill by working with the Poet Laureate mentor, Morgan Chalfant, another FHSU English faculty member.

"I know how confusing poetry can be to people who aren't familiar with it, and I felt like I could help make poetry accessible and enjoyable for people who already love it and for those who might find it a little confusing,"

Writing Center

Another service pushed online by Covid-19

by Makayli Allender

What is the best way for students to jump-start the writing process, to clear away the writer's block or to flesh out and expand upon ideas? They make an appointment at the Writing Center, of course. And during Covid-19, the Writing Center comes to them.

The pandemic began a whole new way of learning for most students, including online collaboration with tutors through the Writing Center. Beginning mid-March of 2020, most students experienced some form of online learning, especially through the use of websites like Zoom, which tried to mimic in-person classes.

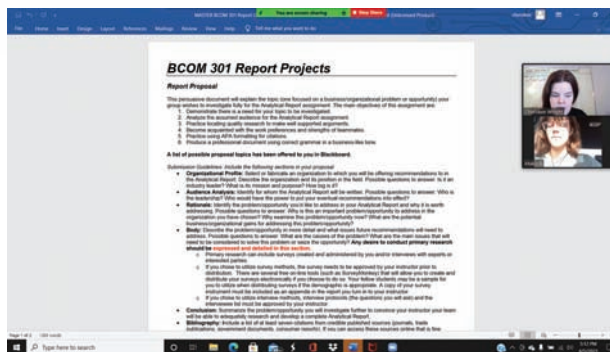
Cherokee Wright, an online student and tutor at the Writing Center, experienced firsthand the transition to online tutoring. Using a new online system was an adjustment. The WOnline website had a few technical difficulties, such as microphone and camera connection issues. With the help of Zoom, partnered with the Writing Center, students can now connect glitch free with tutors.

"With the new connectivity via Zoom, that difficulty [of the

original WOnline system] has dissipated, and I feel that I am able to efficiently and actively help students with their writing needs," Wright says. Through Zoom, it is relatively easy to collaborate with a tutor. With screen sharing, students can show their virtual tutors exactly what they are working on, removing one barrier placed upon students through online learning.

The flexibility offered by virtual tutoring was largely successful and will be continued. One small snag has involved scheduling. With the lack of face-to-face contact at the on-campus Writing Center, where staff help students set up appointments, students have been less likely to register and use the services offered. Dr. Lexey Bartlett, the Writing Center Director, hopes this barrier will be alleviated once the on-campus Writing Center reopens and staff can again help students to register.

Expanding the platform has allowed remote students the chance to get writing help from however far away they live. Remote and in-person students now can get the same amazing Writing Center advice from the comfort of their homes. The convenience of the online Writing Center is a perk that all students can now enjoy, and the FHSU Writing Center will continue to be available online as well as in-person in fall 2021.



Cherokee Wright helps a student with a report through Zoom's screen-share function.

WAC to the Rescue!

Writing Across the Curriculum ensures students have needed writing skills

Strong writing skills are vital to the success of any student entering the workforce. Chemists must write lab reports, psychologists should write research articles in APA format, and business majors may need to write press releases for new products. While the required English Composition courses will get students started, they don't necessarily teach everything students need for writing in their own disciplines. But, never fear, WAC (i.e., Writing Across the Curriculum) is here to ensure students all across Fort Hays State University develop as writers throughout their college experiences.

According to WAC's mission statement, writing increases a student's ability to learn in any field of study. Developing this writing skill can be challenging, as it requires ongoing exposure and practice. It is also more effective when practiced within specific disciplines, taught by someone who can combine the disciplinary content and practices with the overall writing experience.

Tackling this challenging task began back in 2015 when Dr. Cheryl Duffy was appointed the Becky P. and Mike Goss Distinguished Professor of Excellence in Teaching—a professorship specifically designed to promote and improve student writing.

In order to promote and improve student writing, she worked with others across campus to launch the current Writing Across the Curriculum initiative at FHSU.

“I have always loved how writing helps me to sort through my thoughts, gain deeper understanding, say

what I mean, join a larger conversation, persuade someone, show what I know—have a voice! For my entire career, then, I've been interested in the concept of WAC—Writing Across the Curriculum,” Duffy says.

It wasn't until she was appointed this professorship that she had the resources to make it happen.

By 2017, Duffy had assembled her group of “champions,” who were appointed by deans from across campus to form what is now known as the WAC Committee. To achieve its goals, this group carries quite a heavy load. They are committed to supporting faculty as they help their students develop as writers.

Each department has its own designated Writing Liaison, who is the go-to contact person for writing-related initiatives. The WAC page on



Dr. Cheryl Duffy, who launched the current WAC initiative at FHSU

“The ideology is shifting from ‘The English department is responsible for teaching writing...’ to ‘It’s everybody’s responsibility to ensure that students develop as writers....’”

A screenshot from the recent WAC Mini-Conference, where a variety of writing-related issues were addressed

FHSU’s website has a faculty-specific tab where professors can find rubrics and multiple resources for incorporating writing into their curriculum (www.fhsu.edu/WAC).

The resources available for students currently include a rubric for persuasive writing and links to Forsyth Library resources. Also found within this student resource tab is a link to the Writing Center site. According to its site, the Writing Center offers “free and friendly support for student writers of all ability levels—and at any stage in the writing process—and for pretty much any kind of writing.”

Beyond compiling resources for students and faculty, the WAC Committee holds monthly meetings and organizes campus-wide events. One recent event was the WAC Mini-Conference, which took place over Zoom in February of 2021.

This conference, attended by approximately fifty faculty members, addressed a variety of writing-related issues. Presenters addressed difficulties that many multilingual writers face in the classroom. They also discussed how writing is learned and what difficulties student writers face, and how strong writing

skills connect to career success. A recording of this conference is available on the FHSU WAC website.

Five years after its inception, the Writing Across Curriculum Program is seeing some exciting changes to the culture of writing at FHSU.

“People are talking about the value of writing—and ways to incorporate it into their classes in meaningful and manageable ways,” Duffy says. “The ideology is shifting from ‘The English department is responsible for teaching writing in first-year composition’ to ‘It’s everybody’s responsibility to ensure that students develop as writers over the four years of their degree program.’”

About the Writer

Lauren Voss is a senior in the Literature Concentration of the English department. She is currently living in Scotland, where she loves drinking coffee, reading and going for hikes through the mountains.



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“Lounging” at the future site of Rarick Hall’s Foundry Lounge (See the nearly finished version on page 8.)

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