



# The Ductile Author

Fall 2018, Issue 7  
Department of Literature & Languages - UT Tyler

YOU CAN'T HELP BUT LOVE THIS TIME OF YEAR – IT'S AUTUMN-MATIC!

## English Majors: Much More Than Teaching

Katelynn Wynn McGuire - 2012 BA

“Oh, so, you plan to teach?” This is an often dismal question that every English major knows all too well, and the answer is frequently no. Many people do not realize just how versatile and marketable an English degree is. It is even a common misconception for many English majors, myself included.

When I decided that teaching was not for me and completed my BA in English from UT Tyler in 2012, I was not entirely sure what I was going to do with my degree. Shortly after graduation, I moved to Houston, TX and was astounded to find just how desirable of a candidate I was

in fields I had relegated to be strictly for STEM majors. It was purely out of desperation to land a job that I decided to apply for positions at oil & gas companies, accounting agencies, and business valuation firms, and I was met with repeated interviews and offers.

Potential employers stressed the need for a candidate who can pay close attention to detail, analyze mass amounts of information, summarize and circulate complex data in a way that is clear for all audiences, and communicate professionally with clients and other company personnel. As an English major, I



was confident I could do this, and so were these potential employers.

With multiple offers to consider, I accepted a position as a Client Project Manager at a business valuation firm where I helped collect financial data from clients, paired it with quarterly economic analyses, and

summarized it in reports for IRS filing or estate plans. I never envisioned myself working in a position that centered on estimating economic value or numbers, but my English degree gave me the skills needed to understand and analyze an array of information.

After two years at the business valuation firm, I was approached by an international trade law firm and accepted a position as their Executive Assistant and Marketing Director.

I use my English degree each day, as I am entrusted with direct communication with clients on complex needs, tasked with identifying and interpreting the ever-changing government sanctions on imports and exports, and composing synopses of complex legal documents in our firm newsletter and website. The strong grammatical and writing skills I obtained from my English degree allow my employer to trust me with tasks critical to the success of our firm.

You really can't put a price on the ability to effectively communicate and analyze information, and any English major can do this with ease, which is why I continue to receive requests and offers from recruiters and employers today. English majors, celebrate your marketable skills. Apply for those jobs you think are only for STEM majors. It is highly likely that the employer is looking with the skill set of an English major!



## *Social Skills: Using an English Degree for Business*



*Autumn Osborne - 2018 BA*



When I was on the phone with my cousin in February 2017, she asked me to consider being a LuLaRoe fashion consultant. I was taken aback. I had never seen myself in direct sales. I was an English major with a Spanish minor. Could I see myself teaching? That was the plan. Writing? Of course! Direct sales? Not likely. I already loved the comfortable, unique, flattering clothing that the Utah-based company offered, and soon, despite my hesitations, I was convinced that I could run such a business. Almost a year after that phone call, my sister and I have taken over the business on our own. It's work, and a lot of it, but we love it. We pack up our boutique and travel to other towns, we sell in our hometown, but the

When I was on the phone with my cousin in February 2017, she asked me to consider being a LuLaRoe fashion consultant. I was taken aback. I had never

majority of the time we sell online. On the internet, the skills I developed at UT Tyler are incredible assets.

Essentially, social media is a huge resource for businesses of any kind, and ours is no different. Facebook is the platform we use the most. My responsibilities as co-owner of our little boutique include many Facebook posts a week— notifying customers of new inventory, advertising sales, posting outfit inspirations, and building community. The art of our advertising is attempting to accurately convey information in a way that appeals, is clear and concise, and does not overwhelm the eye. Simply, the art of advertising is much like the art of writing with an added graphic element. English majors are a natural fit.

All of those times I wanted to hit my head against a wall while writing a paper for Dr. Strong or poured over a different type of analysis in 3308, I was preparing myself for my business. Who knew? I can convey information in an effective way because of my education. The skills English majors develop as we think and write for hours each week transfer further than we anticipate; after all, I never thought I would operate my own successful business at 21. Thanks to the instruction I received at UT Tyler, my critical thinking and writing skills aid me in each new adventure. That English major title means much more than knowing who wrote *Hard Times*. It is knowing that the skills you procure while analyzing the great literary works of humanity will serve you even in the most unexpected careers.

Visit our LuLaRoe boutique on Facebook!

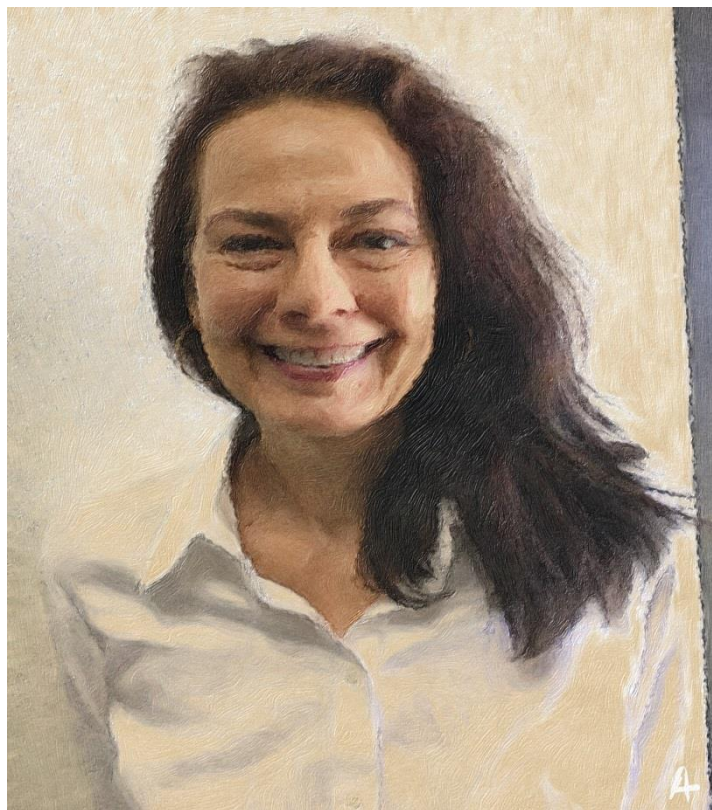
## “A Noiseless Patient Spider” By Walt Whitman

And you, O my Soul,  
where you stand,  
Surrounded, surrounded,  
in measureless oceans of  
space,  
Ceaselessly musing,  
venturing, throwing, –  
seeking the spheres, to  
connect them;  
Till the bridge you will  
need, be form'd – till the  
ductile anchor hold;  
Till the gossamer thread  
you fling, catch  
somewhere, O my Soul.  
(Lines 6-10)



# Musings about my First Professional Job & What I Learned Teaching Business Students

by Dr. Anett Jessop



After I graduated with my bachelor's degree from the Minneapolis College of Art and Design, I ended up getting my first professional job in the place where I spent the most time—the employment office at the University of Minnesota. While my bachelor's degree was in studio arts, I had taken quite a few English and Art History classes (during two years at Denison University) and my ability to write clearly allowed me the opportunity to review the Minneapolis art scene for a number of newspapers and journals, ranging the local, national, and funky: *The New Art Examiner*, *Magazine of the Minneapolis Institute of Art*, *The Minnesota Daily*, *Art Police*, and *Minnesota Women's Press*.

Surprising to me at the time of my hire, writing and the other skills of the humanities major served me well and within four years I went from Reception Clerk to Senior Division Manager for Student Employment Programs, Federal Job Location and Development, and Community Service Programs. I attribute my success to the ability to write clearly, envision and organize

projects, and speak in public—all the skills practiced in the English classroom. One of my job functions was to develop internships for students out in the community and as the Twin Cities (Minneapolis and St. Paul) are home to a high concentration of Fortune 500 companies, I learned firsthand from employers what they sought in their college-graduate hires. From Honeywell to UPS, I heard repeatedly that while new college grads had some of the technical skills they needed, they sorely lacked the ability to write, communicate, synthesis information, and—importantly—work constructively in groups.

Working at a university allowed me to take classes, so I entered the English Department's graduate program in Creative Writing while working full-time. A few years later, I was admitted to the doctoral program and was able to leave my staff position to pursue the degree. Now a graduate student, I was hired to teach "Writing for Management" to upper-division undergraduates and graduate students in the Carlson School of Management. I discovered what employers had told me to be true: there was a gap in business students' educations when it came to successful communications. In my class, we practiced summarizing and synthesizing an historical text, Machiavelli's *The Prince*. I found business students to be focused and diligent yet there were "right-brain" capabilities that hadn't been encouraged and developed (the kind of intellection that we practice in the creative writing classroom). Based on my employment and education history, I can confidently state that the level and range of conceptualizing and expression we practice in the English classroom are precisely the skills for success that a graduate can bank on in the marketplace.

# Intentional Present, Opportune Future: Turn into a Job Offer

by Jay Dent – 2018 BA

Towards the end of the summer, I heard from a friend who finished an internship with The Fikes Companies. He said, "I've never had a work experience where my superiors were quicker to show concern for my educational value from the internship over anything else. 'Whatever we can do to help you learn,' was a common expression." This got me thinking about intentionality.

It would be easy to coast through an internship. But I challenge you to resist. An internship should give you direction. It should be educational. Don't pass up that opportunity; a job could be on your horizon.

You might say: "But I don't want to work for my internship company." Personally, I got an internship working for Reformed University Fellowship here at UT Tyler. Now, while I'm happy to give back to my alma mater, I want to become a counselor, not pursue vocational ministry. How could I refashion my internship to promote my career goals? I needed to integrate my life goals into the opportunity ahead of me.

A few weeks into the internship, I had an idea. One of my main responsibilities at RUF is meeting with students. My thought, what if I asked a local licensed professional counselor to coach me for my one-on-one meetings with students? My internship could then provide valuable and intentional training for my future career. I actively sought out someone who wants to help me pursue this goal, and I found a local mentor.



Not only is he willing to write me a great letter of recommendation to a counseling graduate program, but a potential job after grad school is on the table as well. Had I not been intentional about my internship, this opportunity would never have developed.

This is why I love what my friend's supervisors told him. "Whatever we can do to help you learn" is not only a question you hope your boss asks you, but a question you should ask yourself. **English majors:** Are you pursuing internship opportunities? What do you want to learn from your internship? How are you going to integrate your long-term career goals into an internship which might seem disconnected from your future professional plans? Intentionality keeps us from coasting. Intentionality opens doors to your future.

# Earning a Degree with Children

Kate Keenan - 2013 MA

I do not recommend it: attempting to earn a degree as a full-time parent and employee. It is not for the faint heart. No mere human can achieve this; I say this without arrogance because I know the sacrifice it took to achieve it.

However, conveying to your children the weight of your accomplishment, influencing them to reach for their dreams, raising the bar as they grow and compare their lives to your own, these things are priceless. My own mother and father did not complete their college educations, but they expected me to improve upon their foundations. If my theory proves true, my children will seek to better their lives above that of their parents, so they will be superiorly educated, successful, and proud.

I do not remember walking the stage as much as I remember dressing my eight-year-old eldest child for my graduation ceremony and reception. As I pinned her hair, I remember telling her that this night meant that Mama would not do homework anymore, be gone a few nights a week, and stay up so late she was grouchy getting

ready for school in the morning. I explained to her that she had helped me earn this degree; it was as much mine as it was hers and her siblings'. She relaxed beneath my hands, a certain dignity washing over her face. She used her best posture and etiquette the rest of the evening.



Subsequently, I hold dear *every single time* my daughter has spoken of my education, my degree, my better career, or her own aspirations for college and beyond.

I recommend it only to those who wish the same for their children. I salute those battling the sleeplessness, stress, and incredibly exquisite battle of Graduate School. Some days you will ask yourself if you are a good parent or not for pursuing a degree because it feels like you are spending your time selfishly. On those days, remember this: An education is the one thing that cannot be taken from you. No matter your lot in life, your education and perseverance will be the legacy you leave your children.

# Recycling 101: Turning Papers into Publications

Carol DeGrasse – 2015 BA & 2017 MA

So...you've put a lot of time and effort into writing an upper-division course or seminar paper. You think the paper is pretty good. In fact, the professor gave you glowing remarks and a good grade to match. What can you do with that paper now? You might consider 'recycling' it: revising the paper and submitting it for publication. Seems simple right? In reality—although it can be an extremely rewarding process—revamping a course paper takes a little work. Here are some practical 'dos and don'ts' to get you started:

## Do:

- try to find a journal that is a good fit for your paper—i.e. don't send a paper about an American 19<sup>th</sup>-century work to the *Journal of Early Medieval Europe*. Check the U-Penn calls-for-papers listings (<https://call-for-papers.sas.upenn.edu/>) often, keeping in mind how a paper that you have already written can be 'recycled' to fit the call.
- invest a little time up front to research one or more prospective journals. See what the journals' formatting, page length, citation style, etc. requirements are before you start to edit your paper.
- seek the help of a trusted professor to guide you through the process. Most professors will be more than glad to help, and the assistance will save you countless hours of trying to navigate the system alone.

## Don't:

- assume that the paper needs only minor adjustments before submission simply because you received a good grade on the paper. Submitted papers go through a rigorous peer-review process that exceeds the guidelines of

what is expected for the classroom. Make sure that your paper has a strong "so what," then check and double-check for grammar, formatting, and citation errors. Better yet, get a second pair of eyes to offer suggestions for improvement.

- get discouraged. The process can seem daunting—even after submission. When you do get a decision—even if it's not the one that you had hoped for—look at the reviewer's comments as a road-map to a better paper rather than as a personal affront. Remember, the fine reputation of the journal is one reason that you chose it for your paper! You want to produce a final paper that will enhance that reputation.
- give up! If you don't find success with the first try, then try, try again! Perhaps the paper was simply not the "great fit" for the journal that you thought it was. Or perhaps your paper needs more extensive revising. The important thing to remember is that you have something important to say that others need to hear.

So, what are you waiting for? Dust off that old collection of papers and see how **you** can become a voice in the public discourse about our wonderful world of literature!

**NOTE:** To see Carol's success at turning course

papers into journal articles, see our Alumni Publications section in this newsletter.



# Ode to the English Major: Joy through Involvement

by Ashley Ray – 2019 BA

I am writing to you to express great excitement about a wonderful opportunity on campus. Our university media outlet, *The Patriot Talon*,

welcomes writers and artists for the first edition of *The Patriots: Inspired Minds*

Literary Feature. The magazine will feature a variety of work including:

poems, short stories, theatre scripts, and song lyrics written by UT

Tyler students. And for those of us who are multitalented in the arts, original photography, artwork and sheet music will be accepted as well.

Many times it can be difficult for those of us who are introverted by nature to find a connection or involvement on campus. For myself, it is much more appealing to cuddle up with a good book or finish a Netflix series than it is to go out and find entertainment.

However, campus involvement is an important aspect of student life. It creates a personal investment in our school and can lead to job opportunities. With almost one

hundred different student organizations on campus, there is truly something for everyone!

Please join the Talon Staff and other

Inspired Minds in the department to aid in making UT Tyler history. This opportunity to have your work featured for all to read and see couldn't be easier. All that is required is the piece itself and access to the internet. After typing, sketching, or snapping your work,

fill out the short application form and submit your work to

[TPIMsubmissions@gmail.com](mailto:TPIMsubmissions@gmail.com).

And if you would like to come by and join the staff, please feel free! Meetings will be held on the second floor of the University Center, room 3114, Tuesday afternoons from 4-8pm and again on Wednesday at 4. I look forward to reading your creative work or seeing your smiling faces soon! The F18 deadline is October 12<sup>th</sup>.





## Alumni Updates

**Tina Bausinger** (2011 BA, 2013 MA)

English IV & Creative Writing  
Teacher, Randall High School  
(Amarillo, TX)

Instructor, Amarillo College

**Jessica Bowdoin** (2017 MA)  
Program Director, One Goal (1<sup>st</sup>-  
Generation College Preparation)

Adjunct Professor, Houston  
Community College

**Terry Britt** (2013 BA)

ABD, Missouri School of  
Journalism

Assistant Professor, Digital  
Journalism, Texas A & M

Commerce (starting January 2019)

**Hunter Cambon** (2010 BA, 2019  
MA)

English Teacher, St. Thomas  
Aquinas High School (Ft.  
Lauderdale, FL)

Director of New Teachers, St.  
Thomas Aquinas

**Judy Carpenter** (2009 BA)

Assistant Principal, Wise  
Elementary Fine Arts Magnet

**Lori Cook** (2014 BA, 2016 MA)

Senior English Teacher,  
Cumberland Academy

Region 7 Teacher Certification  
Adjunct Faculty, English, UT

Tyler & Tyler Junior College

**Nick Cornett** (2017 BA)

Assistant, UNT Housing

**Lillie Crafton** (2018 BA)

Dispatcher, Longview Police  
Department

**Katie Davidson** (2017 BA)

4<sup>th</sup> Grade Writing Teacher  
(Pittsburg ISD)

**Jeranda Dennis** (2017 BA)

Language Teacher, Yachiyo,  
Japan (Tyler Sister Cities  
Program)

**James Dent** (2018 BA)

Post-Graduate Intern, Reformed  
University Fellowship (RUF)

**Sarah Draper** (2016 BA)

Associate in Missions with UPCI  
(Bern, Switzerland)

**Laura Grace Dykes** (2005 BA)

CAS Academic Advisor, UT Tyler  
MPA Candidate, Public

Administration, UT Tyler (Next  
Step Grant)

**Jennahrose Shakespeare**

**English** (2015 BA, 2018 MA)

English II & Creative Writing  
Teacher, Haltom High School  
(Birdville ISD)

**Emmylou Espinoza** (2012 BA)

Album Release, *Raphael Espinoza  
& the Rockabilly Railroad at Sun  
Studios*

**Ashlee Harris** (2010 BA)

English Teacher, Pasadena ISD  
(2012-2018)

Librarian, Schneider Middle  
School, Pasadena ISD (2018-

present)

MLS Degree, December 2018

**Emily Ivey** (2019 BA)

Commissioner, Partners in  
Prevention Board, Longview

**Raven Johnston** (2014 BA, 2017  
MA)

Adjunct Faculty, Richland College

**Lena Liedtke** (2016 BA, 2018  
MA)

Adjunct Instructor, English, UT  
Tyler

Adjunct Instructor, English, Tyler  
Junior College

**Allison Pharr McGee** (2014 BA)

English I & II Teacher,  
Cumberland Academy

**DeMario Miller** (2011 BA)

Writing Teacher, RISE Academy

M. S. Candidate, Educational  
Leadership, UT Tyler

Night of Shining Star Teacher  
Award

**Newcomb Mowrer** (2016 BA)

Promotion: Resource Professional,  
CCRS (Child Care Resource  
Services) at University of Illinois,  
Urbana Champaign

**Brittany Newsom** (2013 BA)

English Teacher, Brownsboro  
High School

**Becky Proffer** (2013 BA)

Pre-AP, English Language Arts  
Teacher, Lamar Middle School  
(Austin, TX)

MFA Candidate, Creative Writing,  
Texas State University

**Kristin Rotherham** (2017 MA)

Adjunct Professor, Early College  
Experience, University of  
Connecticut

**Savannah Sanders** (2017 BA)

Academic Advisor, Tyler Junior  
College

M. S. Candidate, Higher

Education Administration, A & M  
Commerce

**Joshua Smith** (2014 BA, 2016  
MA)

Reference Associate, Tyler Public  
Library

**Sarah Steinbrueck** (2010 MA)

Instructor, Camp Tyler Outdoor  
School

**Heather Stewart** (2012 BA)

4<sup>th</sup> Grade Writing & Science  
Teacher, A. M. Story Intermediate  
(Palestine ISD)

**Aleya Wheeler Stone** (2015 BA)

MLS degree, 2017

Reference Librarian, Tyler Public  
Library

**Lauren Swasta** (2018 BA)  
Clear Brook High School English  
Teacher (Friendswood, TX)  
**Kristi Taylor** (2006 BA)  
Developer, Bowdark Consulting  
(Software Solutions Creation)  
**Jason Walker** (2016 MA)

Ph. D. Candidate, English, A & M  
Commerce  
English Language Arts Teacher,  
Brownsboro ISD  
**Aubrey Westby** (2013 BA)  
Youth Minister (2013-2018,  
Shreveport, LA)

9<sup>th</sup> Grade English Teacher, Lufkin  
High School  
**Melanie Whiting** (2018 MA)  
Technical Writing Instructor,  
Lubbock Christian University

## Art Time



By: Madison Jobe

By: Madison Jobe



By: Kayla Mobley



Family Dinner  
By: Taylor Wilson

Divorce  
By: Taylor Wilson



# Life as a Descriptions Writer

by Anthony Bertrand – 2014 BA & 2016 MA

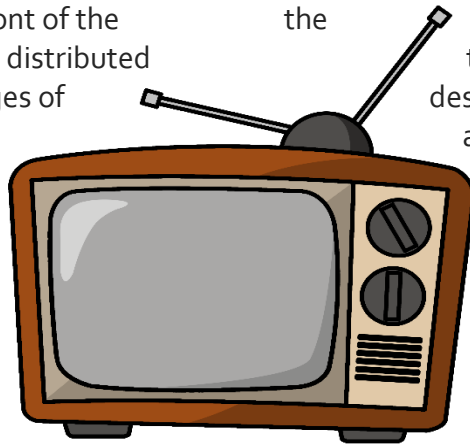
I cannot remember how many times I've looked at a guide on the TV, or one printed in a newspaper, to see what would be on for the night. In addition to the general schedule information that a person's eyes can glide over in less than a few seconds, there is usually a small blurb detailing what each movie or episode or show is about. Anywhere from a multiple-paragraph summary nestled in the pages of a newspaper or magazine to a miniscule cluster of fewer than forty characters flashed across a digital screen. Believe it or not, every character used to describe each specific program showing on any given channel was likely created manually.

Those manual entries, no matter how short or long they might be, are handled by writers like myself. As a description's writer for a television metadata company, I am at the forefront of the endless stream of visual content being distributed daily to the world, and the endless pages of text which describe them. Because of my unique position in a third-party company rather than a specific studio or content provider, I handle a broad variety of content. The content ranges from the newest

shows on HBO all the way to the standard shows being released for Canada's primary television network, CTV. Information about upcoming content is sent to me from the various studios and networks which created the content, and from that information, I get to work.

Each program, whether it is a movie, a series episode, or a talk show needs to be described, and those descriptions are broken into five different fields. In order to ensure each program's data is as versatile as possible, writers must describe them in fields of 250, 160, 80, 40 and 20 characters including spaces. Obviously, describing things in 20 characters is a real challenge. However, it is certainly rewarding to spend my days writing about upcoming episodes and shows. Because of the amount of content and the size of the team, the job is extremely independent, and the only expectation is to ensure that descriptions are finished before the first airing arrives.

While this does become repetitive at times, and the level of vocabulary generally required is limited, the work is generally relaxing. Put "Descriptions Writer" on your list of potential careers as English majors.



# Unlock the Cultures of the World

by Tristian Clements – 2018 BA in SPAN

I have had a love for travel and other cultures for many years. I remember thinking when I was young, “Why would anyone want to go live in a third-world country? Who would choose to be that uncomfortable?” But when I was about 15 years old I took a trip with my church to the jungles of Belize and lived in a grass hut for a week. I listened to the howler monkeys and tropical birds sing, and I saw beauty in the simplicity of the lives of the people and their honesty. I became fascinated with seeing, experiencing, and understanding the way other people lived.

However, it wasn’t until I was on a cay off the coast of Belize that I ran into a seemingly insurmountable obstacle. I saw a young man about my age working intently on something. I approached him to ask what it was he was doing. He began to rattle off a series of syllables and noises that my brain could not compute. I realized then that I could not learn anything from this young man nor about his project, because we could not communicate.

I chose to major in Spanish because to understand a people, a culture, or even a single person, you must understand their language. Understanding a group’s language has the ability to unlock the secrets of a culture and of a people. Knowing this, I studied to be able to unlock this key for myself and connect with other people and cultures. I have been able to travel several



times to Latin American countries and act as a translator for others as well as learn more about the people, their culture, and customs.

Since I graduated I have been hired to teach Spanish at a local high school, and I plan to use my summers to travel all over the Caribbean, Central America, and South America. Some advice I would give to those interested in studying a foreign language is that motivation is the deciding factor. Simple curiosity is not enough to get you to the finish line. You have to have an inner fire to accomplish that goal because it is all that will pull you through when your brain is bogged down with grammar rules and vocabulary words. But when everything clicks, you can sit down to chat with someone on a beach in Belize about the boat he is building and the fish he hopes to catch.

# Folding Chairs Are More Uncomfortable than You'd Think

Emily Ivey – 2019 BA

“If you don’t have a seat at the table, bring a folding chair.” This quote was the theme for the NEW Leadership Texas 2018 conference in Austin, Texas. Women from across the state – and some from other parts of the country – encouraged participants to be brave enough to sit at the table of political conversation. NEW Leadership Texas was a meeting place for college women that provided a week-long schedule of activities for participants to learn about their strengths and grow in the network of women leaders. Through the lectures of over 50 speakers and more than 10 panels, the conference provided advice directly from successful political women that deconstructed every plan I had made for myself and my future and motivated me to look inward at my ability to be a better leader.

With plans to attend law school in the fall of 2019, I assumed that I would have to wait until after I graduated to push for change. I told myself, “Once you go to law school, then you can start helping people practically and making a difference in people’s lives.” Society teaches women: stay quiet as a teenager, go to college, get a degree, and THEN you can start talking. NEW Leadership Texas shattered that mindset like a baseball through a window. The speakers of NEW Leadership explained that we, as young people, do have a voice. We can make a difference RIGHT NOW. Others may not make room for you; they might not save a place for you at the table. That is why you have to bring a folding chair, speak loudly, and make sure your voice is heard. Rather than going through the motions, keeping my head down until I graduated with a J.D., I left NEW Leadership Texas with a greater understanding of my ability to change my campus, my community, and eventually my country. I am creating student organizations on campus. I’m getting involved with my community through volunteer work. And I

will be running for public office within the next 5 years.

What the speakers said about constructing a personal brand and voice was true. It is not always easy.

When I returned home from the conference, I began reaching out to city council members, introducing myself as a concerned citizen and emphasizing my

passion to help. I was met with skepticism, particularly from a councilmember who questioned my qualifications to apply for a city board position. Though initially I doubted myself, I realized that even though I may not have experience or the qualifications *yet*, I still have valuable ideas, and that I am capable of elevating any conversation. My councilmember didn’t save me a seat at the table. But luckily I brought my folding chair, and I will be sitting right there with the rest of them.

NEW Leadership Texas 2019 applications are due in SP19.

<https://liberalarts.utexas.edu/cwgs/special/NEW-Leadership-Texas/WhatIsNewLeadershipTexas.php>



# Speaking Out: Taking Your Writing to a Wider Audience

by Lena Liedtke – 2016 BA & 2018 MA

As English majors we read, research, and write, producing page upon page of words and lines that mean a lot to the writer, but sometimes fail to ever reach beyond the readership of instructor or peer-review. One of the best ways to test your own writing or push your writing from the nest is to expose that writing to a larger audience.

Research conferences and forums can be a great place to do just that.

Last spring, I participated in the UT Tyler Research Lyceum on the campus of UT Tyler. A multi-disciplinary component is a major factor in the makeup of the Lyceum, and I relished the challenge of presenting my research not only to fellow bibliophiles, but also to those from different fields.

Public speaking has always been something that I love and dread. When it came time for me to step forth, I used a simple Prezi presentation to guide me through the finer points of my research, exploring teaching for transfer theories in the composition classroom through a feminist lens. Some students quickly glazed over but there were also a few nods of assent and at least two eager listeners. A professor from another department even came to talk to me afterwards about the importance of the questions I'm asking about dominant pedagogical practices.

Overall, presenting at the Lyceum was an excellent end cap to my academic career at UT Tyler. The week of graduation I also received a pleasant surprise: recognition for outstanding oral presentation and a monetary reward! In fact, student presenters from the Department of Literature & Languages won three of the five outstanding oral presentation awards.



Cheerleaders for the humanities will doubtless tell you that as English majors, we have important ideas to communicate. You spend a lot of time on your research and projects. Why not show them to a wider audience? I strongly encourage you to participate in next year's Lyceum or find a forum or conference near you. As a presenter, you develop public speaking skills and hone your communication techniques to a different audience. Presenting at a forum or conference also looks great on a CV, a potential feather in your cap for future employers or publication opportunities.

The next Lyceum will be held April 19, 2019 at UT Tyler. Applications are currently being accepted: <https://www.uttyler.edu/honors/lyceum/index.php>



# The First Taste IS Free: How Job Shadowing Opens Doors to Opportunity

by Mark A. Howard – 2019 BA

For most jobs the public image is more glamorous than the reality. Growing up in my grandfather's kitchens, I thought I would probably end up being a chef. But long hours and exhausting nights placating the rich as the "speak-when-spoken-to server" shilling out *hors d'oeuvres* and hot teas took their toll. I abandoned any idea of that career path. However, my kitchen experience taught me a lot about people and life in general. Since high school, I have sold mattresses, worked in movie theaters, worked in a Vietnamese orphanage, attempted to be a pharmacy technician, and taught middle schoolers pre-algebra, guitar, and, rather unsuccessfully, soccer.

Out of these experiences, I found that all of these careers had highs, but most of them had debilitating lows that could have been circumnavigated through job shadowing. The process of job shadowing is rather simple: find somewhere that offers a position you are interested in, contact that place of business, ask if they offer job shadowing opportunities, and then do it. This past spring, I spent a few months at a local hospital shadowing oncology and NICU nurses in preparation for entering the medical field. While I learned a great deal from my experience, I found myself wondering if it was really the job for me. After considering the effort, tears, and sleepless nights that would have been spent struggling through the training, I decided that I was not ready for the reality of it right now. It is certainly a wonderful career for some people,



but not for me. I look back at the experience and am very grateful for the opportunity to job shadow. That is what job shadowing offers: a window into the reality of a job.

If you are unsure about a future career, visit a company and ask about job shadowing. Find out if that career is right for you before you complete your college program. Job shadowing is a free opportunity. Try it out. The only one stopping you from doing it is you... and maybe the company, but mainly just you. It never hurts to try. You know what Nike says. Just do it.

# Dr. Hui Wu: Faculty Profile

Madison Jobe – 2019 BA (ENGL & POLS)



Dr. Hui Wu, the Chair of the Department of Literature & Languages, has served at the University of Texas at Tyler since 2009. Over the past nine years, Dr. Wu has worked tirelessly at improving English students' experiences and is arguably one of the key driving forces behind the growth of the English department, and the expansion of opportunities afforded to students within the department. Since her first day at UT Tyler, Dr. Wu has been excited to work with students from a diversity of backgrounds, especially freshman. In fact, when asked what class she would like to teach if offered the opportunity to choose anything, Dr. Wu responded that she would love to teach Composition, so as to get a chance to work with new students.

Dr. Wu loved teaching freshman courses and getting the chance to share her love for language with new students. She taught introductory level English courses up until Fall 2012, with an astounding 100% completion rate among students. Since 2013, Dr. Wu has taught Graduate English classes, and has watched the graduate program grow. Today, UT Tyler's graduate English program has been accredited as the second-best in the nation for providing a quality, affordable, and online English MA degree program. As a result, Dr. Wu and UT Tyler have been able to serve a wider background of students, including those from different states, or those in professions which require them to travel often.

Dr. Wu encourages students to pursue a degree in English, as an English major provides students with flexibility in their future career choices. Historically, English majors were educated to be a nation's leaders. Politicians, lawyers, business leaders, and teachers pursued degrees in English to gain important skills useful to their careers. An English degree teaches students how to communicate, remember and comprehend details, perform data analysis, synthesize information, and use logic. These skills can be applied to any career field, therefore highlighting the versatility of an English degree. Dr. Wu loves her job most because it allows her to pursue that which she is interested in, while also opening doors for her to teach others about topics she values.

Her advice to students is to make class attendance a priority, review notes after every class rather than just before exams, make friends wherever you go, and use the Writing Center.

## Alumni Publications

**Jack Adams** (2010 BA, 2015 MA) “Why We Continually Misinterpret Classical Tragedy: Ancient Greek Law within the Tragic Tradition.” *Athens Journal of Humanities & Arts* (January 2018)

**Jessica Bowdoin** (2017 MA) “Using Thoreau to Teach Tangibly.” *Thoreau Society Bulletin* 301 (Spring 2018)

**Terry Britt** (2013 BA) “Home Computing Halcyon Days: Discourse Frames in Computer Magazines in the mid- 1980s” *The Journal of Magazine Media* 18.2 (Spring 2018)

**Carol DeGrasse** (2015 BA, 2017 MA) “The Highest Calling: The Professorship.” *The Little Orange Book II: Student Voices on Excellent Teaching*, Tower Books. (forthcoming)

“Teaching Thoreau and the Common Core.” *Thoreau Society Bulletin*, Fall 2018

“‘That Dark Parade’: Emily Dickinson and the Victorian ‘Cult of Death’” (2017). English Department Theses. Paper <http://hdl.handle.net/10950/574>

“Emily Dickinson’s ‘Twas warm — at first — like Us—’ (Fr614),” *The Explicator*, vol. 75, no. 4, 2017, pp. 248-51. doi:10.1080/00144940.2017.1382439

“Emily Dickinson’s ‘I’ve known a Heaven, like a Tent —’ (Fr257),” *The Explicator*, vol. 75, no. 2, 2017, pp. 125-28. (with Dr. Ann Beebe)

**Rebecca Johnson** (2017 MA) “Using Digital Tools to Immerse the i-Generation in Hemingway’s Geographies.” *Teaching Hemingway in the Digital Age*. Laura Godfrey, ed. Kent State UP, 2019.

“Rex Hunter;” “May Gibbs;” “Eldershaw;” “Fairburn;” “Lennie Lower.” EBSCO Literature Database, 2018.

“Islands in the Stream/Hemingway;” “De Profundis/Wilde.” EBSCO Literature Database, 2018.

“Two Gentlemen from Verona/Shakespeare.” EBSCO Literature Database, 2018.

“The Sisters of Perpetual Extortion.” *The Mark Twain Journal* (Spring 2017)

“The Death of Nick Adams.” E-REA Spring 2017

**DeMario Miller** (2011 BA) *Inside Mr. Miller’s Desk* (available on Amazon)

**Cole Murphy** (2016 MA) “Siren’s Song: Phillis Wheatley’s Subversive Elegy.” *The Explicator* 76.1 (2018): 44-46.

**Kristen Rotherham** (2017 MA) “The Dream: A Metaphor for Discovery in Mark Twain’s *The Mysterious Stranger*.” *The Mark Twain Journal* (Spring 2017)

**James Chase Sanchez** (2009 BA, 2011 MA) “Trump, the KKK, and the Versatility of White Supremacy.” *Journal of Contemporary Rhetoric* 8 ½ (2018): 44-56.

“Collaborative Ecologies of Emergent Assessment: Challenges and Benefits Linked to Writing-based Institutional Partnership.” *College Composition and Communication* 69.2 (2017): 287-316.

“Recirculating our Racism: Public Memory and Folklore in East Texas.” *Inventing Place: Writing Lone Star Rhetorics* Ed. Casey Boyle and Jenny Rice. Southern Illinois UP. 75-87.

Film: *Man on Fire*. Dr. Joel Fendelman. Prod. James Chase Sanchez. 2018.

**Kaylee Willingham** (2018 BA) “An Emerging Literature: Reading Video Games in the Classroom.” *Journal of Undergraduate Research & Scholarly Work* 4 (2018)

## Donations

Are you interested in making a donation to fund *The Ductile Anchor*?

Would you like to donate to the Department of Literature and Languages or the College of Arts & Sciences?

Would you like to fund a scholarship or sponsor a department event?

Contact the CAS Dean's Office, Dean Neil Gray (903-566-7368, [ngray@uttyler.edu](mailto:ngray@uttyler.edu)), the chair of the Department of Literature & Languages, Dr. Hui Wu (903-566-7289, [hwu@uttyler.edu](mailto:hwu@uttyler.edu)), or the CAS Development Director, Elizabeth Carlson (903-565-5646, [ecarlson@uttyler.edu](mailto:ecarlson@uttyler.edu)).

## Call for Spring 2019 Columnists

What topics would you like to see covered in the next issue of *The Ductile Anchor*? We are looking for columnists for the SP19 issue. Alumni: what have been your experiences since graduating from UT Tyler? How have you been using the skills from your major in English or Spanish in your careers? What surprising directions have you taken in your profession due to your Humanities-related skill set? Share your experiences and advice with our current students. If you would like to propose a column for the next issue of *The Ductile Anchor*, please contact the Faculty Editor (Dr. Ann Beebe, [abeebe@uttyler.edu](mailto:abeebe@uttyler.edu)).

## PDC on Facebook

The Department of Literature and Languages has a closed group on Facebook—“UT Tyler Professional Development Cohort.” All current students and alumni from our department are eligible for membership. Send a request to join the closed FB group today.

Current students - do you have questions about internships, careers, or the job search? Post a question for the alumni. They want to serve as your mentors.

Alumni - do you need advice about professional situations or leveraging your skills into a second career? Start a discussion thread on the PDC.

As of the end of September 2018, the PDC has over 300 members. Imagine the networking potential of this closed group as we add current students and locate our 1000+ alumni out in the workforce! If you are not yet a member, please send a request to join. If you are a member of the PDC, please send invitations to other current students or alumni.

## Credits for F18 Issue:

**Layout Editor:** Brandon Hawkins

**Student Columnists:** Mark Howard, Emily Ivey, Madison Jobe, Ashley Ray

**Alumni Columnists:** Anthony Bertrand, Tristan Clements, Carol DeGrasse, Jay Dent, Kate Keenan, Lena Liedtke, Katelynn Wynn Mcguire, Autumn Osborne

**Student Artists:** Madison Jobe, Kayla Mobley, Taylor Wilson

**Faculty Columnists:** Dr. Anett Jessop

**Faculty Editor:** Dr. Ann Beebe

until  
next  
time