

## Why the World Needs English Majors More Than Ever

Hannah Wilson | 2020 Graduate

Whether we like to admit it or not, it is a fact that the world as we know it has changed. As COVID-19 began to take over the news and our hospitals, it didn't just impact our economy and our health—it also affected our relationships with one another.

While in quarantine, people began to become better acquainted with face-to-face-calling apps like Skype, Zoom, and Facetime. Due to social distancing, people sent more emails, phone calls, and texts. A lack of daily interaction caused many to resort to spending more time on social media. Overnight, the internet suddenly became a need and not a luxury. Anything that connected us to the outside world suddenly became a priority, and it was during this time that the world began to realize the true value of communication and connection.

If you think about it, it makes sense—everything runs on communication and connection in one way or another! Businesses are built on a relationship between business owners and customers, which is secured by communication. Classes are built on a relationship between the teachers and students, held together by clear communication. Governments are held together by a relationship between the governing officials and those being governed through (you guessed it) communication. So now, more than ever, we need people with the skills associated with being

able to communicate effectively and maintain solid relationships.

I'd like to introduce a sorely underestimated group of people—English majors.

English majors are taught from day one about the value of the written and spoken word. Through studying various genres of literature, they learn about the intricacies of interpersonal relationships, how to empathize with others, and how to brainstorm multiple possible outcomes. When writing papers at midnight, they learn how to research, read between the lines, and make clear connections with the data they gather. As they ramble in a coffee shop about why a specific author is their favorite, they practice how to present information in a way that others can understand. Because of these things, English majors understand that the world runs on clear, precise communication. They are not just future teachers and best-selling authors; English majors have the potential to do well in nearly any industry, including the world of business, law, publishing, and public relations.

So, when people acknowledge that the world needs more communicators and relationship-builders, we need to read between the lines and explain that the world just needs more English majors.



# English Degree FTW

Destiny Osteen | 2019 Graduate

Everyone always asked me “what are you going to do with an English degree?” They often followed the question with a question: “Teach?” And while teaching is a great career, there are many other options for English majors.



I admit, I was faced with the gloom of deciding what to do with my future. I knew I wanted to pursue my master’s degree in clinical psychology, but how exactly would English help me pursue this dream?

I quickly discovered that having an undergraduate degree in English provided me with the necessary skill set to not only excel in graduate school, but it makes it easier! That’s right. I said easier.

I communicate my thoughts and opinions in a professional manner, critically analyze and interpret subtext, comprehend text at a faster pace, and much more! Having an English degree has prepared me to write every type of paper imaginable, and, most importantly, it has taught me how to properly formulate, execute, and express my ideas professionally so that my intended audience is left without questions and understands the full intentions of my argument(s).

So, when people ask me “Why English?” I am quick to respond with the phrase “I strive for excellence.” This degree has enhanced my life and career prospects, and I wouldn’t trade it for the world.

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# English Major Prep for Graduate School Success

Ashley LeAnn Ray | 2020 Graduate

During my years at The University of Texas at Tyler, I was fortunate to build friendships and mentorships that I believe will last a lifetime. One of my fondest and final memories of my undergraduate experience was the celebration that occurred when I learned of my acceptance to the Library Science Program at the University of North Texas. Thanks to the guidance and support of faculty and staff, I am not the first person in my family to graduate from college, but I will go further and earn my master’s degree. It is safe to say that I was both proud and terrified at the idea.

When I applied for the program, the full effects of the COVID-19 pandemic had not yet changed our world. When I said goodbye to my friends, coworkers, and teachers for Spring Break in 2020 I had assumed (as most everyone did) that we would soon be back together again, rested, rejuvenated, and ready for graduation. While things did not go as planned, I leaned into the support network that UT Tyler provides. Thankful for good advice, I chose not to move to the Denton campus as I had initially planned and opted to begin the program fully online.

Textbooks bought, Zoom introductions had, and the first week of my online program finished, the fear then transformed into excitement. I emailed my UT Tyler professors to confirm what I realized they already knew—my English degree had prepared me for the challenges of my master’s program. I listened carefully as my new professors stressed



to us the importance of critical thinking, communication, creative problem solving, organization, and time management. I took comfort in knowing that these were skills that I learned throughout my time as an English major. The best part was that the skill set we have is honed through active discussion, papers, and projects of our own design. So, when I was asked to create and present work that represented the English major skill set in a field that has little to no connection with English, I sailed through with high marks. As I continue my graduate work, I am confident and assured in the skill set that my English degree provides. Looking forward to the coursework, research, and conferences, I know that I have a strong foundation to continue to build on.

# Faculty Profile: Dr. Clayton Benjamin

Ashlyn Thompson | Current English Major

Dr. Clayton Benjamin began his career at The University of Texas at Tyler during a tumultuous time. He started in August 2020, the first semester after the outbreak of COVID-19 changed the lives of people all over the world earlier in the year. Prior to this endeavor, Dr. Benjamin studied and taught at multiple universities, including the University of Minnesota and the University of Central Florida. While he never anticipated that he would teach, his passion for communication and social impact led him to a career that would allow him to educate others about the “real-world consequences” of rhetoric. He views his work as a social responsibility and wants to empower students with skills that will allow them to “investigate social/civic problems and to come up with innovative and ethical responses to those problems.” He also strives to teach students how to develop a keen sense of awareness that will allow them to “think about the messages they receive and be prepared to accept/reject those messages based upon logical conclusions.”

Dr. Benjamin encourages college students to be passionate about their studies and realize their worth. He also encourages students to be open-minded in their pursuit of their education and to recognize the overlap found across many disciplines, as he describes disciplinary boundaries as “fictional.” He wants students to understand the ways in which the creative and critical thinking skills honed within the Arts and Humanities majors, specifically English, can be applied to a myriad of other fields. He believes these skills will ensure that students achieve success regardless of whichever career they pursue in the future.



When asked about his pedagogical methods, he focused on the importance of innovation and interaction within the classroom. He wants his students to be thoroughly engaged and excited, bringing a “positive energy” and “curious mind” to every class. Furthermore, Dr. Benjamin believes that students should focus on learning through experimentation rather than being preoccupied with making a certain grade. He describes himself as being passionate about the success of his students, but also expects them to accept the responsibility of making the most of their education, with a solid piece of advice: “You are in control of what you get out of the class.”

# Life Lessons from an English Major

Autumn VanBuskirk | 2021 Graduate



the journal! I gained confidence from this experience, and it spurred me to apply for more things, which led to many amazing opportunities. Full disclosure: I applied for several things and didn’t make most of them, but that didn’t stop me from trying. Rejection can be discouraging, but it should not be a deterrent.

## 2. Be flexible

One summer, I wanted to participate in an out-of-state internship, but no matter what I tried, nothing turned up. However, much to my luck, a local journal was hosting a freelancing fellowship that summer, so I applied to participate. Through that program, I was able to learn more about freelancing and journalistic writing, and at the end of the program, I published an informative journal article with them.

## 3. Learn stuff outside of your field and ask the real questions

As writers, analyzing and synthesizing are an important part of what we do, so being able to learn things outside of our field helps us ask more informed questions. Though I am not a tax expert, residential developer, or environmentalist, I have written pieces that explain how property taxes work, examine the residential development of a city, and discuss ways to improve climate change. Learning new things will help you become a stronger writer because it makes you ask better questions—and that’s half the battle!

English is unique in that it challenges students to see the depths of human nature while also developing critical thinking and writing skills. These skills are needed in every work place, so dream big and pursue opportunities!

While there may be a stigma surrounding the job possibilities for English majors, my education has given me some of the most rewarding (and marketable) skills I could’ve hoped for. I can attest to the variety of opportunities available to English majors since I have served in several positions, including a writer, tutor, legal intern, journalist, and editor. Here’s some of the most important lessons I learned from majoring in English:

## 1. Go after every opportunity you can

In my sophomore year, my professor encouraged our class to submit our final research papers to an undergraduate research journal. I decided to go for the opportunity even though I was nervous, and with the help of my professor, I submitted my paper for consideration. A few months later, I received an email saying my paper would be published in the next volume of

# Encouragement for the Wavering Bibliophile

Jay Dent | 2018 Graduate

Do you remember taking algebra in high school? It was always during math class when someone would ask, “how will this be useful for my future? I should be learning how to do taxes!” And yet, we still had to memorize the quadratic formula.

Oddly enough, I found myself asking that same question as I studied English as an undergraduate. I love reading and analyzing texts, but what would the payoff be? Now in graduate school at Westminster Theological Seminary, I couldn't be more pleased with my time spent studying English.

Let me tell you what a normal day looks like for me. When I sit down to begin working in the morning, I check my semester reading plan and make a to-do list for the day's reading. Next, I sit down and begin translating a Greek text. Not only must I translate it, but I also have to be able to defend my translation based on cultural and textual contexts. I prepare for class by reviewing my assigned grammar readings. After class, I settle in with a book and a cup of coffee. This isn't my cozy leisure reading though; no, today I get to wrestle with the religious and political dynamics of Europe during the middle ages. Then, my day is complete. Only two or three tasks, but a full day of work.

I will be direct. There are days when graduate school is grueling, and I question my life



choices. But I'm studying because I want to do what I love: pastoral ministry. I can say this with confidence: I would not be able to handle this many primary sources, manage my time, or consider a text in context had it not been for my time spent as an English major. Whether you're preparing for further study or to teach at a school, I encourage you to trust the process and take the hard classes. This study is preparing you to do what you love and thrive while doing it. And take heart, because no one in the English department will ever ask you to memorize the quadratic formula.

# Ohisashiburi, Japan!

Jeranda Dennis | 2018 Graduate

In 2017, I studied abroad for one semester in Osaka, Japan with UT Tyler's International Studies Program. When I returned to the United States after a life-changing semester, my goal was to return to Japan and teach English with Tyler's Sister City Program. I succeeded, and I was subsequently hired as an Assistant Language Teacher (ALT) in Yachiyo, Japan.

As an ALT, I migrate between Yachiyo's eleven different junior high schools and help teach English alongside the lead Japanese Teacher of English (JTE). I introduce students to new English grammar and topics by creating English activities and games to challenge their reading, writing, and most importantly, speaking skills. I sometimes get the opportunity to lead the class and teach them about American culture! The students love discussing everything from American pop and hip-hop artists to Disney movies to American slang such as “What's up?” and “TGIF.”

My background in English studies has definitely aided me as an ALT. The JTEs are often impressed with my ability to breakdown challenging new grammar into simple explanations, piece together simple yet engaging writing assignments, and adjust my spoken English to foster student comprehension.

It is also the responsibility of the ALT to participate in the city's annual English-speaking contest, and here my skills as an English major flourished. It was my job to take a student's original, yet usually vague, speech idea and help them expand it into a presentable and moving five-minute-long



recital without compromising the student's voice. Many of my students went on to win first place, placed in the city's top ten, and/or went onto the regional finals.

I am currently (2020) in my second year as an ALT, but sadly, it will be my last. Being here has taught me so much about what I can do as an English graduate. Moreover, through my work as an ALT, I've fallen back in love with the writing process. So, I've decided that I will pursue an M.A. in Creative Writing in hopes that I can better my writing abilities and continue to explore my passion for writing. I will never forget my time here and will use all that I have learned in the next chapter of my life.

# Clinical Mental Health and English

Julia Ness | 2013 Graduate

In May 2020, I graduated with a Master of Arts in Counseling, Clinical Mental Health from Adams State University in Alamosa, Colorado. While working on my graduate degree and even now, working with Psychologists, Psychiatrists, Social Workers, and other Counselors, I have not met another individual with a Bachelor of Arts in English. I find this surprising for numerous reasons. One being because the experience of studying literature at The University of Texas at Tyler prepared me for counseling individuals with various levels of mental health issues in many ways.

In my senior seminar with Dr. Karen Sloan, I read *The Namesake* by Jhumpa Lahiri, a novel about a first-generation Indian American struggling to find a balance between American culture and his parent's Indian culture, which was still observed within their home. Fast forward seven years later, a young twenty-something first-generation immigrant soldier sat in my office, struggling with issues like those Lahiri described in her novel. I shared one story from the novel with the man sitting in front of me and his mouth fell to the floor. He was mesmerized I described a fictional character in a novel that so mirrored his own struggles. He was intrigued and hopeful. Throughout the session, I utilized a theory called Motivational Interviewing, employing Socratic questioning to challenge the soldier to identify internalized methods to process his own experience. At the conclusion of the session, I turned to my bookshelf in the corner of my office. I pulled down Lahiri's novel and handed it to him.



This was only a single instance among many in which I have used my English major skills and experiences in a way that, for me, is expected, but for some may have been very surprising. I say "expected" for myself because I long ago recognized how well my English degree prepared me to work with clients struggling with mental health issues. So often, the texts we read and study tell stories, whether fictional or nonfictional, like the lives of individuals within our community. These texts prepared me for the insight and empathy I utilize daily, and I am forever grateful for these texts and my experience as an English major.

# Being a Freelance Editor

Katelyn Ward | 2020 Graduate

If it is written, it needs to be edited. Think about everything you read: books, websites, blogs, textbooks, news articles, academic journals, magazines, manuals, travel-guide books, and children's picture books. All of them go through several rounds of edits before reaching the public eye. That's where an editor comes in.

First, the editor determines which English grammar style guide is the correct one to use for editing the specific work you were hired to edit. The Associated Press Stylebook (AP style) is mostly used for short works that have a need to conserve space—newspapers, academic journals, research articles, and magazines. The Chicago Manual of Style (CMS) is mostly used for longer works, such as books, websites, and blogs.

Second, the editor and client must have a clear understanding of the kind of editing required. Meeting a client's expectations is a critical part of being an online freelancer because an online reputation is hard to build up and very easily shut down. The client who hires you may or may not have a good understanding of the editing process.

There are three types of edits from which a client can choose. A developmental edit reviews the organization of all the ideas presented in the work. In a fiction novel, for example, a developmental edit reviews the world-building, character development, and plot. The purpose of a developmental edit is to root out any inconsistencies, irrelevant details, or missing key elements.

A line edit addresses the writing style of the author. No matter the material, a line



edit removes redundancies, jargon, or unnecessary verbiage. It improves the sentence structure, word choices, and transitional flow of the piece. The purpose of a line edit is to make the author's voice as unique and clear as possible.

A copyedit is the final edit that removes any and all grammar and spelling mistakes. The purpose of this edit is to make sure everything is error free and that each sentence is in accordance with the appropriate style guide. When most people think of editors, this is all they imagine them doing—fixing grammar errors. Yet editors add so much more to the writing process than they ever get credit for.

# Teenagers, COVID-19, and Hybrid Learning, Oh My!: Teaching Amidst a Pandemic

Liz Reedy | 2018 Graduate

When COVID-19 hit Texas in March 2020, I was teaching Junior and Senior English in Henderson ISD. We were approaching Spring Break, and everyone was looking forward to getting some space. I didn't realize that it would be the last time I would see some of them. The days, weeks, and months that followed were beyond my craziest dreams.

One of the biggest challenges upon returning to school was learning the new online platform. My district chose to switch from Google Classroom to Canvas. With minimal training, we were told that we had to have Canvas running by the second week of our return. When I started to put my classes together, I found myself grateful to my college professors for creating engaging and user-friendly online classrooms. I chose to model the norms I saw in my college English classes, such as the 11:59 p.m. late policy and various discussion boards. In terms of the recurring technical issues, we've become more comfortable with creating solutions—even if the solution involves my inbox being flooded with 115 assignments.

The challenge of hybrid teaching added further pressures. Since August, teachers in my district have been teaching both online and in-class simultaneously. I've been amazed at how quickly teachers have adjusted to the new normal. We've found ways to offer quality instruction to both in-class and online students. During this process, I've depended on my skills as an English major to adapt to hybrid learning. In



order to provide quality instruction, I've used my skill of attention to detail to consider every single step of a lesson. Another key to being a successful hybrid teacher is seeking and considering my students' feedback. I've tried to show my students the same consideration that my professors once showed me.

An important takeaway I've gotten from the online learning experience has been the importance of grace. Students and teachers alike are experiencing a new set of challenges. We need to adjust our expectations for ourselves and others and be ready to give grace.

# Government Administration and the English Major

Newcomb Mowrer | 2016 Graduate

Life as an English major can be a challenge, even with a degree from a great university like ours. Add in the challenge of having been a "nontraditional" (code for older) returning student, and I knew I faced a difficult task in finding an interesting job that fit my skill set.

After graduation, by luck and necessity, I found myself in Illinois and soon landed a job at the University of Illinois Champaign Urbana, in a state office that oversees and helps underwrite childcare costs for low-income parents. One could argue that a degree in social work or psychology would have served me better, but given the skills I acquired at UT Tyler, I talked my way into the job, crossed my fingers, and hoped for the best.

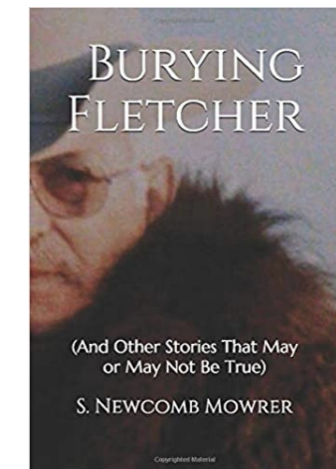
I've been at UICU for almost three years now and things have worked out far better than I could ever have hoped. As it turns out, there's a quarterly newsletter that I was put on almost immediately, very good news with my desire to write. And, almost as quickly, I started facilitating computer classes for daycare providers who were not "computer literate."

Next came the opportunity to teach classes, and so I found myself in a training program. I am currently teaching one class in Child Development, Health, and Safety Basics and another in Suspension and Expulsion in Early Childhood Education. Who knew a child under five could actually get suspended from preschool? Surprisingly, it happens frequently and sets a sad pattern for that child's future in education. We're doing our best to disrupt that pattern and ensure a child is set on a firm path to better education.

Recently, my director asked me to take on a new project—the production of a bimonthly electronic newsletter to be sent to all care providers in our service area. This newsletter is going to be more fun than the usual "facts, figures, and requirements" of our quarterly



newsletter. I'm looking forward to the creative aspects of this job and can't wait to get started. Thank goodness I'm an English major! My degree has prepared me to succeed.



Newcomb's first book, *Burying Fletcher and Other Stories that May or May Not Be True*, is available for purchase.

# The Virtual Conference Experience

Raven Johnston | 2013 Graduate

Over the past year, the pandemic has changed so much about how we conduct our lives. However, one of those changes that I have found surprisingly enjoyable is the switch to virtual conferences in lieu of in-person conferences. Presenting at an academic conference in person is an invigorating chance to connect with other scholars and share your research (while visiting interesting cities!); however, presenting at a virtual academic conference comes with its own benefits. Especially important for me is that the cost to attend is lighter (in both time and money), since you no longer have to worry about travel, room, and board.

I have presented my research at two conferences virtually over the past year—the Southwest Conference on Asian Studies in October and the Southwest Popular and American Culture Association conference in February—and have attended several others as a non-presenter.

Based on my experience, here are my tips for presenting at a virtual conference:

1. Spend a minute practicing opening your PowerPoint (or testing your microphone) while inside of your conference session but before it opens to attendees. Even if you have done it a hundred times before, so many minor problems can occur—maybe you were not given correct permissions to share your screen, maybe the conference is using a different video platform than you are used to, maybe the stress of the situation has caused you to forget what to select on the “Share Screen” menu. One minute for a quick practice run can go a long way to save time (and stress) later.



2. Attend as many live sessions as you can! Because you will not have the same opportunities to network as you would at an in-person conference, attending sessions that you have an interest in and engaging in the question and answer sessions afterwards is one of your best chances to connect with others during a virtual conference.
3. If the conference puts on virtual social events, try to attend those too—these are usually specifically for networking purposes, and there is often at least one aimed at undergraduate and graduate students.
4. Take full advantage of the increased accessibility. Find out if the conference sessions are recorded or not—some record them so conference attendees can watch the sessions later. Unlike at an in-person conference, that means you could watch those two sessions you were really interested in that unfortunately ran at the same time!

I encourage everyone to consider attending and presenting at virtual academic conferences.

# How “Not” to Use Your English Degree

Rebecca Hale | 2017 Graduate

This February I celebrated my second year managing Liberty Hall in downtown Tyler. Liberty Hall is a historic performing arts theatre originally opened in 1930 and operated by the City of Tyler since 2009. We are host to all kinds of events, including concerts, improv comedy, musicals, interactive movies and private events.

When I graduated from UT Tyler in May of 2017, I didn’t imagine that I would become a theatre manager. My plans were to work in publishing, specifically as a book editor. However, when I did begin work in editing, I quickly realized it was not the job for me.

Until I could puzzle out what my next career move would be, I decided to work in retail management. Managing at Half Price Books in Tyler surrounded me with the stories I love and people I had things in common with. But it wasn’t enough. I began getting involved in local arts-related projects such as my dear friend’s original musical, *Stringed*, the first production of its kind at UT Tyler. From there I assisted with other theatre and film endeavors, and through these projects I began to look toward arts management and production.

Through a stroke of luck and good connections, I became aware of and ultimately secured the job at Liberty Hall. However, to be honest, I still didn’t imagine my degree would be particularly relevant. If not for Dr. Beebe, I wouldn’t have even been able to articulate the benefits of my English major skills in the interview.

The communication and analytical skills we learn as English majors through reading, writing and speaking about literature carry into almost any field. I see these skills at play when writing emails, applying for grants, or even promoting events on KETK.



By far, for me, the most useful skill has been “understanding your reader,” or “understanding your audience.” That audience is quite literal in my current line of work. Analyzing our audience shapes everything I do—from choosing which act to bring in, how much to pay them and what to price the tickets at, to deciding how and where to market the event and how to present it on the day of show.

In August of this year, I will be moving to Glasgow, Scotland to pursue a Master of Science in Creative Industries & Cultural Policy. So no, I didn’t end up “using” my English major—but I do use it every day. I have taken the skills I learned and honed them for my craft. I opened myself up for opportunities, and I didn’t skip out on the projects that interested me. I made strong connections in college and in my community. And all of this has led me to where I am now and where I am going (Scotland, baby!). So I want to thank the department that raised me and encourage all of you to go out there and “not” use your English major.

# English as a Foundation for Fundraising

Susan Rossman | 1989 Graduate

Looking back at my career as a fundraiser for the past 30 years, I can attribute many of my achievements to my English courses at UT Tyler. While my interest in literature drove my choice of majors, it was the writing and grammar that I learned that have truly affected my career. Luckily, I had a strong foundation from high school teachers, but Dr. Joy McLemore truly deserves the credit for my growth as a writer. She was brutal in her grading and expected extraordinary commitment from her students, and in that climate, my writing skills flourished. Often, I stop and diagram sentences to make sure they are constructed correctly, and that pattern began in my classes at UT Tyler.

My English degree has played a large role in my success in fundraising. A fundraiser must establish relationships with donors and communicate effectively, and writing is the primary way I communicate with donors and how I strengthen those relationships. Whether it's writing a proposal to explain why a certain program or capital project is needed by UT Tyler or writing thank you notes after a meeting, I must engage donors in a compelling way that articulates the vision set by our President and the needs of the students we are serving.

Individuals are the primary source of donations for UT Tyler, but foundations are very important because they fund large capital projects and research. Writing grants



is a necessary part of my job as Executive Director of Corporate and Foundation Relations. My background in English has been instrumental in the grants I have successfully written.

Throughout my career, I have been assigned the task of writing newsletters, white papers, campaign case statements, and fundraising letters. Additionally, I am asked to edit articles and other works on behalf of my department. The training I received at UT Tyler is relevant every day in my work, and I can't think of another course or subject I took in undergrad that is woven into my work more than my English and grammar courses. At the time I chose my path, I had no idea how it would provide the foundation for every aspect of my profession.

# From English Major to Engagement Reporter: How I Found My Calling

Yasmeeen Khalifa | Current English Major

Throughout my college career, I've led staff at UT Tyler's student-run newspaper in developing a "digital first" push and hosted community-driven events and forums with *The Tyler Loop* as a reporting fellow. I have also become fluent in the language of writing social copy and newsletters at *The Texas Tribune*, a member-supported, digital-first media organization that informs and engages Texans about public policy and statewide issues. But the feat I'm most proud of is a story I wrote for the Tribune about the impact of the U.S. Census' exclusion of a Middle Eastern or North African (MENA) category. With this story, I used my experiences and distinct background to point out gaps at the Tribune. I saw the fourth largest Arab American population in the country, who reside in Texas, being underrepresented, so I took the initiative to pitch and write a timely story about their unique challenges. This story enabled me to respond to our audience's needs while also recognizing and taking advantage of an important news moment.

A month into my fellowship at *The Texas Tribune*, I sat hunched over my desk, scribbling barely legible notes into a tattered journal while reading through an audience callout titled: "Help us cover coronavirus." After reading a particularly heavy response, I leaned back, took a deep breath, and allowed a tear to roll down my cheek. The response came from a woman who was evicted and became homeless after losing her job and attempting to cover the cremation costs for her grandmother, her only family member, who had died of COVID-19. The stories of disparities in unemployment, eviction, homelessness, and death cut deep. That's when it hit me. I'm in a position



to call attention to these respondents' heartbreaking—but exceptionally important and relevant—stories. I have the ability to bring forth real, dire issues that are affecting thousands of people. That's when I knew this, audience engagement, was my calling.

Working at the Tribune, I have not only learned and gained a plethora of skills that will propel me in the direction of my career goals, but I've also found my purpose. And I could not have done this without being an English major. As an English major, I've developed the creative writing skills that have been paramount in writing internship applications and developing my own unique writing style in the journalism sphere. As an English major, I've developed the analytical and brainstorming abilities that have attributed to my success in pitching to newsrooms, including the Census story. As an English major, I have found my place in the world.





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