

THE DUCTILE ANCHOR

THE NEWSLETTER OF THE LITERATURE & LANGUAGES DEPARTMENT AT THE
UNIVERSITY OF TEXAS AT TYLER



BECOMING A SELF GRADUATE FELLOW WITH THE HELP OF AN ENGLISH MINOR

TRAVIS EDWARDS, 2019 ENGL MINOR

This Fall I will be attending graduate school for economics at the University of Kansas. I also earned the privilege of becoming a Self Graduate Fellow, which provides full tuition, a generous stipend, and a professional development program. If there was a key factor which helped me land this prestigious fellowship, I would have to give credit to my English minor. An important component of the selection process is being able to identify how you will use the benefits of the program, and this is where the skills learned through English courses likely set me apart from the competition.

The Self Graduate Fellowship is a university-wide fellowship awarded to about a dozen doctoral students in STEM designated fields each year at the University of Kansas. Although my economics major and mathematics minor helped me get into my respective program, having an English minor gave my application additional depth regarding the fellowship. I was competing against students with degrees in bioengineering, chemistry, physics, and many other "hard sciences," with many already having completed their master's degree or the first year of their doctoral program. Only two other candidates from the economics department have been awarded the fellowship over its thirty year history. So, the competition was stiff and the odds were not to my advantage. I played to my strengths and wrote a strong statement of purpose, which secured an interview and ultimately acceptance into the program. I have no doubt my English minor contributed significantly to this achievement.

I would encourage every student, regardless of discipline, to consider adding an English minor (especially my fellow economics majors!). The strengthening of critical analysis skills through writing assignments is invaluable, whether you are aiming to attend graduate school or enter the

workforce. For those of you who are considering graduate school, the ability to clearly develop and explain your ideas is vital in becoming capable of quality research. You can have the greatest and most innovative ideas in the world, but the ability to effectively communicate these ideas will



INTERNING AT THE TYLER LOOP

YASMEEN KHALIFA, CURRENT ENGL
MAJOR

As a freshman in college, I didn't have a clue what I wanted to do with my college career. I was undeclared and felt like I was running out of time. Tick tock, tick tock. Then out of the blue, my mom showed me a website called The Tyler Loop she discovered on Facebook. I looked into it and found that it was a local nonprofit journalism startup that did crazy things like conduct a taco tour around Tyler and publish beautifully constructed data-driven stories like, "You're

have a major impact on any future success. This is where the attributes gained through English courses will become an integral part of your overall profile and career. I know the academic and professional development gained through my English minor while at UT Tyler will carry a lifetime of benefits.

"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)

not imagining it, Tyler is getting younger." I was hooked.

I immediately emailed the founder of the site, Tasneem Raja, and over the course of my freshman and sophomore years, I attended various talks she gave at UT Tyler and WorkHub. The more I learned about The Tyler Loop, the more I became interested in nonprofit digital journalism. In May 2019, my persistence and obvious interest in the Loop's work paid off—Tasneem offered me a summer reporting fellowship!

One of the most valuable lessons I learned as a Loop fellow was that journalism is not just about writing stories; it's also about getting involved in the community and bridging gaps through other outlets. During my time at the Loop, I aided in hosting a public forum regarding Tyler ISD's decision to end Head Start, a "Farm to Market Bingo" at the Rose City Farmer's Market which encouraged people to talk with their local farmers, and a "Taco Tour" focused on getting people to see past segregatory lines and connect with neighbors over a plate of delicious tacos.

Prior to this fellowship, I wasn't aware of this side of journalism, but as I helped arrange each event, I realized the importance of bringing people face to face with fellow citizens to create a space for meaningful conversation. I now hope to work for a large nonprofit digital news organization, such as The Texas Tribune or ProPublica, and continue to spark greater community involvement in the journalism world.

All this to say, my advice to freshman coming into this program is to ask tenaciously. You never know what opportunities lie ahead if you don't ask. The Tyler Loop never had fellows prior to my co-fellow, Claire, and me, but because of our unbounded curiosity, passion, and persistence, we gained an invaluable fellowship and a lifelong mentor. Let your imaginations run wild. Talk to people you never thought you'd talk to. Explore career opportunities you never thought you'd explore. And most importantly, go after internships! I never knew I'd be a digital journalist writing an in-depth, data-driven

story one day, photographing cows the next day, and helping host a taco tour the following week, but here I am.



ENGLISH MAJORS & MODEL UN

MADISON JOBE, CURRENT ENGL & POLS STUDENT

I have had the privilege of competing with UT Tyler's Model United Nations (MUN) at two conferences in Atlanta and New York City. The invaluable skills of my English major created the foundation for success at these conferences. I would highly recommend competing with the MUN program at UT Tyler to all English majors.

Many students in MUN compete because they are interested in learning about legal language or international law. But some students want to challenge their

communication skills. The purpose of MUN is to have students come together to tackle global issues and propose solutions to these difficult issues. It's not an easy task, and because of this, the majority of the competing students genuinely encourage the efforts of others. Personally, public speaking has always terrified me. However, the camaraderie present among the student delegates at MUN conferences greatly eases the fear factor.

Competing in MUN requires research and writing before the conference starts. The UT Tyler class is assigned a different member state at the beginning of each semester. Students are then assigned to different councils with unique topics that require extensive research. Students write a position paper, in which they review past precedent and then outline an effective solution.

In Spring 2019 the UT Tyler class represented the member state of Kazakhstan at the New York City conference attended by over 2,500 university students, and I was assigned to the Second General Assembly Committee. I had the honor of receiving one of the few individual position paper awards for my paper on global security within international technology, nuclear disarmament, and space exploration. I would definitely credit the skills I have gained through my English courses and the fantastic leadership for the MUN class for my success at MUN.

Writing a successful position paper requires strong critical analysis skills, as well as the ability to read large amounts of data and both retain and effectively relate that information. Additionally, a successful position paper requires that one take the aforementioned data and use it to present a plausible solution that is grounded in precedent and creativity. Although having an understanding of the United Nations and International law is definitely helpful in being successful in MUN, I would argue that possessing strong communication skills and the ability to connect fragments of information to create an improved understanding of the whole is something an English major prepares you to do.

My English courses require me to read immense amounts of content and synthesize it. My English courses also taught me how to draft and revise papers with an awareness of purpose and audience that demonstrate original critical analysis of an idea. I highly recommend that English majors consider joining a Model United Nations class. You have the skills to succeed, and you will be given the opportunity to network with students and faculty from around the world.



COMMUNICATION AND EMPATHY

FRANCISCO PINEDA, SPANISH BA
2017

So my journey is a little different when it comes to professions considering that I majored in Spanish and minored in English. Currently I am a Spanish teacher at John

Tyler, but I am also a tennis coach. Some would ask how these skills are transferable, but I use my humanities skills daily.

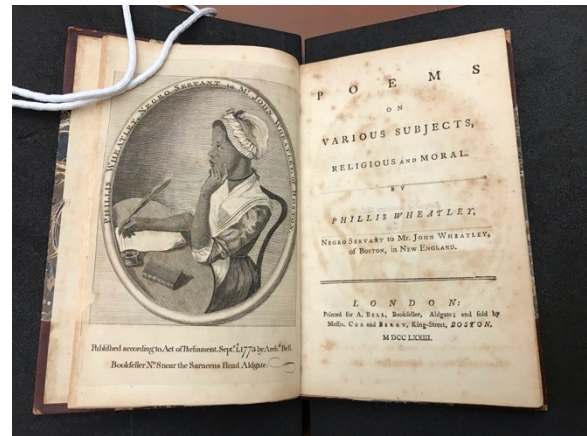
When it comes to Spanish I use the language and skills I have grown up using and learned at UT Tyler to help coach my players. Of the three coaches on the tennis staff I am the only one that speaks Spanish, so I am able to communicate in an easier manner with our players, many of whom are Spanish speakers.

My English minor skills help me build team cohesiveness. Some of our players who do not speak Spanish are partnered with Spanish speakers, and we find connecting words and experiences to foster an empathetic spirit of teamwork. Many Spanish-speaking players who are not very good at English learn to speak, write, and recognize more words by the end of the year because of their exposure of that language. The same could be said for those that do not speak Spanish.

My college training in Spanish and English also help me draft reports in both languages for the administration. Many people might not think that there is a lot of paperwork when it comes to coaching, but true coaches correspond with not just players but parents, administrators, coaches, and media. My training at UT Tyler guides me to find the most persuasive argument for each of those audiences.

It has been a great advantage to have majored and minored in my chosen fields. Whenever I converse with players, coaches, and administrators it is important that I convey my thoughts and intentions in a clear and concise way. I never thought that I

would have used the skills of a Humanities student as a tennis coach, but it has helped my career tremendously.



RELISHING RARE BOOKS

RAVEN JOHNSTON, ENGLISH BA 2013
& MA 2017

The first edition of Phillis Wheatley's poems (from 1773), Frederick Douglass's Narrative (published at the Anti-Slavery Office), the short-lived FIRE!! magazine of the Harlem Renaissance, membership forms for the Black Panther Party—I got to handle all of these and more last August on a visit to the California Rare Book School at the University of California, Berkeley while taking a course on Black Print Culture. We looked at much more than just books—on our field trips to local museums and historical societies, I also had the chance to examine original pamphlets, newspapers, funeral programs, sheet music and church fans from the past two centuries as our ten-person cohort tackled questions about literacy, the distance between reading and writing, and how patronage, publishers, and provenance affect the texts we now get to experience.

Most interesting to me was tracing the original bibliophiles and collectors of Black print culture—it is their interests that shape what can be studied today, because the ephemera they decided to keep is often all that survived.

The California Rare Book School hosts a dozen week-long courses each summer in the Bay Area aimed at librarians, booksellers, collectors, teachers--anyone interested in learning more about rare books. It's a partner institution to the Rare Book School based out of the University of Virginia, who host forty courses throughout the year on an array of topics--The History of European & American Papermaking, Analytical Bibliography, Introduction to Islamic Manuscripts, etc. Both institutions offer numerous scholarships and fellowships to defray tuition and the travel costs to attend—especially for first time attendees like me.

One of my main research interests is book history, which is why I seek out professional development in that area—but there are so many other opportunities depending on your own research interests. The Folger Institute, along with their Summer Academy over Shakespeare pedagogy, has the Institute Summer Programs series with a variety of colloquia, seminars, and short courses. There's also the Digital Humanities Summer Institute, which offers courses on incorporating new technologies in humanities classrooms. You can often find opportunities on-campus too—I attended Quality Matters and Cooperative Learning workshops earlier this year at Richland College in Dallas, where I currently work. Even after graduate studies are done with,

chances to congregate with other professionals expanding their own learning abound—maybe you can find some to your taste. Dream big. Look for a program or summer course in your area of interest and APPLY!



DISADVANTAGES OF AN ENGLISH MAJOR

ALLEN BROWN, CURRENT ENGL MAJOR

I recall a simpler time before 8th grade when Miss O'Dell taught me the basic rules of grammar and the curious art of sentence diagramming. Although previously instructed in phonetics during 1st grade, I was not consciously aware of nor did I care about the related studies of syntax, morphology, and orthography.

While pursuing my Bachelor of Arts in Photography in the 1970s, I learned to appreciate the literary genius of William

Shakespeare, so I minored in English. Certain disadvantages in studying the linguistics of English soon became apparent.

Hearing misuse of pronouns' case in a compound subject caused me to wince when, previously, it was of little annoyance. After completing several 300-level and 400-level English courses, I reached the point where hearing trained speakers misusing pronouns in compound objective cases causes me to struggle against the impulse to correct the speaker's grammar. It is as unpleasant for me as is the scraping of a fingernail across a chalkboard.

[For those whose youth precludes them from knowing what a chalkboard was, it can be described as similar to an enormous computer tablet with no electronics and made of a dense, dark substance mounted on a classroom wall upon which data is input with a stick of white chalk. Clearing the data from the chalkboard "screen" was accomplished with a device called a "chalk eraser." A considerable advantage of a chalkboard over a tablet was the capacity for me to create many images of tiny "feet" by pressing the backs of my fists against the board and then using my fingertips to add "toes." The results were as though a tiny person had walked barefoot across the chalkboard followed by my detention after school.]

Returning to college to pursue an English degree has some positive aspects. Opportunities are provided to study some of the greatest literary works on a level not otherwise available. Scholarly professors sharing their knowledge and insight is an immeasurably precious gift (not counting the cost of tuition).

Improving writing skills is equally important. I have the annoying habit of, unintentionally, splitting infinitives with a modifier. Therapy has failed, but enrolling in English 3375 should help. I suspect Dr. Proper will put the fear of the grammar god into me, curing me of this modifier disorder. It is a pity that UT Tyler has no chalkboards.

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. THE DEPARTMENT'S 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.

ALUMNI UPDATES

L. JACK ADAMS, BA 2010 & MA 2015

INSTRUCTOR, ENGLISH COMPOSITION, FORT
HAYS STATE UNIVERSITY

*Publication: "Why We Continually Misinterpret
Classical Tragedy: Ancient Greek Law within the
Dramatic Tradition." Athens Journal of
Humanities & Arts, vol. 4, no. 4, 2018, pp. 401-
424.*

ADINA BARNETT, BA 2006

5TH-GRADE DUAL LANGUAGE, JOHNSON
ELEMENTARY SCHOOL (EL PASO)

DAVID BEADLE, BA 2019

MASTER OF DIVINITY CANDIDATE,
WYCLIFFE COLLEGE, UNIVERSITY OF
TORONTO

ALEX BOOTH, BA 2015

SENIOR LOAN ORIGINATOR, AMERICAN
FINANCIAL NETWORK

TIM BREWER, MA 2018

POET, TYPEWRITER RODEO & EDITOR,
HOUGHTON MIFFLIN HARCOURT

TERRY BRITT, BA 2013

PH.D. IN JOURNALISM, UNIVERSITY OF MISSOURI
PRESS & ASSISTANT PROFESSOR OF
COMMUNICATION, UT TYLER



ALLEN BROWN: ARGIOPE AURANTIA GARDEN SPIDER

LAURA BROWNLOW, BA 2006

LEGAL ASSISTANT, LAW OFFICE OF BRUCE
D. BAIN

JESSICA BRYANT, BA 2011 & MA 2017

ENGLISH ADJUNCT INSTRUCTOR, RICHLAND
COLLEGE & TARRANT COUNTY COMMUNITY
COLLEGE

AYDEN BURT, BA 2018

FRESHMEN ENGLISH INSTRUCTOR, JASPER
HIGH SCHOOL

CATHERINE CATES, BA 2004

ESL CURRICULUM SPECIALIST, DALLAS ISD

JESSE DOBSON, BA 2007 & MA 2010

EDITOR & PROOFREADER, PAPERCHECK
OWNER, STRANGELIGHT WRITING (WRITING
CONSULTATION FIRM) – SEE FB PROFILE

LINCOLN EDGEMON, BA 2019

EDITOR, FIRST WEB MARKETING

**JENNAHROSE SHAKESPEARE
ENGLISH, BA 2015 & MA 2018**

ENGLISH III AND DUAL CREDIT 1 & 2,
HALTOM HIGH SCHOOL

CHANCE GAMBLE, MA 2019

PH.D. CANDIDATE, RHETORIC &
COMPOSITION, TEXAS CHRISTIAN
UNIVERSITY (TCU)

CHELSEA GOMEN, MA 2017

ADJUNCT, DEVELOPMENTAL ENGLISH, LONE
STAR COLLEGE

9TH-GRADE TEACHER, CYPRESS-FAIRBANKS
ISD

AMBER HENDERSON, BA 2018

CUSTOMER SERVICE REPRESENTATIVE, XACT
XPRESSIONS

LEVI HERRERA, BA 2013

MA IN LITERATURE, TEXAS STATE
UNIVERSITY, 2019

EMILY KLAIR IVEY, BA 2018

INTERNSHIP, STATE SENATOR BRYAN
HUGHES (SPRING 2019) & LAW STUDENT,
UNIVERSITY OF TEXAS AT AUSTIN

ASHLEY JOHNSON, MA 2018

PH.D. CANDIDATE, ENGLISH, UT ARLINGTON
DEAN'S DOCTORAL ASSISTANT, UT
ARLINGTON

ROCHELL JOHNSON, BA 2009

ENGLISH TEACHER, CO-ELA DEPARTMENT
HEAD, UIL ACADEMICS COORDINATOR,
GILMER HIGH SCHOOL

MA IN EDUCATIONAL LEADERSHIP, 2014
PRINCIPAL CERTIFICATION, 2016

**RAVEN JOHNSTON, BA 2013 & MA
2017**

ASSOCIATE FACULTY, COLLIN COLLEGE
PROFESSIONAL DEVELOPMENT GRANT FOR
PART-TIME FACULTY, MLA

REBECCA JOHNSTON, MA 2017

*Publication: "Using Digital Tools to Immerse the
iGeneration in Hemingway's Geographies."
Hemingway in the Digital Age. Kent State
University Press, 2019.*



ALLEN BROWN: TEXAS PANHANDLE HOUSE

ASHLEY JANE KIRST, BA 2019

FIRST TELLER, PROSPERITY BANK

RAQUELLE LANGLINAIS, BA 2019

7TH-GRADE READING & WRITING TEACHER,
VANSTON MIDDLE SCHOOL & M. ED. IN
CURRICULUM & INSTRUCTION CANDIDATE,
UT TYLER

LENA LEE, BA 2014

7TH-GRADE ELAR TEACHER & DEPARTMENT
CHAIR, TRINITY SPRINGS MIDDLE SCHOOL
(KELLER)

CALEB LETKIEWICZ, BA 2017

CHAIR OF SPANISH DEPARTMENT, MARTINS
MILL HIGH SCHOOL & MA IN SPANISH
CANDIDATE, TEXAS A&M COMMERCE

SAMANTHA MCCULLOUGH, BA 2015

AMERICAN & BRITISH LITERATURE
INSTRUCTOR, NEWMAN SMITH HIGH
SCHOOL

HEAD GOLF COACH, NEWMAN SMITH HIGH
SCHOOL

MA IN EDUCATIONAL LEADERSHIP
CANDIDATE WITH PRINCIPAL
CERTIFICATION, UT TYLER

ALLISON MCGEE, BA 2014

THEATER DIRECTOR, CUMBERLAND
ACADEMY

**KATELYNN WYNN MCGUIRE, BA
2012**

MARKETING COORDINATOR, MCGINNIS
LOCHRIDGE (HOUSTON)

SUSAN NEWCOMB MOWRER, BA
2016

*Publication: Burying Fletcher & Other Stories
that May or May Not Be True (Amazon)*

LEIGH ANN OLEJNIK, MA 2014

PH.D. CANDIDATE, COMPOSITION &
APPLIED LINGUISTICS, INDIANA UNIVERSITY
OF PENNSYLVANIA

ALIA PAPPAS, BA 2016

VOICE ACTOR, THE ATOMIC LIBRARY
PODCAST

FRANCISCO PINEDA, BA 2017
(SPANISH)

SPANISH TEACHER, JOHN TYLER HIGH
SCHOOL

ASSISTANT TENNIS COACH, JOHN TYLER
HIGH SCHOOL

MAGGIE RAYMOND, MA 2017

*Publication: "Review of The Secret Lives of Geek
Girls." Margaret Atwood Studies vol. 12, 2018,
pp 51-52.*

LIZ REEDY, BA 2018

AP SENIOR & JUNIOR ENGLISH AND 10TH
GRADE, HENDERSON HIGH SCHOOL

MINDY ROBERTSON, BA 2000

REGION 4 PREVENTION RESOURCE CENTER
REGIONAL EVALUATOR

AMANDA MAHAN RUSSELL, BA 2009

*Publication: Barren Years: Poems Finishing Line
Press, 2019*

JAMES CHASE SANCHEZ, BA 2009 &
MA 2011

*Publications: "Confederate Statues Can't Be
Considered Apart from Racism & Terror They
Represent." Ft. Worth Star Telegram 24 July
2019*

*"Race Within the Machine: Ambient Actions and
Racial Ideology." Rhetorical Machines Ed. James
Jones and Lavinia Hirsu. University of Alabama
Press, 2019, pp. 137-161.*

VICTORIA LAYNE SEIGLER, BA 2013

OPERATIONS MANAGER, ELEMENTS
MASSAGE

JOSHUA SMITH, BA 2014 & MA 2016

REFERENCE ASSOCIATE, TYLER PUBLIC
LIBRARY

JAMMER TALKS ABOUT PODCAST
(SOUNDCLOUD)

HEATHER STEWART, BA 2012

4TH-GRADE WRITING, STORY
INTERMEDIATE (PALESTINE)

LAUREN SWASTA, BA 2018

PRE-AP & LEADERSHIP (G&T), ENGLISH II &
HUMANITIES, CLEAR BROOK HIGH SCHOOL

AUTUMN VAN BUSKIRK, BA
EXPECTED 2020

Publication: "He Said, She Said: An Exploration of the Use of Accents, Dialects, and Languages Throughout American Realist Novels." UTSA Undergraduate Research Journal Vol. 6, 2019

JASON WALKER, MA 2016

ENGLISH INSTRUCTOR, TYLER JUNIOR
COLLEGE

Publications: "Gin & Tonic," "The Moment You Learn You're a Fag" (short stories) Cleaning Up and Glitter

DANIELLE OUIDA WILLIAMS, MA
2018

Publication: Sunbeam and the Curse of the Golden Key. Barringer Publishing, 2019. (Amazon)

SIDNEY WILSON, BA 2017

MA CANDIDATE, MEDIEVAL ENGLISH
LITERATURE, UNIVERSITY OF ST. ANDREWS
(SCOTLAND)

TAYLOR WILSON, BA EXPECTED
2020

Publication: "Choosing the End: Women's Suicide in Literature and the Search for Agency in Impossible Circumstances" UTSA Undergraduate Research Journal Vol. 6, 2019

CALL FOR SPRING 2020 COLUMNISTS

WHAT TOPICS WOULD YOU LIKE TO SEE COVERED IN THE NEXT ISSUE OF THE DUCTILE ANCHOR? WE ARE LOOKING FOR COLUMNISTS FOR THE SP20 ISSUE.

ALUMNI: 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).



I AM A SINGER

MICAH WALKER, CURRENT MA
STUDENT

I am a Musician.

I am a reader, as well. I have been surrounded by books since birth, and I began to read them myself at the age of three. But I learned to sing before that.

I am a Singer. Singing requires words. A song without words is only half a song, to a singer. There is always a story to tell. Therefore, Music and Literature have always been linked in my mind.

I am not alone in this. The greatest authors of the past, all of the great fantasy writers and poets, all understood the power of music. They were Musicians; their instrument, Words.

Think of the Muses of the ancient Greeks: the singers of songs, inspirers of artists. Think of the Biblical authors, declaring that

the morning stars sing for joy. Shakespeare, who called music the “food of love”. Lord Byron, who spoke of nature singing. C. S. Lewis’s Aslan and Tolkien’s Ainur, who sang their respective creations into being. Music is the thread that weaves in between the strong warp threads of Words.

I have sung poems by Shakespeare, Goethe, and Ronsard—in their respective languages. I have sung Biblical texts. I have read the melodious words of Thoreau, searched for his words set to music, and found them wanting.

If the story is compelling enough, I heard music in the distance, like a movie soundtrack. Sometimes it is music I already know, due to my classical training. I read the tragedy of Titus Andronicus and heard the First Symphony of Samuel Barber. I read Thoreau’s “Autumn Leaves,” and it is now irreversibly connected to Respighi’s Pines of Rome suite in my mind.

And if the music is compelling enough, I tell a story. A beautiful story runs through my head every time I hear “Jupiter” from Holst’s Planets suite, a story about a triumphant and kindly king returning home. I have an unwritten poem in my head about a ghostly church service underwater, inspired by Debussy’s “Sunken Cathedral”.

Recently, the two sides of my life have become even more entwined, as I had the opportunity to play the lead role in Gilbert and Sullivan’s opera The H. M. S. Pinafore. In order to get into character, I wrote a diary from my character’s point of view. It worked a little too well, as I had difficulty remembering exactly who I was for a few

weeks. That is the power of Music and Story combined.

I have no gift for reading or writing poetry. But I love and can create poetic prose; the type that might appear in a music critic's review or that could be set to music itself. That is what an English Master's degree can do for me: train me in the use of Words. And more importantly, give me the ability to awaken others to the beauty of both, as a teacher.

I am a Musician. My instruments are Song and Words and Story.

I am a Singer.



CHANGE THE WORLD WITH AN ENGLISH DEGREE

CATHERINE CATES, 2004 BA

Many English majors graduate with the intention of becoming teachers. I didn't have that intention, but when other options didn't work out, I did become a teacher. I

enjoyed it. It was comfortable; but I thought a high school English teacher was all I would ever be. I didn't think I would get very many opportunities to make a difference or have a real impact on a global society. Boy, was I wrong.

After seven years of teaching high school English, I joined Dallas ISD as an ESL teacher. Teaching high school ESL is just like teaching regular English, but everything is on fire and this is fine; we can work with this. A student enters the class from another country speaking no English, some with broken schooling in their background, and your job is to get them ready to graduate in four years, fluent in English, without losing their interest or hope, and working around all life circumstances that arise for students living in poverty.

This is the hardest, most beautiful, and impactful career I could ever imagine. It is my incredible honor to say that I am now a high school ESL Curriculum Specialist for Dallas ISD, the district with more English Learners than any other in the state. My English degree gave me the ability to be in this role today and see many beautiful and broken things.

I sat with a 19 year old from Thailand as he read in English for the first time. I heard a shy young man from Kenya explain the metaphor in a poem with the depth and detailed understanding of a university student, even though he had to translate some words from his language.

In each of those situations, my college education has given me the gift of being there. It opened this door for me. I have never been just a teacher. I am an

educational guide and advocate for these kids - MY kids. There are jobs, careers, and callings out there that you don't even know exist yet. A degree in English can be the key to open doors for not only yourself, but for others who have been locked out or locked up for far too long. You can change the world with a degree in English.



LET US CONSIDER THE CLASSROOM

KAREN BUCKLAND, MA 2019

Because I am an English major, I can use words to get what I want and teach my students to do the same. Reading critically and writing well is an incredibly beneficial skill because in my experience, it can win grants, scholarships, and program initiatives. The skills I developed in my English education as a writer and critical reader have proven essential to nineteen years of success and joyfulness in my own classroom.

I know that the current trope encourages English majors to resist “just being a teacher.” I do think it is splendid that English majors have a myriad of options beyond teaching. However, for me, the classroom is the happiest place on earth. I eagerly anticipate school every day because I work with the most amazing students on the planet. I know that the meaningful and lasting relationships I am able to forge with my students come easily to me as a direct result of my background in literature. So far, I have been able to put the right story or poem or novel into the hands of the right kid at the exact time they needed it.

As another plug for teaching English, I will tell you that one of the best things about my job is spending my days teaching and studying literature that I love. I have no less than one million stories of classroom miracles that are inspired by literature. Teaching it is a rare privilege because of two reasons:

1. Reading and writing is the subject people need for the study and pursuit of all other subjects. You can live a long a happy life without knowing the Pythagorean Theorem or that the mitochondria is the powerhouse of the cell, but if you do not read or write well, you will not succeed in any academic field or professional job.

2. Our humanity is inside of our literature. All of the best people are the best people because they have the capacity to empathize with others. This is learned in stories, therefore, making good humans happens inside of storytelling.

In conclusion, teaching is something that literary scholars should consider. Passing on

a love for books and learning is a noble pursuit. Having a career that I love makes the “daily grind” joyful. It is just like Professor Strong always says, “the secret of life is in meaningful relationships...or in Lear.”



I TOO WAS ONCE A TEACHER

JESSE DOBSON, ENGLISH BA 2007 &
MA 2010

As a writer and an English student, I’ve been free to approach my life and my career in my own way. Not all approaches offered an overabundance of money or stability, but there was plenty of creativity! The options for English graduates extend way beyond teaching, obviously, but teaching was a great start to my own career.

I got to teach college and high school English classes for a while (which was awesome), and my English degree served me well. One undervalued advantage is that studying

literature helped me empathize and connect with students—and with people in general. Plus, I think literature engages students more easily than any other school subject. It’s just more fun.

As a teacher, experience with learning management systems (like Google Classroom, Blackboard, and Canvas) and extra certifications (like Teaching English to Speakers of Other Languages) can offer an edge over the competition. A master’s degree along with a teaching certification can also be a tremendous advantage for high school teachers, as it allowed me to teach dual-credit classes. Many dual-credit teachers receive a stipend from the collaborating college or university, which is always welcome.

I left teaching to live closer to family, and I wound up pretty far away from any decent-sized city. Luckily, my skills are fairly easy to apply online, and I found a full-time position as an online copy editor. Teaching prepared me to edit other people’s writing, but my background in rhetoric and composition helped me understand writing’s precision and mechanics. If you’re willing to learn all the boring stuff about grammar and about formatting styles (APA, MLA, Chicago, etc.), copy editing can be a great job. I mostly edit academic and professional papers, so I never know what I’ll get to learn when I start working!

I also run my own tutoring and consulting business on the side, and my experiences in education and in editing are the perfect background for a writing tutor—check out strangelightwriting.weebly.com if you need help with any kind of writing! Ultimately, I

still don't know who I want to be when I grow up, but my background in English gave



COMPLETING AN IMPROBABLE CIRCLE

DR. TERRY L. BRITT, 2013 BA

If you've never heard of me, allow me to make this introduction: I am Dr. Terry L. Britt, the newest assistant professor in the Department of Communication at UT-Tyler.

And I am the last person on earth who ever thought I would be writing or saying that.

That's because eight years ago, I was a 45-year-old two-time college dropout at the gates of a frightening personal crisis, one that would require a level of courage and determination I wasn't sure I could produce. I made my decision – giving it one final try at completing a bachelor's degree, 21 years after my last days as a college student – and

me the freedom to live a different life every time I sit down to read, write, or edit.

enrolled full-time at UT-Tyler as an English major.

I had spent the previous two decades as a newspaper reporter and editor, albeit in the obscurity of a handful of small cities across a four-state region. I had to continue working full time as a journalist while somehow inching toward this long-abandoned goal of graduating college. Anything beyond a bachelor's degree was not in my plans.

Numerous professors in the Department of Literature and Languages and the Department of Communication convinced me otherwise. One by one, these perfect arcs of opportunity, confidence, and reimagining began to be drawn and beckoned me to follow where they led. In two years, I finally had my first college degree, 30 years after I first began undergraduate coursework at another university in another state.

I immediately went on to UT-Austin and its School of Journalism, and in another two years I had become the first person in my family history to earn a master's degree. The path turned again, this time taking me to the world's oldest and longest-running Ph.D. program in Journalism, the University of Missouri.

Earning a doctorate and establishing a new career as a classroom instructor and media researcher wasn't all I discovered in Missouri. On my first winter break there, I met a charming and beautiful person named

Amy. Three years later, I had a new family coming back with me to Texas.

Now, here I stand at the exact point where this unlikely journey began. The circle has been completed, and all it took was a personal leap of faith when it mattered most.

There is a wondrous circle waiting to be drawn for each of us. Regardless of where you find yourself in life, never give up hope. Never give up on yourself.



CREATIVE SPIRIT

LAURA BROWNLOW, ENGLISH BA
2006

I graduated from UT Tyler 20 years after graduating from high school. That's right, I was one of "those" students. You know...OLDER.

I am so proud to say I am also a member of the International English Honor Society Sigma Tau Delta. Why is this such a big deal to me? Because when I was in high school I

loved reading and writing and wanted to be in Mrs. Starkey's English class. She taught honors and I just knew it would be fun. When I asked her permission to be in her class she said no because she didn't think I could handle the reading...*cricket noise inserted HERE*

It took time and life experience for me to settle on an academic path. I had worked in daycare, the Texas prison system (as an administrative technician and guard), and for the Texas Department of Public Safety (as an administrative technician). Once the decision was made to finish what I had started so many years before, my love for reading and writing made an undergrad degree in literature seem the appropriate fit.

I also enjoyed interacting with children, so adding a teaching certification made sense.

After graduating I accepted a teaching position with Trinidad ISD in Henderson County, Texas. Trinidad is a public school and, at that time, only averaged approximately 175 students Pre-K through 12. I was THE English department! There was a "family" feel to working with the administration, co-teachers, and students in such a small school system. I made bonds with students that I maintain to this day, and they feed my soul because I was never able to have children of my own.

Circumstances dictated yet another change in direction for my life (funny how that can happen at ANY given time), and I ended up partnering my English background with a paralegal certification and moving into the legal field. Now, I work for an attorney who practices family law (he always says I work

WITH him, but I keep reminding him HE writes the checks). I draft legal pleadings, discovery documents, and correspondence with clients, attorneys, courts, and various experts we may call on.

I can tell you there isn't a whole lot of creativity with legal writing, so I began going to a writing conference with my mother (who also happens to be a UT Tyler English alumni). The conference was in Santa Fe, New Mexico and I was so inspired by the beauty of the Land of Enchantment and the people I met there that I started my first creative writing project. Yep, now I'm one of "those" people. You know...with an unfinished novel in the top drawer! Even if you use your degree to 'pay the bills,' if you love literature don't neglect your creative spirit.

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?

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IMAGINE THE THINGS YOU COULD DO

J. LYNN ADAMS, ENGLISH BA 2010 & MA 2015

I am not going to lie, working overseas is not always easy. Sure, you can teach Oral English with a B.A (or, sometimes a B. in anything). But, if you want to teach writing, literature, critical thinking, etc.; then, you need something more. That is where those of us that continue on and become M.A. alumni of UT Tyler have a great advantage throughout the world.

For example, our department's faculty trained me well in grammar, rhetoric, and composition. Then, I went on to study law, but it wasn't for me, English was. So, I went back to UTT for an M.A. And, that deeper level of training I received from our faculty, many longtime friends, prepared me for a much bigger world.

So, with that in mind, we have to look outside of the position we are in today. Yes, for those of you working on your M.A., I know that life as a T.A. or adjunct is not always fun. But, we can do more if we think about the skills and the practice provided to us in the program.

When I finished the program in December of 2015, within 6 months I had an offer for a fulltime position. So I moved to China and have been here ever since. But, without the research, theory, and pedagogy classes I had access to at UTT, I wouldn't have received my position. And, that same underlying training has helped carry me through other difficult experiences as well.

For example, last winter I attended the Cambridge University CELTA course. I succeeded due to my studies at UT Tyler. As a sophomore, I was studying the complete structure of sentences, how words work together, and how they become paragraphs, etc. Then, as a junior and senior, I had to use that knowledge to build better arguments each time I wrote. And, as a graduate, I had to defend every single assertion with logic and reason, backed up with evidence and examples (and, I learned to love the written word because of it). Just as importantly, I gained experience in defending a lesson plan and then presenting it. I wouldn't have passed the Cambridge University course without that grounding.

Now, not everyone is interested in working overseas. But, if you are, gain some experience. Take a chance. And, with the proper preparation, imagine all the things you can do, no matter where you want to go.



ENGLISH APTITUDES HELP EVEN IN PLACES WHERE ENGLISH IS NOT SPOKEN

CHRIS WILLIAMS, CURRENT ENGL
MAJOR

After spending two months of my summer in Queens, New York, otherwise known as the melting pot within the melting pot of New York, I admit that the English language was not at all necessary to communicate with those around me. I say this because I lived in a neighborhood surrounded by thousands of people from the countries Bangladesh, Jamaica, and China, to name a few. Many of these people lived in clusters of the city where there was no need to speak English because their local stores, local parks, and neighbors were all immersed in native languages. Therefore, these people could get by living in Queens, New York with little to absolutely no comprehension of the English language.

It appeared I had come all that way (1500 miles from Tyler, Texas) with the one language I didn't need. At least, this was my initial thought. However, each day when I took walks down the sidewalks of Queens, I noticed patterns in the way the plurality of cultures would talk and speak in their native tongues. They would say Namaste (a common greeting in all of South Asia) or Tashi-Dilay (a common greeting in Tibet, China), and I began to put together the puzzle of their mouths.

I remember going to a park to meet with a friend named Asgar, from Bangladesh. He spoke English better than most people from his country, but he needed to improve drastically before he would be fluent. At first I would say a few words to him in English, and he would reply with a few words in English and Bangla, his native language. Then after listening, I would repeat a few words to him in Bangla, and Asgar would say a few words in Bangla back to me. I rid my vocabulary of the complicated niche terms found within the English language and used as many Bengali and English words I could in joint sentences. Here is an example of what we might say to each other as a greeting: "Hey, friend. Apni Kemon Achen? (How are you?) How is your Abba (Father)?" We mixed in a few words here and a few words there to create something new entirely. My English skills gave me the tools needed to engineer a language on site.



ENGLISH NERD VISITS AFRICA

HANNAH WILSON, CURRENT ENGL
MAJOR

As someone who was born and raised in the United States, I assumed I had a decent handle on the English language; I never would have dreamed that living in another country would help me to develop my communication skills.

When I moved to Kenya, Africa in the fall of 2013, I assumed that communication would be something that I would struggle with for the entirety of my stay. I was pushing myself to learn Swahili (Kenya's national language) and desperately hoping that the people I would meet would be kind to me for butchering their beautiful language. However, through careful research, I learned that most people in Kenya also speak English. Initially, I was relieved, but little did I know that interacting in English would prove an interesting challenge in its own right.

Things began to go wrong as soon as I stepped out of the airplane. I complimented someone's jeans, calling them "pants," only to be met with bashful smiles smothered amusement. I dropped a good, East Texas "ya'll" and heard giggles and saw confused stares. Another day, I tried to explain delicious Tex-Mex "tacos" to some of my friends and was confronted with outrageous laughter! What was I doing wrong?

Over the course of my stay, I discovered my multiple errors. I learned that Kenya used to be a British colony until 1963, so they actually speak and spell in British English, not American English. It turns out that "pants" is the British English term for "underwear," so I was unknowingly complimenting my friends' undergarments instead of their jeans. Later, I remembered that "ya'll" is limited to the slang of the southern United States, so I quickly self-corrected and began to say "you all" or "everyone" after that. Finally, to my horror, I recognized that "taco" sounded suspiciously like a Swahili word for "buttocks." No wonder everyone was laughing at me all the time!

As time went by, I learned to adapt and improve my communication skills. My personal vocabulary grew exponentially during that time and I was better able to understand English as a whole, as well as Swahili. The most important thing I learned during that time, with regards to language, is that culture has a major impact on the languages we speak. Every language has different dialects, slang terms, and humorous anecdotes waiting to be shared—we just have to be willing to learn them.



#BREAKTHESILENCE TOGETHER

AMANDA MAHAN RUSSELL, BA 2009

How does a person create fulfilling human connections after moving away— either in distance or by ideology— from their family and friends? Isolation can be caused by a lack of meaningful human relationships but also by silence. When a person suffers in silence, she cuts herself off from the human connections that could bring her healing.

"No one talks about this!" Dr. Bhangoo said after reading over the publication-announcement postcard I handed her. I was at my OB's office for my final check-up after the delivery of my daughter. I was excited not only to give her a good report on my recovery and my daughter's growth but to share with her the news of my first poetry collection going into print, *Barren Years*.

What is it that no one is talking about in this day and age? What is left for us to #BreaktheSilence about? As Michelle Obama states in her autobiography, *Becoming*, "If I were to start a file on things nobody tells

you about until you are in the thick of them, I might begin with miscarriages.”

My collection of poems centers around my experience with miscarriage which, as Mrs. Obama states and my OB agreed, nobody talks about. Why then would I? Grief can be a debilitating experience under any circumstances. For me this was certainly the case after my miscarriage. Not only did I feel devastated, I felt alone because I had no idea how often this type of thing occurred or who I could go to for support or how to express myself even if I had figured out what to do.

Naturally for me, I turned to creative writing as a means of processing and sorting through my thoughts and feelings. I never intended to share my work with anyone. But as I began opening up to a few people and sharing my work with some of my close friends, I learned that many of them had also experienced miscarriage. It became clear and important to me that other people not go through this experience in a state of profound isolation as I had. So, I began to work on putting my poems into a collection. Publishing *Barren Years* is my attempt to let women know that they are not alone in their experiences with miscarriage, all their feelings are valid, and grief is a thing to honor. Let's #BreaktheSilence together.

Barren Years: Poems has been published by Finishing Line Press and is available for order.



INTRODUCING DR. PIERRE-LUC PAQUET

ALISSA VANDERGRIF, CURRENT
ENGL MAJOR

The Department of Literature and Languages has welcomed a new face to their faculty, Dr. Pierre-Luc Paquet. Originally from Quebec, Canada, Dr. Paquet has since lived in Spain and Mexico, and now is a happy resident of Tyler, Texas.

Growing up in Quebec, Dr. Paquet struggled with learning English in high school. He admitted that just to pass with a 60, he had to have four hours of private tutoring every week. He accounted that his desire to study second language acquisition arose from the difficulties he faced as a second language learner in grade school, as it motivated him to understand how the brain processes languages.

After high school, Dr. Paquet went on to earn his BA in English and Spanish as a Second Language. Because he never

intended to pursue teaching, he originally decided to apply for another undergraduate degree, this time in international business. His mind was changed, however, when he received two job offerings in teaching and - figured he'd give it a shot. It was then that he realized how much his experience with learning a second language enabled him to empathize with his students. "I suffered as a second language learner," he said, "I know what my students are going through."

While working as a lecturer in Quebec, Dr. Paquet would live in Spain for three to four months out of each year while studying at the University of Alicante. Here he earned both his MA in English and Spanish as a Second Language and his PhD in Second Language Acquisition.

During this time, he was hired to create didactic material for teaching French as a second language and was a pedagogical coordinator in a French immersion program where he also taught French for five years. Dr. Paquet worked as an assistant professor in Guanajuato, Mexico for two years before finally moving to East Texas.

In his ten years of teaching, Dr. Paquet has taught many different didactic and linguistic courses, including classes such as French and Spanish, second language acquisition and learning, discourse analysis, curriculum design, and research methodology. This fall at UT Tyler, he is teaching Accelerated French I and Spanish for Oral Proficiency. To achieve success, Dr. Paquet encourages students to focus not to be on the grade itself, but on what they can accomplish with the new knowledge they have.

Dr. Paquet has an article in an upcoming issue of the International Association of Multilingualism, which is one of the biggest associations in the field of multilingualism. He is looking forward to this publication, as he is proud of the work he and the association have put into it.



A NOTE TO STUDENTS

DR. HUI WU, PROFESSOR OF ENGLISH
AND CHAIR

I am happy to announce that the new interdisciplinary minor, Language and Technology, has officially started. I am writing to delineate what this minor can do for you.

First, this minor helps you answer the critical question, "What are you going to do with your degree (besides teaching)?" The Minor re-affirms the values traditionally associated with literary study while simultaneously

adapting these values to resonate with the growing digital job market. Research proves that curricula like this Minor enable students to understand how the humanistic tradition of critical thinking and analytical writing is complementary (not diametrically-opposed) to today's digital economy (Nealon, 192). Literary study has historically been a celebration of human experience and an investigation into the social norms, values, and circumstances that shape one's perception of reality (Krystal 7-8). In interpreting literary texts, you are thinking critically about sociocultural problems that an individual faces locally and globally; and then you present your re-envisioning of these issues in a clear, deliberate manner. Interpreting literature and articulating arguments based thereon requires skills that "make explicit and clear and full what has been implicit, coded, and indirect" (Harpham 1). In this sense, you possess the powers of interpretation and articulation. Your English skillsets dovetail with those required by the professional world—mining and interpreting data, discovering trends and patterns, analyzing multifaceted problems, and presenting dynamic solutions that eschew over-simplified understandings of real-world issues.

Next, contemporary knowledge-based occupations require a high degree of intellectual flexibility. Employees must quickly adapt their minds to shifting networks of social relations, human activities, and digitally-mediated flows of information exchange. It is this degree of intellectual flexibility where you excel as an English major. The Minor in Language and Technology makes your passion for English studies relevant to today's economy in the

digital age. With this Minor under your belt, you will graduate with a portfolio of digitally-native work that demonstrates your completed research projects while also illustrating your capacity to effectively compose complex audio-visual texts for a variety of audiences. I hope you enjoy the courses and have more career options.

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