

*Lay your shadow on the sundials,
And let loose the wind in the fields...*

Rainer Maria Rilke

English Department Capstone Conference



07 December 2018

Kirkhof Center

Grand Valley State University

Allendale, Michigan



ENG 495

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Why a Capstone Conference?

The English Capstone provides several important opportunities for English majors not offered elsewhere in the curriculum: the opportunity to reflect individually on the intellectual impact of majoring in English (intellectual autobiography); the opportunity to engage in the development and writing of an extended paper (senior thesis); and the opportunity to participate in the public presentation of the thesis work (departmental student conference).

Our Capstone course underscores the department's principles and values: to cultivate critical reading and reflection; to produce excellent writing in a variety of forms; to speak, read, and write effectively; and to achieve literary, analytical, pedagogical, and theoretical skills.

This conference is the culminating event for the English Capstone course. It requires that students publicly present a project for which they have been responsible from its inception to its final form. The presentation makes concrete the expertise that students have accrued in the research process and allows them to speak as authorities on their topic. No matter what career our students enter, public speaking is an essential skill, as is the act of distilling complex knowledge into a compact yet comprehensible package. Thus, this final assignment for the Capstone course is the one that perhaps most clearly transitions students out of the major and into the next phase of their lives. We see this element of the course as a way to help students recognize each others' accomplishments—and to help them be proud of their own as they move forward into their various futures.

Schedule

Session One: 9-9:50 a.m.

Panels A, B & C

Session Two: 10-10:50 a.m.

Panels D, E & F

Session Three: 11-11:50 a.m.

Panels G, H & I

Session Four: 12-12:50 p.m.

Panels J, K & L

Session Five: 1-1:50 p.m.

Panels M, N & O

Session Six: 2-2:50 p.m.

Panels P, Q & R

Notes

Students will present in the order in which they appear in this program; a question-and-answer session will follow once all students on the panel have presented their papers.

Should you have questions, issues or concerns during today's program, please contact faculty in KC 2264.

Refreshments are available to all presenters and their guests, located on a table at the end of the hallway by KC 2270.

Panel A**KC 2259****Elementary Issues**

Facilitators: Dr. Dawn Evans &
Dr. Brian White

Matthew Wallach
‘Fostering an
Inclusive Environment
for English Language
Learners’ Future
Success’

With the increasing number of English Language Learners (ELLs) entering the United States, teachers and scholars continue to examine practices that best help these students to achieve success in their second or third language. There is general consensus on some specific teaching methods that have been successful for ELLs, such as scaffold teaching. While scaffolding is not an unfamiliar practice for English Language Arts teachers, this paper will examine linguistic intentionality of using the method with ELLs. I will further argue that if teachers are going to be successful with the increased enrollment of ELLs, then school systems will need to become more culturally responsive. In order for teachers to achieve the best results for ELLs, there must be proper support in place to help advance their academic achievement. The success of ELLs is important to the advancement of America’s future economy and citizenry.

Brittanie Railling
‘Investigating the
Quantity of Homework
Assigned to
Elementary Students
and Other Factors
Also Negatively
Affecting Student
Achievement’

Homework has always been and still is a controversial topic in the realm of education. Some have argued it is imperative for students to have out of class work to be successful, while others have argued that it is not necessary at all; indeed, some believe homework is actually worse for and can negatively affect various students. Moreover, the purpose of this thesis is to analyze how the type and amount of homework assigned to elementary students can impact success. This paper considers how factors, such as low socio-economic status, and/or low-parental involvement, have greater impact on creating student achievement gaps for students outside the classroom than homework does. Teachers only have the ability to help and monitor students during the school day; as soon as students go home, they face their own challenges, unknown to administrators. Still, to completely omit homework is

unrealistic; moreover, it would cause unforgiving storms for educators.

Anna Montgomery
**‘Retention Laws: The
Opposition to
Student Success’**

In 2016, Michigan’s Governor Rick Snyder passed a retention law that allows educators to hold third-grade students back if they are reading at a level that is at least one grade behind. With this bill going into effect in Michigan soon, it is important to look at the detrimental effects retention programs have had on students and school communities who have already implemented it. With the numerous amounts of research available on these retention programs, it has been discovered that students are experiencing traumatic repercussions when retained, and that the success rates of many of these programs are proved to be only short-term solutions. Instead of helping students, these retention programs are causing damaging effects at a high cost. Exploring the effects, as well as alternative programs that benefit children and are more cost-effective, is important in order to continue to provide the best for our students.

Panel B
KC 2266

Discovery Through Dystopia

Facilitators: Prof. Gayle Johnson &
Dr. Ashley Shannon

Trisha Mason
**‘Finding Unity in the
Chaos: How
Dystopian Settings
Can Facilitate
Humans’
Reconnections with
Nature’**

One of the many ways in which dystopian literature attempts to comment on the state of current society is by alluding to humanity’s exploitation and estrangement of nature. As the walls of civilization are both metaphorically and physically broken down in dystopian settings, people are both encouraged and, at times, forced to reconnect with nature to come to terms with their altered world. By analyzing the diverse dystopian settings of Margaret Atwood’s *Oryx and Crake*, Cormac McCarthy’s *The Road*, and Octavia Butler’s *Parable of the Sower*, this thesis demonstrates the ways in which the characters in these novels rejoin nature after their civilizations are destroyed. While the characters and settings of these novels share some similarities and connections between them can be drawn, they each present a unique dystopian world and characters that find ways to develop a relationship with the changed world around them to survive.

Katie Johnson
**‘Beyond the Magic:
Life Lessons to Be
Learned through
Harry Potter’**

J. K. Rowling’s *Harry Potter* allows its readers access into a world abundant with magic and wizardry. This text set is known for its fantasy culture, but exudes much more. Through the diverse personalities of characters, there are underlying lessons to be learned through Rowling’s whimsical writing. Readers may not directly relate to the themes of magic and wizardry, but may be able to find connections through experiences these characters have. Through the challenges the individuals are faced with, readers can relate by learning lessons based on morality, ethics, ways to cope with difficult situations, and/or the struggles that come along with maturing and entering adulthood. Younger audiences may be shaped by these life lessons simply because they are able to grow up as the characters do. Young or old, readers can find many useful lessons for living within Rowling’s *Harry Potter* phenomenon.

Katherine Impellizzeri
**‘Sacrificial Acts in
The Hunger Games’**

The word ‘sacrifice’ embodies a deep and historical religious background that stretches over five-thousand years into the past. Sacrifice carries meaning in giving up for another, a significant exchange, or even laying one’s life down for a specific cause. Incorporating sacrifice through literature has provided a new meaning to the concept, as it sheds a light on the many different forms of sacrificing. Through these different forms, sacrifice is displayed specifically through the works of current dystopian literature. The purpose of this study is to develop the theme of sacrifice through a historical and literary context, and to discover this theme throughout the dystopian novel *The Hunger Games* by Suzanne Collins. This study will also analyze the pros and cons of teaching this sacrificial piece of literature in a classroom today.

Panel C
KC 2270

Framing Identity

Facilitators: Dr. Lindsay Ellis &
Dr. Kate Remlinger

Brendon Butler
**‘Singular “They”’: The
Fight of Gendered
Language, Social
Change, and Identity’**

As a culture changes, the ways in which speakers use the language changes as well. Across the United States there is increased visibility of the singular “they” as a preferred pronoun. However, this change in the American-English dialect contradicts the societal rule that “they/them” is only to be used in reference to a group versus a single person. Readers see much of this change reflected in young adult literature, as well as in current television series and video games with a young adult audience. Younger speakers are still learning language usage and identity recognition. This, along with gender identity and the norms surrounding gender performance, is why much of the references drawn involve these topics. In my thesis I examine use of singular “they” as being normalized and argue that this shift in grammar usage is emphasized and taught to younger speakers through literature and media.

Mary Fentiman
**‘The Use of “Pronoun
Fluidity” in the
LGBTQ+ Community
as a Form of
Breaking
Heteronormative
Culture in Society
and Promoting
Inclusivity’**

In this paper, I delve deeper into the realm of pronouns and personal pronoun choice referred to as “pronoun fluidity” by members of the lesbian, gay, bi, transgender, and queer (LGBTQ) community. I first explored the history behind gendered language and the influence it has toward marginalizing the LGBTQ community. While used predominantly as a way to belittle others, it is now used in many positive ways as well. I analyzed studies that showed how the LGBTQ community is repurposing “homophobic language” as a form of bonding and redirecting the power those words have into something more positive. Expressing identity or sexuality through language helps promote inclusivity and positive exposure in today’s society. Lastly, I was curious if having a gendered or non-gendered first language had an impact on pronoun fluidity, and found research that explores the more linguistic aspects on it.

Megan Krom
**‘The Meaning of a
Mark: The Semiotic
Nature of Tattoos and
Identity’**

In today’s society, tattoos are becoming increasingly popular amongst the general population. The previous stigma against tattoos is slowly receding, and that is largely because of the new ways in which tattoos are being used. Whether the tattoo is to cover a scar from an accident or battle with a disease, a

literal representation of a crime/act committed or viewed, or a representation of something meaningful to the individual, each tattoo has a story. Five people may have the same tattoo, but each person will have a different meaning for the image or words on his or her skin. This paper explores the reasons behind why people get tattoos, along with analyzing the “semiotic self” that becomes part of one’s identity, create a narrative that is unique to each individual.

10 a.m.

SESSION TWO

Panel D Of Codes & Modes

KC 2259

Facilitators: Dr. Lindsay Ellis &
Dr. Sherry Johnson

Shelby Sandora
‘Standard and
Non-Standard
Varieties of the
English Language:
African American
English and Its
Inclusion in the
Classroom’

This paper addresses Standard and Non-Standard varieties of English and the misconceptions about dialects, languages, and language varieties. Focusing mainly on African American English (AAE), this paper discusses the history, qualities, speakers, and general attitudes toward AAE. Taking into account the attitudes of teachers, students, and society, this paper argues that negative attitudes hinder achievement not only in the English Language Arts classroom, but also in classrooms that cover other disciplines. This paper approaches the idea that the use/inclusion of AAE in the classroom is affected by socially-constructed norms and ideals about the English language. Finally, this paper offers teachers tools they can use to be inclusive of AAE and other dialects of English in the classroom, such as code-switching and other changes they can make.

Mackenzie Meckl
‘African American
English in the
Classroom: A Case
for Code-Meshing
and Inclusion’

This paper’s purpose is to examine the differing attitudes surrounding the use of African American English (AAE) versus Standard American English (SAE) in the classroom, how AAE speakers are taught to communicate in various contexts, and the need for teacher and student education on classroom diversity. Specifically, this paper focuses on the methods of code-switching and code-meshing as forms of dialect instruction. While in the past, code-switching has

been supported as the best practice for bidialectal student success, many critics disagree, claiming this method is racist, exclusive, and overlooks negative effects this dialect switching has on AAE speakers. As an alternative, the method of code-meshing places a focus on equality and inclusiveness, and fosters student confidence in the classroom and society. Along with implementing code-meshing, there is a need for expanding of teacher and student understanding of various cultural and language differences in order to create a stronger classroom community.

Joshua Cairns
**‘The Spoken Slang of
Today in
Juxtaposition to the
Stringent Rules of
Written Text’**

Antoine Dodson’s 2012 interview concerning the break-in of the Dodsons’ domain as well as the man accused of raping Kelly Dodson is one of notable study. Antoine Dodson, infamously known for his line, “Hide yo kids, hide yo wife,” has received world-renown acclaim for his predominant slang use and displays of dramaticism during the interview. Dodson’s Spoken Text (ST) is worthy of study when it is analyzed in conjunction with research-based, academic Written Text (WT). These registers are worthy of contrast for the sole purpose of determining how situational characteristics and linguistic features modify how a situation is perceived. The chosen features will then be normed into a table for visual comparison. By norming these instances, evidence will be provided as to why these two registers differ and what that means for everyday use.

Panel E
KC 2266

Assessing Preparation
Facilitators: Dr. Dawn Evans &
Dr. Janet Navarro

Calvin Sielaff
**‘Assessment for
Learning: Promoting
Growth, Not Recall
for Secondary
Students’**

In schools across the country teachers employ summative assessment to evaluate students, thus asking them to recall material from the curriculum as demonstration of what they have learned. In other words, summative assessment fully depends on student ability to memorize and repeat information. It also helps teachers to assign a score for student work. I argue that relying on student score as a

sole evaluative measure is problematic. There are several alternate methods to assess student success. Formative assessment not only provides teachers with the opportunity to accurately determine whether a student has a firm understanding of course materials, but also feedback provided students in formative assessment better aids them in their learning. My project goes further to suggest that formative assessments provide educators with opportunity to effectively assess their pedagogical strategies that will not only benefit students, but that also will help them develop as educators.

Amanda Gabriel
**‘College Readiness:
The Role of the High
School Writing
Center’**

For many first-year university students, the gap between the writing skills they developed in high schools and the expectations held by colleges and universities limit their success. One proposed resource to bridge this gap is the creation and maintenance of high school writing centers. A writing center is a place designed not to create better papers, but rather better writers, and through collaborating with university writing centers, both peer consultants and the students they assist can gain a better understanding of the skills needed to transition to university. Through defining the writing center environment, this thesis will explore the benefits of peer mentoring, interdisciplinary and cross-educational collaborations within secondary education and post-secondary education, and established partnerships between high school writing centers and university writing centers. I will propose that a well-trained high school writing center is a valuable asset in fostering literacy and college readiness for students and their peer consultants.

Brianna Leip
**‘Liberal Arts: An
Asset for Teacher
Preparation
Programs’**

While engaging in a liberal arts education, students are often torn between their passions/interests and their requirements for graduation. Teacher education itself is deeply rooted in the liberal arts because it develops the mind of the teacher who is charged with developing the mind of the student. Teacher education is best when it is rooted in the liberal arts. While this often means students have a rigorous schedule of courses, it results in teachers who are

more intentional and better critical thinkers. The short-term struggles that are required seem minimal when compared to the long-term benefits that come from a liberal arts coursework.

Panel F
KC 2270

Literary Gender Trouble

Facilitators: Dr. Kathleen Blumreich &
Dr. Ashley Shannon

Aubree Mugridge
‘Investigating the
Investigators:
Hypermasculinity in
Tana French’s *Dublin*
***Murder Squad*’**

Masculinity has thrived in Ireland since the nation first gained independence. The 1937 Irish Constitution confirmed the superiority of men in Ireland, stressing the importance of “The Family,” a unit in which the man is the family’s sole provider and the woman is the homemaker. In doing so, a political climate that promoted masculinity as superior to femininity was created, reinforced by the Catholic Church. While today’s Ireland could be considered progressive, the country’s roots in subjugating women continue to fuel the actions of its citizens, often manifesting in toxic masculinity. Through examination of characters in three novels from the Dublin Murder Squad series by Irish-American author Tana French—*In the Woods*, *Broken Harbor*, and *The Secret Place*, the first, fourth, and fifth novels in the series, respectively—I demonstrate the normalization of hypermasculine acts during murder investigations, as well as whether these acts are helpful to the overall investigation.

Chelsea Chandler
“‘She Would Not Beat
Herself”: An
Examination of Girl
Power in Stephen
King’s *Carrie*, *The Girl*
Who Loved Tom
Gordon*, and *Doctor
***Sleep*’**

In this paper, I will focus on three novels by Stephen King: *Carrie*, *The Girl Who Loved Tom Gordon*, and *Doctor Sleep*. As each of these novels was written in a different decade, they will be used to represent King’s early, later, and most recent works. I plan to concentrate on the female child protagonists within these three novels. Moreover, I will explore ideas relating to female empowerment, such as how young women learn to take control of their bodies, minds, and sexualities. I will argue that, starting with his first novel, *Carrie*, Stephen King has progressed from a representation of female children having little control over their circumstances to having a great

amount of control. Furthermore, I will contend that King has done so in order to reflect how social conditions have changed from the 1970s to the present, specifically when it comes to the autonomy of young women.

Ashlyn N. Rowell
**“So We All Became Mothers”:
 Constructing Utopia
 through the
 Deconstructing of
 Gender in Marge
 Piercy’s *Woman on
 the Edge of Time*’**

This essay considers how gender equality is achieved in the utopia Marge Piercy presents in *Woman on the Edge of Time* (1976). While dominant readings of Piercy’s utopia have focused primarily on her portrayal of *women’s* equality, there has been a gap in the field addressing the *absence* of gender as a category in Piercy’s utopia and its implications for gender equality. I argue that Piercy’s solution to gender inequality is deconstructing the gender binary, which in her utopia is only possible through ectogenesis—the divorcing of reproduction from the body through the use of gestation machines—and the subsequent communalizing of motherhood. Thus, Piercy’s novel continues in the feminist utopian tradition of imagining a world without gender-based oppression, while also critiquing contemporary gender binaries and reproductive inequalities.

11 a.m.

SESSION THREE

Panel G
KC 2259

Mirrors & Windows

Facilitators: Dr. Regis Fox &
 Dr. Janet Navarro

Jessica Harsevoort
**‘A Problem in Book
 Publishing: The Lack
 of Multicultural
 Children’s Literature’**

Since the late 1900s, publishing houses have made an effort to increase the number of children’s books written by and about people of color. A few decades later, though, there is still a severe lack of multicultural literature for children and young adults. As America’s population becomes significantly more diverse, young readers need more books that can act as “mirrors” to their own cultures and as “windows” into the cultures of others in order to foster empathy, build self-esteem, and promote critical thinking skills. This paper examines why there is a shortage of multicultural children’s literature and explores how

the book publishing industry can take an active role in addressing this problem.

MaKenna Kane
**‘Representations of
Masculinity in
Children’s Picture
Books’**

This paper explores the recent change in masculinity and male representation as it exists in children’s picture books. The books to be reviewed are the Caldecott winners of the past thirty years. Using the theoretical framework of archetypes in children’s literature (Zambo, 2007), I will evaluate books starting in 1980 and continue through with the most recent award winners. I will examine how these picture books represent male characters (human or animal) through close reading and analysis of illustrations. Implementing Frank Taylor’s framework (2003), this paper will examine how masculinity is portrayed in children’s picture books.

Jessica Skiff
**‘Gender Binaries in
Children’s Literature’**

The material and books that children read have a direct influence on how they view the world around them. Characters in children’s literature are naturally a reflection of society’s norms and expectations, but controversy arises when these characters represent only a single way to express oneself. The binary that encourages the ideology that gender has only two categories poses a threat to the progression of the LGBTQ community, as well as feminism. Boys are expected to hold to certain behaviors, while girls have other assumed characteristics that are required to be considered a part of their gender. In many cases, these expectations falsely portray women as inferior to men. It is imperative that children’s literature be inclusive to the myriad of ways to express gender in order to eliminate the idea of a dominant and inferior binary.

Panel H
KC 2266

Healthy Practices

Facilitators: Dr. Rob Franciosi &
Dr. Amy Masko

Kendyl Peterson
**‘Writing the Way:
A Path to Improved
Mental Health’**

Mental health problems can be frequently and easily overlooked and misunderstood. A large population of the world today struggles with mental health issues, and because of the mental health stigma that has been created in our current society, a lot of

people have difficulties in finding or reaching out for support. It is crucial for those that struggle with mental health to be provided with different support strategies to help them. There are a variety of approaches to support mental health in positive ways, but one specific support strategy for mental health struggles is the physical act of writing. Writing is important in supporting mental health, as it prompts people to participate in mental acts such as self-reflection, facing trauma and finding meaning.

Emma Ammond
‘Literacy Concerns
During
Hospitalization’

Hospitalization at a young age can deter children and families from getting proper literacy education. Many don’t think that education should be continued when children go in for treatment, whether it be inpatient or outpatient, but it is a primary need. Scholars, including Karlota Borges, Elizabeth Aaronsohn, and Adam Badaczewski, break down the need for literacy in the hospital as a form of growth. Using literacy to strengthen interaction and development within each child allows the growth in the school system to sync up and reintegration into the school system becomes easier and easier. On the family side of each patient hospital education, English may not always be the spoken language when it comes to communication between doctors and families, so it allows for families to take that extra step in learning the correct literacy to use in the medical setting.

Panel I
KC 2270

Fairy Tales Reimagined

Facilitators: Dr. David Alvarez &
Dr. Michael Webster

Brandon Burger
‘Lessons to Our
Children:
Perpetuation of
Patriarchal Gender
Roles within Classic
Fairy Tales’

The purpose of this research is to examine the ways in which patriarchal gender roles are conveyed and encouraged to children within the classic fairy tales of Charles Perrault and the Brothers Grimm. While each story has slight differences, each romanticizes the images of the passive, obedient, woman and of the active, attentive, and chivalrous male who must protect her. Past research has placed great emphasis on the portrayal of women within these texts, oftentimes ignoring the lessons being conveyed to

young boys as to what a “true man” ought to be. In this sense, this research stands apart by examining the encouraged gender roles and stereotypes of both men and women side-by-side, demonstrating how inextricably linked each is to the other.

Evan Solis
**‘Fairy Tales’ Impact
and the Children Who
Imagine Them’**

Fairy tales deserve a place in the classroom and the child’s personal library. Not only do fairy tales hold literary quality due to their structure and straightforward nature, but they also provide children the opportunity to work through unconscious emotions and situations that are difficult to express consciously. By providing a child a story with a clear positive and negative entity, as well as a moral lesson to be learned, reading these tales helps children imagine themselves in the roles on the page and learn how to deal with hardships in a safe and comforting space. While scholars have critiqued fairy tales for the gendered stereotypes they have historically held, this paper argues that instead of fearing the negative gendered connotations associated with fairy tales, we should instead embrace them and help children ask critical questions about why certain elements in fairy tales exist.

Cierra Bakovka
**‘Taking Back the
Crown: Redefining
the Role of Heroine in
Contemporary Young-
Adult Fairy Tales’**

When writers such as Charles Perrault and the Brothers Grimm became attributed with the creation of popular “traditional” fairy tales, it became easy to overlook that they were inspired by oral tales told to them by women. Simply because the men were some of the earliest to write them down and distribute them on paper, they made changes to the tales to tailor them to their own societal values. The heroines in the tales those men wrote were only “heroines” in that the story being told featured them as a main object. However, this is changing across the fairy tale genre, especially within the realm of young-adult literature. This thesis demonstrates how the heroines of contemporary works embody the more textbook definition of the word by defying the rigid gender roles of the past and bravely embracing their own agency through mainly first-person narratives and the expression of feminist values.

Panel J
KC 2259**Difficult Discourses**

Facilitators: Dr. Janet Navarro &
Dr. Karen Pezzetti

Steffen Halvorsen
‘Understanding and
Improving Gendered
Aliteracy’

Educational equity across genders is something educators have been grappling with for some time. Scholars have put efforts toward understanding the gender gap in the sciences that negatively impacts girls and the gender gap in literacy that negatively impacts boys. This paper will focus on the educational problem of engaging boys with literacy, examining the problem from a sociocultural perspective, as well as a pedagogical one. I will examine stereotypes about men and boys in society and discuss how these gendered stereotypes contribute to aliteracy and suggest ways that teachers can better engage boys in literacy, thus improving their academic achievement, overall.

Antewnet Melton
‘Discourse in
Classrooms: An
Analysis of Social
Stratification’

Discourse, written and spoken communication, in the classroom is constant and should be investigated regularly and thoughtfully. Since the usage of language directly engages the attainment of *power*, the question of content becomes focal. How does what the curriculum and the educators that teach it say—or not say—about roles in society impact students? Such questions fuel my research in this project. Scholars in education have long studied the impact of language on society. The works that most specifically speak to my research consider the intersection of language and power, and how educational discourse impacts social mobility. In my project I seek to examine the collaboration of language and power through the lens of classroom education discourse, revealing its direct correlation. Educators will find this perspective worthwhile as they prepare students to become confident and efficient contributors to society.

Sydney Olsen
**‘An Exploration of
Rape Culture and
Sexism in Best-
Selling Young Adult
Fiction’**

Popular and influential, the amount of young adult fiction published between 2002 and 2012 has doubled to meet the ravenous demands of young adults all over the globe. The young adult genre demographic spans a variety of developmental levels between the ages of 12-18. During this period, young adults are exposed to a variety of influences, experiences, and changes that can alter how they perceive certain behaviors and cultural norms, specifically sexism and rape culture. Given the rising popularity of young adult literature, the effect of this particular form of media should not be ignored. In my project I examine several best-selling books that display features of rape culture, sexism, and other problematic behaviors through character interactions and plot points. My project aims to address questions such as, what literary relationships are problematic and why? How do scenes in young adult books correlate with real-life statistics?

Panel K
KC 2266

Rhythm & Beat

Facilitators: Dr. Sherry Johnson &
Dr. Michael Webster

Aris Munson
**‘Education Reform
through Hip-Hop’**

Teachers often struggle with engaging students in basic subjects. When teachers cannot ignite real passion or engagement, they do their students a great disservice. Accumulated studies are used to propose ways in which hip-hop can aid students in K-12 education. A special focus is placed on the area of English, as it exists as the basis for learning and understanding all other subjects. It is through hip-hop that teachers can relate to personal interests, while instilling better techniques for memorization, engagement, and long-term retention. A basis for understanding the effectiveness of hip-hop in the classroom is established via neurological research and educators. Hip-hop speaks to cultural connections, accommodates different learning styles, and deviates from the typical academic that some students struggle to comprehend. In this way, teachers are encouraged to meet their students halfway while igniting passion for learning.

Kelsey Sheets
**‘Bringing the Rhythm
Back to the Rhymes:
Poetry in the
Classroom’**

Teachers are always trying to find new ways to keep their students actively engaged in the classroom in the context of an ever-changing world around them. Within a secondary English classroom, teachers fight for their students’ attention, especially when it comes to teaching poetry, a genre that often feels removed from students’ daily lives. This paper argues that by incorporating music and performance into a poetry curriculum, teachers are able to engage students in a way that is both familiar and enjoyable, bridging an often times difficult genre by making it relevant to adolescents. This paper will show that students need more connections in the classroom between poetic styles and musical art forms as a way to connect poetry to the world in which they currently live.

Panel L
KC 2270

Past, Present & Future Myth

Facilitators: Dr. Brian Deyo &
Dr. Corinna McLeod

Tiha Kabir
‘Padmavat’
**Reinvented:
Constructing
Patriarchy and
Religious Identity in
the Figure of a
Legendary Queen’**

Based on the way Hindu characters are portrayed in Malik Muhammad Jayasi’s epic poem *Padmavat*, it can be argued that this poem is an example of postcolonial literature, used to ‘other’ Hindu culture and people. Throughout the poem, we see patronizing portrayals of Hindu gods and goddesses, the patriarchal subjugation of Queen Padmini and her female companions, and the militant masculinity of her suitors, Ratna Sen and Alauddin Khilji. In contrast, the 2018 Bollywood movie *Padmaavat*, seeks to decolonize this text by un-othering the characters of this poem. However, the way this is done tells of the patriarchal and caste-centric hegemonic forces still in play in modern day India. Whether or not the movie *Padmaavat* takes back the narrative requires a careful look at who these characters are, and what they do to South Asian, particularly Indian, identity.

Kyle Yates
‘Fortis Fortuna
Adiuvat: John Wick as
Modern Mythology’

While ancient mythology is often thought of as a notion of faraway history, its cultural influence can be felt heavily in modern times. Mythical stories are nearly as old as human civilization, and are vital to societal understanding and human culture. One of the ways in which the legacy of mythology carries on is through film, an art form that has only been around for a relatively short period of time. *John Wick*, and its sequel *John Wick: Chapter 2*, are examples of films that represent mythology through the use of storytelling, symbolism, and theme. With the examination of these two films specifically, as well as the writings of mythological experts such as Joseph Campbell, I provide insight and evidence as to how both films embody the lasting legacy of mythology, as well as examine the social implications and importance of myth in modern society.

Michelle Tiesma
‘The Journey to New
Heroes: Or, the
Effect of the
Gamified Narrative
on the Hero’s
Journey’

The trope of the Hero’s Journey has pervaded narrative since the first stories were woven around campfires and etched into cave walls. Throughout time and evolution of storytelling mediums, this journey has remained largely the same, donning new faces and factors, but boiling down to the same narrative bones. Through the past several decades, gamified narratives have been gaining a foothold in pop culture, particularly through media such as choose-your-own-adventure novellas, tabletop role-playing games, and story-based video games. These interactive adventures have changed the structure of the historic Hero’s Journey, allowing for it to blossom with new potential due to the agency-allowing, collaborative, and genre-diverse nature of the new mediums. Today’s Hero is more complex across every form of storytelling due in part to the influence of narrative games.

1 p.m.

SESSION FIVE

Panel M
KC 2259

Of Food & Fears

Facilitators: Dr. Brian Deyo &
Dr. Kathleen Blumreich

Taylor Hicks
'The Kid from Castle
Rock: The Social
Stigma of Mental
Illness'

Bill Skarsgard (also known for his role as Pennywise in *It*), plays a frightening character in the new Hulu series, *Castle Rock*, which is based on the works of Stephen King. "The Kid" is discovered in an old well in the basement of Shawshank Prison. Eventually, he is released from prison, and chaos, destruction, and death plagues the small town of Castle Rock, Maine. Avid fans of Stephen King's will recognize that, similar to his works, the series contains a deeper meaning than what may appear at first glance. "The Kid" is more than a terrifying, destructive person. He is symbolic of society's fear of the mentally ill. By studying his representation, our society can begin to break down the stigma that surrounds mental illness through education and reform.

Allyson Hicks
'Love and Death,
Inextricably Linked:
Comparing Edgar
Allan Poe and
Lemony Snicket'

Edgar Allan Poe is a staple name in any intellectual conversation of Gothic Literature. One of the most well-known American authors, Poe has reached an almost godlike status in studies of literature. This elite positioning has made him appear untouchable, on a high pedestal from which he can look down on other, inferior authors. To compare his work to that of a modern author is to commit an act of blasphemy. However, *A Series of Unfortunate Events*, by Lemony Snicket, bears too much resemblance to the romantic gothic of Poe to be ignored. In addition to the modernity of the series, its audience, school-age children, differs drastically from that of Poe. Yet Snicket's approach to the macabre mirrors Poe's discussion of death through the lens of love and the romantic, a similarity that invites comparison and analysis in my thesis.

Jonathon Ayers
'Food Consumption
and the Instinctual
Drive for Power in
Shakespeare's Plays'

The topic of food in William Shakespeare's plays has largely been ignored—that is, until recently. Currently, there is an influx of scholarship examining the significance of food in the renowned playwright's collection. My goal in this paper is to join the conversation by considering how Shakespeare uses food to represent various characters' appetites for consumption and power, primarily in two plays: *The Tempest* and *Macbeth*. In looking at other works by Shakespeare, to a larger extent, this paper examines how Western culture's historical views on food have impacted the ways it has been analyzed in literary

studies, including how the instinctual consumption of food represents character conviviality, while at the same time revealing their hidden intentions. Overall, this paper argues for the relevancy of food as a symbol worthy of analysis throughout the literary canon in this contemporary moment.

Panel N
KC 2266

LD & ASD: Providing Support

Facilitators: Dr. Christy Pearson &
Dr. Rob Rozema

Kelly MacKillop
‘Methods for
Diagnosing Specific
Learning Disabilities:
Why the Pattern of
Strengths and
Weaknesses Model
Is Imperfect’

The purpose of this thesis is to share the specifics of the PSW framework, one of several methods used for diagnosing students with SLD. While PSW provides a more thorough evaluation of a student's learning abilities than other methods, there are limitations. In particular, a more strict criteria for diagnosis is required, which makes qualifying for special education services in schools difficult. This has resulted in a lower number of diagnosed SLD students, leaving them without access to additional academic services. This lack of resources for these students ultimately leads to inaccurate representations of scholastic success on standardized tests. This is hypothesized through the examination of the change in SLD diagnosis numbers when compared to standardized test scores. Therefore, PSW is a less than ideal approach for diagnosing students, and a new method needs to be put in place.

Melissa Dean
‘Effects of Learning
Disabilities on
Second Language
Acquisition:
Obstacles and
Scaffolding’

Prior to this moment, many believed that having a Learning Disability (LD) prohibited one from learning a foreign language, for example. Today, scholars challenge such ideas. To that end, this paper examines one intersection of LD and learning: Second Language Acquisition (SLA). My research strives to show that not only is it possible for students with LD to successfully acquire a second language, but also they can learn it alongside their peers. There are two elements through which I make the aforementioned assertion, and that is through the creation of educational policy, as well as through the

development of effective teaching methods that scaffold student learning.

Jeslyn Revenaugh
‘Autism Spectrum Disorder and Strategies for Comprehension’

The number of individuals with Autism Spectrum Disorder in general education classrooms has been steadily increasing. It is important that these individuals have access to quality education. Studies have shown that students with ASD generally have difficulties with reading comprehension. Cooperative Learning and Direct Instruction are two evidenced-based practices that can help teachers provide reading comprehension assistance to ASD learners in their classrooms. Using these strategies, teachers can scaffold all students to the best of their ability and provide a truly inclusive classroom experience. This paper explores these evidence-based practices and how they can be used to help ASD learners.

Panel 0
KC 2270

Language Learning

Facilitators: Dr. Dan Brown &
Dr. Avis Hewitt

Kellie Corbett
‘Globalized English Monolingualism in the United States’

In recent decades, the world is becoming increasingly connected. The ability to communicate with anyone from around the world has caused a need for a shared language, and through prestige and power, English has emerged as this lingua franca. This is often at the forefront of conversation in applied linguistics, but very rarely do we discuss the effect this phenomenon has on English speakers. For example, the United States remains overwhelmingly monolingual, while the rest of the world works towards multilingualism. This is due to the way globalization of English has caused ethnocentric language policies in the United States and unique problems for American students studying abroad. Consequently, Americans are not reaping the benefits of bilingualism, and the world is being forced to manage oppression of other world languages. It is important to be aware of monolingualism in the United States and educated to reverse it.

Alice Pozzobon
**'Input Processing:
Difficulties for L2
Learners and
Teaching
Implications'**

Nowadays, there is a significant increase in ELL students in the American schools. Hence, researchers are trying to improve previous theories based on second language acquisition, and teachers aim to identify the most effective teaching approach to help ELLs with their sentence processing. Since the '80s, multiple papers have been published on this topic; however, the particular topic of L2 sentence processing is still considered a new field of study, and so there is not a unanimous point of view on which is the most outstanding theory and its pedagogical implications. The purpose of this literary review is to critically analyze research projects and case studies, and assess the more recent trends in language teaching related to the parsing of sentences or words. Particular attention is paid to the Processing Instruction teaching method, which demonstrates significant outcomes in interpretation and production within second-language learning.

Danielle Zukowski
**'An Analysis of
Augmentative and
Alternative
Communication
Applications'**

Due to deteriorated motor neuron function and structure, patients with amyotrophic lateral sclerosis (ALS) experience impaired movement execution, which affects the physical production of speech by reducing intelligibility. To improve communicative interactions, augmentative and alternative communication (AAC) options are needed. Smartphone applications provide high-tech, undedicated AAC, but a gap in the literature exists pertaining to specific app examination for adults with ALS. This thesis evaluates the extent to which features of six text-to-speech apps align with the needs of the ALS population. App features were further analyzed to determine how trends reveal American communication values.

2 p.m.

SESSION SIX

Panel P
KC 2259

Failure to Represent & Support

Facilitators: Dr. Dan Brown &
Dr. Kurt Bullock

Sydney Nikitas
‘White Privilege and
Its Effects on Policy
and Access to Quality
Public K-12
Education Across the
United States’

White privilege is an advantage that many individuals go through life without ever acknowledging—especially when their skin is white. This type of privilege allows individuals with white skin to automatically receive certain benefits and opportunities that non-white individuals must demand, and still often are not granted. An example of such opportunities is equal access to a quality public education. While the equal protection clause of the 14th Amendment ensures such rights, research and data within my paper suggest that public school systems certainly are not equal in quality. Throughout my writing, it is my hope that readers will come to see the staggering differences that exist between affluent ‘white’ school districts, and those populated by low-income ‘outsiders,’ and begin making strides toward educational equality and a closing of the opportunity gap.

Paige Spender
‘Complex
Representations of
African Americans in
Classroom Literature’

This paper examines how children’s and young adult literature represents African American characters and culture. Some texts portray complex sociocultural constructs with oversimplification, thus supporting stereotypes. Other texts show to children complex and fully-rounded characters within authentically multifaceted contexts, showing children the complexity of the sociocultural context. I will examine the history of multicultural literature, the effect that different qualities of multicultural literature can have, as well as features of quality in African American children’s and young adult literature. The purpose is to provide a framework for teachers to be critical consumers of these texts and to suggest ways for them to support discussions of race in their classrooms.

Kyndal Gordon
‘The Lack of
African-American
Presence in High
School Literary Texts’

African American students are underrepresented in the available literary texts in the high school English classroom. This lack of options wherein students can see themselves reflected impacts their interest and/or the (lack of) pursuit in the subject of literary studies.

Panel Q
KC 2266

Female Characterization in Television Narrative

Facilitators: Dr. Corinna McLeod &
Dr. Jo Miller

Mallory Stevenson
**‘Where Evil Lurks:
Villainy in
Not-So-Innocent
Female Characters’**

The concept of paired identities in the portrayal of female characters is prevalent throughout literature. Women are either written as extremely good or unforgivably wicked. Usually, one character is ‘good’ and a separate character is ‘evil.’ However, in some works, one character is representative of both virtuous and vile tendencies. This is the case for *Sharp Objects’* Amma Crellin and *American Horror Story’s* Sister Mary Eunice. Both young women put on an innocent front, but villainy resides beneath the surface of their deceptively innocent facades. Using lenses of feminism, religion, and psychology, I explore how their villainous actions subvert stereotypical feminine roles, which explains why they are underestimated in their respective worlds. Ultimately, this representation of women as completely wholesome or totally vile is an unfair and unrealistic representation, which creates bigoted expectations of women in society.

Gabriela Roudis
**‘Witches on
Television: The
Modern-Day Wiccan
Spell of
Empowerment’**

For centuries, witches were the outcasts of society, but something changed in the twentieth century, and a new spell was cast. In the mid-to-late nineties, television show creators suddenly dove headfirst into the idea of witches looking like normal human beings and even brought them into major roles on screen. With shows such as *Sabrina the Teenage Witch*, *Charmed*, and *Buffy the Vampire Slayer*, both teens and adults finally found positive Wiccan role models to look up to. Even though the main purpose was entertainment, these shows convey the important steps of becoming a woman through Wicca, including the importance of obtaining agency, the embracing of femininity, identity, and power, as well as the establishing of sisterhood. The shows highlight that Wicca is not just a religion, but a lifestyle that empowers the women who practice it.

Sandra Price
**‘Where No Woman
Has Gone Before: An
Analysis of the
Feminine
Presentation within
Star Trek: The
Original Series’**

Star Trek is a confusing show that has entertained the masses for generations. In essence, its creator and producers, specifically Gene Roddenberry and Lucille Ball, wanted to create a show that portrayed humanity and, for my focus, women and femininity in a way that was different than popular culture was currently doing, but had to do it in a way that would still get aired in 1964. I argue that the structure of this militant-like space drama was set up to be contradictory, reflecting the ideals of its driving forces, Roddenberry and Ball, with the subtle use of non-conforming ideologies running prevalent through the structure of many episodes directly contradicting more obvious gender-traditional choices and the way femininity is treated throughout the show, to strike a balance between entertainment and political/social agenda.

Panel R
KC 2270

Teaching in a Digital World

Facilitators: Dr. Avis Hewitt &
Dr. Karen Pezzetti

Amanda Timmer
**‘An Evaluation of
Technology
Integration in
Elementary
Classroom Reading’**

The use of technology in the classroom is a hot topic today. Considering that technology has been advancing continually, it's not surprising. Despite the recognized ways educators can use technological advancement in the classroom, there are mixed responses in the field of Education as to what is most effective for students' cognitive development. In this paper, the author outlines research that provides both the pros and cons of technology in the elementary classroom and analyzes the conflicting research. To enter the scholarly conversation, the author documents her personal experience using reading technology to tutor in a third-grade classroom. What she finds is that technology can provide effective tools for teaching reading at the elementary level; still, it is critical that it be well monitored and teacher-guided.

Sarah Corgan
**‘Technology and the
Elementary Mind’**

This paper argues that the usage of electronics in the elementary classroom potentially helps students with core subjects like Math, Reading, as well as the Arts. It focuses on research that demonstrates the

increased levels of student engagement with the introduction of technology is valuable as it helps them learn more. In my project (as in the research), I focus on e-books, math problems, and creativity in the arts. The result is support for the assertion that technology helps students in the classroom, which is significant because technology is incredibly involved in our daily lives, especially those of kids. By using technology, we are allowing students to learn with tools they have at home or use on a daily basis, as well as help them learn in a more efficient way. It also allows students to become interactive with their learning, using interactive technology.

Kelsie Fernsler
**‘Digital Storytelling:
Utilizing Instructional
Technology to
Develop
Academically and
Personally’**

Digital storytelling is not a new concept in the education field, but recently has changed due to technological advances. Digital Storytelling transforms student learning, understanding, and engagement within the classroom by providing students with a multi-modal approach. My paper highlights how, when used effectively by teachers, digital storytelling creates a structure for secondary English Language Arts students to increase their engagement with, and understanding of, the personal narrative genre. Ultimately, readers will come to see not only the connection between digital storytelling and increased understanding and engagement, but also how students can use technological tools to create a cohesive and coherent multi-modal story that reflects and develops their personal identities.

**Honoring Student
Writing in the
Persuasive and
Personal Essay,
Poetry, Fiction,
& Drama
Held in Conjunction
with the Departments
of Classics and
Writing**

Named in honor of former department member E. William Oldenburg, this annual contest offers GVSU students first-place prizes of \$50 and second- and third-place prizes of \$25 in each of the following categories:

- Personal, analytical, or persuasive essay written by a freshman;
- Personal essay written by a sophomore, junior, or senior;
- Analytical or persuasive essay written by a sophomore, junior, or senior;
- Poetry written by any GVSU undergraduate student (a portfolio of three to five poems would be an appropriate entry, and a single poem would not be considered);
- Fiction written by any GVSU undergraduate student (one short story per entrant);
- Drama written by any GVSU undergraduate student (one short play per entrant);
- Essay, poetry, fiction, or drama written by a GVSU graduate student.

Entry Requirements:

- Entries must have been written while enrolled at GVSU;
- Entries should be typed, double-spaced (photocopies are acceptable), and submitted with a detachable cover sheet indicating:
 - title of work;
 - category entered (please specify graduate or undergraduate);
 - contestant's name and student ID;
 - address, phone number, and e-mail for March and April of the academic year;
- Place contestant's name on the cover sheet only, not on the manuscript.

All winners who have not been or currently are a student employee at GVSU must complete an I-9 Form, which may be obtained and turned in to Student Employment (105 STU). Entries are accepted online through the English department website. Manuscripts will not be returned.

ENGLISH SCHOLARSHIPS

The Robert C. Chamberlain Scholarship

**A Tuition Scholarship
for Junior English
Majors
Demonstrating
Excellence in Writing**

The Chamberlain Scholarship will be awarded at the English Department's Awards Ceremony held in April.

Eligibility Requirements

- Students must be English majors;
- Students must have Junior status;
- Students must have at least a 3.0 GPA;
- Students must be full time;
- Students must demonstrate financial need by filing the FAFSA.

Application Requirements

Each student must submit:

- A short letter explaining why the student qualifies for this scholarship;
- Two pieces of writing, at least one from a class at Grand Valley State University.

Applications must be submitted online at:

www.gvsu.edu/scholarships

Application deadline is TBA, Winter 2019.

The Gilbert R. and Patricia K. Davis Endowed Merit Scholarship

**A Merit Scholarship
for Full- or Part-Time
Junior and Senior
English Majors**

The Davis Scholarship will be awarded at the the English Department Awards Ceremony held in April.

Eligibility Requirements

- Students must be a Junior or Senior declared English major;
- Students must have completed 30 credit hours at GVSU;
- Students must have at least a 3.0 GPA;
- Students may be full or part time (part-time students are especially encouraged to apply);
- Financial need is not a criterion;
- Students who receive the award as Juniors are eligible to receive the award as Seniors if they maintain their eligibility.

Applications Requirements

Applications must be submitted online at:

www.gvsu.edu/scholarships

Applications deadline is TBA, Winter 2019.

**The English Faculty
Scholarship for
New Majors**

**A Scholarship Made
Possible through the
Generosity of GVSU
English Department
faculty members**

The English Faculty Scholarship for New Majors is awarded to two English majors annually at the English Department Awards Ceremony held in April.

Eligibility

Applicants must be:

- A declared English major at the time of application;
- A currently-enrolled student with fewer than 60 credit hours completed (1st or 2nd year student) during the semester of application;
- Holding a cumulative 2.5 grade point average or better;
- A first-generation college student.

Supplemental Questions

1. Are you the first person in your immediate family to pursue a college degree (neither parent/guardian(s) has a four-year degree)?
2. In 100-200 words (1-2 paragraphs), explain why you are applying for this scholarship, why you should receive the award, and how it will assist you in achieving your academic goals.
3. Why are you interested in this scholarship?

Please include an academic writing sample, minimum three full pages in length, submitted for a class during your freshman or sophomore year.

Applications Requirements:

Applications must be submitted online at:

www.gvsu.edu/scholarships

Application deadline is TBA, Winter 2019.

**Dr. Andrew M.C.
Brown Memorial
English Scholarship
A Scholarship
Created to Assist
Language &
Literature Emphasis
English Majors**

The Brown Scholarship will be awarded at the the English Department Awards Ceremony held in April.

Eligibility Requirements

Candidates should be accepted or currently enrolled at GVSU and must be:

- A senior with a declared major in English with Language & Literature emphasis;
- Enrolled for at least 12 credit hours with a cumulative GPA of 3.3 or higher.

Preference will be given to students intending to pursue an advanced English degree. Financial need

may be considered, as evidenced by filing the Free Application for Federal Student Aid (FAFSA)

Application Requirements

Each student must:

- Provide a short statement of why you qualify for this scholarship;
- Submit two pieces of writing, at least one from a GVSU English class.

Renewal Criteria: This scholarship is non-renewable.
Award sum is \$2,000.

Application deadline is TBA, Winter 2019.

Ammond, Emma — 14	Meckl, Mackenzie — 8
Ayers, Jonathon — 20	Melton, Antewnet — 16
Bakovka, Cierra — 15	Montgomery, Anna — 5
Burger, Brandon — 14	Mugridge, Aubree — 11
Butler, Brendon — 7	Munson, Aris — 17
Cairns, Joshua — 9	Nikitas, Sydney — 24
Chandler, Chelsea — 11	Olsen, Sydney — 17
Corbett, Kellie — 22	Peterson, Kendyl — 13
Corgan, Sarah — 26	Pozzobon, Alice — 23
Dean, Melissa — 21	Price, Sandra — 26
Fentiman, Mary — 7	Railling, Brittanie — 4
Fernsler, Kelsie — 27	Revenaugh, Jeslyn — 22
Gabriel, Amanda — 10	Roudis, Gabriela — 25
Gordon, Kyndal — 24	Rowell, Ashlyn N. — 12
Halvorsen, Steffen — 16	Sandora, Shelby — 8
Harsevoort, Jessica — 12	Sheets, Kelsey — 18
Hicks, Allyson — 20	Sielaff, Calvin — 9
Hicks, Taylor — 20	Skiff, Jessica — 13
Impellizzeri, Katherine — 6	Solis, Evan — 15
Johnson, Katie — 6	Spender, Paige — 24
Kabir, Tiha — 18	Stevenson, Mallory — 25
Kane, MaKenna — 13	Tiesma, Michelle — 19
Krom, Megan — 7	Timmer, Amanda — 26
Leip, Brianna — 10	Wallach, Matthew — 4
MacKillop, Kelly — 21	Yates, Kyle — 19
Mason, Trisha — 5	Zukowski, Danielle — 23