Once again, the students have pulled it off!

The nine students in my spring ENG 385 Professional Editing class worked diligently to bring you this 2015 edition of the “Post Parade.” They brainstormed article ideas, interviewed sources, conducted research, drafted articles, peer reviewed one another’s work, revised articles, tracked down photos, learned AP style, practiced their copyediting, designed a cover, compared font styles — you get the idea! I think you’ll agree, though, that their hard work has paid off.

Cheryl Hofstetter Duffy
Managing Editor

Special thanks go to our student design editor, Heather Reisig. Her facility with Adobe InDesign and, especially, her willingness to do a great deal of extra work outside of class (even after the semester ended) have led to the sharp-looking magazine you see before you. We are grateful for her expertise and diligence.

Editorial Team Poses at Bowl Plaza in Lucas, Kansas.
Meet Susan (Trout) Armstrong, the 2014 winner of the Alumni Achievement Award, who is personable, talented and career oriented.

Armstrong chose to major in English due to a love of words and journalism. “The rhythm of a well-written phrase intrigues me,” she says. “When I knew I wanted a career in journalism, I chose a degree in English with an emphasis in journalism from Fort Hays State.”

“I was astonished to win the award,” Armstrong says. “When DeBra Prideaux called me, I told her I thought it must be a mistake.” Prideaux serves as Executive Director of the Alumni Association.

However, it was certainly not by chance she was chosen. Armstrong graduated from Fort Hays State University in 1971 with a bachelor’s in English and then wrote for the Hays Daily News. She later joined Parkinson, Strong, Prisock Advertising Agency, eventually known as Armstrong Chamberlin, an advertising agency that works with clients to make their advertising vision possible. Armstrong Chamberlin researches the brand it is working with before creating an advertisement because different approaches work for different brands. Armstrong Chamberlin has worked with various businesses and brands, including such diverse clients as Cirque de Soleil and Via Christi.

Early in her career, Armstrong worked in public relations and political consulting. “I moved into an ad agency with primarily retail clients. This gave me an opportunity to learn much more about media buying, as well as writing messages designed to persuade people to try a product,” she says.

Armstrong is driven by having a job she loves. “It is especially rewarding when something you write makes a measurable difference for a business or organization,” Armstrong says. “When you know that a newspaper ad or television commercial helped encourage someone to become a foster parent — or enroll in college — you understand that you have truly made an impact.”

Armstrong offers advice for those who want to get into advertising: “First, focus on a broad education. Take classes in advertising and marketing, but also study psychology, sociology, writing, art, business, politics, statistics and sales.” She also advises those interested in an advertising career to learn about online marketing and social media. “Do whatever it takes to have as many internships as possible, even if they are unpaid. This is the best way to open doors for a future job.”

After Armstrong won the award, she spoke to students in the English department during Homecoming Week 2014. “It’s always fun to meet bright, young college students and hear about the things that excite them,” Armstrong says. “I was surprised so many of them decided to come and join me — particularly since it was a rainy Friday afternoon. I remember how unpopular Friday afternoon classes can be.”

As more students attended than expected, Armstrong moved to a larger room to accommodate the number of attendees. Students benefitted from Armstrong’s talk. “She was so willing to share with us everything she learned from her hard-earned experience,” Kaci Ferguson says. “It really blew me away and made me want to work harder.” We would expect nothing less from a deserving Alumni Achievement Award winner like Susan Armstrong.

About the Writer

Marissa McHugh

Marissa McHugh is an avid reader who dreams of working in a library. She loves to write because it allows her to express her thoughts creatively.
Dr. Cheryl Duffy honored with Pilot Award

Then-President Edward Hammond presents Dr. Cheryl Hofstetter Duffy with the 2014 Pilot Award.

The Department of English was once again honored during the 2014 commencement when Cheryl Duffy received the Pilot Award. Established in 1974, the Pilot Award is the highest teaching recognition bestowed at Fort Hays State University. Graduating seniors nominate professors who have dedicated themselves as educators, counselors and friends.

Duffy has been nominated numerous times in the past and even scored a finalist position in 2011 and 2012. When asked how she felt upon finally receiving the award, she was almost speechless but smiled and replied, “Beyond delighted and honored.”

Tanner Brock, marketing major at FHSU, was not surprised by the news: “Dr. Duffy is a very outgoing person with a great personality. She’ll always put others before herself because she loves helping people. Her classes are memorable because she made me a better writer. She was always willing to help me no matter the amount of time it would take.”

Many English faculty members have been nominated throughout the years, with several receiving the Pilot Award. Past winners from the English Department include Samuel Warfel, 1980; Alice McFarland, 1982; Nancy Vogel, 1986; Paul Gatschet, 1990; Clifford Edwards, 1999; and Sharon Wilson, 2001. Now the department adds Cheryl Duffy, 2014, to that list.

In 1977, Duffy decided to major in English because she has always wanted to be a teacher; it even runs in her family. Several of her immediate family members are in the educational field. She claims that “teaching is my identity.” Anyone who knows Duffy personally will recognize that her best trait is being an enthusiastic educator who maintains high standards but lightens the mood with squirrel stories and humorous remarks.

Duffy has always enjoyed helping others; when she was younger, she led story hour at her local library. As time passed, story hour turned into swimming lessons, and eventually she tutored writing throughout her college career. She is at all times cheerful and excited when her students excel beyond their own limitations. It is one of her deepest pleasures to watch students achieve their goals and more. She is always available to offer advice and words of encouragement. She has even been known to add delight to a student’s day just by smiling and being her fun, quirky self.

In 1981, she earned her bachelor’s degree from Emporia State University. She came to Fort Hays State University and earned her M.A. in English in 1984. She continued her education until she received her Ph.D. in English in 1996 from the University of Kansas. She began her teaching career in 1981 at Colby Community College, where she taught for five years. Duffy accepted a position with Fort Hays State in 1992 and since has held multiple positions within the English Department.

Duffy served as Chair of the English Department from 2004–2008. However, she missed her role as a fulltime professor. She happily returned to having a full class schedule, looking forward to empowering her students through both writing and literature. She now continues to teach and serves as Director of the Writing Concentration.

About the Writer

Marina Kelley

Marina Kelley is a senior majoring in Global Business English. She plans to teach English in China after graduation.
Dr. Sharla Hutchison receives Outstanding Graduate Advisor Award

When students think about what makes an advisor outstanding, they think of flexibility, patience and the ability to work with students of all skill levels. Dr. Sharla Hutchison is such an advisor. In fact, she was recently recognized with the 2014 Outstanding Graduate Advisor Award.

Hutchison, Director of the MLS-Literary Arts concentration since 2009, has been working hard at helping graduate students with various projects, including exit examinations and culminating thesis papers, while they work towards their master’s degrees.

Each semester, Hutchison meets with up to 40 graduate students, all with different skill levels, and works with them individually to help meet their needs. Oftentimes, Hutchison takes phone calls and replies to emails during nights and weekends to stay current with her students. However, Hutchison notes the drive of those seeking a master’s degree, saying, “When you’re working with graduate students, usually they’re more self-starters. They tend to be a little more mature as students, so they also have more of a passion for what they’re doing.”

Hutchison’s excellent work and attention to detail were what inspired Dr. Pauline Scott to nominate her for the award. In Scott’s nomination letter she writes, “Her students comment very positively on her dedication to their success, her cheerfulness and availability, and the quality of her teaching. I have personally found her to be extremely competent in the handling of her responsibilities as Director of the MLS-Literary Arts concentration, and I rely on her heavily for managing this responsibility with little oversight.”

Scott is not the only one singing the praises of Hutchison’s exceptional advising. Dr. Tim Crowley, Dean of the Graduate School, says the time spent with students is what makes Hutchison noteworthy: “The students in the MLS-Literary Arts program are adult learners who are being taught at a distance. It is easy to neglect to serve these students with the same amount of time and energy that one would an on-campus student who is physically in the building for classes and meetings. Dr. Hutchison does a great job devoting her time and energy to these students.”

Hutchison’s dedication to her students’ projects also yields impressive results. In fact, her students frequently produce culminating research projects that receive awards each year at the annual Graduate School Honors Ceremony.

The Outstanding Graduate Advisor Award has been offered at Fort Hays State University since 2007. Each year at the Annual Honors Ceremony, held during spring finals week, a new recipient is chosen based upon who best represents an “outstanding advisor.”

When asked what she finds most rewarding about being a graduate advisor, Hutchison replies, “They’re able to teach me something new. So I learn as they learn, and that’s the exciting part of the project.”

Dr. Tim Crowley, Graduate Dean, congratulates Dr. Sharla Hutchison on her 2014 Outstanding Graduate Advisor Award.

About the Writer

Krissy Allacher

Krissy Allacher is an English major in the writing concentration at Fort Hays State University.
Alumna Deb Bickner wins Tangeman Award

Deb Bickner (M.A. 1992) currently chairs the English department at Colby Community College (CCC). At the 2014 CCC graduation ceremony, she proudly received the Tangeman Award recognizing her as the outstanding educator of the year at Colby Community College. The award — the highest recognition a faculty member can receive from CCC — is named for the second president of the college. “Having had the opportunity to work with Dr. Tangeman, who inspired me as an educator,” Deb says, “the award has special meaning for me.”

After first earning a B.A. in theatre elsewhere, Deb and her husband settled in Northwest Kansas. Finding few opportunities in theatre, she entered the Summer English M.A. Program at FHSU. “English had always been a strong subject for me,” Deb says. “It paired well with my theatre degree.”

Originally choosing the Summer M.A. Program for its proximity, Deb simply wanted to make herself more marketable for a career. However, Deb says, “I didn’t realize how much I would be challenged and how much I would enjoy the experience. It was excellent in meeting my learning needs.” Deb found the professors to be topnotch and the classes excellent preparation for her college teaching career.

“Before I was enrolled in the M.A. program at FHSU, I was the technical director for the Colby Community College drama department,” she says. When another position opened up in the English department, Deb applied. Because she was in the master’s program at FHSU by then, she was hired for the position, becoming a fulltime instructor.

“I enjoy teaching at the college level and have continued to teach at Colby Community College, even though my positions have changed.”

Lisa Jones receives 2014 Outstanding GTA Award

by Kaci Ferguson

It’s spring 2014 and across the library, the loud, hurried footsteps of someone with somewhere to be can be heard rushing towards the Writing Center. It’s Lisa Jones, and she’s a woman on a mission. Walking into the office, she sits down at her desk, opens her laptop and begins her daily afternoon routine of tutoring students, writing her thesis, texting her daughter’s babysitter, planning the next Writing Center event, finishing homework and answering questions from other tutors such as these:

“Lisa, can I have Friday off?”
“Lisa, should I take Advanced Comp next semester?” and
“Lisa, what on earth should I do after college?”

After tutoring at the Writing Center for four years, Jones received the Graduate Teaching Assistant (GTA) position in the Department of English for the 2013/2014 school year. With her main responsibilities pertaining to the Writing Center, she took on this position during a year of major transition. Not only did the center gain a new director that year, Dr. Yuri Yerastov, but it also moved to the first floor of the library and transitioned to online scheduling.

Due to her hard work and dedication to the department, Jones received the 2014 Outstanding GTA Award in English. She balanced the typical GTA responsibilities of holding over 237 tutoring appointments, covering classes, and supervising tutors, with supplementary obligations due to the Writing Center transition.

“Even though it was a lot to handle and that year is pretty much a blur, I love the Writing Center. It was crazy, pure insanity sometimes, but it was also really fun. Plus it gave me a great opportunity to develop a lot of the materials that I now use to teach,” she says.

Jones graduated with her master’s in May of 2014 and currently teaches in the FHSU Department of English. She plans to apply for a Ph.D. program in Composition and Rhetoric with a focus on Writing Center Pedagogy in the fall of 2015.

Once she receives her Ph.D., Jones intends to teach composition and return to a writing center; however, this time she means to enter in the role of director.
Every year, members of the Sigma Tau Delta English Honor Society venture across the country and participate in the international convention. Unlike the average one or two students selected from our local Rho Psi Chapter to present their papers, eight students were chosen to participate in ten events this year — most likely the highest number in the chapter’s history. The group included Alfredo Anaya, Taylor Deutscher, Kaci Ferguson, Brigid Markey, Seonjin Na, Kimberly Voeller, Patrick Vulgamore and Zach Walker. "It was wonderful to see so many get accepted to represent FHSU,” Deutscher says. “We had a good mix of interests. If we wanted to go to a presentation, there was always someone to go with.”

The eight presenters, along with Hannah Badenhop, Taran Becker, Tyler Weiser and chapter sponsor Dr. Lexey Bartlett, traveled first to Santa Fe and then on to Albuquerque, New Mexico. Before the convention even began, Zach Walker took advantage of his time in Albuquerque. Walker and Alfredo Anaya visited sites around the city featured on the popular television show "Breaking Bad.” This experience allowed Walker to better prepare for later co-leading a roundtable event focusing on the series. “It was nice to be able to picture the actual buildings from the show in my head while I was talking about them during the roundtable,” Walker says.

Coinciding with the culture of the Southwest, this year’s convention featured three main speakers from diverse ethnic heritages. Leslie Marmon Silko and Simon Ortiz come from Native American backgrounds, while Gary Soto is of Mexican-American descent.

Badenhop had studied Soto in an American poetry class the previous semester. “Getting to listen to a poet like Gary Soto was a great experience because I love his poetry, and it was interesting to hear him discuss his creative process and his body of work,” Badenhop says.

Simon Ortiz, a member of the Acoma Pueblo tribe, also authored this year’s common reader, “From Sand Creek,” as homage to the victims of the 1864 Sand Creek Massacre. The Rho Psi members boosted their knowledge over the topic by stopping at the Sand Creek Massacre National Historic Site on their way to the convention.

Aside from listening to speakers, all Rho Psi members volunteered at the convention desk, helping newly arrived members from all over the world. Weiser found he enjoyed the experience: “It was actually kind of relaxing. We met and talked with new people, helped them out and sent them on their way.” Many members discovered volunteering over the first two days was an easy avenue to meet new people and find out what events were happening around the convention.

Topping off an unparalleled year for the Rho Psi Chapter, a member was once again voted into a national leadership position. Taran Becker followed in the footsteps of Kaci Ferguson and became the 2015-2016 Associate Student Representative of the High Plains Region. “I am ready to fill my role as the new ASR for our region!” Becker says.

The 2015 Sigma Tau Delta Convention was definitely a success for the group from Fort Hays. Even more, the experience bonded the group and provided them with lasting memories. “Welcomed by the wonderful people, love of books and obvious passion for the English language, I felt instantly at home at the Sigma Tau Delta convention,” Becker says. “My time in New Mexico was the most fun I’ve had in my life!”
Thanks to our generous scholarship contributors

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Jera Gales
Kylie Metzger
Matraca Ochs
Zach Walker

English Development Scholarship
Adaline Billinger

English Department Scholarships
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Paige Phillips

Lloyd Oswald Scholarships
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Jacinta Carter
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Lisa Blanchard
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Victoria Fethke
Jordyn Hadley
Adam Rusch
Alexis-Athena Wyatt
Crysta Stanton

Roberta Stout Scholarship
Jera Gales
Zach Walker
On Saturday, February 7, 2015, a group of about 300 FHSU benefactors gathered at FHSU’s Robbins Center to be wined and dined for donating money to the University. But these weren’t the stereotypical “big givers” that ride in the back of limousines and/or have buildings named after them. These VIPs were anyone who donated money in any amount to the university consistently for 20 or more years.

Lisa Moritz, a 1988 alumna with a B.A in English, was recently surprised to learn she was a 20-year donor. A recipient of the Alice McFarland Scholarship when she started attending college in the mid-1980s, she designates her contributions be given to English department scholarships. Donating to FHSU was, for her, a no-brainer: “I think it’s important to give back and to support institutions that contribute so much to me personally and to society at large.”

Luella Masters, who graduated summa cum laude with an English/Journalism degree in 1984, was also a scholarship recipient and believes that the scholarships didn’t just help her financially, but mentally, too. “Scholarships were more than financial aid — they were encouragement and confirmation,” she says.

The Fort Hays State University Foundation started the 20+ Years of Giving honor in the early 1990s, hoping to encourage people to give consistently, even if all they could spare was a small donation. “It doesn’t matter how much you give. If you give $5 consistently for 20 years, you’ll be honored at this event,” said Leanna Roberts, Director of Annual Giving for the FHSU Foundation. Julie Ackerman, 1971 graduate, has always enjoyed attending the party. “We have enjoyed the luncheons we have attended, as well as the basketball games.”

Last year, over half of the donations received by the Foundation were from individuals. In 2014, $6.202 million was given by 7,819 donors, and of that, $250,000 was given in gifts of less than $100.

Carolyn McGovern, 1965 alumna of FHSU, has a personal reason for giving. “[I] recognize that college costs have risen substantially since my husband and I were in school and that the availability of scholarship funds can enable more students to go to college.”

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Be sure to specify that you’d like the funds to go to the **English Department**!
On a cloudy late afternoon on May 17, 2015, Dr. Lexey Bartlett, associate professor of English, and nine students from Fort Hays State University, including English majors Kristen Roth, Jessica Shields, Jera Gales and me, journeyed to Denver on what would be an exciting flight from the United States to England. The sleepless hop across the pond totaled ten draining hours, including a 45-minute layover in Reykjavik, Iceland. Once we touched down in London, however, our adventure was underway.

We immediately began our ramble from Heathrow International in London to Bath after the 11:30 AM landing. The first stop along the way was Salisbury Cathedral, followed by the famous Stonehenge. During our stay in Bath, we took a day trip to Wales to explore the impressive Chepstow Castle.

Traveling northward, we stayed in Stratford-upon-Avon for two days, where we toured Shakespeare’s birthplace and other historical sites. Our group was also able to attend either Marlowe’s “The Jew of Malta” or Shakespeare’s “The Merchant of Venice” performed by the Royal Shakespeare Company at the Swan Theatre. Kristen Roth, Bartlett and I opted for “The Jew of Malta,” which we had studied with Dr. Pauline Scott the semester before.

“The music was absolutely phenomenal,” Kristen says. “I didn’t expect there to be so much choreography and dancing.”

The climax of our trip was spent in Edinburgh, Scotland. Unfortunately, I was unable to travel to Loch Ness due to our tight schedule. I decided on a day trip that took me to Alnwick Castle and The Holy Island, which, ironically, were both located back in jolly old England.

Alnwick Castle ended up being quite the tourist trap. Upon touring the “rooms” of the castle, I learned that the Duke of Northumberland still resided there with his family — as if the modern flat-screen television in the library wasn’t a giveaway.

“Do you know why you were allowed to visit his home?” Bartlett asked me.

“No, why?”

“Because he can’t afford to live there without paying customers,” she winked.

I can see why it would be hard to afford such luxury. There were gilded ceilings, an extensive library, 15-foot hand-painted portraits with 2-foot-thick golden frames, a large solid wood dining table fitted with crystal and silver settings, not to mention the hundreds of antique china plates displayed behind glass in the hall just outside the dining room. Needless to say, I felt very uncomfortable strolling through such extravagance in my tennis shoes.

Photography was, unfortunately, prohibited.

The final three days of our trip were spent in the heart of London, where we visited Shakespeare’s reconstructed Globe Theatre and the Tower of London, where we were able to see the infamous Ravens and, of course, the Crown Jewels, protected by Royal Guards.

During the second day in London, members of the group visited sites of personal interest rather
than participate in required group activities. Many visited specific landmarks and museums, such as the Churchill War Rooms or Saint Paul’s Cathedral. I chose to visit Warner Bros Studio’s Studio Tour London: The Making of Harry Potter. At a cost of £65 (roughly $70 USD), the Deluxe Adult Ticket included a special souvenir booklet and digital audio guide, narrated by Harry Potter’s Tom Felton (Draco Malfoy).

I even tasted the Butterbeer — it was horrible. It was just a mixture of cream soda and a caramel-flavored cream topping. I had expected it to be served warm, as it is depicted as steaming in the Harry Potter films. Alcohol would have been a plus, but alas . . .

The newest addition of the tour, implemented just two months prior to our arrival, included a 20,000-square-foot building that housed the original train — the Hogwarts Express — used in the films. We were able to walk inside the narrow corridor and peer within the cabins, many of which held specific props from select films, such as candy from the trolley, or Hogwarts-embellished knapsacks.

I attempted to meet with fellow students on our last full day of London to take a boat tour on the River Thames, but was delayed in the Underground, causing me to miss them. I had never traveled on the Underground alone until that very day, and it was both stressful and thrilling.

Once I exited the station in Westminster, I was hampered by a large group of tourists snapping pictures. I was concerning myself with gathering my bearings, furiously turning my map of London side to side. It was only when I heard someone mutter a familiar name that I looked up and was shocked to behold the most iconic scene in London: Big Ben.

Although I had missed my friends, I decided to purchase a boat tour anyway. The boat carried me down the Thames, past the London Eye, the Globe and the Millennium Bridge to the docks at Greenwich University. As I walked along the campus, I was stricken with déjà vu, and after a moment I realized I was standing in the very courtyard where the final battle took place in Marvel’s “Thor: The Dark World.”

That final day in London was, as I described to my fellow travelers that night, a solo adventure full of “happy accidents.”

Thanks to this marvelous opportunity provided by FHSU, I’ve learned a lot about myself. I never knew I would be so willing to strike out on my own, away from the security of the group and explore unfamiliar European territories. Now I cannot wait to go back and further explore England, Scotland and Wales — alone, or with friends.

Kaitlyn “Kat” Goetting is a senior English major (writing concentration) with a Dark Mark tattoo and no social life beyond Tumblr.

About the Writer
Taylor Deutscher

Blending her passions for sports and writing, senior Taylor Deutscher has discovered a surprising avenue to use her English degree. She began as a sports writer her freshman year for the “University Leader,” the campus newspaper. After reading her articles, the Sports Information Director from the Department of Athletics called Deutscher and asked if she would like to work for sports information. “I showed up the next school year and have been doing that ever since,” she says.

Over the following three years, Deutscher covered FHSU athletic games, including football, volleyball, basketball, softball, baseball and wrestling. She works to maintain live game stats by verbally calling out codes representing what happens at that moment in the game. Another employee then enters the codes into a software program, which in turn updates the online game information. “It’s so that people watching at home on the Internet can see what’s going on and keep track of the game without actually being there,” she says.

Deutscher also broadened her sports experience through an internship in the summer of 2014. Working for the Chillicothe Mudcats in Chillicothe, Missouri, Deutscher coordinated with sponsors, made announcements over the PA system, participated in promotional between-inning activities, wrote out press releases and once again entered code to update stats online. “My favorite part by far was hanging out in the press box with all of the other workers. We kept score and talked about what was happening in the game. Then afterwards, the general would play a certain song, and I don’t know why, but it just made my night,” she says.

During her spring 2015 Writing Internship class, Deutscher researched and wrote a media guide for The Wind, an independent professional baseball team in Garden City, Kansas. After graduating in May of 2015, Deutscher continued to work for The Wind. “It’s a 10-week season, so it’s not a fulltime job or anything, but it’s a good start. It’s still professional, so I’m excited about it,” she says. Deutscher plans to eventually work fulltime for a minor league team as a media contact.

Zach Walker

Over the past two years, rumors circulated around the Department of English that the FHSU mascot, Victor E. Tiger, may in fact be an English major. As he officially retired as mascot in May of 2015, senior Zach Walker can now openly confirm this speculation. “Once my English teachers found out about it, they were really sneaky but always wanted to ask me about it,” Walker says.

Walker first tried out for and received a mascot position while in high school. Unfortunately, this experience quickly turned sour. During his first basketball game as the mascot, he nearly earned his team a technical foul because he ran out onto the court and accidentally slid into a referee. “I never mascotted again in high school after that day,” Walker says.

At the beginning of his freshman year of college, Walker jokingly tried out for the cheerleading team. Earlier he had posted a status on Facebook stating, “I just got told I should do college cheerleading. Like this bad boy if you think I should do it!” Because nearly 70 of his friends liked the status, Walker tried out and made the team. He retired from cheerleading two years later due to a back injury but was asked last minute to fill in as mascot for an event. “I apparently did a really good job because they asked me to keep doing it,” he says.

Walker portrayed Victor E. Tiger during the basketball and football games and special events over the past two years. As his coach told him to always “keep moving,” instead of mainly standing on the sidelines of games, Walker enjoyed interacting with the crowd. This included giving fans high fives, hugging them, playing the drums with the pep band or mischievously teasing
unsuspecting victims. “A lot of times I’ll snatch fans’ things and give them to somebody else. I’ll then walk away without explaining it,” he says.

After graduating in May of 2016, Walker plans to teach high school English. He took this passion for working with younger people with him as he donned the tiger suit, constantly playing with children. Walker believes the interaction with children is the most authentic, as adults know a person is in the suit. “I love when kids come up and say ‘Oh, Victor!’ and jump up into my arms. It’s really cute when I, as the tiger, can throw them up into the air, tickle them, or give them hugs.”

Seonjin Na
As an international student from South Korea, senior Seonjin Na has always viewed her studies at Fort Hays State University from a global perspective. After her sophomore year, Na took a year off from college and traveled back to South Korea to teach English to young students. She returned wanting more than ever to work with ESL students at FHSU. Na sent in a job request to the ESL Department but had to wait for a position to open up. Finally, at the beginning of her senior year, she was hired as an ESL tutor.

Na now works with international students after their classes to answer questions and practice English together. “ESL students have reading and writing, speaking and listening, and grammar classes. So they will bring me questions. It is too much for their teachers to answer all of them,” Na says.

Overall, Na usually works one-on-one with ten students from China, South Korea and Saudi Arabia multiple times a week. “It’s kind of funny to see how students have different expectations on their improvement,” Na says. As the Korean students she works with have only six months to study in the United States, Na says they put pressure on themselves to learn even beyond the classroom. Chinese students, Na explains, are in the United States longer and can learn English at a more leisurely pace.

Due to the intimate nature of the one-on-one tutoring sessions, Na has enjoyed forming friendships with her students. She explains the experience doesn’t feel like a job to her, as she truly likes working with her students. “I love spending time with them. I think that makes all the difference in how I see my job. It can be time consuming, but I love it and enjoy doing it,” Na says.

Na graduated with a bachelor’s degree in May of 2015 and plans to return to South Korea for the summer. She has received a GTA position with the Department of English and plans to return in August to begin her master’s program. “I want to be an English major so that I can teach English more professionally, especially with international students,” she says. After graduation, Na plans to possibly move to China to teach English.

Kat Goetting
Since May of 2011, senior Kat Goetting has maintained a successful online Etsy account selling crafts, supplies and jewelry. This includes over 200 sales, 500 “admirers” and a five-star rating. Many of her reviews follow along the lines of this one: “The necklace is so beautiful! The minute I opened it I had to put it on. I almost wanted to put it in a shadow box & frame it on my wall. New favorite necklace, thank you!”

However, this growing business may seem a little unusual or even shocking to some customers, as nearly all of the items for sale are composed of actual animal parts. Her account, PostMortemAdornments, lists unique items such as “Goat Leg Bone Necklace Organizer,” “XL Snake Spine Necklace,” and “Badger Claw Earrings,” which definitely draw in the attention and occasional disgust from observers.

“No one has ever said, ‘That’s kind of cool.’ It’s either ‘Wow, that’s super cool!’ or ‘That’s horrible! You should go to church,’” she says.

Goetting first became involved with crafting through helping her mom with a stand at craft shows in Lawrence as a child. As she grew older, she learned to make jewelry and began trying to sell it at her mom’s stand. “When I learned how to make my own jewelry, I would bring some and try to sell it, but it never worked out. Then I learned how to make more unique things with bones,” she says.

Today, Kat sells items at craft shows in Lawrence and through her}
If you had asked Josh Dreiling what his dream job was while he was still attending FHSU, he probably would have said, “Editing for a big-name publishing company.” If you were to talk to him now, you’d find that his dream is a reality. A 2011 graduate of FHSU, Josh is currently working as a production editor for Andrews McMeel Publishing in Kansas City.

While an undergraduate, Josh worked at the school newspaper as an editor and comic strip writer and illustrator. His favorite comics that he created were filled with nonsense, goofy jokes and just a bit of violence. He now works mainly with comics at Andrews McMeel. Today, Andrews McMeel Publishing is one of the largest independent newspaper syndicates in the world. Every year, the company publishes the work of more than 125 syndicate creators and writers, and more than 300 books. The company is best known for the comic Calvin and Hobbes by Bill Waterson.

Josh took the time to answer a few questions about his work and about publishing in general.

**Q: How did you get started?**

**Josh:** While I was between jobs and entering graduate school, I found an online posting for an editorial internship. I wrote a cover letter and sent everything off the same day, which was two or three days from the deadline. After a terrifying interview in which every editor at Andrews McMeel sat around a table and asked me questions about writing and comics, I got the internship. Nine months and four interviews later, I had a fulltime job as a production editor, working with children’s and cartoon titles. This was also terrifying. Everything is terrifying.

**Q: What do you do day to day in your job?**

**Josh:** A production editor’s main responsibility is keeping every facet of a book’s production on schedule. I’m a go-between for the editors, designers, art directors and production managers. When a book is announced, I create a schedule, set up a transmittal meeting with everyone involved and keep tabs on the book’s progress through to completion. I also coordinate with proofreaders and copy editors, and check for errors in the book myself. Once the book has completed the process and is approved for printing, I go to the digital publishing part of the process. While the printer works on the book, I create all formats of e-books for every title I’m assigned. This sometimes gives me opportunities to incorporate animation, interactive games and fun things — and whatever else I deem awesome.

**Q: What is the best part of your job?**

**Josh:** Working on anything Calvin and Hobbes, of which Andrews McMeel is and always has been the sole publisher. It’s been my absolute favorite comic strip since I was a kid, bringing the books into restaurants which, until a couple of years ago, I never knew existed.

**Q: What is the most challenging part of your job?**

**Josh:** Books are complicated, so every title has its own quirks and intricacies. Some authors are great at hitting deadlines — others, not so much. There are dates that can be missed without much trouble, and there are dates that will ruin your schedule and your life if you can’t hit them. Well, not really, but coordinating so many books at the same time gets real crazy real quick. Managing the workload is a constant struggle.

**Q: What are you most proud of?**

**Josh:** I have a chance to work directly with some of our cartoonists, including Stephan Pastis (Pearls Before Swine) and Rick Kirkman (Baby Blues). I had the great honor of working on both “The Complete Cul de Sac” and “The Art of Richard Thompson” — both gorgeous, engaging books, thanks to the hard work of everyone involved. I’ve been humbled and fascinated by this work.

Morgan Schremmer is majoring in painting and minoring in English. Someday, she hopes to work in publishing, editing and illustrating books.

**About the Writer**

Morgan Schremmer
What's a teacher to do?

September 3, 2014

By now I should be spending three to four hours a night fine-tuning lesson plans and unit calendars, reconfiguring seating charts, building a gradebook, reviewing student data and managing a burgeoning to-do list.

By now I would know — comfortably — the names of 60 to 75 new students and their idiosyncrasies. I’d know who were the ones to watch with my set of teacher eyes that exist in the back of my head, who to keep under my wing and who will present challenges that will hone my craft as a teacher and remind me why it is that I teach.

By now I would have impressed upon many, if not most, of my students that they matter. That their education is dependent on what they put into it. I would have given my “Put the Big Rocks First” demonstration applying Sean Covey’s principles from “Seven Habits of Highly Effective Teens.” I would have confiscated several phones and assigned lunch detention for a small handful of students who didn’t take me for my word. I also would have shaken many former students’ hands, given hugs, high fives and smiles because building relationships matters.

By now I would have purchased a Butter Braid, a scented candle, my umpteenth school T-shirt or a coupon book from a motivated student athlete or band member who managed to beat others to it. I would have attended a cross-country meet or football game or volunteered to help with homecoming or powder puff.

But I’m not doing any of these things.

Instead, I’ve taken a leave of absence to complete a master’s degree in English.

It feels weird. Like I was voted off the island. I picture in my mind what my hard-working colleagues are going through — from the first bell at 7:10 a.m. to the dismissal bell at 3:00 p.m. It’s as if there is an ever-so-quiet bell schedule going off in my head each day. As the school year gets underway, the sounds of bells are becoming faint.

I must find my own rhythm.

The same catalyst that drove me to become a teacher — a desire to learn — drives me forward. I will hone my research skills, strive to produce coherent and cohesive writing, improve my close-reading skills, study for the M.A. Exam, and relish the opportunity to read fiction and non-fiction works that have lived on my hastily scribbled “need to read” list for months or years in eager anticipation of being consumed.

I’m an adrenaline junkie.

I’m a teacher.

I got this.

Cheryl Newey is a resident of Louisville, Colorado. She has taught high school English for eight years in Thornton, Colorado. She graduated with her English M.A. in May 2015 and plans to return posthaste to the classroom.
Creating a database is an unusual assignment for an English Composition I class, but it became the main focus for Linda Smith’s class of KAMS students. In the fall of 2013, Linda Smith taught an English Composition I class consisting of all Kansas Academy of Math and Science (KAMS) students — advanced high school students. “I knew [the class] was comprised of students quite a bit different,” Smith says. Before class, the students would share their various educational experiences. These before-class chats sparked the idea for a database for gifted students and teachers.

Smith started her students on a feasibility study to research and begin working on developing ideas for the project. Unlike a traditional English Composition I class, the students collaborated on the feasibility study for credit. Smith used class time to teach her students how to use the information from their feasibility study in the database project.

In order to launch the project, the students needed funding. At the end of the semester, Smith applied for a Dane G. Hanson grant issued to students in the College of Arts and Sciences. Their project was awarded a grant for $5,800. They needed to spread the word to school districts around Kansas, so much of the grant was used for travel expenses.

The students presented in Oakley and Phillipsburg at conferences where several schools had representatives. Many representatives approached the students afterwards to ask them to present at their schools. The students also presented at The Kansas Talented and Gifted International Conference in Manhattan, Kansas, in the fall of 2014.

To keep the site updated and managed, KAMS students Tammy Nguyen, Kayce Feldkamp and Yeongsu Han formed a governing board. Nguyen is in charge of web design, Feldkamp of gifted research, and Han of creative designs (i.e., logo). The three students graduated spring 2015, so they have sought replacements. Despite graduating, though, all three students want to remain involved in the project.

The database provides resources for all subjects, including the arts. The students felt that schools tend to focus more on math and science, and place less emphasis on the arts. They believe that gifted and talented students are not only gifted in the core subjects, but may be gifted in other areas, such as music. Therefore, the students added music and art to the subject list.

In the fall of 2014, the students began presenting in education classes at Fort Hays State University. They are hoping that future educators will take this new resource and use it in their classrooms.

Smith and her team of KAMS students plan to keep expanding the database to include as many resources as possible. “The purpose of the website is to provide high-quality educational resources without cost,” says Smith. This is a useful tool for both students and educators and will continue to expand as more people learn about the database.

KAMS is an early-entry-to-college program that focuses in advanced mathematics and science. View the database at http://kged.weebly.com.
A Hidden Gem: FHSU summer English master’s program

In the spring of 2013, I received a promotion to move from my curious, crazy classroom of junior high students to what amounts to the “true K–12 academia” of high school juniors and seniors. It was a job I just couldn’t turn down and a dream job for an English teacher: junior honors students, AP English Literature, and Composition I and II dual credit through Hutchinson Community College. With much trepidation at leaving behind my wonderful coworkers and my endearing 7th- and 8th-grade kiddos, I took the promotion and moved my desk, my books and my heart down the hall toward the wing of high school and the unknown.

I soon found that, in addition to the angst I was feeling toward changing jobs and leaving my “comfort zone,” in order to teach the Comp I and II classes, I would need another master’s degree. My first one was an M.S. in Curriculum & Instruction earned in 2002. At that time, I felt I knew my content and wanted to be the best teacher I could be, so I chose that program. I have never regretted that choice. But when I learned that the Kansas Board of Regents was changing the guidelines for our state colleges and that I would now need a master’s in my content area (English) in order to teach the dual-credit courses, I was a bit dumbfounded at my dilemma and began to question what I had done. I had left the security of my junior high classroom and my co-workers for a new job, and now I had to go to graduate school. Again.

However, I come from a long line of educators, and my mother taught me a long time ago that the most valuable asset I could have was an education, and until just months before she died, she was still working hours above her own M.S. in Science Education. I guess I’m a lot like her, so I jumped at the chance to start looking for a program that would fit my family’s lifestyle, my schedule and my love of English. And, of course, I had to break the news to my husband, who has supported my continual pursuit of higher (and higher) education since the day we got married.

He knew his answer didn’t really matter because he knows I love to learn, so he just pushed me to start searching for a program that was right for me. I am not an online learner — I hate it with a passion — so I needed instructors in the classroom with me. There are very few programs out there that still offer face-to-face learning in the summer. In addition to FHSU, I could find only one other, in California, and I quite possibly would have had to trade an arm, a leg and my first-born to have afforded it. To my delight, Fort Hays State University offered the perfect 30-hour program, and it was a Godsend because it was right down the road from my little town of Lindsborg — and it was incredibly affordable.

That was 2013, and as quick as a lightning strike, I finished two summers in Hays, America, in the wonderful Summer English M.A. program. The instruction, I believe, was second to none. My professors pushed me to work hard, to appreciate literature and composition, to think differently and to make a difference in my world. It was, however, not an easy program. My day began at 5:15 a.m. with a running workout with fellow classmates and ended after midnight each night after putting to bed the reading and the writing that called my name each day. But each summer it was a blissful two-month experience full of the most incredible, rigorous learning experiences and newfound friendships, and I am proud to have been a part of this program and this campus for this tiny segment of my life.

I want to let the world know about this program. Many teachers out there are just like me: they have their summers open, they need a graduate degree in English and they’d rather not take online classes. This program has allowed me to learn from the “masters” of the FHSU English Department in a demanding — but safe — environment. I never felt awkward with my thousand questions a day that I asked, and those questions have provoked answers that I can take back to my own classroom in Lindsborg to help make my students the best they can be. I will model my own teaching after the tremendous models that have taught me here in Hays.

Let’s continue to spread the word about the FHSU Summer English M.A. program. Every aspect of the summer experience was dynamic; my professors and my fellow classmates encouraged my passion for learning in a world that has so much learning to be accomplished. The program, indeed, needs to be shared with “FHSU Pride.” It deserves the recognition because it truly is a hidden gem.

About the Writer

Sydney M. Dippel

“Syd” Dippel teaches English courses at Smoky Valley High School in Lindsborg. When she’s not teaching and preparing to “wow” her students with literature and writing exercises, she’s running half marathons with friends, being active in her church and in her community and motivating others to live a good life.
For many students, English Composition I and II are required courses to “get through.” For some students, however, the courses provide a way to discover the writers within. To recognize such outstanding writers, the Writing Tigers annual competition at FHSU awards prizes to the top three essays in English Composition I and II for each academic year.

“The essays can be on any topic as long as they come from either Composition I or II, and are given to me by the professors who nominate their students for this honor,” says Dr. Brett Weaver, chair of the Writing Tigers contest.

“Attending the Writing Tigers event was literally life changing for me,” says Linda Thomasson, a previous Writing Tigers winner. In 2009, Thomasson wrote a paper called “Relentless: Mass Media and the Pursuit of Unrealistic Beauty,” which won second prize in the contest.

“I was working toward a degree in Social Work and enrolled in Dr. Sharla Hutchison’s Comp II class at that time. Dr. Hutchison approached me about entering it in the Writing Tigers contest. I agreed and thought nothing more of it. But then I received an email from Dr. Cheryl Duffy [Writing Tigers chair at the time] congratulating me on taking second place in the contest. I was stunned. In no way did I consider myself a writer at that point.” Thomasson relays the story with as much excitement as if it happened yesterday.

Since that time, Thomasson has earned her bachelor’s degree in English, and she is currently working on her master’s degree in English. As she thinks back on that experience, she says, “It is not only about winning a contest, but also about someone believing that I belonged in that contest.” In a word, she finds herself when she is writing. As Thomasson puts it, Hutchison reminded her that “writing is a craft, and the ability to write well is a gift.” She hopes someday to pay that forward to her own students.

**About the Writer**

**Xiaocao “Cathy” Wang**

Xiaocao “Cathy” Wang is currently working on her bachelor’s degree in Global Business English. She will travel to Hong Kong in 2016 to get her master’s degree in English.
Most students at Fort Hays State University associate Halloween with ghosts and ghouls. For two graduate students in the English department, though, October 31, 2014, was filled with something far scarier: a conference presentation.

At the annual Kansas Association of Teachers of English (KATE) conference in Wichita, Dr. Cheryl Duffy, accompanied by graduate students Wen Xin and Linda Thomasson, presented a session titled “Rethinking How We Teach Second-Language Learners.” Their presentation was divided into three key areas:

1. Universal strategies for promoting success among second-language learners.
2. Suggestions for understanding and teaching second-language learners, with an emphasis on Chinese students.
3. The underlying causes of plagiarism and ways to prevent and address academic dishonesty.

Each presenter brought a unique perspective on second-language learners. As a professor specializing in composition, Duffy has taught countless international students. Xin is a Chinese student who researched the differences between composition teaching in China and in the United States for a project in Duffy’s Theories of Rhetoric and Composition course. Thomasson spent a year teaching in the ESL program at FHSU.

Duffy began the presentation by offering a series of suggestions gleaned from her years of teaching international students. She noted that language acquisition takes time, reminding teachers that repetition is crucial to help non-native-speaking students learn. She stressed the importance of focusing on “what is in the writing, not on what is missing.” Teachers should read papers first for content and organization, not grammar and surface errors. One key point to remember when teaching second-language learners is to speak more slowly, not more loudly.

Xin then offered suggestions teachers should consider when engaging with Chinese students. He explained the differences between formal writing requirements in China and the United States, pointing out that Chinese students are encouraged almost exclusively to address their own life experiences, whereas American college students are more often expected to conduct research and cite outside sources.

Thomasson closed the presentation by explaining the reason behind the high number of plagiarism cases among ESL students. To many ESL learners, “plagiarism is a foreign concept.” They are taught to imitate the works of a master rather than produce something original. They see plagiarism as a form of showing respect, as they believe themselves incapable of producing work of the same caliber. She then offered strategies for helping second-language students to understand and avoid plagiarism.

For both Xin and Thomasson, this was their first professional conference presentation, and despite any fear they might have felt, they were pleased with the positive audience response — and relieved. Xin has since graduated with his Master of Arts degree in English and has been accepted into a Ph.D. program in English, and Thomasson continues her work within the English M.A. program at FHSU.
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