

EASTERN ILLINOIS UNIVERSITY'S ANNUAL

# ENGLISH STUDIES CONFERENCE



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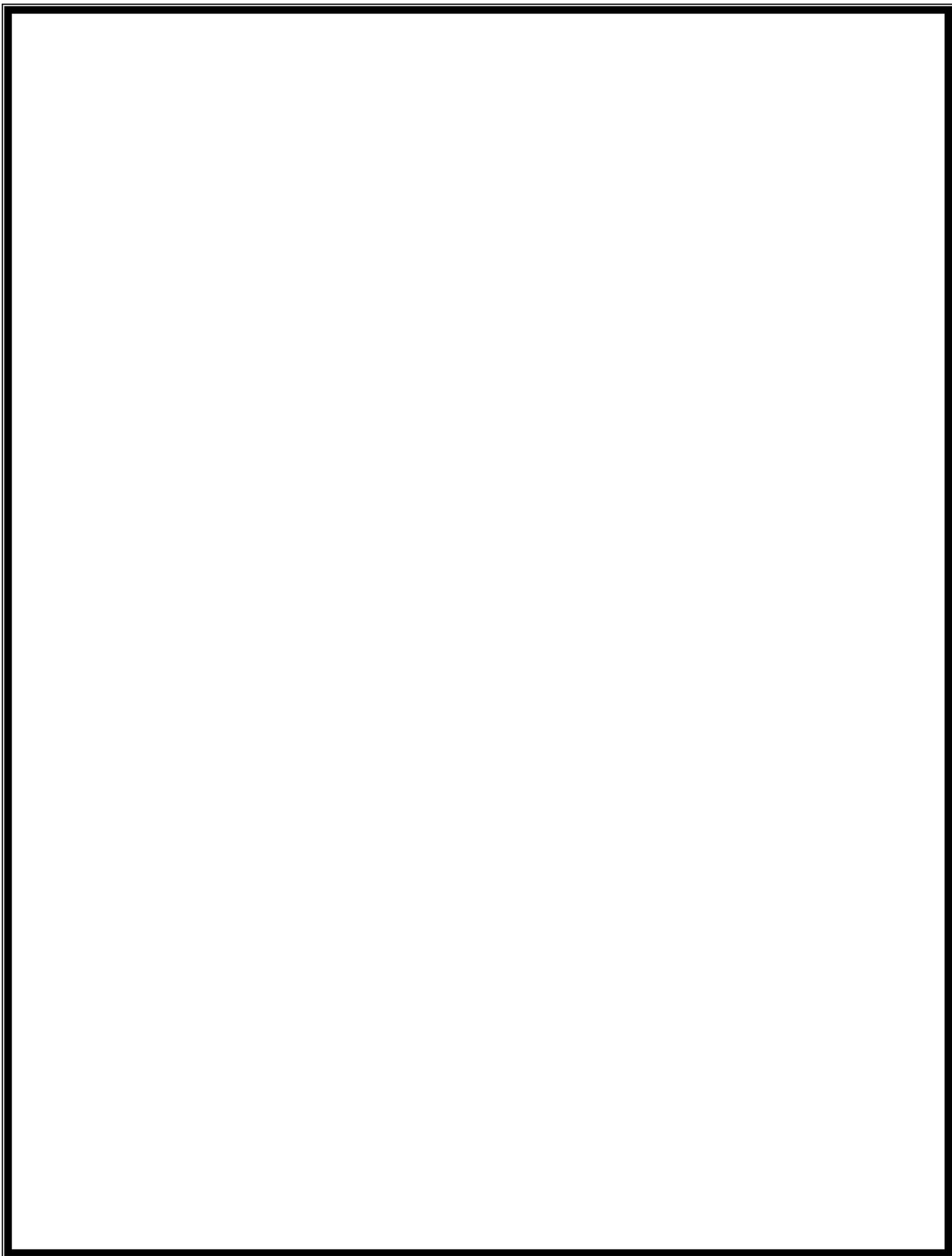
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TUESDAY & WEDNESDAY

April 16th & 17th, 2024

A CELEBRATION OF UNDERGRADUATE & GRADUATE WORK

CREATIVE WRITING, PROFESSIONAL WRITING, ENGLISH EDUCATION, LITERARY & CULTURAL STUDIES



# 2024 English Studies Conference Program

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**Kick-Off Event, Tuesday, April 16<sup>th</sup>, 4-5pm, 4440 Booth Library**



**“Activism, Entertainment, and Education: Diversity in Literature for Young People,” Dr. Niall Nance-Carroll**

Join the conversation about diversity in books for children & young adults. Raffle winner/attendees choose a free book to take home with them! Light refreshments served.

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**English Studies Main Conference Events, Wednesday, April 17<sup>th</sup>, Coleman Hall - Third Floor Classrooms & Auditorium**

**Registration/Breakfast**

9:30am-10:00am, Third Floor Coleman Hall

Check-in to the conference & pick-up your program in the third-floor hallway and join us for an opening conference light continental breakfast spread before our day of celebrating English Studies at EIU begins. This would be a great time to stop by and view the Student Poster Presentation on display in the main concourse as well. Information about, and links to join **Virtual Sessions**, are listed in the program below.

## **Poster Presentation, Third Floor Coleman Hall Main Concourse**

**Instructor: Dr. Angela Vietto**

### *Careers in Editing*

As one of our projects to practice interviewing, our class interviewed seven working editors to learn about their career path and create a website for the information of students considering this field. This poster summarizes what we learned and accompanies a roundtable discussion presented by others from our class. This poster presentation will be available for viewing throughout the conference event. Those wishing to attend a live discussion concerning the material should attend Panel 4A “Editing as a Career.”

### **Poster Contributors:**

Jay Johnson  
Braden Reedy  
Jenna Tobias

### **SESSION ONE (Concurrent Panels)**

10:00-10:50am, Coleman Hall Third Floor

### **Panel 1A – 3130 Coleman Hall**

**Moderator: Drs. Colleen Abel, Michael McClelland, and Amie Whittemore**

### *Creative Writing Showcase*

Undergraduate and graduate creative writers working in fiction, poetry, and creative nonfiction will read from a selection of their work.

### **Readers:**

Athena Ballard  
Kierstyn Budz  
Ray Fauley  
Erica Heldenbrand  
Jenna Tobias  
Khiyah Vaughn  
Presley Wiseman  
Pamela Zimmerman



**Panel 1B – 3140 Coleman Hall**

**Moderator: Dr. Suzie Park**

*An American Tragedy and AI, Part 1*

Join us for a thrilling ride in the world of English capstone projects! In each of three panels, five brilliant seniors will deliver very short papers (creative works and critical essays) contemplating the connections between current debates on artificial intelligence (especially those centered on human and machine ethics) and *An American Tragedy*, Theodore Dreiser's epic 1925 novel about the incompatibility of American success and moral decisions.

**Presentations:**

Madison Thompson: "An Idol Warning"

Evan Maggerise: "*An American Tragedy*, the Progression of AI, and Ethics"

Chevvy Edwards: "Parasitical Propriety"

Kyla Moton: "A Parent's Guidance"

Adriana Burton: "Hortense Briggs's Life of Luxury"

**Panel 1C – 3150 Coleman Hall**

**Moderator: Dr. Marjorie Worthington**

*Transatlantic, I*

Join students from ENG 2960 as they share various analyses of literary works in their context and ours.

**Presenters:**

Killeen Reidy

Katie Gillespie

Riley Bauer



## **SESSION TWO (Concurrent Panels)**

11:00-11:50am, Coleman Hall Third Floor

### **Panel 2A – 3130 Coleman Hall**

**Moderator: Dr. Julie Campbell**

*Shakespeare in His Time and Ours*



For this panel, students present work on elements of popular culture in Shakespeare's world and in film. These papers originated in English 3802/3892 which focuses on Shakespeare in his time and in ours.

#### **Presentations:**

Mary Graff, "Shakespeare and the Shrew"

Dani Harris, "Shakespeare's Portrayal of the Premodern Lore of Fairies"

Riley Jansen, "Olivier's Patriotic Henry V"

Pamela Zimmerman, "Questioning Gender Roles in A Midsummer Night's Dream"

### **Panel 2B – 3140 Coleman Hall**

**Moderator: Dr. Suzie Park**

*An American Tragedy and AI, Part 2*

Join us for a thrilling ride in the world of English capstone projects! In each of three panels, five brilliant seniors will deliver very short papers (creative works and critical essays) contemplating the connections between current debates on artificial intelligence (especially those centered on human and machine ethics) and *An American Tragedy*, Theodore Dreiser's epic 1925 novel about the incompatibility of American success and moral decisions.

#### **Presentations:**

Jenna Tobias: "The Best and the Better"

D'Angelo Johnson: "The American Dream: Reality or Fiction?"

Erica Heldenbrand: "Identity Conflict"

Amber Benhart: "A Letter to My Son"

Nathaniel GrayBeal: "Teacup Cowboy"

**Panel 2C – 3150 Coleman Hall**  
**Moderator: Dr. Marjorie Worthington**

*Transatlantic, II*

Join students from ENG 2960 as they share various analyses of literary works in their context and ours.

**Presenters:**

Meghan Bentley  
Talianna Rubin  
Gabi Hill

**Lunch Break & Poster Presentation**  
**Viewing**

11:50-12:05pm, Coleman Hall Third Floor

Grab your complimentary lunch and make your way to one of the Session Three panels. Sneak a peek at the poster presentation on display in the hallway (if you didn't already get a chance during breakfast) and catch up with peers and faculty to exchange thoughts about your experiences in the morning sessions. Feel free to bring your lunch items into the Session Three panels to finish them during this time slot!

**SESSION THREE (Concurrent Panels)**

12:05-12:55pm, Coleman Hall Third Floor

**Panel 3A – 3130 Coleman Hall**  
**Moderator: Dr. Tim Taylor**

*Press-Release Presentations about Recent Articles in Rhetoric & Composition*

In these concise, press-release-like presentations, each participant will provide a summary of a research article from within the past five years in Rhetoric and Composition, and the conclusion of each presentation should answer this question: "How should this article affect how I teach writing at the college level or elsewhere?" After every person has presented about their research article, there will be a brief discussion about connections among the articles & ideas for implementation in writing courses.



## **Presentations:**

Kierstyn Budz on "Educating into Creativity: Creative Pedagogy and Composition"  
by Amy Beasley

Rashed Mahmud on "A Comparison of Writing Tasks in ESL Writing and First-Year Composition Courses: A Case Study of One U.S. University" by Jooyoung Lee

Ben Ellison on "'The Limits of Inclusion in Open Access: Accessible Access, Universal Design, and Open Educational Resources" by Matthew Weirick Johnson and Salma Abumeeiz

Simon Adu on "'It's Not Like He Was Being a Robot': Student Perceptions of Video-Based Writing Feedback in Online Graduate Coursework" by David Marshall, Savanna Love, and LaRon Scott

Tim Taylor on "Transforming the Feedback Paradigm: A Qualitative Study Examining Student-Centered, Question-Based Pedagogy in College Composition and Literature Courses" by Baker, Formo, Headley, and Mecucci Springer

## **Panel 3B – 3140 Coleman Hall**

**Moderator: Dr. Julie Campbell**

### *An American Tragedy and AI, Part 3*

Join us for a thrilling ride in the world of English capstone projects! In each of three panels, five brilliant seniors will deliver very short papers (creative works and critical essays) contemplating the connections between current debates on artificial intelligence (especially those centered on human and machine ethics) and *An American Tragedy*, Theodore Dreiser's epic 1925 novel about the incompatibility of American success and moral decisions.

## **Presentations:**

Ray Fauley: "But What A-Bot Them?: AI, Our World, and What Happens When They Make a Mistake"

Peter Grichnik: "The Canoe for Two"

Braden Reedy: "The Dichotomy of Clyde's Identity in Dreiser's *An American Tragedy*"

Drew Bradshaw: "The Age of Wonderful Nonsense"

Raymond Cummins: "*Dreiser A.I.* Ethical and Legal Considerations in Healthcare: An Analysis through Storytelling"



## **Keynote Presentation**

1:00-1:55pm, Coleman Hall Auditorium (1255 Coleman Hall)



### **"An Incomplete History of Dystopian Literature"**

**Jeff Vande Zande**

In his keynote address, author and EIU alumnus Jeff Vande Zande will offer a brief history of the dystopian genre. Additionally, he will speak to the significance of the dystopian genre and its potential as an engaging form of literature. Finally, Vande Zande will read from his own recently-released dystopian novel, *Rules of Order*. Discounted copies of his novels and short story collection will be available for purchase and signing after and throughout the event. For those unable to attend this on-campus talk, this keynote address will be available for viewing on our YouTube channel shortly after the conference. The link will be available on our conference [website](#).

## **SESSION FOUR (Concurrent Panels)**

2:05-2:55pm, Coleman Hall Third Floor

### **Panel 4A – 3130 Coleman Hall**

**Moderator: Dr. Angela Vietto**

#### *Editing as a Career*

As part of our exploration of the practice of interviewing, our class interviewed seven working editors to learn about their career paths and create a website for students interested in this profession. This roundtable will present some of what we learned about the career path and daily life of editing professionals.

**Presenters:**

Meghan Bentley  
Ray Fauley  
Ethan Miller  
Jordan Wetter

**Panel 4B – 3140 Coleman Hall  
Moderator: Dr. Terri Fredrick***Engaging Learners & Improving Literacies: English Language Arts Pedagogy Panel*

Come hear advanced students from the English Language Arts teacher licensure program discuss pedagogical best practices for teaching and reaching 21<sup>st</sup> century learners.

**Presentations:**

DD Patterson, “Teaching Reluctant Readers and Diversifying Instruction”

This presentation will discuss the importance of teaching the reluctant reader by remaining humble in learning and finding creative ways to reach our academic goals. I will be sharing differentiated lessons and assessments as a way to not only reach a wider audience in the classroom, and also incorporate common core standards that are often missed.

Allison Nichols, “Pop Culture: An Essential Element in the ELA Classroom”

This presentation will cover how English Language Arts teachers can use pop culture in their classrooms to create engaging lessons and teach students various forms of media literacy.

Reaghan Hale, “Film in the English Language Arts Classroom: Overcoming Controversy”

In today's media-crazed society, how can the cinematic experience be used to teach critical media and visual analysis skills without rocking the boat of traditional public education? This presentation explores the answer to that controversial question.

## **SESSION FIVE (Concurrent Panels & Virtual Panels)**

3:00-3:50pm, Coleman Hall Third Floor & Zoom

### **Panel 5A – 3130 Coleman Hall**

**Moderator: Dr. Melissa Ames**

#### *Tips from Teachers in the Trenches: The English Educator Panel*

Local educators gather to discuss the directions their education degrees have taken them. This panel includes novice and expert teachers, educators working in diverse districts across the state. Topics of discussion include student teaching, substitute teaching, the job market, mentoring young educators, and various challenges facing those in the field (e.g. standardized testing, the politicization of education, teacher shortages, the mental health epidemic, and more).

#### **Panelists:**

Ryan Brown  
Julia Parrish  
Kristen Patterson  
Malia Smith



### **Panel 5B – 3140 Coleman Hall**

**Moderator: Dr. Melissa Caldwell**

#### *The Varieties of English: Honors Projects in English*

#### **Presentations:**

Sabrina Bunting, "An Excerpt from Warrior Queen"

Warrior Queen is a dystopian-esque novel in which the main character, Ellinor, has to rise to the challenge of being queen while struggling to figure out the mysteries that surround her. This short section is just one of the many trials she faces.

Ray Fauley, "K-Pop, E-Talk: Using Korean Pop Music to Teach English in South Korea"

Korean Pop music is a unique form of music and pedagogically useful for teaching English to speakers of other languages because of the degree to which the music itself is bilingual, as the songs frequently incorporate both Korean and English. With these attributes K-Pop is an untapped tool to teach Korean students English in the way that it will change the priority from translation to communication, give them more motivation to learn English, and, with the research it takes to properly speak and understand, more appropriately prepare teachers to adequately speak and teach English.

Reaghan Hale, "Social Justice Pedagogy in the English Language Arts Classroom"

In today's evolving yet prejudiced society, educators are placed under more pressure than ever to create a learning environment that celebrates and encourages students of any and all backgrounds. This study exposes the inconsistencies in the public education system regarding social justice approaches and how to overcome those challenges through the teaching of reading and writing as an English Language Arts teacher.

Madi Mills, "Linguistic Justice Pedagogy in Secondary ELA Classrooms"

My essay defines and discusses the implications of linguistic racism regarding Black American youths. The paper also explores pedagogical practices which can be used to diminish the presence of linguistic racism against students, drawing on Linguistic Justice Pedagogy and Critical Language Pedagogy.

**Panel 5C – 3150 Coleman Hall**  
**Moderator: Dr. Terri Fredrick**

*Close Reading Post-9/11 and Post-Covid-19 Texts: Graduate  
Literary & Cultural Studies Presentations*



This panel features two scholarly presentations from ENG 5061: Special Topics in Literature & Theory. Stemming from a course focused on affect theory, both presenters analyze different media, attending to related narrative and craft elements within the works. For on campus students, join us in 3150 to view these video-style presentations and engage with both of the scholars who created them in a Virtual Question & Answer session after both presentations have ended. Off campus students, or those unable to attend the late afternoon session in-person, can use [THIS LINK](#) to join the session via Zoom. These presentations will also be temporarily available on our conference [website](#) in the days following this event.

## Presenters:

Dr. Jennifer Miller, “In the Shadows: Art Spiegelman, Graphic Novels, and Visual Literacy”

This presentation examines Art Spiegelman’s graphic novel, *In the Shadow of No Towers*, which depicts his experiences on September of 11<sup>th</sup> in New York City and his personal turmoil in dealing with the aftermath of the attack. This talk provides a close reading with a focus on the visual nature of the work. It will situate this text within the genre of graphic novels, set it in contrast to other examples of graphic novels about 9/11, and explore the importance of visual literacy and the study of texts that are presented in sequential art forms.

Traci Salazar, “Survival is Insufficient: Art as Integral to Human Life in *Station Eleven*”

*Station Eleven* is a pre- and post-apocalyptic television series (HBO Max, 2021-2022) based on Emily St. John Mandel’s 2014 novel of the same name. This adaptation, with a plot following the aftermath of the Georgia Flu pandemic which killed off 99% of the human population, was released during the late stages of the Covid-19 pandemic. This presentation analyzes the series arguing that through the two major forms of art featured – The Travelling Symphony of actors, musicians, and directors, and the Shakespearean plays they perform, and the *Station Eleven* comic book itself, *Station Eleven* – the series examines the ways in which art connects people at deep, fundamentally human levels, and how art can be a means to process trauma, heal, and, in some cases, even save people’s lives.

## **SESSION SIX (Concurrent Hybrid & Virtual Panels)**

4:00-4:50pm, Coleman Hall Third Floor & Zoom

**6A – 3130 Coleman Hall & Zoom – Hybrid Panel**

**Moderator: Dr. Melissa Caldwell**

*Creative Writing Readings & Craft Analysis Talk*

For on campus students, join us in 3130 to hear view hear these presenters read their own creative works and analyses of creative pieces, showcasing and discussing craft moves employed across genre. One presenter will be with us in person live while the other two will be joining virtually present and participate in the Question & Answer Session. Off campus students, or those unable to attend the late afternoon session in-person, can use [THIS LINK](#) to join the session via Zoom.





## **Presentations:**

Ethan Miller, "The Garden" — A Short Horror Story

"The Garden" is a short gothic horror story that follows the grim fate of a few characters in a decaying castle. It explores themes of life, death, grief, and delusion, all bundled into a horrific sequence of events. To those with weak stomachs, consider this a warning.

Rachel Laureano, "Dear Ineffective Teacher" (poem)

My poem "dear ineffective teacher" has a sequel! Originally a one-sided rant, I've reworked it to include the teacher's voice, showcasing my own journey from a frustrated student to someone who understands the challenges of teaching.

Tera Johnson-Swartz, "Poetry Seasons: Empowering Approach to Long Form Poetry"

I will be presenting a poem by Ama Codjoe to analyze, compare, and contrast different styles, themes, and structures. We also discuss interplay between various poetic techniques. At the end, I offer a few personal tips to build an enriching and empowering way for both the writer and reading experience.

## **6B – 3140 Coleman Hall Communal Viewing & Zoom – Hybrid Panel**

**Moderator: Dr. Melissa Ames**

### *Engaging Students through Horror: A Graduate Genre Studies Pedagogy Panel*

This panel features three graduate pedagogy presentations from English 5742: Studies in Genre. Each presenter will share fully developed instructional materials along with their research-based rationales for why these materials and pedagogical approaches would best serve today's students. For on campus students, join us in 3140 to view these video-style pedagogy presentations and engage with all three educators who created these engaging materials. One presenter will be with us in person live while the other will be joining virtually to participate in the Question & Answer Session following the three presentations. Off campus students, or those unable to attend the late afternoon session in-person, can use [THIS LINK](#) to join the session via Zoom. These presentations will also be temporarily available on our conference [website](#) in the days following this event. [Zoom Meeting ID: 848 0973 9524]



## Presenters:

Anna Popenhagen, “Fear in *The Crucible*: A Unit Plan”

This presentation provides an overview of a ten-week unit focused on how fear surfaces as a driving motif in literary works. This unit plan discusses *The Crucible* within the context of political fears in the 1950s. Along with this work, students would also read excerpts from *Dracula* considering how fears of sexuality are portrayed in the novel; they would analyze Edgar Allan Poe’s recurrent motif of fear of loss; and they would then turn to excerpts from George Orwell’s works to return to analyzing how fears of communism were revealed and worked through in literature.

Tessa Philpot, “Native American Literature, Culture, and the Horror Genre: A Unit Plan”

This unit plan features Cherie Dimaline’s novel *Empire of Wild*, a modern text rooted in Native American culture which employs themes from the horror genre. The unit finds students exploring this under-taught genre while introducing them to Native American history, customs, folklore, stigmas, stereotypes, and fears central to understanding the culture’s representation within and beyond the core text of study.

Claire Roberts, “Pride and Prejudice and Zombies... and Pedagogy: A Unit Plan”

This presentation discusses a pedagogy project on Seth Grahame-Smith’s 2009 novel *Pride & Prejudice & Zombies*. Throughout this designed unit, students will study horror as a genre through a variety of means, such as analysis of the novel, creative writing exercises, and in-depth discussions with one another. At the end of this unit, students will have the option of writing a creative piece (possibly a reimagining of another text from canon to include zombies) or writing a research paper. This presentation argues that studying horror will allow students to practice comprehension and analysis skills through a genre that is often dismissed in educational settings—while also being appealing to students.

**6C – 3150 Coleman Hall Communal Viewing & Zoom – Virtual Panel**  
**Moderator: Dr. Jeannie Ludlow**



*Vampire Scholarship: Graduate Literary & Cultural Studies Student Presentations*

This panel features two scholarly presentations from ENG 5742: Studies in Genre. Both presenters analyze contemporary texts (ranging from the more literary marketed to the more mainstream) with an eye toward how identities and cultural anxieties are represented within the narratives. For on campus students, join us in 3150 to view these video-style presentations and engage with one of the scholars who created them in a Virtual Question & Answer session after both presentations have ended. Off campus students, or those unable to attend the late afternoon session in-person, can use [THIS LINK](#) to join the session via Zoom. These presentations will also be temporarily available on our conference [website](#) in the days following this event. [Zoom Meeting ID: 837 8472 1516]

**Presenters:**

Emily Johnson, “I’m Just a Housewife: A Lack of ‘Otherness’ and Feminism in Grady Hendrix’ *The Southern Book Club’s Guide to Slaying Vampires*”

Most of the recent literature examining the intersection of contemporary vampire horror and third-wave feminist or postfeminist thought focuses on young women who fight vampires and other evil invading their respective towns; they are single, beautiful, and possess some sort of superhuman strength, power, or “otherness” certifying them as special individuals. Middle-aged housewife Patricia Campbell in Hendrix’ novel is none of these things. But her lack of “otherness” may be exactly what society needs to combat evil. If vampires represent the ultimate “other,” Patricia’s lack of otherness posits the theory that a woman does not have to be special to be powerful; she is powerful in her basic existence. This presentation examines why most contemporary vampire texts feature a young “othered” woman in the narrative, and how Hendrix’ novel both fits into and changes that narrative.

Shawn Makepeace, “Colonialism and *Vampires of El Norte*: An Analysis of Class, Gender, and Vampires”

This presentation discusses Isabel Cañas’s 2023 novel, *Vampires of El Norte*. This text combines elements of horror and historical fiction to tell a love story against the backdrop of the Mexican-American War in 1846. This talk provides a scholarly reading of the novel in terms of vampirism and colonialism, race, class, and gender roles. While virtually no scholarly research exists on this relatively new novel, this presentation build upon previous academic work and analyses attending to theories concerning “the anxiety of reverse colonization” and “the imperial gaze.”

**Notes:**

# ENGLISH STUDIES CONFERENCE



THANK YOU FOR CELEBRATING  
ENGLISH STUDIES WITH US TODAY!