Hudson’s belief that music and storytelling can bring together a culturally diverse community has been proven true, and Schreiner University will continue to celebrate Hudson and her tireless efforts to make SU a premiere place of learning.

**Kathleen Hudson Day Proclamation**

This year’s 25th annual Texas Heritage Music Days was extra special for Dr. Kathleen Hudson and all of Schreiner University – Sept. 28 is now recognized as Kathleen Hudson Day. On Friday, Sept. 28, Schreiner University President, Tim Summerlin announced to the crowd at Texas Heritage Music Days that Hudson was being honored for her tireless efforts.

“I had no idea,” Hudson said. “I was surprised, moved and thrilled. As someone who says stories and songs can change the world, I am also someone deeply moved by the acknowledgment that it matters in my chosen place of work! What a joy to hear the Schreiner choir sing after this proclamation. What a joy to see President Summerlin sing a Jimmie Rodgers song on stage at noon. This event is woven into this university’s mission...learning by heart! I say ‘thanks’ with tears in my eyes.”

Hudson, who joined the Schreiner faculty in 1987 and became a full-time professor in 2000, has since been helping generations of Schreiner students discover their voices and create through self-expression.
Faculty Panel Presents: “How to Write a College Paper”

An interdisciplinary panel of SU faculty discussed how to write a successful college paper on Wednesday, October 3 at noon in the River Room of CCAC. Dr. Gallik (Psychology), Prof. Hannay (English), Dr. Distel (Biology), and Dr. Feltz (Philosophy) concurred that the best written papers showed clear and logical thinking, a judicious use of scholarship, and a focused purpose that addressed the assignment. Each professor reflected on his/her own writing life and experiences of student writing in order to explain the importance of learning and thinking during the process of writing, to offer tips for improving writing style, and to emphasize revision.

Dr. Gallik explained the time and thought needed to select scholarly sources that engage a topic. Prof. Hannay reflected on how rubrics help students respond to the assignment and use the writing process. She stressed the various ways that revisions occur, noting that taking a paper in small chunks is more productive than rereading the whole thing yet again. To build upon the previous observations, Dr. Distel explained the importance of paraphrasing ideas accurately and using technical language to “tell a story” clearly and concisely. Dr. Feltz asked, “What is the resistance to a clear thesis?” and then explained why the thesis should be upfront. He also exclaimed, “Writing is not an event! It is a process that takes time.” To reiterate the point of revision, Dr. Gallik reflected on Mark Twain’s comment, “I am writing a long letter because I didn’t have time to write a short one.”

All agreed that writing was a difficult process that required good time management and revision. Though style and formatting may differ among the disciplines, the markers of good writing differ very little. Good writing is clear, organized, focused, and edited. They also concurred that having an authentic voice makes a paper excellent; students can cultivate authentic voices by genuinely and personally engaging their topics and avoiding language, sentence structure, and style that are stilted and unfamiliar. All of them also encouraged visits to the Writing Center.

THMF, a 501c3 non-profit, created by Dr. Kathleen Hudson, provides students with many opportunities on campus: Coffeehouse opportunity, Texas Heritage Music Days, internships for business students, volunteer opportunities, and work/study positions. THMF has been on campus since 2004 and Fall of 2012 THMF celebrated their Silver Jubilee.

TUTORING ANYONE??
Do you enjoy writing? Do you enjoy talking about writing? Do you want to work on improving your own writing? Are you a good listener? If you answer yes to these questions, then perhaps you should consider applying for a position as a Writing Center peer tutor.

SU Writing Center tutors approach writing as a process, and help other writers work on paper issues, such as focus, organization, development, and tone. Prospective tutors should be people who really want to listen to their peers in order to help them develop ideas in a way that will effectively communicate purpose.

For more information, check out our Writing Center website at http://www.schreiner.edu/academics/writing/
Monday Night Fiction

Dean Woods and Hungry Games, or Panem, Katniss Everdeen and Chilled Raspberry Soup

Dean Woods kicked off Schreiner’s Monday Night Fiction series this fall by leading a lively discussion on the Hunger Games trilogy. Students and community members turned out in force to join the conversation about this popular series of novels. Katniss Everdeen, who offers herself in Panem’s annual Hunger Games in order to save her little sister, undergoes more trials and tribulations in novels two and three: Catching Fire and Mockingjay. Monday Night Fictioners focused on the trilogy’s protagonist and other major characters, and then compared and contrasted the movie adaptation of the first book. Thank You, Dean Woods for leading the animated discussion with your usual enthusiasm and starting off our year of MDF in style. And, of course, many thanks to everybody who attended!

Monthly MNF discussions are held at 7 pm. in the CCAC Schreiner Recliner. Books are available in the Schreiner Bookstore, the Logan Library, Hastings and on Amazon.

Dr. Tom Wells on Getting Shorty, or glad the protagonist is named Chili Palmer

On October 15, Dr. Tom Wells led the Monday Night Fiction discussion on Elmore Leonard’s lively—Florida-mob-meets-Hollywood-filmakers suspense/romance novel: Get Shorty. The CCAC River Room smelled like delicious vegetarian chili and students, faculty members and community members joined a fun and entertaining literary conversation.

Monday Night Fiction has been Schreiner’s campus + community book club for about seven years. Every month, a faculty member leads the discussion of a favorite novel and so begins an intellectual exchange, and this month’s meeting was no exception. We are looking forward to November 19 when Professor Sally HANNAY will introduce us to Anne Tyler’s newest novel, The Beginner’s Goodbye.

Faculty News

Gallows Humor

In September, Silke Feltz, Instructor of English and German, flew to Morgantown, WV., and West Virginia University to present her paper on Gallows’ Humor, and attend the Colloquium on the Language of Humor in Literature And Film

Silke’s paper explored the gallows humor used by women during the end of World War II. Her presentation, “Gallows Voices: Women Using Humor to Survive the Battle of Berlin,” centers on how women made jokes to cope while the Red Army invaded Berlin at the end of the war. Humor thus became a means of survival, of therapy, and helped create a collective identity amongst civilians in Berlin. Silke referred mostly to the anonymously published diary accounts, A Woman in Berlin.

Apart from giving her first paper presentation, Silke also met interesting German colleagues and film scholars at the Colloquium and returned to Texas with several ideas for collaboration.
You Can Quote Me On this:

Even in literature and art, no man who bothers about originality will ever be original: whereas if you simply try to tell the truth (without caring twopence how often it has been told before) you will, nine times out of ten, become original without ever having noticed it.

C. S. Lewis

2012 CCTE Poetry Award

Professor Sally Hannay won the Conference of College Teachers of English 2012 poetry award and had several of her poems published in the CCTE 2012 Journal. This is the second time Hannay has won this award, and she brags: “I have made hundreds of dollars as a poet over the last few years!” Included here is one of the poems recently published in the journal. She wrote this poem about childhood memories of swimming in the Pacific when she and her creative writing class took a Villanelle challenge together.

Wave Ride

Quickly kicking, bubble blowing, plow the sand and push
Reaching, then breaching I greet the welcome sun
And meet the sparkling pause between the swell and rush
Swollen swells, sexy rolling riding round and lush
Carried, swallowed, chased and chasing come
Quickly kicking, bubble blowing, plow the sand and push
Shoulder deep, floating dance inside the water hush
Cool and curling water shadows hum
And join the sparkling pause between the swell and rush
Stay cold and wet inside the rolling deep and plush
Ready brave and frightened diving through beyond
Quickly kicking, bubble blowing, plow the sand and push
Taken, rolled, and stolen lost amidst the crush
Ripping pulling grainy tossed and spun
I lose the sparkling pause between the swell and rush
Escape the sandy frothy swirling slush
Toppled, swept and flailing, tourists turn and run
Quickly kicking, bubble blowing, plow the sand and push
And find the sparkling pause between the swell and rush

British Scholar Strikes Again

Dr. Mulry continues to pursue his scholarship in Conrad studies, with some notable events over this last year. At the International Joseph Conrad Conference, held this year in Bath, UK in July (and next year in Rome), he presented a paper called “Atavism and Degeneracy: Conrad and the divided self.” This is part of an ongoing research project on Conrad and Darwin, which he previously shared as some part of of his findings at the national MLA conference in Philadelphia. The summer paper was a refocused examination of Conrad’s famous novella “The Secret Sharer,” organized around a Darwinian critical theoretical model. It is currently part of a book proposal being helmed by the prominent French Conrad scholar, Anne Luyat. Mulry will further explore the critical lens and “The Secret Sharer,” in his Literary Criticism class which recently examined another major Conrad text, “The End of the Tether,” from the perspective of Bakhtinian dialogics—and drew on one of Mulry’s previous articles (for The Conradian) on narratology and polyphony in that novella. At the same conference at Bath Spa University, Mulry chaired and moderated another session with international scholars from Eastern Europe, on a range of Conrad’s short fiction. Later this year, another of his early essays on the manuscript and serial revisions, “Patterns of Revision in Conrad’s The Secret Agent,” is set to be reprinted on the Conrad First website in December—a major Conrad locus for primary sources for Conrad text serialization, and now starting to build a significant secondary source archive of prominent essays and articles on manuscript and serialization.

If there is sufficient interest next semester, Mulry will be leading a trip to London in the summer of 2013, and will share his experience of London with others for two weeks in the heart of Bloomsbury. You need to be enrolled in one of his classes to be eligible for the summer travel—and since it is attached to a class requirement, you may be able to use some of your financial aid to help pay for it. Please contact him or Martha York for further details.
Liz Stewart: A Writing Center Workshop on College Writing

By Laura Hooge

The Writing Center brought Schreiner alumnus, Elizabeth Stewart to campus at the start of the fall semester, to offer a workshop on transitioning from high school level writing to college level writing. Stewart graduated in Spring of 2012 and is a graduate student at UTSA. Liz’s advice and presentation was based on research she did her senior year with Dr. Lydia Kualapai. Liz Stewart’s presentation inspired some excellent discussion.

Liz presented brainstorming ideas first, reminding the us that choosing a topic is an important first step in developing a paper. Liz discussed the concept of free writing in detail because it keeps ideas going and allows for the possibility of “table writing”, a process in which you write the “legs” of your paper. Clustering and mind-mapping techniques were discussed as well. Both clustering and mind mapping operate on the principle of centering around a word branching out from it and seeing where your mind takes you. Clustering, the writer uses only words, while mind-mapping operates more with images. We were left to find which technique worked best for us as individual writers. Workshop participants practiced mind mapping using the word “hero”. Some thought of our modern day comic book heroes, others took a more literary approach, and others simply took ordinary people who do extraordinary things.

Outlining was the last facet of brainstorming our presenter covered. The outline serves as the skeleton of your paper, and a roadmap of sorts, also pointing towards finding a thesis statement. Three qualities of a good thesis statement are conciseness, clarity and a focused introduction and identification of a paper’s topic. As the thesis statement serves as the core of the paper, it has to be strong and stable.

The workshop was a refresher and reminder that we never stop learning, and appropriate for Liz to be helping students with a transition from high school to college writing, while in the midst of her own transition from college to graduate school.

The other side of the stage: English Alums

Ashley Thomas: Learning Support Service Tutor for S.U.

By Ashley Thomas

After crossing the stage with my diploma, my initial thought was the stereotypical question, “What now?” The long awaited day of my graduation had vanished so quickly, I felt confusion and a twinge of sadness that my undergraduate career was over. I was troubled at the thought of having to leave an environment where I could walk up to one of my peers or professors and discuss works by Ernest Hemingway, T.S. Eliot, and Oscar Wilde. As demented as it sounds, I knew I was going to long for the days where I would drink two pots of coffee to stay awake and stare at my computer screen until I had pulled 12 pages out of my brain on Anne Bradstreet’s poems. I wasn’t ready to leave the life I had built at Schreiner, so when the opportunity of being a Program Specialist (LSS Tutor) arose, I took the position without a second thought. Not only do I still have the opportunity to analyze brilliant (or not so brilliant) works of literature, but I’m able to assist others in the art of writing academic papers.

Two weeks into at my new tutoring position, I came to realize how drastically my academic writing and thinking had changed from when I first began at Schreiner. Seeing the differences between my first and last papers of my undergraduate career has given me the confidence to know I will be able to succeed in graduate school or any other writing endeavor that I choose. Every now and then, I’ll almost break down and beg Dr. Mulry in an email to give me a topic to write a paper on, just so the nostalgia can settle in. However, I know there will be plenty of that to come in the future. By Ashley Thomas

(Ashley is applying to graduate programs for next fall--more papers ahead for her!)
About Reading:

“All good books are alike in that they are truer than if they had really happened and after you are finished reading one you will feel that all that happened to you and afterwards it all belongs to you; the good and the bad, the ecstasy, the remorse, and sorrow, the people and the places and how the weather was.” Ernest Hemingway

“Read in order to live. “Gustave Flaubert

Great opening lines:

“As Gregor Samsa awoke one morning from uneasy dreams he found himself transformed in his bed into a monstrous vermin.” Franz Kafka- Metamorphosis

“It was a bright cold day in April, and the clocks were striking thirteen.” George Orwell 1984

“In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.” J.R. Tolkien The Hobbit