

KSU English Department Newsletter

Spring/Summer 2024

THE ENGLISH BROADSIDE



**KENNESAW STATE
UNIVERSITY**

NORMAN J. RADOW COLLEGE OF
HUMANITIES AND SOCIAL SCIENCES
Department of English

WHAT'S
YOUR
STORY?

THE ENGLISH BROADSIDE

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LETTER FROM THE CHAIR

Dear faculty, students, and alumni,

We hope that you enjoy this edition of *The Broadside*. With its highlights on our revised English major, Beth Giddens's noted book, *Oconaluftee*, and Victoria Lagrange's game narrative lab, this issue is a celebration of several of the things that make the KSU English Department exemplary: curricular innovation that prepares students for exciting civic and professional lives; accomplished faculty who bring their research into the classroom to create meaningful learning opportunities for students; and faculty facilitation of experiential learning opportunities that help students understand how to apply their learning to real-world contexts.

As discussed in the interviews with Jeffrey Greene, Ashley Shelden, Chris Palmer, and Lara Smith-Sitton, our revised English major maintains a strong foundation in the study of language, literature, and theory to empower students as engaged readers, writers, and critical thinkers, while also providing a new opportunity to name a concentration in one of four areas: Literature & Culture; Film, TV, & Screen Studies; Writing & Linguistics; and General English Studies.

This opportunity enables students to deepen their knowledge in their chosen area, as well as to develop career-ready skills and competencies that will enable them to succeed in their chosen fields. The new major also features a new requirement to complete either the Internship course or the Careers in English Studies course, which will further prepare our students to achieve their professional goals. Faculty also developed a variety of new course offerings, such as a course in "Literature and Science," that are aligned with current trends in our field. We are excited to offer students these opportunities.

As KSU transitions to being an R2 university with national prominence in the areas of research and creative activity, I am also proud to celebrate the accomplishments of our faculty as practicing scholars. In addition to Beth Giddens's book, which is featured herein, several additional faculty published major research and creative accomplishments in the past year, including Keith Botelho, Regina Bradley, Garrard Conley, Darren Crovitz, Mitch Olson, Andy Plattner, and Anna Weinstein, to name only a few, with more noteworthy achievements to come soon from our other faculty.

LETTER FROM THE CHAIR

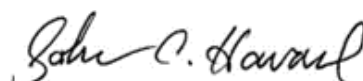
I am also proud of our several faculty who have recently published or been featured in public-facing venues such as *The Conversation*, *The Chronicle of Higher Education*, *Ms. Magazine*, or *Slate*, including Michelle Devereaux, Jeanne Law, Dominique McDaniel, Chris Palmer, Pete Rorabaugh, and Anna Weinstein. This public-facing scholarship reflects our department's role as a thought-leader in several areas of English Studies, including literary studies, linguistics, theory, rhetoric and composition, English Education, and several areas of professional and creative writing.

Victoria Lagrange's game lab is a great example of one of KSU English's best features: our commitment to offering students engaged and experiential learning activities, (in this case, the opportunity to collaborate with an interdisciplinary group of students in creating video games). The department offers several additional opportunities, ranging from internships, two general education literary journals, a diversity and inclusion poster symposium, a variety of global engagement and study abroad programs, our scholarship program with the Fine Arts Works Center, and more. These high-impact learning initiatives offer our students the opportunity to work with faculty mentors to apply their knowledge and share deliverables with real-world audiences, developing new knowledge,

skills, and growth mindsets in the process. Several of our faculty, including Garrard Conley, Allison Davis, Mary Grace Elliott, Beth Krone, Amelia Lewis, Laura McGrath, Nina Morgan, and Jenny Sadre-Orafai, were featured in the Radow College of Humanities and Social Sciences Innovative Pedagogy feature for their contributions to these kinds of initiatives.

Lastly, I wish to thank our Social Media and Branding Coordinator, Erin Bahl, and her team of student assistants, Emilie Hewgley (newsletter intern), Jenny Rissen (editing), Gabrielle Punzalan (editing), and Jacob Westberry (editing). One of our priorities for the year was to elevate our department's ability to tell our story to our various audiences, and in doing so to provide professionalization opportunities to talented students. Out of this goal, we developed our initiative to have a faculty member, Erin Bahl, coordinate the work for a student team to develop content, such as this newsletter. I am grateful for the excellent work they all did this year.

I hope you enjoy reading the following newsletter!



Dr. John Havard
KSU English Department Chair

ROLLING OUT A NEW STYLE

New English Major Makes Debut in Fall

Written by Emilie Hewgley

The English Department at Kennesaw State University is getting an update! Talks of updating the undergraduate English major have been ongoing for just under a decade, and faculty and students alike thought a change of pace was well overdue for one of the largest departments on campus. As the world of English expands, the way it is taught, learned, and applied continues to evolve with it. The new major is set to make its new debut in Fall 2024.

Many committees and faculty members were involved in bringing this vision to life, and although we can't name everyone here, we are grateful for their work over the years. A few professors who led this change in the role of Director of the BA were Dr. Lara Smith-Sitton (Associate Professor of English), Dr. Chris Palmer (Professor of English), Dr. Ashley Shelden (Professor of English), and Prof. Jeff Greene (Interim Director of the B.A. in English and Professor of English). These faculty members graciously offered answers to questions that many students and faculty may have as the transition to the new major format begins.

Professor Jeffrey Greene - Interim Director of the B.A. in English

Q: What inspired the change from the old major format?

A: It's partially a national movement where English departments are revising in this way and partially motivation based on the variety and diversity of our faculty.

Q: Who were some people who played significant roles in this change?

A: I believe it was spearheaded by Chris Palmer, then continued by Ashley Shelden, then continued by Lara Smith-Sitton, then finalized by me. Those are all the directors. But then we had a major revision task force--representatives from each sub-discipline. We got together, and there were several iterations of this major revision that we eventually settled upon.

Q: Will this change affect any of the current English majors come this Fall (2024)?

A: If you're on the current catalog, you have the option of staying on the current catalog or going to the new one. So, it will not affect any current English major unless they want to switch.

Q: How will this revision affect the jobs of the current faculty and potential new hires?

A: In some ways, this change is reflective of the hiring we've already been doing. So that's also part of it: we've been hiring, for example, many film faculty members based on need. In some ways, it's actually like the revision is supporting what the hiring board is doing, in terms of how it changes the roles of faculty members.

ROLLING OUT A NEW STYLE

Dr. Ashley Shelden - Professor of English

Q: What are some main highlights of the revised major?

A: The biggest highlight is that there are these tracks, or concentrations, that allow people to specialize in a way that they weren't able to in the old major, or, indeed, in the current major (Literature & Culture; Film, TV, & Screen Studies; Writing & Linguistics; and General English Studies). So, I think the ability to specialize is a good thing--that's a highlight. I think there are a bunch of new courses that are also really interesting that are coming through.

Q: What was the inspiration for the "concentrations" provided within this major?

A: The inspiration is basically, what are the main subfields in the English department? So, how do we meaningfully combine those subfields into concentrations that make sense, that will serve our students, and that will allow people to engage in a kind of deep and thorough way with subject matter.

Dr. Chris Palmer - Professor of English

Q: How will this major better equip English majors to pursue their goals going forward as compared to the former degree program?

A: I think the old major was very good for giving students some light exposure to some different areas of English studies, but a very strong foundation in historical periods of literature that made you a very, very good candidate for graduate study in English. And some careers where strong literature foundations and some experience in writing and editing that would be relevant. So, it certainly kind of prepared you for some careers. I feel like the new major is much more aligned with if you want to go into writing, maybe you want to do get an editing job of some sort, or like a social media marketing. Some literature can be useful there, but you can probably imagine that a lot of the writing concentrations, or even maybe the film, TV, screen studies that you might need to produce content and maybe edit video content or something could be relevant too, right? Having more courses in those areas is probably a better match for some of those jobs than the old major. It doesn't mean that the old major couldn't get you there, but why not go ahead and lean into courses that are more closely aligned with where you think you might be going?

Q: How will this revision help KSU maintain its competitive edge with other schools?

A: It's a more up-to-date major. This design just allows us to keep up with current trends, but also to anticipate trends we can anticipate at the moment. So, it's just got sort of a flexible design that feels balanced pretty well between advanced academic study, but also different career paths outside of academia.

ROLLING OUT A NEW STYLE

Dr. Lara Smith-Sitton - Associate Professor of English

Q: *What are some main highlights of the revised major?*

A: There are so many. For example, we renamed English 2145 from Introduction to English Studies to “Reading, Research, and Writing in English Studies,” which more clearly states what we will do in that course; furthermore, it will allow for an assessment model that helps us see the development of our students throughout their program. In addition, students are exposed to each of the major disciplinary areas through selected courses, then can concentrate in their area they prefer (for example, Literature & Culture; Film, TV, & Screen Studies; Writing & Linguistics), plus we have a General English Studies Concentration that will enable some students to take a wider range of courses without a specific disciplinary focus (this will also help transfer students or those who elect to change their concentration move towards graduation).

Q: *How will this major better equip English majors to pursue their goals going forward as compared to the former degree program?*

A: The new major gives students the opportunity to earn credit for professionalization, yet not necessarily have to pursue an internship. This is important as some of our students have work-family commitments or other concerns that make internships not a good option for them—this revision honors this with options.

Q: *Is there anything else you’d like to share that we didn’t get a chance to discuss?*

A: Most importantly, this was a collaborative effort over many years. Faculty from across the department were invited to participate in the project, and then we came together to put forward a major that is exciting and innovative. Working on this project was one of the most rewarding experiences of my academic career. I personally also think that by revising the major, we were able to show others outside of English what students can do with an English degree and the diversity of specialties of our faculty.

Many thanks to these faculty members for their time in discussing the exciting things to come in the fall. Additional thanks to the faculty members who made the new major rollout possible, whether they were directly named or not. The English Department has some wonderful new changes ahead due to the work and commitment of numerous faculty and staff, and feedback from several students. The story of the department as a whole is about to change for the better.

MASTERING A NEW SKILL

MAPW alumni share their industry experiences

Written by Emilie Hewgley

Kennesaw State University offers many opportunities for students coming from any background and with any amount of prior experience. This is especially true within the English department. As one of the largest departments on campus, KSU English offers a wide variety of courses and internship opportunities grounded in faculty members' broad array of expertise. Students who pursue this breadth and depth of expertise further through graduate-level study are those who come to KSU to pursue a Master's in Professional Writing (MAPW). The MAPW program gives graduate students the opportunity to choose from three main tracks: Applied Writing, Composition and Rhetoric, and Creative Writing. The program also offers four graduate certificates: Creative Writing; Professional Editing & Publishing; Professional Writing for International Audiences; and Screen & TV Writing.

One of the students who recently completed the program's Graduate Certificate in Professional Editing and Publishing was Bekah Moss. Moss's experience was similar to that of many other English majors. She graduated with her bachelor's degree in 2012 before going into freelance writing and editing; she wanted to do more, but wasn't sure how to start. With full support from her family, she decided to go back to school in 2022 for graduate study in Professional Writing. Moss stated that she was able to land the job she has today as a technical writer for Yamaha through an internship she was encouraged to pursue by one of her professors at the time, Dr. Erin Bahl. She credited Bahl and other professors with honing the ability to think on her feet, which enabled her to dive in and adapt as a technical writer despite having no prior experience in that specific genre.



Bekah Moss



Kristen Ruiz

MASTERING A NEW SKILL

Another student who thoroughly enjoyed their time in the MAPW program at Kennesaw is Kristen Ruiz, who now works as a Knowledge Management Leader at AECOM. She graduated with her bachelor's degree in English from University of Nevada, Las Vegas with a goal to pursue editorial work. The program at UNLV had been more literature-focused than she hoped, and upon researching Kennesaw State's course offerings, she found that the MAPW program had a focus on organizational writing, as well as many editing and publishing courses. As she honed her skills, a new world of possibilities was opened to Ruiz. She learned the value of assessing an audience and the power of document style and design. During her time in the program, Ruiz worked on many projects that she still uses as career materials today; one such project was the "emblem from my visual identity project" in Dr. Sergio Figueiredo's Document Design & Desktop Publishing course, which helps her resume to stand out. She received her first editorial credit through a collaboration with Dr. Chris Palmer on his volume *Teaching the History of the English Language*. Ruiz referred to this project as "a fantastic collaboration and will forever be very special to me." In the professional world, she carries these lessons over with her and has begun to add new skills. The adaptability of her skills from the MAPW program prepared her to be flexible in her professional roles, and to communicate effectively with coworkers and clients from different backgrounds and with varying levels of experience.

The MAPW program offers concentrations in Applied Writing, Composition and Rhetoric, and Creative Writing, as well as graduate certificates in Creative Writing; Professional Editing & Publishing; Professional Writing for International Audiences; and Screen & TV Writing. These concentrations and certificates, depending on how a student decides to design their experience, prepare students for success in a wide variety of professional writing roles. There are so many areas of writing explored within the program that many students, and even many professional writers, have not yet had the chance to encounter. Developing and honing this experience through the MAPW program gives students the edge they need to be successful in any field they pursue.

The deadline to apply for the fall semester is July 1st, and the spring deadline is November 1st. Applicants must provide qualifying materials to be considered for the program, including an entry essay and resume. For more information and to submit an application, visit the MAPW website at <https://radow.kennesaw.edu/mapw/>.

"LIKE A QUILT, A PATCH AT A TIME": Q & A WITH DR. GIDDENS

Dr. Beth Giddens shares her experience in publishing
Oconaluftee: The History of a Smoky Mountain Valley.

Written by Gabrielle Punzalan, edited by
Jenny Rissen, interview by Kris Roberson

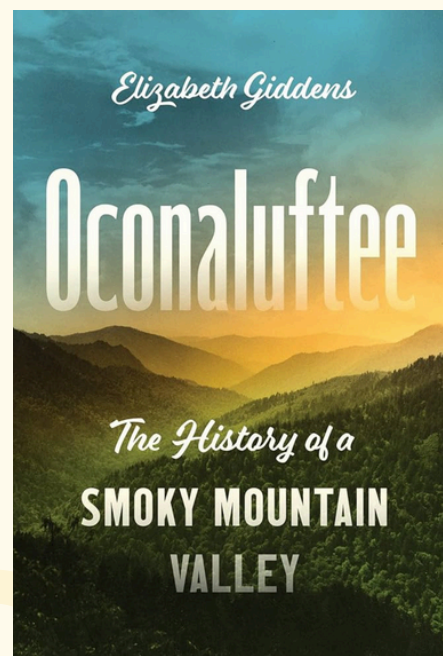
Oconaluftee: The History of a Smoky Mountain Valley by Kennesaw State University's Professor of English, Dr. Elizabeth Giddens, was published by the University of North Carolina Press in April 2023. It documents the history of the valley that encases the Oconaluftee River. The valley extends east from the North Carolina side of Newfound Gap at the crest of the Smokies, through Smokemont and Cherokee to the confluence of the Oconaluftee and Tuckasegee Rivers near Ela, North Carolina.

The book has been well-received. In H-Net Reviews, Ian Hartman (University of Alaska) praised it as "well-researched and deeply considered ... an evocative book that successfully keeps the focus on the people who made Oconaluftee their home even as it keenly explores the momentous forces that in turn threatened, impoverished, and sometimes, enriched, a diverse cast of mountain families." *Smoky Mountain Times* called it "a model of its genre—deeply and widely researched, beautifully organized, nicely illustrated... By any standard of measurement it is something of a landmark volume, with its overall quality and depth appreciably exceeding that of any previously published work."

In the following Q&A, Dr. Giddens discusses her research and publication process with members of the KSU English communications team:



Dr. Elizabeth Giddens



Q & A WITH DR. GIDDENS

Q: *When and why did you start pursuing this research? Has this been a long time in development, or is this a more recent project?*

Dr. Giddens: It has been a long process, but a rewarding one... I began research for the book in the fall of 2010 and completed the first draft in mid-2017... In 2020, I was given an advance contract from the University of North Carolina Press, and the book was sent to peer reviewers. By the end of 2022, the reviewers had accepted a revised manuscript, and work was begun on selecting photographs and securing permissions and scans; then came final revisions, copyediting, proofreading, and indexing.

Q: *What is most important for people to know about Oconaluftee: The History of a Smoky Mountain Valley?*

Dr. Giddens: The valley's human history shows how groups of people can coexist as neighbors. It reveals that no one is entirely removed from national and international events and trends and that to survive a community needs to recognize changing times, adapt, maintain its core identity, respect others, and develop mutually supporting reciprocal relationships.

Q: *How would you describe yourself as a scholar/researcher?*

Dr. Giddens: I like to learn how people respond to challenges. When faced with political, cultural, economic, or environmental change, a community has some options, but not unlimited ones. Often, people must adapt. How they adapt makes a difference. Are they displaced, or do they find ways to survive and strengthen their community? My interest is in learning what choices individuals and groups made based on how they understood their circumstances and options... Usually, by building an understanding of historical peoples' circumstances through research, I can make reasonable inferences about options and outlook.

Q: *What has the research and writing process of Oconaluftee: The History of a Smoky Mountain Valley been like for you? Did you travel to complete your research, did you immerse yourself in texts, etc.?*

Dr. Giddens: Since I was a child, I have visited the Great Smoky Mountains National Park and Cherokee, North Carolina, so I have traveled in the [Oconaluftee] valley for many years. When I learned that no [written] history of the whole valley existed, I realized this extraordinary and beautiful place was unsung. Though other scholars have focused on Cherokee history and on the park, an account of the valley itself and all of its residents—Cherokee, white, and Black—did not exist.

Q & A WITH DR. GIDDENS

Once I began work on the project, I traveled to the [Oconaluftee] valley and learned more about the area as it exists today. On average, over the last twelve years, I have visited the valley three times each year for a week or more. I interviewed descendants of residents. I observed archeological field work and attended an annual reunion of Smokemont Baptist Church, a community center. I visited locations in the park and in Cherokee, NC, that had been and are still important to the valley's history. I drove around, stopping at many spots I had read about and wanted to see. I hiked trails to the sites of homesteads and cemeteries.

Of course, I also read everything I could that was relevant to the history of the [Oconaluftee] valley: published accounts and materials from archives at the park, the Museum of the Cherokee People, Western Carolina University at Cullowhee, and other libraries. My research was a slow process of accretion of facts, details, insights. I studied online census data; property records; marriage, birth, and death certificates; military records—anything I could find to pin down a name, date, fact, detail. Then I pieced a story together in elaborate notes, chronologies, and outlines, like a quilt, a patch at a time... I worked on one historical period at a time, first doing the research, then drafting a chapter. After peer review, I revised a couple of the chapters and added headnotes.

This account is, obviously, too neat; in truth, though I always focused on one period, I was continually learning more about the entire sweep of time. Consequently, I updated the manuscript as I learned more and more. It was a recursive, corrective, additive process. Many things I thought I knew early on were amended as my knowledge of the valley deepened.

Q: How did you choose to structure and focus your book and why?

Dr. Giddens: The book surveys the human history of the [Oconaluftee] valley from prehistory to 1940, when the Great Smoky Mountains National Park was formally dedicated, a date which marked the end of private ownership of land by the white farm families.

An early reader wisely noted that the book needed more about the experience of being in the [Oconaluftee] valley today, so I added present-day headnotes to the chapters that comment on places of historical significance and are easy to visit. These were a joy to write. I hope they provide readers with ideas for sightseeing as well as ways to connect the valley's history to the present moment. My favorite headnote is about Mingus Mill and the nearby cemetery of people who were enslaved in the valley; it appears at the start of the chapter about the lives of Black and multiracial people after the Civil War.

Q & A WITH DR. GIDDENS

Q: *How do you hope Oconaluftee: The History of a Smoky Mountain Valley will draw attention to or innovate on its subject? How does it add to the conversation on Appalachian history and culture?*

Dr. Giddens: Previous accounts of the [Oconaluftee] valley focus on the Eastern Band of the Cherokee Indians or on the white families separately—with scant mention of the few enslaved people and their descendants, except, perhaps, of Charles Mingus, the jazz bassist who was a scion of the Mingus family. My project attempts to tell the story of all three groups together, showing how and when they were neighborly despite sharp asymmetries in political power and wealth. At key moments, the Cherokees and the white folk assisted each other, enabling each group better prospects than they would have had otherwise. They were not integrated; they were neighborly. The history of the national parks is often about the dispossession of Indigenous peoples, but in Oconaluftee that did not happen, entirely. Understanding why it did not is valuable. The story shows that individuals can form reciprocal relationships across social boundaries and that these relationships can have far-reaching effects.

Q: *How do you see your role as a professor interacting with your goals in research and scholarship? What do you see your research bringing to the English Department, both undergraduate and MAPW?*

Dr. Giddens: Students benefit when their teachers can share their own experiences in developing projects and working as professionals. I teach the things that I've done: organizational writing, proposal writing, research methods, editing, technical writing, environmental writing, feature writing, and now history.

Q: *What is the most important thing you want readers to take away from reading Oconaluftee: The History of a Smoky Mountain Valley?*

Dr. Giddens: The overarching message of the book to me is the value of community and of neighborliness among households and groups. I think that the pandemic showed our society this message too. It's a good idea to know your neighbors and to have reciprocal relationships of care and friendship with them. Those relationships make you more resilient in times of stress and change, and they add meaning and joy to life.

Many thanks to Dr. Giddens for her time in discussing her work, and to KSU English student communications team members Kris Roberson and Gabrielle Punzalan for facilitating the Q&A discussion!

WORKS CITED

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Jim Casada. "New Work on Luftee and Other Books Looking at Park History—Part 1," *Smoky Mountain Times*. 1 June 2023, n.p.

A CRITICAL HIT

KSU Game Narrative Lab wins critical thinking game design challenge

Written by Gabrielle Punzalan

The KSU Game Narrative Lab won big at the Critical Thinking Games Design Challenge with their very first video game, *Corporation Inc.*

The game was named one of the top winners at the 16th annual Game Design Challenge hosted by the Gaming Against Violence program from Jennifer Ann's Group, a nonprofit charity. Many talented game designers from all over the world submitted their ideas to the renowned game design competition— but *Corporation Inc.* greatly captured this year's theme of critical thinking.

The Game Narrative Lab at Kennesaw State University is both a creation and research space, looking into creating prosocial video games that help foster empathy. Their first game, *Corporation Inc.*, focuses on using critical thinking while facing discrimination in the workplace. In the game, players will “experience stepping into the shoes of an immigrant worker at an HR firm in the US and have to make hiring decisions based on, more or less, subjective criteria,” says the lab Director, Dr. Victoria Lagrange. “It is a branching narrative with mechanics close to those of [the video game] *Papers, Please*.”

The Game Narrative Lab team was offered early acceptance and a booth at DreamHack, a large-scale gaming festival held in Atlanta, Georgia. *Corporation, Inc.* officially launched at the SIEGE Indie Playground at DreamHack Atlanta on Dec. 15.



Corporation, Inc.



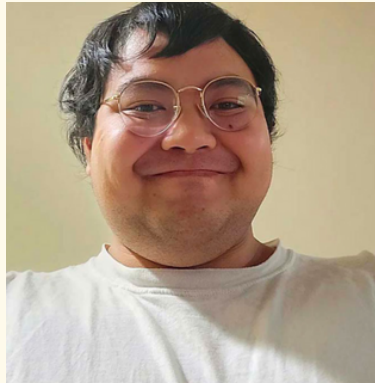
Dr. Victoria Lagrange

A CRITICAL HIT

As the launch date approached, Lagrange reflected on what she hopes the designers and future players will take away from this experience: “Ideally, I would love our team to remember the importance of representation, prosocial games, and how one can use narratives in gaming to alter perspectives or stereotypes. I also hope the game can act as an impetus for future players to empathize with disenfranchised groups.”



Katherine Simons



Moki Morillo



Courtney Chester

Lagrange led a team of students and alumni from several departments at KSU in designing the winning game—including Undergraduate English major Katherine Simons as Narrative Team Lead, Applied Writing student Moki Murillo, and MAPW graduate student Courtney Chester.

“The lab is called Game Narrative Lab for a reason,” Lagrange says when asked about how English majors fit into this collaborative effort. “We focus on video game narratives as a means to foster prosocial behavior and empathy. Our games are therefore heavily narrative oriented. As such, we have a pretty big narrative design team compared to most small game studios.” The lab’s student-led narrative design team consists of mostly English/Writing majors at KSU who have taken the WRIT 3125 (Interactive Narrative & Games) course to learn the basics of game narrative design.

A CRITICAL HIT

Lagrange agrees that the game's success can be attributed to the hard work and dedication of the lab's student-led team, citing how the team stayed "extremely motivated" throughout the process and brought "brilliant ideas and fascinating perspectives" to the project. As the lab director, Lagrange emphasizes the importance of supporting games created by students. She explains, "allowing students from different disciplines to work together on this project as volunteers allows them to gain extremely valuable experience and promote the work that they did together when they look for a job in the industry."

For any KSU students interested in video game design, Lagrange says this is a great time to join: "Game Narrative Lab is always looking for new members— especially ones that already have some experience with game design, media art, game narrative design, composing for media, etc." Lagrange reveals that the lab is specifically looking to develop their programming team and their arts & music team.

With their continuing success, Game Narrative Lab is already making plans for the future. Following the launch of their first video game, the Game Narrative Lab team will start working on a new game right after Thanksgiving, and they welcome new members from many different majors. "KSU is in a unique position when it comes to game design and development," Lagrange explains. "We have a fantastic writing program in the English department that offers game writing courses, great developers from the [Computer Game Design and Development] program, great artists from the art school and great composers for media in the [Bailey School of Music]."

Undergraduate/graduate students and alumni who are interested in participating should contact Dr. Lagrange via email (vlagrang@kennesaw.edu) or through the lab's website. Applicants should be prepared to share what they can bring to the team and what their experience is with game design.



Corporation, Inc.

KSU ENGLISH STUDENT POETRY CONTEST

In honor of National Poetry Month in April, we were proud to feature the winners of this year's KSU English Student Poetry Contest! Three poems from current KSU English students were selected by a team of faculty poet reviewers.

Many thanks to all who submitted their work for consideration, and a special thanks to our faculty review team: Mack Curry IV, Khalil Elayan, Greg Emilio, Chris Martin, Kristin Rajan, Jenny Sadre-Orafai, Valerie Smith, and Ralph Wilson.

First Place: Hebah Smadi,
"Fauna's Undivulged Grief"

Second Place: Nya Roden, "You
should have worn the blue
dress to your father's wake"

Third Place: Mattie Frascella,
"Home"



Full poems available on
the department website
(<https://bit.ly/3UnqjBi> or
QR code above)

AWARDS

Radow College Awards

- Staff Excellence: **Terri Dudenhoeffer**
- Outstanding Part-Time Faculty: **Donna Cochran**
- Outstanding English BA senior: **Jimmy Peters**
 - Honorees: **Dr. Nina Morgan and Dr. Chris Palmer**
- Outstanding English Education senior: **Natalie Barry**
- Outstanding MAPW student: **James Blakely**
 - Honorees: **Dr. Donald Gammill and Dr. Jeanne Law**

English Department Awards

- Outstanding Teaching: **Dr. Amelia Lewis**
- Outstanding Professional Service and Community Engagement: **Dr. Todd Harper**
- Outstanding Early Career Faculty: **Prof. Anna Weinstein**
- Outstanding Part-Time Faculty: **Donna Cochran**

This newsletter is a publication of
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**KENNESAW STATE
UNIVERSITY**

NORMAN J. RADOW COLLEGE OF
HUMANITIES AND SOCIAL SCIENCES
Department of English

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