

INSIGHTS



DIVISION of ACADEMIC AFFAIRS
SCHOOL of THE ARTS AND PROFESSIONS
Department of English and Modern Languages

Volume 25
Issue 1
February 2015

INAUGURAL STUDENT SYMPOSIUM *English Department Offers Unique Opportunity*

With the support of a competitive grant from the Division of Academic Affairs, the Department of English and Modern Languages hosted its first student symposium on December 4.

Nearly 30 students presented research results, class projects and original compositions to an audience of their peers.

The event was the brainchild of faculty member Gabriela Vlahovici-Jones. "It was an opportunity for students to develop an appreciation for academic success, to practice engagement in academic conversations, to benefit from peer models, and to build confidence in their own abilities," she said.

The discussions were divided into seven topics, representing the wide range of subjects offered by the department. They included creative writing, languages, communication, technical writing, public speaking, literature and the Just One Book program.

The sessions were moderated by members of the UMES chapter of Sigma Tau Delta, the international English honor society.

The success of the December event convinced the department to hold a second symposium this semester. It is tentatively scheduled for Thursday, April 30.



CONGRATULATIONS TO THE DECEMBER 2014 GRADUATES OF THE DEPARTMENT OF ENGLISH & MODERN LANGUAGES!



Photo (above)
by Jim Glover

IN SERVICE TO OUR COMMUNITY

Technical Writing Students Offer Help to Local Animal Shelters

Adjunct technical writing instructors Tonya Price and Dorothy Bell-Jackson often collaborate on the addition of a community service component to their courses. For example, during the spring 2014 semester, their students staged a book drive for [HALO](#), a group which assists families in transition.

During the fall 2014 semester, their attention turned to the needs of local animal shelters.

“Local organizations are often overwhelmed by the number of animals in need,” Ms. Price said. “The winter months can be especially difficult for homeless animals. Often, the organizations struggle to adequately provide food and shelter for the number of animals they serve.”

Her students were assigned to create awareness flyers for Westside Animal Rescue, [Talbot Humane](#) and [Delmarva](#)



[Cat Connection](#). The groups will use the flyers to spread the word about their services. The information could be critical to someone who wants to help an abandoned animal or who simply can't afford to care for a pet.

“People should know that assistance is available to them, and it is just a matter of informing people of what assistance is

available and encouraging them to use it,” said Karlene Morrison from Westside Animal Rescue.

As the students researched the various organizations, they discovered that each one had a wish list of items that would make the animals' stay at the shelter a little more comfortable. They decided to help.

With an overwhelming response from Ms. Bell-Jackson and Ms. Price's students, more than 200 items were donated. They included food, blankets, paper towels, toys, and treats.

“It just touches us so deeply when people out of the blue just come and offer their compassion and support,” Morrison said.

CELEBRITY & FAN CULTURE

Faculty member Gabriela Vlahovici-Jones traveled to Denmark late last year to participate in an international conference at [Aarhus University](#).

“[Otherness and Transgression in Celebrity and Fan Culture](#),” a media studies

conference, showcased an interdisciplinary approach to the construction of celebrity status in modern culture. It featured speakers from the U.S., the U.K., Australia, China, Spain, Brazil and Denmark.



Ms. Vlahovici-Jones in Denmark

Photo by Philip Jones

Ms. Vlahovici-Jones addressed the relevance of ancient visual propaganda strategies to modern celebrity promotion in a presentation titled “Modern Lessons from Ancient Celebrity.”

LIFELONG LEARNER

Adjunct public speaking instructor Madonna Johnson has spent her life in a classroom. Now, years after she retired as a high school English teacher, she's gone back to the classroom to earn a doctoral degree.

A UMES graduate, Ms. Johnson spent 34 years teaching English at Pocomoke High School in nearby Worcester County, Maryland, and periodically teaching at UMES part-time.

Once she retired from the public school system, Ms. Johnson returned to UMES as an adjunct instructor on a regular basis. She also became a student again.

She is earning a Doctor of Education in Organizational Leadership with an emphasis in Christian ministry from [Grand Canyon University](#). It's a 3 year program; she expects to graduate in 2017.

“The degree gives me the opportunity to develop a core reading and educational program for youth mentoring and youth empowerment in an underserved population,” Ms. Johnson said. “In addition, the degree will assist me in the development of adult literacy teaching strategies.”

HARD WORK REWARDED

Two English faculty members have been inducted into an academic honor society at [Indiana University of Pennsylvania](#)

where they are pursuing their doctoral degrees.

Melissa Moore and Sandy Johnston are now members of [Delta Epsilon Iota](#),

a fraternal organization founded in 1994 at the University of Georgia. It was established for the purpose of identifying and encouraging academic scholars whose dedication, enthusiasm and initiative distinguish them as models of achievement, leadership and service.

Ms. Moore will earn a Ph.D. in literature; Ms. Johnston's degree focuses on composition and TESOL.



Ms. Moore



Ms. Johnston

I'VE BEEN THINKING



By Aundrea Townsend

Editor's Note:

Ms. Townsend is an English major from Clinton, Maryland, who will graduate in May.

She serves as president of the English honor society at UMES and works as a peer tutor in the university's writing center.



Senior year seems to be one of the foggiest years of my college experience. After spending almost four years in college, I've constantly battled with the variety of career choices, wondering which path best suits me.

At one point I wanted to be a lawyer, then I

wanted to be a teacher, and then I wanted to be a videographer. Now, I don't know if I want to be either of the three.

But, after reading Paulo Coelho's "[The Alchemist](#)," life seems to be clarified. This novel helped me realize that doubting my intuition can lead me down a path that is not originally meant for me. If predestination is true, then I wonder how many times I've wrongfully committed an act that was not best for my future destination's path.

I traveled with the protagonist, Santiago, as he went in search of a promised treasure. He faced many obstacles, was told his path was not possible, and doubted himself; fortunately, after persuasion from a king and an alchemist, Santiago decided to follow the omens and

his intuition. I see a similarity in my indecision and Santiago's hesitation in pursuing our dreams.

While I continue to finish out my senior year, I've vowed to trust my intuition and faithfully remind myself that confidence is a needed component to going after my dreams. With a heart of passion in what I believe in and trust in a higher power, I will be guided to a career that is meant especially for me.

"I've Been Thinking" is a monthly column written by members of UMES's Psi Mu chapter of [Sigma Tau Delta](#), the international English honor society. Throughout the academic year, the column will explore a variety of topics of interest to the campus community.

AN INTERNATIONAL HOLIDAY

Language Professor Visits Literary Locations

By Carole Champagne

Editor's Note:

Dr. Champagne is a tenured associate professor of foreign languages at UMES. During the winter break, she and her daughter, Arielle, visited several European countries in search of some of their favorite literary locations. She begins her account in London.



Following in the footsteps of Sir Arthur Conan Doyle, we retraced his plots throughout the City of Westminster, London. Remembering Sherlock's call to Watson in "[The Adventures of Sherlock Holmes](#)," I announced to my daughter that "The game is afoot!" quoting, as Sherlock did, Shakespeare's "Henry V."

We mapped out Saint Bartholomew's Hospital, crucial to events in both the original literary "Adventures" and the BBC series "[Sherlock](#)." Contemporary versions of Conan Doyle's literary locations frequented by the [Baker Street Irregulars](#), such as the skate park on the

Thames and Chinatown, maintain plot and character continuity. We also ate at Speedy's Café, a haunt of Benedict Cumberbatch (the BBC's Sherlock) and Martin Freeman (Watson), next door to the contemporary 221B Baker Street film location.

After continuing though the neighborhood where the author and practicing physician lived, we made a slight detour to [Abbey House](#), the recording studio, crossing *the* Abbey Road from the [Beatles' iconic "Abbey Road" album cover](#). We also visited the British Museum, British Library, the Globe, National Theatre, National Ballet, and Harry Potter's famous Platform 9 ¾ at King's Cross Station.

In Amsterdam, we retraced the steps of characters from John Green's "[The Fault in Our Stars](#)."

[The Anne Frank House](#) was the most profoundly moving experience of our visit there. The historical significance of the barren warehouse and attic rooms impacted us with their simplicity. The walls with hand drawn growth charts of sisters Anne and Margot and collages of magazine and newspaper clippings indelibly froze a moment in time before they perished in Bergen-Belsen, the Nazi concentration camp.

Our spirits were revived upon discovering that Rembrandt had painted his masterpiece "[The Night Watch](#)" in our hotel, the former Guild Hall. It was too large to fit through the door, so several feet were trimmed around the entire periphery. We admired what was salvaged at the Rijksmuseum.



221B Baker St.



Amsterdam

Photos by Dr. Champagne

These two extreme examples of Amsterdam's history evoke the depths of horror and triumph of art, evidence of human creation that we cannot forget.

WORD PLAY:

Learning about the Maninka Language

Knowledge of foreign languages can be fun and challenging. Learning about other languages not only expands one's linguistic knowledge, but also increases one's perception and appreciation of other cultures. When learning a foreign language, it is important to learn the endings that change the word's meaning.

In the African language **Maninka**, the word ending "li" has more than one pronunciation. This is similar to the suffix "ed" on English verbs. For example, in the word **reaped**, the "ed" sounds like a "t." In the past tense verb **robbed**, the "ed" suffix has the sound of "d." The past tense ending "ed" in the word **raided** has the sound of both the "e" and the "d."

In English, the "ing" ending is added to a verb to make it a noun. For example, adding "ing" to the verb **cook** gives it the ability as a noun to function as a subject or object in a sentence. Her **cooking** (subject) is fabulous. She loves **cooking** (object).

Also, the ending "ion" can be added to a verb to create a noun as in create + ion = creation.

Consider these words and their meanings in Maninka:

Bugo means to hit.	Bugoli means hitting.
Dila means to repair.	Dilali means repairing.
Don means come in.	Donni means coming in.
Dumu means to eat.	Dumuni means eating.
Gwen means to chase.	Gwenni means chasing.

Use what you've learned about Maninka to answer the following questions:

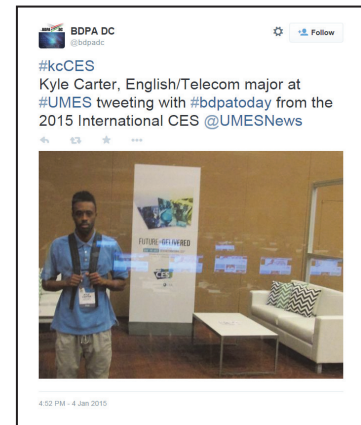
1. What are the two forms of the "ing" ending in Maninka?
2. Based on the examples above, can you predict which spelling will occur and what the rule is for forming an "ing" form of a verb in the Maninka language?
3. Based on your spelling prediction, what are the "ing" forms of the following verbs in Maninka?
If the Maninka word da means to lie down, the word for lying down would be spelled _____.
If men means to hear, _____ means hearing.
Famu means to understand, so the word for understanding is _____.
If sunogo means to sleep, the word in Maninka for sleeping is _____.

Answers on Page 5.

"Word Play," provided by Dr. Barbara Seabrook, is an "Insights" monthly feature which explores the creative use of language.

WHAT HAPPENED IN VEGAS?

English major Kyle Carter joined his father at the [Consumer Electronics Show](#) in Las Vegas last month. His dad writes a [newsletter about innovations in technology](#), and Kyle assisted by taking photos and gathering information.



BEHIND THE SCENES TOUR

Students enrolled in ENGL 238, the department's TV production course, got a V.I.P. tour of **WBOC TV**, the CBS affiliate in Salisbury, as the fall semester drew to a close. Their instructor, [Paul Butler](#), is one of the station's primary anchormen.



(Seated, L to R) Ebony Gayle, John Livengood, Candynce Newbill and Jazmine Riley (Standing, L to R) Ashlee Jackson, Devante Turnbull, Tarcha Parker, Marcus Walston, Trey Robinson, Danielle Jackson and Hughton Williams

Photo by Mr. Butler

WE WANT YOU!



The UMES Chapter of **Sigma Tau Delta**, the international English honor society, is accepting applications for new members until March 2. The application is available at www.umes.edu/english under the menu tab “DEML Honors.”

WELCOME MR. PRIME MINISTER

Language faculty member Carole Champagne met the new prime minister of Estonia recently. She attended a reception at the Estonian Embassy during a U.S. visit by [Prime Minister Taavi Rõivas](#).

Rõivas became prime minister in March of last year; he is the youngest leader in the European Union.

Dr. Champagne serves on [Maryland's International Consortium](#) and is a board member of the [Sister Cities Association of Salisbury/Wicomico County](#).



Prime Minister Rõivas

Photo by Dr. Champagne

ENGLISH EDUCATION UPDATE

Spring Teaching Internships are Underway

By Barbara Seabrook

Editor's Note: Dr. Seabrook is an associate professor in the Department of English and Modern Languages and coordinator of the department's English Education program.

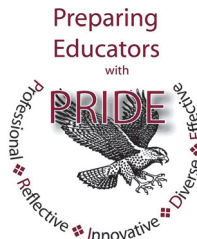
As the spring semester began, some UMES students were already in the classroom completing internships.

Briana Fulton, a graduate student in the [Master of Arts in Teaching program](#), is completing her middle school internship with her mentor teacher, Carolyn Massey, in Grade 7 at Wicomico Middle School. Ms. Fulton received her B.A. in English Non-Teaching from UMES in May 2012.

Donald Brown, an undergraduate in the English Education B.A. program, is currently completing his high school internship in Grades 9 and 10 at Washington High School with mentor teacher Amy Heger.

Amanda Richards, also an undergraduate teacher candidate in the English Education program, is completing her middle school internship in Grade 7 at Somerset Intermediate School with mentor teacher Renee Larimore.

Each intern is formally observed and evaluated at least three times at both the middle school and high school level by



their university supervisor. The first placement began January 5 and ends during the second week of March.

All English education interns receive two placements—one in a middle school and one at the high school level—to meet the Maryland requirements for the Standard Professional I Certificate to teach English/Language Arts in Grades 7 through 12.

Changes are underway for UMES students who seek to be accepted into the UMES teacher education program. Effective September 1, 2014, the [Core Academic Skills for Educators](#) replaced the previous Praxis I: Pre-Professional Skills Test.

The Core assessments measure academic skills in reading, writing, and math and were designed to measure the skills and content knowledge of candidates entering teacher preparation programs.

Three Core tests are now required for entrance into Maryland teacher education programs: Core Academic Skills for Educators/Reading (minimum passing score: 156); Core Academic Skills for Educators/Writing (minimum passing score: 162); and Core Academic Skills for Educators/Mathematics (minimum passing score: 150).

Teacher candidates must achieve the minimum passing score on each of the tests though they may be taken all at the same time.

WORD PLAY ANSWERS FROM PAGE FOUR:

1. “li” and “ni” are the two forms of the “ing” ending in Maninka.
2. Spelling Rule: The ending “ni” is used if the last consonant of the word is a nasal sound; Otherwise it’s “li”. (A nasal or nasalized sound is a speech sound produced with an open nasal passage permitting air to pass through the nose as well as the mouth.)
3. lying down – dali hearing – menni
understanding – famuni sleeping - sunogoli

Insights is published monthly during the academic year. It is written and edited, except as noted, by communications instructor Marilyn Buerkle. Copy is proofread by composition instructor Ronald Webster. Photos are by Marilyn Buerkle, except as noted. If you have information you would like to appear in this publication, contact our editor at 410-651-8349 or email her at mlbuerkle@umes.edu.