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LETTER FROM THE CHAIR

Since March, like a lot of other people, I've been staying home more and working and thinking in new ways. What we thought might be over in a month or two, has now dragged into its seventh month without any clear end in sight. Like a lot of other people, in the spring I made sourdough starters and scoured the internet for bread flour and yeast. I also decided it was a good time to learn to play the guitar, Marie Kondo my closets, and tune up my bike. Some of those hobbies have lasted and some have not. (Hint: my closets are still crammed; the guitar has gathered dust; and the sourdough starters, despite their endearing names, have hit the bin.) Living in a pandemic is no longer novel, though it remains interesting.

Lately, I've been thinking not of how to distract myself but how to apply what I already know to the question of how best to live in the COVID era. What can the critical study of texts, from news reports to Victorian novels to contemporary video games, offer during this latest pandemic in the Anthropocene? Of course, I've spent more time than is healthy on the news and the latest pandemic data on the internet. To get some distance from the now, I've read (and listened while biking) to a broad array of fictional and historical texts, mostly related to our current moment. The critic Caroline Levine reminds us that one function of art is *defamiliarization*, its ability to "show us anew those



parts of our lives that we have too easily taken for granted."

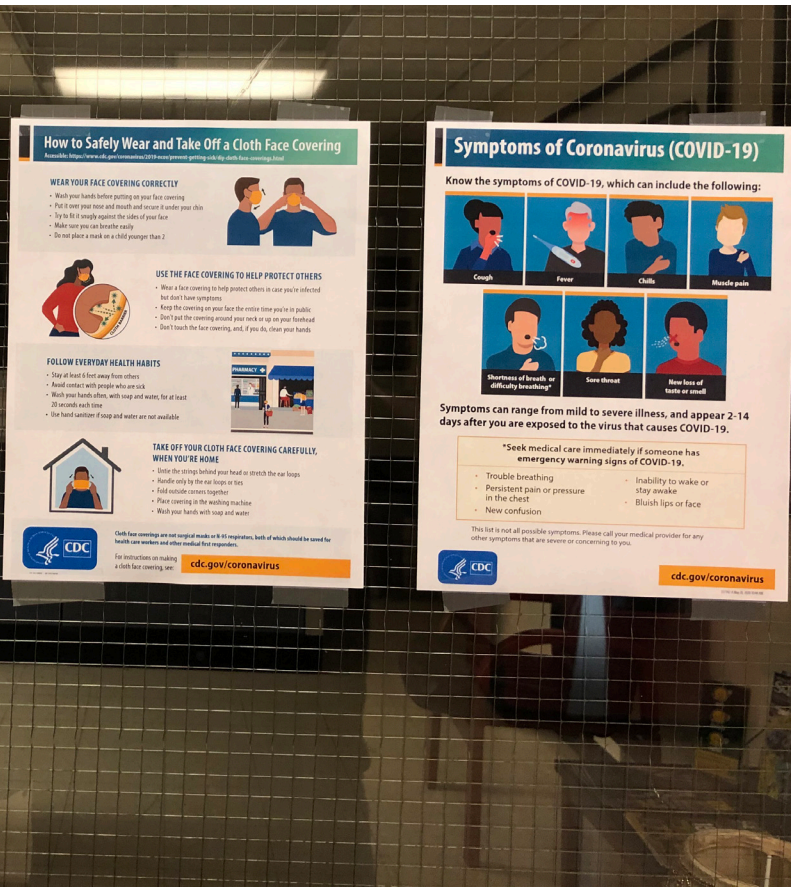
My reading tends to confirm this idea. I've re-read Dickens' *Little Dorrit*, which starts with a quarantine and uses contagion as a governing metaphor. I read Dan Hill's *The War of the Roses*, which covers a particularly bloody and chaotic period of English history punctuated by plagues and contagion. I read Emma Donoghue's *The Pull of the Stars*, which takes place in a Dublin hospital during the Great Flu (and War) of 1918; Maggie O'Farrell's *Hamnet*, set during the Black Death of 1580; and C.A. Fletcher's *A Boy and His Dog at the End of the World*, a post-apocalyptic novel that I had to put down when the dog was kidnapped.

What I gained from all of that is the solace that humans have been through this before and have survived. I know that's not very deep or original. And the truth is probably that the real solace of art is not in the lesson but in the art itself, the sheer pleasure of the prose, the escape into an alternate reality that

mirrors our own dimly but with a reassuring arc of problem, crisis, and resolution.

I'm looking forward in the spring to following the course on pandemic literature that will be offered by Dr. Marie Lathers, our Weiner Distinguished Visiting Professor in the Humanities. I've peeked at her reading list for the course and it looks fabulous. For now, though, I'm turning to a project that I've put off for years: reading the six novels of Anthony Trollope's *Palliser* series. Trollope is a master of balance and calm, who wrote enormously popular novels about believable, flawed, decent people who come through difficulties by doing the right thing. I want to live in that world.

Kristine Swenson, PhD
Professor and Chair,
English and Technical Communication
September 20, 2020



COVID-19 SAFETY MEASURES

To prevent the spread of COVID-19 during the pandemic, the university and our department implemented security measures on the top floor of the Humanities-Social Sciences (H-SS) building.

Signs were posted to remind students, faculty, and staff to wear masks, wash their hands frequently, and practice social distancing. A hand sanitizer station was placed in the hallway near the door to the ETC suite, and a bottle of hand sanitizer was left on the receptionist's counter for visitors to use.

The entrance near the receptionist's desk was blocked by a red velvet rope between two stanchions. All visitors were expected to wait in line behind the rope until they were

called. In keeping with social-distancing guidelines, "stand apart" stickers were placed on the floor at six-foot intervals. A plexiglass shield was installed on top of the receptionist's counter.

Many desks were removed from H-SS classrooms so that a six-foot distance could be maintained around each desk during in-person classes. Stickers on the floor marked where each desk should be. The capacity of H-SS 201, for example, was reduced from 40 to 12 students during the pandemic.





TEACHING IN THE PANDEMIC

mind is that we can't just assume that students have the same resources and the same homework environment. In the long-term, COVID-19 is going to force us to be a little more critical of our teaching practices and a little more aware of the lived realities of students. The silver lining in all the chaos is being brought to bear and being accountable for these kinds of choices."

Q: How would you generally describe teaching during the pandemic?

"Teaching during the pandemic has brought about managing a lot of different expectations at once. It takes a lot of innovation and creativity to make it work well. Overall, teaching during the pandemic has been exhilarating, a lot of work, and very rewarding, especially getting to watch students adapt along with you. You get to see that students are really invested in the course work. The experience of moving online taught me to see that students really see the value of the course and want to be there. Students stayed on top of their course

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In the midst of the uncertainties caused by COVID-19, Dr. Carleigh Davis, assistant professor of technical communication, has approached the challenges with great flexibility and positivity.

Q: What are your thoughts about the effects of COVID-19 on education?

"It's been a challenge; there are a lot of issues to think through, especially accessibility for students; students should be our priority. I believe that COVID-19 has exacerbated some problems and highlighted some things we weren't as aware of as we should have been in the past. One of the problems has been internet access. Once everything

moved online, there was some kind of assumption that all students had internet access and would be able to just shift easily. That was not the case. We found out which students in our classes were going to the library until 2:00 in the morning because they didn't have reliable home internet access, or students who were sitting in a car in public parking lots working on class assignments because that was the only way they could do that.

"One of the things to keep in

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work, and their commitment was evident. Even when problems like the big storm that came up towards the end of the spring semester, students were not using their perfectly valid excuses; instead, they were finding ways to stay in touch and on top of their course work, which I found to be amazing.”

Q: What was the switch from an in-person classroom to an online classroom like? Did you anticipate any challenges?

“The biggest challenge with the switch was timing and adjusting the course format for a course that was planned in person. You do not design an online course the same way you would design an in-person course. You plan different kinds of activities and structure the lessons a little bit differently because students should be allowed time to switch between online activities, to contact you and to give feedback if they fall behind. The biggest challenge was having established an in-person pattern with the students and then all of a sudden having to make the whole course shift and then, in the online format, trying to finish the things that should have been done in person. Most of my classes are workshop and discussion heavy. When I teach an in-person class, it is easy to give information, have students work, walk around to give feedback, and step in to manage the discussion, but in an online environment, I have to set things up in little chunks. For example, in my tech writing course, we were working on usability testing and recommendation reports when all the switch was happening.

“When taking students through the sections of a recommendation report in an in-person classroom format, I would usually introduce the section and ask them what that section is supposed to do, based on their experience, and reading on the resource they have already done. I will give them some time to work and then we come back together. It’s kind of very minimal content, but a lot of heavy interaction. When I move online, I have to get all the content into little videos that students can interact with and put into practice. That is so much more time consuming than just walking into the classroom and leading the discussion. In the classroom you can see what is happening, and then you react to it in a moment, but when I am preparing videos for an online class, I have to anticipate what the students might struggle with and prepare for a few different eventualities that may be true for some students and not true for others.”

Q: Do you feel your online classes are engaging? What strategies have you put in place to ensure this?

“To ensure that online learning is engaging, the most important thing is that students get consistent feedback and know that their work is being seen and recognized. When I teach a fully online class, rather than a few really big projects, I prefer to do a bunch of smaller projects that all kind of fold together and go into the bigger assignment. So, the bigger assignments end up being collecting things and pushing them together, rather than generating a bunch of new content. Smaller assignments let you see individually as the instructor where each student is, the kind of work they are

“To ensure that online learning is engaging, the most important thing is that students get consistent feedback....”

doing, how they are engaging with contents, any mistakes that they are making, but also what they are doing really well. It is important to name those things for the students, so that they don’t feel like they are getting a form or generic responses. They can tell that you are paying attention to them. I think that makes them want to pay more attention to the course.

“The other thing is making the course easy to navigate, in terms of Canvas or the medium used to deliver the contents. If it is difficult to find what you need, the students aren’t going to want anything to do with it because it’s exhausting. Simple, streamlined, visually engaging Canvas courses are one way to head off the boredom at the beginning.

“Also, respecting students’ time. Staying away from things that feels like busy work, and letting them see the connection and application of everything they are doing in class.

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Students shouldn't feel like they are doing something to fill the day, but what they are doing has clear connections with the course outcomes."

Q: Online teaching and learning versus in-person and learning: how would you rate the two?

"Online and in-person both have their constraints. The most important thing is to recognize those constraints, and you don't try to treat them like they should be delivered in the same way. I certainly see the benefits to in-person instruction. A lot of students respond well to in person instruction, they engage well in person, and a lot of teachers engage better in person. But I don't think that we can ignore the fact that when online teaching is done

well, and all the accessibility issues are addressed well, online instructions can be a lot more accessible and a lot more personalized than in-person instruction.

"As a society, that is really something we need to pay attention to. There is a reason why we have some equity issues when it comes to access to the internet, access to resources that students need to do online instruction. That is something we need to pay close attention to as a society. But as instructors, we also need to think about the ways to implement these great technologies that we have, these great systems that allow us some more flexibility, and allow students some more flexibility. I am excited to see where that goes. I think it is absolutely worth studying, and I think this horrible situation is a good catalyst for innovating."

Q: Do you feel the Department of English and Technical Communication at Missouri S&T needs to do more to make online teaching and learning better?

"Our department has always been strong with online instruction. We have a lot of brilliant pedagogues in our department. We have engaged instructors who have been practicing with this for a long time. So, I think just trust the teachers, and trust the students. Our department has great students. I am not worried about our ability to get through this at all. The team in our department work really well together and are really supportive of one another. I think that is probably all we need."

REVISED MS TECHNICAL COMMUNICATION PROGRAM GOES INTO EFFECT

A revised version of our Master of Science in Technical Communication went into effect in Fall 2020. The major changes are as follows:

- Students no longer have to take a comprehensive examination or complete a thesis, although completing a thesis is still an option.
- Rather than taking 10 specific courses for the degree, the student now must take TCH COM 6600 Foundations of Technical Communication and 9 more courses of their choosing from a

list of 15 courses. (Their choices are constrained, of course, by what is being offered in any given semester.)

For more information about the revised MS, visit <http://catalog.mst.edu/graduate/graduatedegreeprograms/technicalcommunication/#-masterstext>

This revision was informed by an external review of the MS program in February 2019. The external reviewers were Dr. Julie Watts, University of Wisconsin-Stout; Dr.

Miles A. Kimball, Rensselaer Polytechnic Institute; and Dr. Kirk St. Amant, Louisiana Tech University.

The revised degree requirements only apply to students who begin their studies in Fall 2020 or later. Students who began the MS before Fall 2020 must complete the degree requirements that were in effect when they matriculated unless they change their "catalog year."

MINER PLEDGE

I Pledge to:

Protect myself:

- Monitor myself daily for symptoms of COVID-19 before coming to campus
- Take my temperature daily before coming to campus
- Notify covid@mst.edu if I have symptoms of illness or a fever
- Wash my hands often with soap and water or use hand sanitizer

Protect my campus:

- Wear a face covering in classrooms and inside buildings when social distancing is not possible
- Maintain social distancing in my daily activities
- Stay home when sick and follow advice from covid@mst.edu
- Respect the space of others and encourage healthy practices
- Participate in health screenings and testing, if advised

Protect my community:

- Represent S&T in the community and lead by example
- Support and encourage my peers in healthy behavior
- Limit group sizes to minimize my number of contacts
- Consider the health and safety of each participant
- Limit my travel outside the area to essential activities



ENGL 1120 GETS NEW NAME

In fall 2020, Dr. Kristine Swenson (left), Dr. Sarah Hercula (right), and Dr. Carleigh Davis (center) joined forces again to team-teach English 2002 Critical Approaches to Literature. Working in tandem, as they did in Fall 2019, the three professors taught different yet complementary units on literature, linguistics, and technical communication. English 2002 will eventually be given a new name and will serve as an introduction to the various disciplines offered by the ETC department.

One of the biggest goals of the course revision is to show students, predominantly non-department majors, how the different courses offered in the ETC department can contribute to their individual interests and career goals. Connecting the disciplines of literature, linguistics, and technical communication is part of a department-wide trend. For example, in TCH COM 5620 Research Methods, taught by Davis in fall 2020, there were added op-

portunities for students to engage with all three disciplines.

“We’re thinking of 2002 and 5620 almost as ‘bookends’ to the different degree paths offered in the department,” Davis said. “If ETC majors start with 2002 and end with 5620, they should get the breadth of understanding that will allow them to situate their area of study within the broad umbrella of English studies. The depth of understanding in their particular area of focus will come from the specific courses they take in between these two courses.”

In English 2002, Swenson taught the literature unit in the first third of the semester. In the second third, Hercula taught the linguistics unit, in which students conducted some research in sociolinguistics. And in the final third, Davis taught the technical communication unit, which required students to develop and implement a strategy for communicating their research findings to audiences.



INTERIM VICE PROVOST APPOINTMENT

Several weeks into the Spring 2020 semester, Dr. Kathryn Northcut, professor of technical communication, was appointed interim vice provost for academic support at Missouri S&T. She had to transition abruptly from classroom teaching to full-time administrative work. Drs. David Wright and Carleigh Davis took over her courses already in progress.

In her new role, Northcut is now responsible for many areas of academic affairs. She oversees several departments, including S&T Advising, International Affairs, Student Design Center, Experiential Learning, the Honors Program, and student support services such as the Writing Center, Student Success Center, and Student Veteran's Resource Center.

She is tasked with ensuring that student support services directly improve Missouri S&T's retention and graduation rates. She handles all reported violations of the academic code of conduct involving undergraduate students. Her new administrative role, she says, is "great because I'm developing a managerial skill set, but I definitely miss the interaction with students that I enjoy when I'm teaching."

BA ENGLISH & BS TECHNICAL COMMUNICATION MERGED

In Fall 2020, our department asked the Missouri Department of Higher Education for permission to combine the Bachelor of Arts in English and the Bachelor of Science in Technical Communication into a single degree program: a Bachelor of Science in English and Technical Communication (120 credit hours).

The new major, if approved, will have a common core of 9 credit hours:

- ENGLISH 2410 Theory of Written Communication
- TCHCOM 5620 Research Methods in Technical Communication
- TCHCOM 4410 Theory and Practice of Technical Communication (Capstone)

The student will also have to complete one of the following general modules:

- Technical Communication (12 hours)
- Literature (12 hours)
- Linguistics (12 hours)

General education courses, courses in specialized modules (such as creative writing and game studies), and elective courses will comprise the remaining 99 credit hours for the degree. The current BA and BS will be phased out.

The decision to combine the BA and BS was informed by an external review of the undergraduate degree programs in February 2020. The external reviewers were Dr. Karla Saari Kitalong, Michigan Technological University (Michigan Tech); Dr. Kathryn Rummell, California Polytechnic State University (Cal Poly); and Dr. Russell Willerton, Georgia Southern University.

TEACHING AWARDS & HONORS

- In December 2019, Drs. Eric Bryan, Sarah Hercula, and Dan Rear-don received the S&T Outstanding Teaching Award, based on their student evaluation scores for AY 2018-2019.
- Professor Matt Goldberg was nominated for a "We Love Your Class" award by the freshman class of AY 2019-2020.
- Dr. Carleigh Davis is the 2020 recipient of the Miner Alumni Association's Class of 1942 Excellence in Teaching Award. The award was presented at a luncheon in Hasselmann Alumni House on October 16, 2020.



Graduate Teaching Assistants, September 2020. From left to right: Oluwafemi Osho, Femi Alademehin, Vivian Barnes, Acheme Acheme (far back), Daniel Ochekwu (center, standing), Taylor Schubert (center, sitting), Mariter White, Agaba Ame-Oko (leaning against the wall), and Joy Amponsah.



Manushri Pandya graduated from Gujarat University, India, with a B.A. in English Literature. Her previous work experience includes an internship as an IT technical writer with Cytokinetics in San Francisco, CA. In fall 2020, she taught ENGL 3560 Technical Writing.



Femi Alademehin earned a bachelor's degree in electrical and electronics engineering from the University of Agriculture, Makurdi, Nigeria, and worked as a credit personnel and investment banker at Guaranty Trust Bank in Nigeria. He enjoys traveling and adventure. In fall 2020, he taught ENGL 1120 Exposition and Argumentation.



Desmond Adu Brempong has a bachelor's degree in Information Technology from the Ghana Technology University College in Accra, Ghana. Currently, he serves as the Public Relation Officer of the African Student Association (ASA) at Missouri S&T. He enjoys playing soccer, video games, and recording music. In fall 2020, Desmond taught ENGL 1120 Exposition and Argumentation.



Martha Bentil has a BA in Publishing Studies from Kwame Nkrumah University of Science and Technology, Kumasi, Ghana, and an MBA in Banking and Finance from Bologna Business School, Italy. Before coming to S&T, Martha worked as a Branch Manager at Group Nduom (GN) Bank in Ghana. In fall 2020, she taught ENGL 3560 Technical Writing.

Prior to joining our department, Mary Russell earned a BA in English and an MA in Teaching from Columbia College, Columbia, MO, and worked in both the non-profit sector and the Missouri Senate. Outside of her classes and GTA responsibilities, Mary manages an Airbnb in a historic farmhouse and enjoys hiking and kayaking. In fall 2020, she taught ENGL 1120 Exposition and Argumentation.



Prior to starting graduate studies at Missouri S&T, Joy Amponsah completed a BS in Economics at the Central University in Accra, Ghana, and worked as a Data Analyst for Safety and Environmental Research Consultancy Limited in Ghana. She is currently one of our two department representatives on the Council of Graduate Students. Joy enjoys singing, cooking, reading, and travelling. In fall 2020, she taught ENGL 1120 Exposition and Argumentation.

In addition to a BS, MPhil., and PhD in Mining Engineering, Kenneth Bansah has an MS in Geological/Geophysical Engineering. His work experience includes positions as a lecturer at the University of Mines and Technology, Tarkwa, Ghana; an engineering/environmental consultant at Safety & Environmental Research Consultancy Limited, Ghana; and a graduate research assistant in the Department of Mining Engineering at Missouri S&T. In fall 2020, he taught ENGL 3560 Technical Writing.



Mariter White is the current president of the Missouri S&T chapter of the Society for Technical Communication (STC). She has a BS in Technical Communication from Missouri S&T. In her free time, she writes short stories and enjoys playing video games. As well as being a GTA in our department, she is a Graduate Research Assistant in the Department of Psychological Science. The paper she is working on is about why people are adopting smart home systems and their reactions to those systems. In fall 2020, she taught TCH COM/ENGL 1600 Introduction to Technical Communication.



Agaba Ame-Oko earned undergraduate and graduate degrees in electrical engineering from the University of Agriculture, Makurdi, Nigeria. He spent a few years teaching at a university before enrolling at Missouri S&T for a second graduate degree. Beyond academics, Agaba loves community interactions and keeps a close watch on political activities of interest. His favorite pastime is soccer, which he plays sometimes, and watches as often as he can. If he were not a teacher, Agaba would have been a farmer. He dreams of owning a farm someday—a dream he may as well make a retirement plan. He believes it would be nice to wake up every morning to a serene environment with exceptionally clean air. In fall 2020, he taught ENGL 1120 Exposition and Argumentation.



Daniel Ochekwu has a bachelor's degree in agricultural economics and extension from the University of Agriculture, Makurdi, Nigeria. He is a social development and education enthusiast who has overseen several projects relating to education, economic empowerment, health, and well-being. Prior to joining Missouri S&T, Daniel worked at Teach for Nigeria as a Leadership Development Manager and served as an Ambassador of Sustainable Development Goals (SDGs) for TeachSDGs. During his time at Teach for Nigeria, he co-founded the Mentor an African Child Initiative (MACI), an NGO with a vision to create access to opportunities in ICT, leadership, and mentorship for children from low income communities across Africa. Daniel enjoys engaging young minds, helping them see the big picture, and encouraging them to go after their dreams. In fall 2020, he taught ENGL 1120 Exposition and Argumentation.



Taylor Schubert started his education at Missouri S&T in 2015. Since then, he has served as personnel director on the Executive Board for KMNR 89.7 FM, secretary of the Undergraduate Student Leadership Council, member of Sigma Tau Delta English Honor Society, and a technical editor for the Missouri S&T Office of Graduate Studies. In Spring 2018, he graduated summa cum laude with a BA in English and is currently working on an MS in Technical Communication. When not in classes or instructing his students, Taylor works as a sous-chef at the St. James Public House Brewery. In his free time, he enjoys listening to music, playing *Escape from Tarkov*, and spending time with friends and his faithful chocolate labrador Luther. In fall 2020, he taught ENGL 1160 Writing and Research.



Acheme Christopher Acheme majored and earned his first degree in electrical and electronics engineering from the University of Agriculture, Makuridi, Nigeria.

Early in his career, he worked at four different IT companies as a salesman, an instructor, and a network engineer. Later, he founded Printon (a print-on-demand web solution for individuals and small businesses). Acheme thinks of himself as a solution provider and dreams of not only building a sustainable print business but also supporting small businesses in Africa to achieve their maximum potential. He has a lovely wife and enjoys playing and watching soccer. In fall 2020, he taught ENGL 1120 Exposition and Argumentation.



Vivian Barnes is one of the current department representatives on the Council of Graduate Students at Missouri S&T. Prior to joining our department, she earned a BS in

Actuarial Science from the University of Cape Coast, Ghana, and an MBA from the University of South Wales, Wales, U.K. She worked for close to 10 years in the oil and gas industry as a drilling fluids specialist for Halliburton Ghana Limited. Aside from teaching, Vivian is a Marketing Peer Wellness Educator for Miner Wellness. She loves travelling and exploring new places. She also loves cooking, especially trying out new recipes. In fall 2020, she taught ENGL 1120 Exposition and Argumentation.



For ten years, Oluwafemi Osho taught cyber security science at the Federal University of Technology, Minna, Nigeria. Prior to this, he headed the IT/systems department at one of the leading

mortgage banks in Nigeria. A Certified Ethical Hacker (CEH), with expertise in cybersecurity, privacy, and trust, he has a bachelor's degree in mathematics/computer science and a master's degree in mathematics. He is a member of several reputable associations, such as the Global Commission for the Stability of the Cyberspace Research Advisory Group (GCSC-RAG), Cyber Security Experts Association of Nigeria (CSEAN), and Internet Society (ISoc), and a fellow of the Nigerian School on Internet Governance. In fall 2020, he taught ENGL 1120 Exposition and Argumentation.

SCHOLARSHIP AWARDS



Marcos Buznego, an English major from St. Louis, received the Maxwell C. Weiner Scholarship in English. We are thankful to have such an excellent major in our department.



Jessica Duncan, a technical communication major from Marion, Illinois, received the English and Technical Communication Alumni Endowed Scholarship. We are thankful to have such an excellent major in our department.



COVID 19: MOVING CLASSES ONLINE

Dr. Eric Bryan worked exclusively from home.

ETC FACULTY SHARE THEIR EXPERIENCE

By early April 2020, all Missouri S&T courses had been moved online in response to the pandemic. ETC faculty members offered the following comments about the experience.

Professor Goldberg: “I didn’t change assignments, but I extended due dates and reached out to students who weren’t submitting assignments. Since we couldn’t discuss material in-class, I created weekly notes and shared these on Canvas. We also had to accomplish more with our online discussions.”

Dr. Reardon: “I had to convert the Monday-Wednesday lectures to video format. But I decided that provided me with an opportunity. How could I make a video lecture even more engaging by using multimedia and multimodal approaches? In other words, now I have all of the video editing tools at my disposal to create a video lecture—something far more than just me talking with a set of PowerPoint slides. I’ve

created multimedia video lectures that my students told me are more like watching YouTube videos.”

Dr. Bryan: “I had to rewrite both courses entirely. Going online isn’t just about giving lectures via Zoom. You have to re-envision how people learn, how their brains work.”

Dr. Wright: “It can be harder to stay on top of things when you aren’t seeing people. It’s easier for things to get lost in the shuffle if you are not being mindful. Email becomes more important, and you have to keep an eye out for people who may be getting behind. The change in the spring was definitely stressful for everyone, but I feel it worked out fine.”

Dr. Swenson: “In the spring for Victorian Literature, I tried to put up virtual Zoom backgrounds that corresponded to what we were studying that week, such as Oscar Wilde’s jail cell or the London Natural History Museum. And I tried

to incorporate online and virtual resources into the class so that my students weren’t just sitting watching me drone on in a Zoom.”

Dr. Wright: “I was glad that we had already been doing online courses. Most of our faculty had at least some experience with that technology, so it was much easier for our department than some others. I also thought that the Center for Advancing Faculty Excellence did a great job of helping people with technology.”

Professor Goldberg: “Our department already had best practices in place for online teaching. I think the university, like many in the country, is trying to set universal standards for our new reality. We also have a very supportive department that shares ideas and strategies.”

Dr. Bryan: “It was really an impossible situation, but you saw professors coming together and helping one another, encouraging one another. It was a really tough time, no doubt about it, but it’s always in the difficult times that character is built. I hope I was half as helpful to others as they were to me.”

Dr. Reardon: “I was really impressed by the way all of our faculty really came together. I felt like we were way ahead of the game. We had been talking for years and many of us had been working and teaching in an online digital environment. Dr. Ed Malone, for instance, has been teaching online for years. He has been a tremendous resource. I think we were well

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prepared for this change because we were in constant communication with one another. Dr. Swenson, our department chair, made sure that we all met regularly, and she was always available to talk to us about some of the challenges we were experiencing. I think we were really in a lot of ways sort of at the forefront, at the lead, at the university in making the conversion to online instruction this past spring.”

Dr. Bryan: “About the students, I’ll say this: I’ve been doing this job for a long time, and I have never been prouder of a group of students in all my life. However hard we as teachers had it, they had it much, much worse. They were resilient in the face of an impossible situation; they were determined to find relationships with one another and with their instructors; they insisted upon learning and growing despite all they faced; they were courageous and strong and persevered in a time of uncertainty and fear that the world hasn’t seen for at least as many years as some of them have been alive. Despite all that, despite having to move out of their dorms and many having to go back home to their parents’ houses or find a place to live elsewhere, despite having to leave behind all their friends and the life they know, despite everything they face, they came to school. Even when there wasn’t a school to come to, they still came to school. Those students have all of my admiration and gratitude. I will never forget them.”

Professor Goldberg: “In many ways, this event brought out the best in our students. I saw great drive and energy from so many of my students. For myself, I looked forward to class interactions. I’m so proud of my students and the work that they produced.”

Dr. Swenson: “I think we did great, but I’m not surprised by that. We are campus leaders in teaching innovation, and we work hard to reach students wherever they are at. I’m really proud of how well our instructors pulled together and helped each other as well as our students. We learned quickly and made adjustments.”

REVISED MS TECHNICAL COMMUNICATION CURRICULUM

A revised version of our Master of Science in Technical Communication went into effect in Fall 2020. The major changes are as follows:

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This revision was informed by an external review of the MS program in February 2019. The external reviewers were Dr. Julie Watts, University of Wisconsin-Stout; Dr. Miles A. Kimball, Rensselaer Polytechnic Institute; and Dr. Kirk St. Amant, Louisiana Tech University.

The revised degree requirements only apply to students who begin their studies in Fall 2020 or later. Students who began the MS before Fall 2020 must complete the degree requirements that were in effect when they matriculated unless they change their “catalog year.”



GTA PROGRAM ASSUMES NEW FORM



For over a decade, our department has employed some MS students to teach ENGL 3560 Technical Writing and TCH COM/ENGL 1600 Introduction to Technical Communication. In the past, these graduate teaching assistants (GTAs) were given full instructional responsibility for one section of a course each semester. In any given semester, there were typically six GTAs on the payroll.

This arrangement changed in Fall 2020. For the first time ever, some GTAs taught sections of ENGL 1120 Exposition and Argumentation and ENGL 1160 Writing and Research in addition to 3650 and 1600. Our department was able to fund fourteen GTAs to teach two sections each.

The nine GTAs teaching ENGL 1120 in Fall 2020 were essentially managing classes for the first time, cutting their teeth as instructors during the height of the pandemic. But they were not alone. Helping them were Dr. Carleigh Davis, assistant professor of technical communication, and Dr. Josselyn Larson, assistant teaching professor of English. Davis is the director of

the GTA program and Larson is an experienced composition teacher.

Even though they were teaching courses, the GTAs were still required to give adequate time to their own studies by attending classes, completing assignments, and maintaining good grades. Effective planning and time management were keys to efficiently managing these responsibilities. As one GTA explained, “I keep two calendars: a Google calendar and whiteboard where I plan activities for the week every Sunday. I try to be detailed enough to highlight the entire week’s work before Monday so I can keep track of what needs to be done and when.”

Teamwork among instructors was crucial. One GTA said, “For 1600, because I’m with Dr. Davis and Dr. [Dan] Reardon, we tend to bounce video recordings off of each other. If one of us already had a video done, we may just use it for all the sections.”

The department is fully committed to providing the necessary enabling environment for the GTAs to continue to function effectively as teachers and succeed as students.



3 ETC PROFESSORS AS GUEST EDITORS

Professors Dan Reardon, David Wright, and Ed Malone served as guest editors of the August 2019 issue of *Technical Communication*, the peer-reviewed journal of the Society for Technical Communication. They discuss the project in the following interview.

Q: What are guest editors?

Wright: “A journal typically has a regular editor who coordinates the peer-review process and makes the final decisions about accepting or rejecting articles and then works with contributors to prepare their manuscripts for publication. A guest editor relieves the regular editor of these duties for a single issue, usually an issue with articles on a common theme. That’s why it’s referred to as a special issue.”

Q: What was your special issue about?

Malone: “The title of our special issue was ‘Transmedia, Participatory Culture, and Digital Creation.’ Transmedia refers to storytelling or some other activity that extends across different media such as graphic novels, movies, digital games, and posters. The activity usually involves collaboration and interaction among producers and consumers in digital environments. Think about how the story of Spiderman is told, but also think about how the CDC communicates pandemic-related information through videos, brochures, infographics, etc.”

Wright: “Our special issue has an introduction and six articles on a range of topics--from a virtual ‘workbench’ for working on a musical instrument to the Facebook page of a popular weight-loss program to collaboration among player-developers in gaming communities.”

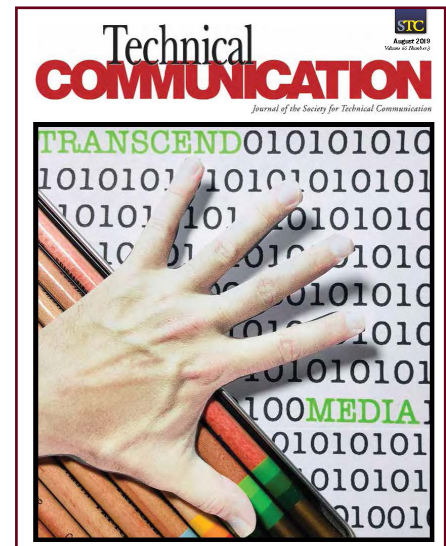
Q: How did you become guest editors of this special issue?

Reardon: “The idea for the issue was born over coffee at Panera. All three of us had done some research and writing about transmedia, and I was deeply immersed in research on transmedia relating to the game studies course I was developing.”

Malone: “The editor of the *IEEE Transactions on Professional Communication* sent out a call for proposals for special issues. We decided to submit a proposal. Dan suggested the theme of transmedia communication, and we went with it. Unfortunately, the editorial board chose a different proposal. But this didn’t deter us. We revised the proposal and sent it to the editor of *STC’s Technical Communication*. A few weeks later, we were soliciting manuscripts for the special issue.”

Q: Why is this topic important for tech com professionals and for students?

Reardon: “Transmedia is both the past and the future of communication. Consumers who used to access



information in only one format can now consume that same information in multiple ways through different mediums. Technical Communication professionals need to be aware of how their communication changes in these different formats and media.”

Q: What do you believe are the highlights of the issue?

Malone: “The articles in the special issue explore the different content-flow logics of storytelling, branding, playing, working, and learning across media and genres. For example, one article discusses a safety training program for Navy pilots during World War II. The program featured a misfit pilot, Dilbert, and his mechanic sidekick, Spoiler, in related stories told through posters, films, magazine columns, poems, aircraft nose art, a doll used in demonstrations, a dunking machine used in exercises, and shaming rituals. Another article about ‘Next-Gen Resumes’ discusses a young professional’s use of transmedia storytelling

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on LinkedIn as a career-building strategy.”

Q: How did you divide up the work for the special issue?

Malone: “Each of us wrote a section of the introduction. Dan was responsible for the nine paragraphs in the introductory section, David for the five paragraphs in the middle section, and I for the six paragraphs in the final section. It was something like tag-team wrestling.”

Reardon: “Each of us, I think, brought particular strengths to the issue. I contributed my understanding of current research in transmedia studies. Ed and David found the connections between transmedia and tech com. Ed is also an expert reviewer and editor. The issue’s polish owes much to Ed’s eye for detail.”

Q: Did you encounter any difficulties?

Wright: “We did. One contributor withdrew from the project at the last minute and left us hanging. We had to scramble to find a replacement article for the issue.”

Malone: “We didn’t have much control over the layout of the issue or the cover art. When we received the first round of page proofs, we saw the words transcend media on the journal’s cover. We interpret transmedia to mean ‘across media,’ not ‘beyond media.’ There’s nothing in the issue to support the transcend interpretation. So we were a little perturbed. But the publisher said that the cover art was the artist’s interpretation, and he wouldn’t change it.”

UNDERGRADUATE SCHOLARSHIPS

The following scholarships were awarded to undergraduate students for the 2020-2021 academic year:

The Jack K. and Mary K. Boyd Memorial Scholarship
Christopher Ratliff (TCH COM)

The Larry Paul Vonalt and Elizabeth Cummins Vonalt Endowed Scholarship

- Charnise Anderson (TCH COM)
- Nora Dunn (TCH COM)
- Hannah Gotto (TCH COM)
- Mackenzie Shields (TCH COM)
- Annmarie Tyson (TCH COM)

The Pogue Endowed Scholarship in English

- Hannah Headrick (ENGL)

Marylou W. Legsdin English Scholarship

- William Reardon (TCH COM)

The Winona Clark and J. Kent Roberts Endowed Scholarship in English

- Andrew Jones (TCH COM)

The English and Technical Communication Alumni Endowed Scholarship

- Jessica Duncan (TCH COM)
- Rudi Starek (TCH COM)

The Prewett Liberal Arts Scholarship

- Nora Dunn (TCH COM)
- Alexander McDowell (TCH COM)
- Abria White (ENGL)

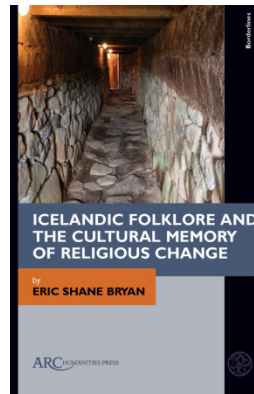
The Maxwell C. Weiner Scholarship in English

- Marcos Buznego (ENGL)
- Hannah Headrick (ENGL)
- Keillyn Johnson (ENGL)
- Alexander McDowell (TCH COM)



In late 2019, Dean Steve Roberts surprised Dr. Eric Bryan in his classroom and presented him with an Outstanding Teaching Award. Also shown in the photo is ETC Chair Kristine Swenson.

Dr. Eric Bryan's monograph, *Icelandic Folklore and the Cultural Memory of Religious Change*, is scheduled for publication in February 2021. As described on the publisher's website, "This volume unlocks [a] secret story by placing Icelandic folktales in a context of religious doctrine, social history, and Old Norse sagas and poetry."



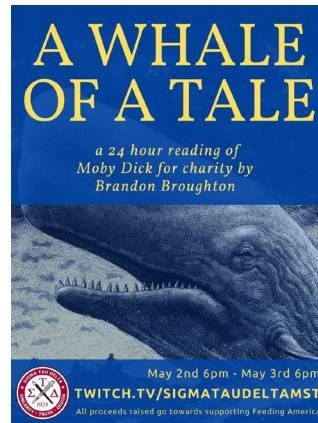
Due to the COVID-19 pandemic restrictions in Spring 2020, the department held an online honors celebration in lieu of its annual honors banquet. In pre-recorded videos, some faculty said goodbye to our 2019-2020 graduates and wished them well. Dr. Kristine Swenson, chair of the ETC department, pretended to be on a roller coaster in a playful allusion to the sudden shift to all online courses in the middle of the spring semester.



Dr. Dan Reardon poses with his class after being presented with an outstanding teaching award in November 2019.



Neal Kisor (BA ENGL SP20) was among the ETC graduates who were honored at the online honors celebration in May 2020. A few months later, he began work on a graduate degree in technical communication at Missouri S&T.



Sigma Tau Delta sponsored Brandon Broughton's marathon reading of Herman Melville's *Moby Dick* (1851). The reading was aired live on Twitch TV. "Drop in and watch my sanity meter progressively deplete as I rattle off 200,000 words of erroneous whale facts!"

Broughton wrote on Facebook before the event. He raised \$536 for the non-profit organization Feeding America.



FROM MST TO VIRGINIA TECH: PRIYANKA'S JOURNEY

Priyanka Ganguly, affectionately known in our department and among her friends and colleagues as “Priya,” comes from Kolkata in eastern India, more than 8,000 miles away from Missouri. She comes from a well-educated family with a dad who works as a marine engineer, a mum as a homemaker with a degree in philosophy, and a brother (her only sibling) as a software engineer. Priya is married to Shouvik Ganguly, a PhD candidate in mechanical engineering at Missouri S&T.

With her family’s motivation, Priya took up the challenge to study for her bachelor’s and master’s degrees in botany at Calcutta University in India and worked in both India and Canada in human resources and customer services. Priya was clear about her educational path and knew she would continue her education in scientific or technical writing.

When she arrived in Missouri in 2017 to join her husband, she learned about Missouri S&T’s technical communication graduate program, and in 2018 she received

admission to the program, along with a graduate teaching assistantship. She received training from the department and taught ENGL 3560 Technical Writing over three semesters.

Many international students on campus face the challenge of rapidly transitioning to the American teaching and learning environment and keeping pace with their academic work. In countries like Ghana, Nigeria, India, and many more, students typically take one or two exams and submit a few homework assignments. In the United States, however, students complete assignments, quizzes, and in-class activities on a weekly basis in addition to major projects and/or exams—an arduous situation for international students.

Priya had to brave these challenges in addition to learning how to communicate with her students. She agrees that the technical communication graduate program is intense and challenging for international students, but quickly suggests that it is doable with the right attitude and motivation. She

says that each technical communication professor has unique skills and teaches courses that provide a strong theoretical and practical foundation for students.

Unlike many who see writing as daunting, Priya considers herself to be a “voracious writer.” Her thesis advisor, Dr. Ed Malone, attests to Priya’s ability and diligence. “I told Priya that her thesis needed to be at least 60 pages, so she wrote more than 200 pages. I have no doubt that some chapters from her thesis will be published in peer-reviewed journals. We expect great things from Priya.”

Priya hopes to derive at least two peer-reviewed journal articles from her master’s thesis titled “Rhetorical Analysis of Statements of Purpose (SPs) for Admission to Graduate School: A Shared-Understanding Perspective of the SP Genre.”

In late 2019 and early 2020, Priya received offers from PhD programs at several top universities

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LINDA SANDS RETIRES

AFTER 44 YEARS OF SERVICE



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Linda Sands, the department’s long-time business support specialist, retired from full-time employment in July. She shared the following account of her 44-year career at Missouri S&T.

“I had just graduated from Owensville High School. I knew I wanted a position at UMR because of its quality of instruction, plus the good benefits it offered. I started in October 1976 as a part-time stenographer in the Department of Engineering Mechanics, which developed into a full-time position in 1978. It was during my first week that I picked up a call from someone named, ‘Merle.’ When I asked for a last name, he said ‘Merle Baker, the Chancellor.’ I was mortified. He was nice, understanding, and a bit humorous, thank goodness. Needless to say, that did not happen again.

“This initial appointment allowed me to work with some of the finest engineering professors on campus: Dr. Robert L. Davis, later Dean of Engineering; Dr. H. Dean Keith, later Dean of Technology Transfer; and Dr. Myron Parry, later Provost—to name a few. My duties were varied, such as taking care of the front desk and calendars and typing up tests with formu-

las using every Greek symbol you could imagine. I had quick hands switching the IBM electric typewriter font balls!

“After a few years in Engineering Mechanics, I moved into a senior secretary position in Personnel Services where I assisted the director with confidential correspondence and department financials and managed all aspects of the hiring and payroll support of all temporary support staff on campus.

“My next position was Administrative Assistant for the Dean of Extension and then Academic Extension, where again my duties were with financials, correspondence, coordinating speakers, and setting up meetings. In the meantime, I started taking classes at UMR.

“For the next eleven years, I was a coordinator in Student Financial Aid, where I managed the campus Federal Pell Grant program and the extensive Federal Work Study program on campus. I also coordinated the prestigious Chancellor’s Scholarship and conducted workshop presentations at area high schools for parents with incoming

in the United States. She accepted the Virginia Tech offer, which included a tuition waiver, teaching and research stipends, health care insurance, and conference travel funds. She quickly shared the good news with her thesis advisor.

In Fall 2020, Priya and her husband moved to Blacksburg, VA, where she immediately began work on her Ph.D. She expects to complete the program in record time. Some interesting books she read in the first few weeks as a PhD student were *Angels’ Town: Chero Ways, Gang Life, and Rhetorics of the Everyday* by Ralph Cintron and *Netnography: The Essential Guide to Qualitative Social Media Research* by Robert Kozinets.

She is teaching a course in engineering communication to sophomores and juniors in materials science, and she attributes her preparedness for this work to the training and support she received from technical communication faculty at Missouri S&T. She says she “will forever be grateful.”

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FACULTY PUBLICATIONS (AY 2019-2020)

Author or Editor	Title	Venue
Dan Reardon (with Anita Welch and Jocelyn Bolin) (Eds)	Mid-Career Faculty: Trends, Barriers, and Possibilities	Brill (2019)
Reardon, David Wright, and Ed Malone (Eds)	Special Issue: Transmedia, Participatory Culture, and Digital Creation	Technical Communication (2019)
Carleigh Davis	Memetic variation in The Whole30: Understanding content consistency in a transmediated nutritional program	Technical Communication (2019)
Malone	'Don't be a Dilbert': Transmedia storytelling as technical communication during and after World War II	Technical Communication (2019)
David Wright	Sounding Off: Toward a Rhetoric of Sound in Technical Communication	Technical Communication (2019)
Malone (with Donald H. Cunningham and Joyce M. Rothschild)	Technical Editing: An Introduction to Writing in the Workplace	Oxford University Press (December 2019)
Wright (with Daniel Shank)	Technology Diffusion and Smart Living: A Living Laboratory Approach	Journal of Technical Writing and Communication (2020)
Trent Brown	Murder in McComb: The Tina Andrews Case	LSU Press (2020)
Kristine Swenson	Phrenology as Neurodiversity: The Fowlers and Modern Brain Disorder	Progress and Pathology: Medicine and Culture in the Nineteenth Century (Manchester University Press, 2020)
Kathyrn Dolan	Through a Vegan Studies Lens: Textual Ethics and Lived Activism	Isle-Interdisciplinary Studies in Literature and Environment (2020)
Kelly Tate	Three Knocks	Eastern Iowa Review (2020)
Sarah Hercula	Fostering Linguistic Equality: The SISE Approach to the Introductory Linguistics Course	Palgrave Macmillan (2020)
Matthew Goldberg	Checkpoint	Third Point Press (2020)

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Author or Editor	Title	Venue
Eric Bryan (with Alexander Ames) (Eds)	Literary Speech Acts of the Medieval North: Essays Inspired by the Works of Thomas A. Shippey	ACMRS Press (2020)
Dolan	Cattle and Sovereignty in the Work of Sarah Winnemucca Hopkins	American Indian Quarterly (2020)

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Linda Sands retires (*Continued from page 21*)

freshmen who were interested in financial aid opportunities.

“I finally completed my BA in English in 1993, graduating magna cum laude.

“My final full-time position for 16 years was in the English and Tech Com department as a Business Support Specialist II. My position duties included all Peoplesoft department financials, grants, scholarships, expense reports, ePAFS (personnel action forms), payroll, and time and labor, as well as managing the office. Managing the office was huge, with many duties too numerous to mention. My fellow Business Support Specialists will know exactly what I mean. Luckily, I had some very talented student assistants to help out.

“When I started the position in ETC in 2004, there were only a handful of professors, but the department grew by leaps and bounds, especially with a new technical communication program. The first two chairs I worked with were Dr. Larry Vonalt and Prof. Gene Doty, now both sadly deceased. Dr. Kris Swenson is the current chair and is quite fair and supportive of all.

“Retirement had been on my mind for several years, so I decid-

ed to retire in July 2020. Now I’m part-time in the ETC department, which gives me a couple of free days each week to enjoy my horses, do some fishing, traveling, and just smell the roses a bit.

“Over the years, anyone who has been in my office could see that I love horses. My husband and I have raised over 100 quarter horse foals in the past 30 years. A high percentage of these youngsters were by world champion, leading sires in the quarter horse industry and bred to our blue-ribbon broodmares that happen to be well bred, successfully producing show mares. With that combination, we were fortunate to be breeders of many big champions at prestigious shows such as the Quarter Horse Congress, AQHA World show, and National Snaffle Bit Association (NSBA) events.

“Our newest addition is a young bay weanling filly by Lazy Loper, an AQHA world champion and leading sire. We have high hopes for Maggie later in the show pen. In the meantime, I’ll be riding Chip, her dam, around our farm on my off days.

“To tell you the truth, life is pretty good right now!”

ETC ALUMNI GETS ADVISORY BOARD

The department has created a new advisory board of ETC alumni currently working in industry and academia. The board will advise the department on matters of curriculum development and serve as mentors for ETC majors. The current members of the board include the following:

- Molly Albertson (BA ENGL, SP05)
- Tara Bryan de Cañellas (BA ENGL, FS98; MS TCH COM, FS05)
- Mariah Covington (MS TCH COM, SP17)
- Killian Knowles (BS TCH COM, SP15)
- Natalie Light (BA ENGL, SP16)
- Matthew Peaslee (BS TCH COM, FS08)
- Shubhangi Vajpayee (MS TCH COM, FS11)

The first meeting of this newly constituted board was held on September 25, 2020. The department has worked with alumni advisory boards in the past, though not recently.



DR DOLAN SAFELY MAINTAINS IN-PERSON CLASSES

While most English and technical communication courses migrated to online-only formats during the pandemic, one English professor was determined to safely conduct in-person meetings in spite of the pandemic. In Fall 2020, Dr. Kathryn Dolan taught ENGL 3327 *American Gothic: The Zombie Apocalypse* as a hybrid course—that is, partly online and partly in person.

On Mondays and Fridays, the meetings were online, but the discussions and presentations on those days—mostly within the text chat feature of Zoom—were still spirited, Dolan said. On Wednesdays, Dolan met with her students in person, on a rotating basis of one third of the class at a time. Many of those meetings took place outside when the weather permitted, and Dolan said that she was diligent in making sure masks stayed on and students stayed over six feet apart.

“In my mind so far, this hybrid method is really coming pretty close to what my classes have always looked like. There are the little lectures/slide presentations,

group presentations and individual presentations, and the delightful chats and discussions over the texts. They’re just happening in slightly different chunks.”

Margaret Schuey, one of Dolan’s students, understood the risks of being in contact with others. To alleviate her anxiety, she had both the official COVID test and the antibody test. She described them as “uncomfortable but not painful.” During her first semester at Missouri S&T, Schuey was thrown headfirst into pandemic pandemonium. She described herself as “not a traditional college student.” She has a house and a job. Although new to Missouri S&T, she had been taking college classes on and off for about ten years.

“I’ve gotten used to online classes. I used to hate them, like hate them, hate them, hate them. I couldn’t keep up. It was awful! But now I’m starting to like them. I like being able to stay home; I get a little more done.”

Schuey didn’t know she was taking a “zombie class” until the first meeting. Originally, the course was

advertised only as “*American Gothic*.” She was pleasantly surprised by the theme and its relevance. The course made her think about the similarities between the zombie literature and films she was studying and the 2020 pandemic.

“The course is designed to give us a place to play around with all of our hidden (and not so hidden) fears,” Dolan said. “And in the case of this offering in particular, it’s so timely. Everyone is thinking about global pandemics, big protests in the streets, trusting/not trusting one’s own government. In some ways, our texts are giving us a chance to discuss some social issues of concern right now.”

Both Schuey and Dolan found ways to keep busy and entertain themselves during the pandemic. For Schuey, it was audiobooks and Netflix. Dolan took up gardening, a worthy hobby for a food studies scholar. However, she had to battle a pesky crop-eating woodchuck in her yard. At least it wasn’t a brain-craving zombie.

ETC STUDENT ORGANIZATIONS



ETC majors at the STC Region 6 Conference in Springfield, MO. From left to right: Celtic Pipkin (guest), Priya Ganguly (vice president), Tristan Dauer (secretary), William Reardon (guest), and Stephen Buechter (president).

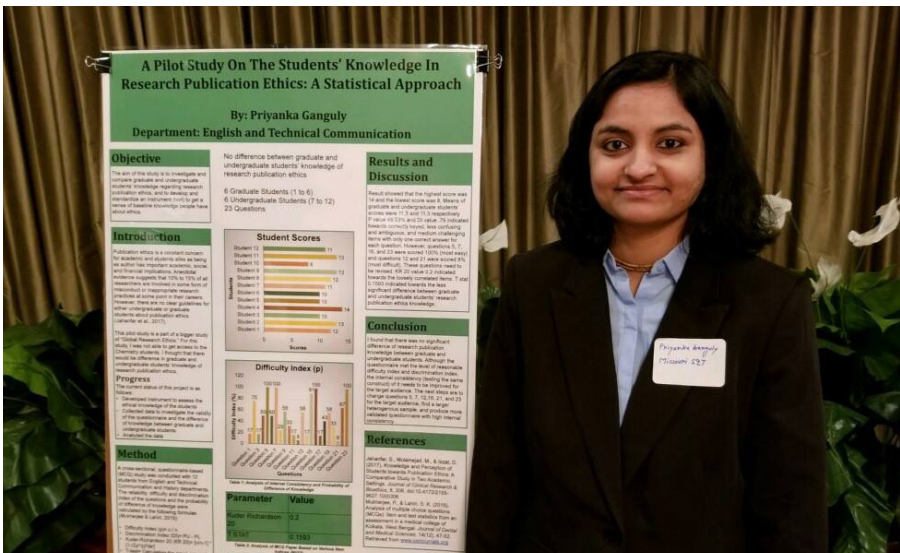
such as short stories or poetry, to read and then discuss during the following meeting.

The Brown Bag Series has become very popular since its start in 2018. Each month, the organization holds a Brown Bag event that features the research of one faculty member in the department. On April 29, 2020, for example, Dr. Dan Reardon talked about his collaboration with Dr. Malone and Dr. Wright on a study of the digital game *Mass Effect 3*. This series gives students a chance to better understand their professors and their passions and interact with them in a new way.

Humanitarianism is yet another focus of the Alpha Gamma Mu chapter, which holds several events each year to raise money for local charities. The chapter often participates in Banned Book Week on campus. Dr. Dolan has been the chapter's faculty advisor for many years, and the current president is BA student Keillyn Johnson.

The Missouri S&T chapter of the Society for Technical Communication (STC) was formed in 2011. A major focus of this organization is building its members professionally. STC releases webinars on a variety of subjects relating to technical communication and even has its own job bank for members. The

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Priyanka Ganguly, former vice president of the Missouri S&T chapter of the Society for Technical Communication (STC), presented a research poster at the STC Region 6 Conference in Springfield, MO.

Our department has three student organizations: the Missouri S&T chapter of Sigma Tau Delta, the Missouri S&T chapter of the Society for Technical Communication, and the campus literary magazine *Southwinds*. Because they are all located in our department, these organizations have similarities, but they are all worth joining for different reasons.

Sigma Tau Delta is an international English honor society. Missouri S&T's Alpha Gamma Mu chapter was formed in 1993. Literature is a strong focus in this student organization. Each semester, the members choose a book and its movie adaptation. Members read the novel on their own; then they get together to watch the movie adaptation. Each week, the members choose a shorter piece of literature,



A Sigma Tau Delta chapter meeting on September 8, 2020

Continued from page 24

university's chapter watches the webinars together and occasionally hosts guest speakers.

For example, on Feb. 24, 2020, Michael Buechter gave an in-person presentation titled "The Pen Is Mightier than the Calculator: Writing in Civil Engineering." Mr. Buechter is a program manager with the Metropolitan St. Louis Sewer District and the president of the St. Louis Chapter of the Society of Professional Engineers.

Since 2011, members of the local STC chapter have attended the Region 6 STC Student Conference, held annually in Springfield, MO. Some members have presented research posters at the conference and participated in panel discussions. They have also had the opportunity to meet major technical commu-

nication scholars, such as Mike Markel, Carolyn Rude, Sam Dragga, and Kirk St. Amant.

The STC chapter officers for AY 2020-2021 are Mariter White, president; Acheme "Chris" Acheme, vice president; Martha Bentil, treasurer; and Taylor Schubert, secretary. The organization's faculty advisor is Dr. Ed Malone.

Southwinds is the creative arts magazine for Missouri S&T. For the past several years, Dr. Cotterill has been the organization's faculty advisor. Due to her retirement, Professor Mathew Goldberg is assuming the role of advisor. Glad Labrague is both the president of the group and the lead editor of the magazine.

All students and faculty members at Missouri S&T are encouraged to submit their creative pieces to the magazine. The magazine ac-

cepts poems, stories, photographs, and drawings. Typically, there is a fall contest in which the members of the organization judge the submissions and choose winners for each creative category. Students do not need to be English and technical communication majors to join the staff of *Southwinds*, so students should embrace their creativity and take part in this organization.

ETC majors should take advantage of these student organizations to acquaint themselves with other people in the department and to keep up with the new happenings in their fields of study. These organizations give students experience with volunteering, networking, editing, and much more. Reach out to the faculty advisors or presidents to learn about how to join Sigma Tau Delta, STC, and *Southwinds*.

GRADUATED CLASSES OF 2019 & 2020

Our department graduated 18 students in 2019 and 14 in the first half of 2020. Below is a list of those students. We are very proud of them and wish them well in future endeavors.

	SP19	FS19	SP20
BA ENGL	Gavan Cohen Kathryn Curran Daniel Tupper	Aaron Bechtold Isabelle Kersting	Brandon Broughton Elizabeth Caputa-Hatley John Donnelly Chloe Francis Neal Kisor Lindsay Mcnamee
BS TC	Austin Coulon Sierra Gentry Alexander Luechtefeld Mariter White	Tristan Dauer Rebecca Marcolina	Stephen Buechter Alexander MacPherson Jasmina Mehanovic
MS TC	Kassey Cline Hannah Coffman Amra Mehanovic	Amanda Kossuth Daisy Ngetich	Priyanka Ganguly Amy McMillen Sumina Nasrin
Graduate Certificate TC		Laura Studyvin	Elizabeth Reardon Scarlett Watters



ENGLISH AND TECHNICAL COMMUNICATION

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