

Department of English and World Languages  
**EWL Insights**

Spring 2022

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*Y los nominados son...: How a Collaborative Translation Project Could Lead to a Potential Emmy Nod*



Diana Pacheco Perdomo and Joseph McElmurray

Students and faculty members from the Spanish Program in the Department of English and World Languages participated in an extraordinary project in collaboration with **Art Berger**, Emmy award recipient and Director of Multimedia at Augusta University. Dir. Art Berger reached out to **Dr. Giada Biasetti**, Associate Professor of Spanish and Translation, in order to help create promotional material in Spanish for the school. The project consisted of translating video scripts, which included interviews featuring students and faculty members from different departments and programs talking about their experience at Augusta University. These interviews were part of the "My Augusta University Story" series and featured **Wycliffe Gordon** (Director of Jazz Studies in the Department of Music), **Claud Bugheni** (student at the Medical College of Georgia, Three Plus Program), **Hailey Dowdy** (student in the Department of Art and Design, Animation Program), and **Brooklyn Holthaus** (student in the School of Computer and Cyber Sciences).

The second part of this project consisted in providing voices in order to dub these videos into Spanish. Here is where students from the Spanish Program stepped up to the plate and embraced the opportunity to showcase their linguistic skills. **Diana Pacheco Perdomo** (Senior, Biology) and **Joseph McElmurray** (Junior, Mathematics) were selected by Dr. Biasetti to dub some of the interviews into Spanish and put into practice their professional and communicative skills. They not only provided their voices, but also reviewed and edited the translations, practiced delivering the speech by perfecting their tone of voice and emphasis, and reflected on their experience, what they learned from it, and what they thought was beneficial for their future careers.



**Dr. Chris Botero and Dr. Giada Biasetti**

Other faculty members who also participated in the translation or dubbing of this material include **Dr. Frank Otero-Luque**, Spanish Lecturer, and **Dr. Chris Botero**, Associate Professor of Spanish and co-director of the Linguistics Certificate. This is the first time the Spanish Program collaborates in such a unique project. In fact, what is amazing about this collaboration is that, thanks to Dir. Art Berger, the work was submitted into the Emmys this year. Eight entries were entered in the professional Spanish categories and all involved are now enthusiastically waiting to see if they will be officially nominated for the Emmys. This is such a wonderful opportunity for students and faculty here at Augusta University and it would be a true honor to be nominated and possibly win. In the meantime, while awaiting an official announcement from the Emmys, Diana won an Addy Award for her work in this project. Diana attended the American Advertising Awards, the advertising industry's largest and most representative competition, to receive this well-deserved prestigious award.

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## **Student Spotlight**

## Dr. Carly Carver talks with EWL's English major and Center for Writing Excellence consultant Odessa Hinton



**If you had to choose one word or phrase to describe your experience studying English, what would it be?** Enlightening. It helped me find myself. When I first came to AU, I didn't expect to major in English. I went through three different majors, but I finally came home to what I know was for me. It is enlightening because I have gotten to know myself and the world through English, especially my concentration, which is literature. I am also pursuing an MAT in integrated studies in education because I want to start my own school.

**Why did you decide to major in English?** I was originally a science major and was gung-ho on the pre-veterinary medicine path. But then I started noticing that the other classes I was gravitating towards and was actually taking and enjoying the most were geared more towards English, culture, and women's and gender studies. I was like, I've got like fifteen elective classes that are all English, I've got to do something with these!

**Do you have an English project that you are most proud of?** I took a British literature survey class with Dr. Candis Bond and I did a paper on Lolly Willowes, which discusses gender norms in British society in that time which was basically that if you're not married by a certain age as a woman, then you

are automatically cast as spinster or witch or a negative figure in the community. I did research on it and applied the cultural knowledge I learned in the course to the text. This got me to the point where I realized I was really interested in English, and this got me into the major--that was the semester I finally changed my major to English.

**How has studying English impacted you personally and intellectually?**

My perspectives have evolved; I was not as liberal as I am now. Studying English brought me out of a sheltered existence of homeschooling where we sat down with a pen and paper and just wrote what we thought. But at AU, you learn to research and apply that knowledge to what you actually think. I have also learned that not everyone's perspective on a book is going to be the same, but through writing we can have a conversation without negative connotations that get drawn into a political debate. Now, I can have conversations at work that I didn't used to have, I can engage, I want to have those conversations, and I appreciate that. I like being in a department that highly values communication, which is a great foundation to use elsewhere.

**You also have studied Spanish. Has studying Spanish benefited you as an English major?**

Learning Spanish makes me appreciate the difficulties others encounter when learning another language. For example, working in the AU Center for Writing Excellence, where we promote writer autonomy and authorship, I work with non-native English speakers who tend to write differently and speak differently. And my experience learning another language makes me understand that it is not that someone is not doing their work or not trying, it's just that they have different confidence levels in different languages. This has given me more of an understanding of where they are coming from and helps cement the idea that we are all different, we are all learning together, and that collaboration is important for them and me to grow.

**How do you see English playing a role in your future career?** A good foundation in language is a beautiful start to an education. I started reading chapter books when I was four and I want other kids to realize they can read that early too and develop skills to apply to their future. I want to open a school that forefronts communication. I don't want to just be the teacher, but I want us to learn together as peers. Working in the Writing Center as a peer consultant and interacting with people will translate well into the education sphere. Working there has lessened my nerves of working with people and made me realize I have stuff to offer. I can feel comfortable in knowing regardless of whether the consultation goes how I want, the client will still get something out of it. I am a self-proclaimed introvert but working here has gotten me to the point where I can sit down and have a conversation and not freak out.

**What are the most rewarding aspects about working in AU’s Writing Center?**

Working with other writers! You work with so many different voices and you get a chance to communicate with people you may not have ever met in your life. All these aspects are brought together in the community that is the AU Center for Writing Excellence. Also, my formatting knowledge used to be all out of whack. I am a first-generation college student and I thought double spaced meant tapping the space bar twice! Working in the Center, I have also learned how to find resources, skim effectively, and understand a complex argument in a short span of time. I remember once, a student had to find something on COVID 19 that supported a certain argument, and we needed a page number. I was able to do this fast. Now, I am good at picking out arguments, all because of this job. I also can apply what I have learned about rhetoric to help my clients. I ask them questions about their papers, like, “How is the audience going to put themselves in my shoes?” Or “Why might the author pose this question like this?”

**What would you say to an AU student who is considering majoring in English but is not sure yet?** Definitely go for it, even if you are thinking that it may not apply to your main goal or something. Like for me, I wanted my own animal rescue shelter; I can still have that, I just won’t be a vet, but you can apply so many aspects of English to so many places and that is thoroughly enjoyable. You can choose whatever method or mode of English you want, and you still get something from it; you can be a feminist or a Marxist and still be a writer. With English, you can see how all the windows of life--cultural, political, socioeconomic—are tied to the way we read and write.

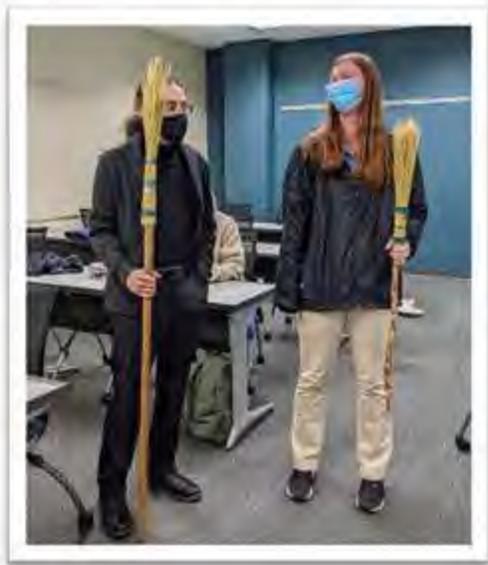
**What do you think makes studying English at AU unique?** The level of understanding and caring within the department; I have never worked with those who foster community so much with students and who promote having freedom of discourse. You can be you, explore, and figure out where you fit. The best thing about EWL is that, regardless of where you are in your academic career or personal life, there is always someone who cares. The outreach and care are incredible. It is so appreciated the fact that the professors stop and say, “Are you sure you want to come to class today?” if you are going through something unexpected and difficult. It always goes back to community. This place has become a community and a third family for me. The message is this: If you want to join EWL, here we are, ready for you, and we really want you here.

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**Hands-on learning and cultural reflections  
in Dr. Rhonda Armstrong’s class**

Students in Dr. Rhonda Armstrong's Studies in Popular Culture of Appalachia class created their own cultural products as they studied the role arts and handcrafts play in shaping popular conceptions of Appalachia. Students researched the history, process, and materials of their selected product, and then tried their hand at creating their own version. With support from an Education Innovation Fund grant to purchase tools and supplies, students made corn-husk dolls, quilts, brooms, lye soap, food products, embroidery, and a strike song. They each also produced one quilt square to contribute to a collective quilting project.

The process of making their own projects led students to question their how popular culture defines authenticity, prompting further research into how contemporary artisans have expanded and modernized some traditional cultural practices. Reflecting on their final products, students reconsidered some of our assumptions about why and how these products were so popular.



Kevin Lambert and Maddie Olsen made traditional cobweb brooms using traditional tools and techniques learned from Foxfire and videos of Appalachian broom makers.

Caitlyn Key researched and made lye soap.





adapting traditional methods  
used in mid-20th century

K. Nicole Earl created representative imagery through needlecraft. Clockwise from top: Trail marker from the Appalachia Trail; dogwood flowers; banjo; barn quilt; music note; Native American, Appalachian, and Pride symbolism; pine trees



Erin Quick  
researched corn  
husk dolls,  
and materials  
Appalachian craft.

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## **Dr. Seretha Williams's class visits UGA archives**

Students in Dr. Williams's ENGL 4800 Capstone class traveled to The Richard B. Russell Jr. Special Collections Libraries at the University of Georgia to conduct

research in the Judith Ortiz Cofer Collection housed in The Hargrett Rare Book and Manuscript Library. The trip was funded through an Experiential Innovation Fund (EIF) grant.

Ortiz Cofer was a 1974 graduate of Augusta College and in 2010, was inducted into the Georgia Writers Hall of Fame.



**ENGL 4800 student Andrei Gadia**

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## **A peek into why students are studying Arabic at AU**

### **Reflections from Professor Taji Elmor's students**

**Angela Stephan** I chose Arabic because I was born in an Arab country and moved to USA as a young teenager, fast-forward 20 plus years, I'm 38 now (we speak English & Armenian at home), I already forgot how to write in Armenian, and I did not want the same to happen to my Arabic. Prior to first semester in Arabic language, I couldn't remember majority of the vocabulary, and had grammar and placing proper accents issues. I also was pronouncing the words I knew, improperly. The class helped me re-learn the alphabet, in the right order, and Dr. Elmor's method of relaying the information is very effective, he is very patient.

I absolutely love Arabic. I feel so much more confident now when I speak with older family members, who speak Arabic fluently. Also, I practice it outside, on social media with Arabic speaking friends. I took Arabic 1001 last semester, and I am taking Arabic 1002 this semester. I will take the next class up when/if available since I have a lot of elective classes, I'll have the opportunity to take the next Arabic class, it'll help me be proficient.

I would recommend Arabic be offered as a minor because it is one of the most valuable languages to know, in many fields, and careers. Take the military for example, individuals who apply knowing another language especially Arabic language are more likely to be considered (assuming they pass everything else) and might even get a higher pay and sometimes start with a higher rank. In my case, I am majoring in Communication, it will come in very handy to speak, read, and write in Arabic, it's a huge plus! Globally, the Arabic, Spanish, and French languages are always wanted. I have taken Spanish before in college at a different state, but nothing can beat Dr. Elmor's enthusiasm, in the Arabic classes.

**Siham Osman** The reason for why I took Arabic was because I grew up learning Arabic but not really much of what the words meant. Most of my family knows how to speak Arabic however they never taught me so when I found out AU offers Arabic, I took it upon myself to take this class. It was the best decision and experience that I have ever had. It's actually one of the classes that I look forward to during the week. Dr. Elmor teaches in a way that makes the class more engaging mashallah, we take insight on the culture as well rather than just only the language. If you want to learn something new, I highly recommend this class, because the experience is very exciting and interesting. I also recommend a minor in Arabic if that were made available because it can put you at an advantage over your peers. Being bilingual especially in a language like this can put you at an advantage for your future career.

**Malik Holmes** After I choose to take Arabic 1101 last semester, I decided to continue learning in 1102. I did this to further my education in Arabic so I can be able to read things like the Quran and understand the meaning. I like the Arabic class. I believe it is a beautiful language. The class is very nice with an even better professor to teach it. I would definitely recommend this class and would consider it as a possible minor.

**Zak Aden** I have chosen to learn Arabic to have a better understanding of my own culture and have an idea of what the words in my language mean. I have always loved Arabic, but as time has passed I have forgotten my language. Professor Elmor has helped tremendously in helping blend culture into the lesson plan while teaching Arabic.

**Obada Abuelhaija** I chose to learn Arabic to be closer to my heritage, and I enjoy it. If a minor were to be made available, I would recommend it for a minor.

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## Faculty, Student, and Alumni News



**Dr. Candis Bond** was selected to be a keynote speaker at the Southeastern Writing Center Association conference. The conference took place virtually in February 2022. She was also elected as Vice President/Incoming President of the SWCA. Bond has also presented at several conferences this spring, including those hosted by the SWCA, the American Association of Colleges of Nursing (AACN), and the Georgia Association for Nursing Education (GANE).



**Dr. E. Nicole Meyer** spent two weeks in December on a Research grant funded trip to consult archives and recent scholarship at the Bibliothèque nationale (National Libraries) of Paris. In addition to researching her monograph project in the archives, she took photos to use in her French courses here on campus, and purchased an inordinate number of volumes to support her research. In January 2022, she opened the Women in French Postgraduate and Early Career Researcher International Symposium, *The Immersive Potential of Literature and Hybrid Media in the 20th and 21st Centuries* with an introduction and opening remarks and co-organized the panel “Voices of Empowerment: French and Francophone Perspectives,” at the Modern Languages Association.



Photo by E. Nicole Meyer



**Dr. Christina Heckman** will be presenting three papers in spring and summer 2022: “Disrupting Boundaries in the *vitae* of Brigit of Kildare” at the International Medieval Congress (Leeds, U.K., July 2022), “Domestications and Animals in the *vitae* of Brigit of Kildare,” at the 57<sup>th</sup> International Congress on Medieval Studies (Kalamazoo, Michigan, May 2022), and “At a Distance: Sanctity, Materiality, and Word in Adomnan’s *Vita Columbae*” at the Sewanee Medieval Colloquium (Sewanee, Tennessee, April 2022). She is currently writing her second scholarly monograph, *From their Labors: Early*

*Medieval Saints and their Work.*



**Dr. Jun Zhao** published an article in *Sage Open*, “A Developmental View of Authorial Voice Construction in Master’s Thesis: A Case Study of Two Novice L2 Writers.” This article tracked multiple drafts of master theses written by two Chinese EFL (English as a foreign language) graduate students to investigate changes in their authorial voices and the roles of advisor feedback in this process. She will also present another research project at the 2022 American Association for Applied Linguistics analyzing how literature review sections in applied linguistic journal articles evaluate and engage with

other voices



**Dr. Christina Harner** presented a lecture in the AU Department of English and World Languages on “The Romance of Independence: Working Women in 19<sup>th</sup> Century Telegraph Literature” where she discussed women’s telegraph literature, a long-overlooked microgenre of fiction written by a community of telegraph operators in the late nineteenth century. Dr. Harner explained that while stories by well-known writers such as Henry James depict women telegraph operators as bitter, cynical, and trapped, fiction by women writers tells a different story. Instead of portraying lonely spinsters trapped in

dead-end jobs, Dr. Harner argued, female writers who drew on their own lived experience such as Lida A. Churchill and Ella Cheever Thayer represent the telegraph office as a site of professional and personal development in which disembodied communication over the telegraph uniquely transcended divisions of gender, space, and social sphere.

- **Alison O’Keefe** received a Distinction of Excellence in Research, awarded by the Center for Undergraduate Research and Scholarship. She also began teaching English full time at a public high school in South Carolina.
- **Alexis Diaz-Infante, Morgan Hillman, Ma’at Smith, and Aaron Hayes** all presented at the Southeastern Writing Center Association conference.
- **Cody Leppo**, a former English minor was accepted into the University of West Georgia’s MFA program.
- **Maryska Connolly-Brown** (B.A., English) recently joined SirsiDynix, a worldwide library technology company.
- **Jamie Garner** (B.A., English; Ph.D. University of Texas) recently accepted an appointment as Visiting Assistant Professor of English and Assistant Director of the Writing Program at Fordham University.
- **Sabrina Nacci** (B.A., English) is completing an M.A. at English at Clark University in Worcester, Massachusetts.
- **Rachel Beal** (B.A., English) is completing an M.A. in English at Wake Forest University in North Carolina.

- **Kristen Topping** (B.A, English) is completing a MA in Intelligence and Security Studies at Augusta University.
- **Tiffanie Moore** (B.A., English) is completing an M.A. in English at Georgia College and State University.
- **Morgan Hunter** (B.A., English) is completing an M.A. in English at Georgia State University and is on staff at GSU's Writing Studio.
- **Katherine Lariscy** is the Director of the Sylvan Learning Center in Augusta.
- **Kirsten Avret** (B.A., English), **Jessica Flitter** (B.A., English), **Ben Miller** (B.A., English), and **Harrison Taylor** (B.A., English) are all English teachers at Evans High School.
- **Heather Logan** (B.A., English) is an English Language Arts Teacher in Aiken County, SC.
- **Ula Gaha** (B.A., English) is a librarian at the Black Cultural Center at Purdue University.
- **Noel Yucuis** (B.A., English) is a research assistant at the Center for Homeland Defense and Security and a Writing Center Coach at the Naval Postgraduate School.
- **Sarah Carter Duggan** (B.A., English) is an Intellectual Property Specialist in Trademarks at Dority & Manning, P.A.

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## **Alumni Spotlight: Bethany Stanley**

**Dr. Blaire Zeiders talks with EWL alumna, Bethany Stanley**



**Bethany Stanley is a 2020 graduate of the English and World Languages program. She is currently in her second year of the MEd in Counselor Education Program at Augusta University.**

**When and why did you decide to major in English?** I came to Augusta University as an elementary ed. major in 2017, transferring from Georgia Military College. My original goal was to teach but I really wanted to write, so I thought I'd do creative writing on the side. But I didn't ever think, "Oh I could become a creative writer." Then when I got into my English classes I realized I didn't want to be a teacher. It just wasn't speaking to me. I started to notice that I said my major was English—not necessarily secondary ed. That's when I knew: You are an English major, through and through.

**What are some of the most memorable moments or accomplishments from your time as an English major?** My most memorable moments during my time in the English program were centered around the classmates that I met in the program and the English Honor Society, Sigma Tau Delta. Before the pandemic, we went to several events as a group, and that was such an unforgettable time for me. We went to the Shakespeare Tavern to see a play; we went to the special collection library at the U of SC. Also, I was able to go to the Decatur, GA book festival to help represent our creative writing department. I became so close to my classmates, and we are still great friends, post-graduation. To me, this is invaluable. I also am most proud of the scholarship that I was awarded through Sigma Tau Delta. I could not have accomplished these achievements without the support of my peers and the wonderful EWL faculty.

**You're now in your second year of the MEd in Counselor Education program at Augusta University. Why did you choose this field/program?** Actually, I was

researching the counseling center for a student at the Academic Success Center. I typed in “Counseling” and found the MEd in Counseling. At first I fought it because I thought I wanted to pursue creative writing. And believe it or not, I started out with school counseling—and then I realized I don’t want that! Instead, I went for full clinical mental health: you can do private practice, work in a clinical setting, or you can work at career services. There are so many options.

**Are there unexpected “highlights” of this field that you hadn’t expected?** I was pleasantly surprised that the counseling program has a tight-knit cohort, which resembles my English cohort. This was the most comforting thing for me because I severely missed the close community from my English program, post-graduation. Another unexpected highlight is that I can connect everything that I am learning as a counselor to creative writing. When we create meaningful, complex characters, where do we begin? We delve into their psychology. Now, I have the training to back what I only could theorize about before now. I also have learned so much about myself, my own emotions, and how I handle situations. It has been a roller coaster of self-discovery and self-reflection!

**How has your training in English been useful in your new department?** Due to my training in analyzing texts, I can focus on words and phrases. I say, “Did you notice they use \_\_\_\_\_ or \_\_\_\_\_?” I am not always assessing people’s language choices when they are talking, but I can use that as a tool to ask why someone says something a certain way. “I was agitated” vs. “I was angry.” Or if they have shifts in their language or tone. And being able to analyze their movements and ask the right questions: that’s coming from my counseling training but also from my English training. Finally, paper writing has been easier. Counseling is more precise and less flowery than English can be, but in both fields I look for the “so what?” factor of what I’m trying to communicate. Cultural sensitivity too is huge in counseling. Not everybody has been trained to think about all the different sides to an issue. In English we hear different voices and perspectives.

**How do you envision your future studies or career?** My ultimate goal is to blend English literature and counseling. Take Harry Potter, for example: there’s a lot of loss, it deals with children in a school setting; there are a lot of opportunities to use literature to explore questions related to counseling children and adolescents. I am not convinced, though, that I won’t end up back in the creative writing world after I finish my counseling degree. One takeaway that I have from this interview is that it has allowed me to “trace” my patterns and my journey. When I look at it on a macro level, I can see where creative writing has been the prevalent theme, I had just previously hidden it away, probably for a number of reasons. Now I see that where I have tried to incorporate creative writing into other things, I’ve had it backwards: I can use my counseling skills within my creative writing pieces. This is a fairly new discovery, which is why I say: Don’t be too hasty to minimize your passion out of fear, or pressure, or any number of factors.

**Do you have any advice for English majors nearing graduation and thinking**

**about the next step?** Be open to change and even if you don't know if it's going to work out, just try it. If I hadn't been open to change, I never would have found my connection to counseling. Changing from English to counseling was a big step, but it felt right. The first semester was a little rocky because it was different than what I was used to in English, but I was happy with the classes and what I was learning. And when I started working at the Center for Writing Excellence (CWE) and looking for grad assistantships, I realized that just because my master's degree isn't in English, that doesn't mean that I have to "give up" on my love for English. In fact: that love is more relevant and useful than ever.

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## Upcoming Events



AUGUSTUS UNIVERSITY  
**PAMPLIN COLLEGE  
OF ARTS, HUMANITIES,  
AND SOCIAL SCIENCES**

Department of English & World Languages

*Scan Here to  
Register for  
Virtual Event*



**Alpha Mu Gamma Iota Chapter  
presents...**

**The Multidisciplinary  
Benefits of Language  
Study in the 21st Century**

**Join us on  
Wednesday, March 30th  
6:00 PM**

**Free and open to the public**



**Dr. K. Allen Davis**

**Senior Lecturer**

**Basic Language Program Director**

**Department of  
Spanish and Portuguese**

**Indiana University Bloomington**

