

- Dr Kristine Blair to become Dean at Youngstown
- How to write a dissertation

Inside this issue:

RSA Chapter News	2
Student Publications	2
Circ Site To Persist	2
21st Century Englishes	2
CEAO Presentation	3
Shanklin Award Winner	3
Dissertation Boot-Camp	4
New Committee to Improve Web Presence	4



A Brief Interview with Dr. Kris Blair

by Jeffrey S. Moore

The end of the spring semester will be a bittersweet time for the English Department, and the Rhetoric and Writing Doctoral Program in particular, as we prepare to say goodbye to Dr. Kris Blair. Dr. Blair was recently named Dean of the College of Liberal Arts and Social Sciences at Youngstown State University (YSU). On behalf of the students and faculty of the doctoral program, I wish Dr. Blair all the best in her new position, and I know she will do amazing work. I recently had the opportunity to ask Dr. Blair a few questions reflecting on her time at BGSU and about her new position.

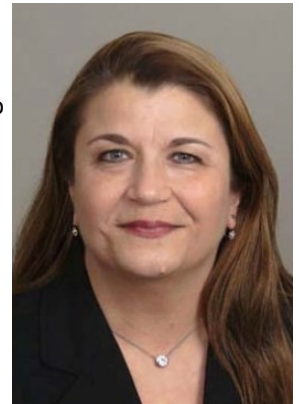
JSM: What would you say is your favorite memory of your time as a faculty member at BGSU?

KB: My favorite memory is simply the opportunity to work with such a great crop of doctoral candidates. As I've often said in public forums, and I've truly meant it, it's been my honor. Working with graduate students is a privilege I try never to take for granted, and admittedly, it is the thing I will miss the most about be-

ing a faculty member here. I do get a little weepy at dissertation defenses and at commencement because those structures mean so much to me as a graduate educator, so that is what I will miss.

JSM: What are you most looking forward to as you prepare to assume your new responsibilities?

KB: Despite my role as faculty and all the wonderful students I've worked with, I was also an administrator here for a very long time. I enjoyed administration. I liked being an advocate for programs, faculty, and students, and I think that advocacy role is important in this era of higher education where we're being asked to do more with less. On a more targeted role, I'm looking forward to fostering and sustaining a culture of research that exists at the institution, making the College of Liberal Arts and Social Sciences more visible, possibly expanding international education and brining memorandums of understanding to YSU.



Dr. Kris Blair

JSM: Can you explain some of the responsibilities of the Dean's position?

KB: Being a Dean means you are both the chief fiscal and academic officer of the College. The role is one of policy and advocacy. My job is to help shepherd the

*(Continued on page 4)*Graduate Writing, Finishing the Dissertation, Daily Practice *By Pauline Baird*

After completing graduate coursework, the task of finishing the dissertation becomes a reality. In the interest of sharing how graduate students become professionalized, I offer my reflections on cultivating sustainable practices towards completing my dissertation and beyond. I position my story at the intersections of the mentorship

of my committee and self-advocacy. In the interstices, I have learned that although completing a dissertation requires focused, sustained individual work, the writing process is definitely not a solitary one. I also know for sure that finishing the dissertation requires dedication to self-care. Here is a story that maps my journey.

Writing with Writers: Last summer, when I needed to write, I sought the company of people who write. I joined an online group of writers including Dr. Andrea Riley-Mukavetz, Malea Powell and other rhetoric scholars on Facebook. Persons in the group shared their daily writing goals, encouragement, and resources. The most

The 4th Annual 21st Century Englises Conference

Is set for **October 15th 2016**. The Call For Papers is wide open with the theme of **Inter-disciplinarity in the 21st Century**.

The call for papers will remain open until **Friday July 15th 2016**

Graduate students should feel free to submit papers and share the call with other grad students even across disciplinary borders.

<https://bgsucon.wordpress.com>

Rhetoric Society of the Black Swamp

The BGSU Student Chapter of Rhetoric Society of America (RSA) has been formed with Jeffrey Moore as the first Chairperson and Soha Yousef as the Assistant Chair. The Assistant Chair will assume the duties of the Chair each fall. Every spring an election will be held among candidates from the first year cohort to determine the replacement for the Assistant Chair role. This will keep the positions oc-

cupied by a third and a second year respectively and foster experience and engagement by the leadership of the RSA student organization. Additional founding members of the BGSU chapter are: Sara Austin, Lauren Garskie, Caleb James, Kelly Moreland, Joseph Robertshaw, Marshall Saenz and Lauren Salisbury. Dr. Daniel Bommarito has accepted the request to become the faculty advisor for the **Rhetoric Society of the Black Swamp**

(RSBS). Among the plans of action discussed for the RSBS are a colloquia and a reading group in Conjunction with the 21st Century Englises Conference and the formation of a BGSU Campus Organization complete with Orgsync space and GSS Senate representation are underway. The recruiting drive will begin across campus in the Fall of 2016

Student Publications 2015-2016

Some of our students have had their work published in publications across the field of Rhetoric and Writing. This is a randomized listing of some of those publications:

Darlene Johnston had a multimodal review published in *Computers and Composition Online* this Spring. The review of McKee & DeVoss's *Digital Writing Assessment and Evaluation* can be found

online at <http://casit.bgsu.edu/cconline/> alongside a review written by **Soha Yousef** of the *TimelineJS* program and a review written by **Joseph Robertshaw** of Laurie Greis' *Still Life with Rhetoric*.

Tina Arduini published a multimodal project with The Scholar Electric at CCDP: "Multimodal Editing: An Interview with Stephanie Vie" at [http://](http://www.scholarelectric.org/?p=341)

www.scholarelectric.org/?p=341.

Kristen LaFollette had Poetry published in *Turk's Head Review*, *West Trade Review*, and *Vagabonds* and fiction forthcoming from *Two Cities Review*. Kristen's artwork was featured as well on the cover for *Pretty Owl Poetry* and in *Plath Profiles: An Interdisciplinary Journal for Sylvia Plath Studies* as well as other artwork forthcoming in *Spry Literary Journal*.

Adam Sprague has had poems published this year in *Inwood Indiana*, *Yellow Chair Review*, *Tanka Journal* and two more in *Haiku Journal*. **Stephen Rauli** also had 2 poems published this year: one in *Bridge Eight*, and the other in *Razor Literary Magazine*. **Danielle Donelson** published an article in the *Ohio Journal of English and Language Arts*. Authors of other publications were unavailable for comment at the time of this publication.

CiRC Site Changes

<https://rhetcompconf.wordpress.com/>

Jeffrey Moore has selected **Lauren Salisbury** as the new Assistant Editor of the CiRC Site to assist **Joseph Robertshaw** as the new Chief Editor in the 2016-2017 school year. This site is now set to remain a fixture and a useful tool for students, faculty and alumni alike. The goal of service to the re-

gional Rhetoric and Writing community remains the same even as the site adds new conferences to track. Plans to become mildly more interdisciplinary at the user end are in the works but the target of R&W is the main focus. Give it a try when you look for your next place to present your work.



Welcome to the Current Conferences in Rhetoric and Composition site. The images are the site locations of the conferences for the next academic year. The images are links to more information about each conference.



Rhetoric & Writing
Notes/ issue 33

A Reflection by Soha Youssef

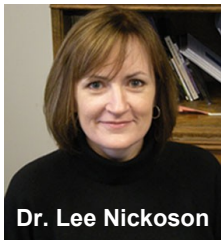
(Dr. Sue Carter Wood's U.S. Composition History Class submitted a proposal for the CEAO Spring Conference for a session that comprised three coordinated panels that discussed our archival work and the digitations processes used. The Panels were also accepted at the Thomas R. Watson Conference in Kentucky on similar proposals. This is one participant's reflection.) Our class presentation was well-received by the conference audience. Some of the attendees were curious as to how the class project's collaborative nature shaped our perception of the research process—a process that typically requires solitude and discreteness. Our journey to curate and digi-

tize the archival artifacts, in fact, taught us the true meaning of collaborative research, as members often came across material that could be of use to peers. The expectation to hold on to one's data that characterizes typical single-authored projects was replaced by our learned ability to share data. In other words, we learned to focus more on the holistic outcome and less on individual achievements. Not only did our project inspire admiration, but it also brought about nostalgic feelings in some of the attendees as the artifacts reso-

nated with them. Hearing about artifacts, such as Wechsler's IQ testing kit, offered our audience a moment to reminisce about the educational system they endured at one point in their childhood. Moreover, our project inspired many of the audiences to replicate the project in their classrooms. In addition to understanding the collaborative nature of research, we also gained a novel perspective of the 21st century classrooms, as we reflected on the affordances and limitations of our current classrooms by seeing them through 19th century

eyes. We were often surprised to find more similarities than differences. Conducting archival research definitely educated many of us about the necessity to be able to dwell in ambiguity and be comfortable with unanswered questions. Most of us struggled with making peace with the messiness archival research often brings about. The importance of reciprocity was another lesson we learned, as we became more conscious of our responsibilities to the exhibit, the archivists, and other researchers in the field.

New Roles



Dr. Lee Nickoson

As the Department of English prepares to merge with GSW, BGSU's incarnation of a first year writing program, our very

own Dr. Lee Nickoson has been named incoming director of General Studies Writing. In accepting the position, Dr. Nickoson expressed praise for her predecessor Dr. Cheryl Hoy and gratitude for support she has

received from English Department and GSW Program faculty and students. Nickoson expressed enthusiasm for the professional development opportunities the merger will bring Rhetoric & Writing PhD students: "I look forward to working with GSW instructors and Rhetoric & Writing Program graduate student/instructor colleagues to identify areas for curricular development as well as professional development for R and W students invested in building their profile as innovative pedagogues."

Dr Nickoson also recently established the the Rhetoric & Writing Web Pres-

ence Committee. The Committee brings together a group of second-through fourth-year Program students invested in digital media and program identity. There is great excitement surrounding the collaborative website and social media reboots. "We've managed to build a committee of eleven smart, talented students . . . each of whom brings a unique and much-needed skill set to our work," Dr. Nickoson commented, "I look forward to working with, and no doubt learning from, everyone as we move forward with our revision and promotion efforts."

Guess Who Won the Shanklin!

"The Charles E. Shanklin Award for Research Excellence was established by Graduate Student Senate and endowed by the late Charles E. Shanklin as a meritorious award to recognize excellence in original research by graduate students at Bowling Green State University. Research papers are submitted according to the guidelines to

be judged first within one of three categories of competition (Arts and Humanities, Social and Behavioral Sciences, and Science and Mathematics) and two finalists in each category are selected." [Link](#) **Q:** How did you win the award? **A:** I submitted a 20 page research paper--stemming from my dissertation research-- in the Arts and Humanities cate-

gory, was chosen as a finalist, and presented with the other five finalists though I only "competed" against the other Arts and Humanities finalist. **Q:** What does the Shanklin award look like? **A:** The first place prize is \$1,250.00. There was also a dinner with the other finalists (see below), GSS offi-

cers, and some administrators, like the provost and deans from the Graduate College. There was later a banquet where the winners were announced.



Dr. April Conway



beneficial resource Malea shared was a 14 day Writing Challenge mini-boot camp sponsored by the National Center for Faculty Development and Diversity (NCFDD). Beginning summer 2015, I participated in a free 14-day writing challenge exercise with writes of all elk- genetics, dissertators, professors, and administrators. I became hooked on writing in 30-minute bursts, with writers.

Writing To Finish: My fellow Ph.D. student-writers in the group and I loved the program so much that we asked NCFDD for a dissertation writing program. Although the NCFDD did not cater to dissertators, they listened and accommodated us: they created a beta program for dissertation finishers called Dissertation Success Program (DSP is a paid program). Needless to say, I participated in the DSP during the Fall semester 2016 and finished the dissertation the following semester, logging more than 25,000 minutes.

Writing Smart: Writing smart is individual. For me it means that I aligned my tasks to the knowledge of how long writing takes and under what conditions my body functions optimally. I quit my binging and busting all-nighters. According to the NCFDD writing every day for at least thirty minutes is a necessary for completing writing tasks. Writing happens from idea

development to actual writing. Every word counts.

Creating a Methodology of Self-care, Practice, and Reciprocity: Here is the methodology I used for developing habits of mind for writing:

Sunday Meeting with Self: First, writing by hand, I list all of the tasks I plan to do for the week. Next I, migrate the tasks into a daybook (with calendar). I write in tasks for every day except week nights and weekends, when I rested.

Write out specific writing tasks and times: Because writing takes more time that one anticipates, I write specific tasks: “Write on paragraph in chapter 1” (7:30 – 8:00 am). “Mind-map 3 sources” (9:00-9:30; 2:00-2:30; 3:30 - 4:00). “Write chapter one” is not specific enough and a recipe for failure. I averaged four to six 30-minutes sessions per day.

Write first thing in the morning, without fail: I set the timer to 30 minutes and just do it. I often schedule several 30 minute slots throughout the day. I check email in the afternoon when I am tired!

Reflect on and log my inner critics and resistance: Ex. “I felt tired;” I feel like I should be grading papers.” After writing, I make notes on what resistances I experienced. Acknowledging resistance makes me aware of my proc-

Blair Farewell

(continued from page 1)

faculty review process in ways that honor the collective bargaining agreement at YSU, and to ensure that departments have structures in place that allow them to self-assess the extent to which they are meeting the needs of students.

JSM: In your new role, will you still have teaching opportunities?

KB: In the short term, I will primarily be engaging in administrative work. As you can guess, I have a number of scholarly projects I’m working on, and a number of students I will continue to serve here at BGSU, but I won’t be in the classroom for the first couple of years. That doesn’t mean those possibilities don’t exist, and I hope to be present in all sorts of curricular initiatives in the English Department that seem appropriate given my expertise. Later on after I’ve gotten my feet wet and there is an opportunity to interact with faculty and collaborate with them, I’m hopeful there will be a space for me to teach a class

once a year, or every other year.

JSM: Many current, former, or future students here at BGSU may someday be in a similar position to the one you are in now. What advice would you give to someone to help them determine if this was an appropriate move for them?

KB: I think they have to figure out what their academic journey is, and what they want for themselves. Where do you see your strengths? Where do you see your challenges? If you know that you could never leave the undergraduate classroom, for example, some aspects of academic administration may or may not be for you. I would say don’t let the door close before you try out those opportunities. As a young faculty myself, I didn’t come to academia thinking I wanted to be an administrator, but at the same time it is part of our scholarly identity, and if you find yourself as a WPA, or the director of a writing center, you may feel differently about an administrative career path and the benefits it can provide in terms of your intellectual growth.

ess and I can move past them.

Write down how I reward myself: Ex. “Talk with my sisters.” Walk barefooted on grass.”

Write down what I am proud of: “I am proud that I met my goals of writing 2 sections of chapter 2.” “I spent time outdoors.”

Encourage another writer: “Good job on your writing today.”

Note: Bowling Green State University is now a member of the NCFDD and students can make use of the many resources (Seminars and workshops offered). See <http://www.facultydiversity.org/>