

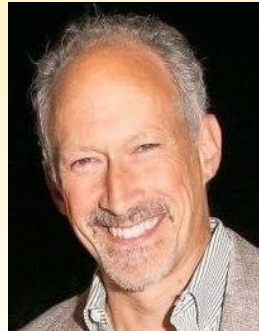
# THE NEIU ENGLISH DEPARTMENT— BRINGING IT ALL BACK HOME!

NEIU ENGLISH DEPARTMENT ALUMNI NEWS

Fall 2021

## From the Chair

Our Alumni have been outstanding in their response to our first call for donations for the new Student Assistance Fund—but this fall term, their response to our [new Alumni Talk-Back Series](#) has been just as strong, and just as important! (See our feature in this issue)



We're proud of the skills we give our students. What we're trying to do more of is to prepare them to be able to articulate those skills, anticipate the skills they'll use on the job, and most of all, give them real evidence of the wide array of career opportunities available for them with those skills in hand.

So when we've asked, Alumni have answered in a big way, volunteering their time and expertise for Alumni Talk-back sessions via ZOOM, once a month. Of course it's great for us as faculty to hear about what you are doing with the degree, and what skills from it you use every day. But it's a huge confidence builder for our majors, and we'll continue it into the spring term!

### IN THIS ISSUE:

- HOW NEIU ENGLISH STACKS UP against other State Universities and its Urban Peers
- Alumni return in Talk-Back Series to inspire undergraduates
- English Major Rod Martel "71 Remembers" a Very Different sort of Activism on the NEIU campus
- An Open Door, and the English Department sponsor Lit and Luz Poet Rocio Ceron
- Alumni News



*This fall, Diana Bahena, a recent transfer student, has received both the Doris Vrooman Alumni Mentoring Scholarship (now working with alum Tina Garcia '12) and the Institute for Mexicans Abroad scholarship from the Consulate General of Mexico in Chicago.*

## THE BIG NEWS

Vice President of Finance and Administration Manish Kumar has designed a more efficient version of NEIU's "NEIU for YOU" scholarship program. Rolled out this fiscal year in time for next year's students to take advantage of the offer, the program promises to boost enrollment and help our students most in need.



Formerly funded by Federal and State grants provided the university due to COVID, Kumar's new version invests in our students using available unrestricted funds from the budget, paying the difference between our annual tuition and those State and Federal grants already available to students in need. The result is a win-win, with students getting an opportunity to attend college for only the price of fees, and the university receiving support from State and Federal dollars received on behalf of attending students.

# Alum and SDS leader remembers student activism at NEIU

When I sent out my usual call for “news” from Alumni this month, I hardly expected to hear from an NEIU English Alum with real ties to the trial of the Chicago Seven, and one of the leaders of the SDS (Students for a Democratic Society) on the NEIU campus in the late 1960s.

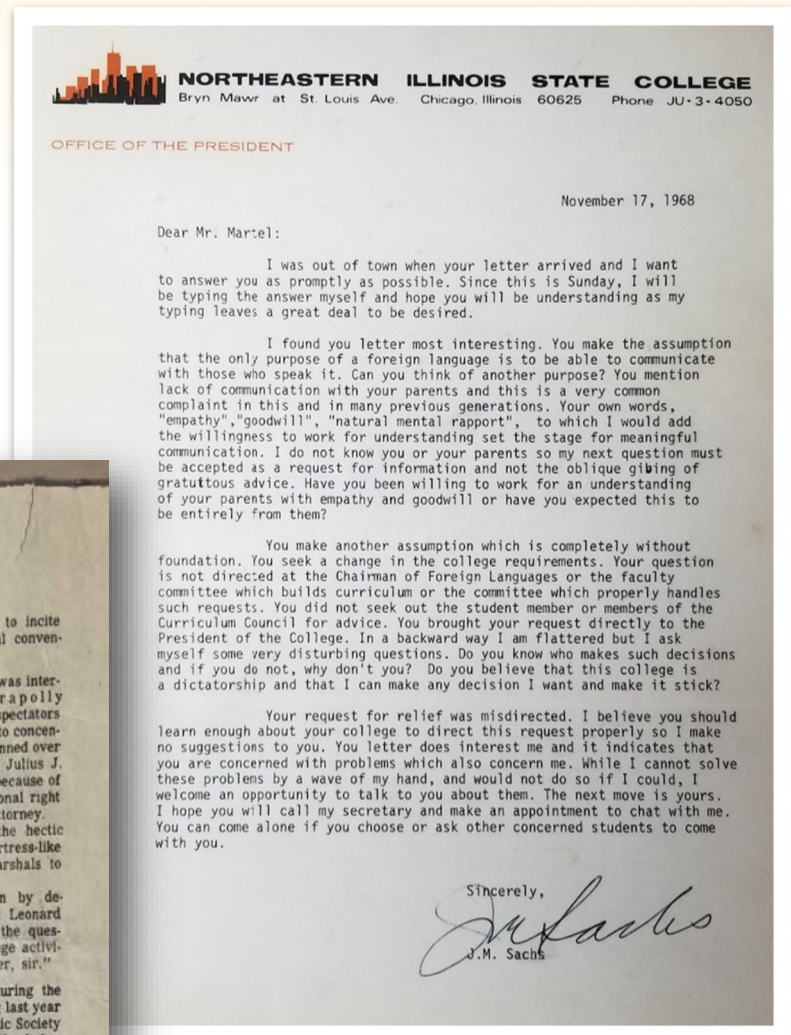
Sure enough—and his name is Rod Martel.

Despite his near expulsion for taking over then NEIU President Jerome Sachs’s office in the fall of 1968 along with other members of an SDS chapter and the Black Caucus, he graduated in 1971, taught Special Education for some years, and is now an independent filmmaker. You can watch the trailer to his latest work, *Lost in Berlin*, [HERE](#).

If you expand the image of these facing pages, the documents Rod shared with us tell quite a bit of his story (in case you miss the big arrow, that’s him in the shades in the Dean’s office on the right page here)—the radical student groups’ demands (including the teaching of a class in African American History), their lack of support from the student body or faculty, and President Sachs’s barely suppressed condescension in his attempt to direct Rod to “proper channels.”

Quite a different time in the history of the university—indeed, a time when the only building on campus was what we now call the Beehive, but which is really the Jerome Sachs Building.

If Rod makes a million dollars someday, maybe he can buy the rights to rename of the building where English is currently housed, and keep up the good fight.





# Police Seize 11 for College Sit-in

**BY RONALD KOZIOL.**  
Eleven students at Northeastern Illinois State college, 5500 N. St. Louis av., were arrested yesterday after attempting to take over the office of Dr. Jerome Sachs, the school's president.

Their actions met with little support from other members of the student body.

The trouble began when 20 students appeared in Sachs' outer office with a list of demands. Their demands amounted to giving students a virtual veto over all administrative decisions.

**Locks Self in Office**  
Sachs told the students that they could direct their demands to the proper student and faculty committees. The protesters declined the suggestion.

Sachs then locked himself in his inner office and called a meeting of the school's faculty senate.

The students took over the office of William Lienemann, assistant to the president, and barricaded a door to Sachs' outer office with furniture. They were directed by Conrad Pletcher, 20, of 5440 N. Christiana av.

Pletcher founded the school's student chapter of the leftists Students for a Democratic Society.

After the meeting between Sachs and faculty senate, 20 students were ordered to leave the administration building before 11 a. m. or be arrested. Sachs promised to meet later with the students to discuss the demands.

**Students Cheer Sachs**  
Nine of the students left Pletcher and 10 others were charged with trespassing by

At 3 p. m., 1,000 students jammed the school's 680-seat auditorium for the meeting with Sachs. Most of the students cheered Sachs each time he rose to speak.

**Jeers greeted speeches by members of the S. D. S. and the militant Black Student Caucus, a Negro group at the college.**

At one point, Sachs and some teachers had to intervene to avoid fistcuffs when a black student tried to grab the microphone from a member of the student senate.

**Blacks Walk Out**  
The black students finally walked out after one student yelled; "We are sick of talking about our problems with Dr. Sachs. We won't talk anymore."

Sachs said a course in Afro-American history, one of the demands of black students, will begin in January. He said the Black Caucus has approved a teacher recommended for the class.

Students who spoke at the meeting in support of the administration said that the S. D. S. does not represent

the majority of the 6,000 students.

A bucket was passed among students to collect bond money for the 11 arrested. Observers said little money was contributed.

**Present Demands**  
The S. D. S. presented four major demands:

- 1 Equal participation by faculty and elected students in all committees concerned with academic policy, curriculum, budget, library, and other facilities.

2. Students to have the right to interview candidates for administrative positions on campus.

3. Students to have equal vote in the hiring, renewal of contracts, tenure, and promotions of faculty.

4. Students to have complete control over student fees, student activities, and student discipline.

Pletcher also founded a group known as the Northeastern State College Peace council.

## The Northeastern PRINT

MONDAY, DECEMBER 2, 1968 VOL. 2 NO. 9



D.S. explains its demands (Bader-Spaeth)

February 3, 1969

**By Rodney Marol**  
The United States Army Information Bureau is charged with the "right" important task of informing the general public of all significant decisions reached within the Army. In actuality, we all know what the Army wants and we know what the Army means. With that in mind, I would like to explain how the public was notified of the Army's intent to locate dangerous Anti-Ballistic Missiles in nearby suburban Libertyville.

Quite accidentally, a reporter from a small suburban newspaper stumbled upon a drilling site in Chicago's Northwest Side, a western suburb of Chicago. He asked what was being done there. He was told that the Army was exploring for an appropriate site for anti-ballistic missiles. He wrote about it in the Chicago news media. It was not until the Chicago news media had reported on the site that the Army decided to locate the missiles there. The Army's decision was based on the U.S. Army's decision to place 1000 long range missiles on the edge of Cook County, miles away from Chicago's Loop.

The "Sentinel" System will call for the development of two types of missiles. The first is a short-range missile called the Sprint. The second is a long range "Spartan" missile. After a secret briefing in Chicago on November 29, 1968, Gen. A.D. Stankovich stated that the Chicago site will contain only Spartans. Other sites will have Sprints. At a public hearing on January 15, 1969, Colonel Robert C. Marshall outlined the system's objectives.

1) The Spartan missile can stop a hostile Chinese attack - that is if the attack is relatively unanticipated.  
2) To halt an accidental Soviet attack. The Spartan missiles are designed to intercept incoming missiles and destroy them before they can reach their intended targets.  
3) The Sprint missile will be equipped with a missile radar system will be manned by about 600 personnel.

**What's the Argument???**  
There are two points of argument. First, the possibility exists that in a war with the United States the Chicago area would draw fire. The Army reports that the major cities are prime targets anyway. This depends upon the attacker's strategy. There are two options of Nuclear attack. The "counterforce" theory says that the attacker will spend a great many of his missiles on the enemy's installations. This is of course, to minimize retaliation. A second method of attack is called "counter-population" in which the attacker concentrates on doing "acceptable damage" to the population and is prepared to take the heat of a counterattack on his own population.



The Missiles in Libertyville - A special report.

## ARMY DECEPTION EXPOSED

Laboratory addressed a group of concerned citizens on their objections to the deployment of the Sentinel system. Chris Smith (N.I.S.C. Peace Council) asked the men why, if they are so obviously against the missile system, they continued to work with reactors that supply the radioactive material for the atomic warheads.

Their vague and noncommittal answers are exemplified by the kind of attitudes our society produces. These men have accumulated years of college education and have learned many facts and concepts. Yet their education contributes nothing to their understanding of the danger of nuclear war, and the general need for a more realistic approach to the problem of nuclear war.

And the exploiters? As for them, once they try it, they may lose interest in exploiting.

**PHILOSOPHY - cont'd. from page 4**  
explosion (which unfairly unmanages energy in the hands of a few at the expense of others). The implication of the biological definition of happiness, however, is that exploitation and exploitation are irrelevant. It makes no difference how much energy profit is made on your behalf. Improving social efficiency will be unimportant, because you have found the ultimate in efficiency and you can have all the happiness you want.



Congressman Sidney Yates (right) and Abner Mikva at Federal Building

## "GIANT HAMBURGERS"

Carul & Cozy  
Two Roaring Fireplaces  
Barbecue Ribs  
Bratwurst & other "great"  
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**PITCHERS OF BEER  
COMPLIMENTARY PEANUTS**  
Modest Prices  
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COCKTAILS & HOT DRINKS  
Open from 11:00 AM to 2:00 AM  
Serves drive a wide acquaintance

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PHILOSOPHY - cont'd. from page 4  
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# Alumni Talk-back Series Provides Undergrads Confidence and Inspiration for Future Careers

This fall, we inaugurated our Alumni Talk-Back series, giving undergraduates access to YOU—those who have gone out and in many cases turned the skills you learned as English majors into a wide variety of careers. Key to these experiences is the *confidence* you provide these students that there ARE, indeed, jobs for English majors, of which you are living proof!



JOIN US FOR THE **MONTHLY ALUMNI TALKBACK SERIES** THIS FALL TERM! **Via ZOOM**

*"How I Got a Job...**BECAUSE I Was an English Major!**"*

You Don't Want to Miss This!

**OUR FIRST EVENT:** Sept. 28  
**TIME:** 4:30 pm (lasts 1 hour)  
Each Alum will speak for 5 minutes; **THEN** it's time for **YOUR** questions!

In our first Talkback, we were pleased to hear from **Allison Videtti (BA '11)**, now Vice President of Marketing at Great Lakes Credit Union; **Colleen Brennan (BA '05)**, now Senior Paralegal at Baker McKenzie; **Carl Hauck (MA '18)**, currently a software engineer at Scion Group; **Matt Kiefer (BA '06)**, a journalist at WBEZ Chicago; and **Rebecca Wiggins (MA, '13)**, now working as a Technical Writer for the U.S. Coast Guard. Each of our former English majors (or M.A. English grads Wiggins and Hauck) explained how what they're doing today still involves the skills and dispositions they learned as English majors. If there was a common

theme it was that no matter where one finds a career, English prepares students with the key attribute of *empathy*, which all of our guests agreed has led to their success in the workplace.

Talk-back 2, on October 21, featured **Allison Ruggles (BA '10)**, Lincoln Park High School; **Mimi Cross (BA'14)**, Steinmetz College Prep; **Kyle Fitzmyer (MA '19)**, Morton West High School; **Josh Smith (BA '19)** and **Hans Kim (BA '20)**, Lane Tech High School; and **Ken Johnson BA '05**, dean at Chicago Math and Science Academy. This month, our guests briefly described their path to their present position (some longer than others!) and then each shared with our audience one piece of advice our future teachers ought to know as they consider work in secondary education. Afterwards, they took questions and discussed topics from what the interview process is like to how one can (or cannot) anticipate the effects of trauma outside the school as it impacts the classroom.



**SAVE THE DATE!**  
**ALUMNI TALKBACK SERIES 2:**  
**Future Teachers and Administrators**  
**OR: "What They Don't Teach You While You're IN the Program"**

Learn, young kits, from **SIX** English Alums who made a career in Education!

**EVENT DATE:** Thursday, Oct. 21  
**TIME:** 4:30 pm (lasts 1 hour)  
**VENUE:** ZOOM

Each Alum will speak for 5 minutes; **THEN** it's time for **YOUR** questions!

## ALUMNI TALKBACK SERIES 3:

### Unpredictable Paths in English

*"Using Creative Skills from English Across Professions"*

**DAY:** Friday, Nov. 19  
**TIME:** 3:00 pm (lasts 1 hour)  
**ZOOM:** Find the link on our Alumni Talkback web page!




**Ian Feigle,**  
Editor at Publications International Ltd.



**Jenn Lee,**  
MFA Student in Creative Nonfiction, Columbia College, Chicago



**Mark Eldred,**  
Pastor, Bardstown Road Presbyterian Church

In November, we featured a variety of “unpredictable paths” out of the English major—a terrific conversation featuring **Jenn Lee (BA ‘19)**, currently an MFA candidate in the Creative Non-Fiction track at Columbia University; **Mark Eldred (BA ‘12)**, Pastor at Bardstone Presbyterian Church in Louisville, KY; and **Ian Feigle (BA ‘15)**, editor at Publications International. In this free-flowing discussion hosted by Dr. Emily Garcia, our alumni respond to the usual questions (e.g. how do you use your English degree today in the work you do; how did

the degree make this job possible), but the conversation also turns to the interesting question of how the English major taught these alums to tackle, out in the world, what the content of the major did not necessarily prepare them for, but which our approach to the discipline at NEIU perhaps did.

Talk-back 4 doesn’t take place until this Friday. Our theme for December is “what to know about going on for the Ph.D” featuring current Ph.D. candidates **Susan Landwer MA ‘19** (Marquette), **Katelyn Juerjens BA ‘20**(Northeastern (Boston)), accepted candidate **Elias Cepeda MA ‘20** (Southern Illinois) and **Rebecca Wiggins**, who completed her Ph.D. at the University of Kentucky in 2019.

## ALUMNI TALKBACK SERIES 4:

### Thinking About the Ph.D in English?

*"How to DO IT and What It's Like"*

**DAY:** Friday, Dec. 3  
**TIME:** 3:30 pm (lasts 1 hour)  
**ZOOM:** Find the link on our Alumni Talkback web page!




**Elias Cepeda,**  
PhD Candidate at Southern Illinois University



**Susan Landwer,**  
PhD Candidate, Marquette University, WI



**Katelyn Juerjens,**  
PhD Candidate, Northeastern University, Boston, MA



**Rebecca Wiggins,**  
PhD, 2018, University of Kentucky

ONE extremely supportive alum who looked forward to participating but can’t make it until next term was **Manny Cruz (BA ‘09)**. In a note he sent to us this week, he expressed exactly the sort of experience our undergraduates have heard (and need to hear more of):



“For me, my peers regularly acknowledge my English skills. But then I regularly attribute certain skills I use today to those I developed through English. I often say "we need to unpack this statement"—couldn't tell you how many times I got that feedback in NEIU. Another big one is "anchoring": "I understand your proposal but you're not going to make headway in the Agency if you don't anchor it in the existing safety regulations and risk assessments and describe how that proposal impacts safety and innovation.

Where did I get the concept of anchoring? Not from the FAA. Not from the military. From Professor Over's Chaucer class when we approached the literary analysis of the tales by using another one as an "anchor" tale. It's just juxtaposition analysis but it's framed in a way that establishes understanding of the norm to better understand what the "different" is doing. In an innovation focused office like the FAA...it's a very helpful concept.

And I don't want to diminish other tracks. I mean I've got engineers and project managers with MBAs working for me! And there's a lot of need for that as well. But when you marry the analytical with the creative the way the liberal arts do, you have a lot of opportunity ahead of you.”



# English Institute Program Gains Momentum

Imagine our surprise, when with the Delta variant flying and our return to campus creating all sorts of challenges, our **ENGLISH INSTITUTE** continued without a hitch. Even without advertising (do listen and watch for our promos this December, though, on WFMT and Block Club Chicago), interested students returned to take more courses with us, for a reduced price, on a non-credit basis.

Recall these ARE the same courses offered to our undergraduate and graduate students. Enrollees have their work read and critiqued by the professor, and they are given full access to the Learning Platform (D2L) online to participate in the class. This coming Spring, there are both online and in-person offerings. Check them out!



## ENGLISH INSTITUTE SPRING 2022

REGISTRATION BEGINS NOW for The English Institute—stimulating courses available to enroll in for non-credit. Take a course for continuing education hours or just for personal growth and enrichment. Two of our Institute offerings will be delivered as 8-week courses in the first and second halves of the term. Registration fees for Institute courses are less than what regular tuition would be! [neu.edu/englishinstitute](http://neu.edu/englishinstitute)



### **NEW!** ENGL 446 - Critical Writing, Creative Writers **HYBRID** Wednesdays, 7:05 - 9:45 pm

English 446 is a seminar and writing workshop in one. Students will: examine models of texts that operate in the critical-creative or creative-critical mode; choose outside reading of their own through an inquiry-based process; produce various critical, creative, creative-critical, and critical-creative pieces; submit a book review/essay for possible publication; and through this process “enter the discourse,” as writers working in multiple modes.

Prof. Olivia Cronk, [o-cronk@neu.edu](mailto:o-cronk@neu.edu)  
January 18 - May 13  
FEE: \$600

### ENGL 394 - Personal Essay **ONLINE**

Students will write in the creative non-fiction genre of the personal essay. This will involve work on techniques and approaches in a workshop setting, as well as critiques of other students' work. How do we define “true” when writing about a slippery memory? What are the ethics of crafting stories that include other “real” people? This course will also explore the personal essay as a literary form through readings of classic and recent examples.

Prof. Christine Simokaitis, [c-simokaitis@neu.edu](mailto:c-simokaitis@neu.edu)  
January 18 - May 13  
FEE: \$600

Learn more about ALL  
the Institute courses or  
register **HERE:**

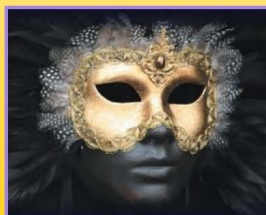


## Eight-Week Courses

### **NEW!** ENGL 326 - Readings in World Lit: Real Fictions Wednesdays 5:00 - 9:00 pm

In this seminar we'll read works that explore the thin line that divides the (supposedly) fictive and the (supposedly) real. Literature has, for a long time, interrogated the idea of how we know what happened, calling into question the division between so-called “objective reality” and the narratives (eye witness, journalistic, historiographic, fictive) that give us access to it. Authors studied will include Laurent Binet and Éric Vuillard.

Prof. Bradley Greenburg, [b-greenburg@neu.edu](mailto:b-greenburg@neu.edu)  
January 18 - March 8  
FEE: \$500



### ENGL 418 - Studies in Shakespeare Wednesdays 5:00 - 9:00 pm

This graduate seminar addresses a specific focus in Shakespeare's work. Past examples have included “The History Plays,” “The Other in Shakespeare,” “Shakespeare's Venice,” and “Shakespeare & Theory.” We'll read relevant plays (and/or poetry) very closely, paired with secondary sources chosen to provoke questions and insightful readings of these texts. Students will also study theoretical approaches to Shakespeare's work in reading of contemporary critical works.

Prof. Bradley Greenburg, [b-greenburg@neu.edu](mailto:b-greenburg@neu.edu)  
March 22 - May 10  
FEE: \$500

# Leading our Peers in the State and even the Nation...

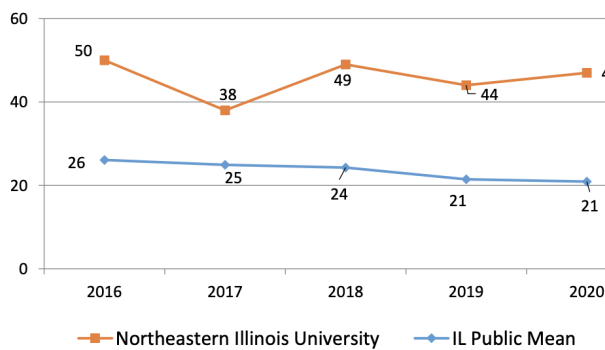
Every seven years, departments submit Program Reviews to the university's accrediting agencies. Due to COVID and personnel changes in department leadership, English has not submitted such a report since 2011.

Nevertheless, the data reveals a department maintaining a program that attracts and graduates a very healthy number of majors each year, despite declining enrollment in the university as a whole and at some of our peer institutions in the state.

In fact, the graphs here demonstrate that in terms of average enrollments and degrees conferred, the English department outperforms both our Illinois peers and our urban peers across the nation.

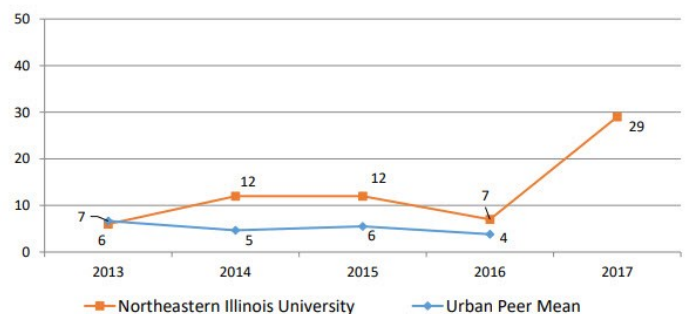
**IL Public Degrees Conferred in BA in English (CIP: 23.0101)**

Institution Name	2016	2017	2018	2019	2020
Chicago State University	4	4	3	3	4
Eastern Illinois University	20	20	30	32	43
Governors State University	12	14	19	9	13
Illinois State University	22	29	32	27	24
Northern Illinois University	55	44	42	33	28
Southern Illinois University Carbondale	20	14	11	7	2
Southern Illinois University Edwardsville	47	48	36	38	29
University of Illinois Chicago	32	28	27	25	36
University of Illinois Springfield	16	18	16	11	4
University of Illinois Urbana/Champaign	22	18	19	25	21
Western Illinois University	37	37	32	26	26
<b>Total</b>	<b>287</b>	<b>274</b>	<b>267</b>	<b>236</b>	<b>230</b>
<b>IL Public Mean</b>	<b>26</b>	<b>25</b>	<b>24</b>	<b>21</b>	<b>21</b>
<b>Northeastern Illinois University</b>	<b>50</b>	<b>38</b>	<b>49</b>	<b>44</b>	<b>47</b>



**Urban Peer Degrees Conferred in MA in English (CIP: 23.0101)**

Institution Name	2016	2017	2018	2019	2020
Auburn University at Montgomery					
California State University-Dominguez Hills	20	15	25	14	
California State University-Stanislaus	11	15	11	16	
Chicago State University	1	2	1	0	
CUNY Lehman College	4	2	3	3	
Indiana University-Northwest					
New Jersey City University					
Purdue University Northwest					
Texas A & M University-Corpus Christi	9	9	5	6	
The University of Texas Rio Grande Valley	26	15	24	14	
<b>Total</b>	<b>40</b>	<b>28</b>	<b>33</b>	<b>23</b>	
<b>Urban Peer Mean</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>4</b>	
<b>Northeastern Illinois University</b>	<b>6</b>	<b>12</b>	<b>12</b>	<b>7</b>	<b>29</b>





# Alumni News!

It was great to hear from [Megan Palm MA '20](#): “I am happy to report and I'm back where I started: I am working at Maine South High School in the English department. After a year of teaching Communication Arts (aka Speech) in the Fine Arts Department, I moved back to my home in English. I'm working part-time teaching American Literature to juniors in-person and online through the virtual offering at the district. All is well!”

[Susan Landwer MA '19](#) reports that she just got accepted into the 19th Century American Studies Association Conference in Rochester this coming March. “I wrote a paper on Nancy Prince and how she used Christianity as a disguise for anti-hegemonic activism in the 19th century United States” she writes. This semester, she is wrapping PhD coursework and the teaching two classes of Foundations in Rhetoric. In addition to teaching another FiR class this spring, she will be working as a writing tutor for incarcerated women with Marquette's Education Preparedness Program. In the summer of 2022, she hopes to be able to co-teach Foundations in Rhetoric with another instructor for the EPP. This would be a joint class of Marquette students with incarcerated women - most likely at the detention center. IMPORTANT WORK, Susan! See more about the center at <https://www.marquette.edu/urban-research-teaching-outreach/education-preparedness-program.php>.


Good to hear from [Janet Vitale MA '20](#) too, who sent us a brief update. She is currently working at Nichols Middle School in Evanston and appier than ever to be teaching literature to 8th graders. “I miss NEIU every day,” she said. “Best professors and most amazing classes... a wonderful time in my life.


We also received an email this past week from Dawn Justice BA '00, letting us know she and her family continue to enjoy their new home in central Virginia. She was recently asked to run for local schoolboard due to her advocacy for parental and student rights. Most important, her kids have joined the campaign, giving them the opportunity to learn about and engage in local and state politics. The experience has been “tiring but empowering.” Don't we know it, Dawn!



[Christopher Nikho '19](#) works fulltime as a regulatory labeling administrator at Medline—and yes he did take Professor Doyle's Technical Writing class, which may have had something to do with his success!! He's also recently engaged to his beautiful fiancée, Bahra.

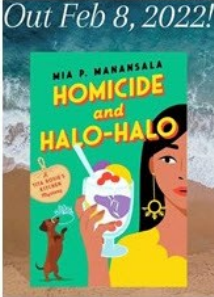
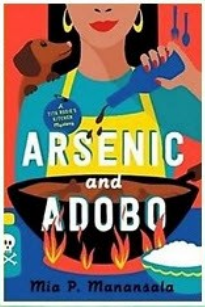
What Are NEIU Alums Doing Lately...?  
If you are [Mia Manansala](#), you ARE...



 **Writing Filipino Foodie Murder Mysteries!**

Mia Manansala graduated in 2010 with a B.A. in English.

- Her first book, *Arsenic and Adobo*, was voted "One of BuzzFeed's Highly Anticipated Mystery Novels of 2021!" Her second book (in a trilogy) is being published February 2022.



Out Feb 8, 2022!



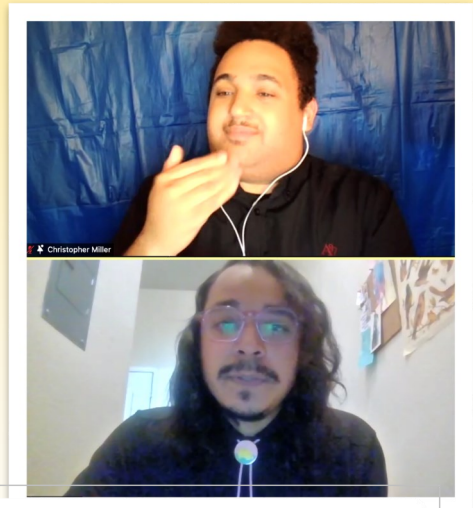
# CREATIVE WRITING REMAINS ACTIVE AS EVER, EVEN IN REMOTE MODES

Sharing our best in Creative Writing involves performance, and for many of us, the immediacy of live performance—the voice at hand, the reaction of an audience—plays a hugely important role.

That said, at times, the REMOTE mode offers options that in-person readings do not—as was the case in two of our Creative Writing/Reading events this fall term.

In one case, our annual support of a reading by a poet from the Lit and Luz festival was put in jeopardy when this year’s honored guest, Rocio Ceron, was kept from traveling with a bout of appendicitis. The show went on as scheduled, however, thanks to the poet’s physical fortitude (in fact she made this experience part of her discourse) and the ZOOM.

Our second celebrated performance this term was remote by design, simply because it involved two of our own reading to a much broader audience, in the Poetry Foundation’s Open Door Reading Series on October 11. Featured were Instructor Amanda Goldblatt and alum [Isaías Rogel BA '20](#), who is currently completing his MFA at New Mexico State University.



LIT & LUZ  
FESTIVAL



## A Reading and Conversation with Poet Rocio Gerón

Moderated by Pedro Pablo Marín

IN PARTNERSHIP WITH  
NORTHEASTERN ILLINOIS UNIVERSITY



Live in 63 minutes  
November 3, 3:00 PM



Set reminder

# HELP US HELP OUR STUDENTS!

Help us continue our mission. Here's how!

**GIVING.** It is, after all, the week of **Giving Tuesday**. Remember it's now much easier to earmark your give to the English Department at [neiu.edu/englishfunds](http://neiu.edu/englishfunds). You can donate to our general fund to help across the board; to our **Writers Reading Series**, the **82**; or to our **Student Support Fund**, toward an endowment that would help our majors in the most need.

**INTERNSHIPS.** You can contact us about offering an internship—paid or unpaid—where you currently work. What skills do you need, and what skills might one of our students gain? Give that some thought!

**TALK BACK.** Contact us about being part of our ongoing **Alumni Talk-Back Series**, giving both undergraduate and graduate students a real look at careers where the skills of an English major are in high demand—and the confidence that these opportunities are real. (YOU are living proof they are).

To give, go to [neiu.edu/englishfunds](http://neiu.edu/englishfunds) or to our website [neiu.edu/English](http://neiu.edu/English) and click on “Giving.”

To volunteer, just email the Chair at [T-Scherman@neiu.edu](mailto:T-Scherman@neiu.edu)

## AND KEEP IN TOUCH!

*New JOB?*

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**Let us know! Send an email to Chair Tim Scherman at: [T-Scherman@neiu.edu](mailto:T-Scherman@neiu.edu)**

**OR**

**Office Admin Hilary Jirka at: [h-jirka2@neiu.edu](mailto:h-jirka2@neiu.edu)  
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