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## **Contributors' Biographies**

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Jenn Jennings Davis

Sarah Dierlam

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**Authors**

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## Contributors' Biographies

David Aguilar is an English graduate student at the University of Texas at Brownsville, where he earned his B.A. in English. David is the Co-Editor of JOSTES (Journal of South Texas English Studies), and he is the Assistant Director of UTB's Writing Center. His Master's thesis is on the subject of Rio Grande Valley, Texas, Spanish and its perpetuated attitudes in the language. Much of his research concerns specific areas within linguistics, including bilingualism and border theory.

A.D. Beason-Manes is a Doctoral Academy Fellow at the University of Arkansas. She is currently working toward her Ph.D. in Curriculum and Instruction with emphases in English education and gifted education. Her experiences as an English and journalism teacher at both the high school and middle school levels has informed her research interests, including covert aggression in gifted student populations, project-based learning, arts integration, and service learning in the classroom. Her graduate assistantship allows her to work with the University's Center for Children & Youth in its Arkansas Studio Project, an arts-integrated literacy program that serves students at local public schools.

Jenn Jennings Davis is the Director of the Education Renewal Zone at the University of Arkansas-Fort Smith, a state-funded program bridging resources between universities and K-12 schools. She holds degrees from the University of Nebraska – Kearney, University of Nebraska – Lincoln, and is currently finishing her Ph.D. at the University of Arkansas – Fayetteville. Her research focuses on creativity and the teaching of writing. In addition, Jennings Davis is a fiction and creative non-fiction writer.

Sarah Dierlam is presently an English graduate student at the University of Texas at Brownsville. Sarah's topic for her Master's Thesis is the pros and cons of Politeness in Children's literature. Her interests in this research include discovering the effects of politeness on literature for children and the results of politeness exposure over time. She works as a graduate research assistant and is researching and developing a children's literature certificate. Sarah is also the Operations Manager of the Journal of South Texas English Studies.

A bilingual writer and translator, Fathima E.V is based in Kerala, India, and is the Editor of "*Indian Ink*", an alternative magazine for creative writing. The winner of *The Vocabula Review's* 'Well Written Contest ,2011' prize for creative non fiction, her poems and translations have appeared in anthologies and magazines. Her translation of a Malayalam novel, *A Preface to Man*, is to be published by Harper Collins.

Sally Jarzab is a poet and essayist, as well as a doctoral student at the University at Buffalo, where she is pursuing a PhD in English Education. The focus of her studies is on writing theory. She holds an MA in liberal studies and a BA in cultural studies from Empire State College. Ms. Jarzab works professionally as a copywriter, copyeditor, and writing coach. She lives in Buffalo, New York, with her husband and two sons.

Alison D. Ligon is Assistant Professor of English at Morehouse College in Atlanta, Georgia. Her most recent publications and current research activities focus on socio-

political subtext found in historical fiction from the African Diaspora, primarily, the Anglophone Caribbean. The scope of her research interests includes: Caribbean and Latin American fiction, contemporary African American literature and culture, North American popular culture, HBCU-focused Scholarship of Teaching and Learning (SoTL) theories and praxis, and oral histories and narratives associated with The Great Migration and its counter movement.

Cindy Lutenbacher is Associate Professor of English at Morehouse College, where she has taught since 1990. Her particular areas of publication and study are pedagogy/philosophy/assessment in the teaching of writing; public school equity, authenticity in K-12 teaching and assessment, and “power teachers” (Asa Hilliard); poetry and creative non-fiction. She is an education activist, writer, and single mother of two daughters, one of whom has special needs.

Angelic Rodgers currently teaches a variety of writing and literature courses for Baker College Online and Center for Graduate Studies based in Flint, Michigan. She has published previously in *The Yeats Eliot Review*, as well as contributing to *Victorian Literary Mesmerism* (Rodopi) and to *American History Through Literature: 1820-1870* (Twayne). Her current research interests include early feminist science fiction and female writers within American Regionalism, especially those from Arkansas, including Octave Thanet. She recently attended a Fearless Writing Workshop with the fabulous Crescent Dragonwagon and hopes to be publishing from the margins for a long time. She currently resides in Kansas City, Missouri, and you can find her virtual office at <http://virtuallyemployed.weebly.com>

Ronald Dean Straight is a graduate student at the University of Texas at Brownsville. He completed his undergraduate degree in English with an emphasis on rhetoric and composition there. Straight is currently working on his thesis for graduation in the fall of 2014; the focus of that work is a rhetorical analysis of young adult literature. He intends to continue his studies working on a doctorate in rhetoric and linguistics - his focus is specifically semiology. Straight spoke on the rhetoric of fear in children’s literature at the SWPACA conference held in Albuquerque, N.M. in 2014.