

The Writer's Insider



DEPARTMENT
OF WRITING ARTS

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For Futuristic Consideration: An Exploration of Careers in Writing

Amanda Spadel

Intern

Thinking about careers is stressful--especially if you're not entirely sure what you want to do after you graduate. If you're like me, it's often easier to push the thought aside for a while...or even for the majority of your time in college.

Well guess who's a graduating senior now? Me. Looks like it's time to finally start considering possibilities.

One of my tasks as a Writing Arts Department intern was to contact alumni and ask them about their lives and careers since graduating from Rowan. Conversations that I had with the alumni gave me confidence that I would also be successful--even if I'm

not all that sure where I'm going to end up in the professional world.

It turns out that Writing Arts alumni have a wide variety of jobs ranging from singing and song-writing, digital storytelling,

teaching, copywriting, publishing, web design and development, freelance, and so much more.

The possibilities are endless. Writers

are lucky because there are millions of things to write about!

Writing Arts graduate Katelyn Catinella, who works as a copy editor for a popular clothing line, says: "Lots of companies need writers, and a surprising

"Lots of companies need writers, and a surprising amount of people just aren't that great at communicating through text."

amount of people just aren't that great at communicating through text. If you're passionate about

See FUTURE, page 3

Re-Writing the Writing Arts Department's Social Media Practices

Alex Geffard

Intern

When I first began as one of the newest members in the Writing Arts Internship, one of the first tasks I was assigned to was maintain the department's already existing social media websites/accounts/pages--the Writing Arts facebook page, the Rowan Writing Arts website, the Writing Arts Internship Website, and the Rowan Writing Arts twitter page.

I found this ironic as I had only begun using social media about a year before (growing up, my parents didn't want me to become addicted to it; I am mainly using it now to stay in touch with friends from high school,

and keep up with news from the University), I was still unfamiliar with all the features. Now, I was responsible with maintaining multiple social platforms at once:

Posting on the facebook page
Updating the Rowan Writing Arts website

Reimagining the Writing Arts Internship website

Posting on the twitter page

As daunting as this all seemed, I was now a part of an internship, and had to contribute somehow. While I knew I would have other little tasks for the job here and there, I knew that maintaining these platforms would be my... **PURPOSE**.

One thing that the Department

stresses for all the platforms is that followers do not have to be in the Writing Arts major, or even be a part of Rowan University. I always keep this in mind as I work through each of the projects.

The facebook page was already working quite well when I began. My fellow intern, Amanda Spadel, and I, working with our leaders Devon James and Professor Kopp, came up with a "quota", in which we would post at least TWO major pieces of information each week, with a few smaller posts in between. Major posts included interviews with professors, new department announcements, and upcoming events to check out.

See MEDIA, page 4

Rowan Writing Arts Club Constructs Collaboration and Success

Amanda Spadel

Intern, RUWAC Vice President

Thinking about joining a club on campus that relates to your major? Do you know about the Rowan University Writing Arts Club? RUWAC is a relatively new student organization that is petitioning to become chartered by the Student Government Association in March of 2018. The club's official mission statement is "Rowan University Writing Arts Club serves as a gathering place for writers of all kinds. We celebrate and practice the craft of writing by promoting student work on our website and by collaborating with other organizations."

We are involved in some fun things this semester! This semester, the club is focusing on bringing writers from all disciplines into the same space to generate diverse ideas and collaborate on club projects. So far, the club hosted multiple writing workshops addressing things like character creation, dialogue writing, and setting descriptions. During the month of November, RUWAC is writing a collection of short stories in celebration of NaNoWriMo—National Novel Writing Month.

The club's graduate mentor, Emily Strauser, explains the club's current project: "We're currently working on a collaborative zine of short stories. Each of these short stories is connected, meaning that they all coexist in the same fictional universe. Specifically, our stories all take place in a world where mythical

creatures and humans have to learn to coexist. We'll be exploring different themes and creating unique, realistic characters in a world of our own creation."

All of the club meetings in November will be dedicated to brainstorming, writing, and talking about each member's story, and then, the club members will collaboratively turn their stories into a zine for the RUWAC website. Club president Morgan Douglas says, "We will spend the first couple of weeks of

The club is focusing on bringing writers from all disciplines into the same space to generate diverse ideas

December working on the final touches--editing, layout, and possible photoshopping. We plan on turning our collection of stories into a zine, as well as publishing it on our website."

Julie Darpino, secretary of RUWAC, talks about how the project will affect the club dynamics. "This project will create a new discourse experience for our members to learn to communi-

cate ideas and broaden their ability to conceptualize writing text within a larger project. Each individual's ideas will not be lost in the process, but honed and encouraged to contribute to the final piece. The collaborative

environment of the Rowan University Writing Arts Club will bring our members together."

Club treasurer Rachel Saltzman also notes how this project will help to better establish RUWAC as a student organization on campus: "A lot of students are probably intimidated by joining clubs because they're not sure how it will end up, if it's even worth it. But perhaps once they see some really awesome creative work being generated by their peers, they'll want to join in."

The club is also known for holding its P5 event every semester. P5 (Portfolio Pajama Pizza Pity Party) is held during the last club meeting each semester, and club members get together to work on their final portfolios, get feedback from their peers, and eat pizza provided by the club. P5 will be held on December 19th this semester!

Morgan Douglas says: "As the club's standing president, it fulfills me to observe our committed academics as they strive to understand the principles of writing by practicing not only the things that they are learning in the classrooms, but by exemplifying their gained knowledge and experiences through brainstorming, undergraduate publications, and undertaking the responsibility of mentoring each other in the process."

Rowan University Writing Arts Club meets every Tuesday at 4:00pm until 5:30pm in Robinson Hall, room 105 this Fall semester. All majors are encouraged to come!



something—whether it’s fashion or computers or sports or anything in between—opportunities exist in which you can write about those things. The best part? Someone will actually pay you to do it.”

Many alumni also decided to continue their education after Rowan, and concentrate in more specific fields. For example, Jessica Tuckerman received her BA in Writing Arts and MA in Writing from Rowan, and is working towards her MFA in Writing for Children and Young Adults at Sierra Nevada College. Also, Mary Elizabeth Boccolini received her BA from Rowan, and is now going to Rutgers in New Brunswick to get her Masters of Information degree in Data Science.

I learned that declaring a concentration and/or minor is useful because it allows you to focus on an area of writing that you’re interested in. Jessica mentions how her Writing Arts degrees and new media concentration have impacted her career path: “A lot of the field requires an understanding of new media and how the web works. Together, those fields have broadened what I am able to do. I’m no longer limited to editorial, I can branch out to marketing, PR, and event design.”

Another thing that I learned is that maybe I spend too much time stressing about getting things “right” and “knowing everything.” Mary says: “Don’t worry about knowing everything about the field by the time you graduate. You will learn so much more on the job, so I think it is important to be open to learning for the rest of your life, not just while you are in school.”

Talking to these Writing Arts alumni calmed my nerves: I know now that the opportunities ahead of me aren’t as limited as I had thought. No--I still don’t know what exact career path I’ll find myself on, but I’m happy with the major that I picked. I know that the possibilities from here are endless, and that makes me feel less uneasy about graduation.

~ My Writer’s Journey ~



Earl Garcia

Intern

When you’re someone who’s taking up Writing Arts, you are essentially putting yourself and your thoughts to be displayed in written text in front of potentially millions of strangers across the entire world. That’s what it means to write, however. Ultimately, we write because we want someone or some people to read or listen to what we have to say. In getting my feet wet in the world of writing, I decided to propose an idea of running a blog revolving around my thoughts and feelings around a book I’m reading throughout the semester called *The Writer’s Journey*.

A succinct summary of the content inside is about taking the reader through a journey of teaching them concepts like character archetypes, how a hero’s journey typically goes, and how the former two are applied in various media and literature. On a weekly basis, I post a blog about my journey through this particular book. The reason why I picked up this book in the first place to blog about is because on a day when I was suffering

from the infamous, nefarious writer’s block when it came to my own, original writing project. So, I will be going over the entire process of how I write the blogs the way I do that would later be published on the site.

The first step is to, obviously, read. I read up to a certain part that I think would be good for making a blog topic about. For instance, in my third blog, I write about the section of the book that went over the archetypes of any story. I then take physical or mental notes on some of the important points that are made in the section that I hand-picked for writing a blog about. After

the reading and notetaking is finished, I focus on making connections to cement my understanding of the subject.

In this case for my third blog topic, the archetypes, I started to make connections as I read. I then took notes on said connections, then I pick the best connection to write about. In this case, I made note of the fact that Volger said how he learned that characters can fulfill an archetype’s role and then branch out to becoming

See *JOURNEY*, page 6



MEDIA from page 1

Minor posts involved current events and anything about writing from the outside world that would interest our followers.

While we haven't always been able to meet this "quota", it has motivated us to add whatever we can to the page. In my case, this included creating a series known as "Wise Words of the Week". Once every seven days (most often on a Wednesday), I post a quote about writing from an influential writer.

This quote is meant to stimulate readers' minds, and hopefully give them something to say. In the same blog post, I like to add, "Comment your thoughts and ideas below". This indicates to readers that we welcome discussion in the comment section. That's the reason I came up with this series (I had a similar idea on my personal facebook page called "Inspirational Quote of the Week"). If I can get writers to talk about writing with each other, then I will have succeeded in my idea.

In the past few weeks, I have noticed that Writing Arts students have been doing just that with the quotes. As with anything, it is still a work in progress, as I am trying to find ways to engage more readers to write on these posts. Earl Garcia (another intern), and I have also been working on a blog series that follows his thoughts while reading passages of Christopher Vogler's *The Writer's Journey*. We try to complete one blog per week, during which I post it on the Internship website. Then, around a day later, I share on Facebook that the new blog post is available, hopefully bringing some attention to the website.

For the Rowan Writing Arts web-

site, we have been updating the information on classes and redesigning the visuals. I personally haven't done much to this website, but Amanda has, including redesigning the pikto-chart on the front page. This piece, along with a few others, is found in

the *Writer's Insider*, which we try to update so as to provide the readers with an idea of where we're at.

My main project, the one I have been incrementally working on each week, is

reimagining the Writing Arts Internship website. I want to make the website as easy to navigate as possible (so people like me are not stressed out when we want to find a specific piece of information quickly), while giving visitors a good idea of what our internship entails (this is especially important for those individuals who are interested in doing the internship). I have redesigned the layout of the page, and I am in the process of making sure that everything is coherent.

Finally, I was tasked with posting on Twitter. While I do have a personal Twitter account, I never use it. I don't like about posting every little update in my life. This carries over to the Internship. I don't know what I would be posting or how often I should do so. Plus I prefer to work on Facebook than Twitter. Now, I didn't want the Twitter page to be inactive, so I was able to link the

Facebook account to the Twitter page. This means that most of the posts on Facebook will automatically appear on Twitter. Of course, there are some limitations that I still have to work around, like the word count on Twitter, and the inability of pictures posted on Facebook appearing on the Twitter page.

This might seem like a lot to maintain, and while it all is, I had the bright idea to add another platform-Instagram. This is still very much a work in progress, but my idea for Rowan Writing Arts Instagram account is a place where we can involve our followers. The previously mentioned "Wise Words of the Week" are now being published here before being shared to the Facebook page. Just like the Facebook posts, we encourage people to voice their thoughts and ideas about the quotes in the comment section. We are also planning to post images from some writing events that we have visited. We post about articles such as this one. For the followers, we created an email, so that they may send in anything they

want us to post. This includes sharing quotes, promoting poems and books, and showing images of different writing events that the person has visited. Currently, we don't have much up, as

we are in the process of collecting submissions, so that we can post a lot of content over a number of days. The number of followers has been slowly increasing, and we try to promote this new page on Facebook.

One thing we stress, not only for Instagram, but for all the other platforms, is that followers do not have to be in the Writing Arts major, or even

If I can get writers to talk about writing with each other, then I will have succeeded in my idea.

We encourage people to voice their thoughts and ideas about the quotes in the comment section.

a part of the university.

The second project I have chosen to take up (because why not?) is renovating the Youtube page. Rowan Writing Arts has a Youtube page, where all of our videos (and all the drafts) are stored.

When I look at it, I find it to be a big mess. It is so hard to find a specific video, when you have of 150 others all mixed in no particular order. I like order, so I

will be sorting all these videos out into nicely organized playlists. I will also redesign our Youtube page's layout and pick a new banner image. I want the final product to be easy to navigate, simple, and welcoming.

I hope to be able to make vast improvements in each of these platforms, willing to try out new ideas to bring in more activity. Social media is always changing, so my fellow interns and I try to adapt to it as best

we can (this trains us to be familiar with current technology and new online social and writing trends). In the end, I hope that all the changes will inspire students

coming to (or already at) Rowan to consider taking up a Writing Arts major, and just offer interested people a community focused on sharing writing.

I hope to be able to make vast improvements in each of these platforms, willing to try out new ideas to bring in more activity.

Glassworks Launches Issue Fifteen

Devon James

Intern

On October 26th, 2017 Glassworks magazine, the graduate literary journal of Rowan University held a reading to launch their 15th issue of the magazine. The event was held at the Rowan University Art Gallery. The evening consisted of editors reading selected pieces they accepted into the journal with a brief conversation about why they chose those pieces following their reading. There were refreshments offered, an art exhibit open for touring, and a special guest reading from Professor Megan Atwood's new novel *The Devils We Know*.

With the backdrop of bottled ocean matter stacked high in the shape of a pyramid (part of the exhibit) the editors began the evening with a variety of poetry and prose including short stories, and a series of poetry by one of their newly published authors. The off-putting background and October chill culminated into an ideal atmosphere for Atwood to read from her newly published novel, which is a young-adult horror novel inspired by House on the Rock, an attraction in Wisconsin.

The evening concluded with a question and answer session, where attendees were able to ask Atwood questions. These questions consisted of inquiries into her writing process, inspiration, and even the way publishing is changing in this new digital era.



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writingartsinternship.weebly.com

a truly unique character in their own respective. Then, from media that I consumed in the past, I make that connection. In this case, I made note about how the long running video game RPG (Role-Playing Game) series Fire Emblem has its own slew of archetypes, and then I hand-picked one, explained it, and then explained an example of how it does something with the archetype before branching off to be truly unique characters.

From my own blog, I talk about the Cain-and-Able archetype that is unique to that series. I say, "The original Cain was defined as passionate, determined to serve, hot-headed, and was clad in red armor on a valiant steed. Abel was known to be the calmer and more levelheaded of the two, and donned green armor while also on a steed." Later, I go over how the archetype would be used as a starting point for certain characters before becoming unique in their own sense.

I used two characters from Fire Emblem Echoes: Shadows of Valentia as an example. "Lukas, one of the two main characters, was the calmer and smarter knight despite wearing the red armor while Forsyth, the other main character, wore the green armor, was overzealous and always eager to prove his mettle on the battlefield. This is virtually the opposite of how the Cain-and-Abel archetype is performed in terms of personality." All of this is one example of how I make the connection to what story I read and consumed in the past in order to show how I understand what I was reading

from the book.

The second step is writing the first draft. I make sure that the word count is reasonable in correspondence to how much I read and took notes on. If I didn't read a high amount of pages, I would write perhaps, no more than 500 words. If I did read, say, 100 pages or so, I would write perhaps 1500 words or more. Then, I would send it to one of my fellow interns to inspect and read, and suggest ways of how to improve the quality of the reading experience, which is very important to me. To me, if a reader fails to find any sort of satisfaction in my writing, then I have failed in an area or two.

For the third step, it would be looking over the suggestions made on how to improve and then strengthening the reading experience from the feedback that was presented. If there was a suggestion I thought we'd be at odds in, I'd ask to meet up with the intern who reviewed it and talk about a common solution that can be agreed upon. After adding or removing content to strengthen the post, the intern who reviewed it would take one final look to see if there was no typos or errors I overlooked and then finally publish it on the Writing Arts

Weebly page, and then post a link to the blog post on the Rowan Writing Arts Facebook page.

With all this, the process of doing and maintaining a blog series throughout a period of time can be difficult, especially in a semester that's full of twists, turns, and sudden surprises. However, I do my very best to make

From one Writing Arts student to another, what it is to be a writer is a constant struggle to improve and find your own craft.

sure that I keep my word on maintaining progress on the blog. All of the steps I listed above are easier said than done. I do hope that with this, a better understanding of the process of how I get my blog series published is accomplished. All of this has been highly educational for me.

On a personal level, it has helped me construct my own characters and how I can move forward on constructing a plot that's driven from said characters and their personalities. From one Writing Arts student to another, what it is to be a writer is a constant struggle to improve and find your own craft. But it's also a huge, collaborative process where everyone critiques another to help bring out the best in each other's writing. This, including the Writing Arts classes I've taken, has made me learned that writing isn't a one-and-done process.

It is a continuous submission of drafts, hearing feedback, and then starting the process of improving on the next drafts of the writing you make in the future. With that being said, if you are someone looking to become a Writing Arts student or are already one, the last thing I have to say for you is to always remember to have fun with writing, no matter what you're doing. Good luck!



Rowan Writing Arts
@writingarts

New Classes in the Writing Arts Department

With the coming of a new semester, there are always changes in all of the University's departments. In the Writing Arts department, there are a number of new and exciting classes that will potentially be offered.

Two special topics courses (courses that are not yet officially “on the books,” and are being taught for the first time), which will be run in spring of 2018:

Scientific Writing and Rhetoric- this class, which requires the prerequisites of college composition 1 and 2, students will learn about the various genres of scientific writing and be familiarized with critically analyzing, evaluating, and communicating scientific information. Students, using a wide range of the genres and methods, will also learn how to communicate to both specialized and non-specialized audiences. And since there is rhetoric in the title, students will be taught about the rhetorical nature of scientific knowledge and writing, and the role they play in shaping public opinion, policy, and law.

Rhetorics of Style-this class can be taken after students have completed college composition 2. Fulfilling the Elements of Language course for the Writing Arts major, this course introduces students to the theory and practice using stylistic devices and strategies in writing. Through studying, analyzing, experimenting, and writing with various stylistic devices, students will learn how to use figural language in the various genres of the writing, and gain an appreciation for the ethical implications of these stylistic choices. This course counts for 3 credit hours.

Here are three courses being developed that should be offered in the Fall of 2018:

Writing The Young Adult Novel- this class, which would require the prerequisites of either Creative Writing 1 or Writing Children's Stories, and 45 credits, gives an in-depth exploration and practice of writing the YA Novel, through reading and writing literature intended for that specific audience. It emphasizes the student's own writing, and the craft and elements of YA literature, showing the role that they play in the overall genre. This is a 3 credit hour course, and should be appearing Fall 2018.

Medical Writing and Rhetoric- with prerequisites of college composition 2 and 60 credits, this course will show students a variety of genres of medical writing that exist, both in public and professional settings. To better understand medicine as a discipline and culture, students will look at the rhetorical and social elements of medical discourse, and learn to write texts that meet the needs of these specific discourse communities.

Writing and Craft for Elementary Students- this class will allow students to better understand the craft of writing, and how to include to ideas in the teaching of writing in an elementary school setting. The prerequisites for this 3 credit hour course will comprise either of Creative Writing 1, Writing Children's Stories, or Writer's Mind.

Those are the two new classes coming this Spring, and 3 new classes proposed to run Fall 2018. These classes can help to change the way we (students and teachers) view writing, offering us means to understand how it can be used in different manners than what me may be used to. More information will be provided soon. And in the meantime, please check out our website <http://www.rowanwritingarts.org/> for an overview of the department.

Writing Arts Spotlight: Megan Atwood

Alex Geffard

Intern

Megan Atwood loves cats. If you ever visit her office, you'll see cat decorations everywhere. It's as close as she can be to bringing an actual cat to her office. Thankfully, she also has countless novels lining the bookshelf in her work space, mirroring a rich background in literature which she is bringing forth in her new job.

With a Bachelor of Arts Degree from the University of Iowa and Master's Degree from Hamline University, Atwood has had over 35 books published, her most recent being a young adult horror novel called *The Devils You Know* (Soho Teen) and a middle grade book series called *Once Upon a Winter* (Simon & Schuster). She has seventeen years of experience in the publishing industry, having worked as an acquiring editor, developmental editor, managing editor, and literary agent. She is also an enthusiastic proponent of We Need Diverse Books in the children's literature community.



She was looking from tenure track jobs, which are extremely hard to find- especially in creative writing and that specialized in writing for children. She eventually saw the ad for Rowan, and immediately felt like it was meant for her. Rowan also mentioned publishing, and as someone with seventeen years of publishing under her belt, she was very excited to bring any experience she could for that, and possibly come up with courses for publishing (more on that later).

Now at Rowan, she teaches Creative Writing I and Genre Writing, as well as special topic courses in publishing and writing for children.

Outside of teaching, her current contracted projects include two more books in her *DEAR MOLLY, DEAR OLIVE* series (which are available at Target), and

the third book in *Once Upon a Winter*. Additionally, she is working on a young adult sci-fi novel.

Similarly to the interview mentioned in the Luther piece, we asked Atwood if she had any ideas that could move the Writing Arts Department forward. She said that she sees innovation in the future, and that

she was amazed that Rowan is interested in writing for kids literature:

"I think we can do a lot with that. I see that the M.A., and I mean man, would I love to turn that into an M.F. A. or to have a program like that...I think that would be great."

Matching her enthusiasm, Atwood had a few more ideas up her sleeve:

"I think we can do a lot with publishing... I'd like to start a C.U. G. S.

for publishing or for a Master's Degree, to talk about book editing and all the stuff that goes into the production of the book, and how it gets made."

She also mentioned an interest in different types of narrative and all the possibilities that can stem from them, including pod-casting:

"My dream would be to have a graduate level pod-casting course in fiction,

and that was actually cross-departmental, so that we had, you know, voice actors coming in, we had writers doing the writing, we had our production people doing the production, and putting something together that's out in the world."

One of the things she loves about Rowan is that they're very interested in making sure

that whatever is done is applicable and can be used in the real world:

"I can't think of anything better than putting out a pod-cast, or editing real manuscripts, or working with someone as an editor to really make it seem like, 'okay, I know how to do this now'".

While I haven't taken a class with here, from the interview in which I met her, she seemed like a fun cat-loving woman who was enthusiastic about teaching. Other students that I know who have taken her say that she is an awesome professor with very engaging classes, and they all recommended prospective students to consider registering for one of her classes.

I encourage you to check out Megan's tour dates and latest goings on at mc-atwood.com/.

And if you'd like to speak with her, her is email address is atwood@rowan.edu.

Information taken from: academics.rowan.edu/ccca/departments/

writingArts/faculty.html

"I think we can do a lot with publishing... I'd like to start a C.U. G. S.* for publishing or for a Master's Degree, to talk about book editing and all the stuff that goes into the production of the book, and how it gets made."

***Certificate of Undergraduate Study**

"I can't think of anything better than putting out a pod-cast, or editing real manuscripts, or working with someone as an editor to really make it seem like, 'okay, I know how to do this now.'"

Writing Arts Spotlight: Jason Luther

Alex Geffard

Intern

Sometimes, just by looking at someone's picture, you can tell how they are as a person. Jason Luther, just as this image implies, is a fun and friendly guy (he likes his students to call him by his first name, as he doesn't think "Mr." or "Professor" fits his personality). He is also one of the new professors working in the Writing Arts Department.

Hailing from Buffalo, New York, he earned his Bachelor of Arts and Bachelor of Science Degrees at SUNY in Fredonia, his Master's Degree at the University of Nevada in Reno, and his Ph.D at Syracuse University, where he has spent the last twelve years teaching courses in writing pedagogy, historiography, and self-publishing. He is also the former director of the Syracuse University Writing Center.

Luther first learned about Rowan from Dr. Rachel Shapiro, who was an alumnus of Syracuse who kept in touch with him. In the summer of 2015, they co-presented at the Computers and Writing conference in Rochester, NY, where Luther also met former Rowan professor Bill Wolff. Luther told Wolff that he had heard great things about Rowan, to which the elder professor had only positive experiences to add about his time working there. So, last fall, when Luther was on the job market, he got an email

from Interim Dean (at that time) Sanford Tweedie saying that someone had mentioned his name, and that he would be a good applicant. This took Luther by surprise, and he mentioned to Tweedie that he was intending to apply due to the school's good reputation, and that the job matched his specialization.



Now at Rowan, Luther teaches Writing, Research, and Technology, as well as Introduction to Writing Arts. As a professor, he works with students to develop a historical and critical sense of composition, to see writing as a technological activity as well as the product of socio-technical systems.

Luther has also just finished co-editing a special issue of Community Literacy Journal on self-publishing and is working on an edited collection called DIY Composition.

When we interviewed him last month, one of our questions was if he had any ideas that could usher the Writing Arts Department forward. He mentioned that a DIY Publishing class would be something useful:

"One thing that DIY Publishing can do is teach students how to be entrepreneurial, how to not wait around for someone to sponsor their writing, but to sponsor their own writing."

"As writing is becoming more entrepreneurial...students are finding it increasingly difficult to find jobs...One thing that DIY Publishing can do is teach students how to be entrepreneurial, how to not wait around for someone to sponsor their writing, but to sponsor their own writing."

He believes that the more students are familiar with the structure and obstacles

that come with getting their own work out into the world, the better they can be in the long run.

As someone who currently has him as a professor, I encourage prospective students to consider registering for one of his classes. He is, just as the image implies, a fun and friendly guy, who is continually looking to the future of writing.

If you'd like to speak with him, his email address is luther@rowan.edu.

Information taken from: academics.rowan.edu/ccca/departments/writingArts/faculty.html

The Writer's Insider is published every semester by the Rowan University Department of Writing Arts Interns.

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