



University of New Hampshire
College of Liberal Arts

REvisions: UNH English

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banner courtesy of Kayla Barron, UNH '20

Students Report on Lessons from National Journalism Conference

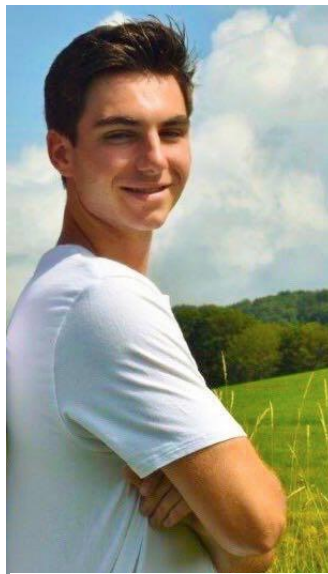
by Angela Anderson-Connolly

Recently UNH English Journalism students Anna-Kate Munsey and Joshua Morrill attended the Society of Professional Journalists (SPJ) virtual conference.

Anna-Kate described the experience as eye-opening as they heard from legendary journalists Jorge Ramos and Marty Baron who talked about covering social justice issues. In addition, she attended a session called "Staying Sane in 2020: Journalists' Mental Health." Anna-Kate believes the skills learned in that session will be helpful in her role at *The New Hampshire* during the semester.

Josh said the conference exposed him to new reporting tactics and topics. He learned effective news management starts with the ability to be flexible.

The students were the guests of Susan Kopen-Katchef, the advisor to the University of Maryland SPJ Chapter. The students at the University of New Hampshire have been working to create an SPJ chapter. They have received approval from the national organization and are awaiting the UNH process to move forward.



Joshua Morrill and Anna-Kate Munsey attended the Society of Professional Journalists virtual conference (courtesy photos)



Photo courtesy of Cynthia Gluck

Former UNH English/Journalism Major Cynthia Gluck Describes "Semester in the City"

Professor Tom Haines checked in with former English/Journalism Major Cynthia Gluck on her experience with Semester in the City, in spring 2020, prior to the turn to remote instruction

So what are you doing in Boston this semester?

I'm interning through the College for Social Innovation's Semester in the City program as an Editorial Fellow at The GroundTruth Project. Most of my time is dedicated to my Special Project, which entails teaching myself JSON coding to create a future Apple News

channel for the org. While doing so, I'm creating a manual to leave for my colleagues so that they are able to pick up where I've left off at the end of the semester. ... I have come to the conclusion that I am at my best both professionally and personally while I'm conducting my own hands-on learning.

What's been the most rewarding part of that?

Hands down [it has] been my fellow fellows. When I was in high school struggling to make close friends, everyone always told me that I'd find "my people" in college, and when that didn't happen, it felt like a devastating failure. I have been

lucky enough to find those people here through this program, and I had no idea what a sense of belonging could do to the quality of my life.

The most unexpected?

How quickly my confidence is developing, more so on a personal than professional level. I find myself more willing to take up space, especially in uncomfortable situations. I'm also finally learning to become less of a people-pleaser, which is a huge relief.

How has being in Boston expanded upon your experiences in Durham?

I love people, so being around such a diverse group of Bostonians has made me feel like I'm learning more from my surroundings than ever before. I also feel a bit less out-casted for having never been skiing.

Favorite thing you've done?

The Museum of Science. I was finally reconnected with the juvenile aspect of childlike curiosity. I loved the temporary exhibit "What I Eat: Around the World in 25 Diets" so much that I've started to toy with the idea of pursuing Public Health later in life as an intersection to both my English/Journalism and Sustainability degrees. I was so fascinated by the difference in causation between societal standards and personal image around the world, and how directly those societal standards impact the health of a nation.

For more information on Semester in the City, visit <https://www.unh.edu/sustainability/changemaker-collaborative/programs/semester-city>

UNH English Teaching Major Makes Virtual Curriculum

by Parker Gauthier



Photo courtesy of Parker Gauthier

During the initial weeks of remote learning, I taught my own unit plan to freshmen at Noble High School. Teaching one's own lesson plans is one of the major milestones in completing an Education internship. While teaching the unit plan, I maintained a strong work ethic that kept me focused and determined, which helped to me to reassure myself that I was doing the best I could possibly do in navigating remote

learning.

After completing my internship, my cooperating teacher informed me that my unit plan had been incorporated into the school's English curriculum. My cooperating teacher then told me that integrating an intern's unit plan into a school's already well-established curriculum is one of the highest compliments that can be given. To not only design a creative unit plan, but to also transfer the materials and instruction over to an online setting, required a vast set of skills.

My undergraduate career at UNH prepared me for these challenges. I have many mentors from my time at UNH who I give credit to for providing me with the skills I now have deeply engrained. One mentor who directly influenced and prepared me for the unit plan I designed was Professor Laura Smith. She was the first English professor I had at UNH when I took First-Year Writing as a freshman, and she was the professor who introduced me to the material I would later teach during my

internship. The standards and expectations Professor Smith set inspired me to dig deeper in the material that was taught in class. I began to push myself to find my own unique voice as a future educator, which allowed me to gain some insight into understanding the necessary steps that need to be taken in order to be successful in the field of education. This process allowed me to learn many valuable lessons that are applicable to a variety of situations and contexts, such as remote learning.

One of the most important lessons I learned is setting a strict work schedule. Maintaining a work schedule requires commitment, and a tremendous amount of discipline. I learned this lesson during my sophomore year, when I used to spend four hours a day at the Dimond Library doing school work. Setting a work schedule provides an overview of all the tasks that need to be completed, which essentially provides a clearer vision when in the midst of completing all the work. This lesson was certainly helpful for me with adjusting to remote learning.

Another lesson I learned is allowing yourself to get help from others. It takes courage to ask for help and guidance. Last academic school year, I wouldn't have had the success I had without my cooperating teacher, Cassie Thompson. Cassie was a tremendous support system for me throughout the entirety of my internship. Without Cassie's support, I may not have been able to navigate remote learning as well as I did. I cannot stress enough how important it is to set up a line of communication with a professor, an instructor, or a fellow student. I wouldn't be where I am now without the support of others.

Read more about Gauthier's UNH experience [here](https://cola.unh.edu/spotlight/parker-gauthier-19): <https://cola.unh.edu/spotlight/parker-gauthier-19>

Please share stories and events with *ReVisions* editors: James.Rioux@unh.edu and Laura.Smith@unh.edu