Senior Spotlight: Brandi Branham

1) If you could take the place of a character in a novel, who would you be and why?
Jordan Baker. She is so cool and collected. Plus, she's a killer tennis player and I've always secretly want to play tennis. She gets to ride the coattails of the outrageous, lavish, dangerous on-goings that surround Nick and Gatsby without completely losing her mind like everyone else.

2) What is the single best English class you've taken at Carleton and why?
It's an unbreakable tie between American Playwrights of Color with Nancy Cho and Hemingway/Faulkner/Fitzgerald with Mike Kowalewski.

3) Tell us something that most of the other English majors don't know about you.
I have two tattoos! One on my shoulder I got when I was abroad in New Zealand and a bird on my left shoulder blade.

4) Which book would you be okay never reading again?
The Last of the Mohicans. Even saying it gives me the chills.

5) Six words describing your experience as a Carleton English major:
All of the creative writing classes!

Quote of the Week

“I grow old...I grow old...
I shall wear the bottoms of my trousers rolled.”

STUDENTS! Call in to ext. 4322 with the author and the name of the week. The first person to correctly name the quotation will win a special package of cookies with a faculty signature!

Last week's winners correctly identified the quote from Merchant of Venice. First place was a very prompt response from John O'Brien and second place was

THAT BABY WROTE WHAT?

Who is this famous author? Email whit-er or lanec with your answer and you get to pick next week's baby.

JAMES KINCAID: Distinguished Visiting Lecturer for Fall

5 pm on Thursday, October 18
“Great Expectations and Death” in Boliou 104

4 pm on Friday, October 19
Informal discussion on David Copperfield
2nd floor Laird Hallway by the stairs

“We to bird a nest, the spider a web, man friendship.”

William Blake

Friend the English Department on Facebook
1. What is your favorite reading on the syllabus for this course? We are reading the W. Rhys Roberts translation of Aristotle's Rhetoric. Students have been particularly impressed with Book II, which anticipates a great deal of current psychological theory. They wrote some wonderful papers that updated Aristotle's views in light of relevant scholarly literature in psychology.

2. Judging by the course description, this course seems to approach the A & I Seminar from a methodological standpoint? Why do you think this is particularly useful? I'm not quite sure what you mean by “methodological.” However, I am firm believer in writing that takes audience and purpose into account. Therefore, most of the assignments either focus on rhetorical analysis of others’ writing or on gathering information to make a persuasive case to a specific audience. The final project will result in a poster session at 8:30 a.m. on November 7, in Great Hall, featuring posters on how various Carleton departments deliver the liberal arts. Everyone is invited, and President Poskanzer will talk with each student about her/his findings. Please come and be part of the audience.

3. If you could take any other A & I seminar being offered in the English department, what would it be? Probably the one on Shakespeare and film.

4. What do you enjoy most about teaching A & I seminars? I always enjoy teaching first-year students during their first term. They have plenty of energy and high expectations of themselves and of college in general.

5. This course focuses on what makes good college writing. From your experience, what traits are common to bad college writing? What are the traps that writers normally fall into? Having administered the sophomore writing portfolio for about 10 years, I can speak to some faculty views on “bad” writing. The portfolios rated “needs work” often lack clear connections between claims and evidence, citations are frequently absent or inscrutable (which may be partly due to the expectations of a particular assignment), and students underestimate the benefits of proofreading, even for a project that constitutes a graduation requirement. That last complaint shows how textual etiquette can affect reader opinions on the quality of a writer’s work.

6. What is your cure for writers’ block? My personal cure: write anyway and hope that I get to a place where something begins to look like an idea. I tell my students that my “introduction” often shows up at the bottom of page 4 or so; it’s not that the first 4 pages are wasted, exactly. Some times the thinking has to come out of my brain via my fingers before I recognize it on the screen or the sheet of paper.

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**top 10 things to do at the Dickens marathon reading**

1. Heckle/Listen intently to your friends and favorite professors. The full line-up available on the Facebook event and it’s posted in Laird.
2. Bring readers some curly fries. We’ll be in Upper Sayles above the bookstore. Also, no one will judge you for eating the whole chicken strip melt if you are listening to Dickens.
3. Bring signs to cheer on your readers.
5. Eat cake. There will be a celebration at the end of the reading, which should be around 9 pm on Wednesday.
7. Tell your Miscellany editors how useful/less this publication has been so far this year. We’re reading from 11 to midnight on Tuesday.
8. Tell your friends, “No, not that David Copperfield,” when they ask you where you are.
9. Don’t switch out the copy of David Copperfield for Fifty Shades of Grey and see how long it takes for someone to notice.
10. Watch a super fun Carleton tradition get reborn.

**Dickens marathon.**
**Tuesday 9 am - Wednesday 9 pm.**
**Clear eyes, full hearts, can’t loose.