

# The Write News

THE WRITE ATTITUDE NEWSLETTER  
FOR SSU STUDENTS, FACULTY,  
AND STAFF  
SPRING 2017/Issue 8

**Documentary Filmmaker  
June Cross visits SSU**

GPC Poets  
Virgil Suárez,  
Kim Addonizio, and  
Rachel Griffiths talk  
to SSU students

**QEP Contest Winners**

The Important Role of a  
QEP Student Ambassador

SSU Staff Member  
Tina Brown talks about  
her book at the  
QEP Lunch & Learn

Read  
more  
inside!

Ashley Bennett,  
SSU Biology Major &  
QEP Student Outreach Intern





## **The Write Attitude**

**is SSU's Quality Enhancement Plan (QEP),  
a campus-wide initiative to enhance student  
learning by improving attitudes**



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**The Write News** keeps students, faculty, and staff aware of important information and events related to writing, demonstrates how strong writing skills are necessary in the professions, and showcases our SSU authors.

**The Write News** is the newsletter of **The Write Attitude, the Quality Enhancement Plan (QEP) at Savannah State University**, a campus-wide initiative to enhance student learning by improving attitudes about writing.

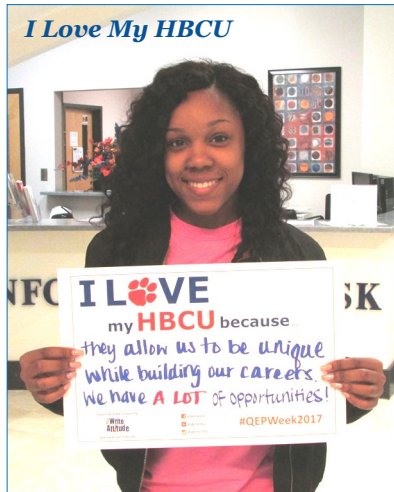
Please share your articles, essays, poems, and other writing samples and experiences with us.

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## SSU Has *The Write Attitude* During QEP Week 2017

By Kiara Lewis, QEP Student Outreach Coordinator



From March 20-24, 2017, the Office of the Quality Enhancement Plan hosted a week full of interactive events for the SSU campus and community. Beginning on Monday, March 20, the QEP kicked off its week with “I Love My HBCU.” Students, faculty, and staff were provided posters to express their love for Savannah State through writing, with reasons ranging from SSU being a “home away from home” to it allowing them to embrace themselves for who they are.

On Tuesday, March 21, students shared their artistic talents with chalk during the QEP’s “Sidewalk Talk” event. The goal of this event was for participants to write positive messages on the sidewalk

as encouraging reminders to anyone who viewed them. Students created a masterpiece of colorful inspiration, as they wrote messages in the form of song lyrics, poems, quotes, and bible verses.

“Open Mic Night” took place on Wednesday, March 22, and featured organizations like W.O.R.D. Inc., Estuary Creative Writing Club, and a special appearance from the Spitfire Poetry Group. These spoken word artists, that included many of SSU’s very own students, took the stage to showcase their amazing poetry-spitting skills. Snaps and cheers of excitement sounded through Elmore Theater by attendees who were wowed by the lyrical pieces.



On Thursday, March 23, Ms. Tye Whitely, freelance writer and author of *50 Tips for the HBCU Student* and *Pamper Me Period*, presented as the guest speaker for the QEP Lunch and Learn event. Ms. Whitely gave insight to attendees about writing as a freelancer and the strategy of writing books as guides. Student attendees benefitted by receiving helpful information along with free lunch.

The QEP ended its week by celebrating Women’s History Month through a “Write to Inspire” event on Friday, March 24. Participants wrote heartfelt messages to one woman of their choosing who encouraged them and inspired others.

With a combination of Tiger Pride and the Write Attitude, the QEP Student Ambassadors, SSU students, faculty, staff, and all other partners were the backbone to the success of QEP Week 2017.





Savannah Book Festival author Alejandro Danois talks about sports and his new book *The Boys of Dunbar* at campus event

By SSU Student Brandy Simpkins\*

As part of the Savannah Book Festival, author and sports editor Alejandro Danois discussed his new book, *The Boys of Dunbar*, at an event held on February 17, 2017, in the Student Union Ballroom.

About 20 people, including students, faculty, and staff, attended his talk, which was hosted by the Quality Enhancement Plan (QEP) *The Write Attitude*, a campus-wide initiative to enhance student learning by improving their attitudes about writing.

Danois's book is a true story of the greatest basketball team of all time.

The author explained the passion that he had for the story that he wrote. He told his audience he started to write the story 30 years

after the team existed, but writing the story was a 10-year process itself. It was a story of love, hope, and basketball.

When asked what kept him motivated for 10 years to write the story, he said, "I really believed in it, and I had really been invested." He then explained that he would have the men all sit in on conference calls to recall what had happened in their earlier years. "The more the story came alive, the more excited I got," said Danois.

Savannah State University, through the Office of the QEP, is one of the sponsors of the Savannah Book Festival.

"Every year during the Savannah Book Festival we



Author Alejandro Danois talks about his new book *The Dunbar Boys* at Savannah State University in an event open to students, faculty, and staff.

bring an author to campus. This year, the QEP Interns, who are also SSU students, selected the author they thought students would like the most," explained the QEP Communications Coordinator Adriana de Oliveira.

Danois's presentation ended with much applause and a book signing opportunity.

"I had no idea that we had events like this going on campus," said Jawan Wilkerson, an SSU freshman. "This was cool, and you know I love basketball."



SSU Student and QEP Communications Intern Melvina Sykes (center) and SSU Student and Tiger's Roar Sports Editor Kelvin Arms (right) interview Savannah Book Festival author Alejandro Danois (left) for an episode of the QEP Radio Show *The Writers' Way*.

\* SSU Student Brandy Simpkins attended the event and her article was featured on *Tiger's Roar* (online) on February 22, 2017. The student agreed to have her article published in *The Write News*.

## AUTHORS AND POETS VISIT SSU

### A Poet Talk with GPC Poets Rachel Griffiths, Virgil Suárez, and Kim Addonizio at Savannah State University



Rachel Griffiths



Virgil Suárez



Kim Addonizio

In academic year 2016-2017, Savannah State University students, faculty, and staff had the pleasure on attending three talks and question and answer sessions led by the Georgia Poetry Circuit (GPC). Featured poets included Virgil Suárez (November 18, 2016), Kim Addonizio (February 3, 2017), and Rachel Griffiths (April 7, 2017).

Every academic year, three poets are selected by the GPC, a consortium of ten Georgia colleges and universities that work together to bring renowned writers to visit their campuses and provide free lectures and readings to Georgia residents. Savannah State University has been part of that consortium for the past three years.

Access the April 2017 *Poetry in The Air* radio show and listen to amazing interviews with Rachel Griffiths and Kim Addonizio. The interviews were conducted respectively by Dr. Jon Elmore, SSU Writing Center Director, and Dr. Neesha Navare, Assistant Professor of English:  
[qep.savannahstate.edu/About-QEP/Radio-Shows.aspx](http://qep.savannahstate.edu/About-QEP/Radio-Shows.aspx)

### A Cuban Dream In Three Parts

#### Poem by Virgil Suárez

1.

I am dreaming again  
of breasts. Mountainous,  
slick with morning dew breasts.

A golden rooster pecks  
at my eyes, its red wattle  
like a hand with fingers.

A flame tongue.

2.

I am a child again, trying  
to climb a pyramid of green  
coconuts in the Chinese bodega

Someone hands me a mechete.

When I start to hack them in half,  
white doves flutter out to the street.  
Every skull keeps a secret.

3.

There is a bearded man in my dream,  
he is dressed in a military uniform.  
His finger nails are sharpened like thorns.

When he looks down at me, I see  
a body dangling from a ceiba trees branch  
in his almond-colored eyes.

It is my father, a gardenia blooms  
in his mouth. He spits petals at me.  
In each is written my own demise.



## Teach Students How to Learn at Savannah State University, a Campus Learning Experience

By Danita Townsend, Retention Coordinator at Savannah State University

Dr. Saundra McGuire writes, “When I speak to faculty around the country, I hear many say, if my students were better prepared for my class, they would be doing fine! They believe that lack of academic preparation is the primary reason that students are not successful. I know that it wasn’t lack of preparation that was holding them back; I wasn’t teaching them the learning strategies that they needed” (McGuire 156).

McGuire reiterated this same message to the SSU faculty and staff during the Spring 2017 General Assembly. Her explanation about student learning, both in person and in her book, *Teach Students How to Learn: Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation*, had a profound effect on how I view learning.

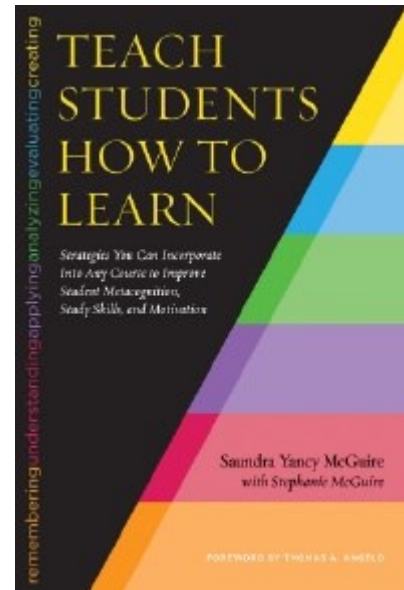
**“I found that Dr. McGuire’s book is not only for helping students succeed but also educates faculty and staff about student learning.”**

In an effort to assist students struggling academically, the Retention Working Group at SSU meets with juniors and seniors who have a cumulative grade point average of 2.0 and below. These students are also either on academic warning or probation. In assisting these students with the help of McGuire’s book, I was able to immediately implement the metacognitive learning strategies including homework as assessment, previewing the textbook chapters prior to attending class lectures, student as teacher, and the intense study cycle. Additionally, I discussed

Bloom’s Taxonomy in order to get students to understand the behavior necessary to be successful in college versus what was required from high school. Students who took part in the new approaches to learning reported higher grades, but more importantly, a better understanding of what it takes to be successful in the classroom and being in “learning mode versus study mode.”

I found that McGuire’s book is not only for helping students succeed but also educates faculty and staff about student learning. In addition to learning strategies, McGuire provides case studies and statistics to demonstrate the effectiveness of the techniques in real-world situations. The book also provides a 50 minute presentation and video that faculty can modify to fit the needs of the curricula and students. I highly recommend the book for anyone interested in bridging the gap between what some view as academically underprepared students and real-world challenges of students facing academic struggles.

In March and April, SSU faculty and staff were invited to participate in a campus learning community to discuss McGuire’s book, what strategies they employed with SSU students, as well as any outcomes. Faculty and advisors discussed the metacognitive learning strategies outlined in the text and the needs of SSU students in connection with the strategies. This forum provided everyone with an opportunity to share best practices and assist each other in identifying the most effective ways to motivate students in the learning process. I believe strongly that such workshops must continue in order for this campus to continue to move towards a student-centered environment where students are free to learn and explore.



Saundra Yancy McGuire with Stephanie McGuire. *Teach Students How To Learn Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation*. Sterling, Virginia: Stylus Publishing, LLC, 2015. Print.

Dr. Saundra McGuire was the Keynote Speaker at the Spring 2017 General Assembly at Savannah State University. You can read her presentations *Maximizing Impact on Student Success at Savannah State: It Takes the Whole Village!* and *Metacognition, Mindset and Motivation: Keys to Improving Student Learning!* at [qep.savannahstate.edu/Faculty-Staff/Center-for-Faculty-Excellence.aspx](http://qep.savannahstate.edu/Faculty-Staff/Center-for-Faculty-Excellence.aspx)

### What Remains of our Questions: A Note on Philosophical Writing and Writing Your Rights

By Dr. Alfred Frankowski, Assistant Professor of Philosophy at Northeastern Illinois University (NEIU) \*

What is philosophical writing and what is the relation of the philosophical writer to the question of rights? This is a peculiar question for someone who is still becoming used to being considered both a philosopher and a writer. But in one sense, philosophical writing is largely about argument construction and argument analysis, while in another sense it is about posing and pursuing questions. Philosophical writing is structured around research questions, and it strives for precision, logic, and clarity. It is akin to the doctor at an autopsy, laying out the subject, surveying it, and applying the tools of her trade to take apart the various pieces, following out clues, to unearth a truth concealed. But philosophical writing is also concerned with the questions that remain after the fact and demand of every is, a *why*—meaning it demands a confession of what right a fact or assumption has. This is the mark not so much of philosophical writing, but the philosophical in the art of writing.

During the *Write your Rights: Writing, Race, & Politics* symposium, held at Savannah State University on February 7, 2017, the topics covered ranged from structural racism, protests, and memory to genocide culture the present traces of colonialism. But in all of this, we pursued not only the facts of these topics, but also what is at stake in writing out our questions, we followed out what it might mean to view ourselves and our world by these terms. In doing this we put ourselves in questions, philosophically. Philosophical questions do entail questions about our rights, but maybe this is true in a peculiar sense. Isn't *writing* about claiming our rights in posing our questions? Is it not also about questioning the word and the context in which that word operates? Are we not questioning not only our rights or the assumptions of rights, or the absence of rights, or the limits or distribution of rights, but the world in which these terms operate? Conversely, in philosophical writing, are we not also claiming the right to

question and in claiming the right to question are we not claiming our own relation to our rights and this world, if not reformulating this relation in the process of writing? In this sense then is not philosophical writing closer to the musical experiment as opposed to the autopsy room? Is it not found in the collaborative practice of spontaneity whereby we find our questions in the questioning and by sorting out what is from what must be accounted for from also what remains? Is it not this putting one's self in question that makes our own efforts, whether they are successes and failures, meaningful? Philosophical writing is about providing a voice, but it is a voice that questions both the reader and the writer, challenging both to be accountable. What this challenge of accountability means is prefigured only in the questions that remain. But I think it is fair to suggest that these are our questions and they are yet to be written.



Dr. Walter Isaac (left), Lecturer at SSU, Dr. Grant Silva (center), Assistant Professor of Philosophy at Marquette University, and Dr. Alfred Frankowski (right), Assistant Professor of Philosophy at Northeastern Illinois University, address an audience member's question during a panel discussion at "Write Your Rights, Writing, Race, & Politics" event at Savannah State University.

\* Alfred Frankowski, PhD  
(a-frankowski@neiu.edu):

Dr. Alfred Frankowski research interests are focused on Post-Raciality, Memory and Memorial Aesthetics, Reconciliation Politics, Prison Abolition, African Genocide, and Necro-Politics. He is a founding member of the Genocide Research Group with affiliated faculty of the African and African American Studies Program at NEIU.

Dr. Frankowski is the author of *The Post-Racial Limits of Memorialization: Toward a Political Sense of Mourning*.



## On the Difficulties of Writing Philosophy from a Racialized Subjectivity

By Dr. Grant J. Silva, Assistant Professor of Philosophy at Marquette University \*

This short essay is about the loss of voice. It is about the ways in which the act of writing philosophy often results in an alienating and existentially meaningless experience, especially if you are a woman and/or a minority. Unless one actively resists and consciously tries to keep sight of who they are while philosophizing, philosophy has a tendency to disembodiment its practitioners, which is strange since most philosophy, especially since Socrates, begins under the banner of “know thy self.”

***“In order to ask ‘big questions’ one has to achieve sufficient discursive breadth, that is, a way of speaking, thinking and writing that places you on the same page as the great thinkers of history...”***

To get my point across, I ask the following question: What does philosophy have to do with you, or, perhaps more precisely, what do you have to do with philosophy?

When first introducing philosophy to students unfamiliar with it, often times professors and instructors will describe this field as the “love of wisdom.” Comprised of the Greek terms *philo* (“love”) and *sophia* (“wisdom”), the word “philosophy” quite literally means “the love of wisdom,” so, in a sense, these professors and instructors are not wrong. However, to think of philosophy as merely the love of wisdom is an impoverishment and understatement: the loving of wisdom was never meant to be an end in-itself; no one loves wisdom simply for the sake of loving wisdom. Philosophers aspire after

wisdom because it frees (or “enlightens”) one from obscurantism, ignorance, dogma, falsehood and various forms of ideology and false-consciousness that support social and political institutions (many of which happen to be unjust). Thus, there is an inherent liberatory quality in philosophy.

Similarly, philosophy is often described as the universal science of thought, a rigorous and critical examination of “how everything hangs together.” Along these lines, while a precise definition is quite difficult to arrive at, most philosophers agree that this discipline asks important questions about life, death, right, wrong, good and bad, God and the nature of religious belief, the nature and extent of human knowledge as well as the meaning of life (in addition to more). Another way of putting it suggests that philosophy concerns itself with the asking of “big questions.”

***“Philosophy requires that we ask questions that pertain to all of humanity, not just our individual self; the universal and not the particular.”***

In order to ask “big questions” one has to achieve sufficient discursive breadth, that is, a way of speaking, thinking and writing that places you on the same page as the great thinkers of history, e.g. Plato, Augustine, Descartes, Kant and others. For many professional philosophers, the practice of philosophy requires that we speak in a way that transcends human difference, in a way that arises above the particularities of our individual

or collective historical and cultural contexts. One must strive to write in a way that speaks across the ages, across time and space. Philosophy requires that we ask questions that pertain to all of humanity, not just our individual self; the universal and not the particular. Much like the “love of wisdom,” this understanding of philosophy is equally problematic, particularly for those of us who wish to philosophize from racialized and/or gendered perspectives.

In being asked to write, speak and think in a way that spans both time and space, students of philosophy are often forced to downplay or drop those aspects of their lives that tend to be rather meaningful on individual (and collective) levels. Worse, since the widest discursive breadth possible comes by finding a common (read “universal”) ground, budding philosophers are often forced to speak in terms articulated by those of the dominant perspective(s). To put it differently, if philosophy is the “science of thought,” as a science it depends on a particular method. Such method does not come from nowhere but is a product of specific philosophers in particular places and points in time. In the context of professional academic philosophy, this means students are asked to speak, write and think in ways that make sense within a methodological context articulated predominantly by dead white men.

Indeed, as one can probably realize, there is no such thing as an objective, impartial “view from nowhere,” a point that sets up quite an interesting predicament: either way one goes about it they cannot avoid philosophizing from a

## Dr. GRANT SILVA: PHILOSOPHY, WRITING & RACE

### cont.

particularized perspective; it is either yours or that of the dominant point of view passing itself off as universal. I ask, why not choose to be you when you philosophize?

For many individuals attempting to philosophize from the perspective of racialized identities (that is, as a Black, Latin or mixed-race/mixed-ethnicity person), philosophy can (and should) have great liberatory import. It should help set you free. Unfortunately, as this short essay explains, most academic philosophy takes place from the perspective of freedom and great privilege. The kinds of questions that philosophers ask (i.e., “big questions”) take for granted a philosophical subjectivity that is often metaphysically, legally, and politically secure. Freedom of mind, thought, and conscience are prerequisite. In this sense, rarely does one have opportunity to think philosophically about gender, race, class, ethnicity and more. These are areas or topics that dominate ethnic studies, gender and sexuality studies, economics, sociology, etc.,

or so the story goes. For women, racial minorities, colonized peoples (and those whose sense of self begins from a position of oppression) such a starting point is a luxury. To think from these perspectives means one cannot help but use philosophy *for the sake of freedom*.

Think about it in terms of hunger. When one is hungry all they can do is think about food (the stuff of Snickers commercials). Once one is satiated, when one has eaten, then they are capable of entertaining and contemplating abstract philosophical questions (those about God, life, death, good and bad, etc.). Philosophy, to continue with this metaphor, often begins from the point of view of persons stuffed to the gills! To philosophize in a way where you matter, the racialized and gendered you, means that one uses philosophy such that it resembles “the love of wisdom,” but more so in terms of how wisdom sets us free from misguided and hubristic ways of knowing. We should appreciate philosophy for its liberatory potential.

Nonetheless, how is this liberatory propensity and potential cut short when sexual, racial and political oppression are not proper or “traditional” philosophical topics?

Philosophy is not an end in-itself but part of the struggle against multiple forms of dehumanization and oppression. It is the affirmation of sociality and the denial of anti-social behavior, to borrow a thought from my friend Nelson Maldonado-Torres. Philosophy ought not only free one from misuses of reason or the type of intellectual laziness that all humans suffer, but it also should be used to liberate ourselves from the types of intellectual nonage imposed by social injustice, racial and gendered totalization and oppression.

In using philosophy to think about the particularities of human existence, we should philosophize as hungry persons. **Again, I ask, how are you (i.e., the person you are, your identity, your race, gender, ethnicity or nationality) relevant to philosophy?**



Dr. Grant Silva talks about writing, race, & politics to an attentive audience at Savannah State University.

\* **Grant J. Silva, PhD** ([grant.silva@marquette.edu](mailto:grant.silva@marquette.edu)): Dr. Grant J. Silva specializes in Latin American philosophy, political philosophy and the philosophy of race/ethics of racism. He received his doctorate from the University of Oregon (2011). Prior to Marquette, Dr. Silva held positions at the Illinois Institute of Technology and Canisius College.



# THE QEP & THE KNOW TO LIVE PROJECT

## HIV/AIDS & Hepatitis C. Read. Think. Write. Act.

A week dedicated to raise awareness of HIV/AIDS & Hepatitis C led by the Social Work Department at Savannah State University



From left to right: Filmmaker June Cross, and documentary subjects Willhemina Dixon and Dayshal Dix participate in a panel discussion at Savannah State University. Photo: Jason Miccolo Johnson



SSU staff member, journalist, and author Tina Brown talks about her book *Crooked Road Straight: The Awakening of the AIDS Activist Linda Jordan* at the QEP Lunch & Learn.



SSU Social Work Department Students, Faculty and Staff with Willhemina Dixon and Dayshal Dix after the panel discussion at Savannah State University. Photo: Jason Miccolo Johnson

From April 18 to April 20, 2017, the Social Work Department at Savannah State University (SSU) hosted several events to share important information and bring awareness about HIV/AIDS and Hepatitis C. All events were free and open to the public.

*The Write Attitude* was one of the sponsors of that incredible initiative, bringing to campus critically-acclaimed documentary filmmaker and author June Cross and inviting Tina Brown, SSU staff, journalist and author to be the QEP Lunch & Learn guest speaker.

June Cross delivered a lecture, participated in a classroom discussion and a panel discussion with Willhemina Dixon (grandmother) and Dayshal Dix (granddaughter) facilitated by Dr. Felicia Tuggle, Assistant Professor of Social Work. Willhemina and Dayshal are featured in Cross's documentary *Wilhemina's War*. The film tells the story of Wilhemina Dixon, an uneducated daughter of sharecroppers who helps her family, including her granddaughter, through HIV and AIDS.

Tina Brown talked about her book *Crooked Road Straight: The Awakening of the AIDS Activist Linda Jordan*, her journey to write the book, and also shared the life of the real character of her book, Linda Jordan, who fought against AIDS and became a messenger of hope for families coping with the HIV virus. Linda Jordan died in 2008.

The activities hosted by the Social Work Department were also made possible by the *Know To Live Project*, a Health Resources & Services Administration, and Substance Abuse and Mental Health Service Administration grant.

### A Conversation with Critically-Acclaimed Documentary Filmmaker June Cross

June Cross was interviewed by Jora McDonald, QEP Administrative Assistant, at Savannah State University. The documentarian gave a free and open to the public lecture on April 19, 2017, at the *HIV/AIDS & Hepatitis C. Read. Think. Write. Act. Week*

**Jora McDonald (SSU):** As a filmmaker, author, and scholar how does writing play a role in your professional life?

**June Cross:** *Well, writing is my professional life. As a visual journalist, I write with pictures. So filming the pictures is one part of that writing process and editing the pictures is another part of that process, as well as writing the words to go with that picture... There is also the writing I do to keep myself sane, when I want to free write.*

**Jora McDonald (SSU):** What is it about documentaries, specifically, that you love and what are your goals when developing a documentary?

**June Cross:** *What I love about documentaries is you can't make this stuff up. If it was a movie, people would say it never happened or it couldn't have happened. I think that's one of the reasons why we're seeing sort of an explosion in this whole genre of reality... I think people just want to see real life. I know that when I look at most of the sitcoms and stuff on TV, it just seems so fake. And so I think there is a desire for authenticity.*

**“Wilhemina’s War is the story of Wilhemina Dixon, an uneducated daughter of sharecroppers who becomes a force in her family’s fight for survival from HIV and AIDS.”**

[www.pbs.org/independentlens/films/wilheminas-war/](http://www.pbs.org/independentlens/films/wilheminas-war/)

**Jora McDonald (SSU):** In 2009, you founded the Documentary Program at Columbia University. What are the skills necessary to attend a Documentary Program and to work as a filmmaker? What are some of the important keys to shooting a documentary that you teach your students?

**June Cross:** *First, to be a good reporter and researcher is understanding who the players are. For [the documentary] Wilhemina’s War, for instance,... I had to understand how AIDS was funded at the federal state level and how they were involved in order to understand what was going on with Wilhemina’s and her granddaughter Dayshal’s life. So reporting and research is sort of the first part. Then you have to find a human being who lives in a world through whom you can tell that story. This is really the hard part, considering you have to develop a relationship with them. You also have to know how to shoot the camera and that you can edit it. So the skills are to know how to shoot, write, edit, report, research, and tell a story.*

**Jora McDonald (SSU):** Savannah State University recently screened one of your documentaries, *Wilhemina’s War*. How did you come across this story about Wilhemina Dixon and why was it so important for you to tell?

**June Cross:** *Finances determine a lot about documentaries, but I think part of it was also that I have a lot of family*

*and friends personally who have died from AIDS, and I covered the AIDS epidemic in New York during the 80’s, when nobody knew what it was... and I actually thought that the things I found in South Carolina were issues that had been dealt with and I soon discovered that is actually not just South Carolina. It’s Georgia, Alabama, Mississippi, Louisiana, and Texas, all the way up to Maryland. All nine southern states had these same problems. Focusing on South Carolina became a way to look at the problem all over Southern States.*

**Jora McDonald (SSU):** *The Write Attitude is Savannah State University’s Quality Enhancement Plan, a campus-wide initiative to enhance student learning by improving their attitudes about writing. What suggestions would you like to give to our students and the audience that can help their attitudes about writing?*

**June Cross:** *Writing is really just telling your own story. It’s expressing your sense of self. How do we as a black people tell our own stories if we’re not writing? When I first met Dayshal, she was writing in a journal. She would just write because she didn’t feel that it was okay to express her feelings so she would write everything down. It’s the way we tell our own stories because our stories aren’t going to be told by majority culture...*

**More about June Cross:**  
[journalism.columbia.edu/faculty/june-cross](http://journalism.columbia.edu/faculty/june-cross)



## The Important Role of QEP Student Representatives



Kiara Lewis (left), QEP Student Outreach Coordinator, and QEP Ambassadors Kadeshia Ready, Ashley Bennett, and Quortnee Jones at a QEP event.

In the beginning of each academic year, the Office of the Quality Enhancement Plan (QEP) offers some development opportunities to SSU students. The openings require plenty of commitment and professionalism because the selected students will become the QEP Ambassadors.

The QEP Student Ambassadors have an essential role in the SSU's

QEP, *The Write Attitude*. These students are leaders who create writing opportunities on campus and advocate for writing among students, staff, and faculty members.

They don't have time to get bored. In their weekly meetings with Kiara Lewis, the QEP Student Outreach Coordinator, the QEP Student Ambassadors are invited to give ideas, plan, share tasks, promote, host, and put in place on- and off-campus writing-related events.

Besides developing communications, planning, and leadership skills, the QEP Student Ambassadors have the opportunity to learn, meet and network with national and international critically-acclaimed authors, poets, scholars, and professionals from a variety of fields. It is fair to say that the QEP Ambassadors will have strong features to include on their résumés.



Social Activist Bobby Seale and Quortnee Jones after his lecture at SSU.

The Office of the QEP staff members are very proud of the QEP Ambassadors. We would like to thank and congratulate each one of them for their time, dedication and great results they got from all the activities they planned, promoted, and participated in.

The QEP Student Ambassadors have a positive attitude about writing and disseminate *The Write Attitude* on campus. They are seriously impressive!



From left to right: Kiara Lewis, Diamond Cozart, Lasasha Dawson, and Ashleigh Montford before a book discussion session with students at Thunderbolt Elementary School.



From left to right: Kevin Giles, Kadeshia Ready, Amber Lee, and Malik Collington during a photo shoot for the 2017 QEP Week promotion campaign.

### The QEP Student Ambassadors of all time

Ashleigh Montford	Kadeshia Ready	Olivia Botticelli
Ashley Bennett	Kevin Giles	Quortnee Jones
Amber Lee	Keyonha Shelton	Shanna Tucker
Brittany Riley	Kiara Lewis	ShaRonda Battle
Delorse Moore	Lasasha Dawson	Simone Rolle
Diamond Cozart	Malik Collington	Tanachia Williams
Iman Bethel	Neycha Colvin	

***Thank you very much for  
your great job and for  
having The Write Attitude,  
QEP Student Ambassadors!***

## THE QEP AMBASSADORS AND INTERNS



Melvina Sykes, QEP Communications Intern

"My time working with the QEP is one that I will never forget! As the Communications Intern, I have acquired many skills that have prepared me to go out and work in the real world. I am so thankful to have been given the opportunity to work with this wonderful group of women."



Simone Rolle, QEP Student Ambassador

"My experience as an Ambassador was a very exciting, eventful, and informative one. I never thought that spreading the word about having a good attitude towards writing would be so fun. The events were skillfully planned, the speakers were very engaging, and the team of ambassadors were very friendly and welcoming."



Ashley Bennett, QEP Student Outreach Intern

"I absolutely loved being a QEP Student Ambassador for the last two academic years. It allowed me to meet other students and help them to see that writing does not have to be a bad thing. Being a QEPSA you learn to work as a group and you build bonds and relationships with people."



Kadeshia Ready, QEP Student Ambassador

"I have really enjoyed the two years that I have been a QEP Student Ambassador. It was wonderful to work with people that I could have fun and get along with. The QEP as a whole is such a wonderful program and has helped many students who struggle with writing. I loved how the program allowed people such as authors, poets, and speakers to come to the school to speak and interact with the students."



Kevin Giles, QEP Student Ambassador

"Being a QEP Ambassador exposed me to more styles and genres of writing. The different approaches such as the *QEP Open Mic Night* or the writing prompts every week to get students to write and express themselves were effective. My favorite events were the *Megagenesis* at Johnson High School and the *Sidewalk Talk* where students wrote inspiring messages. I definitely enjoyed my time as a QEP Ambassador."



Amber Lee, QEP Student Ambassador

"I am so grateful to be able to have had the experience of serving as a QEP Ambassador. What I enjoyed the most was being able to vibe with and get to know so many of my SSU peers, from *Lunch and Learns* to *Write for Change* tables to the *Open Mic*. My time spent as a QEP Student Ambassador was invaluable, and I will take all that I learned with me throughout this journey of Life."



Malik Collington, QEP Student Ambassador

"My experience as a QEP Ambassador is one that I wouldn't change for anything in the world. I was never the person to actually care for writing and since becoming an ambassador, I have developed a love for it. Being an Ambassador for QEP helped me not only gain skills that I could use as I go off to grad school, but I was able to teach some of my peers and some of those skills and that is the ultimate reward."

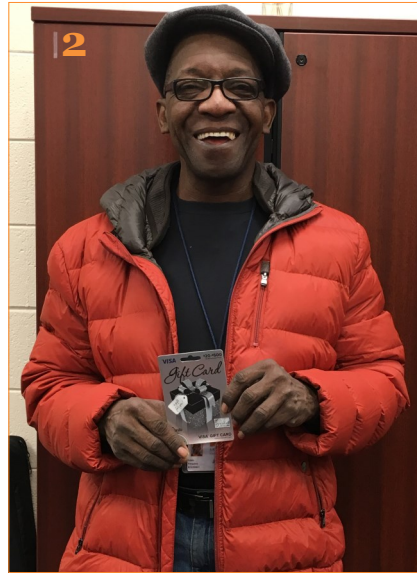


AND THE WRITING CONTEST WINNERS ARE...

Write for Change: Race & Politics



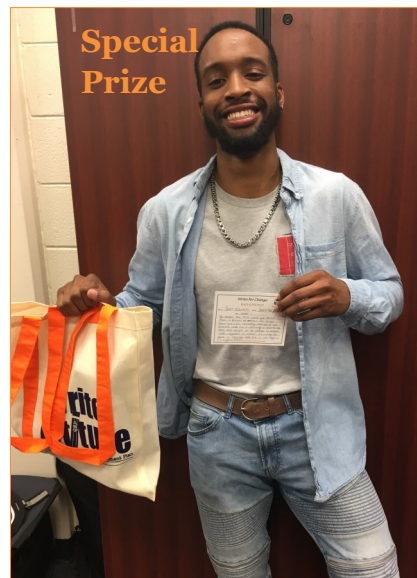
**Dana Francis**



**Eddie Ferguson, Jr.**



**Kentrez Worthen**



**Sean Edwards**

QEP Week 2017: Write to Inspire

**Ebony Peek & Jasmine Monday**

## THE WRITE ATTITUDE: ALL ABOUT YOU

Listen to  
**The Write Attitude  
Radio Shows** at  
[qep.savannahstate.edu/  
About-QEP/Radio-Shows.aspx](http://qep.savannahstate.edu/About-QEP/Radio-Shows.aspx)  
and watch our videos on  
**The Write Attitude TV** at  
[qep.savannahstate.edu/About-  
QEP/The-Write-Attitude-TV.aspx](http://qep.savannahstate.edu/About-QEP/The-Write-Attitude-TV.aspx)

*Participate in the  
QEP writing workshops,  
events, and contests!*  
You will learn, may earn  
extra credit, and could win  
cash or other prizes!

### SSU'S QEP IMPACT REPORT

Please read the entire  
**SACSCOC Fifth-Year Interim  
QEP Impact Report** at  
[qep.savannahstate.edu](http://qep.savannahstate.edu)

### *The Write Attitude & The QEP*

**The Write Attitude**  
is SSU's Quality  
Enhancement Plan (QEP),  
a campus-wide initiative to  
enhance student learning  
by **improving attitudes**  
about writing.

### Campus Writing Resources:

Asa H. Gordon Library

Career Services

*Student Union, Room 115*

Center for Academic Success

*Morgan Hall*

Smarthinking.com

SSU Writing Center

*Payne Hall, Room 201*

### FOLLOW US!

Get instant updates on  
**The Write Attitude  
workshops, events, and  
contests!**



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... and **CONTACT US!**

[qep@savannahstate.edu](mailto:qep@savannahstate.edu)