
Retrospective

ELLEN CECIL-LEMKIN

Ellen Cecil-Lemkin's review of literature, "[What Interests Students in Recreational Reading?](#)" was published in Stylus 1.2 in Fall 2010. She also served as assistant editor for Issue 2.1.

When I began attending the University of Central Florida in 2009, I had no idea what I wanted to major in. So, I enrolled in general education courses with the hope that I'd find an appealing subject to study. One of those courses was ENC 1101 with Adele Richardson. I had done well in my high school English classes, so I was shocked when I read my first scholarly article for that class and struggled with comprehending the reading. I refused to give up, however, and found myself becoming increasingly intrigued with and excited by the rhetorical concepts presented to me in that course. When ENC 1101 ended, I was thrilled to enroll in ENC 1102 the next semester and begin a semester-long research project.

The research question I finally settled on (what interests students in recreational reading?) was born out of my experience of developing a love of recreational reading. Throughout my educational career, I noticed that while I couldn't wait for a quiet moment to read, some of my fellow students were repulsed at the idea. So, I was extremely curious as to why some students loved reading while others couldn't stand it. My genuine interest in the topic led me to throw myself into the research and discover as much as I could. I spent hours poring over the sources and taking detailed notes, which finally developed into my literature review that was published in *Stylus*.

When Professor Richardson encouraged me to submit my work to *Stylus*, I was extremely honored and surprised by her recommendation. While I had done well in school, no one had ever thought that my work was worthy of recognition. So, when *Stylus* agreed to publish my literature review on recreational reading, I was completely shocked.

Those two moments propelled me to make several decisions that would greatly impact my education and career. First, I made the decision to select a major that involved copious writing. If the Writing and Rhetoric major had been available while I was an undergraduate, I definitely would have enrolled. However, my options were between Creative Writing and English Literature, so I chose English Literature. Being published in *Stylus* also encouraged me to apply for a writing tutor position at the University Writing Center (UWC), where I worked at for two years. There, I encountered students who had read my article in *Stylus* (it was a surreal experience for me to learn that my writing was being assigned for homework) and who wanted guidance on writing their own literature reviews. From working with those students and many others at the UWC, I realized that I wanted to teach writing at a college level. After asking Dr. Mark Hall, the director of the UWC, what I needed to do to become a college writing instructor, he encouraged me to apply for graduate programs in Rhetoric and Composition.

These pivotal moments at UCF have led me to where I am today: in my last semester of doctoral work, teaching college composition courses, and writing the final chapters of my dissertation at Florida State University. I am extremely grateful for the opportunities UCF offered me and the recognition and encouragement being published in *Stylus* provided me.

Ellen Cecil-Lemkin



Ellen Cecil-Lemkin graduated magna cum laude from UCF in 2013 with her bachelor's in English Literature. She went on to complete her master's in Rhetoric and Composition at Miami University in 2015 and is planning on graduating with her doctorate in Rhetoric and Composition from Florida State University this year. During her graduate career, Ellen has taught a variety of composition courses dealing with topics such as rhetoric, genre, editing, and peer tutoring in the writing center. Her doctoral research focuses on creating accessible spaces and pedagogies for students with disabilities.