



## FACULTY BIOGRAPHY



### **NUALA LINCKE-IVIC, Associate Professor of English**

Nuala Lincke-Ivic is an associate professor of English at West. She began her college career at Canal Zone College in Panama and then Loyola Marymount University in Los Angeles, and completed her undergraduate and graduate work at The University of West Florida (UWF), "a beautiful, 1,000 acre nature preserve, where I was extraordinarily lucky to benefit from the great educations and fine minds of some of my English professors."

Through UWF, she was able to study at the James Joyce School at University College Dublin, Ireland. She uses her own textbooks in her developmental writing classrooms, and she thinks that "there is no such thing as a 'bad writer'--only an 'inexperienced writer.'" In the classroom, she likes to teach students "real writing"—paragraphs can range in size from one sentence to many sentences, depending on their purpose, and essays do not have to contain a certain number of paragraphs. According to "N," the name Prof. Ivic prefers to use: "To write a good essay, students simply need to know how to create and support a thesis—and to have a reason for supporting the thesis—and of course, they need to understand what they read." Her "job" as an "English teacher," she believes, is to teach students how to understand what they read—and to use what they read to support a thesis—"because in most college courses, students are usually required to write about what they read; they must be able to write well about what they read in order to succeed not only academically, but also professionally—in the workplace." Remembering her own experiences as a student, she continues: "I know that students will resist learning what they think isn't worth knowing--so-called 'busy work.'" She also believes that "students will resist learning things that they think are boring!" Therefore, in her classes, she strives to engage students in "deep learning, not surface learning"—and also "to make reading and writing assignments interesting to students—to discuss issues in which students' own life experiences become very relevant."