

## Curriculum Vitae

### Kevin R. Roozen

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## ACADEMIC APPOINTMENTS

### Auburn University

Co-Director of Composition, Department of English. January 2012 to present.

Associate Professor, Department of English. August 2010 to present.

Assistant Professor, Department of English. August 2005 to August 2010.

## EDUCATION

**Ph.D.** Department of English, University of Illinois at Urbana-Champaign. Composition and Rhetoric, with Special Emphasis in Writing Studies. May 2005. Dissertation: *Mapping Critical Connections: Tracing Undergraduates' Literate Lives*. [Prof. Gail Hawisher (Chair); Prof. Paul Prior; Prof. Peter Mortensen; Prof. Catherine Prendergast.]

**M.A.** Department of English, University of Alabama at Birmingham. English and American Literature. May 1997.

**B. A.** Department of English, University of Alabama at Birmingham. Major in English and American Literature; minor in Biology. May 1994.

## PUBLICATIONS

“Addressing the Complexity of Writing Development: Toward an Ecological Model of Assessment.” Co-authored with Elizabeth Wardle. *Assessing Writing*. (Forthcoming.)

Review of *Teaching the Neglected “R”: Rethinking Writing Instruction in Secondary Classrooms*. Thomas Newkirk and Richard Kent (Eds.). *Issues in Writing*. (Forthcoming).

*Changing Direction: Emerging Scholars' Perspectives on Learning*. Co-edited with Neecee Matthews-Bradshaw. Alabama Humanities Foundation and the Caroline Marshall Draughon Center for the Arts and Humanities. (2011).

“One Story of Many to be Told”: Following Empirical Studies of College and Adult Writing through 100 Years of NCTE Journals.” Co-authored with Karen Lunsford. *Research in the Teaching of English* 46.2 (2011): 193-209.

“Polyliterate Orientations: Mapping Meshings of Textual Practice.” *Code Meshing as World English: Policy, Pedagogy, and Performance*. Vershawn Young and Aja Martinez (Eds.). Urbana, IL: NCTE, 2011. 203-230.

“Tracing Trajectories of Practice: Repurposing in one Student’s Developing Disciplinary Writing Processes.” *Written Communication* 27.3 (2010): 318-354.

“‘Indigenous Interests’: Reconciling Literate Identities across Extracurricular and Curricular Contexts.” With Angelica Herrera. *Inventing Identities in Second Language Writing*. Michelle Cox, Jay Jordan, Christina Ortmeier-Hooper, and Gwen Gray Schwartz (Eds.). Urbana, IL: NCTE, 2010. 139-162.

“The ‘Poetry Slam,’ Mathemagicians, and Middle-School Math: Tracing Trajectories of Actors and Artifacts.” *Exploring Semiotic Remediation as Discourse Practice*. Paul Prior and Julie Hengst (Eds.). New York: Palgrave, 2010. 24-51.

“‘Fan fic-ing’ English Studies: A Case Study Exploring the Interplay of Vernacular Literacies and Disciplinary Engagement.” *Research in the Teaching of English* 44.2 (2009): 136-169.

“From Journals to Journalism: Tracing Trajectories of Literate Development.” *College Composition and Communication* 60.3 (2009): 541-572.

“Journalism, Poetry, Stand-Up Comedy, and Academic Literacy: Mapping the Interplay of Curricular and Extracurricular Literate Activities.” *Journal of Basic Writing* 27.1 (2008): 5-34.

“Math, the ‘Poetry Slam,’ and Mathemagicians: Tracing Trajectories of Practice and Person.” *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* 11.3 (May 2007). 29 May 2007 <<http://kairos.technorhetoric.net/11.3/topoi/prior-et-al/roozen/index.html>>.

“Re-situating and Re-mediating the Canons: A Cultural-Historical Remapping of Rhetorical Activity: A Collaborative Webtext.” With Paul Prior, Janine Solberg, Patrick Berry, Hannah Bellwar, Bill Chewning, Karen Lunsford, Liz Rohan, Mary Sheridan-Rabideau, Jody Shipka, Derek Van Ittersum, and Joyce Walker. *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* 11.3 (May 2007). 29 May 2007 <<http://kairos.technorhetoric.net/11.3/topoi/prior-et-al/index.html>>.

“I’ll be the sun”: From Reported Speech to Semiotic Remediation Practices.” With Paul Prior, Julie Hengst, and Jody Shipka. *Text and Talk: An Interdisciplinary Journal of Language, Discourse & Communication Studies* 26.6 (2006): 733-766.

### **Grants Submitted**

Project title: *Affordances, Constraints, and Roadblocks to Writing Transfer: A Longitudinal Study*. Submitted to: Writing Program Administration. Submitted by: R. Mark Hall, University of Central Florida; Kevin Roozen, Auburn University; Angela Rounsaville, University of Central Florida; Elizabeth Wardle, University of Central Florida.

### **Under Revision**

“Mapping Critical Connections: A Longitudinal Case Study Exploring the Co-development of Extracurricular Journalism and College Writing.” Accepted with specified revisions by *Research in the Teaching of English*.

### **Work in Progress**

*Mapping Nexus of Practice: Sociohistoric Perspectives of Disciplinary Development*. Book-length project.

“Mapping the Production of Pedagogical Practice: A Transformative View of Three Teachers’ Developing Practices and Identities.” Co-authored with Paul Prior, Rebecca Woodard, and Sonia Kline. Proposed chapter for *Working with Academic Literacies: Research, Theory, Design*.

“Acting with Charts: Re-mapping the Ontogenesis of Discursive Practice.” Target journal: *Kairos*.

“Ecologies of Expertise: A Case for Polycontextual Perspectives of Disciplinary Development.” Co-authored article manuscript with Lindsey Rachels. (40 manuscript pages.) Target journal: *Written Communication*.

“Repurposing Religious Practice: Understanding Linkages among Local Literacies.” Co-authored article manuscript with Rachel Reed. (20 manuscript pages.) Target journal: *Community Literacy*.

“Following Comiskey Park: Tracing the Laminations of One Basic Writer’s Literate Activity.” Target journal: *Journal of Basic Writing*.

### **AWARDS and FELLOWSHIPS**

College of Liberal Arts Promotion of Excellence in Teaching and Learning (PETL) award for Community and Civic Engagement. Spring 2012.

Breeden Grant. Summer 2011. Biggio Center for the Enhancement of Teaching and Learning. Auburn University. \$2000.00

Spring Research Grant. Spring 2011. Department of English. Auburn University. \$6000.

Summer Research Grant. Summer 2009. College of Liberal Arts. Auburn University. \$6,000.

College of Liberal Arts Early Career Teaching Award, 2008-2009. College of Liberal Arts. Auburn University.

Computers and Composition Outstanding Digital Production and Scholarship Award. 2007. "Re-situating and Re-mediating the Canons: A Cultural-Historical Remapping of Rhetorical Activity: A Collaborative Webtext."

Gragg Barr Fellowship. The Graduate College and Department of English. University of Illinois at Urbana-Champaign. Spring 2005. \$8,200.

Dissertation Fellowship. Department of English, University of Illinois at Urbana-Champaign. Fall 2004. \$8,000.

Outstanding Teaching Award for Department of English. University of Illinois at Urbana-Champaign. 2003-2004.

List of Instructors Rated Excellent by their Students. University of Illinois at Urbana-Champaign. Fall 2000, Spring 2001, Fall 2001, Fall 2003.

Gragg Barr Fellowship. The Graduate College and Department of English. University of Illinois at Urbana-Champaign. Spring 2004. \$8,200.

Dissertation Fellowship. Department of English, University of Illinois at Urbana-Champaign. 2003-2004. \$8,000.

Summer Fellowship. The Graduate College and Department of English, University of Illinois at Urbana-Champaign. Summer 2003. \$2,500.

Nomination for Outstanding Teaching Award for Department of English. 2002-2003.

## **PRESENTATIONS**

### **Conference Presentations**

"Tracing Historical Trajectories of Practice and Person: Cross-Contextual Perspectives of Literate Action and Development." *Conference on College Composition and Communication*. St. Louis, MO. 22 March 2012. (*Forthcoming*.)

"The Roles of Rhetoric in the Undergraduate Writing Major." *South Atlantic Modern Language Association Conference*. Atlanta, GA. 5 November 2011.

“Beyond Multimodality: A Sociohistoric Approach to Semiotic Remediation Practices.” *International Society for Cultural Activity Research*. Rome. 10 September 2011.

“Code-Meshings as World English: Policy, Pedagogy, Performance.” Roundtable Discussion. *Conference on College Composition and Communication*. Atlanta, GA. 9 April 2011.

“Re-Situating Expertise: A Case for Polycontextual Perspectives of Disciplinary Development.” *Conference on College Composition and Communication*. Atlanta, GA. 7 April 2011.

“Doing Graphic Design, Arranging American Literature, Crafting Creative Writing: Tracing Trajectories of Discursive Practice across Space, Time, and Semiotic Mode.” *American Association for Applied Linguistics Conference*. Chicago, IL. 26-29 March 2011.

"Seeing Writers/Seeing Students: Vernacular Literacies in the Development of Literate Life." *University of Alabama at Birmingham Annual High School Articulation Conference*. Birmingham, AL. 4 March 2011.

“Learning American Literature, Studying the Word, Doing 2-d Design: Re-Situating the Development of Discursive Practice.” *2011 International Conference on Writing Research: Writing Research Across Borders II*. Washington D.C. 17-20 February 2011.

“Re-Situating Expertise: A Case for Polycontextual Perspectives of Disciplinary Writing Development.” *Thomas R. Watson Conference on Rhetoric and Composition*. Louisville, KY. 14 October 2010.

"Development across Domains: Remapping the Production of Literate Practice and Person." *Conference on College Composition and Communication*. Louisville, KY. 19 March 2010.

“Reading, Writing, Remediating: Tracing Ecologies of Literate Action.” *National Council of Teachers of English*. Philadelphia, PA. 20 November 2009.

“Exploring the Intersections of Vernacular and Academic Literacies.” *North Carolina Symposium on Teaching Writing*. Raleigh, NC. 17 October 2009.

"Learning to Look Differently: Varying Temporal and Spatial Perspectives in Ethnographic Inquiry." Invited keynote presentation for the Qualitative Research Network. *Conference on College Composition and Communication*. San Francisco, CA. 11 March 2009.

“Following Fanfiction: Extending Trajectories of Literate Activity.” *Conference on College Composition and Communication*. San Francisco, CA. 11-14 March 2009.

“Linking Multiple Literacies: Attending to the Horizontal Dimension of Literate Development.” Invited keynote presentation for the Conference on Basic Writing. *Conference on College Composition and Communication*. San Francisco, CA. 11-14 March 2009.

"Learning to Look Differently: Re-envisioning Writers and Scenes of Writing." Conference of the Association of College English Teachers of Alabama. Montgomery, AL. 21 February 2009.

“Following Fanfiction: Configuring Functional Systems of Literate Activity.” *National Council of Teachers of English*. San Antonio, TX. 20-25 November 2008.

“Fanfic-ing School: Configuring Functional Systems of Literate Activity.” *Thomas R. Watson Conference*. Louisville, KY. 16-18 October 2008. (Accepted but unable to attend).

“Knotworkings: Coordinating Functional Systems across Time, Space, and Genre.” *Conference on College Composition and Communication*. New Orleans, LA. 2-5 April 2008.

“‘Speaking through Ink’: Exploring the Interplay of Private Literacies and Public Voices.” *Writing Research Across Borders*. Santa Barbara, CA. 22-24 February 2008.

“Enhancing Critical Conversation in English Composition II.” *Association of College Teachers of Alabama*. Auburn, AL. 8 February 2008.

“Writing the Borderlands: Challenging the Boundaries of Community and School.” *National Council of Teachers of English*. New York, NY. 15-18 November 2007.

“The Art of Making Do: Resisting Institutional Representations of Literate Ability.” *Conference on College Composition and Communication*. New York, NY. 21-24 March 2007.

“Indigenous Interests: Incorporating Non-School Writing into the Undergraduate Curriculum.” *National Council of Teachers of English*. Nashville, TN. 16-20 November 2006.

“Teaching Ethnographic Writing: Relevance, Resources, and Reflections.” *Conference on College Composition and Communication*. Chicago, IL. 22 March 2006.

“From Journals to Journalism: Tracing Trajectories of Literate Practice.” *Conference on College Composition and Communication*. Chicago, IL. 24 March 2006.

“Playing with Worlds: Semiotic Remediation Practices in Comedy Skits and Pretend Play.” *International Society for Cultural Activity Research*. Sevilla, Spain. 20-24 September 2005.

“Pi, the Poetry Slam, and Mathemagicians: Tracing Literate Practice across Multiple Contexts.” *National Council of Teachers of English Assembly for Research*. 18-20 February 2005.

"Pi, the Poetry Slam, and Middle School Math: Tracing Tools across the Literate Landscape." *Writing Research in the Making Conference*. Santa Barbara, CA. 5-6 February 2005.

“Recontextualizing School: Learning Academic Genres in Extracurricular Spaces.” *Convention of the National Council of Teachers of English*. Indianapolis, IN. 18-21 November 2004.

“Small Facts Speak to Large Issues: The Ethnography of the University as a Tool for Teacher Development.” *University of Illinois at Urbana-Champaign Community College and University Articulation Conference*. Monticello, IL. 12-14 April 2004.

“Invisible Ink: The Cultural Work of the Undergraduate Extracurriculum.” *University of Illinois at Urbana-Champaign Community College and University Articulation Conference*. Monticello, IL. 12-14 April 2004.

“Mainstream White Sponsorship of African American Literacy: Representation, Reconfiguration, and Resistance.” *Conference on College Composition and Communication*. San Antonio, TX. 24-27 March 2004.

“A Taste of Potted Meat: Exploring Writing in Extracurricular Spaces.” *Convention of the National Council of Teachers of English*. San Francisco, CA. 20-25 November 2003.

“Reading the River: Connecting Currents of Extracurricular and Curricular Activity.” *Center for Writing Studies Colloquium*. University of Illinois at Urbana-Champaign. Urbana, IL. 16 October 2003.

“Undergraduates’ Literate Activity in Extracurricular Spaces.” *University of Illinois at Urbana-Champaign Community College and University Articulation Conference*. Monticello, IL. 14-16 April 2003.

“Jokes, Journalism, and Rhetoric 101: Constellations of Practice.” *Conference on College Composition and Communication*. New York, NY. 19-21 March 2003.

“Beyond Marginality: Contextualizing Basic Writing Identities.” *University of Louisville. Thomas R. Watson Conference*. Louisville, KY. 10-12 October 2002.

“Of Jokes, Journalism, and Academic Writing: Constructing Identities in the Basic Writing Classroom.” *University of Illinois at Urbana-Champaign Community College and University Articulation Conference*. Monticello, IL. 15-17 April 2002.

“Bibliography as Reified Practice.” University of Illinois at Urbana-Champaign *Community College and University Articulation Conference*. Monticello, IL. 15-17 April 2002.

Discussion Leader. “Pedagogical Strategies for Writing Instructors: Rethinking Approaches, Revitalizing the Classroom.” College Conversations Session. *Convention of the National Council of Teachers of English*. Baltimore, MD. 15-20 November 2001.

“The Comedy Club Meets Basic Writing.” *University of California Santa Barbara Writing as a Human Activity Conference*. Santa Barbara, CA. 5-6 October 2001.

“Developmental and Non-developmental Perceptions of the Initial University Experience.” *Annual Conference of the Alabama Association for Developmental Education*. Huntsville, AL. 6 November 1997.

“Through Students’ Eyes: Student Perceptions of Portfolio Assessment.” *Convention of the National Council of Teachers of English*. New Orleans, LA. 6-9 January 1997.

“Making the Transition from High School to College: The Freshmen Tell the Tale.” *University of Alabama at Birmingham High School Articulation Conference*. Birmingham, AL. 14 April 1997.

### **Teaching and Research In-Service Activities**

“Crafting Effective Writing Assignments.” Faculty Workshop. Department of English. Auburn University. 7 November 2011.

“Designing Syllabi for Civic Engagement (CE) Courses. Part I.” Civic Engagement Summer Academy. Auburn University. 17 May 2010.

“Designing Syllabi for Civic Engagement (CE) Courses. Part II.” Civic Engagement Summer Academy. Auburn University. 20 May 2010.

Discussion Leader. Research Network Forum. *Conference on College Composition and Communication*. Louisville, KY. 17 March 2010.

Discussion Facilitator. Qualitative Research Network. *Conference on College Composition and Communication*. Louisville, KY. 17 March 2010.

“Designing Syllabi for Civic Engagement (CE) Courses. Part I.” Civic Engagement Summer Academy. Auburn University. 18 May 2009.

“Designing Syllabi for Civic Engagement (CE) Courses. Part II.” Civic Engagement Summer Academy. Auburn University. 21 May 2009.

“Designing Syllabi for Civic Engagement (CE) Courses. Part I.” Civic Engagement Summer Academy. Auburn University. 14 May 2008.

“Designing Syllabi for Civic Engagement (CE) Courses. Part I.” Civic Engagement Summer Academy. Auburn University. 12 May 2008.

Discussion Facilitator. Biggio Center for Teaching and Learning Symposium. “How People Learn: Research and Application.” Auburn University. 2 February 2007.

“Structuring the Messiness of Writing and Learning.” Auburn University Professional Development Series for New Faculty. Auburn University. 13 September 2006.

“Structuring the Messiness of Writing and Learning.” Auburn University Forum on College Teaching and Learning. Auburn University. 20-21 February 2006.

“Responding to Students’ Writing.” New Teaching Assistant Orientation, Freshman Rhetoric Program. University of Illinois at Urbana-Champaign. 16-23 August 2004.

“Leading Productive Discussions.” New Teaching Assistant Orientation, Freshman Rhetoric Program. University of Illinois at Urbana-Champaign. 16-23 August 2004.

“Applying for Departmental Fellowships.” Graduate Program Friday Forum Series. University of Illinois at Urbana-Champaign. 20 February 2004.

“Commenting on Students’ Final Drafts.” New Teaching Assistant Orientation, Freshman Rhetoric Program. University of Illinois at Urbana-Champaign. 20-25 August 2002.

“Commenting on Students’ Rough Drafts.” New Teaching Assistant Orientation, Freshman Rhetoric Program. University of Illinois at Urbana-Champaign. 20-25 August 2002.

“Government Documents as Resources for Research and Inquiry.” (with Karen Hogenboom, Government Documents Librarian). Resources for Research and Inquiry Forum. University of Illinois at Urbana-Champaign. 11 March 2002.

“The Student Life Archive as a Resource for Research and Inquiry.” (with Ellen Swain, Head Archivist of the Student Life Archive). Resources for Research and Inquiry Forum, University of Illinois at Urbana-Champaign. 12 March 2002.

“What is this Thing Called Academic Writing?” New Teaching Assistant Orientation, Academic Writing Program. University of Illinois at Urbana-Champaign. 21-26 August 2001.

## **TEACHING**

### **Post-Secondary Education**

*Auburn University*

Lead Scholar, *Super Emerging Scholar Program 2011*. Sponsored by the Alabama Humanities Foundation, the SES program is a weeklong residential workshop offering specialized academic enrichment in the humanities designed to assist 16 Alabama high-school students in the development of writing and critical thinking skills necessary for success in secondary and post-secondary education. I designed a curriculum for SES that fosters opportunities for participants to examine the significance of their own cultural values and meanings through in-depth studies of literature, history and the arts. Summer 2011.

*English 7050, Composition Studies: Re-configuring "Writing" as "Literate Activity"*: Invites participants to explore the range of theoretical and methodological approaches scholars in fields including writing studies, linguistic anthropology, distributed cognition, and discourse studies have developed as a means of generating richer representations of literate activity. Spring 2009.

*English 1127, Honors Writing Seminar II*: Part two of a required two-semester sequence in English Composition. The course invites students to explore and analyze the roles that language and literacy play in shaping and maintaining a wide range of communities. Spring 2009. Spring 2010. Fall 2010.

*English 7040, English Composition: Approaches and Issues*: Introduces participants to the philosophical and theoretical perspectives of the many approaches that animate the teaching of writing. Emphasis will be divided between approaching Composition Studies as a discipline and preparing students for teaching composition. Fall 2007. Fall 2008. Fall 2009. Fall 2010.

*English 1107, Honors Writing Seminar I*: Part one of a required two-semester sequence in English Composition. The course invites students to explore and analyze the way a wide range of school, community, and workplace activities are mediated by particular ways of reading and writing. Fall 2008. Fall 2009. Fall 2011.

*English 7050, Longitudinal Perspectives of Literate Development*: Immerses participants in longitudinal studies of literate development as a means of exploring the theoretical and methodological models available for conducting longitudinal research and the various elements that shape both the pace and path of persons' growth as readers and writers throughout the life span. Summer 2008.

*English 7300, Rhetorical Theory*: Explores the key figures and texts, theories and practices, and intellectual and educational problems that have shaped rhetorical theory and practice from the classical era to the present, with a special interest in understanding the continuities and discontinuities between the classic and contemporary traditions. Spring 2008. Forthcoming Spring 2012.

*English 1120, English Composition II, Arguing about Literate Life in Cyberspace*: The second of a two-semester sequence in English Composition. Taught as a pilot course for Auburn's revised ENGL 1120 curriculum and themed around the topic of literate technologies, the

class immersed students in analytic argument and methods for accomplishing the kinds of scholarly research and use of sources they will encounter across the curriculum. Fall 2007.

*English 4150, Studies in Workplace Writing:* Drawing on recent research in areas such as literacy studies, composition studies, and technical and professional communication, this course invites students to explore the relationship between the writing and writing instruction undergraduates encounter in school and the literacy learning employees negotiate as they enter the professional workplace. Summer 2007.

*English 7050, Re-imagining Writing and Writing Instruction:* Focuses on the ways key aspects of writing and writing instruction have been re-envisioned over the past four decades, including notions of process, literate development, theoretical frameworks, and the field of rhetoric and composition itself. Spring 2007.

*English 4180, Mapping the Rhetorical Tradition:* This course immerses students in the key themes and issues that have shaped rhetorical theory and practice from the classical era to the present. Through a series of reading and writing assignments, students interrogate the role of rhetoric in society, the rhetorical nature of knowledge and learning, and the relationship between discourse and social and political change. Spring 2006, Spring 2007. Forthcoming Spring 2012.

*English 4150, The Functions of Literacy:* An introduction into how literacy functions in social contexts such as the home, the community, school, and the workplace, with an emphasis on the way writing, reading, and schooling are intimately woven into issues of citizenship, social class, race, technology, and the construction of self. Summer 2006.

*English 1120, English Composition II, Exploring Literacy and Schooling:* Part two of a required two-semester sequence in English Composition. The course provides a foundation for students to meet the demands of scholarly research and use of sources they will encounter across the curriculum. Spring 2006.

*English 4000, Advanced Composition, Ethnography of Literacy:* An intensive writing course with emphasis on expository and argumentative writing. The course asks students to engage in the kinds of reading and writing necessary to conduct their own ethnographic study of literacy and to compose a final ethnography of literacy based on their own primary research. Fall 2005.

*English 1100, English Composition I, Understanding Our Literate Lives:* Part one of a required two-semester sequence in English Composition. The course provides a foundation for the critical and analytical reading and writing students will encounter across the curriculum and helps students to understand and interrogate their development as literate persons. Fall 2005. Fall 2011.

*Dissertation and M.A. Thesis/Portfolio Committees—In Progress*

Eunice Matthews-Bradshaw, Ph.D. candidate. Committee chair.  
 Allan Mendenhall, Ph.D. candidate. Committee member.  
 Victoria Lisle, Ph.D. candidate. Committee member.  
 Heather Pavletic, Ph.D. candidate. Committee member.  
 Stacy Kastner, Ph.D. candidate. Bowling Green State University. Committee member.  
 Melissa Flowers. M.T.P.C. (portfolio). Committee member.  
 Jillian Tomberlin. M.T.P.C. (portfolio). Committee member.

*Dissertation and M.A. Thesis Committees—Completed*

Pearl Shields, M.A. candidate (portfolio). Committee chair. Spring 2011.  
 Elizabeth Savoy, M.A. candidate (portfolio). Committee chair. Spring 2011.  
 Jamie Smith. M.Ed. [Education]. Exam committee member. Spring 2011.  
 Kristen Miller, Ph.D. Committee member. Fall 2010.  
 Amanda MacDonald, M.A. (thesis). Committee chair. Spring 2010.  
 Catherine Foster, M.Ed. [Education]. Exam committee member. Spring 2010.  
 Allison Kirkland, M.Ed. [Education]. Exam committee member. Spring 2010.  
 Amanda Myers, Ph.D. [Education] (dissertation). Committee member. Spring 2010.  
 Chandra West, Ph.D. [Education] (dissertation). Committee member. Spring 2010.  
 Caroline Wilkinson, M.A. (thesis). Committee chair. Spring 2009.  
 Elizabeth Hollis, M.A. (thesis). Committee chair. Spring 2009.  
 Rachel Reed, M.A. (thesis). Committee chair. Spring 2009.  
 Jessica Outlaw Moore, M.Ed. [Education] Exam committee member. Spring 2009.  
 Michael Rifenburg, M.A. (thesis). Committee member. Spring 2009.  
 Madhu Narayan, M.A. (thesis). Committee member. Spring 2009.  
 Paul Hollis, M.T.P.C. (portfolio). Committee member. Spring 2009.  
 Nodya Boyko, M.A. (thesis). Committee member. Spring 2009.  
 Mary Howard Ade, B.A. (honors thesis). Committee member. Spring 2008.  
 Mandy McAlister, M.A. (non-thesis). Committee member. Spring 2008.  
 Susanna Coleman, M.A. (thesis). Committee chair. Spring 2008.  
 Miranda Morrison, M.A. (thesis). Committee chair. Spring 2008.  
 Joanna Phillips, M.T.P.C. (portfolio). Committee member. Spring 2008.  
 Nancy McClendon, Ed.D. [Education]. (dissertation). Committee member. Spring 2008.  
 Erin Roof, M. Ed. [Education]. Comprehensive exam committee member. Spring 2008.  
 Melissa Pojasek, M.A. (thesis). Committee member. Spring 2007.  
 John Lucas, M.T.P.C. (portfolio). Committee member. Spring 2007.  
 Daniel Hasty, M.A. (thesis). Committee member. Spring 2007.

***University of Illinois at Urbana-Champaign***

*English 381, Theory and Practice of Written Composition*: A required course for English secondary-education majors and professional writing majors designed to immerse students in current theories of writing which situate literate practice in particular social contexts, including those of school, home, community, and the workplace. This course also served as part of the University of Illinois at Urbana-Champaign's *Ethnography of*

*the University* initiative, a program designed to include undergraduates in the research mission of the university. Fall 2003.

*Writer's Workshop Tutor.* University of Illinois at Urbana-Champaign. Held weekly hour-long tutorial sessions with graduate and undergraduate students seeking assistance with dissertations, writing assignments, personal statements, and resumes in a variety of disciplines. Spring 2003.

*Summer Bridge Composition:* This six-week composition program for academically at-risk students provided intensive instruction in writing inquiry-driven, source-based academic prose. Summer 2001.

*Rhetoric 102, College Writing II:* Part two of a two-semester course in the Academic Writing Program. Instruction honed the reading and writing skills emphasized in the previous semester through repeated practice in drafting and revising written analytical arguments. In addition, the course focused on developing students' proficiency with locating and using primary and secondary source materials. The course included weekly hourly tutorials. Spring 2001.

*Rhetoric 101, College Writing I:* Part one of a two-semester course in the Academic Writing Program which fulfills the university Composition I requirement. In addition to intensive instruction in producing analytical and argumentative prose, a strong emphasis was placed on improving students' reading comprehension and study skills. Fall 2000, Fall 2001.

*Rhetoric 100, Rhetoric Tutorial:* The tutorial component to Rhetoric 101 and Rhetoric 102. This course provided intensive one-on-one instruction in academic reading, writing, and research practices. Fall 2000, Spring 2001, Fall 2001.

### ***Parkland College (Champaign, IL)***

*ALR 133, Practical Academic and Study Skills I.* This course was part of a pilot program which provided mentoring support for students considered to be academically at-risk. As the instructor, I met weekly with small groups of students to assist them with academic reading and writing tasks. Fall 2002.

*Learning Lab Tutor.* Parkland College. Champaign, IL. Assisted degree and non-degree seeking students with academic and non-academic writing. Fall 2002.

### ***Goucher College (Towson, MD)***

*English 201, Academic Writing II:* This course developed students' proficiency in producing the academic prose common to the college's upper-division undergraduate courses. Spring 2000.

*English 105, Academic Writing II.* Part two of a two-semester sequence that met the college's composition requirement. This course emphasized developing students'

proficiency in producing extended source-based academic arguments. Spring 1999, Spring 2000.

*English 104, Academic Writing I:* Part one of a two-semester sequence that fulfilled the college's composition requirement. This course focused on writing shorter source-based academic arguments. Fall 1998, Fall 1999.

***University of Alabama at Birmingham (Birmingham, AL)***

*English 211, Prose Fiction, The Short Story:* Introduced students to the major traditions in short fiction from 1950 to the present and developed the reading and writing skills necessary for literary analysis. Spring 1998, Fall 1998.

*English 102, Freshman Composition II:* Part two of a two-semester sequence designed to meet the university's requirement in composition. This course, which met in the department's computer classroom, emphasized incorporating information from electronic and on-line sources into lengthy source-based, inquiry-driven research projects. Spring 1997, Spring 1998.

*ESL 460, English-as-a-Second Language for Graduate Students:* Specifically designed for Thai doctoral students admitted to the university's nursing program, this course developed proficiency with the writing and speaking demands of graduate nursing curriculum. Summer 1997.

*University 101, The University Experience:* Designed for students who had been conditionally admitted to the university, this course focused on developing the reading, writing, and critical thinking skills necessary to meet the demands of the undergraduate curriculum. Fall 1997, Spring 1997.

*English 101, Freshman Composition I:* Part one of a two-semester sequence designed to meet the university's composition requirement for entering freshmen. This course, held in the department's computer classroom, developed students' proficiency in analyzing and crafting source-based arguments for an academic audience. Fall 1996, Fall 1997.

*English 099, Developmental Writing:* This course is a prerequisite to the two-semester sequence required to fulfill the university's composition requirement. This course developed students' abilities to produce organized and coherent prose in Standard Edited American English for an academic audience. Summer 1997.

*Writing Skills Center Tutor.* University of Alabama at Birmingham. Evaluated students' writing practices and designed effective tutoring strategies for enhancing students' writing abilities. Academic year 1995-1996.

***Bevill State Community College (Sumiton, AL)***

*English 102, Writing about Literature:* This is a one-semester course which introduced students to short fiction and developed their abilities to meet the reading and writing

requirements of the curriculum. Taught in a computer classroom, this course also emphasized proficiency in word-processing skills. Fall 1997, Spring 1998, Fall 1998.

*Vocational and Technical English 101: Technical Writing:* This course was specifically designed to teach vocational-track students how to meet the literacy demands of the nursing profession. Instruction emphasized familiarizing students with the genres they would be expected to read and write in the workplace. Fall 1997, Spring 1998.

*Reading 113, Developmental Reading:* This course developed students' critical reading skills through analyzing the forms and genres students would encounter in a variety of disciplines across the curriculum. Summer 1997.

## **Secondary Education**

### ***Hannah More High School (Reisterstown, MD)***

*9<sup>th</sup> and 10<sup>th</sup> Grade English:* These courses combined an emphasis on reading and writing poetry, drama, and historical and creative non-fiction with an emphasis on public speaking and performance. Academic years 1998-1999, 1999-2000.

*9<sup>th</sup> and 10<sup>th</sup> Grade Writing Skills:* These courses developed students' abilities to produce school-based prose in narrative, autobiographical, and argumentative genres. Academic years 1998-1999, 1999-2000.

*9<sup>th</sup> and 10<sup>th</sup> Grade Government:* These courses increased students' historical and contemporary knowledge of U.S. government and introduced them to fundamental aspects of citizenship. Academic years 1998-1999, 1999-2000.

## **Related Teaching Experience**

*Freshman Placement Essay Grader.* Freshman Rhetoric Program, University of Illinois at Urbana-Champaign. Spring & Summer 2001, 2002.

*After School Academic Program Tutor.* Don Moyer Boys and Girls Club. Champaign, IL. Provided academic support in all subjects to elementary school students. Fall 2000.

*Athletic Department Tutor.* University of Alabama at Birmingham. Provided instruction for student-athletes in composition, literature, and history courses. Academic years 1995-1996, 1996-1997, 1997-1998.

*English-as-a-Second Language Instructor.* Smolian International House, University of Alabama at Birmingham. Created and implemented lesson plans, selected textbooks, and evaluated the progress of adult English-as-a-Second Language students. Academic year 1994-1995.

*Academic Program Tutor, Math and Language Arts.* Glen Iris Elementary School. Birmingham, AL. Assisted elementary school students in math and language arts assignments. Academic year 1993-1994.

## ADMINISTRATION

*Peer Advisor for New Teaching Assistants,* Freshman Rhetoric Program, University of Illinois at Urbana-Champaign. 2004-2005.

*Duties included:* Helping new teaching assistants during their first year of service to develop as effective and reflective first-year composition teachers; holding weekly meetings with advisees; observing advisees as they teach their classes; supervising as advisees evaluate students' papers; planning and leading professional development seminars; planning and leading sessions during orientation.

*Assistant Director of Freshman Rhetoric,* Freshman Rhetoric Program, University of Illinois at Urbana-Champaign. 2001-2003.

*Duties included:* Training new teaching assistants in current pedagogical practice; organizing and overseeing the advisory system for new teaching assistants and non-tenure-track faculty; organizing and managing ongoing professional development for all instructors throughout the academic year; organizing orientation for new instructors; coordinating and administering placement and transfer exams, including developing prompts and managing scoring sessions; serving as the initial contact for students with concerns about Freshman Rhetoric courses and instructors, and as the initial contact for instructors who have concerns about students; acting as a liaison between campus programs that work with students enrolled in Freshman Rhetoric courses; maintaining the Freshman Rhetoric website and a library of current instructional texts; participating in non-tenure-track faculty and emergency teaching assistant hiring interviews.

## SERVICE

### Professional

Co-chair, Qualitative Research Network. 2010 to present.

Stage 1 reviewer. *Conference on College Composition and Communication*, 2012.

Reviewer for *Written Communication*. 2012 to present.

Reviewer for *Journal of Second Language Writing*. 2011 to present.

Reviewer for *Computers and Composition*. 2011 to present.

Reviewer for Teachers College Press. 2010 to present.

Reviewer for *College Composition and Communication*. 2010 to present.

Reviewer for *Composition Forum*. 2010 to present.

Reviewer for Hampton Press. 2009 to present.

Reviewer for *Research in the Teaching of English*. 2008 to present.

Reviewer for *Journal of Basic Writing*. 2008 to present.

### **Auburn University**

Diversity Representative. Department of English. 2011-2012.

Member, Department Head Search Committee. 2010-2011.

Member, University Writing Program Search Committee. 2010.

Member, Rhetoric and Composition Search Committee. 2009-2010.

Member, Pebble Hill Faculty Advisory Committee. 2008-present

Member, Community and Civic Engagement Planning Committee. 2007-present.

Member, Learning Community Assessment Committee. 2007-2008.

Member. Auburn University's AAC&U Institute Team. AAC&U Institute for the Conference on General Education. 18-23 May 2007.

Member, Composition Committee. 2006-present.

Member, Composition Task Force. 2006-2008.

Member, Rhetoric and Composition Search Committee. 2007-2008.

Member, English Center Committee. 2007-2008.

New Faculty Mentor, Dr. Tiffany Portewig. 2006-2008.

Member, Rhetoric and Composition Search Committee. 2006-2007.

Member, Graduate Teaching Awards Committee. 2005-2006, 2006-2007, 2008-2009.

### **University of Illinois at Urbana-Champaign**

Member, Graduate Teaching Awards Committee. 2004-2005.

Mentor to incoming graduate students. Department of English. 2003-2004.

Conference Coordinator, 39<sup>th</sup> Annual Community College and University English Articulation Conference. Monticello, IL. 14-16 April 2003.

Co-Chair, Textbook Selection Committee. Freshman Rhetoric Program. 2003.

Member, Rhetoric Advisory Committee. 2003-2004. 2004-2005.

Member, Articulation Committee. 2003-2004.

Member, Program Committee, Allerton English Articulation Conference. 2002-2003.

Speaker. "Guide to Freshman Success: A Presentation for Incoming Students and their Parents." June & July, 2002.

Organizer and Host of the *Resources for Research and Inquiry Forum: A Professional Development Seminar for Rhetoric Instructors*. March 16-20, 2002.

Assistant for Orientation of New Teaching Assistants in the Academic Writing Program. 21-26 August 2001.

Member, Textbook Selection Committee. Academic Writing Program. 2001.

### **University of Alabama at Birmingham**

Member, University 101 Development Committee. 1997-1998.

Member, Personnel Committee. Department of English. 1996-1997.

Representative, Graduate School Association. Department of English. 1995-1996.

### **PROFESSIONAL AFFILIATIONS**

Conference on College Composition and Communication

Modern Language Association

National Council of Teachers of English

International Society for Cultural and Activity Research

Lee County Literacy Coalition

## REFERENCES

*Dr. Paul Prior*, Department of English. University of Illinois at Urbana-Champaign. 608 S. Wright St. Urbana, IL. 61801. (217) 333-3024. [pprior@uiuc.edu](mailto:pprior@uiuc.edu)

*Dr. Elizabeth Wardle*, Department of Writing and Rhetoric. University of Central Florida. Orlando, FL. 32816-1346. (407) 823-5416. [elizabeth.wardle@ucf.edu](mailto:elizabeth.wardle@ucf.edu)

*Dr. Gwen Gorzelsky*, Department of English. Wayne State University. Detroit, MI. 48202. (313) 577-7696. [g.gorzelsky@wayne.edu](mailto:g.gorzelsky@wayne.edu)

*Dr. Michelle Sidler*, Department of English. Auburn University. 9030 Haley Center. Auburn, AL. 36849. (334) 844-9085. [sidlema@auburn.edu](mailto:sidlema@auburn.edu)

*Jay Lamar*, Director, Center for the Arts and Humanities. Auburn University. 101 Debardeleben. Auburn, AL. 36849. (334) 844-4946. [lamarja@auburn.edu](mailto:lamarja@auburn.edu)