

# JEFFREY G. HOWARD

(678) 787-1580 | jeffrey.howard@converse.edu | www.linkedin.com/in/howajeffrey

## EDUCATION

**Ph.D.** English and the Teaching of English, Idaho State University, 2017

**Cert.** TESOL (Teaching English to Speakers of Other Languages)—18 credits of graduate coursework

**M.A.** English, Literature and Writing, Utah State University, 2013

**B.A.** English, Professional Writing, *magna cum laude*, Brigham Young University–Idaho, April 2010

## ADDITIONAL TRAINING

Technical Communication Postdoctoral Seminar and Certification, Writing and Communication Program, Georgia Institute of Technology, August 2020–March 2021

Python for DH, Programming4Humanists, Center of Digital Humanities Research, Texas A&M, March–May 2020

Safe Space LGBTQIA Ally Training, Georgia Institute of Technology, September 2018

Digital Pedagogy Postdoctoral Seminar, Writing and Communication Program, Georgia Institute of Technology, August–December 2018

## RESEARCH AND PUBLICATIONS

### Selected Scholarly Articles and Research Notes

“Fostering Reflection and Empathy: Literacy Narratives as Pedagogical Tools in Writing Consultant Preparation.” *Writing Lab Newsletter*, vol. 48, no. 2, 2023. (forthcoming)

“Exhibits in the Center: Creativity, Collaboration, Connection.” *Southern Discourse in the Center*, vol. 26, no. 1, 2022, 36–57. [https://southeasternwritingcenter.wildapricot.org/resources/SD\\_Archive/articles/26\\_1/sdc\\_vo.l-26-1\\_spring-2022\\_full-issue.pdf](https://southeasternwritingcenter.wildapricot.org/resources/SD_Archive/articles/26_1/sdc_vo.l-26-1_spring-2022_full-issue.pdf)

Slayton, Kendra, **Howard, Jeffrey**, and Rocio Soto. “We Are Sharers’: Finding Community in Isolation.” *The Peer Review*, vol. 5, no. 1, 2021. <http://thepeerreview-iwca.org/issues/issue-5-1/we-are-sharers-finding-community-in-isolation/>.

“Pig’ or ‘Fig?’: Grimm’s Law, Phonemic Difference, and Linguistic Agency in *Alice’s Adventures in Wonderland*.” *The Explicator*, 2020, DOI: 10.1080/00144940.2020.1724857.

“Students as Storytellers: Teaching Rhetorical Strategies through Folktales.” *Teaching English in the Two-Year College*, vol. 43, no. 2, 2015, pp. 170–8.

“Pausing for Effect: Silence as a Principle of Learning.” *The Writing Lab Newsletter*, vol. 39, no. 3–4, 2014, pp. 6–9. <https://wlnjournal.org/archives/v39/39.3-4.pdf>.

“Graduate Instructors in the Writing Center.” *Academic Exchange Quarterly*, vol. 18, no. 1, 2014, pp. 135–38.

### Contributions to Edited Collections or Textbooks

Kim, Eugene, Ireland, Jiani Zhu, and **Jeffrey Howard**. *Julia’s New Job*. Interactive Case Studies for Organizational Behavior, Affordable Learning Georgia, Scheller College of Business, Georgia Institute of Technology, January 2023, <https://juliasnewjob.com/>.

**Howard, Jeffrey**, and Alok Amatya. “Expectations for College Communication: Standard American English.” *WOVENText: Georgia Tech’s Bedford Book of Genres*, 2019–20 edition. August 2019.

“Unconventionally Conventional: Teaching Audience and Rhetorical Situation through the Five-Audience Portfolio.” *Beyond the Frontier: Innovations in First-Year Composition: Vol. II*. Edited by Jill Dahlman and Tammy Winner, Cambridge Scholars Publishing, 2018.

“Music in the Milking Barn.” Appeared in Brock Dethier’s *21 Genres and How to Write Them*. UP of Colorado, 2013, pp. 84–7.

### **Creative Works (\*=published prior to *Black Rock & Sage* editorship)**

- “Coastal Triptych.” *Glint*, no. 14, December 2023 (forthcoming).
- “You Were Born in My Bollywood Phase.” *Arcturus*, March 2, 2023, <https://arcturus.chireviewofbooks.com/you-were-born-in-my-bollywood-phase-369ffde1372d>. (creative nonfiction)
- “Scenes from a Children’s Hospital.” *JAMA*, May 17, 2022. (poetry)
- “Spina Bifida Princess” and “A Cosmic Handoff.” *Wordgathering*, vol. 16, no. 1, 2022. <https://wordgathering.com/vol16/issue1/poetry/howard/>. (poetry)
- “How Is a Rock not a Table?” and “Flow (A Cowboy Poem).” *The Dangling Modifier*, Fall 2021, <https://sites.psu.edu/thedanglingmodifier/two-poems-how-is-a-rock-not-a-table-and-flow-a-cowboy-poem/>. (poetry)
- “Familiar Strains, Minor Variations.” *Glass Mountain*, vol. 20, 2018. (creative nonfiction)
- “Hanford.” *Black Rock & Sage*, vol. 14, 2015, pp. 13–8. (creative nonfiction)\*
- “Digging.” *Black Rock & Sage*, vol. 14, 2015, p. 10. (poetry)\*
- “Child Masochism.” *Black Rock & Sage*, vol. 13, 2014, pp. 80–2. (creative nonfiction)\*
- “After Harvest Time.” *Black Rock & Sage*, vol. 13, 2014, p. 53. (poetry)\*
- “Maren’s Parabelle,” “Stone Throw” and “The Back Pasture Hill.” *Scribendi*, 2013, pp. 41–2. “The Back Pasture Hill.” Republished. *Liberalis*, Summer, 2013, p. 23. (poetry)
- “On Tasting Manure for the First Time,” “Bug Collection,” and “Barnyard Ball.” *Scribendi*, 2012, 44–6. (poetry)

### **Selected Public Writing**

- “My Name Is...’: Modifying the ‘Syllabus Day’ Template in Technical Communication.” *TECHStyle*, February 2022. <https://techstyle.lmc.gatech.edu/my-name-is-modifying-the-syllabus-day-template-in-technical-communication/>.
- “What’s in a Name?’: Consultancy, Culture, and the ‘Tutor Jar.’” *Axis*, October 13, 2021. <http://www.praxisuwc.com/praxis-blog/2021/10/12/whats-in-a-name-consultancy-culture-and-the-tutor-jar>.
- Fennell, Jill, and **Jeffrey Howard**. “Students, not Consumers: Rethinking Our Assignment Sheet Design, parts I-II.” *TECHStyle*, February 2021. <https://techstyle.lmc.gatech.edu/students-not-consumers-rethinking-our-assignment-sheet-design-part-1/>.
- Howard, Jeffrey**, Dongho Cha, Hyeryung Hwang, Alok Amatya, and Ben Bergholtz. “Supporting English Language Learning Students at Georgia Tech.” *TECHStyle*, October 23, 2019. Co-authored with. <https://techstyle.lmc.gatech.edu/supporting-english-language-learning-students-at-georgia-tech/>.
- “Rosemary and Time: Slow Food and the Folklore of Taste.” *Digest*, vol. 2. no. 2, 2014, [http://digest.champlain.edu/vol2\\_issue2/rn2\\_2\\_2.html](http://digest.champlain.edu/vol2_issue2/rn2_2_2.html).

### **Interviews**

- Addcox, Stephen. “Beyond the Brittain Fellowship” interview series, parts I-II. Topic: Transitioning from the university to the independent high school. *TECHStyle*, October 2021. <https://techstyle.lmc.gatech.edu/life-after-the-brittain-fellowship-stephen-addcox-part-1/>.
- Onyiuke-Kennedy, Genevieve, et al. “The Shift to Online Consulting at Georgia Tech’s Communication Center, Parts I–II.” Interviewed by Eric Lewis and **Jeffrey Howard**. *TECHStyle*, November–December 2020. <https://techstyle.lmc.gatech.edu/the-shift-to-online-consulting-at-georgia-techs-communication-center-part-i/>.
- Mahboob, Ahmar. “World Englishes, Colonization, and the Definition of *Language*.” *World Englishes*:

*Linguistic Variety, Global Society*, August 20, 2020.

<https://worldenglishes.lmc.gatech.edu/interview-dr-ahmar-mahboob-on-world-englishes-and-definitions-of-language/>.

Wolter, Brent. "Teaching English to Speakers of Other Languages." *World Englishes: Linguistic Variety, Global Society*, March 13, 2019, <https://worldenglishes.lmc.gatech.edu/interview-dr-brent-wolter-on-tesol/>.

Stewart, Steven. "Literary Translation." *World Englishes: Linguistic Variety, Global Society*, February 21, 2019, <https://worldenglishes.lmc.gatech.edu/interview-dr-steven-j-stewart-on-literary-translation/>.

### **Selected Book Reviews**

*World of Wonders: In Praise of Fireflies, Whale Sharks, and Other Astonishments*, by Aimee Nezhukumatathil, in *World Englishes: Linguistic Variety, Global Society*, August 26, 2021,

<https://worldenglishes.lmc.gatech.edu/book-review-world-of-wonders-in-praise-of-fireflies-whale-sharks-and-other-astonishments-by-aimee-nezhukumatathil/>.

*Multilingual Writers and Writing Centers*, by Ben Rafoth, in *World Englishes: Linguistic Variety, Global Society*, January 8, 2020, <https://worldenglishes.lmc.gatech.edu/book-review-multilingual-writers-and-writing-centers/>.

*Thinking Globally, Composing Locally: Re-thinking Online Writing in the Age of the Global Internet*, edited by Rich Rice and Kirk St. Amant, in *Composition Studies*, vol. 46, no. 2, 2019, pp. 234–6.

*The Art of Play: Recess and the Practice of Invention*, by Anna R. Beresin, in *Western Folklore*, vol. 74, no. 2, 2015, pp. 237–40.

*Sabato Rodia's Towers in Watts: Art, Migrations, Development*, edited by Luisa del Giudice, in *Journal of Folklore Research*, online archive, 2015.

*Reclaiming the Rural: Essays on Literacy, Rhetoric, and Pedagogy*. edited by Kim Donehower, Charlotte Hogg, and Eileen Schell, *Composition Studies* 42.2 (2014): pp. 171–4.

### **Podcast**

Chattophadyay, Shinjini and **Jeffrey Howard**. "Advancing Antiracism in the Classroom and Beyond."

*The Office Hour* with Eric Lewis (host), June 3, 2022, <https://anchor.fm/eric-lewis6/episodes/Advancing-Antiracism-in-the-Classroom-and-Beyond-e1jf74/a-a823iee>.

## **PRESENTATIONS**

### **Selected National Conferences**

"Postdoc Positions and Future Possibilities for New PhDs." Conference on College Composition and Communication (CCCC) Annual Convention, Chicago, IL, February 15–18, 2023.

"Helping Students Ask for Help." International Writing Center Association Annual Meeting (virtual). October 20–23, 2021.

"Supporting ELL Students through the Writing Center." International Writing Center Association Annual Meeting (virtual). October 20–23, 2021.

"Remaking the Center: Exhibitions, Space, Art, and Community." International Writing Center Association Annual Meeting. Columbus, OH. October 16–19, 2019.

"A Nest Full of Pinkies." Western Literature Association. Big Sky, MT. September 21–24, 2016.

"The Maternal Trickster and the Eighteenth-Century Tradition of Motherhood." American Society of Eighteenth-Century Studies Annual Meeting. Pittsburgh, PA. March 31–April 3, 2016.

"Giufá's Trickster Exploits: The Subversive Mimicry of the Hybrid Sicilian Other." American Folklore Society Annual Meeting. Santa Fe, NM. November 5–8, 2014.

“Translation as ‘Cultural Brokering’: Applied Folklore, Authenticity, and the Translation of a Foggian Children’s Rhyme.” Western States Folklore Society Annual Meeting. Logan, UT. April 11–12, 2014.

### **Selected Local/Regional Conferences**

“Technological Interventions: Our Responsibility in Institutional Decision-Making.” With Karen Head, Kendra Slayton, and Alok Amatya. Southeastern Writing Center Association Virtual Meeting. February 11–13, 2021.

“The NARWOL Project: The Literacy Narrative as a Tool for Reflective Practice.” With Hannah Lachmayr, Emily Nguyen, Rocio Soto, and Sophia Tone. Southeastern Writing Center Association Virtual Meeting. February 11–13, 2021.

“Growing Relationships: Reciprocity and Community Building with GTPD.” With Karen Head and Brandy Blake. Southeastern Writing Center Association Annual Meeting. Birmingham, AL. February 20–22, 2020.

“Express Coordinate Ideas in Parallel Form’: The Elements of Style and Writing Tutor Education.” Southeastern Writing Center Association Conference, Myrtle Beach, SC, February 21–23, 2019.

“Decreasing Distance through Creative Imitation: A Professional Writer’s Genre-based Approach to Teaching Eighteenth-Century Literature.” TYCA-West Regional Conference. Salt Lake Community College, Salt Lake City, UT. October 2–3, 2015.

### **Invited Talks**

“Tutor and Admin Experiences during COVID.” Featured Panel (virtual), SWCA-GA Fall Forum, University of West Georgia, November 17, 2021.

“Life after Graduate School.” ISU Alumni Panel (virtual), Intermountain Graduate Conference, ISU, March 12, 2021.

“Familiar Strains, Minor Variations.” Rocky Mountain Writers Festival, April 5–8, 2017.

“Folk Songs and Barre Toelken’s Singing Group” (undergraduate student lecture). ISU, October 4, 2016.

“History in a Shoebox: Negatives and Narratives in the Lloyd Furniss Collection.” Narrative Colloquium, ISU, February 19, 2016.

“Ghosts, Graveyards, and Gothic Imagery: Richardson’s *Clarissa* and Cultural Reflections” (graduate student lecture). Utah State University, August 29, 2014.

### **PROJECTS**

Mobile Audio Recording Stations (MARS), Writing Center, Converse University, January 2023–present

- Collaborated with Dr. Sara Torres, a 2023 HIP Grant recipient, to purchase and assemble equipment
- Provided instruction to students and faculty about podcasting (recording and editing strategies)
- Created an online schedule to promote access to and usage of the station

Research Communication Digital Resource, Office of Research and Engagement, Converse University, September 2022–present

- Design Canvas modules around research communication genres (e.g. posters and abstracts)
- Deliver in-person workshops to promote experiential and multimodal learning
- Produce Google slide decks and video tutorials for accessible asynchronous learning
- Connect students to on-campus resources like the Writing Center

NARWOL Archive (Narratives of Reading, Writing, and Other Literacies), Naugle CommLab, Georgia Institute of Technology, June 2019–July 2022 (<https://narwol.lmc.gatech.edu/>)

- Designed a digital repository to display literacy narratives for public audiences
- Provided composing strategies and feedback to contributors
- Created a teaching toolkit to help other administrators use the archive in training consultants

*World Englishes: Linguistic Variety, Global Society*, Writing and Communication Program, Georgia Institute of Technology, January 2019–July 2022 (<https://worldenglishes.lmc.gatech.edu/>)

- Developed a website and a literary magazine for multilingual students and their instructors
- Corresponded with content contributors and prepared their work for publication
- Researched and wrote original content such as teaching reflections, blog posts, and reviews
- Conducted interviews with SMEs on topics related to multilingualism, ESL, and translation

Grants for Britts, Digital Resource Archive (internal site), Writing and Communication Program, Georgia Institute of Technology, March 2021–August 2021

- Collaborated with committee members to collect information regarding funding opportunities
- Iterated versions of the website through peer review and targeted feedback
- Collected and shared examples of successful grant proposals through Dropbox integration

## **SELECTED EXHIBITS**

“A Century of Communication: Student Writing at Converse,” Writing Center and Special Collections and Archives, Spartanburg, SC, January 20, 2023

- Coordinated research and logistics with Special Collections Librarian, Rebecca Daniels
- Scheduled research and meeting times for three peer consultants from the Writing Center
- Edited text cards for curating artifacts and digitized physical materials

Communication Exhibit Series: Naugle Communication Center, Georgia Institute of Technology, April 2019–March 2020.

- Curated physical and digital materials in four multimodal exhibits on the topics of print and digital poetry, comic books, film history, and communication technologies
- Collaborated with archivists from the Georgia Tech’s Special Collections and Archives and communication consultants to plan and assemble multiple exhibits
- Designed marketing materials such as posters, flyers, and bookmarks to publicize the displays

“Business and Pleasure: An Exhibit of Historic Pocatello, 1956-1959,” Special Collections and Archives, Eli M. Oboler Library, Pocatello, ID, August 28, 2018.

- Collaborated with Special Collections intern to select photographs for display
- Conducted historical research regarding Pocatello’s historic Old Town
- Wrote and edited text cards to accompany artifacts

“Seeing Frankenstein: Two Centuries of Imagining Mary Shelley’s Novel.” Eli M. Oboler Library, Pocatello, ID, January 17, 2018.

- Curated original materials and handmade facsimiles for a public audience
- Collaborated with Victorian specialist Dr. Matthew VanWinkle to organize and deliver a public lecture on the cultural impact of Mary Shelley’s *Frankenstein*

- Created and integrated a digital exhibit of images and video assets from cinematic and TV adaptations of and responses to Shelley's novel

“Malady: Physiological, Psychological, and Social Disease in 18th-Century Texts,” Special Collections and Archives, Eli M. Oboler Library, Pocatello, ID, February 2, 2017.

- Curated eighteenth-century works from the Eli M. Oboler Library's Special Collections and Archives for a public audience
- Collaborated with specialist Dr. Roger Schmidt to organize and deliver a public lecture on the significance of illness and medicine in 18th-century culture

## **WRITING CENTER AND WRITING PROGRAM EXPERIENCE**

Director, Converse Writing Center, Converse University, August 2022–present

- Lead staff of 11 graduate and undergraduate students that offers over 750 tutoring hours per semester
- Oversee budget and acquisitions of new technology and instructional supplies
- Mentor and train peer consultants through collaborative projects, online resources, and conferences and observations
- Develop and conduct regular workshops about communication skills and genres
- Foster collaborations among campus divisions, including Special Collections, Career Development, and Office of Research and Engagement

Director, Composition Program, Department of English, Converse University, August 2022–present

- Evaluate the classroom performance of composition faculty and provides feedback to encourage growth
- Collaborate with the English department chair to hire new composition instructors
- Provide regular mentoring and pedagogical support for instructors

Assistant Director/ Interim Co-Director, Naugle Communication Center, Georgia Institute of Technology, August 2019–July 2022

- Collaboratively led a communication center with a staff of 15–20 people that offers over 1500 tutoring hours per semester
- Mentored and trained peer consultants through collaborative projects, staff meetings, and conference activities
- Coordinated and led Conversation Hour events for English Language Learner students
- Developed and conducted regular workshops about communication skills and genres

Embedded Consultant, Industrial and Systems Engineering, Naugle Communication Center, Georgia Institute of Technology, August 2019–May 2020

- Led face-to-face and online group consultations with senior design students in Georgia Tech's top-ranked undergraduate ISyE program
- Provided detailed written and oral feedback on award-winning student projects
- Designed and conducted workshops about client reports and academic poster design

Professional Consultant, Naugle Communication Center, Georgia Institute of Technology, August 2018–July 2019

- Offered ten consultation hours each week in support of students and their multimodal projects

- Created a peer consultant training course in Canvas with readings, quizzes, and videos

Writing and Content Area Tutor, Student Success Center, ISU, August 2013–May 2014

- Offered eight consultation hours each week in support of student writers
- Provided mentoring and support for other peer consultants

Writing Tutor, Writing Center, USU, September 2011–July 2013

- Offered ten consultation hours each week in support of student writers
- Provided mentoring and support for other peer consultants
- Collaborated with other consultants to revise the Writing Center Handbook
- Contributed to the planning and production of instructional videos regarding the writing process for incoming freshmen

## **TEACHING EXPERIENCE**

### **Positions**

Assistant Professor of English, Department of English, Converse University, August 15, 2022–present

- Teach multimodal communication and writing courses for up to 30 students per semester
- Write articles and grant proposals related to composition and writing center studies
- Lead and serve on programmatic and university-wide committees
- Collaborate with faculty and staff on projects related to writing and communication at Converse

Marion L. Brittain Postdoctoral Fellow, Writing and Communication Program, Georgia Institute of Technology, August 2018–July 2022

- Created and delivered multimodal writing and technical communication courses for up to 50 students per semester
- Led and served on programmatic committees focused on grant writing, multiculturalism and linguistic diversity, and academic publishing and editing
- Carried out programmatic assessment of first-year composition courses

Doctoral Fellow, Department of English and Philosophy, ISU, August 2014–May 2017

- Created and delivered first-year composition courses for up to 25 students per semester
- Completed two internships teaching British, American, and world literature to English and non-English majors
- Served on multiple key committees in the department and graduate school
- Organized brown bag meetings to provide additional pedagogical training for graduate teaching assistants

Graduate Teaching Assistant, Department of English and Philosophy, ISU, August 2013–July 2014

- Created and delivered first-year composition courses for up to 25 students per semester
- Completed one internship teaching folklore and composition to freshmen and sophomores

Graduate Instructor, Department of English, USU, August 2011–July 2013

- Created and delivered first-year composition courses for up to 50 students per semester
- Provided mentoring and pedagogical support to incoming graduate instructors
- Carried out programmatic assessment of persuasive writing courses

## Courses

### **Technical Communication**

- Technical Communication: “Introduction to Technical Communication and Instructional Design,” Georgia Institute of Technology (2 sections)

*In this course, I blended principles of technical communication and instructional design to help students create rhetorically effective technical documents. The materials we analyzed and discussed introduced students to the conventions of technical communication genres, including biographical videos, posters, presentations, reports, and other workplace genres. In the process, the students participated in research and writing activities that encouraged them to apply sound planning, documentation, and drafting strategies.*

### **Research Writing**

- Research Thesis Writing, Georgia Institute of Technology (1 section)

*Learning how to communicate science to experts and non-experts alike is a valuable skill set for STEM students. To help these students develop their academic writing and science communication skills, I provided tailored feedback on highly technical research writing and organized opportunities for students to review the work of their peers from other disciplines. I also fostered an environment of accountability and critical self-reflection through group discussions and journals so that students could effectively navigate their data collection and composing processes.*

### **Multimodal Composition**

- Advanced Composition: “Advanced Composition, Multimodal Texts, and Food Media,” Converse University (2 sections)

*With an emphasis on developing arguments in multiple genres, media, and modes, this course helps students to look rhetorically at food production processes and knowledge as they conduct research and create videos, podcasts, social media posts, academic research posters, and other artifacts. By discussing the works of Michael Pollan, Wendell Berry, and other food writers and theorists, students learn to analyze the rhetorical features of arguments and contemporary discourse about food, as well as cultivate sound rhetorical principles and considerations in their own composition and design.*

- English Composition 2: “Exploring the Fourth Genre: Creative Nonfiction,” Georgia Institute of Technology (1 section)

*A primary goal in this class was the augmentation of student understanding regarding the power of personal experience and the many forms personal stories can appear in across media. One method for achieving this goal came through an assignment in which students remediated written memoirs into multimodal artifacts such as posters, social media posts, and instruction sheets. Additionally, I instructed students about creative nonfiction conventions, blended media, and audience expectations. By participating in discussions of themes and techniques used in nonfiction texts by David Sedaris, Brenda Miller, and others, my students produced narratives that defamiliarized and innovated on traditional forms of personal writing.*

- English Composition 1: “Introduction to Creative Nonfiction and Publishing,” Georgia Institute of Technology (online, 2 sections)

*Through a blend of creative nonfiction and poetry readings, students learned how creative writing genres overlap and borrow from each other. I provided students with instruction and tailored feedback as they composed letters, journals, multimodal memoirs, erasure poetry, and group proposals. Our class periods included discussions of themes, literary devices, and forms in nonfiction and poetry texts by Jill Christman, Joan Didion, Seamus Heaney, Natasha Trethewey, and others that illustrated both the “how” and “why” of personal writing.*



- English Composition 1: “Food and Communication,” Georgia Institute of Technology (4 sections)

*By maintaining a dual focus on food matters and multimodal composition, students expanded their understanding of the ways humans use writing, technology, and design to communicate about food in rhetorically sensitive ways to a target audience. In our course, students produced videos, food blogs, manifestos, and menus to create arguments about the value and impact of food in contemporary society. To facilitate students’ examination of online communication platforms, including the Adobe Creative Suite and Omeka, I collaborated with a multimedia librarian and an instructional technology expert, which allowed students to learn and experiment with new technologies as part of their composition process.*

### **Literature**

- British Literature I: “Beginnings through the Eighteenth Century,” Idaho State University (co-taught, 1 section)

*Throughout this survey course for English and Education majors, I and my co-instructor focused our instruction on significant authors, genres, and works from the Medieval, Renaissance, Early Modern, and Restoration periods. We provided students with opportunities to improve their analytical and close-reading skills through in-class discussions, essays, and other projects. To support student development, we delivered written and oral feedback on students’ work, while also developing exams and quizzes to evaluate students’ comprehension of major texts and themes.*

- Introduction to Literature: “Hybridity and Trickster Figures,” Idaho State University (co-taught, 1 section)

*My second teaching internship, this course encouraged students to examine Anglophone and Global Literatures, cinema, and music through the lenses of postcolonialism and folklore studies. Specifically, we analyzed trickster characters in texts by Mark Twain, Aphra Behn, and Edmond Rostand, as well as international folk tales and myths. Ultimately, students came to understand how trickster characters function as subversive and comical social forces within many cultural and literary contexts.*

### **English as a Second Language**

- Vocabulary and Grammar 1, Idaho State University (co-taught, 1 section)

*As part of a practicum conducted through the ISU English Language Institute, I taught grammar (my co-instructor taught vocabulary) to students from Saudi Arabia and Kuwait about parts of speech, tense, number, gender, and subject-verb agreement. I also created exercises in “the four skills” (reading, writing, listening, and speaking) to help students increase their understanding of and proficiency with common syntactical structures in English.*

### **First-Year Composition**

- Introduction to Composition, Converse University (2 sections)

*This course functions as a survey of multiple academic research genres that allow students to conduct primary and secondary research. Throughout the course, students compose literacy narratives, profiles, literary analyses, and research papers. A major aim of the course involves strengthening students’ approach to their own writing and research and helping them to incorporate multiple strategies (including mapping, outlining, and annotating) into their planning, drafting, and revising.*

- Critical Writing and Reading: “Food Matters,” Idaho State University (online, 1 section)

*Students engaged with the topic of food media by composing personal narratives, open letters, summaries, and argument analyses. Throughout the semester, I facilitated discussions regarding creative and critical works focusing on contemporary food issues. These readings allowed the class to evaluate the ideological and rhetorical perspectives of prose works written for multiple purposes and audiences.*

- Introduction to Composition: “Communication and Folklore Studies,” Idaho State University (1 section)

*During my first teaching internship, I facilitated discussion of folk tales, ballads, customs, and material culture in specific cultural contexts and provided opportunities for students to engage with folk processes, genres, and artifacts from their own experiences and heritage. These aspects of folklore became the content of assignments students produced as they practiced the conventions of personal essays, reviews, profiles, and academic research papers.*

- Introduction to Composition, Idaho State University (online, 1 section; face-to-face, 2 sections)

*Students examined and composed blog posts, poetry, personal narratives, memos, and rhetorical analyses. Class discussions dwelt upon the rhetorical strategies and conventions at play in works by Virginia Woolf, Amy Tan, E.B. White, Judy Brady, and other authors. This class also provided students with an introduction to argumentative, digital, and technical communication artifacts.*

- Intermediate Academic Writing: “Research Writing in a Persuasive Mode,” Utah State University (5 sections)

*To help my students develop their understanding of persuasion, I explained and applied stasis theory and Toulmin and Rogerian methods of argumentation, which built upon our discussions of classical rhetoric and logical fallacies. I also gave students multiple opportunities to practice researching and crafting arguments for written and oral genres, and I provided tailored feedback on their persuasive research papers, personal narratives, presentations, and media analyses.*

- Introduction to Writing: Academic Prose, Utah State University (5 sections)

*These courses promoted awareness and discussion of genre conventions through the analysis of works by Zora Neale Hurston, Leslie Marmon Silko, Billy Collins, and others. The ideas presented in these works created opportunities for student collaboration through in-class discussions, oral presentations, and creative group projects. Throughout the semester, I provided specific feedback on students’ original poetry, personal narratives, reviews, and research essays and gave opportunities and support for revision.*

### **Selected Writing & Communication Workshops**

“PowerPoint and Poster Design: Composing with an Online Platform,” Converse University, March 22, 2023

“Research Communication,” workshop series (six workshops on abstracts, artist statements, wireframing, design technologies, writing, and oral presentation), Converse University, October 2022–November 2022

“Writing for the World of Work: Writing that Compels (and Sells),” Converse University, October 21, 2022

“Resources and Methods for Literary Analysis,” Converse University, September 26, 2022

“Research Writing: Identifying, Integrating, and Citing Scholarly Sources,” Converse University, September 13, 2022

“Writing Scientific Arguments: Critical Introductions and the Pitfalls of Plagiarism,” Converse University, September 9, 2022

“Web Design (with WordPress).” Georgia Institute of Technology, April 1, 2022.

“Dissertation Completion Tips,” Georgia Institute of Technology, April 8, 2021.  
“Visual Rhetoric,” Georgia Institute of Technology, April 1, 2021.  
“Pre-Health Personal Statements,” Georgia Institute of Technology, March 14, 2021.  
“Individual and Group Presentations,” Georgia Institute of Technology, September 25, 2020.  
“Resumes and CVs,” Georgia Institute of Technology, September 11, 2020.  
“Poster Design,” Georgia Institute of Technology, February 19, 2020 (in-person) and March 3, 2021 (asynchronous).  
“Pitching Your Work to the Public,” Georgia Institute of Technology, December 4, 2019.  
“Oral Communication and Public Speaking,” workshop series, Georgia Institute of Technology, Fall 2019.  
“Grant Writing,” Georgia Institute of Technology, March 11, 2019, and February 12, 2020.  
“Interview Skills for Multilingual Students,” Georgia Institute of Technology, March 6, 2019.  
“Writing Abstracts,” Georgia Institute of Technology, December 5, 2018.

### **EDITORIAL EXPERIENCE**

Editorial Assistant, Academic Program Review Preparation, School of Literature, Media, and Communication, Georgia Institute of Technology, March 2021  
Editor, *TECHStyle*, Writing and Communication Program, Georgia Institute of Technology, August 2020–May 2022 (<https://techstyle.lmc.gatech.edu/>)  
Editor, *World Englishes: Linguistic Variety, Global Society* (website) and *RAMBLE* (literary magazine), Writing and Communication Program, Georgia Institute of Technology, January 2019–June 2022 (<https://worldenglishes.lmc.gatech.edu/>)  
Editor-in-chief, *Black Rock & Sage*, literary magazine, ISU, August 2015–August 2017  
Co-editor, *Postings*, Department of English and Philosophy Newsletter, ISU, August 2015–May 2016  
Managing editor, Writing Center Handbook, USU, June–July 2012 and June–July 2013

### **GRANT WRITING**

#### **Awarded**

Research grant, “From Individual Practice to Public Engagement: Helping Students Communicate Their Creative and Scholarly Work across the Disciplines,” Office of Research and Engagement, Converse University, November 2022, \$2000. Author.  
Research grant, “*World Englishes: Linguistic Variety, Global Society*: A Pedagogical Resource and Publishing Platform in Transition,” School of Literature, Media, and Communication, Georgia Institute of Technology, April 2022, \$2500. Author.  
Leadership grant, “Advancing Antiracism in the Classroom and Beyond,” Writing and Communication Program, Georgia Institute of Technology, December 2021, \$500. Co-author.  
Research grant, “Tutor Training Toolkit and Literacy Narrative Archive Development,” School of Literature, Media, and Communication, Georgia Institute of Technology, April 2021, \$2500. Author.  
Pedagogy grant, “Integrating Poetry and Multimodal Communication,” Poetry@Tech, Georgia Institute of Technology, August 2020, \$1000. Author.  
Travel grant, College of Arts and Letters, Idaho State University, ISU, October 2014, \$790. Author.

#### **Not Awarded**

Pedagogy grant, “Shakespeare and the Common Good in Atlanta,” Modern Language Association, Georgia Institute of Technology, August 2020, \$3000. Co-author.  
Travel grant (not dispersed because of pandemic), Digital Integrative Liberal Arts Center, Georgia Institute of Technology, March 2020, \$7140. Co-author.  
Pedagogy grant, “Sustaining Partnerships across Disciplines: Creating and Implementing Course-

integrated Assignments,” Council of Writing Programs Administrators, Georgia Institute of Technology, May 2019, \$5000. Co-author.

## **AWARDS AND HONORS**

### **Individual**

Faculty Excellence in Collaboration Award Nomination, Division of Student Success, Converse University, May 2023

Thank-A-Teacher Awards (4), Center for Teaching and Learning, Georgia Institute of Technology, December 2021–May 2022

Professional Tutor Award, Southeastern Writing Center Association, February 2021 (also nominated in February 2020)

Helen H. Naugle Professional Consultant of the Year Award, Naugle Communication Center, Georgia Institute of Technology, April 2020

Associated Students of Idaho State University (ASISU) Graduate Scholarship, ISU, April 2017

Outstanding Student Achievement Award, Doctoral Recipient, ISU, April 2017

John M. and Charlotte Huntington Scholarship Award, ISU, January–May 2016

Ph.D. Teaching Excellence Award, Department of English and Philosophy, ISU, May 2015 (also nominated in 2014 and 2017)

### **Programmatic**

2022 CCCC Certificate of Excellence Award (Writing and Communication Program), NCTE, April 2022.

*This award recognizes the Writing and Communication Program’s efforts to provide its students and faculty with innovative, human-centered perspectives at the intersection of humanities, arts, social sciences, and STEM. Contributor to six-person Work Group to plan, draft, edit, and revise the Certificate of Excellence award application.*

2021 Regents Teaching Excellence Award for Department or Program (Writing and Communication Program), University System of Georgia, December 2020.

*This award recognizes the Writing and Communication Program’s preparation of postdoctoral fellows and lecturers for the workplace and its innovative curriculum of courses and resources that invite Georgia Tech students to develop skills in composition, technical communication, and learning support.*

2020 Unit Diversity Champion Award (Writing and Communication Program), Georgia Institute of Technology, July 2020.

*This award recognizes the Writing and Communication Program’s commitment to accessibility, excellence, diversity, equity, and inclusion. Contributor to 18-member Work Group to plan, draft, edit, and revise the unit nomination for the Diversity Champion Award.*

## **SERVICE**

### **Disciplinary Service**

Proposal Reviewer, Conference on College Composition and Communication (CCCC), June 2020–22

Proposal Reviewer, International Writing Center Association (IWCA), May 2023

Article Reviewer, *The Explicator*, September 2021–present

Article Reviewer, *Southern Discourse in the Center*, February 2019–present

Proposal Reviewer and Panel Moderator, Intermountain Graduate Conference, ISU, February 2016

Proposal Reviewer, American Folklore Society’s Annual Meeting, April 2014

### **University and Departmental Service**

Judge, Joe P. Dunn Research Award, RISE Symposium, Converse University, April 2023

Judge, Social and Cultural Research Category (Posters), RISE Symposium, Converse University, April

2023

Lead Author, Position Statement on Academic Integrity and Artificial Intelligence, Faculty Senate, Converse University, March–April 2023

Second Reader, Undergraduate Capstone Project (Caroline Polson), Converse University, October 2022–present

Department Representative, Admissions Preview Day, Converse University, October 22, 2022

Judge, Computer Science Senior Design Capstone Expo, Georgia Institute of Technology, April 25, 2022

Judge, Literature, Media, and Communication Student Awards, Georgia Institute of Technology, April 2022

Search Committee Member, Literature, Media, and Communication Chair, Georgia Institute of Technology, October 2021–April 2022

Judge, International Writing Competition, Office of International Education, Georgia Institute of Technology, April 2021

Member, Technical Communication Committee, Writing and Communication Program, Georgia Institute of Technology, January 2021–May 2022

Programmatic Assessment (monthly), Writing and Communication Program, Georgia Institute of Technology, August 2018–May 2022

Member, 3-Minute Thesis Committee, Office of Graduate Studies, Georgia Institute of Technology, September 2020–May 2021

World Englishes Committee, Writing and Communication Program, Georgia Institute of Technology (co-chair, October 2018–August 2019; chair, August 2019–July 2020, January 2022–June 2022; member, August 2020–December 2021)

Judge, Flash nonfiction contest, Diversity at Georgia Tech, Georgia Institute of Technology, March 2019

Grant Writing Committee, Writing and Communication Program, Georgia Institute of Technology (member, August 2018–July 2019; co-chair, August 2019–August 2021)

Archivist, Eli M. Oboler Special Collections and Archives, ISU, September 2015–July 2018

Judge, Ford Swetnam Poetry Prize, *Black Rock & Sage*, ISU, April 2018

Treasurer, *Black Rock & Sage*, ISU, August 2015–August 2017

Graduate Student Representative, Early College Program Committee, ISU, September 2016–May 2017

Graduate Student Representative, Graduate Council, ISU, September 2016–May 2017

Ph.D. Vice-President, English Graduate Student Association, ISU, August 2016–May 2017

Member, Professional Development and Publicity, English and Philosophy, ISU, August 2015–May 2016

Treasurer, English Graduate Student Association, ISU, August 2015–May 2016

Member, Assessment Committee, English 1010: Argumentative Writing in a Research Mode, English Department, USU, May–June 2013

Consultant and Contributor, *Voices on Stage* Textbook Project. Supervisors: Susan Andersen, M.A. and Bonnie Moore, M.A., USU, January–May 2013

Conversation Leader, Conversation Social for International Students, English Department, USU, August 2011–May 2012

### **Selected Campus and Community Programs**

Event Planner, Halloween Open House, Mickel Library, Converse University, October 27, 2022

Co-instructor, “Write Your Family History,” Workshop Series, Marshall Public Library, Pocatello, ID, February–June 2016 and September–November 2016

Writing Consultant, "High School Creative Writing Workshop," ISU, Pocatello, ID, April 27, 2016  
Judge, "Shakespeare 400 Sonnet Competition," Marshall Public Library, Pocatello, ID, April 20,  
2016

Speaker, "The Functions and History of Folk Songs and Ballads," New Knowledge Adventures, ISU  
Continuing Education, February 10, 2016

### **LANGUAGES**

Italian (proficient)

Spanish (intermediate)

German (low-intermediate)

### **PROFESSIONAL MEMBERSHIPS**

International Writing Center Association

Southeastern Writing Center Association

National Council of Teachers of English

Association of Teachers of Technical Writing