Ehren Helmut Pflugfelder

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APPOINTMENTS

Academic

Oregon State University:
Associate Professor of Scientific, Technical, and Professional Writing, 2018 – present
Assistant Professor of Scientific, Technical, and Professional Writing, 2012 – 2018
Director of Undergraduate Studies, 2016 – 2019
Affiliated Faculty for MA in Environmental Arts and Humanities

Purdue University:
Graduate Teaching Assistant, Professional Writing Mentor, Introductory Composition
Technology Mentor, Department of English, 2007 – 2012

Case Western Reserve University:
Lecturer, Co-Instructor, and Writing Liaison, Seminar Approach to General Education (SAGES)
Department, 2005 – 2007
Graduate Teaching Assistant, Department of English, 2003 – 2005

Slippery Rock University:
Writing Center Tutor, Department of English, 2000 – 2001

Professional

The David Group (Advertising Agency): Copyeditor and Quality Control for advertising materials and
internal documentation; Production Team for text advertisements. Cleveland, OH. 2005 – 2006

DEGREES

Purdue University

Ph.D. – May, 2012
Dissertation: *In Measure of the World: Advancing a Kinesthetic Rhetoric*,
Winner of 2013 CCCC Outstanding Dissertation Award in Technical Communication
Committee: Michael Salvo (chair), Patricia Sullivan, Thomas Rickert, and Jennifer Bay (readers)
Primary Focus Area: Rhetoric and Composition
Secondary Focus Areas: Rhetoric, Technology, and Digital Writing; Theory and Professional Writing
Study Abroad at the University of Dundee, Scotland – Summer, 2011

Case Western Reserve University

M.A. – May, 2005
English Literature, Cultural Studies and Critical Pedagogy focus

Slippery Rock University

B.S.E. – December, 2001
Secondary Education, English and Communications
Magna cum laude, Sigma Tau Delta honors
Study Abroad at the *Staadtliche Akademie für Lehrerfortbildung* in Calw, Germany – Summer, 1999

RESEARCH AREAS

Professional and Technical Communication; Rhetoric and Composition; Rhetoric of Science and Scientific Writing; Environmental Rhetoric; New Materialism; Digital Rhetoric

AWARDS & RECOGNITION

Research and Writing Awards

CCCC Best Book in Technical or Scientific Communication for *Communicating Technology and Mobility: A Material Rhetoric for Transportation*, 2018

(nominated for) Promising Scholar Award, Oregon State University, 2018

CCCC Outstanding Dissertation Award in Technical Communication for *In Measure of the World: Advancing a Kinesthetic Rhetoric*, 2013

Honorable Mention, Grace L. Smart Award for Rhetoric and Composition, 2012

Grace L. Smart Award for Rhetoric and Composition, 2011 (with Kristen Moore)

Honorable mention, Kneale Pedagogy Award, 2010

CCCC Chairs' Memorial Scholarship Award for "Coursepacks under Attack (Again): Copyright, IP, and McGuffey's Readers," 2009 ($750)

Second place, Kneale Pedagogy Award, 2009

Instructional Awards

Quintilian Award for instructional excellence in Introductory Composition, 2008

(nominated for) Techne Award for Innovative Teaching, 2007

(nominated for) Graduate Dean's Instructional Excellence Award, 2005 – 2006

Graduate Dean's Instructional Excellence Award, 2004 – 2005

Other Awards

(nominated for) C. Warren Hovland Service Award, Oregon State University, 2017

"Highly Recommended" from Slippery Rock University Department of Education, 2001

Magna Cum Laude; Dean's List honors; Sigma Tau Delta honors, 2001

Humanities and Fine Arts Outstanding Presentation, 2001

FELLOWSHIPS, GRANTS & SCHOLARSHIPS

Fellowships and Grants

Honors Advisor for Victor Puoci*, Summer Undergraduate Research Experience (SURE) Science Award*, 2019 ($5,060)

Lauretta and Edward Smith Fund for Faculty Professional Development, 2019 ($750)

Learning Innovation Grant, 2018 – 2019 ($3,975)

Center for the Humanities *Research Cluster Support*, Technology and the Environment, 2018 – 2019 ($2,000)

Spring Creek Project *Environmental Arts and Humanities Affiliated Faculty Residency*, July 23-29, 2017

Learning Innovation Grant, 2015 – 2016 ($8,997)

Lauretta and Edward Smith Fund for Faculty Professional Development, 2015 ($330)

Center for the Humanities fellowship, 2014 – 2015 ($10,000)

L. L. Stewart Curriculum Development Fund, 2014 – 2015 ($4,400), with Raymond Malewitz

Oregon State University *College of Liberal Arts Research Grant*, 2013 – 2014 ($5,000)

Bill and Melinda Gates Foundation-funded grant for Purdue OWL, 2011 ($3,400/quarter-time appointment)

Purdue Research Fellowship Grant, summer, 2010 ($2,635)

Scholarships

Graduate Internship Scholarship in Print and Electronic Publishing, 2011 – 2012 ($5,000)

Professional Writing Study Abroad Scholarship, 2011 ($2,500)

Crouse Professional Writing Scholarship – Emergent Scholar, 2010 – 2011 ($5,000)

Carl and Louise Woodling Academic Scholarship, 2001 ($1,000)

Assistantships

Purdue University English Department, Graduate Teaching Assistantship, 2007 – 2012
Case Western Reserve University English Department, Graduate Teaching Assistantship, 2003 – 2005

PUBLICATIONS

Monograph

Pflugfelder, Ehren Helmut. *Communicating Technology and Mobility: A Material Rhetoric for Transportation*. New York: Routledge, 2016. ISBN: 1472434722
(ebook: 7/7/2016; hardback: 7/20/2016; paperback: 6/28/2018)

Winner, 2018 CCCC Best Book in Technical or Scientific Communication.

Reviews:
1. Hocutt, Daniel L. *Communication Design Quarterly* 4, No. 4 (2016): 86-92.
   DOI: 10.1145/3071088.3071096
2. Roundtree, Aimee Kendall. *IEEE Transactions on Professional Communication* 60, No. 1 (2017): 112-114. DOI: 10.1109/TPC.2016.2635692
3. Oswald, Kathleen F. *Transfers: Interdisciplinary Journal of Mobility Studies* 8, No. 1 (2018): 140-142. DOI: 10.3167/TRANS.2018.080113
4. Koenig, Abby. *Journal of Business and Technical Communication* 32, No. 3 (2018): 406-409.
   DOI: 10.1177/1050651918761883
5. Shealy, Mark W. *Rhetoric Society Quarterly* 48, No. 5 (2018): 551-554.
   DOI: 10.1080/02773945.2017.1413283

Edited Collection

Richards, Daniel P., Tim Amidon, and **Ehren Helmut Pflugfelder**. *SIGDOC '19 Proceedings of the 37th ACM International Conference on the Design of Communication* Portland, Oregon — October 04 - 06, 2019. https://dl.acm.org/citation.cfm?id=3328020.

Peer-Reviewed Articles and Chapters

In-Progress:

Pflugfelder, Ehren Helmut, Ruth E. Sylvester, Marisa Yerace, and Matthew Fuller. "Making the Midcentury, Modern." Accepted for *Rhetoric Review*.

Pflugfelder, Ehren Helmut, and Shannon Kelly. "Listening Otherwise: Arboreal Rhetorics and Tree-Human Relations." Accepted for *Decolonial Conversations in Posthuman & New Material Rhetorics*.

Published:

Amidon, Timothy R., Nielsen, Alex C., **Pflugfelder, Ehren Helmut**, Richards, Daniel P., Stephens, Sonia H. "Visual Risk Literacy in "Flatten the Curve" COVID-19 Visualizations." *Journal of Business and Technical Communication* 31, no. 1 (2021): 101-109. DOI: 10.1177/1050651920963439

Pflugfelder, Ehren Helmut. "Risk Selfies and Nonrational Environmental Communication." *Communication Design Quarterly* 7, no. 1 (2019): 73-84. DOI: 10.1145/3322486.3322493

Pflugfelder, Ehren Helmut. "Autonomous Vehicles and Gender: A Commentary" *Transfers: Interdisciplinary Journal of Mobility Studies* 8, no. 1 (2018): 104-111. DOI: 10.3167/TRANS.2018.080108

Pflugfelder, Ehren Helmut. "The Role of *Metis* in Revising Automotive Recall Letters." In *Posthuman Praxis in Technical Communication*, edited by Kristen R. Moore and Daniel Richards, 199-216. New York: Routledge, 2018. ISBN 9780815384854.

Pflugfelder, Ehren Helmut. "Failure Matters: Conflicting *Techne* in a High-Tech Case." *Journal of Technical Writing and Communication* 48, no. 1 (2018): 31-52. DOI: 10.1177/0047281616662984

Pflugfelder, Ehren Helmut. "Methodologies: Design Studies and *Techne*." In *Rhetoric and Experience Architecture*, edited by Liza Potts and Michael J. Salvo, 166-183. Anderson, SC: Parlor Press, 2017. ISBN: 1602359601

Pflugfelder, Ehren Helmut. "Explain Like I'm Five: Technical Descriptions in the Wild." *Technical Communication Quarterly* 26, no. 1 (2017): 25-41. DOI: 10.1080/10572252.2016.1257741

Pflugfelder, Ehren Helmut. "Rhetoric's New Materialism: from Micro-Rhetoric to Microbrew." *Rhetoric Society Quarterly* 45, no. 5 (2015): 441-461. DOI: 10.1080/02773945.2015.1082616

> Article selected for: *Rhetoric & Change: A Free Access Article Collection in Collaboration with the Rhetoric Society of America (RSA)* http://explore.tandfonline.com/page/ah/rsa16_freearticles

Pflugfelder, Ehren Helmut. "Is No One at the Wheel?: Nonhuman Agency and Agentive Movement" In *Thinking with Bruno Latour in Rhetoric and Composition*, edited by Paul Lynch and Nathaniel Rivers, 176-200. Carbondale, IL: Southern Illinois University Press, 2015. ISBN: 0809333937

Pflugfelder, Ehren Helmut. "Cell Phones, Networks, and Power: Documenting Cell Phone Literacies." *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* 19, no. 2 (2015). http://kairos.technorhetoric.net/19.2/topoi/pflugfelder/index.html

Pflugfelder, Ehren Helmut. ""Running with the Big Dogs": The Rhetoric of Fan Identity in a Postmodern NASCAR." In *Motorsports and American Culture: From Demolition Derbies to NASCAR*, edited by Mark D. Howell and John D. Miller, 87-102. Plymouth, UK: Rowman & Littlefield, 2014. ISBN: 1442230967

Pflugfelder, Ehren Helmut. "Big Data, Big Questions." *Communication Design Quarterly* 1, no. 4 (2013): 18-22. DOI: 10.1145/2524248.2524253

Pflugfelder, Ehren Helmut. "The Minimalist Approach to Online Instructional Videos." *Technical Communication* 60, no. 2 (2013): 131-146.

Moore, Kristen, and **Ehren Helmut Pflugfelder**. "On Being Bored and Lost (in Virtuality)." In *Learning and Research in Virtual Worlds*, edited by Jeremy Hunsinger and Aleks Krotoski, 152-156. New York: Routledge, 2012. ISBN: 0415754607

Pflugfelder, Ehren Helmut. "Translucency, Coursepacks, and the Post-Historical University: An Investigation into Pedagogical Things." *College English* 74, no. 3 (2012): 247-267.

Pflugfelder, Ehren Helmut. "Sustaining Knowledge Work in Student Engineering Clubs." *Proceedings of The International Professional Communication Conference, IEEE International* Cincinnati, OH (October, 2011): 1-7. DOI: 10.1109/IPCC.2011.6087199

Moore, Kristen, and **Ehren Helmut Pflugfelder**. "On Being Bored and Lost (in Virtuality)." *Learning, Media and Technology* 35, no. 2 (2010): 249-253.

Salvo, Michael J., **Ehren Helmut Pflugfelder**, and Joshua Prenosil. "The Children of Aramis." *Journal of Technical Writing and Communication* 40, no. 3 (2010): 245-263.

Pflugfelder, Ehren Helmut. "Something Less than a Driver: Toward an Understanding of Gendered Bodies in Motorsport." *Journal of Sport & Social Issues* 33, no. 4 (2009): 411-426.

Pflugfelder, Ehren Helmut. "Finding Context: Teaching about Class through Local History." *Diversity & Democracy: Civic Learning for Shared Futures* 11, no. 3 (2008): 15-17.

Pflugfelder, Ehren Helmut. "Divine Excess: The Logic of General Economics in *The Enormous Room*." In

Words into Pictures: E. E. Cummings' Art Across Borders, edited by Jiri Flajsar and Zeno Vernyik. 90-107. Newcastle, UK: Cambridge Scholars Publishing, 2007.

Pflugfelder, Ehren Helmut. "Teaching to a Different Crowd." *Working-Class Notes* 2, no. 1 (2007): 3-4.

Book Reviews

Pflugfelder, Ehren Helmut. Review of *Composition and Copyright: Perspectives on Teaching, Text Making and Fair Use*, ed. Steve Westbrook. *Computers & Composition* 27, no. 3 (2010): 235-237.

Pflugfelder, Ehren Helmut. Review of *The Internet Imaginaire*, by Patrice Flichy. *The Journal of Technical Writing and Communication* 40, no. 1 (2010): 102-106.

Pflugfelder, Ehren Helmut. Review Essay of *Originality, Imitation, and Plagiarism: Teaching Writing in the Digital Age,* eds. Caroline Eisner and Martha Vicinus, *Pluralizing Plagiarism: Identities, Contexts, Pedagogies*, eds. Rebecca Moore Howard and Amy E. Robillard, and *Plagiarism: Alchemy and Remedy in Higher Education* by Bill Marsh, *Composition Forum* 19 (2009): n.p. http://compositionforum.com/issue/19/plagiarism-review.php

Editors' Introductions

Present Tense, Vol. 8.2 "Contested Publics." 851 words.
http://www.presenttensejournal.org/editorial/volume-8-2-contested-publics/
Present Tense, Vol. 7.2 "Composing, Media, and Publics." 407 words.
http://www.presenttensejournal.org/editorial/vol-7-2-composing-media-and-publics/
Present Tense, Vol. 6.2 "Rhetorics, Politics, Technologies." 541 words.
http://www.presenttensejournal.org/editorial/vol-6-2/
Present Tense, Vol. 5.3 "Rhetoric and Social Justice." 625 words.
http://www.presenttensejournal.org/editorial/vol-5-3-rhetoric-and-social-justice/
Present Tense, Vol. 4.2: "Negotiated Locations of Rhetoric." 506 words.
http://www.presenttensejournal.org/editorial/vol-4-2/
Present Tense, Vol. 4.1: "Rhetoric and The Public Sphere." 479 words.
http://www.presenttensejournal.org/category/volume-4/issue-1-volume-4/
Present Tense, Vol. 3.2: "Inquiries on Injustice." 614 words.
http://www.presenttensejournal.org/editorial/vol-3-2-inquiries-on-injustice/

Digital/Other Projects

In 2018, I taught Environmental Writing, a course where the graduate students developed an annotated bibliography. The result of the students' hard work was the first annotated bibliography of environmental rhetoric-focused research. Though I structured some of the bibliography, students pulled from research in rhetoric and composition, environmental communication, and other fields to complete this work, currently hosted here: https://ehrenpflugfelder.com/environmental-rhetoric-annotated-bibliography/

In 2017-2018, I worked on a project that involved my Science Writing (WR 362) students, the curators for several of the natural history collections at OSU, and a photography course taught by Evan Baden. Our goal was to write the chapters for a book detailing the natural history collections at OSU and inspire the photography class to document what we investigated through writing. One of Evan's former students produced a short documentary about the process: https://www.youtube.com/watch?v=t_vEp4_s2IY

In a graduate-only course on contemporary rhetoric theory, students read and discussed epistemic rhetoric, the rhetoric of science, assemblage theory, rhetorical ecologies, and more. We decided to publish our final papers in the course as a material object—something that could go out into the world after the course was over. That edited collection is now available on Amazon and is called Assembling Oregon: Material Rhetoric in the Pacific Northwest. The book represents the hard work, thoughtful critiques, and insightful readings of students in the MA in English at OSU. All proceeds from the sale of this book go back to fund graduate student travel.

When I teach WR 362, Science Writing, I use the vehicle of an online magazine, *Castor*, to publish student work. *Castor* is a science writing magazine composed, edited, and designed by undergraduate students

at Oregon State University. Most of the articles on Castor are feature-length pieces, showcasing the hard work of sophomore students from across the university: https://castormagazine.wordpress.com/

I helped lead students through a digital humanities project in a course I co-taught with Dr. Raymond Malewitz: ENG 485/585, Introduction to Digital Humanities. The course focused on student-driven digital humanities projects built around available archival material for the noted OSU author Bernard Malamud. The digital humanities projects are available here: http://scalar.usc.edu/works/bernard-malamud-project/index

In WR 497/497, Digital Literacy and Culture, students and I explored the impact cell phones have on our lives through a video documentary project. The resulting video was made up of dozens of interviews that students conducted and shot on their own cell phones. Pflugfelder, Ehren Helmut, Scott Catchpole, Gail Cole, Brendan Hansen, Chad Iwertz, Jessica Kibler, Sarah Mosser, Don Ridge, and Corey Taylor. *Does your Smartphone Make you Smarter?* (2013, September 22). [Video file]. https://www.youtube.com/watch?v=H2mQOus0i7A

Legacy Projects:

"Web Rhetorics Workshop." Website and Web resource for *Computers & Writing* 2011 conference workshop: http://webrhetorics.wordpress.com/ [not archived]

"Copyright, Plagiarism and McGuffey's Readers: A Critical Resource on Intellectual Property in the Eighteenth and Nineteenth Centuries." Website and Web resource: http://web.ics.purdue.edu/~epflugfe/McGuffey project/624index [not archived]

"Plagiarism Pedagogies: and Administrative Intervention and Critical Resource for Plagiarism Instruction. "With Cristyn L. Elder. Lesson plans and Website: http://web.ics.purdue.edu/~epflugfe/PlagiarismPedagogiesindex [not archived]

"The Art of Appropriate Silence: Online Lurking as Naturalistic Inquiry." Essay, bibliography, Website, and video: http://web.ics.purdue.edu/~epflugfe/Lurking project/605.htm [not archived]

"Copyright for Teaching with Multimedia." Website, video, and podcasts: http://web.ics.purdue.edu/~epflugfe/CopyrightforTeachingwithMultimedia/index.html [not archived]

Interviewed In

Celene Carillo, "More than Just a Good Manual." *The Leading Edge*, 2019.

Katie Linder, "RIA #78: Dr. Ehren Helmut Pflugfelder on Researching Mobility Technologies." *Research in Action* podcast, 2017. http://ecampus.oregonstate.edu/research/podcast/e78/ and https://soundcloud.com/researchinaction/sets/ria-78-dr-ehren-helmut

Ryan Weber, "Dr. Ehren Pflugfelder on Technical Descriptions and Reddit." *10 Minute Tech Comm*, 2017. http://www.stitcher.com/podcast/10minute-tech-comm/e/49576929

Wendy Madar, "Transportation Problems need a New Language." *The Center for the Humanities Newsletter*, Spring, 2015. http://oregonstate.edu/dept/humanities/transportation-problems-need-new-language

Jacob Day, "Ehren Pflugfelder on Wikis for WIC Classes." *Teaching with Writing: The WIC Newsletter*. Fall, 2014. http://wic.oregonstate.edu/news/dr-ehren-pflugfelder-wikis-wic-classes

Work Reviewed In

Vanessa Ard, *Product Passionista,* "Communicate to be Understood."
https://productpassionista.com/communicate-to-be-understood/
Steven Krause's blog: http://stevendkrause.com/2016/04/10/4c16-recap-deep-in-the-something-of texas/#more-4481
Bedford Bits: https://community.macmillan.com/community/the-english-community/bedford bits/blog/2016/04/14/cccc2016?utm_source=socmedia&utm_medium=updates&utm_campaign =tlg
Computers & Composition blog: http://candcblog.org/?p=12
Cultural Heritage Informatics blog: *http://chi.anthropology.msu.edu/2014/04/use-of-mobile-phone*

pedagogies-in-rhetoric-and-composition-studies/
Justin Lewis' blog: http://justinlewis.me/?p=2176
BetaJames blog: http://betajames.net/my-time-in-atlanta-4c11-cccc11-cccc2011
Revolution Lullabye blog: http://revolutionlullabye.wordpress.com/2009/05/28/pflugfelder-review/

INVITED TALKS

Provost's Authors' and Editors' Lecture. Oregon State University's Center for the Humanities. April 17, 2018.

"Elusive Elegance in Data Displays" *Beautiful Science, Useful Art: Three Perspectives on Data Visualization*. Oregon State University Libraries and Press, May 3, 2017.

"Persuasive Mobility and The Logos of Logistics" *2017 Winifred Bryan Horner Memorial Lecture* and workshop. Texas Christian University, February 2, 2017.
http://wbhrsa.weebly.com/blog/inaugural-wbh-memorial-lecture-seminar-ehren-pflugfelder

"Mobility Beyond the Automobile: Understanding Transportation as Persuasion." *Oregon State University Center for the Humanities Lecture*. April 13, 2015

"Researching and Writing the Publishable Essay." *Creighton University*, September 25, 2013

CONFERENCES & EVENTS

Conferences Planned

ACM SIGDOC (Association for Computing Machinery *Special Interest Group for Design of Communication*) Portland, OR: October 4-6, 2019. Program and Conference Proceedings Co-Chair.
https://sigdoc.acm.org/conference/2019/

Worked with Tim Amidon and Daniel P. Richards to create the conference CFP, manage double-blind peer reviews for conference submissions (85 acceptances), create conference session schedule, manage double-blind peer reviews for conference proceedings (45 acceptances), edit and format conference proceedings, and create conference program.

Undergraduate Humanities Research Conference. Corvallis, OR: May, 2018, 2019, 2020. Co-Chair.

Worked with Kara Ritzheimer (SHPR) and Megan Ward (SWLF) to create promotional materials, review submissions, schedule conference details, and run the day-of events.

English Undergraduate Conference. Corvallis, OR: May, 2017. Chair.

Promoted, reviewed, scheduled, and ran the conference, taking over the previous version of the conference, which focused on American Studies.

Computers & Writing Conference (C&W). West Lafayette, IN: May, 2010. Planning Committee.

Worked with a team to create promotional materials and manage double-blind peer reviews.

Conference Presentations

"Making the Midcentury, Modern: A Microhistorical Approach to 1950s Composition." *Conference on College Composition and Communication* (CCCC). Spokane, OR: April, 2021.

"The Noösphere as Naturalistic Fallacy in Geoengineering Discourse." *Rhetoric Society of America Conference* (RSA). Portland, OR: May, 2020. [Cancelled because of Covid-19]

"Entrepreneurial Geoengineering and the Rhetorics of Geologic Selfwitnessing." *Rhetoric Society of America*

Conference (RSA). Portland, OR: May, 2020. [Cancelled because of Covid-19]

"Risk Selfies: Encouraging Participatory Risk Communication." *Special Interest Group in the Design of Communication* (Association for Computing Machinery SIGDOC). Portland, OR: October, 2019.

"Risk Selfies and Environmental Risk Literacy." *Conference on Communication and Environment* (COCE). Vancouver, BC: June, 2019.

"Rhetoric and Geology: Uncommon Grounds for the Anthropocene." *RhetCanada* (*Canadian Congress of the Humanities and Social Sciences*). Vancouver, BC: June, 2019.

"Terra Matter: A Multi-Disciplinary Endeavor of the Humanities and Sciences to Raise Awareness of Specimen Based Research and Teaching at Oregon State University." *Joint Annual Meeting: Entomological Society of America, Entomological Society of Canada & Entomological Society British Columbia*. Vancouver, BC: November, 2018. [presentation delivered by Christopher Marshall, but included Evan Baden, Peter Konstantinidis, Melanie Link-Perez, and Ehren Helmut Pflugfelder as co-authors]

"Natural Collaborations: Natural History Collections and Interdisciplinary Learning Opportunities" *Botany 2018*. Rochester, MN: July, 2018. [presentation delivered by Melanie Link-Perez, but included Christopher Marshall, Peter Konstantinidis, Evan Baden, and Ehren Helmut Pflugfelder as co-authors]

"Future Earth Resilience: Geoengineering Deliberations and the Role of CO_2." *Association for the Rhetoric of Science, Technology, and Medicine* (ARSTM) *Rhetoric Society of America* (RSA) *Preconference*. Minneapolis, MN: May, 2018.

"Toward a Rhetoric for the "Geologic Now."" *Rhetoric Society of America Conference* (RSA). Minneapolis, MN: May, 2018.

"Buying Time to Save the World: The Rhetorics of Geoengineering." *Rhetoric Society of America Conference* (RSA). Minneapolis, MN: May, 2018.

"Strava or it Didn't Happen: The Kinetic Agency of Rhetorical Performance." *Conference on College Composition and Communication* (CCCC). Kansas City, MO: March, 2018.

"Mapping the Actors: Certificate Building as Network-Building." *Association of Teachers of Technical Writing* (ATTW). Portland, OR: March, 2017.

"No-So-Still Life with Rhetoric: Hashtags and Risk Literacy." *Conference on College Composition and Communication* (CCCC). Portland, OR: March, 2017.

"(Re)Mapping the Actors: Network-Building for Certificate Programs." *Conference of the Council for Programs in Technical and Scientific Communication* (CPTSC), Savannah, GA: October, 2016. [Cancelled because of Hurricane Matthew]

"Technical Writing in the Wild: redditing and Writing." *Conference on College Composition and Communication* (CCCC). Houston, TX: April, 2016.

"The Kinetic Energy of Agency: Understanding Rhetoric through *Kinesis*." *Western States Rhetoric and Literacy Conference* (WSRLC), Tempe, AZ: October, 2015.

""Explain Like I'm Five": reddit as a site of Technical Communication." *Association of Teachers of Technical Writing* (ATTW). Tampa, FL: March, 2015.

"Old Ghosts and New Curricula: Building Actor-Networks in Certificate Design." *Conference of the Council for Programs in Technical and Scientific Communication* (CPTSC), Colorado Springs, CO: September, 2014.

"Cell Phone Literacies and Methods for Exploring Thing-Power." *Computers & Writing Conference* (C&W). Pullman, WA: June, 2014.

"The How, Why, and *Hyle* for an Object-Oriented Rhetoric." *Rhetoric Society of America Conference* (RSA). San Antonio, TX: May, 2014.

"Our Phones, Ourselves: Questioning our Mobile Writing Lives." *Conference on College Composition and Communication* (CCCC). Indianapolis, IN: March, 2014. *Chair and Presenter.*

"Facilitating Information Management between Engineering Classes and Student Organizations." *Rocky Mountain Modern Language Association* (RMMLA). Vancouver, WA: October, 2013.

"The Discourse of Distracted Composing as Distracted Driving." *Conference on College Composition and Communication* (CCCC). Las Vegas, NV: March, 2013.

"The Human-Vehicular Environment as Productive, Rhetorical Space." *Technology, Knowledge and Society Conference*. Vancouver, BC: January, 2013.

"Video Minimal Manuals in Business Communication Courses." *Association for Business Communication* (ABC) *Conference*. Honolulu, HI: October, 2012.

"The Logics of Logistics: Delivery without UPS." *Conference on College Composition and Communication* (CCCC). St. Louis, MO: March, 2012.

"Technically Mobile: The Confluence of Technical Writing and Mobility Studies" *Association of Teachers of Technical Writing* (ATTW). St. Louis, MO: March, 2012.

"Developing an Interactive Writing Site for Students Transitioning to College Work." *National Council of Teachers of English Conference* (NCTE). Chicago, IL: November, 2011.

"Sustaining Knowledge Work in Student Engineering Clubs." *International Professional Communication Conference* (IPCC). Cincinnati, OH: October, 2011.

"Back (Again) to the Rough Ground: Rhetoric, Technical Communication, and Mobility Studies." *Lancaster Sociology Summer Conference*. Lancaster, UK: July, 2011.

"*Kinesis*, *Techne*, and the 'Mobilities Turn' in Rhetoric." *Conference on College Composition and Communication* (CCCC). Atlanta, GA: April, 2011. *Chair and Presenter.*

"Visualizing our Introductions to Professional Writing: Student Infographics." *Professional Writing at Purdue Showcase*. West Lafayette, IN: April, 2011.

"*Haute* Cuisine, Celebrity Chefs, and Post-*Techne*." *Rhetoric Society of America Conference* (RSA). Minneapolis, MN: May, 2010. *Chair and Presenter.*

"Designing and Using Minimalist Manuals in Technical Communication and FYC." *Computers & Writing Conference* (C&W). West Lafayette, IN: May, 2010.

"Translucency, Coursepacks, and the Spiral-Bound University." *Theory and Cultural Studies Colloquium*. West Lafayette, IN: April, 2010.

"Composing, Designing, and Using: Student-Centered, Object-Oriented Rhetoric" *Conference on College Composition and Communication* (CCCC). Louisville, KY: March, 2010.

"AWOL FAQs: Teaching through Minimalist User Manuals and Missing Documentation" *Association of Teachers of Technical Writing* (ATTW). Louisville, KY: March, 2010.

"(Re)Envisioning 'First-Year Composition' as 'Introduction to Web Rhetorics'" *Future of English Studies Conference*. Springfield, IL: October, 2009.

"Of Actors and Assembly Lines: Working Class Studies and Technical Communication." *Working-Class*

Studies Association Conference (WCSA). Pittsburgh, PA: June, 2009.

"Plagiarism Prevention: Web Resources and Syllabus Approaches." *Introductory Composition at Purdue Showcase*. West Lafayette, IN; April, 2009.

"Coursepacks under Attack (Again): Copyright, IP, and McGuffey's Readers." *Conference on College Composition and Communication* (CCCC). San Francisco, CA: March, 2009.

"Well-Beyond 'Gotcha!': Strategic and Theoretical Plagiarism Interventions." *Thomas R. Watson Conference*. Louisville, KY: October, 2008.

"The Art of Appropriate Silence: Online Lurking as Naturalistic Inquiry." *International Congress for Qualitative Inquiry* (ICQI). Urbana-Champaign, IL: May, 2008.

"Plagiarism Pedagogies: A Theoretical and Infrastructural Intervention." *Introductory Composition at Purdue Showcase*. West Lafayette, IN; May, 2008.

"Divine Excess: General Economy and *The Enormous Room*. *Twentieth-Century Literature and Culture Conference*. Louisville, KY: February, 2007.

"Always Already in Crisis: Masculinities and Technology in the Silent Film Era." *Midwest Modern Language Association Conference* (MMLA). Milwaukee, WI: November, 2005.

"Communicating from the Bottom Up: Authorship and Copyright in Zine Publications." *Mid-Atlantic Popular/American Culture Association Conference* (MAPCA/ACA). Buffalo, NY: November, 2004.

"Where Do We Go From Here?: The Postmodern Condition and the American Novel." *Pennsylvania English Undergraduate Conference*. Slippery Rock, PA: April, 2002.

"*Kiss Me Deadly*, Kiss Yourself Goodbye: Apocalyptic Existentialism in Film Noir." *Pennsylvania College English Association Conference* (PCEA). Philadelphia, PA: March, 2002.

"*Annie John* and Jamaica Kincaid's Revisio(revolutio)nary Ratios." *Sigma Tau Delta Conference*. Boise, ID: March, 2002.

"Reading Patterns of Rural High School Students." *National Council of Teachers of English Conference* (NCTE). Baltimore, MD: November, 2001.

"The Multicultural Mystery Novel: Sherman Alexie's *Indian Killer* and the Politics of Violence." *Sigma Tau Delta Conference*. Corpus Christi, TX: March, 2001.

Conference Workshops Led

"Dancing and Flirting: Heuristics for a Web (2.0) Rhetoric." *Computers & Writing Conference* (C&W). Ann Arbor, MI: May, 2011. *Workshop Co-Leader.*

Conference Workshop Participant

"Computational Rhetoric: Exploring Possibilities, Limits & Applications." Rhetoric Society of America Institute Workshop. Indiana University, Bloomington, IN: May, 2017.

"Digitization Fundamentals and their Application." *Digital Humanities Summer Institute* (DHSI). Victoria, BC: June, 2015.

Academic Special Interest Group (SIG) for the Society for Technical Communication (STC). *Conference of the Council for Programs in Technical and Scientific Communication* (CPTSC), Colorado Springs, CO: September, 2014.

"Building Conceptual Structures from Qualitative Data." *Association of Teacher of Technical Writing*

(ATTW). Atlanta, GA: April, 2011.

Conference Roundtables

"Journal Editors' Roundtable," Research Network Forum. *Conference on College Composition and Communication* (CCCC). Representative for *Present Tense Journal*: 2012, 2013, 2015, 2017, 2019

IRB APPROVED RESEARCH

"Affective Analysis of the Undergrad Writing Studio." Oregon State University IRB #8200. PI: Ehren Pflugfelder, Graduate Researcher: Chesapeake Alberti. Approved 1/2/2018.

"Sustained Work for Sustainable Transport: EPOD Club as a Technical Project." Purdue University #1102010459. PI: Michael Salvo, Graduate Researcher: Ehren Pflugfelder. Approved 3/18/2011.

OFFICIAL REPORTS

Action Plan Report for the *Self-Study of the Undergraduate Program in English, School of Writing, Literature, and Film*. Lead Author, completed with Peter Betjemann and input from faculty and staff. October, 2018. Approved in November, 2018.

Self-Study of the Undergraduate Program in English, School of Writing, Literature, and Film. Lead Author, completed with Peter Betjemann, Felicia Phillips, Elizabeth Sheehan, and Amanda Rose Keener. Completed for The Curriculum Council and the Office of Academic Programs, Assessment, and Accreditation (APAA) at Oregon State University. February, 2018.

College of Liberal Arts Faculty Workload Taskforce Report. Lead Author, completed with Kirsi Peltomaki, Marisa Chappell, Allison Hurst, Marta Maldonado, and Mei-Ching Lien. Completed for the CLA Dean's Workload Taskforce. July, 2017.

ASSESSMENTS

Office of Academic Programs, Assessment, and Accreditation (APAA) review of Undergraduate Programs in the School of Writing, Literature, and Film, 2017-2018.

Undergraduate Program Yearly Assessment: 2017, 2018, 2019. (Includes English Major and Minor, Writing Minor, Applied Journalism Minor, Film Minor, and Certificate in Scientific, technical, and Professional Communication).

Baccalaureate Core Review of Writing II courses: WR 327, WR 362, WR 303, 2016-2017.

Baccalaureate Core Review of Writing Intensive Curriculum Course: WR 411, 2015-2016.

COURSES TAUGHT

Graduate

WR 599: Scientific and Technical Research Writing (Oregon State University)
Scientific and Technical Research Writing is for graduate students who are looking to practice writing and communicating about their research and learn more about how research writing is accomplished in their field of study. Students do not need to come into the course with a data set, though do need to be actively engaged in research of some kind. We analyze journals and thesis/dissertations, write for a popular audience, and then focus on an individual writing project, which could be a thesis, scientific article, grant, conference poster, or conference presentation. Students learn about communication strategies that make sense to their field of study and learn more about themselves as writers.

WR 599: Thesis and Dissertation Writing (Oregon State University)

This course assists students who are in the writing stages of their thesis or dissertation. This course emphasizes the cultivation of productive, healthy habits of writing, which necessarily includes strategies for self-assessment and for managing the mental and physical stresses that accompany such a major project. All of this is done with an eye towards drafting, developing, and revising specific sections of the thesis. By the end of the course, students will be able to clearly articulate the purpose and stakes of their project, understand the writing conventions of the discipline in which it is written, and perceive which writing habits will ensure timely completion.

WR 599: Composition Pedagogies (Oregon State University)
Composition Pedagogies concerns current composition pedagogies and the assumptions that are built into different methods of teaching writing. This course is designed for MFA students who want to know more about the many ways that composition is taught for different populations of students in different locations. We also think about the bigger picture of writing pedagogy and determine what the "threshold concepts" are for teaching writing to college students. Students learn about both dominant and emergent methods for teaching writing, including approaches that focus on basic writing, cultural studies, genres, new media, the online courses and more. Coming out of this class, students are better prepared to teach and evaluate student writing and build materials for future courses.

WR 597: Digital Literacy and Culture (Oregon State University) (previously ENG 595)
Digital Literacy and Culture focuses on the many and varied relationships between expression and the technological systems and networks that provide context, meaning, and shape to those expressions. From pencils to pixels, telegraphs to texts, and semaphores to social networking, this class examines the interactions between technology and literacy throughout history. Beyond defining "new media," we consider how technologies affect subjectivity, agency, power, community, relationships, careers, and cognition. This class asks students to reflect on our current technological situation, how the technologies we use to communicate have ties to older literacies, and what they may suggest about coming changes.

WR 593: The Rhetorical Tradition and the Teaching of Writing (Oregon State University)
This course focuses on major theories of written communication, their historical context, and their impact on writing and the teaching of writing. Students are expected to complete substantial reading assignments of primary texts in the rhetorical tradition, including those by such major figures as Gorgias, Isocrates, Plato, Aristotle, Cicero, Quintilian, as well as those not often included in a "classical" rhetorical survey. Students will conduct research in the classical rhetoric and use writing as a mode of learning through journal entries, essay writing, and other assignments. As seminar participants, all students are expected to contribute to class discussion.

WR 585: Contemporary Rhetorical Theory (Oregon State University)
Contemporary Rhetorical Theory familiarizes students with a range of theories that have significantly contributed to or influenced modern rhetorical thinking. The aim of this course is to provide a background in rhetorical theory as a means of accessing strategies of persuasion and knowledge-making practices in general, while also pursuing a few specific trends in recent rhetorical theory. Students recognize and understand the fundamental assertions of 20th and 21st century rhetoric scholarship while gaining insight into how specific scholars have continued to address important and ongoing concerns to the field.

ENG 585: Introduction to Digital Humanities (Oregon State University)
This course provides a rapid introduction to some of the key theories, applications, and methods associated with the digital humanities. The key questions concern the productive tensions that are generated in rethinking humanities scholarship through the representation of analog materials in digital media forms. The course moves from theory to practice, with a specific focus on student-driven digital humanities projects built around available archival material for the noted author Bernard Malamud. We focus special attention to the time he spent teaching, writing, and living in Corvallis (1949-1961), and center upon his 1961 academic novel *A New Life*, written about OSU.

WR 566: Advanced Technical Writing (Oregon State University)
Professional Writing addresses both practical skills such as how to write memos, proposals and reports, as well as theoretical ones about rhetoric, ethics, and information design. As professional writers, students will be expected to analyze organizations and institutions to

develop effective communicative practices. Therefore, the class is organized with an eye towards future action: while students read what others have done they also develop strategies for communicating effectively. Reading and writing assignments have been designed to help students gain greater insight into the issues and challenges of professional writing in a variety of workplace contexts.

WR 562: Environmental Writing (Oregon State University)
Environmental Writing familiarizes students with a range of writing and theory on the environment, primarily from an American perspective. The course examines scholars, concepts, documents, and methodologies that are central to the evolution of American environmental theory, while also touching on popular theorists who has explored specific issues in ecology, nature writing, wilderness, environmental communication, and the emergence of the Anthropocene. The aim of this course is to provide a background in environmental writing techniques and concepts, as a means of accessing strategies of persuasion and knowledge-making practices in general, while giving students the opportunity to explore one specific trend in recent environmental policy or theory.

WR 511: The Teaching of Writing (Oregon State University)
The Teaching of Writing introduces current and future teachers of writing to theory and pedagogy in composition studies, helps them become aware of and strengthen their own writing processes, and enables them to make and express connections between classroom experience and composition theory. This class looks at assessment, response, assignment creation, grammar, literacy, multimedia, process, and genre as we explore composition and writing. Students in the course become critical, informed evaluators of student writing and become familiar with rhetoric and composition theory.

WR 510: Graduate Internship (Oregon State University)
Making the Midcentury, Modern: This intern assisted me with writing the research article based off of research completed in WR 511. Responsibilities include: writing portions of the article, synthesizing existing material, working on citations, and preparing the manuscript for submission. Activities involved 3 hours/week.

ENGL 505M: Professional Writing Practicum (Purdue University)
ENGL 505M prepares graduate students in English for teaching within the professional writing program and focuses on pedagogy development, technology instruction, and professional writing research. All students are observed several times throughout their first year of teaching and are helped to teach new and unique sections of business and technical writing.

ENGL 505T: Teaching with Technology Practicum (Purdue University)
In ENGL 505T, new graduate teaching assistants work to integrate technology into their rhetoric and composition courses. Mentoring focuses on teaching technology in context, the rhetorical use of production software and hardware, and integrating multimedia composition during computer lab use. I had a hand in developing the following workshops for graduate students.

Teaching Preparation: Orientation Week Review and Electronic Gradebooks; Making the Most of Your Lab Day; Preparing for English 106 Showcase; Electronic Teaching Portfolios

Pedagogy: Plagiarism Concerns and Technology; Electronic Research and Documentation Visual Rhetoric and Visual Literacy 1 (Focus on Production); Visual Rhetoric and Visual Literacy 2 (Focus on Analysis); ESL and Technology; Copyright, Fair Use, and Creative Commons; Collaborative Online Texts; 140 Characters at a Time: Texting; Creating and Assessing Multimedia Assignments; Game Theory & Persuasive Gaming

Production Software: Exploring the Deeper Power of Word and PowerPoint; Introduction to Adobe InDesign Working with Photoshop; Designing Websites; Making Videos: Windows Movie Maker or iMovie; Recording Audio: Audacity, GarageBand or Myna; Web 2.0 Tour of Tools and Resources; Exploring Acrobat Pro

WR 502: Independent Study (Oregon State University)
WR 502 serves as a two-credit, independent course meant to serve individual students with specific reading and research in a topic not available as a complete course. Most Independent Study courses

are established with the student's thesis advisor and run for one term. I have led Independent Studies on the following topics:

> Science Writing and Rhetoric of Science – Winter, 2020
> Computers, Composition, and Disability – Fall, 2013

Undergraduate

WR 497: Digital Literacy and Culture (Oregon State University) (previously ENG 495)
Language, Technology and Culture focuses on the many and varied relationships between expression and the technological systems and networks that provide context, meaning, and shape to those expressions. From pencils to pixels, telegraphs to texts, and semaphores to social networking, this class examines the interactions between technology and literacy throughout history. Beyond defining "new media," we consider how technologies affect subjectivity, agency, power, community, relationships, careers, and cognition. This class asks students to reflect on our current technological situation, how the technologies we use to communicate have ties to older literacies, and what they may suggest about coming changes.

ENG 485: Introduction to Digital Humanities (Oregon State University)
This course provides a rapid introduction to some of the key theories, applications, and methods associated with the digital humanities. The key questions concern the productive tensions that are generated in rethinking humanities scholarship through the representation of analog materials in digital media forms. The course moves from theory to practice, with a specific focus on student-driven digital humanities projects built around available archival material for the noted author Bernard Malamud. We focus special attention to the time he spent teaching, writing, and living in Corvallis (1949-1961), and center upon his 1961 academic novel *A New Life*, written about his time at OSU.

WR 466: Advanced Technical Writing (Oregon State University) (previously WR 407)
Professional Writing addresses both practical skills such as how to write memos, proposals and reports, as well as theoretical ones about rhetoric, ethics, and information design. As professional writers, students will be expected to analyze organizations and institutions to develop effective communicative practices. Therefore, the class is organized with an eye towards future action: while students read what others have done, they also develop strategies for communicating effectively. Reading and writing assignments have been designed to help students gain greater insight into the issues and challenges of professional writing in a variety of workplace contexts.

WR 462: Environmental Writing (Oregon State University) (previously Science Writing)
(Writing Intensive Course)
Environmental Writing familiarizes students with a range of writing and theory on the environment, primarily from an American perspective. The course examines scholars, concepts, documents, and methodologies that are central to the evolution of American environmental theory, while also touching on popular theorists who has explored specific issues in ecology, nature writing, wilderness, environmental communication, and the emergence of the Anthropocene. The aim of this course is to provide a background in environmental writing techniques and concepts, as a means of accessing strategies of persuasion and knowledge-making practices in general, while giving students the opportunity to explore one specific trend in recent environmental policy or theory.

WR 435: Scientific, Technical, and Professional Communication Capstone Course (x3) (Oregon State University)
This one-credit course provides an opportunity for students enrolled in the certificate in scientific, technical, and professional communication to compose and design a portfolio of their existing work for future professional use. The course covers the purpose and goals in creating a portfolio, the selection and organization of materials, the formation of an editing and revision plan, the development of contextual summaries, the writing of an introductory letter, and the delivery of a finished portfolio project. The portfolio will be proof of the work students have completed in their certificate program and assist students in representing those abilities to others.

WR 411: The Teaching of Writing (Oregon State University) (Writing Intensive Course)
The Teaching of Writing introduces current and future teachers of writing to theory and pedagogy in composition studies, helps them become aware of and strengthen their own writing processes, and enables them to make and express connections between classroom

experience and composition theory. This class looks at assessment, response, assignment creation, grammar, literacy, multimedia, process, and genre as we explore composition and writing. Students in the course become critical, informed evaluators of student writing and become familiar with rhetoric and composition theory.

BB 401: Undergraduate Research
Special section for undergraduate research mentoring.

WR 362: Science Writing (Oregon State University) (also taught as 362H)
WR 362 concerns the practices and conventions for writing about science to a broader public of non-professionals. Students analyze some of the most influential science journalism from the past few years and see what makes that writing successful, before writing their own news pieces and feature articles. The course addresses some of the more practical skills involved in writing about complex scientific information and the models of science communication that support that work. Reading and writing assignments have been designed to help students gain greater insight into the issues and challenges of science writing in a variety of contexts.

WR 327: Technical Writing (Oregon State University)
WR 327 teaches processes for analyzing writing contexts and producing effective, clean, and reader-centered documents in an efficient manner. This course responds to the need for successful and ethical communication through principles in rhetorical theory and by current research in technical communication as well as current technical communication practices. Individually and in groups, students learn effective strategies for communicating about and with technology, particularly in networked workplaces and through usability testing.

WR 323: Advanced Composition (Oregon State University) (Ecampus)
Advanced Composition helps students build on the writing abilities they have and extend them toward those they want. This course fulfills the WR II bacc core requirement, though is also an advanced course that expects students to write material that deals with complex subject matter, involves more research, and develops their own voice. WR 323 also asks students to explore one specific (big) topic from a number of perspectives. I have taught this class focused on the issue of "sustainability," but it always up to students to decide how they want to define the concept, argue for their beliefs, and write a long-form essays about the topic.

WR 303: Writing for the Web (Oregon State University)
Writing for the Web prepares students to produce instructive, informative, and rhetorically savvy writing for Web-based locations and applications. The course teaches students processes, strategies, and principles for analyzing writing contexts and producing writing for different content management systems, Websites, Webwares, and apps. Students learn effective strategies for writing and producing Web content, particularly through the use of existing Web sites and services, but also through the construction of their own Websites. To achieve success in this course, students must demonstrate knowledge of advanced writing techniques adaptable for numerous networked, multimedia contexts.

WR 214: Writing for Business (Oregon State University)
Writing for Business teaches students the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts. Communication across multiple audiences and for multiple purposes continues to be a desired skill set in business and professional fields, so this course concerns rhetorical principles that help students shape their business writing ethically, for multiple audiences, in a variety of professional situations. This course makes use of different networked technologies, software, and web-ware in order to broaden our understanding of where, why, and how writing in the workplace happens.

ENGL 306: Introduction to Professional Writing (Purdue University)
In English 306, Professional Writing majors study texts, contexts, and concepts important to the practice of professional writing and produce documents for print and digital distribution. The class is organized around the question "What do professional writers do now and what will they do in the future?" and students read and analyze rhetorical theory, professional writing scholarship, and current popular conceptions of professional writing in order to answer this question. Students finish the

course with an interview of a practicing professional writer and develop a report and infographic that helps future students better understand professional writing.

ENGL 421: Technical Writing (Purdue University)
In ENGL 421, students, including Professional Writing majors, work individually and in groups to learn ethical, effective, and rhetorically grounded strategies for communicating technical material, particularly in networked workplaces. In my courses, students focus on understanding the experience of the user and learn both user-centered processes and strategies for usability testing. Students produce a wide range of print and digital documents, and focus on several projects, including touch-screen interface design, usability testing, and user manuals.

ENGL 420: Business Writing (Purdue University)
ENGL 420 teaches students including Professional Writing majors, the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts. This course focuses on ethical research and personal ethos within documentation production. In my courses, students focus on multimedia user manuals, green and white papers, employment projects, and documentation for community groups as a service-learning component.

ENGL 420E: Business Writing for Entrepreneurs (Purdue University)
ENGL 420E is a special section of Business Writing where students can earn their Certificate in Entrepreneurship and Innovation, in association with the Burton D. Morgan Center in Discovery Park. Coursework is focused on marketing and product-planning documentation.

ENGL 420Y: Business Writing – Distance Education (Purdue University)
ENGL 420Y is the online version of Business Writing and attempts to find a middle space between the daily assignments, interaction of an onsite course, and the self-pacing students may expect of distance education courses. All coursework takes place through course Drupal-based Websites.

ENGL 106: Introductory Composition (Purdue University)
English 106 is an entry-level, four-credit rhetoric and composition course where students engage with writing, multimedia composition, rhetorical strategy, and critical thinking skills. In the version I teach, students focus on composing *as it happens online* and work on projects including documentary videos, multimedia advertisements, thematic blogs, social media analysis, and a wide range of web-based publications. Much of the course examines students' own digital literacy practices and productions, and, along with a rhetoric textbook, students read and analyze writing from a wide range of texts, including *Everything is Miscellaneous*, *Wikinomics*, *Convergence Culture*, *Ambient Findability*, *Cognitive Surplus*, *The Cult of the Amateur*, *Free Culture*, *The Future of Reputation*, *Everything Bad is Good for You*, *Access Denied*, *Reality is Broken*, *What Technology Wants*, *Born Digital*, as well as videos from *Authors @ Google*, and *TED Talks.*

ENGL 150: Introductory Composition (Case Western Reserve University)
English 150 is an entry-level, three-credit rhetoric and composition course where students engage with writing, rhetorical strategy, and critical thinking skills. The course focuses on critical thinking and rhetorical strategies and students produce analyses of a wide range of media.

USSO 240: A People's History of Cleveland (Case Western Reserve University)
In USSO 240, a seminar course, students focus on understanding historiography, cultural studies, and working-class studies, all while researching one city – Cleveland. The course centers on the questions "why is Cleveland described as working-class" and "what is the rust-belt"? In answering these questions, students investigate Cleveland history, visit local historical sites, engage guest speakers, and read about working-class themes. The course culminates in an empirical oral history project where students uncover stories of Cleveland life not previously told.

At Case Western Reserve University, the Seminar Approach to General Education (SAGES) program included a variety of first- and second-year seminars that paired university instructors with professors and noted community leaders. I was fortunate enough to teach in the SAGES program as a seminar instructor (see USSO 240) and also as a Co-Instructor and Writing Liaison. Both positions involved leading writing workshops, teaching special topics, and assessing writing in a general Writing Across the Curriculum (WAC) framework.

Co-Instructor: USSY 214: The Emergence of Rock and Roll; USSO 214: Laughter; USSY 218: Apophatic
Theology; FSSY 106: Trauma & Memory: Modes of Remembrance and Representation;
FSSO 103: Experiential Learning & Knowledge Creation (x2); FSSO 110: Conflict & Cooperation;
FSSO 100: The Life of the Mind (x3)

Writing Liaison: USSY 273: Pirates and Privateers: Intellectual Property; USSY 270: The Scientific Mind;
USSY 262: What's Goin' On: Marvin Gaye; USSY 211: Beethoven and the Age of Revolution;
USSO 229: Art Mirrors Art; USSO 224: Women: Ordinary and Extraordinary Leaders (x2)

New Programs/Courses

WR 466/566: Advanced Technical Writing, name change accepted May, 2020 (Category II approval)
WR 250: Podcast Storytelling, accepted April, 2019 (Category II and Writing II approval)
Writing Intensive Course proposal: WR 462/562: Environmental Writing, accepted June, 2017 (Category II and
WIC approval)
Undergraduate Certificate in Scientific, Technical, and Professional Communication, (STPC),
Proposed September, 2015 accepted February. 2017 (Category I approval), with Colin Hesse, COMM
WR 462/562: Environmental Writing, course name change and revision of WR 462/562: Science Writing,
accepted June, 2016 (Category II approval)
WR 485/585: Contemporary Rhetorical Theory, accepted June, 2016, with Tim Jensen, SWLF
(Category II approval)
WR/COMM 435: Scientific, Technical, and Professional Communication Capstone Course, accepted
April, 2016, with Colin Hesse, COMM (Category II approval)
WR 497/597: Digital Literacy and Culture, course change and revision of ENG 495/595:
Language, Technology, and Culture. (Category II approval)
WR 466/566: Professional Writing, accepted December, 2013 (Category II approval)
WR 303: Writing for the Web, accepted December, 2013 (Category II and Writing II approval)

Writing Lab and Tutoring

ENGL 180: Personal Writing Workshop (x2) (Case Western Reserve University)
ENGL 180 focuses on students' expository writing skills through regularly scheduled hour-long weekly
conferences with a tutor. The student and the tutor work together to develop a personalized,
semester-long writing tutorial that attends to specific writing goals.

High School Literature

While completing my BSE at Slippery Rock University, and attaining my teaching certificate in secondary
education, I fulfilled my student teaching at Pine Richland School District in Pine Richland, PA. While I taught a
number of courses, from journalism and creative writing, I was the student teacher of record for 11th grade
Honors British Literature and 12th grade Honors American Literature.

JOURNAL EDITING

Present Tense Journal

Co-Founder; Technical Editor, 2009 – 2012; Co-Managing Editor, 2012 – 2020;
Editor-at-Large, 2020 – present
http://www.presenttensejournal.org/

I served as one of two Managing Editors for the journal *Present Tense* from 2012 until the summer of 2020.
Since taking this position, I have been involved in the production and release of eleven issues (3.2 – 8.2). My
duties involved promoting the journal, processing new manuscript submissions, acquiring manuscript
reviewers, editing manuscripts when necessary, holding editors' meetings, and writing the editors' introduction
to each issue. Along with my co-Managing editor, I made decisions about the direction and scope of the
journal, including the development of special issues and the day-to-day editorial decisions as to reviews and
content. To this point, *Present Tense* has published 19 issues and over 160 original research articles, program
reviews, annotated bibliographies, and book reviews. After 2020, I will still have a relationship with the journal,
albeit as an Editor-at-Large.

OUTREACH AND EXTENSION

OSU Professional and Continuing Education (PACE) coordination:

In 2016-2017, my responsibilities included curriculum oversight for two new courses – Technical Writing and Writing for Business. I worked with the instructional designers of the two courses to develop the syllabuses, ensure consistency, and support the face-to-face and online courses. I also participated in the promotion of these course, created webinar materials, and developed marketing language.

In 2018, I worked with course instructors and PACE employees, in consultation with a Fortune 500 American multinational microprocessor corporation, to design two online courses and one on-site course. These courses included both existing materials and newly developed materials created to meet the needs of a specific workforce.

ACADEMIC ADVISING

Graduate Thesis/Project Committees

Thesis/Project Chair for:

Amanda McDowell, MA Rhetoric, Writing, and Culture. *On the Rhetorical Disability of Students with Post Traumatic Stress Disorder: A Rhetorical Approach to the Trauma-Informed Teaching of Composition*. Defended Oct. 16, 2020.

Ruth Sylvester, MA Rhetoric, Writing, and Culture, Co-Chair, *The Writer's Path: Exploring the Writing Studio through the Lens of Activity Theory*. Defended July 23, 2019.

Amanda Rose Keener, MA Environmental Arts and Humanities, *Water Ways*. Defended: May 20, 2019.

Chesapeake Alberti, MA Rhetoric, Writing, and Culture, *Writers, Objects, and Embodied Feeling: The Role of Affect in the Writing Studio*. Defended: Sept. 4, 2018.

Colleen Boardman, MA Rhetoric, Writing, and Culture, Co-Chair, *Rhetorical Arrangement and the Digital Archive: Finding Women's Voices in the Linus Pauling Papers*. Defended: June 8th, 2018.

Jill Sisson, MA Environmental Arts and Humanities, *Meeting the Night: The Science and Mystery of an Endangered Habitat*. Defended: April 27, 2018.

Wesley Snyder, MA Rhetoric, Writing, and Culture, *Public Proof: Science Communication, Weak Theory, and the Nonrational*. Defended: June 29, 2016.

Nick Brown, MA Rhetoric, Writing, and Culture, Co-Chair, *Extending and Visualizing Authorship in Comics Studies*. Defended: April 31, 2015.

Elizabeth Wimberly, MA Rhetoric, Writing, and Culture, *More than a Term: A Consideration of Support for Generation 1.5 Students at Colleges and Universities*. Defended: June 12, 2014.

Gail Cole, MA Rhetoric, Writing, and Culture, *Principles and Practices in Online Writing Instruction*. Defended: May 12, 2014.

Chad Iwertz, MA Rhetoric, Writing, and Culture, *Classified Bodies: Disability, Identity, and the Technological Classroom*. Defended: May 1, 2014.

Alex Werndli, MA Rhetoric, Writing, and Culture – ongoing –

Dissertation Reader for:

L. K. Mae, PhD in Women, Gender, and Sexuality Studies. *Coming-In 1: Anishinabek LGBTQ and Two-Spirit Elders Stories of Place, Home, and Community*. – ongoing –

Thesis/Project Reader for:

Marisa Yerace, MA Rhetoric, Writing, and Culture, *Creative Placemaking as a Composition Pedagogy*. Defended May 14, 2020.

Adrian Monty, MA Environmental Arts and Humanities, The Fissures of Fission: A Look at the Cracks in the Construction of the Atomic Age. Defended: June 13, 2019.

Ian Ferris, MA Rhetoric, Writing, and Culture, *(Com)Posing Rhetorical Ecology: Cultivating Phronesis via Permacultural Praxis*. Defended: June 7, 2019.

Brigid Ronan, MFA Creative Nonfiction, *Part Time Astronaut*. Defended May 29, 2019.

Don Frier, MA Rhetoric, Writing, and Culture, *A Style Analysis of Army Doctrine Publications*. Defended: Dec. 5, 2018.

Jason Schindler, MA Environmental Arts and Humanities, *Embodying Gaia: Bruno Latour's Gaia and the Earthboundedness of Contemplative Pedagogy*. Defended: Dec. 3, 2018.

Randall Magnuson, MFA Fiction, *The Buried City*. Defended May 7, 2018.

Addison Koneval, MA Rhetoric, Writing, and Culture, *Toward a Critical Consciousness: Rhetorical Grammar as Anti-Racist Praxis in the First-Year Composition Classroom*. Defended: April 30, 2018.

Shanna Kileen, MA Literature and Culture, *Bleeding Assemblages: Translating Borders in the Bilingual Poetry Of Irma Pineda Santiago*. Defended May 30, 2017.

Natalie Saleh, MA Rhetoric, Writing, and Culture, *Chatting, Cooking, Curating: English Language Learners as Sponsors of Literacy in a Multicultural Literacy Center*. Defended May 15, 2017.

Chris Gasser, MA Rhetoric, Writing, and Culture*, Composing for Social Change: Ideological Clashes and Ideographs in the Composition Classroom*. Defended: June 6, 2016.

Jacob Day, MA Rhetoric, Writing, and Culture, *An Exploration of Scholarship on Peer Review in Composition Studies: Looking to the Future with Replicable, Aggregated, and Data-Supported Research Methodologies*. Defended: July 6, 2015.

Tana Garcia, MAIS, *Connecting with Students through Multicultural and Culturally Relevant Texts*. Defended: June 9, 2015.

Jessica Martin, MAIS, *Facebook in the Work Environment: A Look at how Facebook has an Impact on the Developing Relationships in the Workplace*. Defended: May 24, 2015.

André Habet, MA Rhetoric, Writing, and Culture, *Reclaiming Voice: Enacting Social Discourse Communities in Belizean First-Year College Composition*. Defended: May 1, 2015.

Joy Henry, MFA Fiction, *Bells*. Defended: April 27, 2015.

Aaron Schwartz, MA Rhetoric, Writing, and Culture, *Omen of Mere Event: Vignettes in a Post-Wilderness Landscape*. Defended: April 14, 2015.

Sarah Mosser, MA Rhetoric, Writing, and Culture, *Modalities of Responding to Student Writing: How the Medium Shapes the Message*. Defended: June 10, 2014.

Allen Sprague, MA Rhetoric, Writing, and Culture, *Relationship-Based Service Learning in a Business Writing Context*. Defended: June 7, 2013.

Dari Lawrie, MA Literature and Culture – ongoing –

Regan Breeden, MA Rhetoric, Writing, and Culture – ongoing –

Andrea Fennimore, MA Rhetoric, Writing, and Culture – ongoing –

Undergraduate Honors Thesis Committees

Simone Burton, Committee Member – ongoing –

Victor Michael Puoci. Thesis Chair. *The Creation of At This Point, an Undergraduate Focused Science Podcast*. Defended May 22, 2020. Chair.

William Hemstrom, *The Relationship between Science and Narrative in Anime*, Defended: August 22, 2013. Committee Member.

Group Advising

MA Rhetoric, Writing, and Culture Thesis Writers' Group: convener, 2013 – present

Affiliated faculty for MA degree program in Environmental Arts and Humanities, Oregon State University, 2013 – present

Purdue Professional Writing Undergraduate Club, 2011 – 2012.
http://web.ics.purdue.edu/~pwclub

ACADEMIC SERVICE

Administrative Work: Director of Undergraduate Studies

In the spring of 2016, The Director of the School of Writing, Literature, and Film asked me to take on a new role of the Director of Undergraduate Studies for the school. Because this position did not exist previously, I was tasked with defining the scope of the position and generating a ranger of administrative and curricular projects. This work lasted three years until the spring of 2019. By the fall of 2019, the English major was the second-fastest growing degree program at OSU. My work involved the following:

2016-2017: 1) Researched the English major and developed data analysis for future course scheduling, 2) Worked with The Director of the School and the Assistant to the Director to develop a new scheduling method, 3) Re-assessed and expanded Ecampus offerings, 4) Helped to create a new professional development course for English majors, 5) Performed APAA assessment, 6) Chaired the technical writing course taskforce, 7) Coordinated with faculty and advisors in the College of Engineering to pilot two course/term engineering-only sections of WR 327, 8) Promoted the major, and 9) Created and managed events.

2017-2018: 1) Researched and wrote a program review for the Curriculum Council and the Office of Academic Programs, Assessment, and Accreditation (APAA), 2) Assisted in the creation of a school-wide Open House for potential new majors, 3) Served on a school curriculum re-assessment committee, 4) Held official meetings with another school about potential school realignment, 5) Developed a Google AdWords campaign for the English major, 6) Continued data collection for Engineering major-only sections of WR 327, 7) Coordinated Psychology major-only sections of WR 222, 8) Partnered with the School of History, Philosophy, an Religion on the first-ever Humanities Undergraduate Conference, 9) Continued work from 2017-2018.

2018-2019: 1) Wrote Action Plan in response to Curriculum Council and the Office of Academic Programs, Assessment, and Accreditation (APAA) Report, 2) Worked with school Advisor and school Public Information Rep to develop webpage for transfer students and timeline for English majors, 3) developed schoolwide syllabus language and graphic, 4) Collaborated with school Public Information Rep to create undergraduate extra-curricular calendar and timeline, 5) Gave undergraduate program presentations to COS, CEAOS, and COF advisors, 6) Created Writing Minor outcomes, 7) Completed assessment or assessment planning for all degree programs in SWLF (majors, minors, and certificates), 8) Continued work from 2018-2019.

Committees

School of Writing, Literature, and Film Curriculum Committee: 2020 – 2021
School of Writing, Literature, and Film Promotion and Tenure Committee: 2018 – present
Rhetoric, Writing, and Culture, Program Liaison – Fall, 2015; 2019 – present
CoSine Advisory Group, Oregon State University, 2014 – present
Academic Standing Committee, OSU Faculty Senate Committee: 2018 – present
School of Writing, Literature, and Film Executive Committee: 2015 – 2017; 2018 – 2020
School of Writing, Literature, and Film Technology Committee: member, 2012 – 2013; convener, 2013 – 2019
School of Writing, Literature, and Film Curriculum Redesign Taskforce: 2017 – 2018
SWLF / SAC Visioning Committee: 2017 – 2018
"Workload Taskforce," College of Liberal Arts Committee, Committee Chair: 2017
Computing Resources Committee, University Faculty Senate Committee: 2014 – 2017
Oregon State University Faculty Senate, 2014 – 2015
School of Writing, Literature, and Film Technical Writing Instructors Committee: 2012 – 2016
School of Writing, Literature, and Film Composition Committee: member, 2013 – 2014
Introductory Writing Committee (IWC): Introductory Composition at Purdue ICaP Website Subcommittee, 2010 – 2011; ICaP Technology Goals Subcommittee, 2009 – 2010; Policy Subcommittee, 2007 – 2008
Graduate Student English Association (GradSEA): (ICaP) representative, 2009 – 2011
Computers & Writing Conference: Promotions and Marketing Committee, 2009 – 2010; Installations and Visual Experience Committee, 2009 – 2010
"Teaching with Popular Culture" syllabus approach: Webmaster, 2008 – 2009
Pedagogical Initiatives Committee (PIC): 2009
Purdue Graduate Student Government (PGSG): Student Affairs subcommittee, 2008 – 2009

Search Committees

Chair of Search Committee for Writing Studies/WAC position, Oregon State University, School of Writing, Literature, and Film: 2019 – 2020
(Tara Williams, initial Co-Chair, left committee before interview stage of search)
Search Committee for Assistant Director of Writing, Oregon State University, School of Writing, Literature, and Film: 2016
Chair of Search Committee for Literacy Studies/ELL position, Oregon State University, School of Writing, Literature, and Film: 2015 – 2016
Search Committee for Literacy Studies/ELL position, Oregon State University, School of Writing, Literature, and Film: 2014 – 2015
Search Advocate for Information Technology Consultant position, Oregon State University, division of Outreach and Engagement: 2014 – present
Search Advocate for Music-Performance-Technology faculty position, Oregon State University, School of Arts and Communication: 2014-2015
Interview Committee for Director of Writing position, Oregon State University, School of Writing, Literature and Film: 2012 – 2013

Search Committee and Interview Committee for Professional and Technical Writing position, Purdue University: 2010 – 2011

Pedagogy Presentations, Class Guest Speaker Talks, and Workshops

CPTSC Conference, "Plenary Session: Administering Programs in a Time of Crisis." October 2, 2020.
Engineering and Design for Society (EDS) summer workshop on student engagement, Aug. 26, 2020.
Showcasing Innovations: WIC and Multimodality panel presentation. May 15, 2020.
Welcome Week faculty panel presentations. Sept. 24, 2019.
"Environmental Rhetoric." Environmental Arts and Humanities Field Course, Sept. 10, 2019.
Promotion and Tenure Panel, *Academic Faculty Workshop. Office of Faculty Affairs*, May 14, 2019.
"Three Approaches to Teaching with Wikipedia." *Undergraduate Student Success Summit*. March 7, 2019
Annual Conference Workshop & Annual Graduate Program Application Workshop, with Tim Jensen, for MA Rhetoric, Writing, and Culture students: 2015 – 2019
"Engineering our Way Out." Oregon State University. HC 407: *Dawn of the Anthropocene*. Fall term, 2015 – 2019
"New Directions in Rhetoric & Composition" series of presentations in ENG 518: *Introduction to Graduate Studies*. Fall 2014, 2016 – 2019
"Teaching with Technology in Technical Writing." With Robbie Connor. Oregon State University. May 12, 2017
"Instruction Manuals and Plagiarism." Oregon State University. April 18, 2017
"ChromeBook Workshops." Oregon State University. May 9 & 31, 2016
"Low-Stakes Writing for Critical Thinking: Strategies from Across the Curriculum." Oregon State University WIC Lunch, October 9, 2015
Video recording for *Academic Misconduct Tutorial*, for Open Oregon State, Ecampus and Instructional Design. July 10, 2015
"Malamud's Living Archive," Bernard Malamud Centenary Celebration, with Ray Malewitz. April 24, 2014
"Peer Review in the Classroom and Online." Oregon State University WIC Lunch, April 25, 2014
"Teaching Science and Professional Writing." Oregon State University WIC Lunch, April 26, 2013
Purdue Professional Writing Undergraduate Club:
  "Introduction to HTML and CSS." Spring, 2011
  "Game Theory & Professional Writing." Fall, 2010
  "Designing Large Documents." Fall, 2009; Spring, 2010; Fall, 2011
Purdue Writing Lab "Brown Bag" Series:
  "Plagiarism and Freshman Composition." Fall, 2010
  "Plagiarism and Professional Writing." Fall, 2010
"Copyright for New Media Production." ENGL 419, Purdue University, Spring, 2009

Curriculum and Policy Development

Work with the Engineering and Design for Society (EDS) curriculum initiative, 2020
Oregon Writing and English Advisory Council (OWEAC) WR 227/327 Working Group, 2017
"327 Task Force" for development of resources, workshops, and curricular alignment for WR 327, Technical Writing, 2016-2017
Curriculum development for undergraduate Scientific, Technical, and Professional Writing Certificate, 2015 – 2016
Writing Intensive Curriculum (WIC) Faculty Seminar, member, 2014
Writing for Business (WR 214) Curriculum Review and Development, 2013-2014. New syllabus taught in Business Writing practicum (WR 518) by Sara Jameson in Spring, 2014
Introductory Composition (WR 121) Plagiarism Guidelines, 2013
Purdue H-OWL (for Purdue OWL), *Bill and Melinda Gates Grant*, 2011
Technology Goals for Introductory Composition at Purdue (ICaP), revision, 2010
Purdue OWL, content development. "Preventing Plagiarism" Elizabeth L. Angeli, ed. 2010
  http://owl.english.purdue.edu/owl/section/3/33/
"Composing with Popular Culture" Syllabus Approach creation, 2008 – 2009
Collaborative Online Instructor Network (COIN), content development, 2008

ACADEMIC REVIEW

Journal Review

Surveillance and Society journal: Reviewer, 2015 – 2016, 2020

Journal of Business and Technical Communication: Reviewer, 2020
enculturation journal: Reviewer, 2019 – 2020
Technical Communication Quarterly journal: Reviewer, 2017, 2020
Written Communication journal: Reviewer, 2018 – 2019
Transfers: Interdisciplinary Journal of Mobility Studies: Reviewer, 2019
Rhetoric Society Quarterly journal: Reviewer, 2014 – 2019
College English journal: Reviewer, 2019
IEEE Transactions on Professional Communication journal: Reviewer, 2017
Technical Communication journal: Reviewer, 2013
Harlot of the Arts journal: Reviewer, 2013 – 2015
Present Tense journal: Reviewer, 2011 – 2013

Book Manuscript Review

Palgrave/MacMillan: Manuscript Reviewer, 2020.
Routledge book series *Studies in Technical Communication, Rhetoric, and Culture*: Proposal Reviewer, 2017.
Paulo Mourão. *The Economics of Motorsports: The Case of Formula One*. Palgrave Macmillan (2017).
Kristian Bjørkdahl and Alex Parrish, Eds. *Rhetorical Animals: Boundaries of the Human in the Study of Persuasion*. Rowman & Littlefield (2017).

Conference Review

Special Interest Group for Design of Communication (SIGDOC): Student Research Competition Reviewer, 2020
Special Interest Group for Design of Communication (SIGDOC): Submissions Reviewer, Proceedings Reviewer, 2018; 2020
Computers & Writing Conference (C&W): Submissions Reviewer, 2011 – 2012; 2019 – 2020
Conference on College Composition and Communication (CCCC): First-Round Submissions Reviewer, 2014 – 2019
Conference of the Council for Programs in Technical and Scientific Communication (CPTSC): Submissions Reviewer, 2015 – 2019
Association of Teachers of Technical Writing Conference (ATTW): Submissions Reviewer, 2012 – 2018
MA Symposium, School of Writing, Literature, and Film: Submissions Reviewer, Fall 2017
Association for Research on Service-Learning and Community Engagement Conference (IARSLCE): Submissions Reviewer, 2012

Textbook Review

Bedford/St. Martin's *Writer/Worker* Reviewer, 2019
Cengage/4LTR Press Visuals Reviewer, 2015
Practical Strategies for Technical Communication, 2nd ed. (textbook by Mike Markel): Infographic Reviewer, 2014
Practical Strategies for Technical Communication, 1st ed. (textbook by Mike Markel): Reviewer, 2014
Cengage *BCOM 7th ed*. Visuals Reviewer, 2014
MyTechCommLab by Pearson: Reviewer, 2013
Technical Communication, Brief Edition (textbook by Mike Markel): Reviewer, 2012
Technical Communication Strategies for Today, (textbook by Richard Johnson-Sheehan): Researcher, 2009 – 2010

Judging

Oregon Lottery Graduate Scholarship, Judge, 2020
ACM SIGDOC Student Poster Competition, Judge, 2019
OSU Honors College Thesis Fair poster competition, Judge, 2019
CCCC Outstanding Dissertation Award in Technical Communication, Judge, 2019
The Janice Lauer M. Award for Dissertation Excellence in rhetoric and composition, Judge, 2017
The Lisa Ede Award for Excellence in Composition Pedagogy, Committee Member, 2014 – present
OSU CLA Scholarship and Creativity Fair: 60-Second Lectures Judge, May 29, 2014
American Society of Civil Engineers, Northwest Student Conference: Technical Paper Judge, 2013

External Tenure Review

Auburn University, 2020
Creighton University, 2019

CERTIFICATIONS

CITI Course in Behavior Research Investigators and Key Personnel – IRB: 2017 – 2020
CITI Course in Conflict of Interest (Oregon State University) – annual
Family Education Rights and Privacy Act (FERPA), certified: 2007 – present
Affirmative Action Search Advocate, certified: July, 2014 Collaborative Institutional Training Initiative;
    updated October, 2015
CITI Course in the Protection of Human Research Subjects – IRB: 2007 – 2012
Secondary Education Teaching Certificate, State of Pennsylvania, grades 5-12: 2001 – 2011

PROFESSIONAL SOCIETIES

National Council of Teachers of English (NCTE); Rhetoric Society of America (RSA); ACM Special Interest Group in the Design of Communication (SIGDOC); Association for Teachers of Technical Writing (ATTW)

TECHNICAL PROFICIENCIES

Microsoft Windows; Mac OSX; Chrome OS
Adobe Creative Cloud: Photoshop, Dreamweaver, InDesign, Fireworks, Acrobat Pro
Microsoft Office: Word, Excel, Publisher, PowerPoint, OneNote
Content/Learning Management Software: Drupal, WordPress, Blackboard, Canvas
Digital Humanities: Scaler, Voyant
Document Preparation/Markup: LaTeX (with Leafly), XML
Project Management/Communication: Slack
Open-Source Software: LaTeX, Audacity, CamStudio, OpenOffice, Gimp, etc.
Other Software/CMS: iMovie, GarageBand, WordPress, numerous web-based apps
Web Markup Languages: HTML5, CSS

GRADUATE COURSEWORK

Rhetoric and Composition
ENGL 505A – Teaching First-Year Composition 1 (Richard Johnson-Sheehan)
ENGL 505B – Teaching First-Year Composition 2 (Shirley Rose)
ENGL 591 – Introduction to Composition Theory (Irwin Weiser)
ENGL 622 – Issues in Composition Studies, Classical Period to the Renaissance (Richard Johnson-Sheehan)
ENGL 624 – Issues in Composition Studies, Modern Period (Shirley Rose)
ENGL 625 – Empirical Research in Writing (Michael Salvo)
ENGL 626 – Issues in Composition Studies, Postmodern Period (Thomas Rickert)
ENGL 630 – Second Language Writing (Tony Silva)
ENGL 681/IDIS 591A – Hutton Lectures in Rhetoric and Composition (Jenny Bay)

Theory and Professional Writing
ENGL 505M – Professional Writing Practicum (Patricia Sullivan)
ENGL 515 – Advanced Professional Writing (Michael Salvo)
ENGL 590 – Postindustrial Mobilities (Michael Salvo)
ENGL 680I – Institutional Rhetoric (Thomas Rickert)
ENGL 680T – Professional Writing Theory (Michael Salvo)

Rhetoric, Technology, and Digital Writing
ENGL 605 – Computers and Rhetoric (Samantha Blackmon)
ENGL 680G – Gender, Rhetoric, and the Body (Jenny Bay)
ENGL 680M – Minority Rhetorics (Samantha Blackmon)
ENGL 680S – Digital Rhetoric and Design Studio (David Blakesley)

Other PhD Coursework

GER 605 – German for Translation (Jennifer Marston William)
ENGL 699 – PhD Dissertation Research (x11) (Michael Salvo)

Master's Level Coursework
ENGL 500 – The Teaching of Rhetoric and Composition (Todd Oakley)
ENGL 510 – Research Methods (Kurt Koenigsberger)
ENGL 518 – Eighteenth-Century British Literature (Christopher Flint)
ENGL 519 – Victorian Literature and Psychology (Athena Vrettos)
ENGL 524 – Authorship and Copyright (Martha Woodmansee)
ENGL 557 – American Literature, Civil War to WWII (William Marling)
ENGL 587 – Introduction to Critical Theory (Martha Woodmansee)
ENGL 590 – Independent Study: Cultural Studies and Critical Pedagogy (Kurt Koenigsberger)
ANTH 579 – Language, Thought, and Emotion (T. S. Harvey)

RECOMMENDATIONS

Provided Upon Request.