

Kelly Kinney

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EDUCATION

- Ph.D.** English: Rhetoric and Composition, *Ohio University*, Athens, 2005
Dissertation: “A Political Administration: Pedagogy, Location, and Teaching Assistant Preparation.” Committee chair: Sherrie Gradin (300 ms pp.)
- MA** English: Rhetoric and Composition, *University of Nebraska*, Omaha, 1996
- BA** English and Political Science: Dual Degree, *Purdue University*, West Lafayette, 1992

FACULTY APPOINTMENTS

University of Wyoming

Associate Professor of English and Director of Writing Programs, 2015-present

Binghamton University, State University of New York

Associate Professor of English and Rhetoric, 2014-2015

Director, The Writing Initiative, 2012-2015

Assistant Professor of English and Rhetoric, 2007-2013

Director, First-Year Writing, 2007-2012

University of Notre Dame

Assistant Professional Specialist, University Writing Program, 2004-2007

Coordinator of First-Year Composition and Assistant Director

Grand Valley State University

Visiting Assistant Professor, Department of Writing, 2001-2004

GRANTS, AWARDS, AND EXECUTIVE BOARD OFFICES

- Independent Writing Departments & Programs Affiliate Executive Board Member, 2016-present
- State University of New York Chancellor’s Award for Excellence in Faculty Service, Spring 2015
- State University of New York Council on Writing, Vice President, 2014-2015
- State University of New York Council on Writing, Executive Board Member, 2008-2015
- The Citation Project, Executive Board Member, 2009-2014
- Council of Writing Program Administrators, Executive Board Member, 2011-2013
- Chi Alpha Epsilon, Honorary Inductee, *Binghamton University*, 2013
- Educational Opportunity Program Faculty Recognition Award, *Binghamton University*, 2012
- Institute for Advanced Study in the Humanities Grant Award, *Binghamton University*, 2012
- Conference on College Composition and Communication Writing Program Certificate of Excellence Award, 2011
- Harpur College Dean’s Research Semester Award, *Binghamton University*, Fall 2010
- Council of Writing Program Administrators Research Grant Award, March 2010
- STAR Award for Excellence in University Service, *Binghamton University*, Spring 2009

EDITORSHIPS

Book Review Editor. *Composition Studies*, 2014-present.
 Founding Editor and Editor-in-Chief. *Binghamton Writes: A Journal of First-Year Writing*, 2008-2015.
 Production Editor. FOCUS: The Southeastern Ohio Journal of Language Arts, 1999-2001.

MONOGRAPH AND CUSTOM TEXTBOOKS

- Kinney, Kelly. *After Emancipation: Labor Reform, Teacher Satisfaction, and Studies of Independent Writing*. Manuscript under contract with Utah State University Press, an imprint of University Press of Colorado. 208 ms. pp.
- Kinney, Kelly, Bethann Garramon Merkle, and Samantha C. Vélez. eds. *Writing @ 7200 Feet: First-Year College Composition and Rhetoric—Or, a Beginner’s Guide to Writing Academic, Civic, and Multimodal Genres*. Plymouth, MI: Hayden-McNeil, 2016. 242 pp.
- Kinney, Kelly, Sean Fenty. and Kristi Murray Costello, eds. *Coming to Voice: Writing Personal, Civic, and Academic Arguments*, 1st and 2nd editions. Plymouth, MI: Hayden-McNeil, 2011 and 2014. 117 and 277 pp.
- Kinney, Kelly and Diane Persin. *The University of Notre Dame First-Year Composition Student Course Guide*, 1st and 2nd editions. Plymouth, MI: Hayden-McNeil, 2002 and 2005. 203 and 257 pp.

ARTICLES, CHAPTERS, AND BOOK REVIEW ESSAYS

- Kinney, Kelly. “The Quick Rise and Untimely Fall of ‘Writing Your Way Into Grad School’: A Dramatic Dialogue, a Discarded Memo, and a Course Epitaph.” *Open Words: Access and English Studies* 9.1 (2015): 4-19.
- Kinney, Kelly and Kristi Murray Costello. “Back to the Future, the Sequel: Five Years of First-Year Writing at Binghamton University.” *Ecologies of Writing Programs: Profiles of Writing Programs in Context*. Christian Weisser, et al., eds. Anderson, SC: Parlor Press, 2015. 142-162.
- Kinney, Kelly. “Review of *Genre: An Introduction to History, Theory, Research, and Pedagogy*, by Anis S. Bawarshi and Mary Jo Reiff.” *Composition Studies* 39.2 (2011): 145-47.
- Kinney, Kelly, Anne Mareck, and Veronica Yon. “Talk Concerning the First-Beginning: A History (in Progress) of the Council of Writing Program Administrators.” *WPA 2010 Conference Proceedings*, Charles Lowe & Terra Williams, eds. 2011: 8 ms. pp.
- Kinney, Kelly and Kristi Murray Costello. “Back to the Future: First-Year Writing in the Binghamton University Writing Initiative, SUNY.” *Composition Forum* 21 (2010): 30 ms pp.
- Kinney, Kelly, Thomas Girshin, and Barrett Bowlin. “The Third Turn Toward the Social: *Living Room, Dangerous Writing*, and Rhetoric and Composition’s Turn to Grassroots Political Activism.” *Composition Forum* 21 (2010): 10 ms pp.
- Kinney, Kelly. “Fellowship for the Ring: Critical Administration in the Corporate University.” *Journal of Writing Program Administration* 32.3 (2009): 37-48.
- Kinney, Kelly. “Of Queen Bees and Queendoms: Fairy Tales, Resilience, and *Women’s Ways of Making It in Rhetoric and Composition*.” *Journal of Writing Program Administration* 32.3 (2009): 150-54. Print.
- Giberson, Greg, Lori Ostergaard, Jennifer Clary-Lemon, Jennifer Courtney, Kelly Kinney, and Brad Lucas. “A Changing Profession Changing a Discipline: Junior Faculty and the Undergraduate Major.” *Composition Forum* 20 (2009): 32 ms pp.
- Kinney, Kelly. “Online Communities, Self-Silencing, and Lost Rhetorical Spaces.” *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* 6.1 (2001): 16 ms pp.

UNDER REVIEW OR IN PROGRESS

- Giberson, Greg, Lori Ostergaard, Jennifer Clary-Lemon, Jennifer Courtney, Kelly Kinney, and Brad Lucas. "A Changing Discipline Changing Perspectives: A Retrospective on the Convergence of Writing Majors, Independence, Disciplinarity, and Graduate Education." Under review at *Composition Forum*. 25 ms pp. (Request to revise and resubmit.)
- Kinney, Kelly, Nancy Small, and Joyce Stewart. "Both/And in Wyoming: Expanding Definitions of Work Within and Trajectories Beyond GAs in Writing and Rhetoric." Proposed chapter for edited collection in progress, *New Teachers, New Teaching, and the Liminality of TAs in Composition and Rhetoric*. William J. Macauley, Jr. et al. eds.
- Kinney, Kelly, ed. *Programs of Distinction: Labor Reform and the CCCC Writing Program Certificate of Excellence*. Preliminary research for edited collection in progress. Target publisher: National Council of Teachers of English.

CONFERENCE PARTICIPATION AND PUBLIC PRESENTATIONS

- "Multimodality, Writing Curricula, and Assessment." Conference of the Council of Writing Program Administrators, Raleigh, NC, July 2016.
- "Preparing New Faculty for a Changing Landscape: Independence, Disciplinarity, and Graduate Education." Conference on College Composition and Communication, Houston, April 2016.
- "Revision in Progress: Multimodality, Accountability, and a New First-Year Writing Curriculum." (**Keynote Presentation**). Teaching Writing in Wyoming: A Summit of the University of Wyoming K-16 Partnership. Riverton, WY, March 2016.
- "Risking It Outside English: The Challenges and Rewards of Writing Program Independence." Conference on College Composition and Communication, Tampa, March 2015.
- "When Everyone's on the Tenure-Track: The Exemplary Case of the Institute for Writing Studies, St. John's University." Conference of the Council of Writing Program Administrators, Savannah, July 2013.
- "Back to the Future: How a Nascent Independent Writing Program Built a Culture of Writing—and Won the CCCC Writing Program Certificate of Excellence." (**Plenary Presentation**.) State University of New York Council on Writing Conference, Buffalo, March 2013.
- "What WPAs Have to Say: Perspectives on Assigning Source-based Argument." (**Featured Session**.) Conference on College Composition and Communication, Las Vegas, March 2013.
- "Cultivating the Tortoise Within: Best Practices for Building an Academic WPA Career." Conference of the Council of Writing Program Administrators, Albuquerque, July 2012.
- "The Fight for WRIT 381: A Campus' Reaction and A Program's Defense." Conference of the Council of Writing Program Administrators, Albuquerque, July 2012.
- "Process Gives Way to Product: A Theory of Grading and a Model for Programs." Institute for Advanced Studies in the Humanities, *Binghamton University*, April 2012.
- "Understanding Students' Use of Sources through Collaborative Research: The Citation Project and Beyond." Conference on College Composition and Communication, St. Louis, March 2012.
- "Getting Specific: Graduate Students, The Statement of Principles, and a Framework (for Success) for Staffing Writing Programs." Conference of the Council of Writing Program Administrators, Baton Rouge, July 2011.
- "A Newly Independent Writing Program, Its Tumultuous Relationship with WAC, and the Return of FYW." Independent Writing Program and Departments Affiliate Meeting at the Conference of the Council of Writing Program Administrators, Baton Rouge, July 2011.

CONFERENCE PARTICIPATION AND PUBLIC PRESENTATIONS, continued

- “The Greeks Go Back to Law School: Integrating Collaborative Learning into the Legal Curriculum.”
Institute for Law, Teaching and Learning Annual Conference, New York, June 2011.
- “Taking the Citation Project Back into History and Across the Curriculum.” (Panel chair.)
Conference on College Composition and Communication, Atlanta, March 2011.
- “Understanding Students' Use of Sources through Collaborative Research.” Georgia Conference on
Information Literacy, Savannah, October 2010.
- “Talk Concerning the First Beginning: A History (in Progress) of the CWPA.” Conference of the
Council of Writing Program Administrators, Philadelphia, July 2010.
- “Disciplinary Activists or Manager Disciplinarians? Politics and Identity in Writing Program
Administration.” English Department Junior Faculty Series, *Binghamton University*, April 2010.
- “The Citation Project: Understanding Student Source Use Through Rhizomatic Research.” Conference
on College Composition and Communication, Louisville, March 2010.
- “New Programs, New Assessments.” Conference of the Council of Writing Program Administrators,
Minneapolis, July 2009.
- “You Get What You Need: Labor Negotiation and Portfolio Assessment.” State University of New
York Conference on Writing, Buffalo, April 2009.
- “From Bossdom to Collective Organization: Program Evaluation as Catalyst for Change.” Conference
of the Council of Writing Program Administrators, Denver, July 2008.
- “Going Public: The Politics of Working Conditions, Program Review, and Collective Organization.”
State University of New York Conference on Writing, Stony Brook, April 2008.
- “Composition's Cultural Capital: Can We Improve Working Conditions Through Critical Pedagogy?”
Conference on College Composition and Communication, New Orleans, April 2008.
- “Renegotiating Program-wide Portfolio Assessment: Building Community through Assessment.”
Conference on College Composition and Communication, Chicago, March 2006.
- “Activists or Managers? Politics, Identity, and Conflict in Writing Program Administration.” Modern
Language Association Conference, Washington D.C., December 2005.
- “Adapting Established Models of Portfolio Assessment.” Conference of the Council of Writing
Program Administrators, Anchorage, July 2005.
- “Desire, Disruption, Discipline: Writing Program Administration as Spectacle.” Conference on
College Composition and Communication, San Francisco, March 2005.
- “Working Conditions Equal Learning Conditions: Composition and Labor.” (Panel chair.) Conference
on College Composition and Communication, San Antonio, March 2004.
- “Critical Administration in the Corporate University.” Conference on College Composition and
Communication, New York, March 2003.
- “What Does it Mean to Be a Professional? New GTAs and the Politics of Cultural Pedagogy.”
Conference on College Composition and Communication, Chicago, March 2002.
- “Online Communities, Self-Silencing, and Lost Rhetorical Spaces.” Conference on College
Composition and Communication, Denver, March 2001.
- “Gender on the Listserv: Discourse Styles and Conflict in Computer-Mediated Discussions.”
Midwestern Modern Language Association Conference, Kansas City, MO, November 2000.
- “Emerging Sites of Power/Collaboration in Developing a Writing Center.” National Writing Center
Association Conference, Baltimore, MA, November 2000.
- “Gendering Professional Discourse in a Computer Mediated Discussion.” Conference on College
Composition and Communication, Minneapolis, March 2000.

CONFERENCE PARTICIPATION AND PUBLIC PRESENTATIONS, continued

- “Egalitarian Possibility and Cultural Reproduction in Electronic Environments.” National Council of Teachers of English Spring Conference, New York, March 2000.
- “Mentoring and Renewal” (with Sherrie Gradin, Deborah Brown, and Candace Stewart). Ohio Council of Teachers of English Language Arts Conference, Columbus, OH, March 2000.
- “Writing and Literature/Literature and Writing.” Southeastern Ohio Council of Teachers of English, Athens, OH, November 1999.
- Boys and Girls Club Post-Conference Literacy Volunteer. Conference on College Composition and Communication, Atlanta, GA, March, 1999.
- Events Volunteer. First Annual Pedagogy of the Oppressed Conference, Omaha, NE, 1995.

SELECTED WORKSHOP PRESENTATIONS

- “Designing Gen Ed ‘Composition’ and ‘Writing’ Courses at Binghamton University: A Workshop for Junior Faculty.” *Binghamton University*, April 2013.
- “Cover Letters, CVs, Teaching Portfolios: A Workshop for English Department Graduate Students.” *Binghamton University*, March 2012 and October 2007.
- “Library Instruction Tutorial for English 115/117 Teachers,” presented with Bern Mulligan, Bartle Library Instructional Liaison. *Binghamton University*, March 2008 and April 2008.
- “Designing Learning Communities in Area-Based (ABC) and Linked Courses,” presented with Steve Duarte and Kellie Deys, and Al Vos, *Binghamton University*, November 2007.
- “Working with ESL Students,” presented with Jennifer Brownstein, Director of ESL Program, *Binghamton University*, October 2007.
- “Workshop for Instructors of Gen Ed Composition Courses: Facilitating Meaningful Revision in Student Writing,” *Binghamton University*, October 2007.
- “Writing With Sources: University Writing Center Write@You Series.” *University of Notre Dame*, February 2005.
- “Responding to and Evaluating Student Writing: A Common Language Approach, *University of Notre Dame*, January 10, 2005.
- “Peer Response and Critique.” Writing Across the Curriculum Faculty Workshop, *Ohio University*, May 2001; September 2000; May 2000.
- “Writing and Revision: Nutrition Sciences 4/528: Advanced Nutrition.” Writing Across the Curriculum Student Workshop, *Ohio University*, October 2000.
- “Writing and Revision: Political Science 506: Elections and Campaigns.” Writing Across the Curriculum Student Workshop, *Ohio University*, May 2000.
- “The Whys and Hows of Collaborative Learning.” Center for Writing Excellence Faculty Workshop, *Ohio University*, March 2000.
- “Writing to Learn: Ideas for Critical Thinking and Writing.” Center for Writing Excellence Faculty Workshop, *Ohio University*, February 2000.
- “Integrating Writing Into the Curriculum: Getting Started,” presented with Sherrie Gradin. Center for Writing Excellence Faculty Workshop, *Ohio University*, January 25, 2000.
- “Strategies for Actively Learning that Promote Critical Thinking,” presented with Sherrie Gradin, Center for Writing Excellence Faculty Workshop, *Ohio University*, November 11, 1999.
- “Writing and Revision: Anthropology 101: Introduction to Anthropology,” presented with Sherrie Gradin. Writing Across the Curriculum Student Workshop, October 21, 1999.

WRITING PROGRAM ADMINISTRATION

University of Wyoming

Director of Writing Programs, 2015-present

- Direct day-to-day operations of the Department of English three-course general education writing and communication sequence, ENGL 1010: College Composition and Rhetoric, ENGL 2020: Writing and the Literary Imagination, and ENGL 4010: Professional and Technical Writing.
- With April Heaney, Synergy Director, supervise Synergy ENGL 1010 and Synergy ENGL 2015, a two-course general education writing and communication sequence for conditionally admitted and first-generation college students.
- Supervise ENGL 1010 multi-reader portfolio assessment.
- Supervise ENGL 1010 course scheduling.
- With Peter Parolin, English Department Chair, supervise ENGL 1010 academic professional lecturers (8), adjunct instructors (3), and graduate assistants (32).
- Direct ENGL 1010 University Studies Program general education accreditation assessment.
- Collaborate with English Department Chair, Assistant Chair, and Graduate Director, and directors of the MFA Program in Creative Writing, English as a Second Language, Writing Center, and Library Instruction, and Associate Dean of Outreach School of Online Instruction.
- Chair ENGL 1010 grade appeal and honesty code hearings.
- Lead week-long pre-semester new instructor colloquium.
- Observe ENGL 1010 instructors and assess student course evaluations.

Binghamton University, State University of New York

Director, Writing Initiative and First-Year Writing, 2012-2015

Director, First-Year Writing, 2007-2015

- Directed day-to-day operations of the Writing Initiative and First-Year Writing (120 sections annually), and supervised direction of Writing Center, Campus-Wide Writing Support, and Educational Opportunity Summer Bridge Writing Program.
- Created and managed Writing Initiative **\$350,000** curricular plan and budget.
- Supervised WRIT 111 multi-reader portfolio assessment.
- Supervised WRIT 111, 110, 101, and 100 course design, coordination, and scheduling.
- Supervised WRIT 111 tenure-track faculty (3), lecturers (3), adjunct instructors (2), and graduate student teaching assistants (18).
- Collaborated with English Department Chair and undergraduate and graduate directors; directors of English as a Second Language, Student Support Services, and Educational Opportunity Program.
- Developed annually **>\$40,000** in program-generated revenue through sale of custom textbook and summer and winter online writing course offerings.
- Designed and directed pre-semester new instructor orientations (20 hours each August).
- Observed Writing Initiative instructors and assess student course evaluations.
- Supervised brown bag workshops and visiting speaker series.

WRITING PROGRAM ADMINISTRATION, continued

University of Notre Dame

Coordinator of First-Year Composition, 2005-2007

Assistant Director, University Writing Program, 2004-2007

- Coordinated day-to-day operations of First-Year Composition Program, including teaching assistant preparation, scheduling, and curriculum budget creation and management.
- Collaborated with Writing Center Director and Assistant Director, Associate Dean of First-Year of Studies, and Graduate Director of English.
- Supported teaching and professional development of graduate teaching assistants.
- Designed and directed pre-semester new instructor orientations (20 hours each August).
- Supervised multi-reader portfolio assessment.

Ohio University

Assistant Director, Center for Writing Excellence & Writing Across the Curriculum, 1999-2001

- Participated in the direction of a comprehensive writing-across-the-curriculum program, including faculty development, teaching assistant preparation, linked-course coordination, exemption exam coordination, writing center administration, and budget development.

DOCTORAL DISSERTATION COMMITTEES

- Rick Fisher. Department of Literacy, School of Education. Working Title: “Genre Theory and Activity Systems Across the Disciplines.” Dissertation in progress. *University of Wyoming*. (Co-chair, in progress.)
- Fatimah Al-Asadi. Department of Literacy, School of Education. Working Title: “The Future of Writing Instruction in Iraq.” Dissertation in progress. *University of Wyoming*.
- Thomas Girshin. Department of English. Title: “Post-Positivist Heuristics: Reclaiming Invention and the Self for Writing Studies.” *Binghamton University* degree awarded May 2012. Currently Assistant Professor of Writing, *Ithaca College*. (Chair, 2010-2012.)
- Airek Beauchamp. Department of English. Title: “Graduate Student Writing Pedagogies? Anxiety, Professional Enculturation, and Writing Groups Across the Disciplines.” *Binghamton University* degree awarded June 2016. (Chaired committee from 2013-2015 only.)

MASTERS THESIS COMMITTEES

- J.D. Wagner. Department of English. Working Title: “Disciplinary Hierarchies in Rhetoric and Composition: A Case Study of the University of Wyoming.” (Chair, in progress)
- Alison Johnson. Department of English. Working Title: “Trauma Theory, Writerly Agency, and the Rhetorics of Prison Literacy.” (Chair, in progress)
- Kathryn Navickus. Department of English. Title: “Feminism and Composition Studies.” Director, Rebecca Moore Howard. *Binghamton University* degree awarded May 2009. After completing the MA, Navickus was accepted into the **Ph.D. program in Composition and Cultural Rhetoric at Syracuse University**, and is now **Director of the Writing Center at Cornell University**.

DOCTORAL EXAM SUPERVISOR

- Abby Murray. Subject-area: Veterans in the Composition Classroom: Creative Writing and the Pedagogy of Post-Traumatic Stress. *Binghamton University*, Fall 2014.
- Matt Sumpter. Subject-area: Expressivism and Social-Constructionism in Creative Writing and Composition Studies. *Binghamton University*, Summer 2014. **Revised version published in *College English* 78.4 (2016).**
- Melanie Greaver Cordova. Subject-area: The Personal Essay and Creative Writing Pedagogy. *Binghamton University*, Summer 2014.
- Julian Darragjati. Subject-area: Composition Studies' Engagement with Second Language Pedagogy. *Binghamton University*, Summer 2014.
- Airek Beauchamp. Subject-area: Graduate Writing Pedagogies. *Binghamton University*, Summer 2014.
- Jennifer Case. Subject-area: Place-based Composition. *Binghamton University*, Spring 2012.
- Elizabeth Macaluso. Subject-area: Literacy, Race, and Writing. *Binghamton University*, Spring 2012.
- Virginia Shank. Subject-area: Creative Writing Meets Writing Studies. *Binghamton University*, Fall 2011. **Now Assistant Professor of English, Irvine Valley College.**
- Rachel Kaufman. Subject-area: Craft Pedagogies. *Binghamton University*, Fall 2011.
- Daniel Trosclair. Subject-area: Genre and Writing Studies. *Binghamton University*, Summer 2011.
- Thomas Girshin. Subject-area: Invention and Writing Studies. *Binghamton University*, Spring 2011.
- Kristi Murray Costello. Subject-area: Writing Program Administration. *Binghamton University*, Summer 2009. **Now Assistant Professor of English & Director of Writing, Arkansas State University.**

COURSES DEVELOPED

College Composition and Rhetoric I: Writing @ 7200 Feet (ENGL 1010): This course is designed to help first-year students become stronger writers, speakers, and critical thinkers, and features assignments that allow students to explore issues that matter in the university community and broader civic sphere. The course requires students to engage in different genres for a range of audiences, emphasizes revision, and gives students practice in digital and oral communication and researched argumentation. (*Wyoming*.)

College Composition and Rhetoric II: College and Career (ENGL-Synergy 2015): The second course in a two-semester sequence designed to help conditionally admitted and first-generation college students become stronger writers, speakers, and critical thinkers. It features assignments that allow students to explore issues that matter in the university community, the broader civic sphere, and most centrally, their majors and potential future careers. (*Wyoming*.)

Approaches to Rhetoric, Composition Pedagogy, and Professional Writing (ENGL 3010): A junior-level course designed for students pursuing the English Departments undergraduate track in Rhetoric, Composition, and Professional Writing. The course introduces students to common methods, concepts, and theories emphasized in *writing studies*, a field which has its origin in composition and rhetoric studies, but that has expanded to include an array of related interests such as critical race, class, and gender studies; genre theory; histories and theories of rhetoric; K-16 literacy instruction; multilingual writing; multimodal rhetoric; professional writing; writing center and writing program administration—and beyond. (*Wyoming*.)

COURSES DEVELOPED, continued

History, Theory, and Practice of Writing Studies (ENGL 5010): A graduate seminar designed to introduce students to the history, theory, and practice of Writing Studies, including the major pedagogical traditions that inform the Writing Programs at the University of Wyoming. In addition to being introduced to the intellectual principles that guide the field, students practice professional genres that lead toward scholarly publications, including book reviews, course designs, and annotated bibliographies. (*Wyoming.*)

Radical Women Rhetors (ENGL 5870): This graduate seminar asks students to analyze how historical figures broke social norms to become influential speakers and writers during their times. From the period 1340-1440, students examine the rhetoric of Margery Kempe, Catherine of Siena, and Christine de Pizan; from 1840-1940, the rhetoric of Elizabeth Cady Stanton, Ida B. Wells, and Mother Jones; from contemporary times, the writings of popular contemporary figures and public intellectuals such as Gloria Steinem, bell hooks, and Susan Faludi. In a culminating project, students write arguments in which they theorize how women used rhetoric to undermine (and/or support) barriers of sex, race, and class. (*Wyoming.*)

Seeing and Writing the World: Observing, Exploring, Analyzing (WRIT 110): A directed-self placement writing course that develops writers' ability to observe, discover topics, and develop material, and to explore, analyze, and express ideas. Through a variety of narrative and expository assignments, students develop fluency, distinguish form and genre, and build on a base of exploratory writing. Students submit a process portfolio at the end of the course that is graded according to growth and engagement. (*Binghamton.*)

Coming to Voice: Writing Personal, Civic, and Academic Arguments (WRIT 111): A first-year writing course designed to give students practice writing in various genres for multiple audiences. The course treats writing as a process and emphasizes critical thinking and researched writing, reinforcing the notion that writing conventions differ according to their rhetorical situations. Students engage members of their local and world communities by expressing their ideas, examining the viewpoints of others, and coming to voice as local, global, and academic citizens. Multi-reader portfolio grading. (*Binghamton.*)

Writing Your Way into Graduate School (WRIT 381): Upper-level writing course designed to help students examine the writing conventions of their academic disciplines and then apply those conventions to the drafting and revision of graduate school application materials and writing samples. Students also develop a 20-page capstone project that reports Internet and library research on prospective graduate programs and the faculty members working in those programs. (*Binghamton.*)

Research Workshop in Writing Studies (WRIT 581): Graduate seminar that introduces students to research methods in writing studies, and culminates in the design of a research project of professional quality. Students study closely those books and articles that they identify as particularly powerful examples, and derive from that collaborative study a productive understanding of what research is and the ways writers conduct it. (*Binghamton.*)

COURSES DEVELOPED, continued

Rhetoric and Composition Theory and Practice (ENG 589): Graduate seminar designed to introduce students to the intellectual history of contemporary rhetoric and composition studies and the theories and pedagogies that inform courses they will teach in the Writing Initiative. (*Binghamton.*)

Introduction to Academic Writing (FYC 110-A): Pre-college summer course designed to increase students' knowledge of academic conventions, introduce them to research writing, and give them practice participating in class discussions. Designed for first-generation college students. (*Notre Dame.*)

Writing for Social Justice (FYC 110-B): Community-based, special-topics first-year composition course designed to hone students' argumentative skills, introduce them to library and field research strategies, and engage them in social justice issues and community service. (*Notre Dame.*)

Writing the 2004 US Presidential Election (FYC 110-C): Special theme-based section of first-year composition designed to help students examine the rhetorics of the 2004 US presidential election in academic contexts. (*Notre Dame.*)

Writing with and about Media (FYC 110-Multimedia): Multi-media, first-year composition course designed to hone students' argumentative skills, introduce them to library and field research, and engage them in a variety of traditional print and hypertext writing. (*Notre Dame.*)

Teaching Writing in the Integrated Language Arts Classroom (ENG 48084): Senior-level English elective designed to introduce prospective secondary English educators to the uses of process pedagogy in the integrated language arts. (*Notre Dame.*)

Teaching College Composition (ENG 92001): Graduate practicum designed to prepare first-time instructors to teach college composition. Students examine best practices and the seminar culminates in the writing and revision of teaching philosophy statements. (*Notre Dame.*)

Developmental Writing (WRT 098): Directed self-placement writing course for developing college writers. Students practice the writing process, revision practices, and the crafts of peer review and self-editing. Writers are given multiple opportunities to revise their work to improve their writing and course grade. (*Grand Valley.*)

First-Year Writing (WRT 150): Required first-year writing course for all university students. Students engage in the writing process, practice conventions of generalist academic argument, and submit a portfolio that constitutes 90% of course grade. Multi-reader portfolio grading system. (*Grand Valley.*)

Writing in the Workplace (WRT 305): Writing Major requirement. Students examine the conventions of professional and business writing. Assignments cover information management, including handling research, gathering data, writing reports, and job correspondence. (*Grand Valley.*)

Writing in the Academic Disciplines (WRT 308): Satisfies junior-level writing requirement. Students examine the art of writing well in specific disciplinary contexts. Assignments include a research report on the conventions of a discipline, oral presentations, and independent research projects in their home discipline. (*Grand Valley.*)

UNIVERSITY AND DEPARTMENT SERVICE

- President’s Committee on Strategic Enrollment, *University of Wyoming*, 2016-present.
- Tenure and Promotion Committee, Department of English, *University of Wyoming*, 2015-present.
- Graduate Program Committee, Department of English, *University of Wyoming*, 2015-present.
- Graduate Program Subcommittee on Creating a “Public Humanities” Thesis Portfolio, Department of English, *University of Wyoming*, 2015-present.
- Graduate Program Subcommittee on Composition and Rhetoric Track, Department of English, *University of Wyoming*, 2015-present.
- University Graduate Council, *University of Wyoming*, 2015-present.
- University Studies Program General Education Assessment Committee, *University of Wyoming*, 2015-present.
- Educational Opportunity Program Director Search Committee, *Binghamton University*, 2014-2015.
- President’s Road Map Team Member: Advanced Learning, *Binghamton University*, 2012-2013.
- Harpur College Writing Advisory Board (ex officio), *Binghamton University*, 2012-2013.
- Rhetoric and Writing Search Committee (chair), Department of English, 2011-2012.
- Composition Assessment Category Team, *Binghamton University*, 2008-2012.
- Writing Search Committee (chair, 2009-2010), *Binghamton University*, 2009-2011.
- Faculty Senate Representative, *Binghamton University*, 2008-2010.
- English Department Chair’s Advisory Committee, *Binghamton University*, 2008-2009.
- “5-Year Start-Up Budget Proposal for Writing Initiative,” *Binghamton University*, July 2008.
- “Letter of Intent: Proposal for Department of Writing Studies,” *Binghamton University*, October 2008 (with Rebecca Moore Howard).
- “Report on Composition in the Department of English at Binghamton University.” Presented to External Reviewers Tyrus Miller and Michele Davidson, *Binghamton University*, April 1, 2008.
- “Considering a Universal First-Year Composition Requirement.” Presented to Provost Swain and Binghamton University Deans,” *Binghamton University*, January 17, 2008.
- “Challenges to Composition at Binghamton University: A Report for External Writing Program Evaluators Rebecca Moore-Howard and Paul Sawyer,” *Binghamton University*, November 29, 2007.
- “Composition Program Three-Year Plan,” *Binghamton University*, August 29, 2007.

PROFESSIONAL SERVICE

- Executive Board Member, Independent Writing Departments and Programs Affiliate, 2016-present
- Council of Writing Program Administrators Conference Sponsorship Coordinator, 2011-2013, 2016-present
- Executive Board Member, SUNY Council on Writing, 2008-2015
- Executive Board Member, The Citation Project, 2009-2014
- Executive Board Member, Council of Writing Program Administrators, 2011-2013
- Council of Writing Program Administrators Conference Siting Committee, 2011-2012
- Council of Writing Program Administrators Diversity Task Force, 2012
- Council of Writing Program Administrators Conference Host Team, Baton Rouge, LA, July 2011
- SUNY Council on Writing Conference Chair, Binghamton, March 2011

RESEARCH INTERESTS

Academic Labor
Genre Studies
Independent Writing
Writing Program Administration

PROFESSIONAL MEMBERSHIPS

Conference on College Composition & Communication
Council of Writing Program Administrators
Independent Writing Departments & Programs Affiliate
National Council of Teachers of English

REFERENCES, letters available upon request

Sherrie Gradin, Ph.D. Professor and Chair, Department of English, *Ohio University*
740-593-2982 * gradin@ohio.edu

Rebecca Moore Howard, Ph.D. Professor of Writing and Rhetoric, *Syracuse University*
315-443-1235 * rehoward@syr.edu

Sandra Jamieson, Ph.D. Professor of English and Director, Writing Program, *Drew University*
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