

Charles Phelps Taft Research Center
at the University of Cincinnati
Graduate Enrichment Award

All required materials must be included in a single document, uploaded to the electronic submissions system, no later than 5PM on the published day of the deadline. Departmental review is required for this program, as well as a letter of support. Applicants should submit their application with enough time to receive departmental review prior to the close of the deadline. Taft does not accept an obligation to review applications that have not received intradepartmental review by the close of the deadline.

I. General Information

- a. **Name:** Christina LaVecchia
- b. **M#:** Mxxxxxxx
- c. **Department:** English & Comparative Literature
- d. **Position:** PhD Candidate, Graduate Teaching Assistant

- e. **Project title:** Attendance at the 2015 Dartmouth Summer Seminar for Writing Research
- f. **Time Period:** July 26 to August 7, 2015
- g. **Travel Location:** Dartmouth College, Hanover, NH
- h. **Probably Results of a Grant:** A study which will form two chapters of my dissertation in progress

II. Budget

- a. **Transportation:**
\$500 (projected roundtrip airfare costs for CVG to BOS)
+ \$60 (roundtrip fare on Dartmouth Coach between BOS and Hanover)
- b. **Direct Research Costs:**
\$1,500 program fee (includes all materials, access to the library and Internet while at Dartmouth)
- c. **Per Diem:**
\$625 (12 days/nights x \$50; 1 travel day x \$25)
- d. **Total Amount Requested from Taft:**
\$2500 (full award amount)

- e. **Have you already or will you in the future apply for other grants for this project, including departmental support?**

If I am not awarded a Taft grant I will apply for the GSGA Research Fellowship; however, the GSGA Fellowship would only cover \$1200 of my costs at most.

III. Taft Grant History (2 pages)

1. **Type and Dates:** Graduate Travel, awarded January 27, 2014

Amount: \$303.00

Project Title: Presentation of "Finding Meaning in Chaos: Berthoff and Invention" at RNF at CCCC 2014, Indianapolis, IN.

Resulting Publications and Presentations: Paper presentation as described above; manuscript project to be completed in 2015.

2. **Type and Dates:** Graduate Travel, awarded April 16, 2013

Amount: \$500.00

Project Title: Presentation of the paper "Technology as an Affective Modality: Shaping Our Responses and Relations to Occupy" at CCCC 2013, Las Vegas, NV

Resulting Publications and Presentations: Paper presentation as described above.

3. **Type and Dates:** Graduate Enrichment, awarded January 26, 2013

Amount: \$872.00

Project Title: Attendance at the Rhetoric Society of America's 2013 Summer Institute in Lawrence, KS

Resulting Publications and Presentations: Informed dissertation research; manuscript project (targeted at "Unruly Rhetorics" edited collection, proposals due Nov. 15, 2014).

4. **Type and Dates:** Graduate Travel, awarded April 27, 2012

Amount: \$145.17

Project Title: Presentation of the paper "Resuscitating Wonder in Rhetoric Studies: A Site for Invention," as part of panel H.01 ("In Search of Wonder")

Resulting Publications and Presentations: Paper presentation as described above.

5. **Type and Dates:** Graduate Enrichment, awarded October 19, 2011

Amount: \$1628

Project Title: Attendance at the Council of Writing Program Administrator's Annual Intensive Workshop and Institutes

Resulting Publications and Presentations: Attending the CWPA workshop and institutes enabled me to further research my manuscript, "A Stance of Wonder for Approaching Program Assessment." I was also able to receive feedback on my project from several members of the field, including the editors of *Journal of Writing Program Administration*.

6. **Type and Dates:** Graduate Travel, awarded Spring 2011

Amount: \$422.82 awarded (proposed amount authorized was \$478.95)

Project Title: Research Network Forum presentation, "Putting Principle Into Practice: A Beginner's Guide to Writing Program Assessment"

Resulting Publications and Presentations: Presentation as described above, as well as an invitation to submit an annotated bibliography on assessment literature for *The Journal of Writing Assessment*.

IV. Project Narrative

Statement of Intent and Description

I am applying for a Taft Graduate Enrichment Award to attend the 2015 Dartmouth Summer Seminar for Writing Research in Hanover, New Hampshire. This year's seminar, "Data-Driven Inquiry: Process, Methods, Results" runs from July 26th to August 7th, 2015. I seek Taft support because attending the Dartmouth Seminar—as well as the guided interactions for participants in the months leading up to July 2015—will have a direct impact on the quality and progress of a study I plan to undertake as part of my dissertation-in-progress, *Toward a Relational Theory of Invention*.

Dartmouth is an intensive two-week seminar supporting data-driven research about writing in higher education contexts. The Seminar is an immersive opportunity for graduate students and faculty to develop or further their expertise in methodological approaches for collecting and analyzing data, and also provides dedicated time for participants to work on existing research projects. Additionally, the seminar includes time to consult one-on-one with the facilitators, Drs. Chris Anson, Charles Bazerman, Cheryl Geisler, Neal Lerner, Les Perelman, and Christiane Donahue—all nationally respected scholars in writing research—and to network long-term with a cohort of fellow researchers.

In short, this intensive training in field-specific research methods with top scholars in Rhetoric and Composition, as well as the opportunity to collaborate and receive feedback on my study, provides an experience not replicable at UC. And, as the 2015 Seminar takes place midway through my dissertation research, it will be a timely and significant opportunity for me to not only receive direct training on, but also *apply* statistical and qualitative analytical techniques on my data, all in a collaborative and supportive environment. The Seminar is thus crucial to the quality of my data collection and discussion of my results, which will form two chapters of my dissertation.

Purpose of the Award

Under the direction of Dr. Laura Micciche, I am working on a dissertation entitled *Toward a Relational Theory of Invention* that argues that rhetorical invention—or, practices that guide the finding or gathering of ideas, typically associated with starts and beginnings in writing and communication—can be productively theorized as relational. While invention has been considered by rhetoricians since ancient times, theoretical representations of invention fall largely within a self-social binary that does not fully consider relations between writer and environment, nor the material-

embodied nature of writing practices (that is, the roles that bodies, technologies, tools, and so on play in the activity of writing). My dissertation works to expand invention beyond associations with self-social binaries to account for the roles that material objects, bodies, environments, and contexts play in inventive writing practices—a perspective that is responsive to the ever-changing technological and digital landscapes within which writing takes place.

Thus, my dissertation works to bring invention into conversation with contemporary research that accounts for nonhuman agents, like material objects, feelings, or the environment, and models a distributed agency, or the idea that the capacity to act and make meaning does not reside in only the subject, or only social relations, or only objects. Rather, writing is produced by a number of agents working in tandem and relation with one another. Given this view, a relational practice of making things and generating ideas is sensitive to contexts that a writer encounters when composing—and as a result, enables writers to adapt to new situations, materials and modes, and to follow the unexpected. I believe that my theory of invention accounts for more complex and holistic economies of writing, encourages richer inquiry over quick answers, and even leaves room for care, liking, attachment, and beauty for student writers.

Toward a Relational Theory of Invention responds to recent work in writing studies that has argued for revising established field views on the writing process, and for acknowledging the ways writing involves both human and nonhuman actors, is complex and relational, and is mediated by materials and bodies (Delagrange; Dobrin; Dobrin, Rice, and Vastola; Shipka). Theoretical work on affect—which might be roughly characterized as the study of emotions, capacities, bodily experiences, and sensations—and new materialism—which sees matter as active, affective, operative, even alive—from both inside and outside my field also inform my work (Bennett; Coole and Frost; Micciche; Stewart).

What will be crucial to grounding this theoretical work I am currently developing in the Introduction and Chapter One of the dissertation is a study that examines teaching practices, or how invention is taught now in classrooms, which will enable me to discuss how it might be taught when taking my theory of relational invention into account. Because student textbooks are one place in which field teaching philosophies and practices are codified and made visible, I have proposed focusing my study around a textual analysis of textbooks and their discussion of invention.

Before attending Dartmouth, I plan to design my study and begin to gather preliminary results. In my approach to analyzing these texts, I will ask questions like,

How is invention described (that is, what terms and synonyms are used)? How and where in the writing process do they situate invention (is it, for example, only described as an act writers undertake at the beginning of projects)? What kinds of activities and exercises are suggested for student writers? How much space is devoted to invention, and how little?

I expect to take a mixed-methods approach that will primarily consist of examining the textbooks, developing coding schemes, applying them, and then drawing both quantitative and qualitative analyses. However, I anticipate this work getting complicated quickly due to the sheer number of textbooks published in the field—making a representative sample size necessarily large. Additionally, it is possible I will want to compare different editions of texts (some of which have been published for decades) to see what changes have come about over time, and to examine multimedia supplemental material and/or online editions.

Because the facilitators make room for working on current research projects during the Seminar, Dartmouth will be a crucial opportunity to revisit my coding scheme(s) and research design to assess strengths and weaknesses, as well draw preliminary results from my data, with the support of respected qualitative and quantitative researchers in my field. I particularly look forward to the opportunity to analyze my data using statistical software I have not had training on here at UC.

Outcome of the Award, Timetable, and Budget

The award will have a direct impact on two chapters of my dissertation, as well as informing it as a whole.

In terms of timeline, I anticipate completing the Introduction and Chapter One of my dissertation this semester, and beginning work on Chapter Two—where I present my theory of invention—in early spring (by March 2015). The timeline for the remainder of my dissertation, which concerns the study I seek support for here, appears below:

April 2015: Under guidance from Dartmouth Seminar facilitators, I will design my study and begin gathering materials (copies of the textbooks under study). I will also begin drafting Chapter Three (the methods section).

May to June 2015: I will gather preliminary data and perform a first round of coding, to bring to Dartmouth for analysis and discussion.

July to August 2015: Attend Dartmouth, work with preliminary data and coding results. Potentially re-code data for richer results and perform statistical analysis.

September to October 2015: Write on Chapter Four (results discussion).

November 2015: Write dissertation conclusion.

December 2015 to January 2016: Revise dissertation

February 2016: Defend dissertation.

In terms of budget, I am requesting the full award amount (\$2,500) to cover the majority of my expenses, which will be significant. Program fees cost \$1,500 alone, and additionally, I will have to pay an estimated \$560 in travel expenses and \$780 for lodging in the Dartmouth College dorms.

Works Cited

Bennett, Jane. *Vibrant Matter: A Political Ecology of Things*. Durham: Duke UP, 2010.

Print.

Coole, Diana, and Samantha Frost, eds. *New Materialisms: Ontology, Agency, and Politics*.

Durham: Duke UP, 2010. Print.

Delagrange, Susan H. *Technologies of Wonder: Rhetorical Practice in a Digital World*. Logan:

Utah State UP / Computers and Composition Digital P, 2011. Web.

Dobrin, Sidney I., ed. *Ecology, Writing Theory, and New Media: Writing Ecology*. New

York: Routledge, 2012. Print.

Dobrin, Sidney I., J. A. Rice, and Michael Vastola, eds. *Beyond Postprocess*. Logan: Utah

State UP, 2011. Print.

Micciche, Laura R. *Doing Emotion: Rhetoric, Writing, Teaching*. Portsmouth:

Boynton/Cook, 2007. Print.

Shipka, Jody. *Toward a Composition Made Whole*. U of Pittsburgh P, 2011. Print.

Stewart, Kathleen. *Ordinary Affects*. Durham: Duke UP, 2007. Print.

Christina M. LaVecchia

University of Cincinnati
Department of English & Comparative Literature
248 McMicken Hall, Cincinnati, Ohio 45221
(267) 374 – 8723 | lavecccm@mail.uc.edu

EDUCATION

Ph.D., English & Comparative Literature *Expected 2016*
Concentration in Rhetoric and Composition
University of Cincinnati

M.A., English & Comparative Literature June 2011
University of Cincinnati

B.A. (magna cum laude) with Honors, concentrations in English and Music May 2007
Moravian College
- Honors Project: "England's 'Spirit of the Age': Comparing Wordsworth and His Musical Contemporaries within a Nineteenth-Century Social Context"

Semester Abroad Fall 2005
The Centre for Medieval and Renaissance Studies at Oxford

SCHOLARLY AREAS OF INTEREST

Writing pedagogy and theory, invention, cultural rhetorics, affect theory, feminist theory, new media, writing program administration, and assessment.

PUBLICATIONS

Refereed Publications

Dewitt, Scott Lloyd, Brian Harmon, Dundee Lackey, and Christina M. LaVecchia. "Techne in 60: The History and Practice of the Concept in 60." *Computers and Composition Online*. Forthcoming Spring/Summer 2015.

LaVecchia, Christina M. "Peerenting, Coal Diggers, and Moon Landings: Modern Family's Remediation of the Family Sitcom Genre." *Harlot: A Revealing Look at the Arts of Persuasion* 6 (2011): n. pag. Web. <<http://harlotofthearts.org/index.php/harlot/article/view/85/65>>.

- ❖ To be republished in *How Writing Works: With Readings*, 1st ed., ed. Jordynn Jack and Katie Rose Guest Pryal, Oxford UP (forthcoming December 2014).

Book Review

LaVecchia, Christina M. "Book Review of Phyllis Mentzell Ryder's *Rhetorics for Community Action: Public Writing and Writing Publics*." *Community Literacy Journal* 6.2 (2012): 145–49.

Edited Textbook (In-House)

Malek, Joyce, Cynthia Ris, Catherine O'Shea and Christina LaVecchia, eds. *Student Guide to English Composition 1001, 2012-2014*. Plymouth, MI: Hayden-McNeil, 2012.

Other

LaVecchia, Christina M. "Teacher Statement on the 'Concept in 60' Assignment." *Queen City Writers* 3.1 (2014): n. pag. Web. <<http://qc-writers.com/2014/10/27/810/>>.

LaVecchia, Christina, Janine Morris, Carla Sarr, and Jim Ridolfo. "A Report on the 2012–13 Composition and Rhetoric Category of the MLA Job Information List." *Rhetmap: Mapping Rhetoric and Composition*. September, 2013. Web. <<http://rhetmap.org/reports/a-report-on-the-2012-13-cr-category-of-the-mla-jil/>>.

Works in Progress

LaVecchia, Christina M. "Toward a Reading Pedagogy for Audio-Visual Texts."
- An article-length manuscript in progress, to be submitted to *Composition Forum*.

LaVecchia, Christina M. "A Stance of Wonder for Approaching Assessment as WPAs."
- An article-length manuscript to be submitted to *WPA Journal*.

Lackey, Dundee, and Christina M. LaVecchia. (With Harley Ferris, designer.) "Heads and Hearts: The Techne of DMAC."

- An article-weight new media project and archive aimed at *Kairos* documenting the process of composing a video project for the first time (and "stepping into the student's shoes") for 2013 Digital Media and Composing Institute participants.

GRANTS AND SUPPORT

-
- Pat Belanoff Graduate Summer Research Award (University of Cincinnati), 2014. (\$1000)
 - Taft Graduate Travel Award (University of Cincinnati), 2014. (\$303)
 - Bedford/St. Martin's Scholarship (DMAC Institute), 2013. (\$1000)
 - Taft Graduate Enrichment Grant (University of Cincinnati), 2013. (\$870)
 - Taft Graduate Travel Award (University of Cincinnati), 2013. (\$500)
 - Taft Graduate Travel Award (University of Cincinnati), 2012. (\$130)
 - Taft Graduate Enrichment Grant (University of Cincinnati), 2012. (\$1600)
 - Taft Graduate Travel Award (University of Cincinnati), 2011. (\$450)

HONORS AND AWARDS

College Recipient, Excellence in Teaching Award Graduate School, University of Cincinnati	2014
William C. Boyce Excellence in Teaching Award for Graduate Students Dept. of English & Comparative Literature, University of Cincinnati	2012
Taft Enhancement Dept. of English & Comparative Literature, University of Cincinnati	2011–2015

University Graduate Scholarship (UGS)
University of Cincinnati)

2009–2011, 2011–2015

RESEARCH EXPERIENCE

Research Assistant to Educator Assoc. Prof. Joyce Malek 2011–2012
University of Cincinnati

- Collected literacy narratives from UC students in Gen-1 Themed Housing at five points throughout the year.
- Analyzed narratives, seeking factors that help this population of students gain academic literacy.

Research Assistant to Assoc. Prof. Laura Micciche Summer 2011
University of Cincinnati

- Curriculum development: researched models and drafted descriptions for new English 1001 course for semester conversion.

Research Assistant to Assoc. Prof. Laura Micciche Summer 2010
University of Cincinnati

- Researched writing program assessment on behalf of the Composition Program Director, focusing on assessment theory, best practices, communication and measurement models, and case studies.
- Created and maintained research blog to survey scholarship:
<http://ucwpassessment.wordpress.com>
- Assisted Composition Advisory Committee in implementing an informed assessment, 2010–12.

TEACHING EXPERIENCE

Writing Center Tutor 2010–2012
McMicken Writing Center, University of Cincinnati

Graduate Teaching Assistant 2009–present
Department of English & Comparative Literature, University of Cincinnati

Courses Taught (Instructor of Record)

Introduction to English Composition (ENGL 1000)
First-year Composition (ENGL 101/102/1001)
Digital Composing (ENGL 2000)
Topics in Rhetoric (“Why Voice Matters,” ENGL 2005)
Intermediate Composition (ENGL 289/2089, including online)
Peer Tutoring Pedagogy (ENGL 3005)
Writing for Business (ENGL 4091)

Courses Designed

Graduate Independent Study, “Activist and Social Rhetorics” (ENGL 9098)
Digital Composing (ENGL 2000)
Topics in Rhetoric (“Why Voice Matters,” ENGL 2005)
Peer Tutoring Pedagogy (ENGL 3005)

Undergraduate Students Mentored

Amelia Mulder, publication of "Concept in 60: TIME", *Queen City Writers* 2.3 (2014): n. pag. Web.

PROFESSIONAL DEVELOPMENT AND CERTIFICATES

Rhetoric Society of America Biennial Fifth Summer Institute 3–7 June, 2013
Lawrence, KS

- Competitively selected to participate in a seminar on "Historiography and the Archives: Taking the Next Steps"

Digital Media and Composition (DMAC) Institute 13–24 May, 2013

The Ohio State University, Columbus, OH

- Participated in a two-week intensive institute on the effective use of digital media in college composition classrooms.

Online Teaching Strategies Workshop 11–22 March, 2013

College of Allied Health Sciences, University of Cincinnati

- Completed a week-and-a-half online teaching strategies workshop focused on the principles and best practices that support the development of online courses.

Council of Writing Program Administrators Annual Workshop & Institutes 15–22 July, 2012

Albuquerque, NM

- Participated in a three-and-a-half day intensive workshop addressing the theoretical, curricular, and political demands of writing program administration.
- Institute participant, "The WPA as Writer"

Preparing Future Faculty Program 2010–present

University of Cincinnati

- Perform 40+ hour mentoring experience with a professor of Rhetoric and Composition (*in progress*).
- Enroll in two quarter-length seminars: "Effective Teaching" (*completed*) and "The Academic Job Search Process" (*in progress*).
- Attend workshops and reading groups.

CONFERENCE ACTIVITY**Panels Organized**

Organized "Creating WPA Identities: From Graduate School to Post-Tenure" roundtable. Annual Meeting of the Council of Writing Program Administrators, Normal, IL, 17–20 July 2014.

Organized "From Presentation to Publication" roundtable. Annual Meeting of the Council of Writing Program Administrators, Normal, IL, 17–20 July 2014.

Organized "In Search of Wonder" panel. With Les Kay and Jason Nemec. 63rd Annual Conference on College Composition and Communication, St. Louis, MO, 21–24 Mar 2012.

Selected Papers Presented

“Toward a Relational Theory of Invention.” 66th Annual Conference on College Composition and Communication, Tampa, FL, 18–21 Mar. 2015.

“Collaborating toward Concrete Pedagogical Strategies for Accessibility.” Fifth Annual Graduate Student Conference, University of Cincinnati, Cincinnati, OH, 8 Mar. 2014.

“Technology as an Affective Modality: Shaping Our Relations and Response to Occupy.” 64th Annual Conference on College Composition and Communication, Las Vegas, NV, 13-16 Mar. 2013.

“Resuscitating Wonder in Rhetoric Studies: A Site for Invention,” part of panel “In Search of Wonder.” 63rd Annual Conference on College Composition and Communication, St. Louis, MO, 21–24 Mar 2012.

Roundtables and Workshops

Workshop presentation on “Finding Meaning in Chaos: Berthoff and Invention.” Research Network Forum, 65th Annual Conference on College Composition and Communication, Indianapolis, IN, 19 Mar. 2014.

Roundtable with Kristine Johnson, Joseph Janangelo, Jill Gladstein, and **Christina LaVecchia** on “What is a WPA?: Perspectives on Writing Program Administration from a Junior Faculty WPA, Tenured WPA, 2yr college WPA, Grad WPA, and Small College WPA.” Annual Meeting of the Council of Writing Program Administrators, Savannah, GA, 18–21 July 2013.

Roundtable with Sarah Snyder, Kathryn T. Taylor, Ryan Shepard, **Christina LaVecchia**, and Jessica Nastal on “Graduate Student Perspectives on Early WPA Mentoring.” Annual Meeting of the Council of Writing Program Administrators, Savannah, GA, 18–21 July 2013.

Laura Micciche, Allison Carr, **Christina LaVecchia**, Jason Nemece, and Hannah Rule, on “Writing and Indebtedness.” 54th Annual Meeting of the Midwestern Modern Language Association, Cincinnati, OH, 8–11 Oct. 2012.

Roundtable with Julianne Newmark, Megan Varelmann, Chris Werry, **Christina LaVecchia**, Leah Sneider and Lindsey Ives on “A Roundtable of Ejournal Editors: Digital Spaces that Support and Expand Writing Program Goals.” Annual Meeting of the Council of Writing Program Administrators, Albuquerque, NM, 19–22 July 2012.

Workshop presentation on “Affect and the WPA-L: Exploring the Creation of a Public through Emotional Response to Rejection.” Graduate Research Network, Annual Meeting of Computers & Writing, Ann Arbor, MI, 19 May 2011.

Workshop presentation on “Putting Principle Into Practice: A Primer on Writing Program Assessment”. Research Network Forum, 62nd Annual Conference on College Composition and Communication, Atlanta, GA, 6 April 2011.

Sessions Chaired

Chair, Session 3.B. Fifth Annual Graduate Student Conference, University of Cincinnati,

Cincinnati, OH, 8 March 2014.

Chair, Session 1.B. Fourth Annual Graduate Student Conference, University of Cincinnati, Cincinnati, OH, 6 April 2013.

INVITED PRESENTATIONS

Christina M. LaVecchia. "On Research Practices—Perspectives from Rhetoric and Composition." Introduction to Grad Studies, University of Cincinnati, Cincinnati, OH, 13 October, 2014.

LaVecchia, Christina M., and Janine Morris. "Applying to Doctoral Programs in Rhetoric and Composition." Introduction to the Field of Rhetoric and Writing, University of Findlay, Findlay, OH, 2 September, 2014.

Rule, Hannah and Christina M. LaVecchia. "On Research Practices—Perspectives from Rhetoric and Composition." Introduction to Grad Studies, University of Cincinnati, Cincinnati, OH, 14 October, 2013.

ADMINISTRATIVE EXPERIENCE

Assistant to the Directors of Composition

2010–2011

University of Cincinnati

- Competitively selected to collaborate with Directors to innovate both first-year teacher training and the Program at large.
- Teaching assistant for the Teaching Practicum course; member of the Composition Advisory Committee; assist with editing 2012–14 *Student Guide*.
- Co-planned, co-facilitated orientation for incoming GTAs; served as resource for incoming GTAs and adjuncts.

Teacher Development

- Co-facilitator and co-organizer, "Teaching Intermediate Composition" Workshop, Composition Program, University of Cincinnati, April 2014.
- Invited Speaker, "Cheating in the Classroom," Graduate School, University of Cincinnati, November 2013.
- Co-facilitator and co-organizer, "Teaching Intermediate Composition" Workshop, Composition Program, University of Cincinnati, August 2013.
- Co-facilitator and co-organizer, Student Draft Discussion Workshop, Composition Program, University of Cincinnati, September 2012.

Events Organized, Lead

- Reading Group Facilitator, Preparing Future Faculty, University of Cincinnati, September 2012.
- Coordinator, Graduate Recruitment Weekend, Department of English & Comparative Literature, University of Cincinnati, February 2012.
- Co-organizer, "Composing Spaces: An Interdisciplinary Graduate Conference," Department of English & Comparative Literature, University of Cincinnati, 2011.

- Developed and led Graduate Professionalization Workshops (Conference Presentations, PhD/MFA Applications, Travel Funding, Proposing Courses), Dept. of English & Comparative Literature, University of Cincinnati, 2010 to present.

EDITORIAL EXPERIENCE

Editorial Assistant 2013–present

Composition Studies

- First reads, copyediting, administrative tasks, collaboration on journal development, and other work assisting the editor-in-chief in the day-to-day management of the journal.

Editorial Review Board Member 2012–present

Queen City Writers (undergraduate e-journal)

Freelance Editor 2009–present

Self-Employed

- Copyediting, proofreading, and consulting services, primarily for academic writing.

Production Editor 2008–2009

Production Assistant 2007–2008

Taylor & Francis Group, LLC, Philadelphia, PA

- Oversaw production for 13 peer-review research journals. Responsible for issue quality control.
- Guided manuscripts through production process of copyediting, typesetting, proofing, and revising.
- Managed issue schedules (ensuring timely publication), managed page budgets.
- Advised academic editors on publication matters, schedules, and page budgets. Addressed author concerns.
- Production Assistant: Data entry, contact point for print vendors, moving issues to press.

SERVICE

Service to the Profession

- Elected Member, WPA-Graduate Committee (WPA-GC), Council of Writing Program Administrators, 2014 to 2016.
- Member, Mentoring and Professional Development Sub-committee of WPA-GO, Council of Writing Program Administrators, 2012 to present.
- Journal Adopter, CompPile Database, 2012 to present.

Department Service

- Member, Job Search Committee (tenure-track hire), Dept. of English & Comparative Literature, University of Cincinnati, 2013–14.
- Member, Graduate Studies Committee, Dept. of English & Comparative Literature, University of Cincinnati, 2012–13.
- Elected Board Member (2009–10, 2012–13), Secretary (2011–12), President (2010–11), English Graduate Organization, University of Cincinnati.
- Member, Composition Advisory Committee, University of Cincinnati, 2010–12.

- Peer Mentor, Dept. of English & Comparative Literature, University of Cincinnati, 2010 to present.

University Service

- Member, Graduate Student Governance Association Research Fellowship Committee, University of Cincinnati, 2012–13.
- Staff Advisor, Donuts for Darfur (undergraduate service organization), 2011 to present.
- Reviewer, Cincinnati Essay Contest, University of Cincinnati, February 2010, February 2011.

Community Outreach

- Volunteer and Resume Consultant, Dress for Success Cincinnati, 2012 to 2013.

SELECTED COURSEWORK

PhD-level Coursework

Critical Writing in English Studies (ENGC 715, Laura Micciche)
 History of Writing Instruction (ENGC 7038, Russel Durst)
 Voice (ENGC 738, Laura Micciche)
 Rhetoric/Composition Research Methods (ENGL 8035, Jim Ridolfo)
 Critical Pedagogy (ENGC 836, Russel Durst)
 Literacy as a Sociolinguistic Tool (LTCY 771, Holly Johnson)
 Digital Humanities Ropes Seminar (ENGC 800, Laura Micciche and Jennifer Glaser)
 Activist and Social Rhetorics (Independent Study ENGL 9098, Jim Ridolfo)
 Foundations of Feminist Theory (WGS 725, Beth Ash)
 Feminist Social and Political Philosophy (WGS 767, Adrian Parr)
 Graduate Nonfiction Workshop (ENGL 7021, Danielle Duellen)
 Problems in Literary Theory: Reading (ENGC 8006, Gary Weissman)

MA-level Coursework

Teaching College Writing (ENGC 730, Laura Micciche)
 Remix, Recomposition, Remediation (ENGC 738, Jim Ridolfo)
 Rhetoric I (ENGL 740, Mary Elizabeth Debs)
 Rhetoric II (ENGL 831, Laura Micciche)
 Theorizing Publics (ENGC 997, Laura Micciche)
 Professional Writing Theory (ENGL 735, Katherine Rentz)

PROFESSIONAL AFFILIATIONS

- Rhetoric Society of America (2013 to present)
- Council of Writing Program Administrators (2011 to present)
- Conference on College Composition and Communication (2010 to present)
- National Council of Teachers of English (2009 to present)
- Sigma Tau Delta (2007 to present)

TECHNOLOGY AND LANGUAGES

Audacity, GarageBand, HTML (basic proficiency), iMovie, MovieCaptioner, Wordpress, Blogger, Microsoft Office, Mac OSX and Windows.

Spanish (intermediate conversational and translation proficiency).