

**Ellen C. Carillo**  
**Professor and Writing Coordinator, Department of English**  
**University of Connecticut**

Revised September 2021

Department of English  
University of Connecticut  
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[ellen.carillo@uconn.edu](mailto:ellen.carillo@uconn.edu)

**EDUCATION**

2007 Ph.D. English with Certificate in Composition: Literacy, Pedagogy and Rhetoric with High Honors, University of Pittsburgh  
2000 B.A. English, Muhlenberg College, *summa cum laude*, Phi Beta Kappa

**DISSERTATION**

*Modernist Pedagogies: Conrad, Woolf, Pound, and the Reading Public*

**PROFESSIONAL HISTORY**

2020-present Professor, University of Connecticut  
2015-2020 Associate Professor, University of Connecticut  
2008-2015 Assistant Professor, University of Connecticut  
2007-2008 Postdoctoral Visiting Lecturer, University of Pittsburgh  
2001-2007 Teaching Assistant/Fellow, University of Pittsburgh

**RESEARCH INTERESTS**

Composition and Rhetoric; Reading and Writing Pedagogies; Literary Modernism; Cultural Studies; Literary Criticism; Writing Centers; Peer Tutoring; Instructional Materials/Textbooks

**SCHOLARLY MONOGRAPHS**

*The Hidden Inequities in Labor-Based Contract Grading*, Utah State UP, November 2021.

*Teaching Readers in Post-Truth America*, Utah State UP, 2018. Reviewed in *Composition Studies*.

*Securing a Place for Reading in Composition: The Importance of Teaching for Transfer*, Utah State UP, 2015. Reviewed in: *Rhetoric Review*, *Teaching English in the Two-Year College*, *WPA: Writing Program Administration*, *Journal of Teaching Writing*, and *College English*.

## TEXTBOOKS/HANDBOOKS

Co-editor with Wallace Cleaves. *The St. Martin's Guide to Writing*, 13<sup>th</sup> edition. Bedford/St. Martin's, 2021.

*Reading Critically, Writing Well*, 12<sup>th</sup> edition. Bedford/St. Martin's, 2019.

*MLA Guide to Digital Literacy*, MLA, 2019. Reviewed in *Choice*, a publication of the Association of College and Research Libraries (ACRL) and *English Journal*.

*A Writer's Guide to Mindful Reading*, WAC Clearinghouse/University Press of Colorado, 2017.  
<https://wac.colostate.edu/books/practice/mindful/>

## EDITED COLLECTIONS

Editor, *Reading and Writing Instruction in the 21<sup>st</sup> Century: Recovering and Transforming the Pedagogy of Robert Scholes*, Utah State UP, 2021.

Co-editor with Alice Horning, *Teaching Critical Reading and Writing in the Era of Fake News*, Peter Lang Publishing, 2020.

## ARTICLES IN PEER-REVIEWED PUBLICATIONS

“Expanding Our Understanding of Deep Reading Through Threshold Concepts.” *Deep Reading: Teaching Reading in the Writing Classroom*, volume 2, edited by Patrick Sullivan, Howard Tinberg, and Sheridan Blau, forthcoming.

With Alice S. Horning. “Effectively and Efficiently Reading the Credibility of Online Sources.” *Writing Spaces*, vol. 4, [https://writingspaces.org/?page\\_id=758](https://writingspaces.org/?page_id=758)

“The Role of Prior Knowledge in Peer Tutorials.” *Writing Center Journal*, vol. 38, no. 1-2, 2021, pp. 45-71.

“Response: Discovering Reading.” *Talking Back: Senior Scholars Deliberate the Past, Present, and Future of Writing Studies*, edited by Norbert Elliot and Alice Horning, Utah State University Press, 2020, pp. 219-222.

“Navigating This Perfect Storm: Teaching Critical Reading in the Face of the Common Core State Standards, Fake News, and Google.” *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, vol. 19, no. 1, 2019, pp. 135-159.

“Reading and Writing Centers: A Primer for Writing Center Professionals.” *Writing Center Journal*, vol. 36, no. 1, 2017, pp. 117-145.

“The Evolving Relationship Between Composition and Cognitive Studies: Gaining Some Perspective on Our Contemporary Moment.” *Contemporary Perspectives on Cognition and Writing*, edited by Patricia Portanova, J. Michael Rifenburg, and Duane Roen, WAC Clearinghouse and University Press of Colorado, 2017, pp. 39-55.

"Preparing College-Level Readers to Define Reading as More than Mastery." *Deep Reading: Teaching Reading in the Writing Classroom*, edited by Patrick Sullivan, Howard Tinberg, and Sheridan Blau, NCTE, 2017, pp. 188-209. Winner of the CCCC Outstanding Book Award.

"How Students Read: Some Thoughts on Why This Matters." *The English Journal* vol. 106, no. 5, 2017, pp. 34-39.

"A Place for Reading in the Framework for Success in Postsecondary Writing: Recontextualizing the Habits of Mind." *The Framework for Success in Postsecondary Writing: Scholarship and Applications*, edited by Nicholas N. Behm, Shelley Rankins-Robertson, and Duane Roen, Parlor Press, 2017, pp. 38-53.

"Using Pedagogical Interventions to Quell Students' Anxieties about Source-Based Reading." *Currents in Teaching and Learning* vol. 9, no. 1, 2017, <http://www.worcester.edu/currents/>.

"Reading With Purpose in the Writing Center." *WLN: A Journal of Writing Center Scholarship*, vol. 41, no. 7-8, March/April 2017, pp. 17-24.

"Engaging Sources Through Reading-Writing Connections." *Across the Disciplines*, vol. 13, no. 1, 1 July, 2016, <http://wac.colostate.edu/atd/articles/carillo2016.cfm>

"Reimagining the Role of the Reader in The Common Core State Standards." *The English Journal*, vol. 105, no. 3, 2016, pp. 29-35.

"Creating Mindful Readers in First-Year Composition: A Strategy to Facilitate Transfer." *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, vol. 16, no. 1, 2016, pp. 9-22.

"Teaching Academic Integrity and Critical Thinking Through Collaboration." *Peer Pressure, Peer Power: Theory and Practice in Peer Review and Response for the Writing Classroom*. Edited by Steven Corbett, Michelle LaFrance, and Teagan E. Decker, Fountainhead Press, 2014, pp. 65-76.

"The Preface as Pedagogy: Joseph Conrad Seeks to Develop Readers' Sensibilities." *Reader: Essays in Reader-Oriented Theory, Criticism, and Pedagogy*, vol. 61, 2012, pp. 33-49.

"The Importance of Tutoring Style in the Writing Center." *WLN: A Journal of Writing Center Scholarship*. Sept./Oct 2011, pp. 8-11.

"(Re)Figuring Composition Through Stylistic Study." *Rhetoric Review*, vol. 29, no. 4, 2010, pp. 379-394.

"Making Reading Visible in the Classroom." *Currents in Teaching and Learning*. vol. 1, no. 2, 2009, pp. 37-41.

"Feminist' Teaching/Teaching 'Feminism.'" *Feminist Teacher* vol. 18, no. 1, 2007, pp. 28-40.

## GUEST EDITING POSITIONS

With Alice Horning. *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, Special Issue on Teaching Critical Reading and Writing the Era of Fake News, vol. 21, no. 2, April 2021.

*WLN: A Journal of Writing Center Scholarship*, Special Issue on Reading, vol. 41, no. 7-8, March/April 2017.

## ADDITIONAL PUBLICATIONS

“What We’ve Learned: The Benefit of New Features.” *Instructor Community*. Macmillan Learning, 17 February, 2021, <https://community.macmillanlearning.com/t5/bits-blog/what-we-ve-learned-the-benefit-of-new-features/ba-p/13758>

“What We’ve Learned: Story Exchanges.” *Instructor Community*. Macmillan Learning, 15 Feb., 2021, <https://community.macmillanlearning.com/t5/bits-blog/what-we-ve-learned-story-exchanges/ba-p/13757>

“Using Social Justice Projects to Teach High School Writing” with Jessyca Mathews. *The Source: Updates from the MLA Style Center*, 29 Aug. 2019, [https://style.mla.org/social-justice-high-school-writing/?utm\\_source=mlaoutreach&utm\\_medium=email&utm\\_campaign=sourceaug19](https://style.mla.org/social-justice-high-school-writing/?utm_source=mlaoutreach&utm_medium=email&utm_campaign=sourceaug19)

"Beyond the Research Institution: Preparing Graduate Students to Teach in Various Contexts." *Profession*, spring 2019, MLA, <https://profession.mla.org/beyond-the-research-institution-preparing-graduate-students-to-teach-in-various-contexts/>

“Teaching Reading in the Writing Classroom.” *Norton Field Guide to Writing, Instructor’s Manual*. Norton, 2019, pp. 49-56.  
Chapter also reprinted in:

*Back to the Lake, A Reader and Guide: Instructor’s Resources*, 4th ed, Norton, December 2019 and *A Guide to Teaching Everyone’s An Author*, 3rd ed., Norton, April 2020.

A Q&A With Ellen Carillo. University Press of Colorado Blog. 29 August 2018.  
<https://upcolorado.com/about-us/blog/item/3507-a-q-a-with-ellen-carillo>

“Digital Literacy in Post-Truth America: An Interview.” 31 July 2018. *The MLA Style Center: Writing Resources from the Modern Language Association*, <https://style.mla.org/digital-literacy/>

“On Generous Reading and Affectionate Interpretation.” Blog post. University Press of Colorado Blog. 24 July 2018.

"Writing Knowledge Transfers Easily." *Bad Ideas About Writing*. Edited by Cheryl E. Ball and Drew M. Loewe, West Virginia University Libraries, 2017.  
<https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf>

"Reading and Writing are Not Connected." *Bad Ideas About Writing*. Edited by Cheryl E. Ball and Drew M. Loewe, West Virginia University Libraries, 2017.  
<https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf>

## **SELECTED KEYNOTE ADDRESSES, INVITED TALKS, and CONTRIBUTIONS**

Invited Presenter. “Teaching Mindful Reading at Access-Oriented Institutions.” MLA Teaching Institute on Reading and Writing Pedagogy at Access-Oriented Institutions. East Tennessee State University. July 22, 2021 (online).

Invited Presenter. “Teaching Mindful Reading at Access-Oriented Institutions.” MLA Teaching Institute on Reading and Writing Pedagogy at Access-Oriented Institutions. Sonoma State University. July 8, 2021 (online).

Invited Speaker. “Supporting Student Readers in Corequisite Writing Courses.” Core Writing Professional Development Series. University of Nevada, Reno. April 30, 2021 (online).

Keynote Speaker. “Teaching Mindful Reading in the Writing Classroom.” Cultivating Community for Professional Learning Conference. Utah State University. April 1, 2021 (online).

Invited Speaker. “Resisting Post-Truth Culture Through Pedagogical Interventions.” University of Maryland. Academic Writing Program. March 2, 2021 (online).

Invited Speaker. Cross-Disciplinary Seminar on the Teaching of Writing. Sweetland Center for Writing. University of Michigan, Ann Arbor, MI. February 21, 2020.

Invited Workshop Facilitator. “Integrating Reading and Writing in ALP Courses and Beyond.” Full-Day Workshop. Hostos Community College, CUNY, Bronx, NY. January 22, 2020.

Invited Workshop Facilitator. Writing Across the Disciplines Faculty Development Full-Day Workshop, Bucknell University, Lewisburg, PA. January 9, 2020.

Invited Speaker and Pedagogy Workshop Facilitator on Teaching Reading Alongside Writing. Northern Michigan University, Marquette, MI. October 25, 2019.

Invited Workshop Facilitator. “Teaching Readers in Post-Truth America.” Annual Writing Across the Curriculum Full-Day Workshop. Hostos Community College, CUNY, Bronx, NY. May 30, 2019.

Invited Workshop Facilitator. “Teaching Reading in the First-Year Writing Classroom.” Annual First-Year Writing Faculty Professional Development Workshop. Quinnipiac University, Hamden, CT. May 28, 2019.

Keynote Panel Speaker. “Student Success In and Beyond Corequisite Support.” CUNY Writing Summit: Restructuring First Year Writing at CUNY: Access, Equity, and Acceleration. New York City College of Technology, CUNY, Brooklyn, NY. April 5, 2019.

Invited Speaker. “The Reading/Writing Connection.” Campus-Wide Provost Seminar. University of Massachusetts, Dartmouth. October 24, 2018.

Keynote Speaker. “Teaching Mindful Reading.” Nebraska Developmental Education Consortium Conference: One Book One Conference. Northeast Community College, Norfolk, Nebraska, October 5, 2018.

Keynote Speaker. "Teaching Mindful Reading Across the Disciplines." Moravian College, Bethlehem, Pennsylvania. May 14, 2018.

Invited Workshop Facilitator. "Practicing Mindful Reading: A Workshop for Faculty." Moravian College, Bethlehem, Pennsylvania. May 14, 2018.

Keynote Speaker. "Teaching Critical Reading in Post-Truth America." University Writing Program Conference. University of North Carolina, Charlotte, October 20, 2017.

Invited Speaker. "Connecting Reading and Writing in the Classroom," The College of the Holy Cross. March 21, 2017.

Invited Participant. Connecticut College Readiness Project (CCRP). University of St. Joseph. 2015-2016.

Invited Presenter. "Teaching How We Read Now," Roundtable, Northeast Modern Language Association (NeMLA). Boston. March 2013.

Invited Contributor. Conradfirst.net, "The Preface as Pedagogy: Conrad and his Readers." 2013.

## **CONFERENCE PANELS AND SPECIAL INTEREST GROUPS CHAIRED**

Co-founder and regular presenter, "The Role of Reading in Composition Studies Special Interest Group," Conference on College Composition and Communication. 2011-present.

Chair, "What Does the Common Core Mean for Postsecondary Literacy Instruction?" Northeast Modern Language Association (NeMLA). Hartford. March 2016.

"Revisiting A Major Wave in Composition: The Bartholomae/Elbow Debate." Conference on College Composition and Communication. San Francisco. March 2009.

"Talking Writing Beyond the Classroom: A Roundtable Discussion." Fourth Annual Conference on the Teaching of Writing. University of Connecticut. March 2009.

"Teaching and Learning Literature: The (Im)Possibilities." Northeast Modern Language Association. Boston. February 2009.

## **SELECTED CONFERENCE PAPERS, COLLOQUIA, WEBINARS, and PODCASTS**

"Addressing Reading in the Writing Classroom." Northeast Conference on College Composition and Communication. July 8, 2021. Online.

"Integrating Attention to Reading Across the Disciplines." The Sweetland Podcast Series: Topics in Writing. 22 Feb. 2020. Sweetland Center for Writing, <https://lsa.umich.edu/sweetland/graduates/fellows-seminar/topics-in-writing-podcast.html>

“Fighting Bias to Find Credibility: The Demand for Digital Literacy.” Podcast. *The Authority File*, Choice Podcasts, Episode 109, 27 Jan. 2020. American Library Association, <http://www.choice360.org/librarianship/podcast/episode-109>

“An Antidote for Media Skepticism: The Demand for Digital Literacy.” Podcast. *The Authority File*, Choice Podcasts, Episode 108, 20 Jan. 2020. American Library Association, <https://www.choice360.org/librarianship/podcast/episode-108>

“‘Even Really Smart People Get Duped’: The Demand for Digital Literacy.” Podcast. *The Authority File*, Choice Podcasts, Episode 107, 13 Jan. 2020. American Library Association, <http://www.choice360.org/librarianship/podcast/episode-107>

“Find, Parse, Assess: The Demand for Digital Literacy.” Podcast. *The Authority File*, Choice Podcasts, Episode 106, 6 Jan. 2020. American Library Association, <http://www.choice360.org/librarianship/podcast/episode-106>

“Screens and Reading,” Podcast, Episode 5, *Rhetorically Speaking*, Stanford University, 20 June, 2019. <http://rhetoricallyspeaking.su.domains/reading-on-screen/>

“Transforming Writing Pedagogy With a Focus on Reading.” Full-Day Workshop with Alice Horning and Cynthia Haller. Conference on College Composition and Communication (CCCC). Kansas City, MO. March 2018.

“Modeling Reading Practices across the Disciplines.” Conference on College Composition and Communication (CCCC). Kansas City, MO. March 2018.

“Teaching Readers in Post-Truth America.” College English Association Roundtable, Modern Language Association (MLA). New York City. Jan. 2018 (accepted but could not present due to weather)

“Cultivating Critical Reading Practices in Writing Courses.” Conference on College Composition and Communication (CCCC) Summer Institute. Boston University, Boston, MA. May 2017.

"Connecting Reading and Writing in the Writer's Workshop (a podcast for peer tutors)." College of the Holy Cross, Worcester, MA. March 2017.

"Connecting Reading and Writing in the Classroom (a podcast for instructors)." College of the Holy Cross, Worcester, MA. March 2017.

With Alice Horning. "Reading NOW: Adapting Offline Strategies to Improve Students' Reading Online." Webinar, the Global Society of Online Literacy Educators (GSOLE). February 2017.

“From Text Selection to Reading Practices: The Importance of Expanding Students’ Ways of Reading.” Modern Language Association (MLA). Philadelphia. January 2017.

“Reimagining the Role of the Reader in The Common Core State Standards.” Northeast Modern Language Association (NeMLA). Hartford. March 2016.

“The Writing Center: A Promising Site for Studying Transfer?” International Writing Centers Association (IWCA). Works-in-Progress Roundtable. Pittsburgh. October 2015.

“Making Reading Visible in Classrooms Across the Disciplines.” Conference on College Composition and Communication (CCCC). Las Vegas. March 2013.

“The Object in Itself”: Revisiting the Teachings of Brooks and Warren’s *Understanding Poetry*.” Book History Colloquium. UConn, Storrs. October 2010.

“Popularization through Pedagogy: Ezra Pound’s Pedagogy of Networks.” Modern Language Association (MLA) Convention. Philadelphia. December 2009.

“(Re) Figuring The Bartholomae/Elbow Debate.” Conference on College Composition and Communication. San Francisco. March 2009.

“Judgment Day: Evaluating the Teaching and Learning of Literature.” Northeast Modern Language Association. Boston. February 2009.

“What Happened to Reading? The Place of Reading in Writing Across the Curriculum and Writing in the Disciplines Programs.” Who Owns Writing? Revisited Conference. Hempstead, NY. October 2008.

“‘Patriotic-Inducing Subjects’: Citizenship and Literacy in Early Twentieth-Century American Textbooks.” Conference on College Composition and Communication. New Orleans. March 2008.

“Enriching Students’ Rhetoric.” Conference on College Composition and Communication. Research Network Forum. New Orleans. March 2008.

“The Hogarth Press Calls Young Students to Action: Kathleen Innes’s *The Story of the League of Nations, Told for Young People*.” Modern Language Association (MLA). Chicago. December 2007.

“Virginia Woolf’s Collaborative Pedagogy.” “Modernist Pedagogies” Seminar, Modernist Studies Association Conference, Chicago. November 2005.

“Narrator and Reader’s Shared Authority in *Vanity Fair*.” New York College English Association Conference: “Narrative Voice and Imagined Reality,” Rochester. October 2003.

“Investigating Cross-Gender Similarities in Woolf’s Works.” Tenth Annual Conference on Virginia Woolf: “Virginia Woolf Out of Bounds,” Baltimore. June 2000.

## **SELECTED PEDAGOGY PRESENTATIONS, SEMINARS, AND WORKSHOPS**

“A New Approach to Teaching Online Source Assessment: A Seminar for Faculty,” University of Connecticut, Waterbury, September 2019.

“Best Practices for Teaching Source-Based Writing,” University of Connecticut, Waterbury, September 2017.



“Connecting Reading and Writing in the FYW Classroom: A Table Talk,” University of Connecticut, Storrs, March 2017.

“Teaching, Researching, and Theorizing Writing.” A Panel Presentation. University of Connecticut, Storrs, January 2017.

“Enriching First-Year Writing Through New Pedagogical Approaches,” a semester-long, bi-weekly seminar for first-year writing instructors. University of Connecticut, Waterbury. Fall 2016.

“Developing Effective Writing Assignments Across the Disciplines,” a faculty workshop. University of Connecticut, Waterbury. November 2014.

“Teaching Students to Locate, Read, and Respond to Scholarly Sources,” a faculty workshop. University of Connecticut, Waterbury. March 2014.

“Responding Efficiently and Effectively to Student Writing,” a faculty workshop. University of Connecticut, Waterbury. February 2014.

“Handling Academic Misconduct Cases: Recognizing the Teaching Moment and Navigating Your Way Through the Paperwork,” a workshop for faculty and staff. University of Connecticut, Waterbury. September 2012.

“Teaching and Supporting Research Across the Disciplines,” a workshop for faculty and staff. University of Connecticut, Waterbury. February 2010.

“Enriching ‘W’ Courses by Focusing on Reading.” Presenter, Lunchtime Seminar Series, W Center, University of Connecticut, Storrs. October 2009.

“Writing as Rewriting: Teaching Academic Integrity through the Metaphor of Conversation,” a workshop for faculty. University of Connecticut, Waterbury. September 2009.

“Analytical Writing Tips; Avoiding the Perils of Plagiarism.” Presenter, Graduate School of Public and International Affairs, Orientation, University of Pittsburgh. August 2007.

“Men in the Women Studies Classroom.” “Pedagogy and Difference” Panel, University of Pittsburgh. March 2006.

“Virginia Woolf and the Teaching of English.” “The Present and Future of Literary Studies” Panel, “Critical Exchange,” University of Pittsburgh. March 2005.

## **AWARDS**

2020-2021      Research Initiative Grant  
                    Conference on College Composition and Communication (CCCC)

2019-2020      Regional CCCC Conference Grant  
                    Conference on College Composition and Communication (CCCC)

2019-2020	Research Grant Council of Writing Program Administrators (CWPA)
2019-2020	Scholarship Facilitation Fund Grant Office of the VP for Research, University of Connecticut
2016-2017	Open Education Resource Grant Office of the Provost, University of Connecticut
2015-2016	Research Grant Council of Writing Program Administrators (CWPA)
2015-2016	Public Discourse Project Grant University of Connecticut, Humanities Institute
2015-2016	Provost's Teaching Innovation Mini Grant University of Connecticut
2013-2014	Provost's General Education Course Enhancement Grant University of Connecticut
2012-2014	Research Initiative Grant Conference on College Composition and Communication (CCCC)
2012-2013	Small Faculty Grant University of Connecticut
2009-2010	Service-Learning Faculty Fellowship University of Connecticut
2008	Summer Fellowship Northeast Modern Language Association (NeMLA)
2006-2007	Lillian B. Lawler Predoctoral Fellowship University of Pittsburgh
2005	English Department Distinguished Teaching Award University of Pittsburgh
2003, 2005	Travel Grants University of Pittsburgh Arts and Sciences Graduate Student Organization
2000-2001	AmeriCorps Fellowship National Jewish Coalition for Literacy
2000	Phi Beta Kappa Muhlenberg College

## **DISSERTATION COMMITTEE WORK**

Associate Member, Travis Hein, Bowling Green State University, 2021  
Associate Member, Psyche Ready, UConn, 2020-present  
Associate Member, Wei-Hao Huang, UConn, 2020-present  
Associate Member, Kathryn Warrender, UConn, 2019-present  
Associate Member, Chris Iverson, "The Effects of Service-Learning on Writing and Rhetorical Development," UConn, 2017-2019  
Associate Member, Carlyne King, "Further Reading: Literacy Practices and Perspectives from the First-Year Writing Classroom," University of Delaware, 2018-2019  
Associate Member, Matt Felumlee, "Reimagining the Remedial: A Theory of Reading for Composition," Illinois State University, 2018-2019  
Associate Member, Melissa Bugdal, "The Rhetorical Situation, Student Learning, and Transfer of Writing Knowledge from Basic Writing to Writing in the Disciplines," UConn, 2015-2017

## **OUTSIDE TENURE/PROMOTION REVIEWS**

Reviewer, promotion file, University of California, Santa Barbara, 2021  
Reviewer, promotion file, University of Southern California, 2021  
Reviewer, tenure and promotion file, Farmingdale State College, SUNY, 2019  
Reviewer, tenure and promotion file, University of South Carolina, 2019  
Reviewer, promotion file, University of Southern California, 2018  
Reviewer, tenure and promotion file, Ithaca College, 2018  
Reviewer, tenure and promotion file, West Virginia University, 2018

## **DEPARTMENTAL/UNIVERSITY SERVICE**

2021-2022

Chair, Committee on Undergraduate Writing and Instruction (CUWI), UConn, Storrs  
Chair, Cross-campus Pedagogy Subcommittee of CUWI, UConn, Storrs  
Member, PTR Committee, UConn, Storrs  
English Coordinator, UConn, Waterbury  
Member, Mentoring Committee, UConn, Storrs  
Member, Aetna Advisory Board, UConn, Storrs  
Member, Aetna Prize for Graduate Critical Essay, UConn, Storrs  
Member, Information Digital Media Literacy Task Force, UConn, Storrs  
Reader, Graduate Admissions, UConn, Storrs

2020-2021

Chair, Writing Search, UConn, Storrs  
Chair, Committee on Undergraduate Writing and Instruction, UConn, Storrs  
Chair, Cross-campus Pedagogy Subcommittee of CUWI, UConn, Storrs  
Member, Mentoring Committee, UConn, Storrs  
Member, Aetna Advisory Board, UConn, Storrs  
Member, Aetna First-Year Writing Awards Committee, UConn, Storrs  
Member, Information Digital Media Literacy Task Force, UConn, Storrs  
Reader, Graduate Admissions, UConn, Storrs

2019-2020

Member, General Education Oversight Committee's Information Digital Media Literacy Task Force, UConn, Storrs  
Member, Search Committee, Senior Writing Studies Hire, UConn, Storrs

Member, Committee on Undergraduate Writing and Instruction, UConn, Storrs  
Member, Aetna Advisory Board, UConn, Storrs  
Member, Aetna First-Year Writing Awards Committee, UConn, Storrs  
Guest Speaker, Graduate-level methods course, UConn, Storrs  
Reader, Graduate Admissions, UConn, Storrs  
Chair, Committee on Academic Integrity, UConn, Waterbury  
Chair, Waterbury Writes Initiative, UConn, Waterbury

2018-2019

Outside Reader, Dissertation Prospectus Colloquium, Gabe Morrison, April 24, UConn, Storrs  
Departmental Representative, Dissertation Defense, Sarah Moon, April 22, UConn, Storrs  
Member, Taskforce on the Evaluation of Adjunct Teaching, UConn Storrs  
Member, Committee on Undergraduate Writing and Instruction, UConn, Storrs  
Member, Aetna Advisory Board, UConn, Storrs  
Member, Search Committee, Coordinator of Services for Students with Disabilities, UConn,  
Waterbury (July-December)  
Chair, Aetna First Year Writing Awards Committee  
Reader, Graduate Admissions, UConn, Storrs  
Chair, Committee on Academic Integrity, UConn, Waterbury  
Chair, Waterbury Writes Initiative, UConn, Waterbury

2017-2018

Member, Taskforce on the Evaluation of Adjunct Teaching  
Member, Merit Committee, UConn, Storrs  
Member, Committee on Undergraduate Writing and Instruction, UConn, Storrs  
Member, Aetna Advisory Board, UConn, Storrs  
Reader, Graduate Admissions, UConn, Storrs  
Member, Search Committee, Coordinator of Services for Students with Disabilities, UConn,  
Waterbury (April-June, failed search)  
Chair, Committee on Academic Integrity, UConn, Waterbury  
Chair, Waterbury Writes Initiative, UConn, Waterbury  
Departmental Representative, Open House, UConn Waterbury

2016-2017

Member, Executive Committee, English Department, UConn, Storrs  
Site Visitor, Early College Experience (ECE) First-Year Writing Courses, State-wide  
Member, 2600 Committee, UConn, Storrs  
Member, Merit Committee, UConn, Storrs  
Departmental Representative, Open House, UConn, Storrs  
Member, Committee on Undergraduate Writing and Instruction, UConn, Storrs  
Member, Aetna Advisory Board, UConn, Storrs  
Reader, Graduate Admissions, UConn, Storrs  
Chair, Committee on Academic Integrity, UConn, Waterbury  
Chair, Waterbury Writes Initiative, UConn, Waterbury  
Departmental Representative, Open House, UConn Waterbury

2015-2016

Member, University Senate, UConn, Storrs  
Member, University Senate Budget Subcommittee, UConn, Storrs  
Member, Awards Committee, Gen. Ed Course Enhancement Grant Competition, UConn, Storrs  
Member, Aetna Advisory Board, UConn, Storrs  
Member, Committee on Undergraduate Writing and Instruction, UConn, Storrs

Reader, Graduate Admissions, UConn, Storrs  
 Chair, Committee on Academic Integrity, UConn, Waterbury  
 Chair, Waterbury Writes Initiative, UConn, Waterbury  
 Chair, English Adjunct Faculty Committee, UConn, Waterbury

2014-2015  
 Member, University Senate, UConn, Storrs  
 Member, Curriculum and Courses Committee, UConn, Storrs  
 Member, Search Committee, APIR/Writing Center Coordinator, Hartford Campus  
 Member, Merit Committee UConn, Storrs  
 Member, Aetna Advisory Board, UConn, Storrs  
 Member, Committee on Undergraduate Writing and Instruction, UConn, Storrs  
 Reader, Graduate Admissions, UConn, Storrs  
 Chair, Committee on Academic Integrity, UConn, Waterbury

2013-2014  
 Departmental Representative, Dissertation Prospectus Defense, UConn, Storrs  
 Member, Merit Committee, UConn, Storrs  
 Member, Aetna Advisory Board, UConn, Storrs  
 Member, Committee on Undergraduate Writing and Instruction, UConn, Storrs  
 Reader, Graduate Admissions, UConn, Storrs  
 Chair, Committee on Academic Integrity, UConn, Waterbury

2012-2013  
 Chair, Freshman Essay Prize Committee, UConn, Storrs  
 Member, World Literature/Digital Humanities Search Committee UConn, Storrs  
 Consultant, English Intern Coordinating Creative Sustenance UConn, Waterbury  
 Speaker, Faculty Research Series, UConn, Waterbury  
 Member, Aetna Advisory Board, UConn, Storrs  
 Member, Committee on Undergraduate Writing and Instruction, UConn, Storrs  
 Chair, Undergraduate Creative Writing Contest Committee, UConn, Waterbury

2011-2012  
 Member, Aetna Advisory Board, UConn, Storrs  
 Member, Committee on Undergraduate Writing Instruction, UConn, Storrs  
 Chair, Undergraduate Creative Writing Contest Committee, UConn, Waterbury

2010-2011  
 Member, Aetna Advisory Board, UConn, Storrs  
 Member, Committee on Undergraduate Writing and Instruction, UConn, Storrs  
 Chair, Undergraduate Creative Writing Contest Committee, UConn, Waterbury

2009-2010  
 Member, Aetna Advisory Board, UConn, Storrs  
 Member, Committee on Undergraduate Writing and Instruction, UConn, Storrs  
 Chair, Undergraduate Creative Writing Contest Committee, UConn, Waterbury  
 Chair, Creative Sustenance Program Committee, UConn, Waterbury Campus

2008-2009  
 Member, Hackman Essay Contest Committee, UConn, Storrs  
 Member, Service-Learning Committee, UConn, Waterbury  
 Chair, Academic Integrity Awareness Week Essay Contest Committee, UConn, Waterbury  
 Member, Aetna Graduate Writing Prize Committee, UConn, Storrs  
 Departmental Representative, Dissertation Defense, UConn, Storrs  
 Member, Aetna Advisory Board, UConn, Storrs

Member, Committee on Undergraduate Writing and Instruction, UConn, Storrs  
Chair, Undergraduate Creative Writing Contest Committee, UConn, Waterbury  
Chair, Creative Sustenance Program Committee, UConn, Waterbury Campus

2007-2008

Conference Coordinator, University of Pittsburgh's First Undergraduate Conference in Literature  
Chair, Planning Committee for Undergraduate Conference in Literature, University of Pittsburgh  
Participant, Writing in the Disciplines Faculty Seminar, University of Pittsburgh  
Member, Composition Curriculum Committee, University of Pittsburgh

## **SERVICE TO THE PROFESSION**

### **National/International Board Memberships and Committee Positions**

Member, Task Force on the Role of Reading in College Writing Classrooms, CCCC (2019-2021)  
Member, Modern Language Association (MLA) Program Committee (2017-2020)  
Executive Board Member, Global Society of Online Literacy Educators (GSOLE) (2016-2019)  
Board Member (as liaison to GSOLE), National Council of Teachers of English (2016-2019)  
Council of Writing Program Administrators (CWPA) Outstanding Scholarship Award  
Committee (2015-2016)  
Member, Advisory Board, National Archives of Composition and Rhetoric (2010-present)

### **Reader/Reviewer/Editorial Board Positions**

Member, Editorial Board, *Reader: Essays in Reader-Oriented Theory, Criticism and Pedagogy*  
(2015-present)  
Manuscript Reader, *Writing Spaces* (2021)  
Manuscript Reader, *College English* (2021)  
Manuscript Reader, *CCC* (2019-present)  
Manuscript Reader, Utah State University Press (2012-present)  
Stage I Peer Reviewer of Submissions, Conference on College Composition and Communication  
Annual Convention (2012-present)  
Manuscript Reader, *Pedagogy: Critical Approaches to Teaching Literature, Language,  
Composition, and Culture* (2016-present)  
Manuscript Reader, *Writing Center Journal* (2017-present)  
Manuscript Reader, West Virginia University Press (2020)  
Manuscript Reader, *Composition Forum* (2018)  
Manuscript Reader, *Journal for the Assembly for Expanded Perspectives on Learning* (2018)  
Reviewer, *W. W. Norton* (2018)  
Manuscript Reader, *Currents in Teaching and Learning* (2018)  
Manuscript Reader, *Journal of College Reading and Learning* (2018)  
Reviewer, Broadview Press (2017-present)  
Consulting Reader, *Across the Disciplines* (2016-present)  
Manuscript Reader, *Double Helix* (2016)  
Reviewer, Bedford/St. Martin's (2014)  
Reviewer, Routledge (2013)

### **Assessment Positions**

Evaluator, AP Seminar Achievement-Level Descriptions (ALDs), College Board (2017).  
Evaluator, Revision of AP English Language and Composition Curriculum, College Board  
(2015).

Reader, Drexel University's First-Year Writing Assessment (June 2012).

## **TEACHING**

**Graduate:** The Theory and Teaching of Writing (UConn); Workshop in Teaching Composition (University of Pittsburgh)

**Graduate-level Independent Study (UConn):** TCPCG student, spring 2017, Waterbury campus

### **Undergraduate Teaching at UConn**

#### **1000-level**

ENGL1010: Seminar in Academic Writing; ENGL1011: Seminar in Writing Through Literature

#### **2000-level:**

ENGL2049W: Writing Through Research; ENGL2600: Introduction to Literary Studies; ENGL2407: The Short Story; and ENGL2692: Writing Practicum

#### **3000-level:**

ENGL3509: Studies in Individual Writers (Virginia Woolf)

#### **4000-level**

ENGL4101W: Advanced Study: Virginia Woolf and British Modernism

### **Undergraduate Independent Studies**

The Teaching of Writing (fall 2016, spring 2015)

The Theory and Teaching of Grammar (spring 2017, fall 2015)

Peer Tutoring: Research and Practice (fall 2016)

The History of English (fall 2015)

**Undergraduate Teaching at the University of Pittsburgh:** Seminar in Composition; Introduction to Critical Reading; Women and Literature; and Introduction to Literature

## **PROFESSIONAL ASSOCIATIONS**

Conference on College Composition and Communication

National Council of Teachers of English

Modern Language Association

Council of Writing Program Administrators

International Writing Centers Association

Modernist Studies Association