

**Bronwyn DiPeri**  
*Literature & Writing Instructor*

**EDUCATION**

**2013** Master of Fine Arts, *University of Southern Maine*  
Areas of Study: Literary Fiction, Post-Colonial & 21<sup>st</sup> Century Magical Realism

**1993** Bachelor of Arts, *University of Vermont*  
Areas of Study: Intercultural art & religion, French

**TEACHING EXPERIENCE**

**University of Connecticut, 2016 - current**

*ENGL 1007 – Seminar & Studio re-integrated:* 4-credit reintegrated Seminar & Studio course. Reintegration Pilot Fall 2023. Inquiry driven, meaning that the course gives students a central question to explore and generate their own inquiries (or questions) from. Students are encouraged to take a course's inquiry and approach it from multiple angles and points of views. Multimodal digital literacy incorporated into projects

*ENGL 1007 – Seminar:* New course starting Fall 2020, 3-credit multimodal Seminar. Fully online during 2020-2021. Face to face starting 2021 – 2022. Inquiry driven, meaning that the course gives students a central question to explore and generate their own inquiries (or questions) from. Students are encouraged to take a course's inquiry and approach it from multiple angles and points of views.

*ENGL 1007 – Studio:* New course starting Fall 2020, 1-credit multimodal Studio. Focus is on Digital and Media Literacy skills (*Universal Design Principles, Visual Design Principles, Ethical Use of Sources, Interaction Design Principles, etc.*), while reflecting on and recomposing works and collections from the Seminar.

*ENGL 2407 – Short Story:* Studies in global short fiction in English translation. Covered Literary Fiction, Magical Realism, Graphic Narratives, and Micro-fiction.

*ENGL 1010SL – Seminar in Academic Writing:* Instruction in academic writing through interdisciplinary reading. Focused on ***Civil Discourse via Immigrant Narratives*** utilizing a Service Learning component. Community Partner was *Literacy Volunteers of Greater Hartford* – students gathered oral histories through interviews and email, then transmediated these stories into mini-documentaries, slideshows, and interactive media.

ENGL 1003 – English for Non-Native Speakers: An introduction to the rhetorical process for emerging second-language writers. Course stresses the writing situation and the purpose of writing; and pays particular attention to the critical engagement and reflection skills needed to participate successfully in the American university discourse community.

ENGL 1011 – Seminar in Academic Writing through Literature: Uses literature and stories (in this case, historical and traditional Fairy Tale literature for adults) as starting points to explore ideas, both as individual scholars and collaboratively as part of groups, with the ultimate goal of contributing to the intellectual work of the university. Traditional essays as well as multimodal projects, including but not limited to: mini-documentaries, digital collages, infographics, annotated maps, and digital essays.

ENGL 1010s – Supported Seminar in Academic Writing: Instruction in academic writing through interdisciplinary reading and multimodal composing projects, working with a pre-determined cohort and an extra studio session. Students supported with embedded tutoring Fellow.

ENGL 1004 – Introduction to Academic Writing: Prepares students for the required FYW seminars. Students practice developing writing projects, drafting and revising work, listening to and acting on other readers' responses to their writing, experimenting with the progression of their ideas to engage readers, participating in the conventions of academic writing, engaging in ethical scholarship, and presenting their work in a way that is clearly compelling to their readers.

### **CT State - Capital Community College, 2022 – current**

ENGL 1010 & 910: Updated course numbers to reflect consolidation of Connecticut State system. Writing intensive course, piloted with attached workshop session (910) during AY 2023-2024. This course introduces students to writing about current social issues for academic inquiry and may not include literary themes.

ENGL 101: Study of writing and the writing process. Students analyze expository essays in multiple genres and prepare writing projects with attention to rhetorical situations for audience and purpose, organization according to genre key features, development using detailed description, attention to language and conventions, and with support from outside sources using MLA documentation.

### **Bryant University, AY 2022 – 2023**

WRT106 – Writers Workshop: Focuses on the practice of writing as a process, the course familiarizes students with the conventions and challenges of specific rhetorical situations. Students will develop transferable strategies for effectively accessing, interpreting, evaluating, and presenting information with an awareness of purpose and context.

### **American International College, 2017 - 2021**

ENGL 1201 - English Composition: Synchronous online course. A writing intensive course that prepares students for all levels of academic discourse. Emphasis is placed on the art of persuasion, on the development of students' critical thinking skills, and on key rhetorical concepts such as audience, purpose, and voice.

ENGL 1202 - Analytical Writing: Synchronous online course. An advanced writing course and is designed to extend reading and writing skills developed in English 1201. Course inquiry: **Investigating Narrative Medicine**. Students explored the multimodal works of Rita Charon, founder of Narrative Medicine, as well as a number of scholarly and creative works on audio/video/text platforms. Students research, analyzed, and responded to these works throughout the semester, building a collection of their own scholarly and creative work.

COM2200 - Information and Technology: Online course for mastery of Microsoft Office programs, includes researched argument papers developed across projects utilizing several different software platforms. This course is taught entirely online and uses Blackboard for all materials.

### **Bay Path University, 2017**

ENG 124 - Research and Writing in the Disciplines: Uses readings from a variety of disciplines to provide students with strategies to communicate in the sciences; business and technology; liberal studies, and the social sciences. Research and documentation skills appropriate to the disciplines by leading students through the research process from start to finish.

### **Pima Community College (Tucson, AZ), 2014 - 2016**

Writing I (101s) - Integrated intensive studio course bridging Developmental writing with College writing. Writing assignments include: Literacy Essay, Rhetorical Analysis Essay, and a Documented Argument Essay.

Writing II (102) - Reading, analyzing, and discussing various types of texts. Writing assignments include: Literary Analysis Essays and Research Papers which synthesize primary and secondary sources.

### **ITT Technical Institute (Tucson, AZ), 2013 - 2014**

Writing I - Research papers, Reports, Proposals, Memoir, Rhetorical Analysis

Writing II - Argument theory, Research papers, Persuasive writing

Human Communications - Professional communication techniques, verbal and nonverbal

## **INSTITUTIONAL SERVICE**

**2022 – current** Adjunct Faculty Liaison, *UConn English Department*

**2016** Curriculum Development Advisory Committee (English CDAC), *Pima Community College*

**2016** Student Learning Outcomes Discipline Leader (SLO DL) for Literature, *Pima Community College*

**2014 - 2015** Collaborative Sharing WRT101s Faculty member, *Pima Community College*

## **SPECIAL PROJECTS**

**2023 First-Year Writing Studio Course Re-Design, Faculty team member**

A team of three faculty—Bronwyn Diperi, Emelia Mixter, and Tom Doran— working on revising the 1007 Studio curriculum for AY '23-'24. Focusing on five major areas: Revising major project prompts, rewriting and reorganizing asynchronous learning modules, revising in-person session slides, revising the instructor guide, and general course design and navigation.

The revised curriculum seeks to resolve concerns addressed by students and instructors, including the sequencing and scaffolding of major assignments, the instructor's role during in-class activities, and the overemphasis on individual task completion rather than multimodal experimentation and collaboration.

## **PUBLICATIONS**

Fiction:

**2013** "A Saturday Hour." *Stonecoast Lines*.

**2009** "Womb of the Earth." *Sandscript Literary Magazine*.

Creative Nonfiction:

**2001 - 2008** Monthly Family Travel Essay Column, "Day Tripping." *Tucson Momslink*

## **FELLOWSHIPS, GRANTS, AND AWARDS**

**2017** Service Learning Faculty Fellow, *University of Connecticut*

## **PROFESSIONAL CERTIFICATIONS**

**2023** Archival Research Certificate (*August 2023*)

**2017** Blackboard Online/Hybrid Teaching Certification

**2016** D2L Online Teaching Certification

## **PROFESSIONAL DEVELOPMENT**

- 2023** Online course: “Into the Archive” Princeton University (via Coursera)
- 2023** Online course: “Fundamentals of Project Planning and Management” University of Virginia (via Coursera)
- 2020** Preparing for Online Studio Instruction (August), *First Year Writing Program, University of Connecticut*
- 2020** Preparing for Online Writing Instruction (August), *First Year Writing Program, University of Connecticut*
- 2019** Writing-Across-Technologies Institute (September – December), *First Year Writing Program, University of Connecticut*
- 2019** Annual Conference on the Teaching of Writing (April), *University of Connecticut*
- 2017** Northeast Popular Culture Conference (October), *University of Massachusetts*
- 2017** e-Campus Online Training Course (July-August), *eCampus Office, University of Connecticut*
- 2017** “Power of the Pen: Identities and Social Issues in Poetry and Plays” (July-August), *International Writing Program, University of Iowa*
- 2017** “Blackboard Online/Hybrid Teaching Certification Course” (July-August), *American International College*
- 2017** “Annual Faculty Teaching Workshop” (May), *University of Connecticut*
- 2017** Annual Conference on the Teaching of Writing “Humility and Conviction in the Classroom” (April), *University of Connecticut*
- 2017** “Developing and Facilitating Online Discussions” (April), *CETL Teaching Seminar, University of Connecticut*
- 2017** “Channeling your Inner Dweeb” (April), *President’s Faculty Speakers Series, University of Connecticut*
- 2017** “Digital Storytelling Workshop” (March), *Trinity College*
- 2017** “Funding Databases Workshop” (February), *CETL Teaching Seminar, University of Connecticut*
- 2017** “Service Learning Fellows Program Training” (January), *Office of Public Engagement, University of Connecticut*
- 2016** Aurora Wordpress Workshop (October), *University of Connecticut*
- 2016** Online Teaching Certification Course – D2L (April), *Pima Community College*
- 2016** “Integrating New Technology into the Writing Classroom” (Feb-April), *Pima Community College*
- 2015** “Active Learning Strategies for the Writing Classroom” (Oct-Dec), *Pima Community College*
- 2013** “Grant Writing Basics”; “Proposal Writing Basics”; “Proposal Budgeting Basics” (April), *The Foundation Center*

## DEPARTMENTAL TALKS

**2023** (January) Facilitated training sessions for new instructors teaching Studio courses with a team of FYW instructors and Assistant Directors, *University of Connecticut*

**2023** (August) Assisted with training sessions for new instructors teaching Studio courses with a team of FYW instructors and the FYW Associate Director, *University of Connecticut*

**2016** (November) MFA Panel for English Majors, *University of Connecticut*

**2013** (June) Strategy Sessions for Tutors, *Literacy Connects!*  
"How to Critique Student Writing – A Writer's Perspective"

**2013** (April) Strategy Sessions for Tutors, *Literacy Connects!*  
"Reading metaphors, myths & magic: What's happening in the brain, why it's important, and how to use it with adult literacy students."

## CONFERENCE ACTIVITY

**2016** Session Presenter, *Pima College Writers Conference*  
"Back to our Roots: Using Fairy Tale Retellings and Magic Realism to Find Common Ground with Students"

## RESEARCH INTERESTS

Service-Learning Projects for Humanities; Trauma Narrative pedagogies; Socio-cultural studies of Fairy Tales

## COMMUNITY INVOLVEMENT/OUTREACH

**2021** *JASNA-CT* (Programs Coordinator: 2021 – current)  
**2016** *Buff Orpington Book Tournament* (Judge: 2013 – 2016)  
**2016** *Tucson Festival of Books* (Author Events Captain: 2010 – 2016)  
**2013** *Literacy Connects!* (Lead Classroom Tutor: 2011 – 2013)  
**2011** *The Rogue Theatre* (Dramaturg)

## PROFESSIONAL ASSOCIATIONS

*Northeast Popular American Culture Association*  
*National Council of Teachers of English*  
*Association of Literacy Educators and Researchers*  
*Association of Writers and Writing Programs*

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## **PROFESSIONAL REFERENCES**

### **Lisa Blansett**

Director of First-Year Writing Program  
Associate Professor-in-Residence  
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### **Lori Martin**

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### **Shawn Hellman**

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