

**SARAH E. DECAPUA**  
CURRICULUM VITAE

University of Connecticut  
Department of English  
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**EDUCATION**

- 2016            PhD, Composition & TESOL  
Indiana University of Pennsylvania; Indiana, PA  
Dissertation: *Student response to written teacher feedback in First-Year Composition: Defining what students find useful & whether they believe it improves their writing*
- 1993            MAT, Secondary Education (English)  
Sacred Heart University; Fairfield, CT  
Thesis: *Self-esteem: Helping your students to feel, act, and think like winners*
- 1990            BS, English and Secondary Education  
Springfield College; Springfield, MA

**PROFESSIONAL EXPERIENCE**

- 2018-            Assistant Professor in Residence, First-Year Writing Program  
University of Connecticut – Storrs, CT  
Department of English  
Courses: ENG 1003 (English for International Writers), ENG 1004 (Introduction to Academic Writing), \*ENG 6550 (Seminar in Rhetoric and Composition)  
ENG 1003 is for multilingual students who are transitioning to primarily English academic discourse, as well as for students who have been placed in the course by standardized test scores and written placement tests. The course provides students more experience writing extended essays for an American university audience.  
ENG 1004 provides students with further experience with expectations of college-level writing in a supportive environment with extra

feedback from instructors. The course guides students in developing their writing practices and introduces them to meaningful participation in critical conversations.

\*ENG 6550 is intensive investigation of an area of specialization within Rhetoric and/or Composition. Focus on second language literacy and directed investigation of international writers, their unique approaches to writing in English, and foundational research for response to and assessment of that writing.

\*This course was created and developed by me.

2016-2018 Visiting Assistant Professor, Assistant Director First-Year Composition  
**Texas Woman's University – Denton, TX**

Department of English, Speech, and Foreign Languages

Courses: ENG 1013 (Composition I), ENG 1023 (Composition II), ENG 2393 (Introduction to Literature by Women), ENG 6913 (Graduate Independent Study)

ENG 1013 is theory and practice of written and oral exposition and research in traditional and electronic environments; rhetorical principles and organization in practice. Core Composition requirement. ENG 1023 is theory and practice of critical exposition and rhetorical analysis in traditional and electronic environments; composing persuasive and investigative texts based on research. Core Composition requirement.

ENG 2393 (Online) is an introduction to important works of literature by women. The course can be organized by theme, topic, genre, ethnic group, or nationality.

ENG 6913 (Online) is an intensive investigation of a literary, rhetorical, or linguistic area. Focus on instructor response to the writing of non-native English-speaking students.

Assistant Director of FYC duties include mentoring, observing, and evaluating GTAs, adjunct faculty, and dual-credit instructors who teach in the FYC program; participating in programmatic assessments to meet both university and state standards; providing administrative support for the director of FYC; leading professional development workshops; demonstrating continued engagement with current practices and theories in the discipline; and serving on related departmental committees.

2017- Adjunct Instructor

**North Central Texas [Community] College — Gainesville, TX**

Department of English, Speech, and Foreign Languages

Courses: ENG 0300/0305 (Fundamentals of English I/II), ENG 1301 (Composition I), ENG 1302 (Composition II), ENG 2311 (Technical & Business Writing)

ENG 0300 provides students the opportunity to practice basic grammar skills, then move to advanced topics, including modifiers and parallelism.

ENG 0305 students learn to compose unified, well-developed essays with an introduction, a body, and a conclusion. The thesis statement and topic sentences are emphasized.

ENG 1301 is intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Effective rhetorical choices, including audience, purpose, arrangement, and style are emphasized. Students focus on writing the academic essay as a vehicle for learning, communication, and critical analysis. I teach this course online.

ENG 1302 is intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. I teach this course online.

ENG 2311 is designed with a focus on writing the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Students practice the individual and collaborative processes that are involved in the creation of ethical and efficient documents. I have taught this course both face to face and online.

2013–2016

Adjunct Instructor

**Southern Connecticut State University — New Haven, CT**

First-Year Experience program and English Department

Courses: INQ 101 (Introduction to Intellectual & Creative Inquiry),

ENG 112 (Writing Arguments)

INQ 101 (Introduction to Intellectual and Creative Inquiry) is a seminar designed to assist first-year students in the process of becoming academically and socially engaged members of the university community. Course topics and themes center around the development of the critical thinking and academic inquiry skills necessary to succeed at the university. Students reflect on their own lives and their reasons for attending college, and think about their future in relation to their interests and educational goals. Teacher responsibilities include academic advising.

ENG 112 (Writing Arguments) develops students' analytical reading and writing skills with a focus on intellectually demanding texts, with an emphasis on source-based argument writing.

2015–2016

Adjunct Instructor

**University of New Haven — West Haven, CT**

Department of English

Courses: ENGL 1104 (Developmental Writing for International Students), ENGL 1110 (Composition and Literature)

ENGL 1104 is for international students. This course is designed to increase awareness of the structure of English. It includes intensive practice in writing to improve the student's ability to construct effective sentences, paragraphs, and short essays.

ENGL 1110 is a course which provides students guided practice in textual analysis, synthesis, and more sophisticated research practices.

2012–2013, Full-time Instructor2010–2011 **Southern Connecticut State University — New Haven, CT**

First-Year Experience program and English Department

Courses: INQ 101 (Introduction to Intellectual and Creative Inquiry), ENG 110 (Composition Writing Lab), ENG 112 (Writing Arguments)

ENG 110 (Composition Writing Lab) offers individual guidance to students in need of intensive training and practice in basic writing skills before taking ENG 112.

ENG 112 (Writing Arguments) offers development of critical reading and writing skills with a focus on intellectually demanding texts. The course emphasizes source-based argument writing.

2009–2010 Adjunct Instructor**Fairfield University — Fairfield, CT**

English Department, Division of Languages

Courses: ENG 11 (Composition and Prose Literature), ENG 12 (Introduction to Literature &amp; the Research Paper)

**Southern Connecticut State University — New Haven, CT**

English Department, Division of Languages.

Courses: ENG 111 (Composition I), ENG 112 (Composition II)

At both Fairfield University and Southern, course concentrations in ENG 11/ENG 111 include planning, writing, and revising compositions, emphasizing both the development of critical/logical thinking skills, and analytical, evaluative, and persuasive arguments; research and documentation. At Fairfield, ENG 12 is a continuation course, taught in the spring. Focus is on introduction to literature; writing about literature; in-depth research and documentation. At Southern, ENG 112 extends students' abilities to analyze nonfiction and includes a major research and documentation component.

2004–2006 Adjunct Instructor

**Pikes Peak Community College — Colorado Springs, CO**

English Department, Division of Languages

Courses: ENG 121 (Composition I), ENG 122 (Composition II) Course concentrations included planning, writing, and revising compositions, emphasizing both the development of critical/logical thinking skills, and analytical, evaluative, and persuasive arguments; research and documentation; writing about literature.

- 1999–2016; Independent Editor and Author  
2020– Project manager for as many as sixty books per year, from initial manuscript to bound book. Line editing, copyediting, and proofreading of fiction and nonfiction titles through various stages of production. Author of more than forty nonfiction books for students at various grade levels, subjects include biography, geography, history, and civics.
- 1995–1999 Associate Editor  
**Grolier Children’s Publishing, Inc. — Danbury, CT**  
Editing and production for thirty-six nonfiction series titles per year, from manuscript to bound book. Creation and development of three nonfiction series.
- 1994–1995 Editorial Assistant  
**The Millbrook Press, Inc. — Brookfield, CT**  
All in-house proofreading, copyediting, and tracking of manuscripts through the production process.
- 1993 Editorial Coordinator  
**Newfield Publications — Shelton, CT**  
Organizing and tracking of editorial projects. Editing, researching, and Americanizing selections for the *Young Students Learning Library* encyclopedia.
- 1992–1993 MAT Internship  
**Shelton High School — Shelton, CT**  
Teacher, English and American literature
- 1992–1994 Freelance Editor  
**Greenwood Publishing Group, Inc. — Westport, CT**  
Proofreading and copyediting of scholarly and professional manuscripts.
- 1990–1992 Tutor  
**Shelton High School — Shelton, CT**  
English, grammar, and American literature

## PUBLICATIONS

*Two Profs from Ohio (Blog)*

“Write Around the Room”

Invited Guest Blog Post

January 3, 2022

[Write Around the Room – Two Profs from Ohio \(wordpress.com\)](#)

*Inside Higher Ed*

“Consider Accountability Emails in Place of a Writing Group”

With Ann N. Amicucci

December 7, 2021

[Consider accountability emails in place of a writing group \(opinion\) \(insidehighered.com\)](#)

*Inside Higher Ed*

“Dear Diary: Will My Students Ever Annoy Me Again?”

March 11, 2021

[A professor finds herself no longer as annoyed by her students as she used to be \(opinion\) \(insidehighered.com\)](#)

*Rhetoric and Sociolinguistics in Times of Global Crisis*

“Rhetorical Evolution in Crisis Times: A Writing Teacher’s Self-Investigation”

(IGI Global, 2021)

*Futuristic and Linguistic Perspectives on Teaching Writing to Speakers of Different Languages*

“Second Language Writing Skills: A Novel Look at Identity”

(IGI Global, 2020)

*Graduate Writing Across the Disciplines: Identifying, Teaching, and Supporting*

“Disciplinary Corpus Research for Situated Literacy Instruction”

With Sarah M. H. Blazer

(WAC Clearinghouse, Spring 2020)

<https://wac.colostate.edu/books/atd/graduate/>

(University Press of Colorado, 2021)

[University Press of Colorado - Graduate Writing Across the Disciplines \(upcolorado.com\)](#)

*2021 Best Edited Collection on Writing Across the Curriculum, Honorable Mention*

*The CEA Forum*

“ ‘You are asking me to do more than just read a book’: Student Reading in a General Literature Course”

With Ann N. Amicucci, Michael M. Williamson, John R. Hrebik  
(Winter/Spring 2015)

*Working Papers in Composition & TESOL*

“A Language Learning Journey: Jessie’s Story”

<http://www.english.iup.edu/wpc%26t/issues.htm/V8/SarahDeCapua.pdf>

(May 1, 2012)

## **PRESENTATIONS & WORKSHOPS**

*The Accidental Inquiry*

Innovations in Second Language Writing Studies – Brown Bag Talk

Department of English Seminars, Speakers, and Brown Bag Talks (University of Connecticut)

April 21, 2021

*My Students Hear Me When I’m Not There: How Auditory Qualities of Inner Reading Voices Affect Teacher’s Pedagogy and Students’ Well-Being*

Minds, Means, and Materials: A Shared, Virtual Second Annual Writing and Well-Being and Second UNR Crossings: Exploring Shared Work in Writing Conference (University of Nevada, Reno)

January 3-5, 2021

*Well-Being Through Identity Establishment in the First-Year Writing Classroom*

Conference on Writing and Well-Being (University of Arizona)

With Elizabeth Cozby, Texas Woman’s University

January 9-11, 2020

*Responding to the Writing of International Students*

TEA/Chat Professional Development Program

With Oliver Hiob-Bonsal

Invited by Brenda Jo Brueggemann, Aetna Endowed Chair of Writing / Director of First Year Writing (University of Connecticut)

March 27, 2019

*How to Enable Agency: Second Language Writers in First Year Writing Courses*

First-Year Writing Winter Welcome Workshop

With Oliver Hiob-Bonsal

Invited by Brenda Jo Brueggemann, Aetna Endowed Chair of Writing / Director of First Year Writing (University of Connecticut)

January 25, 2019

*English Only, Please?!*

Table Talk Professional Development Program

With Oliver Hiob-Bonsal

Invited by Brenda Jo Brueggemann, Aetna Endowed Chair of Writing / Director of First Year Writing (University of Connecticut)

November 12, 2018

*Deconstructing Carefully, Analyzing Critically, Responding Thoughtfully*

Sixth Annual Conference of The Consortium for Critical Reading, Writing, and Thinking (Berkeley College)

With Elena Byrne, Southern Connecticut State University

October 19, 2018

*Formative Feedback: Consulting with Translingual Writers*

Invited by Dr. Jennifer Phillips-Denny, director of The Write Site (Texas Woman's University)

North Texas Writing Centers Association Spring Conference

April 13, 2018

*"But I Don't Plan to Be an Administrator": Why You Should Join the WPA and Subscribe to Its Listserv Anyway*

Invited by Dr. Gretchen Busl, director of FYC (Texas Woman's University)

Focus Friday FYC Program Professional Development

March 2, 2018

*Just Because You're a Writing Teacher Doesn't Mean You Have to Write\*: Strategies for Effective Formative Feedback*

(\*on Students' Drafts)

Invited by Dr. Gretchen Busl, director of FYC (Texas Woman's University)

Focus Friday FYC Program Professional Development

February 9, 2018

*Learning How to Sail Before Rocking the Boat: Giving First-Year Writing Students the Skills They Need to Shake Things Up*

Fifth Annual Conference of The Consortium for Critical Reading, Writing, and Thinking (Berkeley College)

With Elena Byrne, Southern Connecticut State University

October 27, 2017

*Janus in the Classroom: Management Tips for the Graduate Teaching Assistant*

Invited by Dr. Gretchen Busl, director of FYC (Texas Woman's University)



Focus Friday FYC Program Professional Development  
October 6, 2017

*Are We There Yet?: Maintaining Momentum—and Helping Your Students Do the Same—  
Between Spring Break and Summer Vacation*

Invited by Dr. Gretchen Busl, director of FYC (Texas Woman's University)  
Focus Friday FYC Program Professional Development  
April 7, 2017

*Non-Native English Speakers in the Write Site: A Guide for Writing Center Tutors*  
Invited by Dr. Jennifer Phillips-Denny, director of The Write Site (Texas Woman's  
University)

Write Site Practicum  
February 10, 2017

*Devising Practical Strategies for Introducing Non-Native English Speakers to Academic  
Writing*

Fourth Annual Conference of The Consortium for Critical Reading, Writing, and  
Thinking (Berkeley College)  
With Alexandra DeLuise, Melissa Sloat, University of New Haven October  
28, 2016

*Show, Don't Tell, in Writing*

Invited by Dr. Gretchen Busl, director of FYC (Texas Woman's University)  
Focus Friday FYC Program Professional Development  
October 7, 2016

*The CJ Project – A Guide to Charitable Giving in FYE*

Invited by Nicole Henderson, director of FYE (Southern Connecticut State University)  
FYE Teaching Academy  
August 21, 2012

*Managing Dissertation Research with NVivo*

Invited by Composition & TESOL PhD colleagues  
With Ann N. Amicucci, Indiana University of Pennsylvania  
July 13, 2012

*Applying Online Learning to Teaching Practice in Higher Education*

Invited by Dr. Kenneth Sherwood, Indiana University of Pennsylvania  
ENG 881 – Digital Literacy  
May 17, 2012

*Creating & Maintaining Blogs for Scholarly Use*

Invited by Dr. Michael M. Williamson, Indiana University of Pennsylvania  
ENG 881 – Writing Program Administration  
February 8, 2012

## **SERVICE**

### DEPARTMENT/UNIVERSITY

Academic Integrity Hearing Board – University of Connecticut (2022- )  
General Education Organizing Committee (GEOC) Subcommittee for Diversity and  
Multiculturalism – University of Connecticut (2021- )  
Committee for Undergraduate Writing and Instruction (CUWI) – University of  
Connecticut (2019-2020, 2020-2021, 2021- )  
CUWI Subcommittee for Graduate Student Pedagogical Support – University of  
Connecticut (2020-2021)  
FYW Team Member – Curriculum Build of ENG 1003 as Online Course – University of  
Connecticut (Summer, 2020)  
David Leeming Graduate Award Selection Committee – University of Connecticut  
(2020, 2019)  
Francelia Butler Graduate Award Selection Committee – University of Connecticut  
(2019)  
AAUP-APIR Subcommittee – University of Connecticut (2019-2020)  
Writer of Profile of Yiyang Li (New Dept. Colleague) – University of Connecticut  
English Dept. Newsletter (2019)  
FYW Classroom Observation – University of Connecticut (Fall 2018)  
Common Read Essay Contest Mentor – Texas Woman’s University (2018)  
Common Read Selection Committee – Texas Woman’s University (2017, 2018)  
Core Assessment Rater – Texas Woman’s University (2017, 2018)  
English Program Assessment Committee – Texas Woman’s University (2017, 2018)  
FYC Essay Contest Judge – Texas Woman’s University (2017, 2018)  
Composition Committee – Texas Woman’s University (2016, 2017, 2018)  
Fulbright Scholarship Review Committee – Texas Woman’s University (2016)  
FYC Program Norming Group Leader – Texas Woman’s University (2016, 2017, 2018)  
Undergraduate Curriculum Committee – Texas Woman’s University (2016, 2017, 2018)  
Common Read Selection Committee – Southern Connecticut State University (2013,  
2014, 2015)  
Second-Semester Advising Group – Southern Connecticut State University (2012-2013)

### PROFESSION

Member – CCCC Research Impact Award Selection Committee (2021-2022)  
Reviewer – *Composition Forum* (Professional Journal, 2021- )  
Peer Reviewer – *Rhetoric and Sociolinguistics in Times of Global Crisis* (IGI Global,  
2020)

Peer Reviewer – *Futuristic and Linguistic Perspectives on Teaching Writing to Speakers of Different Languages* (IGI Global, 2020)

Macmillan New Textbook Development Team – North Central Texas College (2020-2021)

Reviewer - *Style and Substance: A Guide to Finding and Joining the Academic Conversation* (book proposal, Broadview Press, Ontario, Canada, 2021)

Adjunct Faculty Representative – Southern Connecticut State University (2014-2015)

Norming/Assessment Project for *Automated Essay Evaluation and the Computational Paradigm: Machine Scoring Enters the Classroom* – Dissertation by Catherine Barrett (2014)

### COMMUNITY

Scorer – *Student Writers Magazine* Writing Contest (Connecticut Writing Project, 2021)

Juror – Scholastic Art & Writing Awards (Connecticut Writing Project, 2021)

Write Site Summer Writing Camp – Texas Woman’s University (2017)

New Haven Public Schools/Southern Connecticut State University Institutional Alignment/Assessment Project (2015)

### **SELECTED NON-FICTION PUBLICATIONS**

#### Lerner Publishing Group

*America in the 1950s* (with Edmund Lindop, *The Decades of Twentieth-Century America*, ©2010)

*Finland in Pictures* (Visual Geography Series, ©2010)

*The Netherlands in Pictures* (Visual Geography Series, ©2010)

*Malawi in Pictures* (Visual Geography Series, ©2009)

#### Scholastic, Inc.

*A Governor’s Job* (True Books: Civics, ©2004)

*How People Immigrate* (True Books: Civics, ©2004)

*Making a Law* (True Books: Civics, ©2004)

*The Vietnam Veterans Memorial* (Cornerstones of Freedom, ©2003)

*Becoming a Citizen* (True Books: Civics, ©2002)

*Paying Taxes* (True Books: Civics, ©2002)

*Running for Public Office* (True Books: Civics, ©2002)

*Serving on a Jury* (True Books: Civics, ©2002)

*Voting* (True Books: Civics, ©2002)

#### Cherry Lake Publishing

*Andrew Carnegie* (Life Skills Biographies, ©2008)

Marshall Cavendish, Inc.

*Sandra Day O'Connor* (Leading Women, ©2013)  
*The Choctaw* (Junior Lifeways, ©2009)  
*The Shoshone* (Junior Lifeways, ©2008)  
*The Shawnee* (Junior Lifeways, ©2008)  
*The Comanche* (Junior Lifeways, ©2007)  
*The Cheyenne* (Junior Lifeways, ©2007)  
*The Cherokee* (Junior Lifeways, ©2006)  
*The Iroquois* (Junior Lifeways, ©2006)  
*Peru* (Discovering Cultures, ©2004)  
*Colombia* (Discovering Cultures, ©2004)  
*Dominican Republic* (Discovering Cultures, ©2004)

The Child's World, Inc.

*The Tuskegee Airmen* (Journey to Freedom, ©2004)  
*The Virginia Colony* (Spirit of America: Our Thirteen Colonies, ©2004)  
*Abolitionists* (Journey to Freedom, ©2003)  
*Irish Americans* (Spirit of America: Our Cultural Heritage, ©2003)

**PROFESSIONAL AFFILIATIONS**

Conference on College Composition and Communication  
Council of Writing Program Administrators  
Global Society of Online Literacy Educators  
National Council of Teachers of English  
Society of Children's Book Writers and Illustrators (Full Member)  
TESOL

**AWARDS & HONORS**

|      |   |
|------|---|
| 2016 | Southern Connecticut State University J. Philip Smith Award for Outstanding Teaching nominee                |
| 2015 | IUP C&T Program Promising Future Research in Composition Award  |
| 2015 | Southern Connecticut State University J. Philip Smith Award for Outstanding Teaching nominee                |
| 2015 | Southern Connecticut State University Athletic Department Faculty Appreciation Series honoree (four times)  |
| 2014 | Southern Connecticut State University Athletic Department Faculty Appreciation Series honoree (three times) |
| 2013 | Southern Connecticut State University J. Philip Smith Award for Outstanding Teaching nominee                |
| 2013 | Phi Kappa Phi Honor Society   |

- 2012 IUP C&T Program Patrick M. Hartwell Memorial Scholarship
- 2012 IUP Foundation Doctoral Fellowship
- 2011 Southern Connecticut State University J. Philip Smith Award for Outstanding Teaching nominee
- 2010 Fairfield University Faculty Appreciation Series honoree
- 2005 KOAA (Colorado Springs) Teachers First Award nominee