

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

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

RESEARCH INTERESTS

Composition and Rhetoric; Reading and Writing Pedagogies; Writing Centers; Peer Tutoring; Instructional Materials/Textbooks

SCHOLARLY MONOGRAPHS

The Radical Case for Teaching Skim Reading in First-Year Writing, forthcoming 2025, Utah State UP.

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

Reviewed in *Composition Forum*; *Journal of Response to Writing*; *Online Literacies Open Resource (OLOR)*, *Teaching English in the Two-Year College (TETYC)* and *The Journal of Writing Assessment*.

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/INSTRUCTOR MANUALS

MLA Guide to Digital Literacy, 2nd edition. MLA, 2022.

Reviewed in *Online Literacies Open Resource (OLOR)*

<https://gsole.org/olor/reviews/2023.07.15>

Reading Critically, Writing Well, 13th edition. Bedford/St. Martin's, 2022.

Instructor's Resource Manual for Reading Critically Writing Well, 13th edition. Bedford/St. Martin's, 2022.

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

Co-editor with Wallace Cleaves. *Instructor's Resource Manual for The St. Martin's Guide to Writing*, 13th edition. Bedford/St. Martin's, 2021.

Reading Critically, Writing Well, 12th 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 21st Century: Recovering and Transforming the Pedagogy of Robert Scholes*, Utah State UP, 2021.

Reviewed in *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* and *Composition Forum*

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

Reviewed in *Composition Forum*.

ARTICLES IN PEER-REVIEWED PUBLICATIONS

"The Case for Teaching Skim Reading." *What Is College-Level Writing 2.0?*, edited by Patrick Sullivan, Howard Tinberg, and Sheridan Blau. Forthcoming, NCTE.

"Guest Editor's Introduction." *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, Special Issue on Ungrading vol. 24, no. 3, pp. 319-325.

"Ungrading: Where We Are and Where We Might Go." *Composition Studies*, vol. 51, no. 2, 2023, pp. 132-137.

“Expanding Our Understanding of Deep Reading Through Threshold Concepts.” *Deep Reading, Deep Learning: Deep Reading Volume 2*, edited by Patrick Sullivan, Howard Tinberg, and Sheridan Blau. Peter Lang, 2023, pp. 47-63.

“What I Learned About Teaching While Teaching *Mrs. Dalloway* During the Pandemic.” *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, vol. 23, no. 1, 2022, pp. 1-9.

With Alice S. Horning. “Effectively and Efficiently Reading the Credibility of Online Sources.” *Writing Spaces*, vol. 4, Parlor Press, 2021, pp. 35-50, 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.” *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.

GUEST EDITING POSITIONS

Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture, Special Issue on Ungrading, vol 24. no. 3, October 2024.

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

“Reading With Purpose.” *Muhlenberg Magazine*, Summer 2024.
<https://magazine.muhlenberg.edu/reading-with-purpose/>

“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

"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 Speaker and Workshop Leader. “Incorporating Attention to Reading in the First-Year Writing Classroom.” University of Texas, Rio Grande Valley. December 6, 2024.

Invited Speaker and Workshop Leader. “Incorporating Reading into Composition Courses.” University of Tennessee-- Knoxville. August 7, 2024.

Invited Speaker. Bedford New Scholars Program. Macmillan. August 5, 2024.

Invited Speaker. “Teaching Reading Alongside Writing.” English Department, Baruch College, CUNY, New York, NY. May 3, 2024.

Invited Guest Speaker. English Composition 401: Current Issues in University Writing Pedagogy Fall 2023, UCLA. November 15, 2023.

Invited Speaker. “When Labor-Based Grading Isn’t Enough: A Workshop Exploring More Inclusive Assessment Practices.” Northeastern University, Boston. September 5, 2023.

Invited Speaker. "Promoting Inclusivity Through Alternative Grading Practices." Hostos Community College, Bronx, NY. May 25, 2023.

Invited Speaker. "Supporting Student Readers at the Postsecondary Level." Illinois State University. April 28, 2023.

Invited Speaker. "Exposing Bias in Assessment Practices: A Critique of Labor-Based Grading and a More Inclusive Path Forward." Spring Symposium. Writing Program, University of Arizona. January 9, 2023.

Invited Speaker. "Teaching Mindful Reading at Access-Oriented Institutions." MLA Teaching Institute on Reading and Writing Pedagogy at Access-Oriented Institutions. Princeton University. July 14, 2022.

Invited Speaker and Workshop Leader. "Exploring Inclusive Assessment Practices: The Case for Engagement-Based Grading." University of Nevada, Reno. April 22, 2022.

Invited Speaker and Workshop Leader. "Expanding Our Understanding of Equitable Assessment Practices." Quinnipiac University. February 11, 2022.

Invited Speaker. "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.

Invited Speaker. "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.

Invited Speaker. "Supporting Student Readers in Corequisite Writing Courses." Core Writing Professional Development Series. University of Nevada, Reno. April 30, 2021.

Keynote Speaker. "Teaching Mindful Reading in the Writing Classroom." Cultivating Community for Professional Learning Conference. Utah State University. April 1, 2021.

Invited Speaker. "Resisting Post-Truth Culture Through Pedagogical Interventions." University of Maryland. Academic Writing Program. March 2, 2021.

Invited Speaker. "Integrating Attention to Reading Across the Disciplines" 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 (CCCC). 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

“Foregrounding Humanity in Assessment: Changing Assessment Practices to Change Students’ Lives.” Accepted. National Council of Teachers of English (NCTE). November 23, 2024.

“Evaluating Anew: Accessible Assessment Across Writing Spaces and Programs.” Roundtable. Conference on College Composition and Communication (CCCC). February 16, 2023. (Accepted but declined)

“Addressing Reading in the Writing Classroom.” Workshop, Northeast Conference on College Composition and Communication. July 8, 2021.

“Integrating Attention to Reading Across the Disciplines.” The Sweetland Podcast Series: Topics in Writing. Sweetland Center for Writing, February 22, 2020,
<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, American Library Association, January 27, 2020,
<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, American Library Association, January 20, 2020,
<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, American Library Association, January 13, 2020,
<http://www.choice360.org/librarianship/podcast/episode-107>

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

“Screens and Reading,” Podcast, Episode 5, *Rhetorically Speaking*, Stanford University, June 20, 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). NYC. Jan. 2018 (accepted; 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 LOCAL PEDAGOGY PRESENTATIONS, SEMINARS, AND WORKSHOPS

“AI and Ethics in the Classroom.” University of Connecticut. Waterbury Campus. September 2024.

“Exploring the Potential of ChatGPT as a Pedagogical Tool in English Studies.” University of Connecticut. April 2023.

“Integrating ChatGPT into Higher Education: A Cross-Disciplinary Workshop for Faculty and Staff.” University of Connecticut, Waterbury. March 2023.

“Reading Through the Writing Moves: Integrating Attention to Reading in ENGL 1007.” University of Connecticut, First-Year Writing Program, All-Instructor Meeting. September 2022.

“Reading Through the Writing Moves in ENGL 1007.” University of Connecticut, First-Year Writing Program. April 2022.

“Engagement-Based Grading.” University of Connecticut, First-Year Writing Program’s Winter Welcome Event, January 2022.

“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

2023-2024 Common Curriculum Grant
Office of the Provost, UConn

2022-2023 Teaching Improvement Grant
College of Liberal Arts and Sciences (CLAS), UConn

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, Emily Susan Sok, George Mason University, 2023- present
Associate Member, Psyche Ready, UConn, 2020-present
Associate Member, Wei-Hao Huang, “The Centrifugality of Style,” UConn, 2020-2024
Associate Member, Travis Hein, “Reading Beyond the Curriculum,” Bowling Green State University, 2021-2023
Associate Member, Kathryn Warrender, “Mapping Student Workflows: Exploring Students’ Tool Use in Their Composing Practices,” UConn, 2019-2023
Associate Member, Chris Iverson, “The Effects of Service-Learning on Writing and Rhetorical Development,” UConn, 2017-2019
Associate Member, Carolyn 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, Texas State University, 2024
Reviewer, tenure and promotion file, Miami University, 2024
Reviewer, promotion file, University of Toledo, 2024
Reviewer, tenure and promotion file, University of Wisconsin-- Superior, 2023
Reviewer, tenure and promotion file, Farmingdale State College, SUNY, 2023
Reviewer, promotion file, Marymount University, 2022
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

2024-2025

Chair, Assessment Committee, English, UConn, Storrs
Chair, Promotion to Full Professor Committee, UConn, Storrs
Chair, Aetna Prize for Graduate Critical Essay, UConn, Storrs
Member, CLAS Scholarship Committee, UConn, Storrs
Reader, SURF Applications, UConn, Storrs
Member, Waterbury Research Council, UConn, Waterbury
Member, Committee on Undergraduate Writing Instruction (CUWI), UConn, Storrs
Member, Cross-campus Writing Center Committee
Member, Cross-campus WPA Subcommittee of CUWI
Member, Faculty Program Fund Committee, UConn, Waterbury
English Coordinator, UConn, Waterbury
Member, Aetna Advisory Board, UConn, Storrs
Reader, Graduate Admissions, UConn, Storrs

2023-2024

Chair, Promotion to Full Professor Committee, UConn, Storrs
Reader, SURF Applications, UConn, Storrs
Proposal Reader, Common Curriculum, UConn, Storrs
Member, Waterbury Research Council, UConn, Waterbury
Member, Committee on Undergraduate Writing Instruction (CUWI), UConn, Storrs
Member, Cross-campus WPA Subcommittee of CUWI, UConn
Member, Faculty Program Fund Committee, UConn, Waterbury
English Coordinator, UConn, Waterbury
Member, Aetna Advisory Board, UConn, Storrs
Chair, Aetna Prize for Graduate Critical Essay, UConn, Storrs
Reader, Graduate Admissions, UConn, Storrs

2022-2023

Member, Curriculum and Courses Committee, UConn, Storrs, spring 2023
Member, Search Committee, Tenure-Track Position in English, UConn, Waterbury
Member, Waterbury Research Council, UConn, Waterbury
Chair, Writing Minor Committee, UConn Storrs
Chair, Committee on Undergraduate Writing and Instruction (CUWI), UConn, Storrs
Chair, Cross-campus WPA Subcommittee of CUWI, UConn, Storrs
Member, PTR Committee, UConn, Storrs
Member, Faculty Program Fund Committee, UConn, Waterbury
English Coordinator, UConn, Waterbury
Member, Aetna Advisory Board, UConn, Storrs
Member, Aetna Prize for Graduate Critical Essay, UConn, Storrs
Reader, Graduate Admissions, UConn, Storrs

2021-2022

Chair, Committee on Undergraduate Writing and Instruction (CUWI), UConn, Storrs
Chair, Cross-campus WPA Subcommittee of CUWI, UConn, Storrs
Member, Advisor 1 Search, UConn, Waterbury
Member, PTR Committee, UConn, Storrs
Member, Faculty Program Fund, UConn, Waterbury
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 WPA 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, Modern Language Association (MLA) Publications Committee (2024- 2027)
Chair, Modern Language Association (MLA) Student Essay Contest Committee (2023)
Member, Modern Language Association (MLA) Student Essay Contest Committee (2022)
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)

Editorial Board Positions/Manuscript Reader/Reviewer

Editorial Associate/Manuscript Reader, LiCS (*Literacy in Composition Studies*), 2024-2027
Manuscript Reader, University of South Carolina Press (2024)
Member, Editorial Board, Practices and Possibilities Book Series, WAC Clearinghouse (2024-present)
Member, Editorial Board, *Conference on College Composition and Communication* (CCC) (2023-present)
Member, Editorial Board, *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* (2021-present)
Member, Editorial Board, *Reader: Essays in Reader-Oriented Theory, Criticism and Pedagogy* (2015-present)
Manuscript Reader, *Composition Studies* (2023-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)
Reviewer, Routledge (2013-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* (2018-2019)

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)

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 (Pitt)
Graduate-level Independent Study (UConn): Student in the Teacher Certification Program for College Graduates (TCPCG), spring 2017, Waterbury campus

Undergraduate Teaching at UConn

1000 level

ENGL 1007: Seminar in Academic Writing and Multimodal Composition; ENGL1010: Seminar in Academic Writing; ENGL1011: Seminar in Writing Through Literature

2000 level:

ENGL2013W: Introduction to Writing Studies; ENGL2049W: Writing Through Research;
ENGL2600: Introduction to Literary Studies; ENGL2407: The Short Story; 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)

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