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# ELENORE LONG

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Department of English  
Arizona State University  
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## EDUCATION

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**Doctor of Philosophy in Rhetoric**

Carnegie Mellon University, Pittsburgh, PA

May 1994

**Master of Arts in English**

State University of New York at Stony Brook, Stony Brook, NY

May 1987

**Bachelor of Arts in English, *summa cum laude***

Pacific Lutheran University, Tacoma, WA

May 1986

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## ACADEMIC POSTS

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**Arizona State University, Tempe, AZ**

Associate Professor

of Community Literacy

Department of English

2010-present

Visiting Assistant Professor

Department of English

2008-2010

**Eastern Washington University, Cheney, WA**

Director of Composition

Department of English

2007-2008

Director of the Writers' Center

College Arts and Letters

2007-2008

**Bay Path College, Longmeadow, MA**

Associate Professor

Liberal Studies Department

1999-2007

**Robert Morris College, Moon Township, PA**

Associate Professor

Communications Department

1998-1999

Assistant Professor

Communications Department

1995-1998

**Carnegie Mellon University, Pittsburgh, PA**

Post-doctoral Fellow National Center for the Study of Writing and Literacy 1994-1995

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## PUBLICATIONS

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### BOOKS

- Long, Elenore. *Community Literacy and the Rhetoric of Local Publics*. West LaFayette: Parlor P, 2008. Reference Guides to Rhetoric and Composition. (316 pages)
- Flower, Linda, Elenore Long, and Lorraine Higgins. *Learning to Rival: A Literate Practice for Intercultural Inquiry*. Hillsdale: Lawrence Erlbaum P, 2000. Rhetoric, Knowledge, and Society Series. (40%; 326 pages)

### ARTICLES: REFEREED SCHOLARLY JOURNALS

- Goggin, Peter, and Elenore Long. "The Co-Construction of a Local Public Environmental Discourse: Letters to the Editor, Bermuda's *Royal Gazette*, and the Southlands Hotel Development Controversy." *Sustainability, the Environment, and Community Literacy*, spec. issue of *Community Literacy Journal* 4.1 (2009): 5-29. (50%)
- Long, Elenore. "Educating Future Public Workers: Can We Make Inquiry Professional?" *Teaching Peace: The Frontlines of Non-Violence*, spec. issue of *Reflections: A Journal of Writing, Community Literacy and Service-Learning*. 8.1 (2008): 22-49.
- Long, Elenore. "Mutual Learning: Urban Teens and College Mentors Instigate Intercultural Relationships for Writing." *Notes in the Margins* 5.2 (1996): 13-15.
- Goggin, Maureen Daly, and Elenore Long. "A Tincture of Philosophy, A Tincture of Hope: The Portrayal of Isocrates in Plato's *Phaedrus*." *Rhetoric Review* 11 (1993): 301-24. (45%)

### CHAPTERS: REFEREED SERIES AND/OR REFEREED CHAPTERS

- Lorraine Higgins, Elenore Long, and Linda Flower. "Community Literacy: A Rhetorical Model for Personal and Public Inquiry." *Writing and Community Engagement: A Critical Sourcebook*. Ed. Tom Deans and Barbara Roswell. New York: St. Martin's/Bedford P. Critical Sourcebook Series, 2010. 167-201. (33%)
- Long, Elenore. "Rhetorical Techne, Local Knowledge, and Challenges in Contemporary Activism." *Sustainability: Rhetorics, Literacies, and Narratives*. Ed. Peter Goggin. New York: Routledge/Taylor & Francis P, 2009. 13-38. Routledge Studies in Rhetoric Series.
- Long, Elenore. "Negotiating Difference in Contemporary Public Spheres." *Proceedings of the Fifth Conference of the International Society for the Study of Argumentation*. Ed. Frans

H. van Eemeren, J. Anthony Blair, Charles A. Willard, and A. Francisca Snoeck Henkemans. *Sic Sat International Center for the Study of Argumentation*: Amsterdam, 2002. 690-95. [Refereed Conference Proceedings]

Long, Elenore, Wayne Peck, and Joyce Baskins. "STRUGGLE: A Literate Practice for Life-project Planning." *School's Out: Bridging Out-of-School Literacies with Classroom Practice*. Ed. Glynda Hull and Katherine Schultz. New York: Teachers College P, 2002. 131-61. (90%)

Long, Elenore. "The Rhetoric of Literate Social Action." *Inventing a Discipline, Rhetoric and Composition in Action: Essays in Honor of Richard E. Young*. Ed. Maureen Daly Goggin. Urbana: NCTE, 2000. 289-313.

Long, Elenore, Linda Flower, David Fleming, and Patricia Wojahn. "Negotiating Competing Voices to Construct Claims and Evidence: Urban American Teenagers Rivaling Anti-Drug Literature." *Competing and Consensual Voices: Theory and Practice of Argument*. Ed. S. Mitchell and P. Costello. Clevedon, England: Multilingual Matters Ltd, 1995. 172-83. (85%)

Long, Elenore. "A Rhetorical Approach for Assessing Mentors' Literacy Learning." *Service-Learning: Linking Academics and the Community*. Ed. J. W. Eby. Harrisburg: Pennsylvania Campus Compact, 1995. 35-44.

Long, Elenore. "Rana's Reflections – and Some of My Own: Writing at the Community Literacy Center." *Making Thinking Visible: Collaborative Planning and Classroom Inquiry*. Ed. Linda Flower, David Wallace, Linda Norris, and Rebecca Burnett. Urbana: NCTE, 1994. 286-95.

## MANUSCRIPT IN PRESS & UNDER REVIEW

Elenore Long, John Jarvis, and Diane Deerheart Raymond. The Nipmuck People Do Exist: Imagining the What Next—An Experimental Alternative to Evidentiary Legal Discourse. *Texts of Consequence: Composing Rhetorics of Social Activism for the Writing Classroom*. Ed. Christopher Wilkey and Nick Mauriello. Cresskill: Hampton P. (manuscript is 46 pages, double spaced) (85%)

Jennifer Clifton, Elenore Long and Duane Roen. Engaging the Deaf and Heard-of-Hearing Interviews: Literacy Narratives as Repositories of Publicly Relevant Situated Knowledge. *Literacy Narratives that Speak to Us: Curated Exhibits from the Digital Archive of Literacy Narratives*. Ed. Cindy Selfe, Scott DeWitt, Louie Ulman. Computers and Composition Digital P/Utah State UP. (digital; 11,686 words) (45%)

Elenore Long, Nyillan Fye, and John Jarvis. Gambian-American College Writers Flip the Script on Aid-to-Africa Discourse. *Community Literacy Journal*. Special Issue on Writing Democracy, Fall 2012. (manuscript is 31 pages, double spaced; 95%)

Elenore Long. No More than Fire Belongs to Prometheus: Techne, Institutions and Intervention in Local Public Life. To appear in Short-Lived Tactical Connections: Owning Our Best, Failed Efforts at Community Outreach as part of the Cultural Studies/Pedagogy/Activism series published by Lexington Books. Ed. Jessica Restaino and Laurie Cella. (manuscript is 39 pages, double-spaced pages)

## ENCYCLOPEDIA ARTICLE

Elenore Long, and Linda Flower. "Cognitive Rhetoric." *Encyclopedia of Rhetoric and Composition: Communication from Ancient Times to the Information Age*. Ed. Theresa Enos. New York: Garland, 1996. (90%)

## BOOK REVIEWS

Long, Elenore and Hannah Jarvis. Rev. *Gods of Manhattan* by Scott Mebus. New York: Puffin P. *International Reading Association's Journal of Adolescent and Adult Literacy*. 53.2 (2009): 181-82. (50%)

Long, Elenore. Rev. *Writing to Make a Difference: Classroom Projects for Community Change* by Chris Benson and Scott Christian. New York: Teachers College P, 2002. *Issues in Writing* 13.1 (2002): 96-102.

Long, Elenore and John Jarvis. Rev. *Rhétoriques* by Chaïm Perelman. Editions de l'Université de Bruxelles, Bruxelles, 1989. *Rhetoric Society Quarterly* 20 (1990): 87-90. (65%)

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## CONFERENCE PRESENTATIONS

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### INTERNATIONAL AND NATIONAL CONFERENCES

2012 *Community-Based Writing Research: Invigorating the Liberal Arts Tradition by Documenting and Testing Rhetorical Invention under Transnational New Capitalism*. Modern Language Association. Seattle. 6 January 2012.

2011 *Flipping the Script on Aid to Africa: Gambian-American College Writers Enact Public-World Making*. Conference on College Composition and Communication. Atlanta. 7 April 2011.

2011 *The Politics of Performance: The Writing Democracy Conference*. 9 March 2011. (Keynote speaker.)

- 2010 *The Price and Place of Rhetorical Technai in Contemporary Public Life: Rhetorical Theory and Community-Based Research*. Rhetoric Society of America bi-annual convention. Minneapolis. 28 May 2010. (Respondent)
- 2008 *The Changing Realities of Scholarly Publication and the State of Our Knowledge: Community Literacy*. Conference on College Composition and Communication. New Orleans: 4 April 2008.
- 2007 *Rhetorically Centered Public Action*. Conference on College Composition and Communication. New York: 24 March 2007.
- 2005 *Tutors and Adult Women Learners as Co-Investigators/Co-Authors: A Study in Writing-Center Stewardship*. International Writing Center Conference. Minneapolis: 23 October 2005.
- 2005 *Gatekeepers-in-Training: Negotiating Assumptions of Power and Privilege*. Conference on College Composition and Communication. San Francisco: 15 March 2005.
- 2004 *Tutoring Generalists and Specialists: Applications for North American Activity Theory*. National Conference on Peer Tutoring in Writing. Hackettstown: 30 October 2004.
- 2004 *Teen-Sponsored Digital Dialogues: Provoking Practitioners-in-Training to Replace Assumptions of Power & Privilege with Strategies for Mutual Learning*. NCTE Assembly for Research: Transforming Literacies: Youth Culture, New Media and Social Change. Berkeley: 22 February 2004.
- 2002 *Negotiating Difference in Contemporary Public Spheres*. International Conference on Argumentation (ISSA). Amsterdam, Netherlands: 27 June 2002.
- 1999 *From the Kitchen Table to Vision Works: A Community-Based Multimedia Lab*. National Council of Teachers of English Spring Literacy Conference. Tucson: 30 April 1999.
- 1998 *Negotiating Institutional Histories: Reconstructing Our Stories*. Conference on College Composition and Communication. Chicago: 2 April 1998.
- 1997 *Democratic Education: Restoring the Conversation in Our Community*. Conference on College Composition and Communication. Phoenix: 14 March 1997.
- 1996 *Community-Academy Connections: Promises and Problems*. Conference on Early Modern Culture 1450-1850. Pittsburgh: 17 March 1996.
- 1996 *Mentoring for Mutual Learning*. Conference on College Composition and Communication. Milwaukee: 29 March 1996.
- 1995 *Learning to Support Literate Social Action*. American Educational Research Association Conference. San Francisco: 16 April 1995.

- 1994 *The Impact of Community Literacy Work on Graduate Education in English*. Modern Language Association. San Diego: 27 December 1994.
- 1994 *Mapping Rap: Examining Critical Junctures of Knowledge Distribution at a Community-Based Literacy Center*. Group for Research into the Institutionalization and Professionalization of Knowledge-Production (GRIP) Conference. Knowledges: Production, Distribution, Revision. Minneapolis: 16 April 1994.
- 1994 *Representing the "Problem" of Mentoring: Heeding Competing Voices in a Highly Charged Context*. Conference on College Composition and Communication. Nashville: 17 March 1994.
- 1993 *The Negotiation of Collaborative Support: Writers, Peers, and Mentors Composing for Change*. Brown University Conference on Peer Tutoring and the Writing Process: The Next Ten Years. Providence: 14 April 1993.
- 1993 *Images of Authority, Tasks, and Roles in Conflict: Mentoring as Negotiated Literate Action*. National Council of Teachers of English Annual Convention. Pittsburgh: 14 November 1993.
- 1993 *Mentoring in More and Less Sedimented Contexts*. Conference on College Composition and Communication. San Diego: 31 March 1993.
- 1993 *Translating Visions of Textual or Critical Literacy in Action: Tensions in Mentoring*. Conference on College Composition and Communication. San Diego: 1 April 1993.
- 1993 "Cause He Thinks He's the Main Man. Cause He's Always Right": *Constructing Claims and Evidence at the Community Literacy Center*. The Teaching and Learning of Argument Conference. York, England: 31 March 1993.
- 1992 *Four Hands, One Keyboard: Mentoring at the Community Literacy Center*. The Penn State Conference on Rhetoric and Composition. State College: 14 July 1992.
- 1992 *Lusty Puns and Intrepid Reviewers: Reviewing the Reviews of Mary Daly's Pure Lust*. Rhetoric Society of America Biennial Conference. Minneapolis: 9 May 1992.
- 1991 *An Analysis of the Reception of Isocrates in 20th-Century American Scholarship*. The Penn State Conference on Rhetoric and Composition. State College: 13 July 1991. (Co-authored and co-presented with Maureen Daly Goggin.)
- 1991 *From the Classroom to the Dorm: The Acquisition of Strategic Knowledge*. Conference on College Composition and Communication. Boston: 22 March 1991.

## REGIONAL AND LOCAL CONFERENCES

- 2011 *Performance as a Transnational Rhetorical Device: The Topos of Place within the Miss-Gambia-USA Beauty Pageant*. Western States Rhetoric and Literacy Conference. Tempe: 22 October 2011.
- 2010 *Narrative as Public World Making: Inventing a Discursive Space for Inquiry and Action at the AZ Lost Boys Center*. Western States Rhetoric and Literacy Conference. Las Cruces: 23 October 2010.
- 2010 *Situating Young Writers in Place-Based Inquiry and Local Rhetorical Practices: Inventions for Going Public*. Arizona English Teachers Association Annual Convention. Mesa: 24 September 2010.
- 2010 *Challenging Market-Driven Arguments for Aid to Africa: Provocations from a Gambian-American Beauty Pageant*. Southwest English Graduate Student Symposium. Tempe: 20 February 2010. (keynote speaker)
- 2009 *Drawing Pedagogical Implications from Rhetorics of Small Places*. Western States Rhetoric and Literacy Conference. Salt Lake City: 23 October 2009.
- 2009 *Community Literacy and the Rhetorics of Local Publics*. ASU English Department Faculty Colloquy. Tempe: 3 March 2009.
- 2008 *Local Knowledge and the Health of Human Communities: What Local Public Theory Illuminates about Potentially Divisive Issues in Activism*. Rhetoric Society Association at ASU Colloquy. Tempe: 2 December 2008.
- 2008 *Assessing the Rhetorical Situation: Confronting the Limits of Conventional Deliberation within the Portfolio Norming Session*. Western States Rhetoric and Literacy Conference. Bozeman: 26 October 2008.
- 2008 *Competing Images of Public Life*. Faculty Works Symposium. Eastern Washington University. Cheney: 28 May 2008.
- 2008 *Attributes of Joy: Cultivating Delight in the Face of Adversity*. Fifth Annual Pacific Northwest Writing Center Association Regional Conference. Everett: 26 April 2008.
- 2008 *The Local Public Framework*. Teleconference with AI 877: Community Literacy Studies at Michigan State University. East Lansing: 14 February 2008.
- 2007 *Vernacular Local Publics and the Problem of Sustainability*. Western States Rhetoric and Literacy Conference. Tempe: 27 October 2007.
- 2006 *The Rhetoric of Local Public Life*. Kaleidoscope Lectures: Perspectives on Culture, Life, and Learning. Bay Path College. Longmeadow: 28 March 2006.
- 2002 *Using Digital Technology in the Liberal Arts Curriculum*. Cooperating Colleges of Greater Springfield Symposium. Springfield: 12 October 2002.

- 2001 *Digital Storytelling as Theoretically Grounded, Technologically Attuned Pedagogical Practice.* Board of Directors Colloquy. Bay Path College. Longmeadow: 12 November 2001.
- 2001 *Scaffolding Rhetorical Instruction in Upper-Division Experiential Learning Projects: The Case of The French Show with Pierrot.* Western States Rhetoric and Literacy Conference. Tempe: 27 October 2001.
- 2001 *Integrating Technology into Advanced Communication Courses.* Corporate Partners Colloquy. Bay Path College. Longmeadow: 14 April 2001.
- 2000 *Motherhood and Malignancy: Women Returning to College Interpret the Writing Process.* Western States Rhetoric and Literacy Conference. Salt Lake City: 28 October 2000.
- 1999 *Postcards from the Edge: Literacies of Public Space.* Western States Rhetoric and Literacy Conference. Tempe: 22 October 1999.
- 1998 *Literacy and Technology in an Inner-city Housing Project: Rebuilding Conditions for Hope.* Western States Composition Rhetoric and Literacy Conference. Salt Lake City: 23 October 1998.

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## RESEARCH PROJECTS

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### Arizona State University

#### New Knowledge In Action Study

Principal Investigator

Fall 2011-present

This research project is a response to the April 2010 recommendation of the Consultant-Evaluator Service of the Council of Writing Program Administrators that ASU's Writing Programs (1) "strengthen[...] tenure-track faculty members' contributions to the program" including the systematic mentoring of TAs and (4) "develop[...] a research focus" for improve the synergy of those involved in creating and testing new outcomes-driven writing curricula to address students' needs and reflect current rhet/comp research. The project engages experienced New TAs (those who come to ASU's Writing Programs with at least one year classroom teaching experience) as researchers testing their expectations as teachers in the crucible of the classroom. The study asks: how do TAs actually take what they learn from scholarship on the teaching of writing and apply those ideas and practices to the day-to-day teaching of writing? How do they put such new knowledge into action? Although we are just now beginning to analyze the data we collected last semester, the project should result in several conference papers for the TAs and at least one team-authored scholarly publication—whereby also addressing another of

the external reviewers' recommendations: (6) "improv[e] the visibility of Writing Programs in the university and to outside stakeholders" (...).

### **Digital Archive of Literacy Narratives Design Project**

Principal Investigator

2009-2011

Worked between and among faculty at Ohio State University and graduate students at ASU to design a dynamic interface for an online curated exhibit featuring the Digital Archive of Literacy Narratives (DALN), a publicly available online archive of personal literacy narratives in a variety of formats (text, video, audio) that recount contributors' literacy practices and values in their own words. The digital format we invented embeds discrete segments of video footage within an argument for "critical incidents" as an especially effective genre for collaborative knowledge building concerning public policy and their effects on daily life.

### **Imagination and Transformation Among the Sudanese-American Community in Phoenix**

Principal Investigator

2010-present

Investigating (1) ways individuals and groups within the Sudanese refugee community in Phoenix are sponsoring their own literacies as well as providing literacy sponsorship (Brandt 2002) for others within the community as a means of thriving and carving out meaningful transnational identities that enable them to contribute to the Sudanese Diaspora; (2) what the Sudanese refugee community in Phoenix is up against ten years after being relocated to the United States, and in particular, to understand the gaps related to generational differences, gender roles and expectations, and inter- and intra-cultural differences; and (3) how Sudanese and Sudanese-Americans in Phoenix are engaging in the rhetorical construction, representation, and enactment of their cultural identities in a transnational setting.

### **Research Assistant, Center for the Study of Writing and Literacy**

1991-1994

(Principal Researcher, Linda Flower) Investigated the socio-cognitive processes of student writers in a pre-college program for minority students using rival-hypothesis thinking to generate and evaluate written academic arguments. Participated in designing the study, coding and analyzing the data, conducting follow-up interviews, and writing the research reports. Participated in the project design and data collection for a study of urban landlords and tenants planning and writing a joint memorandum of understanding. Also designed and conducted study of college mentors negotiating intercultural images of literacy; coded and analyzed the data, as well as wrote research report (dissertation) and conference papers.

### **Research Assistant, Mellon Literacy in Science Center**

1992-1993

(Principal Researcher, Linda Flower.) Investigated the socio-cognitive processes through which teenagers at an urban literacy center transformed an intellectual strategy strongly associated with academic arguments (rival-hypothesis thinking) to construct performative arguments rivaling existing anti-drug literature. Participated in coding and analyzing the data, as well as in co-authoring research reports, book chapters, and conference papers.

**Research Assistant, Making Thinking Visible Project** 1991-1992  
(Principal Researcher, Linda Flower.) Observed collaborative planning, a formal writing strategy developed from problem-solving research at Carnegie Mellon University, as adapted to the context of an urban literacy center. Conducted and analyzed discourse-based interviews and wrote chapter for book and project report.

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## ADMINISTRATIVE EXPERIENCE

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### Eastern Washington University

**Director of Composition**, English Department University 2007-2008  
Administered and developed curricula for the composition program. Trained, mentored, and evaluated 28 teaching assistants, lecturers, and adjunct instructors. Facilitated mid-term and end-of-term portfolio evaluation sessions. Conducted annual student-learning assessments and filed reports with the institutional research office on campus. Observed teaching assistants, instructors, and lecturers in the classroom; wrote formal observation letters for their files. Planned practicum for incoming teaching assistants. Designed interdisciplinary teacher-training materials for a new summer bridge program for at-risk first-year students. Wrote letters of recommendation for graduates, instructors, and lecturers seeking promotions or new employment.

**Director, Writers' Center**, College of Arts and Letters 2007-2008  
Trained and supervised professional responders; developed new training materials consistent with current developments in the field. Liaised with faculty across the disciplines to help faculty design effective writing assignments and to help responders support students' writing in ways consistent with academic program goals. Worked with provost to design and carry out needs assessment. Led workshops in students' dormitories and classrooms to promote use of the writers' center. Secured funds for and launched a new center at a branch campus to support the professional writing of upper-level students and students taking distance-education courses. Researched and secured funds to purchase innovative computer technologies to support workshops and on-line tutoring sessions. Provided professional development opportunities for responders, including participation at a regional conference. Oversaw a strategic planning grant, as well as a diversity initiative which included coordinating a university-wide writing contest, publication, and public reading. Developed a service-learning component with the Department of Engineering and Design for the cover art and publicity materials.

### Bay Path College

**Director, Balfour Bridge Program Project** 2006-2007  
Directed curriculum-development and student-services grant targeting at-risk and underserved adult learners. Developed strategies to increase admission to the One-Day-A-Week undergraduate degree program, to improve student retention in the program, and to help women transition to new careers with increased opportunity for advancement. Designed the overarching curricular framework and faculty development materials.

Facilitated faculty participation. Designed data collection systems, and supervised data collection and analysis. Documented project outcomes in internal and external reports.

**Director, Teagle Reengineering the Upper-level Curriculum Project** 2002-2005

Oversaw the design and implementation of curricula to develop students' communication skills and information-literacy competencies within designated upper-level courses. Developed shared set of student learning outcomes. Oversaw the creation of communication-intensive senior capstones to meet these outcomes within offered major fields of study. Organized and facilitated professional development workshops. Designed data-collection systems for assessment purposes, and supervised data collection and analysis. Documented project outcomes in internal and external reports.

**Director, Writing Center** 2003-2007

Trained and supervised peer tutors. Worked closely with faculty to develop appropriate writing-intensive course materials and to train peer tutors to use these materials to support student learning and writing. Developed a training program to improve the quality of interaction among adult learners and younger "peer" tutors. Involved students from across the college in designing, testing, refining, and implementing a new marketing strategy, including new publicity materials. Recruited tutors each year. Worked with Crossroads of Learning—an online information resource dedicated to tutoring and coaching—to pilot and test on-line tutor training modules for the National Tutoring Association.

**Community House Learning & Technology Center**

**President, Board of Directors** 1999-2009

Instantiated a strategic planning process to envision and support new uses of computer technology to address issues and interests that arise in urban communities. Oversaw curricular development, grant writing, personnel issues, and partnerships with other community organizations. Recruited board members and planned quarterly meetings. Wrote and circulated communications prior to and after each meeting to formalize progress and to articulate current challenges.

**Director, Pittsburgh's Community Literacy Center** 1996-1999

Cultivated an environment for innovative research and development in the area of community-literacy studies. Nurtured an innovative context for project-based, strategy-oriented, technologically attuned educational initiatives, including:

DIGITAL LEARNERS: a suite of computer-supported initiatives (e.g., Struggle and K-Dig) in which youth use digital tools to craft identity narratives and use these stories to move within and across city schools and into college.

HANDS-ON PRODUCTIONS: a literacy project that uses video and multimedia tools to dramatize teens' perspectives on a broad range of issues, including school reform, teen stress, risk, and respect.

INFORM: a literacy project bringing urban teens and college students together to take action on urban issues. Over the course of each 10-week project, teen-mentor pairs draft articles for a newsletter and host a problem-solving dialogue with city officials and other leaders and members of the community.

Worked on a team to forge partnerships with foundations and community organizations. Oversaw public relations, funding efforts, curricular design, and program assessment.

**Carnegie Mellon University**

**Mentor Coordinator**

1992-1995

Trained college students to serve as reflective, collaborative-planning partners for inner-city high school students, highlighting strategies for building intercultural mentoring relationships. Introduced mentors to issues and controversies in current literacy studies. Recruited students. Established and maintained electronic bulletin boards and other vehicles for communication and reflection.

**Washington State University**

**Acting Assistant Director of Composition**

1988-1989

Coordinated all sections of basic writing and intermediate writing courses. Directed the basic-writing curriculum-development project, including an in-house publication, *Basic Writing: An Introduction for Teaching Assistants*. Directed holistic scoring of first-year placement exams and exemption exams for transfer students. Assisted in the direction of middle- and end-of-term portfolio assessment for all sections of first-year composition. Observed composition instructors in the classroom and provided written and oral feedback.

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## TEACHING EXPERIENCE

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**Arizona State University, Tempe, AZ**

2008-present

Graduate Courses Developed and Taught:

- Advanced Studies in Rhetoric, Writing, Technology and Culture
- Composition Studies: The Public Turn
- Rhetorics of Race, Culture and Gender: Public Spheres Studies (Spring 2011)
- Theories of Literacy: Community Literacy
- Theories of Literacy: Knowledge Activism

Graduate Courses Taught

- New TAs Summer Orientation Workshop (July 28-August 15, 2011; co-taught)
- TA Seminar (Fall 2011; co-taught)

Undergraduate Courses Developed and Taught:

- Special Topics: Politics of Desire

Undergraduate Courses Taught:

- Advanced First-Year Composition (Spring 2011)
- First-Year Composition (through Writing Programs served as an In-class Mentor for a TA's section of ENG 101, Fall 2011)

**Eastern Washington University, Cheney, WA**

2007-2008

Graduate Courses Developed and Taught:

- Professional Development Seminar
- T.A. Training Seminar
- The Composing Curriculum
- Writing Assessment

**Bay Path College**, Longmeadow, MA

1999-2007

Graduate Courses Developed and Taught:

- Information Design and Usability Testing
- Professional Communication Strategies

Undergraduate Courses Developed and Taught:

- Academic and Professional Communication Strategies
- Communicating in the Helping Professions
- Conflict Resolution
- Dramatic Stories and Social Change: Kazan and Miller
- Introduction to Language Studies
- Liberal Studies Senior Capstone: The Memoir and Digital Storytelling
- Special Topic: Problem-Solving Rhetoric
- Writing in the Disciplines

**Robert Morris College**, Moon Township, PA

1995-1999

Graduate Course Developed and Taught:

- Professional Communication: Problems and Practices

Undergraduate Courses Developed and Taught:

- Intercultural Communication
- Persuasive Writing (honors)
- Professional Communication
- The Study of Language

**Carnegie Mellon University**, Pittsburgh, PA

1989-1990

Teaching Fellow, Department of English

Undergraduate Courses Developed and Taught:

- Advanced Seminar: Discourse Strategies
- Strategies for Writing

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## WORKSHOPS

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## INTERNATIONAL CONSULTATION

- 2010 Research Design and the Study of Local Public Literacies. University of Copenhagen. 3 July 2010.

### **NATIONAL WORKSHOPS**

- 2011 *Local Public Deliberation*, a two-day workshop for the 2011 RSA (Rhetoric Society of America) Summer Institute. 24-25 June, 2011. (Designed and led workshop with Linda Flower.)
- 2004 “*Nothing about Us without Us*”: *Inventing Rhetorically Astute Digital Dialogues to Serve the Interests of Urban Youth*. NCTE Assembly for Research: Transforming Literacies: Youth Culture, New Media and Social Change. Berkeley: 21 February 2004. (Co-presented with Wayne Peck, Joyce Baskins, Kelly Simpson and Jan Leo.)
- 1997 *Evaluating your Students and Program Across the Curriculum*. Conference on College Composition and Communication. Phoenix: 13 March 1997. (Co-presented with John O’Banion and Tom Marshall.)
- 1996 *Community-University Partnerships for Literate Social Action*. Conference on College Composition and Communication. Milwaukee: 22 March 1996. (Co-presented with Linda Flower and Wayne Peck.)

### **REGIONAL AND LOCAL WORKSHOPS**

- 2011 Rhetoric & Composition Colloquium/Workshop (with Peter Goggin and Keith Miller.) Department of English. Arizona State University. Tempe: 15 February 2011.
- 2011 Tenure and Promotion Workshop (with Claudia Sadowski-Smith). Department of English. Arizona State University. Tempe: 31 January 2011.
- 2006 *Social Justice Teach-In: Guantanamo Bay and U.S. Policy and Practices*, sponsored by Seton Hall Law School. (Facilitated web-cast workshop for the Bay Path College community.) Longmeadow: 12 December 2006.
- 2005 *Re-Engineering the Upper-level Curriculum: A Two-day Writing-Across-the-Curriculum Workshop with David Russell*. Bay Path College. Longmeadow: 5-6 May 2005.
- 2003 *Using Digital Technology to Support Multi-Vocal Inquiries in the Humanities*. Bay Path College. Longmeadow: 4 November 2003.
- 2001 *Designing Lessons to Integrate Intermediate-Level Writing, Reading, Speaking and Listening*. Bay Path College. Longmeadow: 30 August 2001.
- 2000 *Sequencing Assignments in Writing in the Disciplines*. Bay Path College. Longmeadow: 28 August 2000.

- 1999 *Naming the Disciplinary Practices that Matter*. Bay Path College. Longmeadow: 19 August 1999.
- 1998 *Second-Generation Programming for Writing-Across-the-Business-Disciplines*. Robert Morris College. Moon Township, PA: 13 October 1998.
- 1996 *Toulmin's Rhetoric*. Robert Morris College. Moon Township, PA: 30 September 1996.
- 1994 *STRUGGLE: A Literate Practice Fostering Mutual Exchange between Teens and their Adult Supporters*. National Writing Project at the University of Pittsburgh. Pittsburgh: 1 March 1994. (Co-presented with Gwen Gorzelsky.)
- 1994 *Adapting Collaborative Planning across the Curriculum*. University Teaching Center, Carnegie Mellon University. Pittsburgh: 5 April 1994.
- 1994 *Community and School Literacies: Making Connections*. Virginia Writing Project, Virginia State University. Petersburg: 7 October 1994.
- 1994 *Principles and Practices of Writing-Across-the-Curriculum*. Fairmont College. Fairmont: 30 March 1994.

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## GRADUATE STUDENT COMMITTEES

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### PH. D. DISSERTATION COMMITTEE CHAIR

Jen Clifton (to defend the first week of April, 2012) working title: Imagination and Transformation Among the Sudanese-American Community in Phoenix

### PH. D. DISSERTATION COMMITTEE MEMBER (READER)

Judy Holiday (to defend February 2012)

Elizabeth Lowry

Steve Accardi (April 2011) *Humanitarian Aid is Never a Crime!': A Study of One Local Public's Attempt to Negotiate Rhetorical Agency with the State*.

Jennifer Flach (May 1999) *Making a Difference with Difference: A Study of Mutual Situated Meaning Construction through Strategic Intercultural Interpretation and Inquiry*. Carnegie Mellon University

Gwendolyn Gorzelsky (May 1998) *Echoes Half Heard: Community Activists, Collective Movements*. University of Pittsburgh.

### PH.D. GRADUATE EXAMINATION COMMITTEE

Meredith Moss (member, completed Fall 2011)

Jennifer Clifton (chair, completed Spring 2011)  
Elizabeth Lowry (member, completed Spring 2011)  
Andrea Alden Lewis (member, completed Spring 2011)  
Judy Holiday (member, completed Fall 2009)  
Steve Accardi (member, completed Fall 2009)

### **M.A. THESIS COMMITTEE CHAIR**

Christine Foy (Summer 2011) *Interrupting Institutional Discourse in ABEL Systems*.  
Michael Meeder  
Margaret Munson

### **M.A. APPLIED PROJECT CHAIR**

Leslie Daniels (Spring 2011) *Rhetorical Choice and Programming Languages: The Genealogy of a Multimedia Scholarly Exhibit*  
Amanda Klump (Spring 2011) *Combining Disciplinary Practices: Integrating Rhetoric and Scholarly Publishing into a Professional Repertoire*  
Megan Mason (Spring 2011) *Identity and Dissonance in the Production of Community Knowledge*

### **M.A. THESIS COMMITTEE READER**

Sarah Dutton-Breen (Spring 2010) *Lost Digital Fandom: A Study Testing an Online Public's Capacity for the Shared Use of Reason*  
William Gerchick (Spring 2010) *Place Exploration Affinity-Based Media Convergence through a High School Journalism Production-in-Praxis*  
Erika Bronson (Summer 2009) *Selling Grizzly Bears: Civic Engagement and Service Learning in the Introductory Technical Communication Classroom*. Eastern Washington University.

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## **UNDERGRADUATE MENTOR**

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### **HONORS THESES**

Kendall Gerdes (31 March 2009) *Queer/Community: A Theorization of the Rhetorical Strategies Important to Creating Queer Community*. Arizona State University. (reader)  
Cara Gardner (April 1998) *Community Literacy and the Construction of Teen Identity*. Friends World, an interdisciplinary, field-based Quaker college affiliated with Southampton College. (reader)

### **CONFERENCE PAPERS AND PRESENTATIONS**

Stacy Cazowski, *Using Writing to Tutor "Nonwriters" in Biology*. National Conference on Peer Tutoring in Writing. Centenary College. Hackettstown: 30 October 2004.  
Pia Kauser, *Tutoring Writers in Criminal Justice*. National Conference on Peer Tutoring in Writing. Centenary College. Hackettstown: 30 October 2004.  
Tiffany Phillips. *Tutoring People A Good Twenty Years My Senior*. International Writing Center Conference. Minneapolis: 23 October 2005.

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## ACADEMIC SERVICE

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### Arizona State University

#### Co-Director

PhD program in Rhetoric, Composition and Linguistics (2010-2011)

#### Departmental and Area Committees

Committee on Assessment (Fall 2011)

Ad Hoc Committee on Assessment (2008-2010)

Ad Hoc Steering Committee for Report on Writing Programs (Fall 2010)

Graduate Committee (Fall 2010)

M.A. Rhetoric/Composition Admissions Committee (2008-2010)

Ph.D. Rhetoric/Composition Admissions Committee (2011 & 2012)

Search Committee, Assistant Professor of Contemporary Rhetorical Theory (2009)

Search Committee, Associate Professor of Rhetoric and Composition position (2010, search deferred)

Writing Programs Leadership Structure Task Force (Spring 2011)

Writing Programs Curriculum Development Ad Hoc Committee (Spring 2011)

Co-sponsored Jeff Grabill's visit (Spring 2011)

#### Undergraduate Student Club Advisor

Oxfam America (2010-present)

### Eastern Washington University

#### University and College Committees

General Education Committee (2007-2008)

Undergraduate Recruitment and Retention Committee (2007-2008)

#### Department Committees

Ad Hoc Resource Allocation Committee (2007-2008)

Search Committee, Assistant Professor of Technical Communications (2007-2008)

Standards Committee (2007-2008)

### Bay Path College

#### College Committees

Faculty Evaluation and Promotion Committee, Chair (2005-2007)

General Education Committee, Co-chair (2000-2002)

Graduate Curriculum Committee (1999-2007)  
Search Committee, Assistant Professor of Non-profit Management (2007)  
Student Learning Outcomes Assessment Committee (2004-2007)

**Robert Morris College**

**College Committee**

Outcomes Assessment Committee (1996-1999)

**Department Committees**

Communications Skills Curriculum Development Committee (1995-1999)  
Communications Skills Program Evaluation Committee (1998-1999)

**Carnegie Mellon University**

**Departmental Service**

Rhetoric Colloquium Speaker Series, Co-Coordinator (1990-1991)  
Statistical Workshop, Co-Coordinator (1990-1991)

**Washington State University**

**University Committee**

T.A. English Proficiency Committee (1987-1988)

**Department Committee**

Writing Program Textbook Selection Committees (1987-1988)

**State University of New York at Stony Brook**

**Departmental Service**

Graduate Student Organization Senator (1986-1987)

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**NATIONAL PROFESSIONAL SERVICE**

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Stage I Reviewer for the Conference on College Composition and Communication (2007-2009)

Manuscript Referee for *Reflections: A Journal of Writing, Community Literacy and Service-Learning*. (2008-present)

Editor of *Community Literacy Network Newsletter* (1995-1999)

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**GRANTS**

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Washington State Grant for Student Success (Eastern Washington University; Spring 2008; \$400,000 for Writers' Center component)

Teaching and Learning Center Curriculum Development Grant (with David Lange; Eastern Washington University; Spring 2008; \$3,000)

University Strategic Planning Grant (with Gail Forsgreen; Eastern Washington University; Summer 2008; \$2,000)

Teaching and Learning Center Curriculum Development Grant (with Polly Buckingham; Eastern Washington University; Summer 2008; \$3,000)

University Technology Grant (with David Lange; Eastern Washington University; Spring 2008; \$15,000)

University Diversity Grant (with Dani Ringwald; Eastern Washington University; Summer 2008 \$3,000)

Balfour Bridge Program Project Grant (Bay Path College; Fall 2005; \$230,000)

Teagle Reengineering the Upper-level Curriculum Project Grant (Bay Path College; Fall 2002; \$480,000)

Alcoa Foundation STRUGGLE Research and Development Grant (Fall 1997; Community Literacy Center; \$150,000)

McCune Foundation Research and Development Grant (with Wayne Peck; Community Literacy Center; \$3,000,000)