



ENGLISH DEPARTMENT

Undergraduate & Graduate Programs Review

2013-2018

The University of Tennessee at Chattanooga

utc.edu/english

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Preface and History

The Department of English was functioning at The University of Chattanooga as early as 1904, and in 1924 the University began offering major and minor programs of study in English. Today the department offers a B.A in English with the opportunity to concentrate in one of three major tracks: Literature, Creative Writing, and Rhetoric and Professional Writing. Students who opt to minor in English choose from the same three areas of concentration.

In Fall 2018, we are the largest department in the College of Arts and Sciences at UTC and are composed of 53 full-time faculty: 26 tenured/tenure-track (T/TT), 1 visiting assistant professor, and 26 full-time lecturers. In addition, 8-10 adjunct faculty teach in our department each semester to help us offer essential courses. We generate an approximate average of 11,000 undergraduate student credit hours per semester (FY 2017); enroll approximately 218 majors in FY 2017; graduate an average of 49 majors in an academic year (a number that is the same as in our previous self-study); and actively participate in and contribute to our disciplinary conversation by writing scholarly journal articles, authoring and editing books, and presenting conference papers. Our excellent teaching is frequently recognized by students, colleagues, and alumni. The past six years have been transitional ones, marked by the splitting of the Writing track into Creative Writing and Rhetoric & Professional Writing, the recent and ongoing implementation of an assessment policy and procedure, and new department leadership: Chris Stuart as Head from 2013 to 2018, Andrew McCarthy as Head beginning in F18. We have also hired five new TT faculty and are searching for two more new colleagues. These changes have brought new energy to the department and have been welcomed enthusiastically by students and faculty alike.

Part 1: Department Overview

1.1. Mission Statement

The English Department's mission statement (included in the shaded text below) explains our intent to give students plentiful opportunities to practice and develop a variety of reading, writing, and thinking abilities by analyzing and producing texts that serve a variety of purposes and appear in a multitude of genres. To help us reach those goals, the courses we offer range from broad, chronological literature surveys to focused author- or theme-based seminars, to discipline-specific professional writing courses, writing workshops tailored to a variety of skills and knowledge, courses in which students are introduced to the theoretical underpinnings of English studies, senior seminars, and a variety of capstone experiences.

Mission Statement of the UTC English Department

“Unless you are at home in metaphor,” Robert Frost once wrote—unless you are able to deal with the complexities, implications and surprises of figurative language, a language that surrounds us even in the worlds of advertising and science—then “you are lost.” The English Department teaches students both to read and write maturely and correctly on the literal level and also to interpret and use figurative language. In the classroom, that role is carried out through studies in composition; language, rhetoric and writing, literature, criticism; and creative writing.

Every aspect of the English Department's program attempts to communicate a sense of wonder and excitement about our written culture and to engage the student's imagination. We make students aware that whenever they read or write, complex and sometimes contradictory elements—factual, emotive, logical—must be apprehended, held in balance, and accorded appropriate weight. We want them to be able to identify and order intricate responses to arrive at a sound understanding of a written text or to produce clear and forceful writing of their own.

What students learn in the English Department adds to their inventory of competencies and enriches their experience of life. We recognize that the ability to understand and produce good writing is an invaluable mental resource.

1.2. Department Goals

Each year, our department goals stem from our mission statement and learning outcomes but are specific to ongoing or emerging areas of concern. The 2012-13 department goals follow with some commentary about the degree to which we are succeeding in meeting these goals thus far this year. Our goals also include both those new to 2018-19 and ongoing objectives.

1.2.1. Responses to the 2013 External Reviewer Recommendations

External reviewer Dr. Jim Fogelquist in his 2013 report made a number of recommendations for the undergraduate and graduate programs:

1. *In relation to the recommendation for reassigned time from teaching: “Seek ways to reduce faculty course loads and/or number of students per class, especially in writing classes.”*

While a difficult task, expectations for research are growing on our campus, so clearly this current review period was the time to push for more manageable teaching loads—especially given the fact that reducing all tenure-line faculty teaching loads has been recommended by at least the last two external reviewers. Both have recommended that active scholars receive reassigned time towards scholarship and creative activities, as typical at Regional Comprehensive Masters Universities.

After submitting a research report on our comparable and aspirational peer institutions' and English departments' workload policies, we successfully argued for a standard teaching load reduction from 4/4 to 3/3, as long as faculty are working towards publication. This took effect in AY 2017-2018.

2. *In relation to our faculty: "Hire new tenure-track faculty in Professional Writing (specifically with emphasis in the areas of new media writing and web design), Modern British Literature, and Creative Non-fiction."*

We successfully hired in all three of these areas during the current review period: Dr. Rik Hunter in Professional Writing, Dr. Joseph Jordan in 19th century British Literature, Dr. James Arnett in 20th/21st century British Literature, and Dr. Sarah Einstein in Creative Non-fiction.

3. *A Department the size of the English Department at UTC should be able to sustain two sabbaticals a year—one in the Fall and one in the Spring.*

According to our previous external reviewer, at the time a faculty member could expect, on average, to wait 25 years before receiving a sabbatical. Based on other institutions not having a separate salary pool to fund sabbaticals, the reviewer recommended that the college and department absorb those costs. This goal is on-going.

4. *Support for Travel to present papers at academic conferences should be increased.*

Officially, there is no travel fund nor funding per faculty member. Dr. Stuart has simply approved virtually every proposed trip for the last five years. In addition, faculty have been excellent about securing internal grants where possible. Further, former Dean Elwell more than once grew the English budget, which allowed Dr. Stuart to meet faculty needs. Finally, prior to April 2018, the department was under the impression that ENGL online funds were available to support faculty travel. This is no longer the case.

5. *The English department lacks the diversity of the surrounding area. This should be kept in mind in terms of faculty and course offerings.*

We have pursued but did not secure two African American job candidates in the last four years. However, we successfully hired an African-American Literature specialist in Spring 2018 and have added a diversity course requirement to the three major tracks.

- 6. Assessing the effectiveness of the undergraduate capstone offerings in light of the information available as successive cohorts complete the newly established degree requirement.*

The department decided to assess the effectiveness of the entire English major by assessing only the capstone course, since SACSCOC said this was acceptable and it seemed easiest. The department has not been satisfied with this method of assessment and has created a new assessment committee to find a new, more effective, more accurate, or more productive method of doing this. This committee is currently working as subcommittees representing each track (creative writing, literature, and rhetoric and professional writing) to designing new outcomes and an assessment plan.

- 7. Maintain the enrollment cap of 20-22 students in Composition courses, refine Directed Self-Placement in light of the high W/F/D rates in 1010.*

Since the abolishing of remedial composition, our 1011 courses are capped at 15 students to allow instructors to give these students extra attention. 1011 also includes a fourth, tutorial credit for which students work with graduate teaching assistants (and sometimes the instructor of record). 1010 and 1020 remain capped at 20 students.

- 8. Improve the wages of part-time faculty and provide 3-year contracts to the best performers among NTT faculty.*

At the time of our external reviewer's letter in 2013, for example, Appalachian State part-time faculty members with an M.A. earned \$3,036 per 3-credit course, and those with a Ph.D. earned \$3,375. The goal of improving salaries for contingent faculty have been met, to some extent. In the last five years, adjunct salaries have risen from \$2200 per course to \$2400. Lecturer salaries have gone from a minimum of \$33,000 to \$37,000 to start. These were initiatives of the previous Dean, Jeff Elwell.

The new Faculty Handbook says that multi-year appointments will be made available to Lecturers, so progress has been made there, although they are still working out the particulars of the policy. It is expected to be completed by Spring 2019.

- 9. Actively pursue approval to relocate the department to the Library (or another sufficient space) so that the entire department can be housed in the same building.*

During the previous review period, all tenure-line faculty were housed in Holt Hall, and nearly all lecturers were in Lupton Library. Once the new library was completed and Lupton shuttered, most lecturers were given office space in the new library, while the tenure-line faculty remained in Holt. In January of 2017, the English department was moved from Holt Hall to 540MC (formerly the Chattanooga State Office Building). Unfortunately, there was not enough office space in this building, and so, lecturers have remained in their Library offices. There are plans to move the department to Lupton once construction/remodeling is completed in 2019-20, but once again, there isn't room for all department faculty to be housed together.

10. *Seek at least one additional clerical/administrative support position for the department.*

In the 2012-2013 self-study, this goal was based on the perception that the department had grown steadily over the last few years and needed additional staff resources to facilitate the important work we do for our University. However, no effort has been made to hire more administrative staff because on further review, Heather and Yvonne have seemed sufficient.

11. *Grow the English Department Alumni Association as a vehicle for fundraising, community-building, and opportunities for current students.*

Unfortunately, we have not achieved this goal. The association is now nonexistent; however, in the past year, the department has begun talks about reviving it.

12. *Enhance the Department website to serve as a portal for students.*

Dr. Hunter led the redesign effort of our website in 2016 to prominently feature a number of items of interest to current and potential majors, including videos featuring students talking about their successes; a blog featuring stories about students, faculty, and alumni; and social media posts. Many of our guideline and policy documents for students are also available on the website. We also maintain associated social media accounts—Facebook, Twitter, and Instagram.

13. *Establish a visiting writer's program with the fundraising help of the Alumni Association. We are in talks with creative writer Allen Weir to become our first visiting writer, ideally in 2013-14.*

We successfully achieved this goal with the hiring of Allen Weir as a Visiting Writer for 2013-14 as well as for 2014-2015. However, we were not successful in securing the grants that were to support the program. That left Dr. Stuart with having to draw heavily from the Department's Gift Fund to cover the balance of his salary. This was not sustainable, and so there have been no further Visiting Writers since Allen Weir.

14. *Encourage continued participation in the University's First Year Reading Experience (FYRE) program.*

Starting Fall 2012, all first-year 1010 and 1011 composition courses began incorporating the annual FYRE book (Warren St. John's Outcasts United: A Refugee Team, an American Town was the 2012-13 title). English participation in the program then lapsed until the 2016-17 academic year, when English department faculty member Andrew McCarthy was appointed chair of the committee and worked with Dr. Jenn Stewart to re-integrate the Read2Achieve (formerly FYRE) selection in the ENGL 1010 and 1011 classrooms in meaningful ways.

15. *In relation to the recommendation regarding the graduate curriculum: "The graduate program in English could benefit from fine tuning. Among the changes that the department*

should consider are the following: Clean up the Graduate Catalog by removing courses that have not been taught for several years and are not likely to be taught in the foreseeable future.

This goal is on-hold as we attempt to create a new MFA program. The Letter of Notification to the Tennessee Higher Education Commission (THEC) is currently underway and there are plans to have the complete proposal submitted during the spring semester 2019.

- a. *Complete the study of the feasibility of adding an MFA building on the resources already in place.”*

Related to 15.a., we have achieved 15.b., but the proposal was not approved. It was recommended to apply again once we can show increasing enrollment numbers and can clearly define the need for an MFA in our area.

- b. *Consider more extensive use of social media to enhance requirement efforts to increase the number of graduate students to previous levels;*

We have recently initiated our use of social media and hope to advertise our programs via social media.

1.2.2. Ongoing Goals as of AYs 2017-19

1. *Conduct a successful internal search for a new Department Head.*

An internal search was conducted in Spring 2018, and the Dean appointed Dr. Andrew McCarthy the new Head of the English Department beginning July 1, 2018.

2. *Hire a permanent replacement to fill Dr. Susan Eastman’s vacated lecturer line.*

We successfully hired a permanent Lecturer to replace Dr. Susan Eastman, Dr. Devori Kimbro.

3. *Continue to lobby for increased compensation for adjunct faculty.*

In the 2016-17 academic year, the base salary for Lecturers in the College of Arts and Sciences was raised to \$37,000 from \$32,000 and the base salary for Senior Lecturers was raised to \$40,000. This was certainly a much-appreciated improvement.

4. *Continue seeking ways to improve working conditions for contingent faculty.*

We have worked diligently to support all contingent faculty (full-time lecturers on renewable single-year contracts and adjunct faculty hired on a course-by-course basis) in material, tangible ways. In the new Faculty Handbook there are now 4 ranks for lecturers (previously there were 3 ranks). The current ranks under the new handbook are as follows:

Lecturer, Associate Lecturer, Senior Lecturer, and Distinguished Lecturer.

The description of the new lecturer ranks states that those faculty at the rank of Associate Lecturer may be given an appointment term of up to 3 years, and those faculty at the rank of Senior Lecturer may be given an appointment term of up to 5 years. This year, 2018-19, the College of Arts and Sciences issued its first multi-year appointment letter for a term of 3 years to a Senior Lecturer. We would like to see multi-year contracts become standard for all Associate and Senior Lecturers.

5. Continue to develop and revise departmental retention plan, including making adjustments to English major designated Gen Ed Freshman courses, to ensure that students are fully engaged in their major and being carefully advised.

The department's Senior Associate Department Head, Dr. Abbie Ventura, has worked to create sections of General Education courses reserved for English majors as a way to build cohorts and improve retention. She is also responsible for introducing a Sophomore advising/pizza party to formally introduce new majors to the program as they transition to English department advisement and begin work on the English core. Dr. Ventura is also responsible for annual emails sent to English majors and their advisors, providing helpful reminders prior to the first advisement sessions.

6. *Continue record of productivity in scholarship and creativity and focus on expanding efforts in the area of grant activity.*

We consistently average about 50-60 scholarly articles/creative publications and paper presentations annually by our 23 tenured/tenure-track faculty members, which is an admirable level of productivity given our 12-hour teaching load through Spring 2017. Our grant activity is much less prolific for a variety of reasons. In general, academics working in the humanities tend to see grant-seeking as an activity more important for those working in the sciences. More specifically, our faculty had little time to devote to grant-seeking while teaching a 12-hour load. We want to work with UTC's Office of Partnerships and Sponsored Programs (directed by an UTC English graduate) to identify more opportunities we should pursue.

7. *Provide adequate support for all faculty members to perform effectively in the areas of research, teaching, and service with special attention to finding more resources (released time, travel money, etc.) to allow people to be more productive with respect to publishing and presenting.*

Our greatest success in this area has been the making of the successful case that our faculty who are publishing be granted a course release to conduct this work; this 3/3 teaching load began in AY 2017-18. Even while on the previous 4/4 teaching load, our faculty consistently performed well in research, teaching, and service, but like most in public higher education, we live in a perennial state of inadequate financial support. Our travel budget has been limited to \$250 annually per faculty member for several years. We actively encourage faculty to find creative ways to fund their work (e.g., UTC Faculty Grants and CAS Travel

Grants), and we hope a new alumni association will help cultivate more resources, but these outlets are limited. We welcome input during this program review on ways to increase opportunities for our faculty.

8. *Continue efforts to build departmental gift fund and/or endowments to aid with departmental expenses.*

While we recognize the need to reinvigorate our Alumni Association, we received a major gift of \$10,000 from Chuck Keegan in 2018 to invite speakers. Sean Latham, a Joyce scholar, is scheduled to appear on campus in September 2018. Michael Woods, emeritus from Princeton and formerly chair of the Booker Prize Committee is scheduled to speak in Spring 2019.

In early January 2019, we received news of a \$1,000,000 gift to support student scholarships and a professorship to be determined.

We also plan to work closely with UTC's Development office to cultivate new donors and show our genuine appreciation for current and past donors.

We have had strong faculty participation in the Faculty and Staff Campaign (FSC) in the past, by which we give directly to support English department efforts. However, part of the decline in participation is a lack of coordination with the Development Office. For example, the FSC package arrived at the department just before spring graduation with an expected due date of all the pledge cards in mid-June. Naturally, faculty were no longer on campus and regularly checking their physical mailboxes in order to receive the pledge cards.

9. *Continue with the English Department Honors Banquet and seek to expand activities/events to develop more engagement with our students outside the classroom.*

In addition to recognizing outstanding student achievement, our spring banquet each year honors each graduating senior by encouraging them to invite a favorite faculty member to introduce them at the banquet. These introductions are one of the highlights of the dinner and a time when our faculty's genuine affection for our students is readily apparent. With the help of one junior faculty advisor, Dr. Joseph Jordan, our Sigma Tau Delta (STD) chapter has become much more active in the last five years, hosting get-togethers such as the Tuesday Teas and attending cultural events as far away as Atlanta and Nashville. As of Fall 2016, Dr. Rik Hunter has redesigned our department website, which includes a blog featuring stories about student, faculty, and alumni. Dr. Hunter works with an intern each semester to produce content for these media streams. Finally, in Fall 2018, Drs. Jordan and Stuart created the English Club as a way to allow students who do not meet STD's academic requirements to participate in activities that were once reserved for STD students—monthly "Tuesday Teas" as well as trips to Atlanta and Nashville to attend cultural events.

10. *Continue with development of the English Major's internship program.*

Since Fall 2008, when we established a course release for an internship coordinator,

internship numbers have significantly increased. Dr. Ingraham is the current Director. With additional publicity and word of mouth, more students apply each semester. Students are also beginning to request summer internships because it is sometimes difficult to manage them during the regular semester. We have been careful to place students in internships that build on their skills while also giving them opportunities to grow. Our partner intern sites are very pleased with the caliber of students we send them, which is leading to more community partnerships. One on-going challenge seems to be that many of our students want to do internships, but are unable to because they already have jobs with busy schedules. We hope to find funding to pay our interns an hourly wage if a given internship is unpaid.

- 11. Create an Outcomes and Assessment Committee that will be in charge of articulating and revising program learning outcomes and assessing the program's success in achieving those outcomes on an annual basis.*

We created a standing Outcomes and Assessment English Department Committee to oversee assessment and in the final Spring 2018 department meeting discussed possible approaches to assessment and the issues related to assessing our three different major tracks.

- 12. Charge the Advisory Committee with revising bylaws.*

The committee successfully revised the department bylaws and they were approved by the department at the end of the Fall 2018 semester. The document was then forwarded to the University's legal team for final review and approval.

- 13. Department Head, Associate Heads, and Graduate Director will work together to develop a more predictable graduate course schedule in order to facilitate student graduation plan and faculty teaching engagements.*

Both Creative Writing and Rhetoric & Professional Writing have developed 2-year rotations of course rotations for undergraduate and graduate offerings. Literature is currently discussing their undergraduate and graduate curriculum. Once Literature has completed its revision and we know about the MFA, we can get a better sense of the 2-year rotations of course offerings.

- 14. Consider adding an online graduate certificate in Professional Writing (PW).*

Online certificates are an area of growth in higher education, and UNCW just launched their own online program focused on medical and science writing. A certificate program in professional writing could better serve our high number of part-time students, recruit new students from our region who cannot or are not willing to make the commute to campus, and help give students who want to focus on the Literature MA an opportunity to complete the PW certificate (we have been told that students cannot graduate with an MA in English with

specialization in Literature and then be readmitted to pursue the MA in Rhetoric and Professional Writing; a certificate program may allow for students to pursue professional writing).

15. *Begin course articulation conversations with Chattanooga State and Cleveland State in hopes of ensuring the rigor of their programs and so helping their students to succeed when transferring to UTC*

This is an ongoing goal. With a switch in English department leadership, the conversations will need to be re-started and continued.

16. Explore only students in the one track will be tested or find an appropriate substitution for the ETS MFT because nearly 2/3 of our students do not have extensive upper-division undergraduate coursework in literature.

1.2.3. Other Departmental Achievements for AY 2017-18

1. Ad Hoc Committee researched and produced “a state of the major/best practices” report for former Dean of CAS, now Interim Provost Hynd, and subsequently distributed to faculty.
2. One TT faculty member promoted to Full Professor.
3. Successfully petitioned for Verbie Prevost to be granted Emeritus Faculty status.
4. Using English online funds secured a new Graduate Assistant in English and paid for all GA fees across the board, in addition to tuition waivers.
5. Secured permission for all internships in ENGL to be paid the equivalent of \$12.00 per hour, drawing support from online funds.
6. Secured a number of future speakers for the 2018-19 school year. Chuck Keegan’s major gift will help us to bring in Sean Latham (Joyce Scholar) and Michael Woods (Princeton Emeritus Professor). Online funds were supposed to help us bring famed poet Ed Hirsch, but these funds are now unavailable. In any case, Hirsch is scheduled to read at UTC in September.

1.3. Student Performance on the ETS Major Field Test for Literature in English

The test is only required of graduating seniors in English one year out of every five-year cycle. Ideally, the major field test is administered in the year prior to writing your self-study, and this works out with the current review period. The test is not optional, as it is required by THEC. The scores are part of the formula used to determine our funding from the state, so it is very important that we test all graduating seniors when required.

The existence of this test was a surprise for many, if not all, our faculty. The test is problematic because we have three major tracks, only one of which would seem to prepare students for this high-stakes (for the department and university) exam. Beyond the Core, students in Rhetoric & Professional Writing and Creative Writing do not have to take literature courses. Therefore, roughly 2/3 of our students do not have extensive upper-division undergraduate coursework in

literature. This would logically put our department at a disadvantage when compared to other English departments nationally. For 2017-2018, 38 students were tested, with an average score of 148.30 compared to the national average of 153.10. Going forward we will explore only students in the one track will be tested or find an appropriate substitution for the ETS MFT.

Table 1. 2017-18 Major Field Test: English

# of students	UTC English Score	National Average
38	148.40	153.10

1.4. Results of NSSE Survey

UTC administers the National Survey of Student Engagement (NSSE) each year to first year students and seniors (see 2018, Table 1). Overall, English majors report feeling more satisfied with English than the averages across the College and University.

With regard to the curriculum, the following focuses on comparing English scores in the "Quite a Bit" and "Very Much" categories with those scores of the College and UTC.

Naturally, it is not unexpected that our students would rate us highly in terms of teaching written communication, but students also rate English higher than the College and University in terms of teaching oral communication. Further, English widely outpaces the College and University in terms of critical- and analytical-thinking as well as contributing to "being an informed and active citizen."

The results also point to areas of curricular concern. While in most of the other categories our averages at roughly the same as the those for the College and University, we do score several points lower in terms of collaborative learning and team work and "developing or clarifying a personal code of values and ethics." More importantly, we scored roughly 20 points lower than the College and University in terms of "encouraging contact among students from different backgrounds."

In terms of faculty involvement, English is on par with the College and UTC; however, when considering "discuss[ing] course topics, ideas, or concepts with a faculty member outside of class," the Department is out front by 8-10 percentage points.

With regards to cultural experiences, English scores are similar to the College's and UTC's except for in one category, in which we lag by 12% percentage points: "Had discussions with students of a different race or ethnicity than your own." This result, in addition to the result for "encouraging contact among students from different backgrounds," tells us that our students do not see the English major, its students (and perhaps even its faculty) as diverse.

Table 2: NSSE Results 2018.

Student Survey Results (NSSE) 2018					
QUESTION/STATEMENT	RESPONSE OPTIONS	PERCENTAGES			VALID N: (DEPT.)*
		UTC	COLLEGE	DEPT.	
SATISFACTION WITH UTC					
1. How would you evaluate your entire educational experience at this institution?	Poor	1.6	1.9	0.0	28
	Fair	12.2	13.2	3.6	
	Good	49.4	47.5	53.6	
	Excellent	36.8	37.3	42.9	
2. If you could start over again, would you go to the same institution you are now attending?	Definitely no	4.2	4.6	0.0	28
	Probably no	12.1	14.9	10.7	
	Probably yes	40.5	40.8	46.4	
	Definitely yes	43.3	39.7	42.9	
CURRICULUM					
1. Institution contributes to you acquiring job or work related knowledge and skills.	Very little	10.7	14.3	17.9	28
	Sometimes	29.3	32.0	28.6	
	Quite a bit	32.9	32.2	32.1	
	Very much	27.1	21.5	21.4	
2. Institution contributed in developing clear and effective speaking skills.	Very little	9.7	10.1	10.7	28
	Sometimes	29.4	28.6	17.9	
	Quite a bit	33.7	33.6	42.9	
	Very much	27.1	27.7	28.6	
3. Institution contributed in developing clear and effective writing skills.	Very little	5.3	6.4	0.0	28
	Sometimes	24.5	23.7	3.6	
	Quite a bit	39.2	36.7	35.7	
	Very much	31.0	33.2	60.7	
4. Institution contributed to your ability to solve complex real-world problems.	Very little	10.0	10.6	7.1	28
	Sometimes	31.2	31.8	35.7	
	Quite a bit	31.6	31.1	39.3	
	Very much	27.3	26.5	17.9	
5. Institution contributed to thinking critically and analytically.	Very little	2.0	2.7	0.0	28
	Sometimes	16.6	16.6	14.3	
	Quite a bit	40.6	37.8	17.9	
	Very much	40.8	42.9	67.9	
	Very little	4.8	5.3	10.7	28

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6. Institution contributed to working effectively with others.	Sometimes	25.7	29.6	28.6	
	Quite a bit	40.2	39.6	39.3	
	Very much	29.3	25.5	21.4	
7. Institution contributed to developing or clarifying a personal code of values and ethics.	Very little	10.5	11.0	21.4	28
	Sometimes	28.7	28.3	21.4	
	Quite a bit	34.1	33.7	25.0	
	Very much	26.7	27.0	32.1	
8. Institution contributed to encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc).	Very little	13.1	14.1	37.0	27
	Sometimes	33.1	35.0	29.6	
	Quite a bit	33.3	29.9	18.5	
	Very much	20.6	21.0	14.8	
9. Institution contributed to being an informed and active citizen.	Very little	13.6	13.4	14.3	28
	Sometimes	33.2	31.3	25.0	
	Quite a bit	30.1	29.5	28.6	
	Very much	23.2	25.8	32.1	
FACULTY INVOLVEMENT					
1. Quality of interactions with faculty members.	1	1.4	1.2	0.0	28
	2	2.6	3.0	0.0	
	3	7.3	6.2	0.0	
	4	14.8	15.3	7.1	
	5	25.5	23.5	7.1	
	6	25.5	27.8	53.6	
	7	22.9	23.0	32.1	
2. Talked about career plans with a faculty member or advisor.	Never	14.5	16.0	11.1	27
	Sometimes	38.7	37.6	44.4	
	Often	28.2	29.2	25.9	
	Very Often	18.6	17.2	18.5	
3. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	46.3	46.4	59.3	27
	Sometimes	30.1	31.1	18.5	
	Often	14.4	11.8	3.7	
	Very Often	9.2	10.7	18.5	
4. Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	27.1	25.4	10.7	28
	Sometimes	41.8	46.0	46.4	
	Often	20.9	18.1	25.0	
	Very often	10.1	10.5	17.9	
CULTURAL EXPERIENCE AT UTC					
	Never	4.1	3.9	0.0	28
	Sometimes	21.2	21.0	35.7	

1. Had discussions with students of a different race or ethnicity than your own.	Often	34.7	32.9	28.6	
	Very often	40.0	42.3	35.7	
2. Had discussions with students from different economic background other than your own.	Never	3.5	3.4	3.6	28
	Sometimes	20.7	20.3	14.3	
	Often	39.0	36.3	42.9	
	Very often	36.8	40.0	39.3	
3. Had discussions with students who are very different from you in terms of their religious beliefs or personal values.	Never	4.2	4.6	3.6	28
	Sometimes	22.0	24.8	10.7	
	Often	29.8	33.5	42.9	
	Very often	44.0	37.1	42.9	
4. Had discussions with students who are very different from you in terms of their political opinions or personal values.	Never	4.1	4.4	7.1	28
	Sometimes	23.7	25.5	21.4	
	Often	35.3	32.0	42.9	
	Very often	36.9	38.0	28.6	

1.5. Placement of students in occupations related to major field of study

The English department does not have any formal-tracking method to gather this data, though we have a great deal of informal reporting by alumni. However, OPEIR may have information from English majors on the First Destination Survey (FDS). If they do not, we have been assured that they will have data in the future from administering the FDS.

1.6. Employer satisfaction with academic program

We do not currently have a system in place to gather this data and will be working with OPEIR to establish one.

Part 2: Undergraduate Curriculum

We offer three majors in English: literature, creative writing, and rhetoric and professional writing. All three options require a minimum of 39 hours in addition to General Education and University Graduation requirements, including 15 hours of “core” major courses and the required three-hour capstone, as follows:

English Core:

- ENGL 2010 – Introduction to Literary Analysis
- ENGL 2050 – Introduction to Rhetorical Analysis
- ENGL 2130 – Survey of American Literature
- ENGL 2230 – Survey of British Literature
- ENGL 3340 – Shakespeare

One course to satisfy the Senior Capstone Requirement:

- ENGL 4960r – Internship
- ENGL 4980 – Senior Seminar
- ENGL 4994r – Departmental Practicum
- ENGL 4995r – Departmental Thesis

The required 2000-level courses must be completed within the first 21 hours of major course work, and ENGL 4980 (Senior Seminar) may be taken only within 30 hours of graduation. Students must maintain a 2.0 grade point average in all English coursework, excluding General Education Rhetoric and Composition courses. Syllabi from representative courses required in the English major are included in Appendix A.

Table 3: Variations in Three Major Options (15-hour Core and Capstone Required for All)

B.A., Language and Literature	B.A., Creative Writing	B.A., Rhetoric and Professional Writing
One course from: <ul style="list-style-type: none"> • ENGL 4270r - Major American Figures • ENGL 4470r - Major British Figures • ENGL 4870r - Major Issues in Rhetoric • ENGL 4970r - Special Topics in Literature and Language One upper-division course on a literary period or major author prior to 1800 selected from:	One course from: <ul style="list-style-type: none"> • ENGL 3710 Reading Like A Writer: Fiction • ENGL 3720 Reading Like A Writer: The Short Lyric Tradition • ENGL 3730 Reading Like a Writer: Creative Nonfiction 12 hours of major course work chosen from the following writing courses: <ul style="list-style-type: none"> • ENGL 3740r - Creative Writing: Nonfiction 	One course from the following to satisfy the Diversity Requirement: <ul style="list-style-type: none"> • ENGL 4870r - Major Issues in Rhetoric RPW Track Core: ENGL 4900r - Rhetoric and Professional Writing Workshop Track Electives: 6-9 Hours in Rhetoric <ul style="list-style-type: none"> • ENGL 3850 - Persuasion and Propaganda

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<ul style="list-style-type: none"> • ENGL 3110 - Literatures of Early America • ENGL 3310 - The Literature of England to 1300 • ENGL 3320 - The Literature of England, 1300-1500 • ENGL 3330 - Early Renaissance Literature to 1600 • ENGL 3345 - Milton • ENGL 3355 - Seventeenth-Century British Literature • ENGL 3365 - Restoration and Eighteenth-Century British Literature • ENGL 4310 - Early English Drama, Origins to 1642 • ENGL 4320 - Later English Drama, 1660-1800 <p>Additional 3000-4000 level English courses to total at least 27 upper-level hours.</p>	<ul style="list-style-type: none"> • ENGL 3750r - Creative Writing: Poetry • ENGL 3760r - Creative Writing: Fiction • ENGL 4720r - Advanced Short Story Workshop • ENGL 4820 - Writing with Style • ENGL 4860 - Visual Rhetoric • ENGL 4910r - Writing Workshop • ENGL 4920r – Novel Writing Workshop • ENGL 4930r – Speculative Fiction • ENGL 4940r – Short Prose Collections <p>Additional 3000-4000 level English courses to total at least 27 upper-level hours.</p> <p>Completion of at least one additional 3000-4000 level literature class.</p>	<ul style="list-style-type: none"> • ENGL 4850 - Women's Rhetoric • ENGL 4870r - Major Issues in Rhetoric <p>6-9 Hours in Professional Writing</p> <ul style="list-style-type: none"> • ENGL 3830 - Writing Beyond the Academy • ENGL 4820 - Writing with Style • ENGL 4860 - Visual Rhetoric (aka Design for Writers in Spring '19) • ENGL 4880 - Digital Writing and Publishing • ENGL 4890r - Major Issues in Professional Writing • ENGL 4900r - Rhetoric and Professional Writing Workshop (Must be a different topic than the one taken in the RPW Track Core) • ENGL 4960r - Internship <p>Additional 3000-4000 level English courses to total at least 27 upper-level hours.</p>
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2.1. Undergraduate Program Curriculum Process

The department’s curriculum is managed by the Curriculum Committee, whose members—in accordance with the by-laws—represent the range of ranks and specialties in the department. Any member of the department may bring an area of concern to the Curriculum Committee, as do other standing departmental committees such as the Creative Writing or Composition Committees. The Curriculum Committee reviews and recommends curricular changes to the department. If the recommendations pass, the curricular changes move to the University Curriculum Committee for approval, and depending on the nature of the change, perhaps also to the Faculty Senate and/or full faculty for approval.

The Committee may at times review the department’s curriculum as a whole at the request of a member of the English Department, the Department Head, the Dean of Arts and Sciences or

other administrative offices; the Committee in such cases might suggest changes and/or empower subcommittees to investigate changes, which would then be brought before the whole department for a vote.

The membership includes 5 tenure-eligible faculty (including at least 3 tenured faculty) and 1 additional full-time faculty. Committee members represent literature, creative writing, and rhetoric and professional writing concentrations.

2.2. Undergraduate Program Learning Outcomes (SACSCOC)

In the past five years, our curriculum has aimed to help students achieve the following learning outcomes:

1. *Students are conversant with representative texts, genres, authors, and major issues in literary, language, and/or rhetorical history.*
2. *Students are able to use reading and writing to critically analyze the literary, stylistic, and rhetorical features of their own and other writers' texts.*
3. *Students are able to locate, evaluate, and use appropriate research material to write academic prose.*

Our outcomes represent how our curriculum aims to engage our students in our literary and rhetorical histories, mainly in the Western Tradition, in order to prepare them as informed, empathetic, and ethical critical thinkers who can enter their communities able to effect positive change through writing and action.

However, after using these outcomes for two years, the outcomes have been called under question because they simply do not apply to our Creative Writing (CW) track students nor to many of our Rhetoric & Professional Writing (RPW) track students. In this way, our SLOs do not achieve the goal of allowing assessment of all students. In fact, even when focusing only on the Capstone Seminar course, we found that students were unable to demonstrate meeting our outcomes because of instructor confusion over the assessment tool being used to measure the outcomes. Additionally, students do not always have access to previous coursework to review for the writing of the reflective essay.

Further, students in both CW and RPW tracks create texts in “non-academic” genres. That is, students in Creative Writing are highly unlikely to be able to demonstrate Outcomes 1 and 2, and students in RPW may have difficulty.

Beginning in Spring 2018, the English department Assessment Committee began working on a new assessment plan after faculty members teaching the capstone courses and students taking those capstone courses communicated that neither the Senior Seminar nor the current SLOs worked. By the end of the Spring semester, there was a consensus that the assessment committee look more closely at portfolios.

In the second department meeting of Fall 2018, the Assessment Committee presented to the department a revised set of SLOs, a Learning Portfolio, and accompanying courses to support students' development of this portfolio—based on those used by the Honors College. There was not full support for this plan; requiring that 1-2 new courses in the Core be tabled.

In the next department meeting to discuss only the new SLOs and portfolio, it was agreed that faculty would work within their respective tracks (creative writing, literature, and rhetoric and professional writing) to begin developing SLOs and any assessment plans on 10/5/18. Faculty were given several resources on developing an assessment plan, including the ADE report, “Report of the ADE Ad Hoc Committee on Assessment.” While the Department has not finalized its new plan, we have still met our annual outcomes assessment deadlines and followed the process outlined by the University.

2.3. Undergraduate Course Syllabi

Syllabi for all our courses include specific course objectives and evaluation criteria that align with our learning outcomes. See Appendix A for examples of several sample syllabi from our undergraduate Core and Capstone courses, including:

- English 2010 syllabi (Hannah Wakefield FA18, Joseph Jordan SP18, Joyce Smith SP18, James Arnett FA17 & Aaron Shaheen FA17)
- English 2050 syllabus (Heather Palmer F18)
- English 2130 syllabi (Joyce Smith FA18 & Chris Stuart FA18)
- English 2230 syllabi (Bryan Hampton FA18, Matthew Guy SP18 & Joseph Jordan FA17)
- English 3340 syllabi (Bryan Hampton FA18 & Andrew McCarthy FA17)
- English 4960 syllabus (Lauren Ingraham SP18)
- English 4980 syllabi (Sarah Einstein FA18, Katherine Rehyansky SP18, Jennifer Stewart FA17 and Tom Balazs FA16)
- English 4994 syllabus (Joe Wilferth SP18)

2.3.1 Discussion of Course Syllabi

1. Curriculum alignment with the programmatic student learning outcomes

N/A: We are currently revising our SLOs to apply to all students in all concentrations. Our previous SLOs applied only to the Literature and Rhetoric and Professional Writing tracks and could not be meaningfully measured using the tool we originally designed. Students were asked in capstone courses to reflection all their work in the major and compose an essay using evidence from that work to demonstrate alignment with the SLOs; however, not all students had saved past work, and some capstone instructors assigned the essay to only consider the papers written

in their particular capstone course. Consequently, students could not demonstrate meeting the outcomes.

2. Reflection of current standards, practices, and issues in the discipline

Unlike disciplines in the sciences, the subjects of study in English do not necessarily “reflect current standards” (e.g., Shakespeare is still Shakespeare and there are fundamental methods by which literary and rhetorical critics analyze texts); however, our courses do change with developments in criticism, theory, and issues, for instance, even if students are reading the same primary texts in a Survey of British Literature course year after year.

By offering a good number of special topics courses in Literature as well as in Rhetoric and Professional Writing, we have the ability to offer courses on diverse and contemporary interests such as African Science Fiction and Digital Rhetoric.

In the selected-syllabi included with this report, which represent our Core and Capstone requirements, you can see in Palmer’s 2050, for example, weeks devoted to Digital Rhetoric and New Directions in Rhetorical Theory. In 4980: Senior Seminar, calls on students to reflect and investigate current standards, practices, and issues in the discipline and what it means to be an English major in 2017.

3. Use of appropriate pedagogical and technological methods to enhance student learning

Because we offer three concentrations, our faculty use a variety of pedagogical approaches and incorporate technology in ways appropriate in a given course. For example, many literature courses employ lecture and discussion as the central pedagogical approaches, but even these courses can include active- and experiential-learning experiences. Dr. McCarthy, for instance, asks student to perform a play in his Shakespeare course, and Dr. Arnett has had his students complete a service-learning project with Bridge Refugee Services.

In Creative Writing, the most common and appropriate approach is the writing workshop. Rhetoric and Professional Writing includes courses that lecture and discussion as well as many course teaching a variety of genres through experiential-learning experiences such as writing grants for local nonprofits and creating informational campaigns for on- and off-campus stakeholders, for example, the Teaching and Learning Garden.

Of course, hosting reading materials, conducting quizzes, and collecting homework through the University CMS, BlackBoard, is a typical use of educational technology. In addition, many instructors have incorporated the use of Google Apps for Education to facilitate collaborative writing and learning. Finally, a handful of our faculty use Adobe Creative Suite of application and/or other graphic and document design applications.

4. Student opportunities to employ discipline-specific research methods

[See 4.4.](#)

5. Fostering analytical/critical thinking, and problem-solving techniques

Our courses, from the introductory literary and rhetorical analysis to the senior seminar, are designed to foster analytical and critical thinking, and problem-solving.

For example, ENGL 2010 - Introduction to Literary focuses on critical concepts and skills required in the field of literary studies; approaches to analyzing and interpreting literary texts, genre forms and critical terminology, and research methods. The emphasis is on close reading and careful critical writing. Later literature and rhetoric and professional writing courses build on these foundational skills and practices, as evidenced in Chris Stuart's syllabus for Survey of American Literature and in Lauren Ingraham's 4960 - Internship course, in which course outcomes include analytical and critical thinking by conducting research for the workplace, understanding how it differs from academic research and explaining the rhetorical and stylistic differences between academic and workplace writing genres.

2.4. Undergraduate Curriculum Review/Revision Information

In the current review period, major changes have included one change to our Core courses and significant changes to the creative writing and rhetorical and professional writing tracks' requirements. In 2016, the department decided to remove ENGL 4650 – History of the English Language. We have historically offered two sections each semester in order for every major to take it for graduation, but because we only have one faculty member with the expertise to teach it, and because she wanted the opportunity to teach other courses, we could offer no more than one section per semester. The department voted to remove this course as a Core requirement. It remains an elective option.

Creative writing and rhetoric and professional writing have become separate tracks and both have made hires in recent years. Each track has looked closely at their curriculum and made substantial revisions. Finding many courses that had not been offered in several years, those have been deactivated. In addition, new courses have been developed and have been approved by the University Curriculum Committee. This, in turn, warranted changes to each track, and the faculty in those areas have completed those revisions. Creative writing's new curriculum took effect in Fall 2017, and rhetoric and professional writing's curriculum took effect in Fall 2018. Parallel changes were made to the Rhetoric and Professional Writing minor.

With regards to evaluation criteria 2.1, the English curriculum is not reviewed regularly by the Curriculum Committee. Rather, the Committee reviews proposals for curricular changes from individual faculty or major tracks. Due to the membership of the Committee, however, it may not work to have the Curriculum committee conduct such a review because members come from three distinct fields of study.

Instead, these reviews could occur within each track. Creative writing has a standing committee charged with continually reviewing their curriculum. Rhetoric and Professional Writing do not have a committee but do meet at least twice a year to discuss the curriculum. One possible recommendation could be for each track to form curriculum committees which report to the Department Curriculum Committee. In addition, it may be necessary for American and British literature faculty to review their courses separately and then work together as a larger group.

2.5. Undergraduate catalog information

N/A. The current 2018-2019 catalog displays the [learning outcomes from the archived catalog of 2010-2011](#). It has not been updated since before time.

2.6. Undergraduate curricular research opportunities

[See 4.4.](#)

2.7. Undergraduate Enrollment, Diversity, Retention, and Graduation Rates

Since Fall 2013, enrollment of undergraduate English majors had declined from 228 to 204, which represents a decrease of 11.5%. However, this is only a 5.5% decrease since 2007. Looking at the data from the previous review period and the current review period, we see a large jump in enrollment following the 2008-2009 recession, and so we may have simply returned to our pre-recession numbers.

Table 4. Major Enrollment.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
B.A., English	228	227	202	195	204

Table 5. Minor Enrollment

	Fall 2017	Spring 2018
Creative Writing	48	52

Table 6. Undergraduate Diversity 2017-18.

	Female	Male
Multiple Races	4	1
Unknown		
American Indian		1
Asian	2	
Hispanic	4	2
Native Hawaiian or Other Pacific Islander	1	
African American	7	3
White	116	53
Total	134	60

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Our number of degrees awarded has dropped from 52 in FY 2013 to 37 in FY 2017. To put this in perspective, our number of degrees awarded had risen from 37 in FY 2007 to 56 in FY 2011. One way to look at these numbers is through the lens of economics. Our number of enrollees also followed the pattern of the U.S. economy and the 2008 recession. The numbers of students went up in the next few years, and as those students graduated, our numbers have returned to pre-recession numbers.

Table 7. Undergraduate Degrees Awarded

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
B.A., English	52	36	62	57	37

Our retention rates fluctuate each year depending on the numbers of graduates. We do not retain an average of 19% of students per calendar year.

Table 8. Departmental Retention.

Year	2013	2014	2015	2016
Retained	62.2%	55%	57.6%	68.9%
Graduated	14.7%	26.6%	22.2%	15.8%

In addition to serving our majors and minors and English Education majors, the English Department offers a wide variety of courses for General Education that significantly increase our enrollment so that in fact we are by far the largest producer of credit hours at UTC. However, our drop in total SCH from 2013 parallels our drop in the number of English majors. Our hypothesis, as stated above, is that we had a large increase in majors soon after the 2008 recession and have steadily dropped back to our prerecession numbers. In addition, however, we have seen a drop in our percentage of all UTC SCH production as other programs such as Business have taken off.

Table 9: Credit Hour Production Fall 2007-17

	2013	2014	2015	2016	2017
ENGLISH	27,804	25,173	22,199	22,614	22,758
UTC TOTAL	283,088	279,303	277,987	278,683	282,816
English as % of UTC Total	9.82%	9.01%	7.99%	8.11%	8.04%

	2007-08	2008-09	2009-10	2010-11
ENGLISH	24,469	25,793	28,536	26,758
UTC TOTAL	227,029	236,674	257,742	262,544
English as % of UTC Total	10.78%	10.9%	11.07%	10.19%

2.8. General Education

2.8.1. English Contributions to General Education

Courses offered by the English department that may be used to satisfy General Education requirements are as follows:

- **Rhetoric and Composition:** ENGL 1010, 1011, 1020
- **Historical Understanding Subcategory:** ENGL 3230.
- **Literature Subcategory:** ENGL 1150, 1330, 2060r, 2070r, 2080r, 2210, 2410, 2420, 2510r, 2520, 2540, 2700, 3210, 3230, 3560.
- **Thoughts, Values and Beliefs Subcategory:** ENGL 1130, 1150, 2080r, 2410, 2420, 3560.
- **Visual and Performing Arts Subcategory:** ENGL 2700.

All general education courses are carefully evaluated by the University General Education Committee every five years to ensure that they continue to meet their initial general education intent. As previously stated, English is the largest department and has the most focus on introducing students to analytical thinking, reading, and writing as described in evaluation criteria 2.6 and 2.9. Because our courses are all lower-enrollment courses from 20-30 students, in addition to intensive writing, these courses emphasize informal discussion amongst students, and some courses include formal oral presentations.

Recently, evaluation has been delayed a year because the Committee wasn't allowed to consider any courses for re-certification in AY 2017-18 or, as of yet, for AY 2018-2019. There is currently a University-wide moratorium. Only a handful of courses are scheduled for recertification review this AY.

2.8.2. General Education Outcomes Alignment with English Outcomes

English courses directly engage in and align with the types of knowledge, thinking, and skills development as outlined by the general education outcomes:

- **English Outcome 1:** Students are conversant with representative texts, genres, authors, and major issues in literary, language, and/or rhetorical history.
- **General Education Outcome 1:** Express a broad knowledge of human cultures and the physical and natural world.
- **English Outcome 2:** Students are able to use reading and writing to critically analyze the literary, stylistic, and rhetorical features of their own and other writers' texts.
- **General Education Outcomes 2, 3, 4:**
 - Think critically, analytically, and reflectively;
 - Employ qualitative and quantitative information to define and defend viewpoints, solve problems, and to make informed decisions;

- Communicate effectively, especially in speech and in writing; and collaborate on common tasks.
- **English Outcome:** Students are able to locate, evaluate, and use appropriate research material to write academic prose.
- **General Education Outcome:** Synthesize information and concepts across general and specific disciplinary studies, demonstrated through the application of knowledge, skills and responsibilities to new settings and situations.

The outcomes align quite well, for the most part. We would note that we cover new “settings and situations” under English Outcome 1 and the ideas of “texts, genre, authors. . . .” In addition, we would add that our rhetoric and professional writing course especially emphasizes adapting to new settings, situations, genres, and audiences.

However, with our three distinct discipline-specific tracks (Creative Writing, Literature, and Rhetoric & Professional Writing), we have found it so far impossible to create meaningful and measurable outcomes that apply to all students beyond our Core courses. We are currently at work on creating track-specific outcomes and piloting those in Spring 2019.

2.8.3. English Composition

Supervised by the Director of Composition, the first-year composition (FYC) program offers three first-year writing courses that generate approximately 10,000 undergraduate student credit hours per academic year or about one-half of the department’s student credit hour (SCH) production. In Fall 2017, for example, 1000-level composition courses generated 5,910 student credit hours, which was 37.52% of the English department’s 15,750 undergraduate SCHs; in Spring 2012, the 1000-level composition courses generated 6,031 hours of the department’s 12,555 SCHs (or 48.03%). These numbers have decreased slightly since 2012 because of changes described hereafter and because more first-year students are bringing credit with them from dual enrollment, Advanced Placement credit, and other reasons. The freshman writing courses are part of the General Education requirements for all students and aim to equip students to address college-level writing situations effectively. The program’s mission statement appears below in gray shading.

The composition program currently offers three freshman composition courses: English 1010, English 1011, English 1020.

In English 1010 students are required to write brief essays for a variety of purposes, helping to prepare them for a variety of types of writing. In addition to writing different types of essays, they learn to edit and revise their own work, and begin learning how to incorporate the work of others into their own writing in an ethical manner.

Composition Program Mission Statement

The Composition Program of the English Department at the University of Tennessee at Chattanooga seeks to develop and enhance the ability of students to articulate and express their own ideas as well as the ideas of others. We emphasize writing skills that draw on critical reading and thinking to enable students to synthesize and analyze multiple points of view, to support their own positions on various issues, and to adjust their writing for diverse audiences, purposes, and conventions.

Our program emphasizes writing as a process and focuses on the importance of revision. Students produce multiple drafts for each project and develop the ability to critique their own writing as they learn to critique the work of others.

Because we believe that writing is a way of knowing, we encourage students to explore various topics and perspectives to develop their writing skills and to communicate effectively in a changing global environment. Students read and evaluate texts that are culturally diverse in order to gain insights into the complex nature of ideas and issues. They learn to be critical readers who evaluate arguments, analyze claims, scrutinize the reasoning behind these persuasive acts, and draw their own conclusions.

The Composition Program requires a two-semester sequence for freshman students. The first semester focuses on the principles and practices of effective reading and writing, with individualized attention to grammatical and stylistic issues. The second semester continues to build on these skills and emphasizes the use of research for effective arguments, as well as the relationship between style and meaning.

The program also offers English as a Second Language courses to meet the needs of any student whose grasp of the written language needs improvement before the student can progress to a more advanced course. Advanced courses that prepare students to write in various academic, business, scientific, and technical environments are also offered.

In English 1011, students do the same work as is required in English 1010, but they also meet once each week in a 75-minute tutorial session. During these sessions, most of which are taught by graduate assistants, students may work on the essays they have been assigned in class, or they may work on specific skills, such as improving their grammar and style, or editing and revision strategies. The teachers of these tutorials work very closely with the teachers of the associated lecture section. Students must do well in the tutorial to pass the class because it accounts for a portion of the grade for English 1011.

In English 1020, students write longer documented, researched projects. In addition to teaching students how to find and evaluate the information they need, the course requires students to learn to paraphrase, summarize, use documentation styles correctly, and avoid plagiarism. They continue to work to refine their voice and style.

The two most significant changes in the first-year composition program since the last review are changes in the FYC curriculum and texts—including adopting the University's Read2Achieve text in ENGL 1010/1011, a revision of the course outcomes and objectives to align more clearly with disciplinary standards and to allow for more accurate assessment, and the addition of hybrid and online FYC sections.

The composition program continues to maintain a faculty staffed primarily with full-time lecturers, as we feel this fosters stability and a strong sense of community in our program. This

sense of community has been an important factor in a smooth transition from a long-term Director of Composition to a new one. As was mentioned in the last program review, this stability allows our faculty to have a degree of individual autonomy in the classroom. In order to ensure that our students have a similar experience in the classroom, we continue to have a common syllabus whose general policies instructors may supplement; additionally, each course has two required assignments to allow for programmatic consistency and assessment purposes. Though all faculty are required to create courses that meet general education specifics for the course (i.e., number of assignments, grading criteria, and other benchmarks), instructors are free to design their own additional assignments to meet these objectives and set many of their own course policies regarding absences, late paper penalties, etc.

In 2017-2018, using a participatory process that began with the Composition Committee but ultimately sought input from all FYC faculty members, we created a new, custom textbook that helps ensure that our students have a relatively similar experience across the program. We have been able to increase meaningful professional development opportunities for the composition faculty by offering workshops specific to 1) incorporating the Read2Achieve texts, 2) introducing new writing technologies into the classroom, and 3) integrating online and hybrid pedagogies into the curriculum. It is one of the most outstanding characteristics of our FYC instructors that they have participated enthusiastically in these professional development opportunities.

We continue to engage in various methods of self-assessment to learn more about how well our students are achieving our course outcomes and to adapt our pedagogical approaches when necessary. We collect syllabi and writing assignments from all FYC faculty members to assess programmatic outcomes and use a peer observation system by which faculty members observe one another and provide formative feedback. Additionally, each full-time faculty member continues to be observed by the Director of Composition or Department Head on a three-year rotation, which supplements the peer observations. New full-time faculty are evaluated annually for three years, after which, they must have an evaluation every other year. New part-time faculty and graduate assistants are evaluated in their first semester of teaching and continue to be evaluated as needed. As always, much of what we are able to accomplish is due to our excellent administrative support staff member.

2.9. Undergraduate student internship, practicum, and/or clinical opportunities

The English Department offers several opportunities for students to gain professional and community-engaged experiences through internships with local companies and non-profits, working on department-sponsored publications, and courses involved in community outreach.

Our students also have opportunities to go beyond the classroom in several of our courses to work with communities both on and off campus. Projects have included working with the Humane Society, The Bessie Smith Cultural Center, Bridge Refugee Services, the UTC Teaching and Learning Garden and more than two dozen others. These course-specific projects give students opportunities to develop and practice skills they can later use in more demanding

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situations such as internships.

English students also have the opportunity to work on the *Sequoyah Review*, UTC's semiannual literary magazine whose advisor is an English faculty member. The magazine, staffed entirely by students, features personal essays, poetry, fiction, photographs, paintings (scaled down prints), and drawings from a wide range of students.

Practicum includes working as the editor-in-chief of the *Sequoyah Review* and assistant coordinator of the Youth Southern Student Writers contest.

Developing our capstone requirement has made a serious internship or research experience an essential part of the English majors' academic career. One of the most important developments in our curriculum in the last five years has been a bigger focus on internship opportunities for students as part of the capstone requirement. We now have a faculty member, Dr. Lauren Ingraham, who dedicates one course per semester to supervise our interns and develop the program. The real-world experience it offers students—to step out of a comfortable role as rhetorical analyst and into a less secure one as rhetor in a specific setting—is vital to many of our students. Interns work 150 hours per semester, complete a weekly report, participate in at least four professional writing workshops led by our intern coordinator, reflect in writing throughout the process, and compose a polished resume, cover letter, and a final portfolio (see [4.3](#) for more information on the internship program).

Part 3: Graduate Program

3.1. Program Evaluation and Learning Outcomes

Each year, departments are required to post program assessment plans and/or results. Our goal in recent years has been to 1) provide more clarity about program and exam expectations for students 2) develop rubrics and assessment strategies at the program level 3) and find better ways to publicize the program and recruit high quality students.

- 1) We developed guidelines for faculty and students for our nonthesis paper option after noting that students seemed confused about both content and length.
- 2) We created a new post exam rubric for faculty to get a finer assessment on the students' ability to manage each reading list and talk about their thesis/paper as well as a new rubric covering our program outcomes to assess the final products as a group and via committee. Below, please find the narrative and results from their year's assessment.

3.1.1. Assessment

1. Student Learning Outcomes

In Fall 18, we tested new student learning outcomes for end-of-program, summative assessment; however, we plan to work on testing whether these outcomes can be tested in courses so that we can begin collecting formative assessment data that will allow us to gauge learning and development in individual courses.

- **Core Outcome 1:** Ability to identify and discuss major forms, genres, and movements in English Studies
- **Core Outcome 2:** Ability to demonstrate professional standards within a substantial body of critical and/or creative works
- **Core Outcome 3:** Ability to formulate and evaluate historical and thematic connections among a variety of genres, authors, and trends
- **Creative Writing Outcome:** Ability to employ fundamental elements of craft to generate creative content within the chosen genre
- **Lit/Rhet Outcome:** Ability to conduct and synthesize research that adds to the current scholarly conversation in the field

2. Rubric and Norming

During last year's assessment, some of the comments requested that we assess our program requirements in a more direct way. We opted to create a rubric based on our outcomes and complete a F2F norming session with the departmental graduate committee. Please see the attached rubric.

Committee members read the following and scored a rubric for each: 2 Creative Writing Theses, 1 Literature Thesis, 1 Rhetoric and Professional Writing Thesis, 2 Rhetoric and Professional Writing Paper/Projects, 2 Literature Paper/Projects. As director, I chose both strong and weaker

papers so that we could see if the committee was generally in agreement about the ways we applied our outcomes to these culminating products.

3. Results

Through our discussion and in comparing the scored rubrics, we all generally agreed on the scoring. For the strongest papers, a majority of faculty marked “exceeds” for some or all of the outcomes. For the weaker papers, faculty marked a combination of “below” and “meets” (usually two below and two meets). While we all agreed that the students, on balance, would pass this part of the exam (which they all had), some of the discrepancies were due to disciplinary differences in understanding and assessing various outcomes. For example, we discussed the ways that different fields in English Studies see the idea of a “current conversation in the field” as somewhat different.

The scoring and discussion allowed us to have an interesting conversation about the following:

- How do different fields within English Studies define the terms we list in our outcomes such as “current conversation,” “professional standards,” and “historical and thematic connections.”
- What are the particular policies for students who “meet” most of the standards set out in the outcomes, but fall below in one or more? How does the written part of the exam balance with the reading lists or oral component? Do we need firmer metrics for this?
- Are all of our students CLEAR about our programmatic outcomes?
- Can we change the rubric to reflect some numerical values rather than to just fail, below, meet, or exceed so as to capture a range for our students?
- When students are asked to revise their paper or thesis after the exam, can we implement a clearer system for marking and managing the revised product?
- Are there ways to revise some of our courses or ENGL 5000 to help students better meet the outcomes or at least understand our expectations more clearly?
- Can we ask a student to write a reflection of the process to be turned in on the day of the exam? Note: while students often cover this material orally, it would be useful to document their process and understanding of the process.

4. Plans for this Year

After determining that this rubric generally works, all members of a student’s committee will be asked to score the rubric for the written document before the oral exam and turn this into the graduate director. After the exam, committees will continue to briefly score the oral exam rubric to be turned into the graduate director.

5. Summary for this Year

- Turn in 2 rubrics for each student to the graduate director 1) thesis/paper 2) oral
- Create a policy for revised papers

The committee will take a look at the following and plan next year’s assessment goals:

- Shift the rubric to a numerical system
- Consider a workshop with all of the graduate faculty to talk through some of the issues that arose in the norming session
- Reconsider or codify some policies

3.1.2. Course Syllabi

Syllabi for all our courses include specific course objectives and evaluation criteria that explain align with our previous student learning outcomes; as noted above we have developed SLOs within a rubric that will be shared with each course instructor and expected to be included on all syllabi. See Appendix B for examples of several sample syllabi from our required graduate courses, including:

- English 5000 syllabi (Jennifer Beech FA18, Joyce Smith FA17)
- English 5050 syllabus (Matt Guy F18)
- English 5115 syllabi (Heather Palmer FA18)
- English 5125 syllabi (Heather Palmer SP18)

These introductory courses fulfill Course Outcomes 1, 2, and 3 as well as lay the foundations for students achieving the Lit/Rhet Outcome. A full list of our courses can be found in the [catalog](#).

English 5000 introduces students to contemporary methods and aims of research in literature, rhetoric, and writing; special reading designed to familiarize students with a wide range of available source materials and research writings. This course thus fulfills Outcome 1, 2, 3, and the Lit/Rhet Outcome. English 5050 introduces students to major critics and historical developments so that they can practice applying major theoretical concepts that will undergird their progression through the program. This course also fulfills all but the Creative Writing Outcome.

English 5115 and 5125 are only required of Rhetoric and Professional Writing students. 5115 is a study of the history of rhetoric from its beginnings in Ancient Greece through the Renaissance with attention to the cultural contexts that influenced rhetoric's development. Students will study rhetorical theory and practices of Ancient Greece and Rome and Medieval and Renaissance Europe. 5125 is a study of the history of rhetoric since 1600 with a close reading of the texts and attention to the cultural contexts that influenced rhetoric's development. Students study the theory and practice of rhetoric from the early modern era to the twenty-first century. Each of these courses fulfills all but the Creative Writing Outcome.

All courses beyond these introductory courses build on the knowledge and skills developed in these courses.

3.2. Curriculum

3.2.1. Departmental/Program curriculum process

The department's graduate curriculum is managed by the Graduate Committee, whose members—in accordance with the by-laws—represent the range of ranks and specialties in the department. Any member of the department may bring an area of concern to the Graduate Committee. The Graduate Committee reviews and recommends curricular changes to the department. If the recommendations pass, the curricular changes move to the University Graduate Committee for approval.

The Committee may at times review the department's curriculum as a whole at the request of a member of the English Department, the Department Head, the Dean of Arts and Sciences or other administrative offices; the Committee in such cases might suggest changes and/or empower subcommittees to investigate changes, which would then be brought before the whole department for a vote.

The membership includes 5 tenure-eligible graduate faculty and the Director of English Graduate Studies. Committee members represent literature, creative writing, and rhetoric and professional writing concentrations.

3.2.2. Course syllabi

[See 3.1.2.](#)

3.2.3. SACSCOC outcomes data

[See 3.1.1.](#)

3.2.3 Graduate Curriculum

In addition to the coursework listed in Table 10, graduate students pursue a thesis or revised paper. The student must first work with an advisor to select a topic and designate two additional faculty to serve on a committee. In the case of a thesis, the student must then present a prospectus for approval by the English Graduate Committee prior to registering for the research project or the thesis. The student must finally pass an oral defense after completion of the thesis or revised paper.

In addition to the regular required, the department attempts to provide other important curricular opportunities for our students. These include internships and individual study.

Research opportunities are described below in [4.4](#).

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Table 10. Requirements for the M.A. in English by track

M.A., Language and Literature	M.A., Creative Writing	M.A., Rhetoric and Professional Writing
<p>Literature (33 hours)</p> <ul style="list-style-type: none"> • ENGL 5000 - Introduction to Graduate Studies in English: Methodology and Bibliography (3 hours) • ENGL 5050 - Theory and Criticism (3 hours) • OR Literary Theory (3 hours) • Two literature courses before 1800 (6 hours) • Literature electives (9 hours) • Elective English courses/Thesis (12 hours) • Oral Comprehensive Exam 	<p>Poetry:</p> <ul style="list-style-type: none"> • ENGL 5510r - Fiction Writing (3 hours) <p>OR</p> <ul style="list-style-type: none"> • ENGL 5950 - Workshop: Writing (3 hours) • ENGL 5520 - Poetry Workshop (9 hours) • Elective English Courses (15 hours) • ENGL 5999r - Thesis (6 hours) <p>Prose Track -33 Hours</p> <ul style="list-style-type: none"> • ENGL 5510r - Fiction Writing (9 hours) <p>OR</p> <ul style="list-style-type: none"> • ENGL 5950 - Workshop: Writing (9 hours) • ENGL 5520 - Poetry Workshop (3 hours) • Elective English courses (15 hours) • ENGL 5999r - Thesis (6 hours) 	<ul style="list-style-type: none"> • ENGL 5000 - Introduction to Graduate Studies in English: Methodology and Bibliography (3 hours) • ENGL 5115 - History of Rhetorical Theory I: Ancient Greece to Renaissance (3 hours) • ENGL 5125 - History of Rhetorical Theory II: Early Modern to Contemporary (3 hours) • Other rhetoric and writing courses (12 hours) • Elective English courses/Thesis (12 hours) • Oral Comprehensive Exam

3.2.5. Curriculum review/revision information

Our goal in recent years has been to 1) provide more clarity about program and exam expectations for students 2) develop rubrics and assessment strategies at the program level 3) and find better ways to publicize the program and recruit high quality students. However, no formal curricular revision has taken place for this review period.

Review did begin under the former Director, Rebecca Jones and is continuing under the new Director, Rik Hunter. This review is looking closely at the rotation of course offerings in order to facilitate students' program completion, enrollment of courses each semester in to fill courses as much as possible in order to maximize student credit-hour production per TT faculty while not impeding students' completion of program requirements. Additionally, the review is considering catalog revisions such as deleting courses not offered in the past five years, creating a new topics course specifically for the Literature concentration's pre-1800 requirement (which will aid Records in tracking fulfillment of this requirement), and finally creating new topics courses to parallel new undergraduate topics courses in professional writing that will facilitate our split course offerings.

3.2.6. Catalog information

The catalog information is up to date except that it does not reflect the new outcomes used for the 2018 program assessment.

1. Graduate Admission Standards

The Graduate Committee of the English Department reviews admission standards on a regular basis to ensure that our standards are appropriate for the M.A. degree (comparable to standards for similar institutions) and for the student population we serve. These standards are spelled out clearly in our catalog and fully adhered to in the admission of all students to our program. Students must first meet requirements set up by the Graduate School as specified below in the Graduate Catalog description:

To be eligible for Degree Regular Admission an applicant must have a baccalaureate degree from a regionally accredited college or university or foreign equivalent and be in good academic standing at the last institution attended. In addition to the previous two requirements, an applicant for regular admission must meet one of the following requirements from a regionally accredited institution or foreign equivalent. All GPAs are based on a 4.0-point scale; the last two years of undergraduate coursework are equivalent to approximately 60-70 semester hours or 90-100 quarter hours. (Updated GPA requirements approved by Graduate Council spring 2011)

- 2.70 minimum GPA for all undergraduate work taken for the baccalaureate degree or
- 3.00 GPA for the last two years of undergraduate academic coursework or
- 3.00 GPA for 30 or more semester hours undergraduate credit after earning the first bachelor's degree or
- 2.70 GPA for the last two years of undergraduate academic coursework and a 3.00 GPA on fewer than 24 hours graduate coursework or
- 3.00 GPA for 24 or more graduate hours or
- An earned master's degree or higher-level degree with at least a 3.00 GPA.

Because the English Department expects strong preparation in English, our Graduate committee has added requirements beyond those specified by the Graduate School.

2. Graduate Concentrations in Literary Study and Rhetoric and Writing

In addition to meeting the standards for admission to The Graduate School, applicants for these two tracks should have a minimum of 18 hours of English beyond freshman composition, with a minimum GPA of 3.0 for those hours. Applicants must submit:

- A 1000-1500 word statement of purpose. This statement should address your goals for graduate study and describe your personal, academic, and professional interests and experience. Explain how this program is appropriate for your research/creative interests and career goals.

- An 8-10 page writing sample of academic work that reflects your research and writing potential.
- Two letters of recommendation that can speak to your academic and/or professional career.

3. Graduate Concentration in Creative Writing

In addition to meeting the standards of admission to the Graduate School, applicants for the M.A. in English with a Concentration in Creative Writing should have a minimum of 18 hours in English beyond Freshman composition, with a minimum GPA of 3.0 for those hours. Applicants must also submit:

- A manuscript of 12-15 poems or 25 pages of creative prose
- A 1,000-1,500 word statement of purpose describing the candidate's intellectual and creative background, interests and goals.
- Two letters of recommendation that can speak to your academic or creative work.

Although the Graduate School and the English Department do not require applicants to submit scores from the GRE, applicants are encouraged to submit scores to the English Department if they have already taken the exam or feel that the scores will strengthen the application.

3.2.7. Curricular research opportunities

[See 4.4.](#)

3.3. Student Experience

3.3.1. Student enrollment

Enrollment in graduate English studies experienced a significant drop in Fall 2009, perhaps due to the economic situation, but has remained steady since that time. We would like to return to the earlier levels and have begun planning for more intensive recruiting efforts as well as a certificate program in professional writing. Table 11, 12, and 13 below reflects the application, enrollment, and graduation trends for the past six years.

Table 11. Full- and Part-Time Enrollment in Graduate Program from Fall 2013 through Fall 2018.

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
38	31	25	37	26	27

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Table 12. Applications in Radius System

	Rhetoric/Prof	Literature	Creative Writing
2018	14	17	15
2017	9	4	5
2016	16	15	5
2015	9	22	10
2014	17	17	10
2013	14	14	12

Table 13. Graduation Rates

	Rhetoric/Prof	Literature	Creative Writing
2016-17	4	5	3
2015-16	4	2	2
2014-15	3	11	3

Our enrollment has fluctuated somewhat. In that time, we changed program directors and focused increased attention on marketing, including recruitment and outreach visits to local universities and businesses.

The program, designed originally for more non-traditional (i.e., 25 years and older) than traditional students, now serves more of a balance of traditional students as the program's reputation has spread, drawing a significant number of students from beyond the Chattanooga area. The original demands for the M.A. in English came primarily from teachers in the community who wanted graduate work. Consequently, most of our graduate courses were night classes with a few students enrolling in dual-listed classes in the daytime. During the last five years, however, we have seen considerable growth in the number of traditional students, i.e., students moving into the graduate program full-time within three years of completing an undergraduate degree (e.g., 11 FT and 16 PT students in Fall 2018), and we believe we would have more FT students if we could offer more assistantships.

In addition to attracting more traditional students, we have also seen a growing number of out-of-state applicants, although attracting those students is difficult unless they first establish residency because of the high costs of out-of-state tuition. The Regional Tuition Rate established in 2009 and applying to residents in counties of Alabama and Georgia contiguous to the Tennessee state line is only slightly more than in-state tuition, making it easier to attract students from the designated counties. Table 14 shows the diversity of the colleges and universities, some thirty-five different ones, from which our graduates from Fall 2007 to Summer 2018 received their undergraduate degrees.

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Table 14. Undergraduate Institutions of English M. A. Students, Fall 2007-Summer 2018

Berry College	Tennessee Temple University
Bryan College	Tennessee Wesleyan College
Carson-Newman College	Texas Women's University
Chapman University	Troy State
Covenant College East Texas State	University of Georgia
Freed-Hardeman University	University of Illinois
Georgia State University	University of Louisville
Lambuth University	University of Maine
Lee University	University of Maryland, College Park
David Lipscomb University	University of Minnesota
Mercer University	University of Mississippi
Mississippi State University	University of North Carolina
Middle Tennessee State University	University of the South Carolina
North Georgia College & State University	University of Tennessee at Knoxville
Oral Roberts University	University of Tennessee at Chattanooga
Samford University	Warren Wilson University
Southern Adventist University	Wesleyan College
Tennessee Technological University	

The original growth and the current pattern of stability in enrollment are due largely to recruitment efforts by the Dean of the Graduate School and her staff, by the program director, the department head, and other faculty members, with student recommendations being perhaps most important. According to information provided informally by entering students during the past five years, a significant number made their initial inquiry about the program as the result of comments or recommendations by current or former students. More formal recruitment is needed by the department, however, and in the spring of 2011, the Director applied for and received a grant to create a new updated brochure to disseminate to applicants and to surrounding colleges. Brochures have since been mailed to all four-year schools in Tennessee, Georgia, and Alabama.

Because of the enrollment patterns since 1992, the program has a critical mass of students taking coursework to ensure adequate course offerings as well as a coherent group of peers, but extra efforts need to be made to maintain or increase our enrollment. Course enrollment for the past two years is provided in Table 15.

Table 15. Course Enrollment during Last Two Years

Course Enrollment* offered in Past Two Years								
COURSE INFORMATION			2016-2017			2017-2018		
NO.	TITLE	C.Hrs	SU	FALL	SPRING	SU	FALL	SPRING
5000	Intro Gr Stud in Engl: Meth/Bib	3		18			4	
5050	Theory and Criticism	3		8				
5115	Hist of Rhet Th I: Anc Gr-Ren	3		9			7	
5125	Hist of Thet Theor II: Mod-Con	3			8			6
5230	Writing Essays for Publication	3		11				

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5270	Teaching College Writing	3			6		
5280	Grant Writing	3				12	
5290R	Advanced Internship in Writing	3			2		2
5350	Amer Col & Fed Lit: 1620-1820	3			9		
5470R	Mjr Figures Amer Lit: EL Docto	3				3	
5500R	Novel Writing Workshop	3				5	
5510R	Fiction Writing	3			8		5
5520	Poetry Workshop	3		1	2		
5530R	Speculative Fiction Workshop	3					3
5630	Chaucer	3			5		
5675R	Studies in Shakespeare	3		13			
5750	Readings Victorian Literature	3			10		
5850R	Seminar in a Major Figure: Mil	3					4
5950	Workshop: Novel Writing	3		4			
	Workshop: Graduate Magazine	3			9		
	Workshop: Playwriting	3			1		
	Workshop: Science & Nature Writing	3				5	
	Workshop: Creative Nonfiction	3					12
	Workshop: Writing for Nonprofit	3					3
5970	Nat, Won, and Being in Child L	3	4				
	Sem in Rhet: Writ & Pub New Me	3	6				
5970R	Auth, Intent & Amer Fiction	3		14			
	Fans, Gamers, Tweet: Dig Rhet	3		5			
	Magic on the Ear Mod Eng Stage	3				4	
	Postmodernism & the Romant Sub	3					9
	Rhetorics of Whiteness	3					6
	American Women Writers	3					4
	Digital Rhetorics	3					9
	Working Class Rhetorics	3					3
5997R	Individual Studies	3				1	
5998	Research	9	1				
5998R	Research	3		1	2	1	
	Research	9		1			
5999R	Thesis	2		1			2
	Thesis	3		4	3		2
	Thesis	6			1		

3.3.2. Student Support

1. Orientation of New Students and Continued Contact with Students

In addition to the regular orientation sessions provided by the Graduate School, our students are provided a thorough orientation by the Director of Graduate Studies (DGS) in English during the advisement for initial enrollment into the program. He meets individually with each new student who enters the program and reviews the requirements with the student. Students are also advised that the Graduate Catalog is online and that they should make themselves familiar with all the provisions. During three of the last five years, the DGS has also conducted formal orientation sessions before the beginning of each Fall Semester, with approximately 50-75% of new students and similar percentages of graduate faculty attending.

The Director of Graduate Studies monitors the progress of each student by keeping a record of each student's RAP sheet, by corresponding regularly with all graduate students via Blackboard emails, by holding office conferences with individual students during the registration period each semester and when otherwise needed, and by working with each student on completing both the Program of Study form, which specifies courses needed to complete the program, and the Candidacy and Graduation Application form. The Program of Study form must be submitted by the end of the student's first semester. The form is signed by the student and the Director of Graduate Studies in English and then submitted to the Graduate Office. The Dean of the Graduate School checks the form for accuracy, reviews the courses for appropriateness, and determines the time expiration date (six years from the first course taken).

The Candidacy and Graduation Application form must be submitted midway through the semester prior to the anticipated graduation, specifying any changes made in the Program of Study. It too is signed by the student and the Director of Graduate Studies in English and then submitted to the Graduate Office, where it is reviewed for accuracy. The catalog specifies: "In order to be eligible for admission to candidacy, the student must have a cumulative 3.0 GPA or better on all courses taken for graduate credit and have completed prerequisite and designated courses as required by the major department or school and no grade below a C in the program of study or candidacy. A course with a grade lower than a C must be replaced by another course or be re-taken and a grade of C or higher earned." The program director monitors progress and informs students well in advance of impending candidacy expiration dates. The student is warned that he/she will lose credit for any courses falling outside the six-year time frame.

In addition, the Graduate School checks the candidacy expiration dates of all graduation applicants and informs any whose candidacy has expired. A one-year extension of candidacy can be granted by the departmental graduate committee to students who provide adequate reasons for such an extension, but during the past five years no student has requested an extension.

Additional extensions can be granted by the Graduate Council Petitions Committee but are done so only under unusual circumstances because of the expectation that coursework be completed in a timely fashion. Candidacy forms are audited again prior to graduation to determine completion of the approved program.

2. Retention Standards

The Graduate Catalog clearly indicates the retention standards for all graduate students, and each student is made aware of these standards in the initial orientation. The retention process as outlined below is taken from the catalog.

A student admitted to graduate study must maintain a 3.0 grade point average on all courses taken for graduate credit. In the event the student fails to meet this standard, one of the following actions will be taken.

Probation — A student will be placed on academic probation whenever the grade point average falls below a 3.0 on courses completed for graduate credit.

Academic Dismissal — A student will be dismissed if he or she earns a semester GPA below 3.0 while on academic probation for low institutional cumulative GPA. Decisions regarding continuation will be made by the Dean of The Graduate School. Students admitted to graduate study must maintain a 3.0 institutional cumulative grade point average (GPA) in all courses taken for graduate credit.

A graduate student may also be dismissed for a grade of U, D, or F in any course; more than two grades below a B; failure of the comprehensive/preliminary examination; an unsatisfactory evaluation of a thesis or dissertation; failure of a research defense; or any other failure of a required component pertaining to Graduate School academic requirements. Any, or a combination of these, constitutes sufficient basis for dismissal of a student at the discretion of the degree program and the Graduate School. Individual programs have the right to establish their own criteria; however, the preceding definition must be the minimum standard for continuing in graduate programs.

Graduate students will be placed on academic probation when their institutional cumulative GPA falls below a 3.0. By the end of the next two terms of enrollment (counting the entire summer session as one term), students must raise their institutional cumulative GPA to 3.0 or higher. Students will be academically dismissed if they fail to achieve this institutional cumulative GPA within the two-semester probation OR if they fail to achieve a 3.0 or higher for either probationary semester.

Dismissed students may appeal to the Graduate Council for readmission. Upon readmission, students may resume graduate study on probation with the same continuation standards.

The Graduate School notifies the Graduate Director at the end of each semester if a student has failed to meet minimum standards and is being placed on probation. In the relatively rare cases when a student is placed on probation, the Graduate Director contacts the student and works with him/her on a plan for successful completion of the program.

3. Graduate Retention and Graduation Success

An important trend to note, however, is that full-time students are progressing through the system more rapidly than in the past, with the majority finishing in less than three years. The overall number of graduates has decreased since 2011, when there were 20. The number of graduates hit a low of 3 in 2018 (Table 16).

Table 16. Degrees Awarded

Year	# Degrees Awarded
2013	17
2014	20
2015	17
2016	8
2017	12
SP2018	3

From Fall 2013 until Fall 2018, only two students were dismissed from the program for academic failure. Several have chosen not to return at different points in their study for a variety of personal reasons, but we do not have specific data on these students. The new Banner System will allow us to have more hard data on the numbers for retention in the future.

4. Graduate Student Support and Monitoring of Student Progress

The careful monitoring of student progress toward degree completion by the Director of Graduate Studies in English has already been noted, but additional methods of support and monitoring have been established and modified over the years. For example, an important method of contact with our students is the use of a BlackBoard site for the graduate program. This site includes program information and is used to email students. In addition, the Graduate School disseminates current University-wide information to all graduate students. Finally, and perhaps most importantly, all graduate faculty work with their students both in class and individually to encourage them in all areas of growth as graduate students.

Many of our students are part-time and this can hamper steady progress as life and job issues come to bear on their timely completion. Consideration of additional support networks and even online options may help to fill in the gaps.

3.3.3. Student enrichment opportunities

[See 4.2.](#)

3.3.4. Academic support services

[See 4.6.](#)

Part 4: Undergraduate and Graduate Student Experience

4.1. Student evaluation

Other than course evaluations, we currently collect no data on the programs, tracks, curriculum, or faculty by using surveys, focus groups, or exit interviews (our MA program piloted a survey in 11/18 and will use it again in 5/19). With the implementation of a new assessment plans, we hope to collect feedback each year from undergraduate and graduate students, at the very least by using a survey.

4.2. Student enrichment opportunities

A wide variety of enrichment opportunities exists for both undergraduate and graduate students in the English Department. These opportunities are organized or advised by faculty members, and the number and kind of activities each year vary according to student interest. Usually, however, these activities include departmental or university-wide lectures, supplemental activities within courses, and social gatherings predominate.

The department offers a number of both regular and specially scheduled public programs that enable our students to meet and interact with UTC faculty as well as faculty from other universities. Just in Fall 2018, the department hosted Sean Latham (Joyce Scholar) and Edward Hirsch (President of the John Simon Guggenheim Foundation). Michael Woods (Princeton Emeritus Professor) will speak in Spring 2019.

Regular programs include the Meacham Writers' Workshop and the Works-In-Progress series. The Meacham Writers' Workshop is conducted each semester in conjunction with both Chattanooga State and Cleveland State College. Rick Jackson (poet) directs the Meacham project with Andrew Najberg (lecturer) as assistant director and Thomas Balazs (fiction writer), Earl S. Braggs (fiction writer and poet), Sybil Baker (fiction writer), Carrie Meadows (lecturer) as the UTC coordinators and Kris Whorton acting as the program assistant.

“Occurring each fall and spring, the workshop is free and open to the public; there is no registration. The program consists of readings, discussion sessions, and group conferences.”

Some of the recent Meacham guest writers include Phil Levine, James Tate, Nancy Eimers, Abby Frucht, Phil Deaver, Laura Kasischke, Mark Halliday, Jill Rosser, Tomaz Salamun, Mary Ruefle, Dara Wier, Bill Olsen, Robert Houston, Judith Cofer, William Matthews, Stanley Plumly, Marvin Bell, Carol Frost, Eva Toth, Bret Lott, Mark Cox, Mark Jarman, Gerald Stern, and Tim O'Brien.

Works-In-Progress, a lecture series in its 18th year, is designed to provide opportunities for departmental faculty to share on-going research with colleagues and students. Currently organized by Kris Whorton, this series averages 2 sessions a semester. Participation and attendance by both faculty and students have been exceptional, with presentations from all levels of instructors, and with several of the works later published in a final form.

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In addition to on-campus events, English Department faculty and students have been involved with the biennial Chattanooga Conference on Southern Literature since its inception in 1978, with Professor Emeritus Arlie Herron having founded the conference. This major conference draws the top Southern literary figures to Chattanooga, and our students participate in the entire conference for a special fee of only \$25 or for free by doing volunteer work there. Two of the sessions held on campus are available without cost to students, and some faculty members also arrange for invited speakers to meet with their classes. The Fellowship of Southern Writers, composed of the major living Southern writers and headquartered in the Lupton Library at UTC, meets in conjunction with the Conference.

Our faculty also make enrichment opportunities a part of their courses. For example, Dr. Jones takes students camping in her nature writing course. Dr. Hunter has taken students to the Popular Culture Association Conference, LibertyCon (a literary science fiction conference), the Digital Book World (a digital publishing industry conference), and, for several years, the Virginia Peck Composition Series hosted annually by MTSU.

Each May, Dr. Rick Jackson takes students on a creative writing trip to Europe. Table 17 provides a list of events sponsored or co-sponsored by the English Department.

Table 17. Events Sponsored or Co-Sponsored by the English Department and Available for our Students

Keegan Lecture Series	In honor of Dr. Tom C. Ware, the Chuck Keegan Fund supports bring speakers to campus.
Meacham Writers' Workshop	Each fall and spring semester
Kennedy Lecture in Shakespeare	A public lecture delivered by a prominent Shakespearean scholar, funded through the James Kennedy Professorship
Actors from the London Stage	This group has performed twice, and there is talk that the university may adopt them for the Patten Series on a multi-year contract. AFTLS is a troupe of British actors who have a week-long residency on campus that includes their teaching in classrooms, leading public discussions, and culminating in three performances of a Shakespearean play.
Works in Progress	A lecture series which allows English department faculty to present their current, developmental scholarly or creative work
Awake and Engaged	A film documentary series hosted by English department faculty to promote discussion and awareness of ecological issue
Monthly Tea Time	Run by the English Club and its faculty mentors, student come together for a monthly social, often involving a guest faculty speaker.

4.3. Student professional development opportunities

Students are exposed to professional and career opportunities appropriate to the English field in several ways: the internship program, course-specific professional writing opportunities, and department-based publications.

Our students also have opportunities to go beyond the classroom in several of our courses to work with communities both on and off campus. Projects have included working with the Humane Society, The Bessie Smith Cultural Center, Bridge Refugee Services, the UTC Teaching and Learning Garden, and more than two dozen others. These course-specific projects give students opportunities to develop and practice skills they can later use in more demanding situations such as internships.

English students also have the opportunity to work on the Sequoyah Review, UTC's semiannual literary magazine whose advisor is an English faculty member. The magazine, staffed entirely by students, features personal essays, poetry, fiction, photographs, paintings (scaled down prints), and drawings from a wide range of students.

Our practicum includes working as the editor-in-chief of the Sequoyah Review and assistant coordinator of the Youth Southern Student Writers contest, and our internship program connects our students in need of real-world experience to community organizations and local businesses with a variety of writing-related workplace tasks.

Internships are available for interested undergraduate and graduate students through the courses English 4960r: Internship and 5290r: Advanced Internship in Writing. While Dr. Ingraham supervises our undergraduate internships, the English Graduate Director, previously Dr. Jones and now Dr. Rik Hunter, supervises those at the graduate-level. Table 18 provides the number of undergraduate students completing internships over the past five academic years (AY), and Table 19 provides the number of graduate students.

Table 18. Number of Undergraduate Students Completing Internships.

AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18
17	21	21	11	15

Table 19. Number of Graduate Students Completing Internships.

AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18
7	8	0	2	2

Since Dr. Ingraham has become Internship Director in Summer 2016, students have completed the following internships with several more in the preceding years: TrueNorth Custom Publishing, Children's Advocacy Center, Tennessee Philological Bulletin, UTC English Department, The Pulse, Southern Lit Alliance, Chattanooga Organized for Action, Special Collections Dept., UTC Library, Psi Chi (National Psychology Honor Society), The Enterprise

Center, Chattanooga Zoo, Signal Mountain Review, Star Line Books, Nooga.com, Young and Wiser, and Widows Harvest.

Dr. Jones, the previous Director, formulated a set of guidelines and documentation necessary to insure academic rigor of the program for any student choosing to obtain a tutoring or teaching internship. The numbers in Table 19 may reflect the need to communicate with greater emphasis that an internship is possible and valuable for MA students.

Other examples of professional development opportunities include working with faculty on special projects. Since Spring 2016, Dr. Hunter, who runs our [website and social media accounts](#), has supervised one of our undergraduate interns in the position of Social Media Coordinator and Staff Writer. These students had opportunities to write for a variety of audiences, conduct interviews, and learn about best practices in social media communications. Dr. Wilferth supervises a senior capstone practicum for students in which they assist with running the [Young Southern Student Writers contest](#).

Faculty also encourage students to attend at present at conferences. For example, Dr. Arnett’s student, Reid Elsea, presented at the 2017 NCUR conference. Dr. Hunter has taken a small group of graduate students to the Virginia Peck Composition Series at MTSU for the last several years and has also taken student to the regional Popular Culture Association Conference, the Digital Book World book industry convention, and the local literary science fiction conference, LibertyCon.

4.4. Research Opportunities

Developing our undergraduate capstone requirement has made a serious research experience an essential part of the English majors. Research is required of students in many undergraduate and every graduate course with less emphasis for those in the creative writing courses where creative works are the major focus.

For undergraduates and beyond the research they do in their coursework, opportunities for individual research generally occurs via a Departmental Thesis (4995r) or Individual Study (4998r). The thesis option has a very high academic standard of eligibility and allows no more than 10 students per year. Students who want to pursue a thesis must win the approval of the University Departmental Honors Committee. Over the last five years, 27 students have completed thesis projects in English as outlined in the chart below.

Table 20. Undergraduate Thesis, Fall 2013-Spring 2018

2013	2014	2015	2016	2017	2018
5	1	6	1	1	6

In addition, our students conduct research in a variety of forms and in a variety of courses. Beyond typical “library” research, it can take the form from working in archives to conducting interviews and surveys. Construing “research” to include creative activity, we note that several students have published books, articles, chapters, e.g., [Ascension](#), [Catalpa Magazine](#), [Eureka Studies in Teaching Short Fiction](#), [Explicator](#), [Genre](#), and [A Scattering Time: Modernism Meets Midwestern Culture](#).

Graduate students who wish to pursue additional specialized research also have three primary options: ENGL 5997r - Individual Studies, ENGL 5998r - Research, or ENGL 5999r - Thesis. The fourth option is a “revised paper,” which is central part of students' comprehensive exams. To pursue an independent study project, the student and faculty member enter into a formal contract which clearly designates the area of study, the intended results of the study, and the process of evaluation.

For graduate students to pursue a research project, thesis, or revised paper, the student must first work with an advisor to select a topic and designate two additional faculty to serve on a committee. The student must then present a prospectus for approval by the English Graduate Committee prior to registering for the research project or the thesis. The student must finally pass an oral defense after completion of the project, thesis, or revised paper.

Despite the lack of release time for faculty directing research projects, faculty continue to provide these opportunities for students.

Table 21. Graduate Thesis, Fall 2013-Spring 2018

2013-14	2014-15	2015-16	2016-17	2017-18
8	7	7	9	4

It is noteworthy that the number of theses written has increased remained steady except for 2017-18. However, this drop and any future drop may be a result of fewer students planning to apply to doctoral programs and instead of choosing the thesis-option, they choose the paper-option. This increase has come about partly from the requirement of a creative thesis in the Creative Writing Concentration and partly from the number of recent graduates contemplating going on to doctoral study. In addition to the three designated research opportunities, students are highly encouraged to make conference presentations and publish scholarly and creative works.

4.6. Academic Support Services

The English department does not offer any in-house academic support services beyond advising majors and providing students with information via our website and BlackBoard site. We do, however, have a close relationship with the Library, Library Studio, and Writing and Communication Center.

Each semester faculty are notified by email of their recurring advisees and any new students they have been assigned, along with information about the timeframe for advising during the current semester. Similarly, students are prompted to schedule an appointment with their advisors. Although contacting the advisor is considered the students' responsibility, our faculty reach out to advisees who have not made an appointment for advising each semester. Only after talking with their advisors do we release the registration hold blocking students from registering.

Part 5: Faculty

5.1. Faculty credentials listed by major track

Most of our tenure-line faculty, including those in Creative Writing, have doctorates. All of our Lecturers have at least an MA in English, with several holding MFAs or doctorates; therefore, they meet SACSCOC qualifications. We have recently hired a new tenure track faculty member, who also meets these qualifications.

*NOTE: (T=Tenured; P = Professor; AP = Associate Professor; aP = Assistant Professor; G = Graduate Faculty)

5.1.1. Creative Writing

Earl Braggs (T, P, G). M.F.A., Vermont College of Norwich University.

Earl Braggs teaches creative writing, poetry, African American literature, and Russian literature. He is the author of six collections of poetry and a chapbook. His latest book is *Younger Than Neil* (Anhinga Press 2009). Braggs is the recipient of the Anhinga Poetry Prize, the Jack Kerouac Literary Prize, the Gloucester Country College Poetry Prize and the Cleveland State Poetry Prize (unable to accept because he won the Anhinga Prize the same year with the same manuscript). His novel, *Looking for Jack Kerouac*, was a finalist in the James Jones First Novel Contest. His teaching awards include the UTNAA Outstanding Teacher Award and two Student Government Association Outstanding Professor awards.

Tom Balazs (T, AP, G). Ph.D., The University of Chicago.

Thomas P. Balázs is the author of the short story collection *Omicron Ceti III* (Aqueous Books, 2012). His fiction has appeared in numerous journals and anthologies including *The North American Review*, *The Southern Humanities Review*, and *The Robert Olen Butler Prize Anthology*. He has stories forthcoming in *Masque and Spectacle* and *Prick of the Spindle*. His work has been nominated for the Pushcart Prize, Best New American Voices, and the AWP Intro Journals Project Award. He was awarded the Theodore Christian Hoepfner Award for best short fiction in 2010. He teaches creative writing at the University of Tennessee at Chattanooga.

Sybil Baker (T, P, G). M.F.A., Writing, Vermont College of Fine Arts.

Sybil Baker teaches creative writing and humanities in the interdisciplinary honors program. She is the author of *Immigration Essays*, and three works of fiction: *The Life Plan*, *Talismans*, and *Into This World*, which received an Eric Hoffer Award Honorable Mention, and was a finalist for Foreword's Best Book of the Year Award. She frequently teaches at Yale Writers' Conference and taught in City University of Hong Kong's MFA program. She was a featured writer at the American Writers' Festival in Singapore, and was a Visiting Professor at Middle Eastern Technical University in North Cyprus. She has received Outstanding Teacher and Creative Scholarship Awards from UTC's College of Arts and Sciences. She was awarded two MakeWork Artist Grants and a 2017 Individual Artist's Fellowship from the Tennessee Arts Commission. She is a bimonthly contributor to [Late Last Night Books](#). She is Fiction Editor at *Anomaly*. *While You Were Gone* (a novel) is forthcoming in spring 2018 from C&R Press.

Sarah Einstein (aP, G), Ph.D., Ohio University

Sarah Einstein is the author of *Mot: A Memoir* (University of Georgia Press 2015), *Remnants of Passion* (Shebooks 2014). Her essays and short stories have appeared in *The Sun*, *Ninth Letter*, *PANK* and other journals. Her work has been awarded a Pushcart Prize, a Best of the Net, and the AWP Prize in Creative Nonfiction. She is also the prose editor for *Stirring: A Literary Collective* and the special projects editor for *Brevity Magazine*.

Richard Jackson (T, P), Ph.D., Yale University

Richard Jackson has published twenty two books including thirteen books of poems, most recently *Traversings* (Anchor and Plume) *Retrievals* (C&R Press, 2014), *Out of Place* (Ashland, 2014), *Resonancia* (Barcelona, 2014, a translation of *Resonance* from Ashland, 2010), *Half Lives: Petrarchan Poems* (Autumn House, 2004), *Unauthorized Autobiography: New and Selected Poems* (Ashland, 2003), and *Heartwall* (UMass, Juniper Prize 2000), as well as four chapbook adaptations from Pavese and other Italian poets. He has translated a book of poems by Aleksander Persolja (*Potvanje Sonca / Journey of the Sun*) (Kulturno Drustvo Vilenica: Slovenia, 2007) as well as *Last Voyage*, a book of translations of the early-20th-century Italian poet, Giovanni Pascoli, (Red Hen, 2010). In addition, he has edited the selected poems of Slovene poet, Iztok Osijnik. He also edited nearly twenty chapbooks of poems from Eastern Europe. His own poems have been translated into seventeen languages including *Worlds Apart: Selected Poems in Slovene*. He has edited two anthologies of Slovene poetry and *Poetry Miscellany*, a journal.

5.1.2. Literature

James Arnett (aP, G), Ph.D., City University of New York (CUNY) Graduate Center.

James Arnett teaches courses in western humanities, and 20th/21st-century British, postcolonial, and transnational literature. He also teaches courses in the Women's Studies program. His research interests are affect, postcolonial, psychoanalytic, and Marxist theories, materialism, literary realism, and ethics. His work has been published in *Literature Interpretation Theory* and *Doris Lessing Studies*. His current research is on contemporary transnational African novels.

Matt Guy (T, AP, G), Ph.D., Louisiana State University.

Dr. Guy received his Master's in English from Clemson University and his PHD in composition literature from Louisiana University. He specializes in theory and criticism and teaches both graduate and undergraduate classes. He taught at technical schools and community colleges in South Carolina and Baton Rouge, Louisiana. While in graduate school, Dr. Guy wrote as a sports writer for Louisiana Football Magazine. His dissertation for his doctorate focused on Levinas. He is currently collaborating with Dr. Beech (rhetoric professor) on the topic of rural in reality TV shows. He was one of two professors at UTC to receive the University of Tennessee National Alumni Award. Outside of class, Dr. Guy is an outdoorsman and gearhead. He has a 1956 vintage scooter (motorcycle), a 1967 corvette, and a 1966 Ford Galaxie. He is also certified in welding, performance training, and engine building.

Joseph Jordan (aP, G), Ph.D., University of California, Berkeley.

Joseph Jordan is writing about Dickens novels, country music lyrics, qualities of dimness in Byron's and Tennyson's verse, and stuttering characters in fictions. He hopes students this year will get him to think about new topics, too. He says that he usually learns more from students than he does from spending time in the library (though he will always be an advocate for spending time in the library!). His teaching and research interests are pretty much one and the same. Dr. Jordan thinks about—and tries to get students to think about—what is so valuable about the moment-to-moment experience of reading imaginative literature. For example, reading a little poem—like Byron's "She Walks in Beauty"—only takes a minute or so. Then they typically turn the page (or put down the book) and forget about what they just read. Life goes on. However, that minute-long experience, while it was happening, was thrilling. Why? Dr. Jordan asks the same questions about the mind's interaction with very long novels, like those of Charles Dickens. He states, "I know that this interest in little poems and big novels might sound strange, but maybe the great literary works keep drawing us back to them for similar reasons."

Hannah Wakefield (aP), Ph.D., Washington University in St. Louis

Hannah Wakefield teaches courses in early American literature and African American literature. Her teaching and research interests lie at the intersection of religious and multi-ethnic American literature of the late eighteenth and nineteenth centuries. Her article on the newspaper poetry of Frances Ellen Watkins Harper is forthcoming in *Legacy: A Journal of American Women* writers, and her current research focuses on the influence of Protestant churches on Olaudah Equiano's political thought.

Immaculate Kizza (T, P, G), Ph.D., University of Toledo.

Immaculate Kizza specializes in African literature, the slave narrative tradition, British modernism, and literary analysis; she also teaches African culture and literature in the University's Brock Scholars Program. Her current research interests include the slave narrative tradition, the African oral tradition, and inter-textual threads in African and African American literatures. In addition to numerous articles on literature, she is the author of *Africa's Indigenous Institutions in Nation Building: Uganda*, and *The Oral Tradition of the Baganda of Uganda*. Among her awards are a NEH Summer Seminar, a Fulbright-Hayes, and a Horace J. Traylor Minority Leadership Award. She has also been named Outstanding Teacher by The University of Tennessee National Alumni Association.

Bryan Hampton (T, P, G), Ph.D., Northwestern University.

Bryan Hampton has teaching and research interests in the cross-currents of early modern literature, politics, and religion. He regularly teaches courses on Milton and Shakespeare, along with a number of seminars examining the literature of the Bible, the devotional poetry of John Donne and George Herbert, Edmund Spenser's *Faerie Queene*, revenge tragedy from 1587-1633, and J.R.R. Tolkien's *The Lord of the Rings*. He has published in *Studies in English Literature*, *The Upstart Crow*, *Milton Studies*, the *John Donne Journal*, and has written several articles for edited volumes on Milton's prose and poetry. Professor Hampton has been honored with awards for outstanding teaching from both the College of Arts and Sciences at UTC and from the University of Tennessee National Alumni Association. His book, [*Fleshly Tabernacles: Milton and the Incarnational Poetics of Revolutionary England*](#) (University of Notre Dame

Press) examines how Milton's radical theology of the Incarnation informs his poetics, hermeneutics, and politics.

Chris Stuart (T, P, G), Ph.D., University of Connecticut.

Chris Stuart teaches courses in American literature (particularly the American novel), and humanities in the University's interdisciplinary honors program. He has been named Outstanding Teacher by The University of Tennessee National Alumni Association and serves on the Editorial Board of the University of Tennessee Press. His scholarship has appeared in such journals as *American Literary Realism*, *Critique*, and *Literature and Belief*. His current research focuses on the works of Henry James.

Joyce Smith (T, P, G), Ph.D., Georgia State University.

Joyce Caldwell Smith specializes in American literature of the late nineteenth and early twentieth century. She has published articles on Stephen Crane, Erskine Caldwell, and other American authors, and she is the volume editor of *Stephen Crane: Bloom's Classic Critical Views* (2009) and the author of *Bloom's How to Write about Stephen Crane* (2011).

Aaron Shaheen (T, P, G), Ph.D., University of Florida.

Aaron Shaheen specializes in American literature of the late nineteenth and early twentieth century. His other academic interests include literature of the American South and gender/queer theory. He has published articles in *PMLA*, *The Southern Literary Journal*, *American Literary Realism*, *The American Transcendental Quarterly*, and *The Henry James Review*. He is the 2012-13 recipient of the College of Liberal Arts and Sciences award for outstanding research and a current member of the University of Tennessee Press editorial board. His monograph *Androgynous Democracy: Modern American Literature and the Dual-Sexed Body Politic* (2010) examines the ways in which American modernists used scientific, religious, and racial notions of androgyny to formulate models of national cohesion. At present he is working on a monograph that examines the presence of prostheses in American literature and culture of the Great War era.

Andrew McCarthy (T, AP, G), Ph.D., Washington State University

Andrew D. McCarthy teaches Shakespeare, medieval and Renaissance drama, early modern literature and culture, and humanities in the interdisciplinary honors program. Other research and teaching interests include the reception of classical writers in early modern England and gender studies. He is co-editor of *Staging the Superstitions of Early Modern Europe* (Ashgate) and his work has recently appeared in *Marlowe Studies*. McCarthy is currently completing a book-length study that examines masculine performances of grief in the plays of Shakespeare and his contemporaries.

Marcia Noe (T, P), Ph.D., University of Iowa.

Marcia Noe teaches courses in American literature and women's studies and is the Coordinator of the Women's Studies program. She is the author of *Susan Glaspell: Voice from the Heartland* and over twenty other publications on this Pulitzer Prize-winning playwright. In 1993, she was Fulbright Senior Lecturer-Researcher at the Federal University of Minas Gerais in Belo Horizonte, Brazil; with Junia C.M. Alves, she has edited a collection of essays on the Brazilian theatre troupe Grupo Galpao (Editora Newton Paiva, 2006). She is a senior editor of *The*

Dictionary of Midwestern Literature, editor of the journal *MidAmerica*, and chairs the editorial committee of the Society for the Study of Midwestern Literature, which gave her the *MidAmerica* Award for distinguished contributions to the study of midwestern literature in 2003. She has supervised 27 student conference presentations and supervised or co-authored 27 student publications. In 2004 she won the UTC College of Arts and Sciences Outstanding Teacher award and is an elected member of UTC's Council of Scholars and Alpha Society.

Abbie Ventura (T, AP, G), Ph.D., Illinois State University.

Abbie Ventura teaches courses in children's and adolescent literature and culture. Other research and teaching interests include the aesthetics of pictorial literatures, multiculturalism, translation studies, and international children's literature. She has published on global childhood citizenships and Bhutanese and Buddhist children's literature, and her work has recently been translated and published in China. Ventura is currently writing children's picture books, and working on scholarship that addresses the diversity gaps in children's publishing.

Greg O'Dea (T, P), Ph.D., University of North Carolina at Chapel Hill.

Gregory O'Dea teaches courses in the English-language novel, Restoration and eighteenth-century British literature, British romanticism, postcolonial literature, and literary analysis. He is co-editor of *Iconoclastic Departures: Mary Shelley After Frankenstein* (Fairleigh Dickinson UP), and his scholarship has appeared in such journals as *The South Atlantic Review*, *Papers on Language and Literature*, and the online journal *Romanticism on the Net*. In addition to directing UTC's interdisciplinary [honors program](#), he is Co-Director and Scholar in Residence for literature and medicine programs sponsored by the American College of Physicians. He has been named Outstanding Professor by UTC's Student Government Association, University Outstanding Advisor, and Outstanding Teacher by The University of Tennessee National Alumni Association. The Tennessee Chapter of the American College of Physicians honored him with the Clifton R. Cleaveland Medical Humanities Award for outstanding contributions to humanism in medicine. The national organization of the ACP has named him the Nicholas E. Davies Scholar for outstanding scholarly activities in history, literature, philosophy, ethics, and contributions to humanism in medicine. His current research concerns crime and criminology in the novels of Charles Dickens.

Elizabeth Pearce, Ph.D., Illinois State University (Visiting Professor)

Dr. Pearce researches issues in children's literature, adolescent literature, fantasy, science fiction, feminist geography, ethics of care, ecofeminism, space theory, and pop culture. She teaches children's literature, adolescent literature, gender issues, feminist geography, dystopian, and intersectionality.

5.1.3. Rhetoric and Professional Writing

Lauren Ingraham (T, P, G), University of Louisville.

Dr. Ingraham specializes in writing program administration and rhetoric and composition studies. She teaches undergraduate and graduate classes in writing for nonprofits, writing for publication, and the theory and practice of teaching writing. Her current research focuses on ways to improve high school students' readiness for college writing. Dr. Ingraham is a consultant

for NCTE, the National Council of Teachers of English, and her most recent publication appears in *Applications for the Framework for Success in Postsecondary Writing: Scholarship, Theories, and Practice*, and anthology edited by Nicholas Behm, Sherry Rankins-Robertson, and Duane Roen.

Rik Hunter (aP, G), Ph.D., University of Wisconsin-Madison.

Dr. Hunter's research interests include collaborative writing, digital rhetoric and literacies, fan studies, and theories of authorship and audience. He teaches courses in rhetoric and writing, digital literacies, professional writing, and visual rhetoric. His work has appeared in *KAIROS: A Journal of Rhetoric, Technology, and Pedagogy*, and *Computers and Composition*, *Computers and Composition Online*, *Literacy in Composition Studies*, and *LORE*. His research has explored reader and writer roles in collaborative on wikis in an age of mass-authorship, technological-professional development, writing program administration, and more recently on-campus community writing.

Rebecca Jones (T, P, G), Ph.D., University of North Carolina at Greensboro.

Rebecca Jones specializes in writing studies (academic and professional), rhetorical theory, argumentation studies, and design thinking strategies. Her most recent work is the edited collection *Rethinking Ethos: A Feminist Ecological Approach to Rhetoric* (SIUP, 2016). Other scholarship can be found in *Writing on the Edge*, *Enculturation*, and *Composition Studies*. Professor Jones teaches graduate and undergraduate courses in professional writing, travel and nature writing, rhetorical analysis, and modern rhetorical theory. She is the Director of Graduate Studies and has been awarded the College of Arts and Sciences Outstanding Teacher Award at UTC.

Heather Palmer (T, AP, G), Ph.D., Georgia State University.

Heather Palmer specializes in rhetorical history and theory, gender studies, and continental critical theory. Her most recent work can be found in the compendium, *Best Independent Rhetoric and Composition Journals* and in *Re-framing Identifications* from Waveland Press. She is currently working on projects in the fields of critical animal studies, affect theory, and feminist protest groups. Professor Palmer teaches graduate and undergraduate courses in ancient rhetoric, rhetorical analysis, and modern rhetorical theory. She has been interim director for the Women's Studies program for one year and has been awarded the College of Arts and Sciences Outstanding Teacher Award.

Jenn Stewart (aP, G), PhD, Ball State University.

Jenn Stewart's recent publications focus on faculty development and student engagement in online instructional environments, and her research interests include digital literacies, teaching with technology, and online writing instruction. Specifically, she examines how the work of human computer interaction scholars influences and informs online writing instruction. She is greatly invested in writing program administration, writing center work, and non-tenure track faculty and graduate student professional development and mentoring. In short, she likes to study and talk about teaching, teaching, and mentoring.

Joe Wilferth (T, P, G), Ph.D. Bowling Green State University.

Joe Wilferth, Associate Dean of the College of Arts & Sciences, teaches graduate and undergraduate courses in professional writing, environmental rhetoric, rhetorical analysis, and visual rhetoric. Among his more recent publications is a co-edited collection on image events, a peer-reviewed article that focuses on assistive technologies in instructional design, and "Gaining Ground by 'Thinking Little': Gardening as Curricular Reform across the Liberal Arts and Sciences" which appeared in the Winter issue (March 2017) of *Liberal Education*. Joe recently worked with the Southern Lit Alliance and UTC to bring yet another SouthWord Literary Festival to our campus, an event that included a keynote address by Wendell Berry.

Jennifer Beech (T, P, G), Ph.D., University of Southern Mississippi.

Dr. Beech specializes in race and class-based rhetorics, cultural studies, and composition theory and pedagogy. At UTC, she teaches undergraduate and graduate courses in rhetoric and writing, composition studies, and research methods. At the national level, she has been elected and appointed to leadership positions in the NCTE affiliate Conference on College Composition and Communication. Having published in several edited collections and in such journals as *College English*, *JAC*, *Pedagogy*, and *Open Words*, Dr. Beech's scholarship has been recognized twice in *The Chronicle of Higher Education*.

As fitting their credentials, which meet SACSCOC guidelines, our tenure-line faculty teach courses ranging from the 1000-level to graduate program within their areas of specialization and our three major tracks. Several of our lecturers also have doctorates that have prepared them to occasionally fill in for tenure-line faculty in upper-division courses, for example, Dr. Whightsel has taught ENGL 3830: Writing Beyond the Academy, and Ms. Meadows has taught ENGL 4860: Writing and Design.

5.1.4. Full-Time Non-Tenure Track Faculty Listed

Jill Beard, MA, The University of Tennessee at Chattanooga

Jill Beard teaches courses in rhetoric and composition.

Ann Buggey, M.F.A., The University of Memphis

Ann teaches courses in rhetoric and composition, children's literature, literature for adolescents, and scientific writing. She believes in using a variety of instructional methods including short lectures, videos, team-based learning, and experiential learning. Whenever possible lectures are minimized and students are encouraged to think critically and use workshop settings to test new skills. She is especially interested in visual rhetoric and alternative texts.

Jeffrey Drye, MA, Georgia College & State University

Jeff firmly believes that everyone can learn to write, regardless of previous experiences or assessments. It's just a matter of having the right tools and willingness to put in meaningful practice. In class, he always tries to vary among brief lecture, group work, interactive reading, and other multimedia methods, to accommodate different learning styles. Additionally, he allots significant time to in class to the writing process, from generating ideas for the assignment to writing through multiple drafts.

Matt Evans, MA, University of Southern Mississippi

In writing classes, Matt tries to get students to engage with questions about how our daily decisions (what we wear, what we eat, the type and amount of energy we use) have repercussions beyond what we are normally able to see, and how those choices affect our morality. He encourages students to work on concision and creativity in their writing. In literature classes, he tries to enact an engagement with texts that leaves students with the understanding that such an engagement can help them make sense of an often confusing and even painful world.

April Green, MA, University of Tennessee – Knoxville

April Green teaches courses in rhetoric and composition.

Russel Helms, MA, M.F.A, Eastern Kentucky University

Russell Helms teaches scientific writing, technical writing, composition, and creative writing. He holds graduate degrees in fiction and public health. Academic interests include online learning, the rhetoric of health care, and the works of Jorge Luis Borges. His artistic bends include the design and production of literary books and journals and writing fiction. He has published numerous stories in a variety of journals, including *Versal* (Amsterdam), *Sand* (Berlin), and *Litro* (London).

Michael Jaynes, Ed.D. University of Tennessee at Chattanooga

Dr. Jaynes teaches a variety of English and Women's Studies courses. Courses he has designed and delivered include Ecofeminism and American Masculinities (Women's Studies) and the popular fiction class Horror, Vampires, Zombies, and Ghosts. He has lectured nationally on animal ethics and feminism, and his academic and creative writing has appeared in dozens of diverse outlets. He is the author of *Elephants among us: two performing elephants in 20th century America* (2013, Earth Books). He has been named Walker Center for Teaching and Learning Faculty Fellow for 2017 and 2018. During this fellowship, he will investigate online instructional design along with his dissertation focus of human learning theory and instructional delivery style. Dr. Jaynes also Co-Founded the Awake and Engage(d) Documentary Film Series.

Rowan Johnson, MA, University of Tennessee

Rowan Johnson holds a doctorate from the University of Tennessee as well as an MA from the University of Nottingham, England. His work has been published in *Wordriver Literary Review*, *Laptop Lit Mag*, and the *Writers' Abroad Foreign Encounters Anthology*. He has also written numerous travel articles for publications such as *Hi-Seoul* and *Seoul Magazine*. Originally from South Africa, he teaches composition at The University of Tennessee, Chattanooga.

Devori Kimbro, PhD, Arizona State University

Devori Kimbro earned her BA in History and English, as well as an MA in English from Idaho State University. In 2010, she began earning her PhD in literature from Arizona State University, with an emphasis on early modern polemical and pamphlet literature. Her dissertation, *Trauma, Typology, and Anti-Catholicism in Early Modern England 1579 - 1625* links theories of cultural trauma with biblical exegesis in works of anti-Catholicism in the Elizabethan and Jacobean reigns. Her research primarily focuses on anti-Catholic rhetoric in the Protestant Reformation, and how such rhetoric intersects with religious and cultural trauma. Her writing has appeared in *Prose Studies* and *The Literary Encyclopedia*. She currently co-hosts *Remixing the*

Humanities - a podcast which interrogates the changing role of humanities education in higher education and the world at large. In addition to her specialization, she worked hard to develop her composition and rhetoric pedagogy during her time at Arizona State University and beyond.

Gwendolyn Spring Kurtz, MA, San Diego State University

Spring encourages critical thinking about literary arts, ideas and ideologies, and the world around us. Like her instruction, her scholarship seeks to ground academic interests in lived experience. For instance, she explores the gendered and raced discourse of sweetness and power in “Don’t Call Me Cupcake Bitch: Selling Women Sugar In Cristina García’s *Dreaming In Cuban* and United Statesian Popular Culture,” and the commodification of eating and ethnicity in “Of Cabbages and Kings: On Reading Food Culture and Other Compositions.”

Chad Littleton, PhD, Indiana University of Pennsylvania

Chad Littleton teaches courses in rhetoric and composition, and professional writing. His research interests include communities of practice, online writing groups, writing center theory, developmental writing, and workplace rhetoric. His current scholarship examines how feedback is used in online fanfiction groups. His work has appeared in *Southern Discourse* and *The Clearing House*.

Lanie Lundgrin, MA, University of Tennessee at Chattanooga

Lanie teaches courses in rhetoric and composition. She loves to engage her students in thought provoking discussions about current political, cultural, and creative art related topics. Nudging students to think outside of their comfortable, established world views gives me an opportunity to help them grow into well-informed, well rounded adults who are willing to think for themselves.

Jessica McCarthy, Ph.D., Washington State University

Jessica McCarthy teaches courses in rhetoric and composition.

Krista McKay, MA, University of Tennessee at Chattanooga

Krista teaches courses in rhetoric and composition and professional writing. She believes in fostering a community of writers where collaborative learning takes place. From the very first day of class, she emphasizes how they will be working together to become more critical readers of our own writing and the writing of others (both inside and outside of the classroom). Through small group activities and classroom round table discussions, we are able to draw the best from each other in our quest to grow our knowledge. She believes that each student has a vital role in the dynamics of the classroom, and that learning takes place when the student is able to discover information on his or her own.

Carrie Meadows, M.F.A, Virginia Polytechnic Institute

Carrie Meadows teaches creative, professional, and academic writing. Her work has appeared in *Prairie Schooner*, *North American Review*, *Mid-American Review* and other publications. She is the author of *Speak, My Tongue*, a poetry collection from Calypso Editions (2017) celebrating self-taught artists of the American South.

Tiffany Mitchell, MA, University of Tennessee at Chattanooga

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Tiffany Mitchell teaches courses in rhetoric and composition and Western humanities, and is an e-instructor with Smarthinking.com, an online writing center. She also teaches the writing portions of the School of Nursing diversity program called DREAMWork (Diversity Recruitment and Education to Advance Minorities in the nursing Workforce) in the summer, and hosts documentary screenings as a part of the Awake and Engaged Series (AwAE) originally co-founded by Michael Jaynes at UTC.

Sheena Monds, MA, University of Tennessee – Knoxville

Sheena Monds teaches courses in rhetoric and composition and values active engagement, open dialogue and discussion, honest criticism, meaningful conversation, individual feedback, workshopping, walking carefully through the process, conferencing, asking important questions, pushing boundaries, exploring new ideas, respecting others, daring to question even our most deeply held beliefs and worldviews.

Andrew Najberg, M.F.A., Spalding University

Andrew Najberg teaches classes in Rhetoric and Composition, Creative Writing, and Western Humanities. He received his MFA in poetry from Spalding University, and his MA in English and BA in English from the University of Tennessee at Knoxville. He is the author of the chapbook of poems *Easy to Lose*, published by Finishing Line Press in 2007, and his individual poems have appeared in *North American Review*, *Artful Dodge*, *Louisville Review*, *Nashville Review*, *Yemassee*, *Bat City Review*, and various other journals and anthologies. In addition, he is a recipient of an AWP Intro Award in poetry and has been nominated for a Pushcart Prize.

Tim Parker, MA, University of Tennessee at Chattanooga

Tim Parker teaches courses in professional writing and rhetoric and composition with a hands-on approach; in other words, with coaching from an instructor, students create a series of drafts, working toward an effective end result. Professional writing is a bit more technical, requiring attention to style and formats.

Josh Parks, MA, University of Tennessee at Chattanooga

Josh Parks teaches courses in rhetoric and composition, and western humanities. He prefers to engage students personally on the subject matter and help guide them to an understanding. He tries to minimize lecture time, especially in composition courses, and help them learn critical thought through practice.

James Pickard, MA, University of South Carolina

Jim Pickard teaches rhetoric and composition with an emphasis on mass media and pop culture texts. He works to integrate the classroom with the world outside as much as possible by regular use of nontraditional texts: pop culture, television, film, and music.

Tracye Pool, MA, University of Tennessee at Chattanooga

Tracye Pool has taught ACT preparation classes for the Center for Professional Education, and Professional Writing, Rhetoric and Composition, Developmental Writing, and Writing for the Social Sciences for the English Department. She is President of the Chattanooga Council of Teachers of English, and a member of the Tennessee Council of Teachers of English, the National Council of Teachers of English, and the Chattanooga Writers Guild. She is Past-

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President of the Arts and Education Council and the Conference on Southern Literature. Publications include Healthscope Magazine, Adobe Abalone, Confection Magazine, Apollo's Lyre, and the National Council of Teachers of English Writer's Gallery. She has written for several local non-profit organizations, and she has written training manuals for Manufacturer's Life Insurance Company and Financial Planning Associates.

Stephanie Todd, MA, University of Tennessee at Chattanooga

Stephanie Todd teaches courses in Western humanities, literature, and rhetoric and composition.

Jean Paul Vaudreuil, MA, University of Tennessee at Chattanooga

After spending over 20 years in Marketing and Corporate Communications, Jean Paul Vaudreuil returned to UTC to receive his Master's Degree in English with a Rhetoric/Composition focus. He has been teaching full time here since 2013. Vaudreuil uses his real-world experience to help his Professional Writing and Composition students recognize the value and apply the lessons from the courses no matter what their major. In his spare time, Vaudreuil enjoys backpacking with his wife and two sons, landscape photography, and running.

Oren Whightsel, Ph.D., Illinois State University

Oren Whightsel's research leads him to consider the historical and visual representations and the literary repurposing of the Transatlantic Slave Trade, Middle Passage, as well as the rhetorical work of slave narratives in our contemporary, postcolonial environment/landscape and various learning (classroom) environments within the United States. He approaches teaching as a collaborative act that takes place between the teacher and the students. He relies on class discussion and writing responses/journaling as well as formal papers to calibrate the learning environment.

Kris Whorton, MA, University of Alabama-Huntsville

Kristine Whorton teaches courses in rhetoric and composition, creative writing, and Western humanities.

5.2. Faculty workload

The current departmental workload model is determined through a comparison of peer institution workloads and policies. Prior to AY 17-18, the standard tenure-line faculty teaching load was 4/4, with no compensation for publishing scholarship and/or creative works. The current standard teaching load is 3/3 with a release each semester given to those faculty working towards publication and publishing. Tenure-line faculty also advise majors and perform service. Lecturer workloads are also in line with those of our peer English departments, and perhaps even less demanding. Lecturers teach 4 courses per semester and perform service.

5.3. Faculty scholarly and creative activity/productivity

Our faculty, including our NTT faculty with no publication requirements, are actively publishing and conducting scholarly and creative activities. And in addition to being outstanding teachers, English faculty are also among the most productive in scholarship on campus. The vitae in

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Appendix D provide details of individual accomplishments, but it is worth noting some specific examples of the many special recognitions for scholarship awarded to many of our faculty.

Table 22. UC Foundation Support.

Internal (UC Foundation) Support ¹			
NAME OF AWARD/GRANT	DEPT.	TOTAL	DEPT. AWARDS AS % OF TOTAL AWARDS
Student SEARCH Grant (joint faculty/student grants) (formerly PSRA) (AY13-14 through AY17-18)	0	130	0.00%
Faculty Development and Research Grants ² (FY13-14 through FY17-18)	19	258	7.36%
Faculty Sabbaticals and Study Leaves (AY13-14 through AY17-18)	5	31	16.13%
Faculty Summer Fellowships (Sum13 - Sum18)	6	65	9.23%
QEP Grant Awards (AY13-14 through AY17-18)	13	92	14.13%
QEP Faculty Awards (AY13-14 through AY17-18)	0	10	0.00%

¹Unable to break apart undergraduate from graduate

² Combined totals of Faculty Development and Research Grants

AY - Academic Year (August through May)

FY - Fiscal Year (July through June)

5.3.3. Professional Awards

Below is a sampling of awards earned by our outstanding faculty. Please see the Vitae in Appendix D more information on individual achievement.

Sybil Baker, Outstanding Tenure-Line Faculty Member, 2016.

Earl Braggs

- Inducted into the East Tennessee Literacy Hall of Fame, 2016
- C and R Press Chapbook Award, 2016

Sarah Einstein

- AWP Prize in Creative Nonfiction, 2014.

Rik Hunter:

- “Best Research Poster Presentation,” Conference on Applied Learning in Higher Education, March, 2018.
- *KAIROS* John Lovas Best Academic Weblog, The University of Wisconsin-Madison Writing Center Blog: *Another Word*, accepted (as blog co-founder) for Dr. Bradley Hughes, Director of the Writing Center and WAC, 2016.

Rick Jackson:

- Dane Zajc Residency (Writer in residence), Slovenia (May 2017)
- Maxine Kumin Award for *Retrievals*, 2015
- Benjamin Franklin Award for *Out of Place* 2014

Joesph Jordan, UTAA Outstanding Teacher Award, 2018.

Carrie Meadows:

- Finalist, Beullah Rose Poetry Prize, *Smartish Pace*: February 2015
- Finalist, Coniston Poetry Prize, *Radar Poetry*: October 2014.

5.3.4. Internal Grants and Fellowships

English department faculty have been awarded numerous grants, including Equity and Diversity Awards, CAS travel grants and Faculty Achievement Awards, [High Impact Practices development grants](#), Research and Creative Activity Awards, and Library Enhancement Grants. Please see a sample of some of our more significant achievements in this area. Please see the Vitae in Appendix D more information on individual achievement.

1. CAS Research and Creative Activity Award

- James Arnett, 2018
- Sarah Einstein, 2017
- Carrie Meadows, 2015
- Abbie Ventura, 2014

2. Equity and Diversity Award

- Spring Kurtz, 2017-18
- Carrie Meadows, 2015.
- Abbie Ventura, 2017

3. Faculty Development Grant

- Lauren Ingraham, 2017-18
- Chad Littleton, 2016
- Rik Hunter, 2015, Summer 2017, Fall 2017
- Abbie Ventura, 2017, 2019

4. UC Foundation Summer Fellowship

- Aaron Shaheen, , 2013.

5. Lecturer of the Year

- Andrew Najberg, Department of English, 2013-14.

5.3.5. External Grants and Fellowships

Unlike disciplines in the sciences, Humanities department such as English do not typically seek out external funding for research and creative activities. However, please see below several examples, and Please see the Vitae in Appendix D more information on individual achievement.

- James Arnett:
 - Harry Ransom Center Archives, University of Texas-Austin, Mellon Summer Research Fellowship, “Memorykeepers, Memorymakers: The Ransom Center’s Zimbabwean Women Writers,” Summer 2018
 - Fulbright Regional Travel Grant, invited lectures at Stellenbosch and Rhodes Universities, South Africa, Spring 2018
 - US State Department Public Diplomacy Grant, “African/American Science Fiction Reading/ Writing Workshop, Zimbabwe,” Spring 2018
- Sybil Baker:
 - Individual Artist’s Fellowship for 2017, Tennessee Arts Commission (\$5000), 2016.
 - MakeWork Artist’s Grant, Chattanooga, TN (\$25,000), 2013.
- Sarah Einstein, Visiting Writer Fellowship, Francis Marion University, \$2,500, 2018.
- Lauren Ingraham, THEC Grant, \$74,958, 2013
- Tiffany Mitchell, “Cindy & Dickie Selfe Fellowship,” Digital Media and Composition (DMAC), Ohio State University, 2017

5.3.6. Sabbatical Activities

List of English faculty who have taken a sabbatical since 2015.

- Abbie Ventura (Spring 2018)
- Bryan Hampton (Fall 2017)
- Tom Balazs (Fall 2015-Spring 2016)

5.3.9. Council of Scholars

The Council of Scholars is the University’s highest recognition for those who research, publish, engage in creative activities, and have national and international reputations in their fields. Members receive a small stipend and travel allowance each year. The following English faculty are currently members: Sybil Baker, Earl Braggs, Richard Jackson, and Marcia Noe.

5.3.5. Alpha Society

The Alpha Scholastic Honor Society of the University of Tennessee at Chattanooga is one of the University's oldest and most prestigious honor societies. The Alpha Society was organized on the UTC campus in 1918 to recognize outstanding achievement. The Alpha Society elects new members annually from graduating seniors, faculty, administrators, distinguished alumni and community members.

The following are currently members of Alpha Society:

- Sybil Baker
- Earl Braggs
- Heather Grothe

- Bryan Hampton
- Rebecca Jones
- Immaculate Kizza
- Marcia Noe
- Gregory O'Dea
- Aaron Shaheen
- Joyce Smith
- Christopher Stuart
- Joe Wilferth

When one retires, the UTC Alpha Society no longer keeps them on the current membership role.

5.4. Faculty professional development opportunities

Our faculty have ample on-campus opportunities for professional development, for example, offered by the Walker Teaching and Learning Center. In addition, the department supports all full-time faculty engaging in professional development off-campus locally, in the region, nationally, and internationally. Not only does the department support faculty travel for professional development, but the College of Arts and Sciences generously supports our faculty with competitive supplemental travel grants each semester to attend conferences, seminars and workshops. Below is a brief sampling of our faculty's professional development experience, excluding activities such as conference presentations and attendance.

- James Arnett, NEH Summer Institute, 2016.
- Carrie Meadows, Writer in Residence, Rivendell Writers' Colony: May-June 2015, May 2016, May 2017
- Tiffany Mitchell:
 - Digital Media and Composition (DMAC), Ohio State University, 2017
 - Quality Matter Peer Reviewer Course and Certification, 2017.
- Rik Hunter:
 - Google Educator Certification, 2018
 - Dartmouth Summer Seminar on Writing Research
- Mike Jaynes, Walker Center for Teaching and Learning Faculty Fellowship, 2017-2019.
- Andrew Najberg, Continuing Education Certification, ETC, 2013-2017.

5.5. Faculty service

External reviewers in at least the past two self-studies have recommended that our faculty receive reassigned time in order to meet the publication expectations, as is typical at institutions like UTC. Beginning in AY17-18, the department has achieved this goal. TT faculty are now on a standard 3/3 teaching load. If using the University of North Carolina system formula, TT faculty workloads include 60% teaching, 5% advising, 10-15% in service, and 15-20% in scholarly and creative activities.

Using the Delaware Cost Study, our average SCH per tenure-line faculty for Fall 2018 is approximately 175 SCH; therefore, our department's faculty workloads are reasonable and above

the Delaware Cost Study peer group average. The department head does have the discretion to give faculty additional reassigned time for scholarly and creative projects as well as for additional service responsibilities.

5.6. Ratio of Full-time to Adjunct Faculty and Student Credit Hours Produced by Each

In the last decade, the English Department has worked to reduce our heavy reliance on adjunct faculty by hiring excellent full-time lecturers who primarily teach our General Education courses: first-year composition and Western Humanities.

By steadfastly making the case for additional full-time faculty, we have also increased our raw number of full-time faculty (tenure-track and non-tenure-track). At the time of our last program review self-study (Fall 2012), we had 23 tenured/tenure-track and 26 full-time lecturers and we now have 26 tenured/tenure-track, 1 visiting assistant professor, and 27 full-time lecturers. We are pleased to have more full-time faculty and be able report that our most recent Delaware Cost Study average was 7 SCH per FTE above the Delaware average. Table 23 details the ways in which different types of faculty—tenure-line, full-time lecturer, and adjunct—generated undergraduate student credit hours during this program review period. In 2012, we wanted to watch this trend to ensure that at least 75% of our undergraduate SCHs are accomplished by full-time faculty. We have achieved that goal.

Table 23. Percent of English Undergraduate Student Credit Hours Generated by Faculty Types per Total Department *Undergraduate* SCH, Fall 2013-Fall 2017

	Total Undergrad SCH	Tenure Track	Full-time Non-TT	Part-time (Adjunct)	% of SCH from FT Faculty
Fall 2013	15,630	3,481	8,161	3,787	74.48
Fall 2014	15,429	3,457	7,405	3,184	70.40
Fall 2015	14,046	3,277	6,606	2,134	70.36
Fall 2016	12,017	3,437	6,483	2,240	82.55
Fall 2017	12,160	2,967	6,416	3,177	77.16

Table 24. English Department Faculty Release Time

Position	Amount of Course Release	Currently Held By
Department Head	2 courses each semester	Andrew McCarthy
Director of Composition	2 courses each semester	Jennifer Stewart
Director of Graduate Studies	1 course each semester	Rik Hunter

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Coordinator, Website/Classroom Technology	1 course each year	Carrie Meadows
Coordinator, UTC's Women's Studies Program	2 courses each semester	Marcia Noe
Director of UTC's General Education	2 courses each semester	Lauren Ingraham
Editor of two journals (Mid-America Journal & the Mid-Western Miscellany Journal) for the Society for the Study of Mid-Western Literature	1 course buy out each semester	Marcia Noe
Connor Professorship of American Lit	1 course buy out per year	Aaron Shaheen

5.7. Overall faculty quality

Excellent teaching has long been a hallmark of the UTC English department. Not only are our students prepared to go on to prestigious programs for graduate study, but our faculty are consistently rated among the best in the University on end-of-semester course evaluations despite our, until FY17, 12-hour loads per term (all lecturers have a 4/4 load). English faculty are frequent winners of University-wide and College-wide teaching and scholarship awards, as well as being honored as the University of Tennessee Alumni Association Outstanding Teacher. Several faculty have been recognized for their teaching within the past five years (see 5.10.).

In addition, our commitment to scholarship and creative activities is admirable, given a university of our size, type, and mission. The extent and variety of service offered by our department members ensure strong ties with other parts of the University and with the larger community.

5.7.1. Opportunities for Feedback on Teaching

Our department provides a number of ways for new and experienced teachers to receive collegial feedback on their teaching through informal and formal means. Informally, faculty who are trying a new approach, introducing a new text or assignment, or are facing a challenging classroom environment often invite a peer to class to give input and perspective that might lead to improved teaching and learning. Likewise, faculty who admire a colleague's teaching sometimes ask to sit in on a class in order to cultivate similar expertise.

Our by-laws detail procedures for all required formal teaching observations. *Pre-tenure probationary faculty* are observed as follows:

Tenure-track faculty must have two teaching observations per academic year for each of the first two years of full-time employment:

- 1 teaching observation by the faculty mentor, and

- 1 teaching observation by another member of the full-time, tenured faculty.

After the second year of full-time employment, tenure-track faculty must have at least one teaching observation per academic year until a tenure decision is made.

All observations are made at the invitation of the teaching faculty members. Additional observations may be conducted at the discretion of the Department Head, and/or at the discretion of the Director of Composition. Teaching observations are to take place on different dates.

5.7.2. Documenting Teaching Observations

Each teaching observation should result in a written letter. The observer must provide copies of the letter for all of the following:

1. observed faculty member
2. office administrator (for inclusion in the departmental dossier)
3. chair of the Rank and Tenure Committee
4. Department Head

Letters must be kept in the departmental dossier throughout the faculty member's probationary period.

Lecturers and Adjunct Faculty are formally observed by the Department Head, Director of Composition, and/or Associate Department Head at least once during their first year (semester) of employment; additional observations occur as often as is feasible, typically once per year through the faculty member's third year, then biennially thereafter.

In the composition program, the Director holds sessions with faculty teaching first-year writing courses to discuss course content and faculty concerns before each semester begins. During these sessions, faculty examine ways to meet course outcomes, share teaching strategies, and participate in grading norming sessions. Composition faculty are also asked to engage in peer observations at least once per semester. Peer observations from lecturers with at least three years of full-time service may be included in a lecturer's review dossier at the end of the year.

5.7.2. Faculty and Professional Organizations

Faculty also continue their professional and academic development by participating in professional organizations (see Table 20 below).

Table 25.: Partial List of Professional Organizations to Which Our Faculty Belong

African Literature Association
American Association for Asian Studies
American Comparative Literature Association

American Conference for Irish Studies
American Culture Association
American Society for Eighteenth-Century Studies
Assembly on Literature for Adolescents of NCTE
Associated Writing Programs
Chattanooga Council of Teachers of English
College Conference on Composition and Communication
Consortium for Computing in Small Colleges
Council of Writing Program Administrators
East-Central American Society for Eighteenth-Century Studies
Group for Early Modern Culture Studies
Henry James Society
International Writing Center Association
John Dos Passos Society
Modern Language Association
Milton Society of America
National Council of Teachers of English
North American Levinas Society
North American Society for the Study of Romanticism
Popular Culture Association
Renaissance Society of America
Rhetoric Society of America
Shakespeare Association of America
Society for the Study of Midwestern Literature
South Atlantic Modern Language Association
Southeastern American Society for Eighteenth-Century Studies
Southeastern Medieval Association Southern Humanities Conference
Southern Humanities Conference
Stephen Crane Society
Tennessee Council of Teachers of English
Tennessee Philological Association

5.7.3. Professorships

Professorships are a testament to the quality of the English faculty, and they provide important benefits in the way of additional salary and in some cases funding for research/travel.

1. UC Foundation Professorships

- Arnett, James, 2018
- Baker, Sybil, 2013
- Braggs, Earl
- Hampton, Bryan, 2008

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- Jackson, Richard, 1981
- Jones, Rebecca, 2012
- Kizza, Immaculate, 2002
- McCarthy, Andrew, 2013
- O'Dea, Gregory
- Shaheen, Aaron, 2016
- Stuart, Christopher, 2003
- Ventura, Abbie, 2014
- Wilferth, Joe, 2005

2. University Professorships

- Professor Earl Braggs - Herman H. Battle Professor of African American Studies
- Dr. Bryan Hampton - Dorothy & James D. Kennedy Distinguished Teaching Associate Professor
- Dr. Richard Jackson - UT National Alumni Association Distinguished Service Professor
- Dr. Aaron Shaheen - George Connor Professor of American Literature
- Dr. Christopher Stuart - Katharine H. Pryor Professor

5.7.4. Teaching Awards

In addition to outstanding student evaluations in the past five years, English faculty have won college-wide and university-wide teaching awards, including the university-wide University of Tennessee National Alumni Association Outstanding Teacher, the Student Government Association's Outstanding Professor, and the ThinkAchieve Experiential Learning Faculty Award.

Among our faculty, the following have been recognized within the past five years:

- Outstanding Teacher, University of Tennessee National Alumni Association
 - Joseph Jordan
 - Katy Rehyansky
 - Abbie Ventura
- Outstanding Advising Award, The College of Arts and Sciences
 - Abbie Ventura
- Outstanding Faculty Member
 - Abbie Ventura
- ThinkAchieve Experiential Learning Faculty Award:
 - Rik Hunter

5.8 Faculty diversity

Table 26. Faculty by Race and Gender

Faculty		
	Female	Male
Multiple Races		
Unknown		1
American Indian		
Asian		
Hispanic		1
African American	2	1
White	48	27
Total	50	30

Diversity in academic background is shown through the division of faculty by major track and the inclusion of faculty profile descriptions. All English majors must also take at least one "diversity" course, e.g., 4870r - Major Issues in Rhetoric. In terms of the racial diversity of faculty, our department does not reflect the diversity found in a [2017 Brookings Institute study](#) of 40 selective public institutions during the 2015-16 academic year. It found in English that 80% of faculty were white; our department is 94% white. In terms of gender, the Brookings study found 48% of faculty were women and 51% male; our department is 62.5% female and 37.5% male.

5.9. Faculty evaluation system

5.9.1. Faculty Evaluation by Department Head

The primary method by which the department head reviews and assesses faculty performance is the annual Evaluations and Development by Objectives (EDO) process, a University-wide method of setting yearly objectives and assessing how well faculty achieved those objectives later in the academic year. In late spring or early summer, in consultation with the department head, each faculty member sets individual objectives he or she aims to achieve in the coming academic year in three areas: 1) Instructional and Advisement Activities, 2) Research, Scholarly, and Creative Activities, and 3) Professional Service Activities. These objectives are sometimes the next phase in on-going projects or a new professional goal the faculty member wants to set. Although most faculty members are expected to achieve in all three areas (instructors are exempted from research obligations), faculty members are often stronger in one or two areas than another in any given year, in accordance with the objective they have set with the department head. As the Faculty Handbook notes, "Lesser participation in one area should be counterbalanced by greater participation in others" (7). Balance across the department is important as well. While all of our faculty are strong teachers, some pursue scholarly or creative

publication more vigorously than others, and some provide invaluable, extensive service to the University. Without such service, much of our faculty governance and institutional review processes would grind to a halt.

For every faculty member's annual EDO, the faculty member and department head must agree that the objectives meet the following guidelines, as outlined in Chapter 3.4.3.1 of the current UTC Faculty Handbook:

- 3) The objectives should contribute to the faculty member's development as an effective faculty member.
- 4) The objectives should be realistic and they should identify needed resources. Although a good objective will be challenging, it should also be attainable within the capabilities and resources of the faculty member and the University. Objectives should reflect the resources available to the faculty member.
- 5) Objectives should specify an action to be taken or a task to be accomplished. At the time of evaluation it should be clear whether or not a particular objective has been achieved.
- 6) Objectives should be described in such a way that their completion may be objectively evaluated in a manner keeping with disciplinary standards. Not all objectives can or even should be quantified; but for those objectives that so lend themselves, the objectives should be stated in a manner so that the result is specific and subject to quantitative measures. When an objective aims for a qualitative result, understanding should be reached between the faculty member and the department head beforehand as to how and by what standards the outcome is to be judged.
- 7) Once formulated, objectives should be written down and consulted periodically by the faculty member, academic department head, and others who might have an interest or role in their attainment.

In each following spring, faculty members assess how well they have achieved the year's objectives. The department head reviews these self-assessments, consults with faculty members as needed, writes a brief narrative evaluation of the year's work, and assigns one of four possible designations for each person:

1. Exceeds Expectations for Rank (Dept. Head recommends to Dean)
 - a. Eligible for significant merit pay or performance- based salary adjustment that is consistent with campus, college, and departmental fiscal situations.
 - b. NOTE: The department head recommends a limited number of faculty for this designation, but the Dean of CAS ultimately awards it. The designation is limited to no more than 20% of the faculty.
2. Meets Expectations for Rank
 - a. Eligible for minimum merit pay or performance- based salary adjustment that is consistent with campus, college, and departmental fiscal situations
3. Needs Improvement for Rank
 - a. Not eligible for merit pay or performance-based salary adjustment and required to implement an Annual Review Improvement Plan.
4. Unsatisfactory for Rank
 - a. Not eligible for any salary adjustment and required to implement an Annual Review Improvement Plan.

Once EDOs have been assigned a designation relative to how well the faculty member is meeting expectations for his or her rank, faculty members sign the evaluation to acknowledge it. This signature does not indicate agreement with the designation, however, and an appeal process outlined in Chapter 5.3.1 of the Faculty Handbook is available to anyone who wants to challenge his or her annual review designation.

English faculty have performed well on EDOs for the past five years. Only one faculty member (a lecturer) in the current review period received below a “Meets Expectations for Rank,” i.e., “Needs Improvement,” and that lecturer was retained. While the EDO process works reasonably well, it is a particularly difficult task for the department head in a department of our size. Not only is the process incredibly labor- and time-intensive, but the department head is limited in ranking no more than 20% of faculty as “Exceeds Expectations” no matter how well the faculty members of the department have performed. This limitation has become particularly onerous in the last decade because EDO rankings are now linked to merit raises (as noted in the EDO rankings descriptions). Thus, the importance of receiving the designations has taken on new urgency as cost-of-living salary increases are shrinking to make way for merit raises tied to these ratings. When across-the-board raises are available, all faculty except those with “Unsatisfactory” rankings receive a 1-2% raise, but only faculty who have received the Exceeds Expectations designation within the last year or two were eligible for additional pay increases. Despite some faculty frustration, such a merit pay system—and with it the material currency of the “Exceeds Expectations” designation—is expected to continue for the foreseeable future.

Independent from the EDO process, the department head also reviews [student course evaluations](#) as they come into the department each semester. Most of our faculty score very well on these evaluations, but when the head notices anything that may be a concern, he addresses it with individual faculty members. If the concern turns out to be more than an anomaly, correcting the problem likely becomes part of the faculty member’s annual objectives for the following year.

5.9.2. Faculty Evaluation by Students

The UTC English department heavily emphasizes good teaching. In accordance with University policy, all faculty are evaluated in every course they teach. We currently have faculty with the background and expertise to teach in all of the areas of concentration we offer. Not only are our faculty highly qualified, but they are also, by all measurements currently used by the university, among the best in the university. Our faculty consistently receive top ratings in the university on end-of-semester course evaluations. Students are impressed with the quality of teaching and with the demanding nature of the courses as reflected in the evaluations they provide at the end of each course, and they frequently mention the mentoring and individual attention they receive from faculty.

During this program review period, the University has used course evaluation forms that ask students to respond to seven questions:

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1. The instructor is willing to help students.
2. The instructor encourages students to be actively engaged in learning the content of this course.
3. The instructor provides timely feedback on assignments and exams.
4. The instructor includes activities and assignments that help students learn the content of this course.
5. The instructor clearly communicates expectation of the students for this class.
6. The instructor expects high quality work from students.
7. Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.

Student responses may include the following: completely agree, mostly agree, slightly agree, moderately disagree, or strongly disagree. Fall 2017 ratings are listed below in Tables 22 and 23. Student responses on English course evaluations indicate that English faculty consistently exceed the College of Arts and Sciences and University-wide averages for “University-level questions” responses.

Table 27. English Course Evaluation Percentages Versus CAS and University.

	ENGL Completely/ Mostly Agree (%)	CAS Completely/ Mostly Agree (%)	UTC Completely/ Mostly Agree (%)
The instructor is willing to help students.	92	86	86
The instructor encourages students to be actively engaged in learning the content of this course.	91	84	84
The instructor provides timely feedback on assignments and exams.	83	80	79
The instructor includes activities and assignments that help students learn the content of this course.	84	78	78
The instructor clearly communicates expectations of students for this class.	84	81	81
The instructor expects high quality work from students.	93	89	88
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	85	80	79

UTC English Department Programs Review: 2013-18

Table 28. English Course Evaluation Scores Versus CAS and University.

	English	CAS	Univ.
The instructor is willing to help students.	6.66	6.42	6.46
The instructor encourages students to be actively engaged in learning the content of this course.	6.63	6.37	6.41
The instructor provides timely feedback on assignments and exams.	6.35	6.22	6.22
The instructor includes activities and assignments that help students learn the content of this course.	6.39	6.09	6.18
The instructor clearly communicates expectations of students for this class.	6.37	6.20	6.22
The instructor expects high quality work from students.	6.70	6.51	6.54
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	6.41	6.15	6.21

As the data included throughout this section indicate, if the score averages mean anything, it is that the teaching done by members of the English Department is very effective, and beginning Fall 2018, there is a new set of questions that allows students to evaluate their own learning in addition to the instructor.

5.10. Faculty Community Engagement

Please see in individual faculty vitae in Appendix D for how our faculty serve the community and the profession in numerous ways—serving in local community organizations or working as writing consultants with businesses and organizations. Below are a few examples of how the Department builds connections with the local community.

- Keegan Lecture Series
- Meacham Writers' Workshop
- Kennedy Lecture in Shakespeare
- Actors from the London Stage
- Awake and Engaged Film Series
- Young Southern Student Writers Contest

5.11. Faculty as Mentors for Students in Presentations and Publications

On the University level, we have made increased efforts to engage students in conference presentations and publications. However, the lack of financial support, including from the Graduate School, makes this difficult. For example, the 2018-19 Graduate School budget for

UTC English Department Programs Review: 2013-18

student travel is reportedly \$0. However, the Department does offer our students funding from our own budget upon request.

See [4.2](#) for examples of faculty supporting mentoring for students in presentations and publications.

Part 6: Learning Resources

6.1. Equipment and facilities

6.1.1. Classrooms

Our teaching and learning is enabled by the smart podiums in virtually all UTC classrooms that provide an instructor access to an internet-ready computer, (sometimes a) DVD player, audio, and projection on a large screen. In addition, in the last five years, we have refreshed all three computer labs' iMacs. Additionally, in the previous self-study, we noted that to facilitate even more interactive teaching and learning, we needed teaching spaces more conducive to these pedagogical activities. Nearly all classrooms in our previous building, Holt Hall, where the majority of 2000-level and above English courses were taught, were outfitted with individual desks set up in rows. Teachers make the best use possible of the seating available, but these desks make some instructional practices almost impossible. In 540MC, we have two rooms with conference tables, used primarily for creative writing courses and other writing-intensive courses. In our two non-computer lab rooms, we have two-person, wheeled tables that can be reconfigured to suit various teaching approaches. We also have access to newly-constructed classrooms on the first floor of 540MC.

With the currently-planned move to Lupton, and the university's new policy to bring all computer labs under the authority of the university, we are unsure what we will see because of the limited interaction with and information from the administration. For courses that do not need a computer lab every day, instructors can reserve computers labs in the Library.

6.1.2. Study/Reading Rooms

The English Department has two reading and study rooms on the second floor of 540MC for our students to use before or between classes.

6.1.3. Access to Other Resources

1. Faculty Resource: The Walker Center for Teaching and Learning

The Walker Center for Teaching and Learning is another valuable source of professional development for faculty. Through its Online Faculty Fellows program, for example, at least several of our faculty have participated in a year-long competitive program to research and develop new pedagogical skills and courses for online instruction. The Walker Center also supports faculty in learning new technologies, skills, and pedagogical methods to support their teaching. Finally, all General Education courses and faculty will be required to be Quality Matters certified. For faculty who want objective, supportive, and confidential feedback on their teaching, the Walker Center also offers this service to any faculty member who requests it.

2. Student and Faculty Resource: The Library Studio

The Library Studio "is a workspace for innovative technology and media creation. Produce a documentary, prototype your invention, digitize that old box of slides and everything in between. We have 24 work stations loaded with specialized software and dedicated spaces to make your dream projects into reality. We also have faculty and staff to help you get started regardless of your experience level." The Studio can assist students visiting The Studio as well as support faculty by visiting course for in-class instruction.

3. Student Resource: The Library

The Library offer database use workshops to all first-year composition courses as well as other English courses upon request. The Library also offers students workshops on a variety of topics to using PowerPoint to job interview skills.

6.2. UTC Library Information

See Appendix E.

6.3. UTC Library Print and Online Journals for the English

See Appendix F for a list of all journals available to English faculty.

Part 7: Support

7.1. Department Budget

Our operating budget during the previous review period, like that of many departments at UTC, had been woefully inadequate for years, fluctuating between \$22,491-\$38,392 between 2007-2011. However, in Fall 2012 that a permanent budget revision shifted funds into a number of departmental operating budgets, including ours. Fiscal year 2012-13 is outside the scope of this review, but our operating budget for that year was increased to \$56,000. The budget for fiscal year 2017-18 was \$93,859.

Table 24. Expenditures.

Expenditures					
	2013-14¹	2014-15¹	2015-16¹	2016-17¹	2017-18¹
Actual Expenditures ²	\$2,573,696	\$2,629,778	\$2,656,272	\$2,801,107	\$2,897,598
Fall Adjunct Salaries ³	\$114,747	\$89,335	\$77,333	\$74,000	\$154,112
Spring Adjunct Salaries ³	\$80,785	\$30,000	\$19,400	\$28,800	\$79,245
FT Faculty FTE ²	54.5	53.5	49.5	51.0	51.0
Total Major Enrollment	228	227	202	195	204
Fall SCH	15,418	14,428	11,864	11,952	12,379
Spring SCH	12,560	10,799	9,902	10,180	9,642
Expenditures per FT Faculty FTE	\$50,812	\$51,385	\$55,616	\$56,939	\$61,391
Expenditures per Student Major	\$12,146	\$12,111	\$13,629	\$14,892	\$15,348
Expenditures per SCH	\$99	\$109	\$126	\$131	\$142

¹FY data is July 1 - June 30

²data contains total department (graduate and undergraduate) results

³Only those that are indicated in IRIS as adjunct are included

With continued growth in faculty, finding sufficient funds to achieve the high level of quality that we desire as a department is a challenge, and yet our faculty continue to excel in their teaching scholarship and service. Our ability to maintain and even improve the quality of our service is due in large part to the industriousness and ingenuity of our faculty who constantly seek funds from available resources to provide support for faculty development, instructional needs, and research opportunities.

We have been very successful winning internal grants, such as the CAS Faculty Achievement Award (travel grants), but we could improve our fiscal situation by seeking more external grants.

It is difficult to collect data on internal and external funding because the University's Office of Research & Sponsored Programs (ORSP) collects limited data, e.g., on externally funded grants.

7.3. Undergraduate Enrollment, Diversity, Retention, and Graduation Rates

See [2.7](#).

7.4. Graduate Enrollment and Graduation Rates

See [3.3.1](#) and [3.3.2](#).

Appendices

**Appendix A: Representative syllabi from Core and Capstone
courses required for undergraduate majors**

Introduction to Literary Analysis

Fall 2017

English 2010-01, CRN: 43812, In-Class Lecture/Discussion-Based, 3credit hours

Instructor: Aaron Shaheen

Email and Phone Number: Aaron-Shaheen@utc.edu; 423-425-5398

Office Hours and Location: M,W 10-11 AM, 277 540 McCallie Building (aka SOB)

Course Meeting Days, Times, and Location: MWF, 11-11:50 AM, Rm. 263 of 540 McCallie Bldg

Course Catalog Description: An introduction to critical concepts and skills required in the field of literary studies; approaches to analyzing and interpreting literary texts, genre forms and critical terminology, and research methods. Emphasis on close reading and careful critical writing. Fall and spring semesters. Must be completed within the first 21 hours of major course work. Pre- or Corequisite: ENGL 1020 or department head approval.

Course Pre/Co Requisites: Pre- or Corequisite: ENGL 1020 or department head approval

Course Student Learning Outcomes: Students will not only be taught the basic skills of close reading and critical writing, but they will also learn how to devise their own thesis statements. The final paper will be a thesis of the student's choosing. Successful completion of this course will depend on a student's ability to write a 8-10 critical paper that is original, focused, organized, and clearly written.

Required Course Materials:

(You must have these texts in hard copy)

Poetry Packet (Available on UTC Learn and due in class in hard copy August 21st!)

Chris Baldick, ed., *Oxford Dictionary of Literary Terms (ODLT)*

William Shakespeare, *A Winter's Tale*

Willa Cather, *O Pioneers!*

Ernest Hemingway, *A Farewell to Arms*

Edith Wharton, *The Age of Innocence*

Melissa Ryan, "The Enclosure of America: Civilization and Confinement in Willa Cather's *O Pioneers!* (available on Blackboard or at

http://muse.jhu.edu.proxy.lib.utc.edu/journals/american_literature/v075/75.2ryan.pdf)

Click here to enter text.

Technology Requirements for Course: None. In fact, there is no technology allowed in this class—no laptops/e-tablets, mobile phones, etc. All readers **MUST** be in hard copy.

Technology Skills Required for Course: Know how to use a pencil or pen, how to annotate a text

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements:

Paper #1-60 pts (4-6 pp.): Due Monday, September 25th in class

Paper #2-60 pts (5-7 pp): Due Monday, November 6th in class

Quiz on Grammar, Mechanics, and Poetic Form-15 pts. Friday, September 22rd in class

Final Paper-75 pts (8-10 pp): Due Wednesday, December 13th under my door by 5 PM

Quizzes and Short Assignments-30 pts: Quizzes are usually given daily at the beginning of class. The quizzes are simple questions just to verify that people stay up on the reading.

Participation-30 pts. Full points are awarded for 1) willing to talk in class and 2) bringing *all texts in hard copy* to class on the appropriate days. Points are deducted for failure to comply with these expectations.

Final Exam-30 pts (bring Bluebook!) Monday, December 11, 10:30-12:30 in regular classroom
(no make-ups)

Click here to enter text.

Course Grading

Course Grading Policy:

300-270: A

269-240: B

239-210: C

209-180: D

179 and below: F

Click here to enter text.

Instructor Grading and Feedback Response Time: I try to return papers and exams within a week. If I need longer than that, I'll let you know.

Course and Institutional Policies

Late/Missing Work Policy: Late papers will be deducted a full letter grade every day they are late. If you need an extension for a paper (and have a legitimate reason for asking), please talk to me. **NOTE:** *I do not accept papers that are e-mailed to me.* Make sure that you somehow get me a *hard copy* of your paper on the day it is due, even if you cannot make it to class yourself

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: CLASS ATTENDANCE IS MANDATORY, but I will not make grade deductions until a student has missed more than *six* classes (two weeks total). I do not distinguish between "excused" and "unexcused" absences. You do not need to show me a note of any kind, nor do you need my permission to miss a day. If you miss a day when you must hand in a paper, however, *make sure your paper still makes it to class*. If you miss more than six days--whatever the reasons--your final grade will receive an automatic 5% reduction for every additional day you miss up through seven days. If you miss *ten* or more days you will receive no better than a D in the course. **Tardies:** If you miss the daily quiz because you are late to class, you will not be able to make it up. You will receive a full absence after *three* tardies.

Course Participation/Contribution: As stated above, participation will count for 10% of your grade. Full points are awarded for 1) willing to talk in class and 2) bringing *all texts in hard copy* to class on the appropriate days. Points are deducted for failure to comply with these expectations. Active listening, while important, will not secure you the full points possible for this portion of your grade.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule: [Click here to enter text.](#)

Week 1

August 21: No Class-Eclipse Day

23: Introductions and Syllabus

25: Literary Criticism: Detection vs. Creation; *ODLT*: "Literature," "Genre"

Week 2

28: Reading from Oxford Handbook of Literary Terms: "Poetry," "Organic Form," "Explication," "Texture," "Assonance" / Langston Hughes, "Theme for English B" / **POETRY BOOKLET DUE** (must be printed out and brought to class)

Aug. 30: *ODLT*: "Sonnet," "Consonance," "Turn," "Volta," "Heroic Couplet"; William Shakespeare, Sonnet #130 ("My Mistress's Eyes");

The University of Tennessee at Chattanooga

Sept 1: *ODLT*: “Iambic Pentameter”; John Donne, “Death Be Not Proud”; Percy Bysshe Shelley, “Ozymandias”

Week 3

September 4: Labor Day-No Classes

September 6: September 2: Claude McKay, “If We Must Die”; Countee Cullen, “Yet Do I Marvel”

8: Robert Hayden, “Frederick Douglass”; Marianne Moore, “No Swan So Fine”; *ODLT*: “Elegy”

Week 4

September 11: Grammar and Mechanics: Grammar vs. Style Rules, Comma Splices, Semicolon Usage, Pronoun Shifts

13: Villanelles: *ODLT*, “Villanelle”; Dylan Thomas, “Do Not Go Gentle Into that Good Night”; Elizabeth Bishop, “One Art”

15: *ODLT*, “Caesura,” “Enjambment,” “End-Stopped”; Adrienne Rich, “Paula Becker to Clara Westoff”; William Carlos Williams, “To Elsie”; Gwendolyn Brooks, “a song in the front yard”

Week 5

September 18: Writing About Poetry: Titles (italics vs. quotation marks, capitalization, etc), Quotations, Citations; Robert Lowell, “Memories of West Street and Lepke”; Robert Frost, “The Road Not Taken”

20: *ODLT*: “Free Verse”; Siegfried Sassoon, “Repression of War Experience”; Robert Lowell, “Man and Wife”; Elizabeth Bishop, “Brazil, January 1, 1502”

22: **Quiz on grammar, mechanics, and poetic form.** Discuss Paper Formatting and Topic Sentences

Week 6

September 25: **Paper #1 Due in Class**

27: *ODLT*: “Drama,” “Tragedy,” “Comedy,” “Tragicomedy”

29: Shakespeare, *A Winter’s Tale*, Act I, *OHLT*: “Tragic Flaw,” “Hamartia”

Week 7

October 2: *Winter’s Tale*, Act II

4: *Winter’s Tale*, Act III

6: Grammar Lesson: Dangling Modifiers, Passive vs. Active Voice, Etymology

Week 8

October 9: *Winter’s Tale* Act IV; *ODLT*, “Pastoral,” “Problem Play”

11: *Winter’s Tale*, Act V; *ODLT*: Anagnorisis,” “Catharsis,” “Denouement”

13: Ernest Hemingway, *A Farewell to Arms*, chapters 1-7

Week 9

October 16: **No Class: Fall Break**

18: *A Farewell to Arms*, chapters 8-19

20: *A Farewell to Arms*, chapters 20-24

The University of Tennessee at Chattanooga

Week 10

October 23: *A Farewell to Arms*, chapters 25-29

25: *A Farewell to Arms*, chapters 30-35

27: *A Farewell to Arms*, chapters 36-38

Week 11

October 30: *A Farewell to Arms*, chapter 39-end

November 1: Cather, *O Pioneers!*, all of Book I

3: Discuss Hemingway with James McGrath Morris in Southern Writers Room of New Library

Week 12

November 6: Paper # 2 Due; Discussion: Formulating an Original Thesis

8: *O Pioneers!*, all of Book II

10: *O Pioneers!*, all of Books III and IV

Week 13

November 13: *O Pioneers!*, all of Book V (finish novel)

15: Melissa Ryan, "The Enclosure of America: Civilization and Confinement in Willa Cather's *O Pioneers!* (available on Blackboard): Annotate and be ready to hand in!

17: Edith Wharton, *The Age of Innocence*, chapters 1-6

Week 14

November 20: *The Age of Innocence*, chapters 7-13

22: Thanksgiving Holiday-No Class-Gobble Gobble

24: Thanksgiving Holiday-No Class-Gobble Gobble

Week 15

November 27: *The Age of Innocence*, chapters 14-22

November 29: *The Age of Innocence*, chapters 23-28

December 1: *The Age of Innocence*, chapters 29-32

Week 16

December 5: *The Age of Innocence*, chapter 33-end; semester wrap-up

December 13 (Wednesday): **Final Paper due under my door by 5 PM (277 SOB)**

Final Exam-

Monday, December 11, 10:30-12:30 in regular classroom

**ENGL 2010: Introduction to Literary Analysis
SPRING 2017**

Section 02: T/Th 1:40-2:55pm // CSOB 263

Section 03: T/Th: 3:05-4:20pm // CSOB 263

Dr. James Arnett

James-arnett@utc.edu

Office Hours: T/Th 9-10am; W 2-4pm

Required Texts:

Chris Baldick, *The Oxford Dictionary of Literary Terms*
[Oxford, ISBN: 978-0198715443]

Aristotle, *Poetics*
[Dover Thrift Edition; ISBN: 9780486295770]

Derek Walcott, *Omeros*
[Farar, Straus & Giroux; ISBN: 0374523509]

Tony Kushner, *Angels in America: Complete & Revised Edition*
[Theater Communications Group; ISBN: 9781559363846]

Yaa Gyasi, *Homegoing*
[Knopf; ISBN: 978-1101947135]

Colson Whitehead, *The Underground Railroad*
[Doubleday; ISBN: 978-0385542364]

Additional Readings:

Additional stories, essays, articles, and selections will be scanned, uploaded, and/or linked to our class Blackboard site. On the days when we discuss those materials *you will be required to have a **hard copy** of the text in front of you.* Posting these materials to Blackboard still *significantly reduces the cost of the class*, and additional printing credits can be purchased affordably. You are advised to print more than one page per sheet (see links on Blackboard to printer setting changes to accomplish this) in the interest of saving paper and money. ***Having a hard copy is nonnegotiable*** (unless documentation is provided through the Disability Resources Center). Much research has been done that demonstrates that content retention is much less significant in classes where students are using devices.

GRADING POLICIES

For the sake of simplicity, the grades in the class will be given on a point scale, which at the end will total **100 points**. These points then correspond to a standard spread (charted below:) of letter grades for the final grade.

89.5-100 points: A

79.5-89 points: B

69.5-79 points: C

59.5-69 points: D

< 59 points: F

ATTENDANCE AND PARTICIPATION [10 points]

Three things are required for you to be considered present and participating: you must be present within the first 5-7 minutes of class time; you must have the correct text for the day's discussion; and you must speak, ask questions, register a challenge, point to a passage, or otherwise demonstrate engagement.

You are allowed **three free absences**.

0-3 absences & reasonable participation: 10 points

4 absences & reasonable participation: 9 points

5 absences & reasonable participation: 8 points

6 absences & reasonable participation: 7 points

[regularly subpar participation & any of above: 7 points]

7 absences: **failure for the entire course**

ASSIGNMENTS:

****PAPER ONE:** Building Stories: Unit, Form, and Arc [10 points]

Due: Thursday, January 26th

4pp paper. In this paper, you will need to think through Lukacs and Northrop Frye and determine how you accordingly would construct the narrative of building stories. Over several class periods of reading, asking questions, pairing up and discussing Chris Ware's *Building Stories*, I want you to isolate and sequence the four narrative chunks that you think work well together. In this paper, I want you to account for the order of those narrative chunks, and to explain how the images/visuals/schema of the selected pieces work (or don't) together, stylistically); explain how that maps an arc that conforms to comedy or tragedy (according to Aristotle and Meredith); what archetypes (or, in Frye's map of this, what 'season') the narrative conforms to; and what you think the ultimate "meaning" of *your constructed narrative arc* is.

PRESENTATION ONE: Poetic Device [5 points]

Scheduled: January 31-February 14

For these presentations, you'll be responsible for delivering a presentation on a particular poetic device or effect (from a preestablished list of fifteen) on a specified date. However, over the course of reading the long poem, you should always be prepared to be called upon to locate, identify, or explain your poetic device under a system of "cold calling." Cold calling is never meant to isolate or shame a student who is not prepared, although that is an inevitable byproduct: it is, however, meant to keep you focused and accountable to the assignment and the text. [assignment handout posted to Blackboard site]

MIDTERM: Poetry & Poetic Devices [14 points]

Scheduled: Thursday, February 16th

Over our long reading of *Omeros*, we will be talking about a large range of poetic devices, figures, techniques, structures, and tricks. This exam will be short answer; selections from *Omeros* will be used to prompt you to perform short readings based on identifying the operative figure or technique. In addition to the in-class exam, you'll be required to bring in a **four-page paper that makes an argument about the term you presented on in *Presentation ONE*** and how that device functions in Walcott's poem.

EXTRA CREDIT: Recitation [+2, +4, +6]

Scheduled: Tuesday February 14th

Everyone should memorize a piece of verse sometime in their life. You will choose a series of *five, six, or seven tercets* from *Omeros*, and you'll recite them, without notes and from memory – OR – dramatically/performatively and with notes. Either way you slice it, do it with panache.

PRESENTATION TWO: History & Context [10 points]

Due: February 23rd, 28th; March 2nd, 7th, 9th

1-page handout with 3 documented sources; 3-minute presentation off-handout with visuals. You will choose from a list of topics – that is, historical information, cultural context, extratextual references – and make up a handout of pertinent information about that event/object/figure using three different sources & documenting/citing those sources accurately on your handout. You'll then need to present, separately, a 3-minute visual presentation of the material – so think about how your presentation might embellish or illustrate the information on your handout. [assignment handout located on Blackboard site]

PAPER TWO: Discerning a Theme, a Motif, a Trope [15 points]

Due: Tuesday, March 21st

4-5pp. After we've gone through the historical and cultural context presentations on Kushner's *Angels in America*, and built up an archive around the plays that gives it breadth and depth, I want you to isolate a **theme, or a trope or a motif** in both plays, and craft an argument about its meaning and effect in the text, making use of at least three of the presentations/handouts/materials.

****PUBLIC SERVICE: Local Histories [6 points]**

3-4pp. Assignment TBA.

PRESENTATION THREE: Article, Annotated [10 points]

Due: April 11th, 13th, 18th, 20th

1-page handout with accurate MLA bibliographical citation for an article you've found in the UTC Library database from our Library session on MLA International Bibliography, or one chosen from a list provided by the professor. You will need to read the article, compose a thoughtful annotation of it, & make a handout of it. Beyond that, you're responsible for giving us a 3-minute quick-and-dirty, breathless summary of the article, making note of the *methodology or approach or theory* operative in the article, and making note, too, of the kinds of essays that appear alongside that article in the journal in which you found it. These handouts will conform to a template posted to UTC Learn.

PAPER THREE: Final Paper [20 points]

6-7pp. At the end of the semester, we'll be reading a small range of prose works that all center around a singular theme. You will sign up for one of three end-of-semester works (*Homegoing*, *Underground Railroad*, *Lemonade*), with five students on each work. I want you to foreground that text as the center of an analysis of the text that uses *your* annotated article; someone else's annotated article; two book/text reviews from popular sources (newspapers, magazines); and an additional scholarly, peer-reviewed source.

GENERAL GUIDELINES FOR PAPERS

Papers should generally be 12-pt Times New Roman or Helvetica font; double-spaced; mandatory MLA parenthetical citations; MLA formatted Works Cited page; a *creative title* (ie: not Paper #2); a brief, four-line heading (single-spaced) that notes your name; your class section; my name; and the date. I will not always knock up an assignment handout, so you're responsible for attending to paper due dates and assuming these general guidelines.

KEEPING TRACK OF GRADES

...is your job. I will grade and return papers as efficiently as possible, but it is your job to know where you stand in the class. I will endeavor to provide an update before the end of the semester, but it should merely serve as confirmation of what you already recorded yourself.

LATE WORK

You can elect to turn in *only papers one class period late at a penalty of 2 points*. There is no further grace. You should certainly not get in the habit of taking these, and be advised that this policy explicitly does not apply to presentations, midterms, or the final paper.

PRESENTATION DUE DATES / PHOTOCOPYING

On the day of your presentation, when a handout is required, please email Dr. Arnett by **noon** on the day of, and he will make photocopies sufficient for the

class. Otherwise, you are on your own. [And – whew – I know that trees are lovely and wonderful and paper is wasteful, but I want you to have at least one experience of a self-cultivated archive, a handbook.]

UPLOADING TO UTC LEARN

Even though I want us to have a paper archive, I will build out folders for presentations on UTC Learn where you will need to post links to, or upload, your visual presentations and additional annotation handouts. This will serve as the digital archive for the class.

COURSE SCHEDULE & ASSIGNMENTS

Day One: Tuesday, January 10:

Syllabus, Spirit Animals, Lab Partners
Northrop Frye, “The Archetypes of Literature”

UNIT ONE: Close Reading: Form & Formalism

Day Two: Thursday, January 12: [in Library 326]

Lukacs, from *Theory of the Novel* (handout)
Aristotle, *Poetics* (first half)

Day Three: Tuesday, January 17: [in Library 326]

Aristotle, *Poetics* (latter half)
Chris Ware, *Building Stories* [library reserve]

Day Four: Thursday, January 19: [in Library 326]

Chris Ware, *Building Stories* [library reserve]

Day Five: Tuesday, January 24: [in Library 326]

Chris Ware, *Building Stories* [library reserve]

UNIT TWO: Close Reading: Poetry: Figure & Unit \ POETRY

Day Six: Thursday, January 26: [back in regular classroom]

Edouard Glissant, *Caribbean Discourse* (selection) (Bb)
Derek Walcott, *Omeros*

PAPER ONE DUE

Day Seven: Tuesday, January 31:

Katherine Burkitt, “Reading Derek Walcott’s *Omeros* as Post-Epic”
from *Literary Form as Postcolonial Critique* (2012) (Bb)
Derek Walcott, *Omeros* [+ **PRESENTATION One**]

Day Eight: Thursday, February 2:

Derek Walcott, *Omeros*

Day Nine: Tuesday, February 7:

Derek Walcott, *Omeros*

Day Ten: Thursday, February 9:

Derek Walcott, *Omeros*

Day Eleven: Tuesday, February 14:

Derek Walcott, *Omeros*

Recitations

Day Twelve: Thursday, February 16

MIDTERM

UNIT THREE: Literature: Context, History, Biography \ DRAMA

Day Thirteen: Tuesday, February 21:

Michel Foucault, Introduction, *The History of Sexuality*

Tony Kushner, Part One: *Millennium Approaches Act One*

Day Fourteen: Thursday, February 23:

Tony Kushner, Part One: *Millennium Approaches Act Two*

+ three presentations [Presentation TWO]

Day Fifteen: Tuesday, February 28:

Tony Kushner, Part One: *Millennium Approaches Act Three*

+ three presentations --

Day Sixteen: Thursday, March 2

Tony Kushner, Part Two: *Perestroika Act One and Two*

+ three presentations --

Day Seventeen: Tuesday, March 7:

Tony Kushner, Part Two: *Perestroika Act Three and Four*

+ three presentations --

Day Eighteen: Thursday, March 9: **GUEST PROF:**

Tony Kushner, Part Two: *Perestroika Act Five*

+ three presentations --

SPRING BREAK: MARCH 13-19

UNIT FOUR: Criticism, Research \ PROSE

Day Nineteen: Tuesday, March 21:

COA WORKSHOP: local histories

PAPER TWO DUE

Day Twenty: Thursday, March 23:

LIBRARY PRESENTATION: MLA International Bibliography

Gyasi, "I'm Ghanaian-American. Am I Black?"

Day: Twenty-One: Tuesday, March 28:

Gyasi, *Homegoing*

Day Twenty-Two: Thursday, March 30

Gyasi, *Homegoing*

Day Twenty-Three: Tuesday, April 4

Gyasi, *Homegoing*

Day Twenty-Four: Thursday, April 6

Gyasi, *Homegoing*

PUBLIC SERVICE 'PAPERS' DUE

Article Presentations: Annotated Bibliography

Day Twenty-Five: Tuesday, April 11

Whitehead, *Underground Railroad*

+ 4 annotation presentations [Presentation THREE]

Day Twenty-Six: Thursday, April 13

Whitehead, *Underground Railroad*

+ 4 annotation presentations

Day Twenty-Seven: Tuesday, April 18

Whitehead, *Underground Railroad*

+ 4 annotation presentations

Day Twenty-Eight: Thursday, April 20

Beyoncé, *Lemonade*

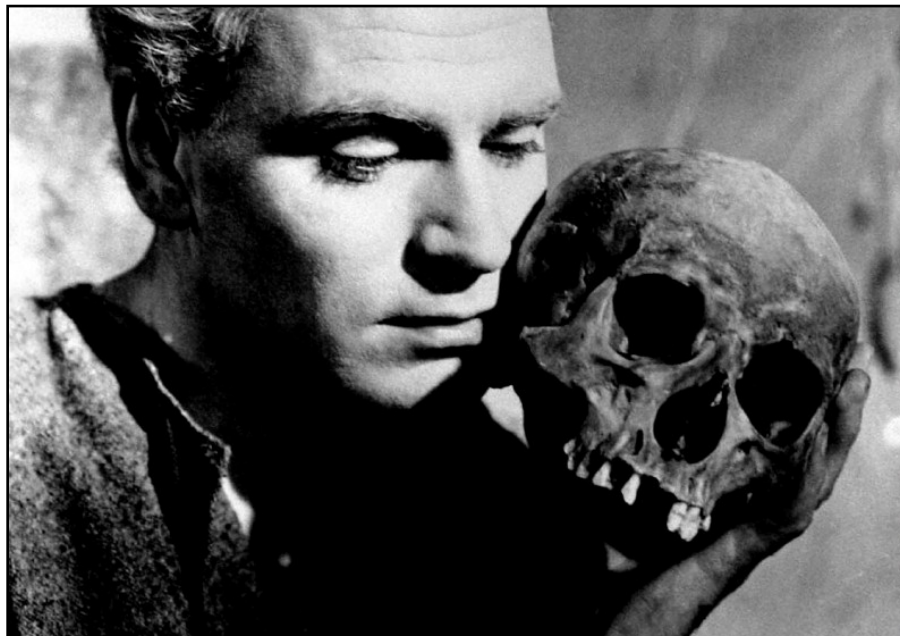
+ 3 annotation presentations

FINAL PAPER DUE:

Section X: Thursday, April 27th, by 5pm

Section Y: Tuesday, May 2nd, by 9am

ENGLISH 2010
INTRODUCTION TO LITERARY ANALYSIS
Tuesday, Thursday 3:05 PM – 4:20 PM, 310 Fletcher



Instructor: Professor Joseph Jordan

Phone and e-address: (510) 301-8184 / joseph-p-jordan@utc.edu

Office Hours and location: W, 2-4 PM, F 10 AM-12 noon, RM 238/540 MC

Course Description

This course will introduce you to the fundamental methods by which literary critics analyze literature. We will focus on a number of literary objects: some of the standard warhorses of English verse; a great and popular Victorian novel (*A Tale of Two Cities*); a play by Shakespeare (*Hamlet*); and a canonical collection of short stories (*Dubliners*). The aim will be to develop strategies to think and write about the works *as works*, as opposed to catalysts from which to speculate about issues tangentially related to them.

I cannot stress enough that ENGL 2010 is a writing course. You will hand in formal writing assignments almost weekly. I underline “formal” in the foregoing sentence to emphasize that there is no distinction, in this course, between how I expect you to approach so-called “rough drafts,” e-mails, or so-called “formal” essays. You must think hard about all of the sentences you turn in, edit them if need be, and make sure that they actually say what you want them to say.

Required Course Texts—You must obtain the following editions:

1. Charles Dickens. *A Tale of Two Cities*. Edited by Richard Maxwell, Penguin, 2003.
2. James Joyce. *Dubliners*. Edited by Terence Brown, Penguin, 1993.
3. William Shakespeare. *Hamlet*. Edited by G. R. Hibbard, Oxford, 2008.

You must also get the newest edition (2016) of the *MLA HANDBOOK* (that is, if you don't own it already).

* The foregoing texts are not an exhaustive list of the required readings for this course. We will read more primary texts and secondary texts, too. I will distribute those texts and anything else I'd like you to think about in hard copy and/or via UTC Learn.*

Course Requirements

- Three formal essays with proper MLA citation. The first of these essays will be due about a third of the way through the term. The second will be due about a month before the end of the term. The last will be in lieu of the final exam and maybe thought of as a so-called “research” essay. You’ll always have options as to what you want to write about, but all essays will involve a certain amount of what is termed “close reading.”
- Regular attendance and participation. Notice that participation makes up a significant portion of your final grade. I expect all of you to be actively engaged in classroom discussion. There are many ways to demonstrate your engagement. If you’re quiet and/or have trouble speaking, that’s OK. Come talk to me during office hours and/or over e-mail.
- Reading quizzes. (I’m sorry.) These quizzes may or may not be announced ahead of time. You will be able to throw out one and make up another if you’re absent from class on that day. I don't like giving these at all, but I do find that they effectively compel you to do the baseline reading.
- Weekly close-reading/writing exercises.

Final grade percentage breakdown

- Essay #1: 20%
- Essay #2: 25%
- Short essays/Writing exercises: 10%
- Reading quizzes: 10%
- Participation: 10%
- Essay in lieu of final exam: 25%

Grading scale

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = below 60%

Attendance Policy

Regular attendance is a baseline requirement. Students are responsible for all material covered in the class(es) that they miss, and a pattern of unexcused absences will significantly lessen the “participation” percentage of the final grade. Contact Professor Jordan—ideally in advance—if you cannot attend class. You can make up one—and only one—reading quiz due to an unexcused absence; if you miss more than one, you will automatically forfeit those points.

Late/missing work

All writing assignments are due at the beginning of class in hard copy form, unless otherwise specified by Professor Jordan. Failure to abide by this rule will lower students’ grades: grades will be dropped 1/3 grade if I do not receive them on time the day they are due and dropped 1/2 grade more for each day they are late thereafter. (An A- paper due on Thursday handed in on Friday will get a B).

Baseline expectations for formal essays

All of your writing for this course should be computer-printed, double-spaced, with one-inch margins at top, bottom, and sides, using standard, black 12-point font, and standard white paper. Do not use cover sheets or plastic covers. Do use staples.

A good faith effort at using proper MLA citation is a baseline expectation for all work handed in. Remember: an essay or reading response handed in without a Work(s) Cited page will not be accepted.

Accommodation statement

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

Counseling statement

If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Veterans' student services

The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-affairs/>. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of [Veteran Student Programs and Services](#) directly at 423.425.2277. Thank you for your service.

COURSE SCHEDULE
(a schedule of **primary** text readings)

The following is a loose schedule that will no doubt change as the term goes along. This schedule is only meant to give you a general idea of the class's scope, as well as a sense of when your essays will be due. Reading listed for a particular class meeting should be read by that day (e.g., Booth's essay, which the schedule indicates that we will discuss on January 11, should be read *before* class on January 11). You'll typically be assigned primary texts and one secondary text for each class period. I want some flexibility as to what secondary texts I assign, and so only specify secondary texts for the first two weeks.

Note: you'd do well to get going on *A Tale of Two Cities* ASAP—and then reread it when we reach our class discussions on it. The novel is endlessly rich, and you'll like it a lot more if you don't feel under the gun when reading it.

Week 1 INTRODUCTION

T, Jan 9 – Introductions / Overview of Course / Dickens, Chapter 1 of *A Tale of Two Cities*

Th, Jan 11 – Booth, "On the Function of Criticism at the Present Time and all Others"; Dickens, Chapter 1 of *A Tale of Two Cities*

Week 2 THE VALUE OF POETRY

T, Jan 16 – Vendler, "Introduction to Prosody" (handout); Frost, "Stopping by Woods on a Snowy Evening"

Th, Jan 18 – Frost, "Acquainted with the Night," "Spring Pools," "The Road Not Taken," "The Oven Bird," "Neither Out Far Nor In Deep," "Spring Pools"

Week 3 BALLAD/COMMON METER

T, Jan 23 – Keats, "La Belle Dame Sans Merci"; Wordsworth, "A slumber did my spirit seal"; Coleridge, "The Rime of the Ancient Mariner"

Th, Jan 25 – Dickinson, "Because I could not stop for Death," "Apparently with no surprise," "There's a certain Slant of light," "I felt a Funeral, in my Brain"

Week 4 THE SONNET

T, Jan 30 – Shakespeare, Sonnet 116, Sonnet 30

Th, Feb 1 – Wordsworth, “Composed Upon Westminster Bridge,”
September 3, 1802”; Keats, “On First Looking Into
Chapman’s Homer”

Week 5 THE VILLANELLE

T, Feb 6 – Theodore Roethke, “The Waking”; Dylan Thomas, “Do Not Go
Gentle Into That Good Night”; Plath, “Mad Girl’s Love Song”

Th, Feb 8 – Elizabeth Bishop, “One Art”

F, FEB 9 / ESSAY #1 DUE

A TALE OF TWO CITIES

Week 6 T, Feb 13 – Dickens, *A Tale of Two Cities*, Book 1

Th, Feb 15 – Dickens, *A Tale of Two Cities*, Book 2

Week 7 T, Feb 20 – Dickens, *A Tale of Two Cities*, Book 2

Th, Feb 22 – Dickens, *A Tale of Two Cities*, Book 3

Week 8 T, Feb 27 – Dickens, *A Tale of Two Cities*, Book 3

Th, Mar 1 – Dickens, *A Tale of Two Cities*, Book 3

HAMLET

Week 9 T, Mar 6 – Shakespeare, *Hamlet*, Act 1

Th, Mar 8 – Shakespeare, *Hamlet*, Act 1

F, MAR 9 / ESSAY #2 DUE

Week 10 **SPRING BREAK**

Week 11 T, Mar 20 – Shakespeare, *Hamlet*, Acts 2-3

Th, Mar 22 – Shakespeare, *Hamlet*, Acts 2-3

Week 12 T, Mar 27 – Shakespeare, *Hamlet*, Acts 4-5

Th, Mar 29 – Shakespeare, *Hamlet*, Acts 4-5

DUBLINERS

Week 13 T, Apr 3 – Joyce, *Dubliners*—“The Sisters,” “An Encounter,” “Araby,”
“Eveline,” “After the Race,” “Two Gallants”

Th, Apr 5 – Joyce, *Dubliners*—“Araby”

Week 14 T, Apr 10 – Joyce, *Dubliners*—“The Boarding House,” “A Little Cloud,”
“Counterparts,” “Clay,” “A Painful Case,” “Ivy Day in the
Committee Room,” “A Mother,” “Grace”

Th, Apr 12 – Joyce, *Dubliners*—“Clay”

Week 15 T, Apr 17 – Joyce, *Dubliners*—“The Dead”

Th, Apr 19 – Joyce, *Dubliners*—“The Dead”

F, APR 20 / ESSAY #3 DRAFT DUE
F, APY 27 / ESSAY #3 DUE

**Introduction to Literary Analysis
Spring 2018**

ENGL 2010

CRN 24880

Lecture

3 Credit Hours

Instructor: Joyce C. Smith

Email and Phone: Email: Joyce-Smith@utc.edu Office Phone: 423-425-4623

Office Hours and Location: TWR 12:30 p.m.-1:30 p.m. and by apt.; Rm. 244, 540MC

Course Meeting Days, Times, and Location: TR 9:25 pm – 10:40pm, DAVP 221

Course Catalog Description: An introduction to critical concepts and skills required in the field of literary studies; approaches to analyzing and interpreting literary texts, genre forms and critical terminology, and research methods. Emphasis on close reading and careful critical writing. Fall and spring semesters. Must be completed within the first 21 hours of major course work.

Course Pre/Co Requisites: ENGL 1020 or department head approval.

Course Student Learning Outcomes: Upon completion of this course, students will be able to

- Identify genres of poetry, fiction, and drama and use the appropriate literary terms to discuss these genres.
- Apply the techniques of interpretation and analysis characteristic of literary, stylistic, and rhetorical features of these genres.
- Communicate the results of literary inquiries and analyses in conversation and in writing.

Teaching/Learning Environment: This class is primarily lecture and discussion. Students will be expected to have read completely all assignments *prior* to their first listing on the syllabus. In order to be fully engaged in the class, students should actively participate by listening attentively, by bringing appropriate books to class, and by contributing to in-class discussions. Materials such as the syllabus and detailed assignment sheets will be placed on UTC Learn online. Everyone is expected to generate essays on a computer and to submit those essays in hard copy in class on the specified due dates. The instructor will facilitate the class discussion and will be available for student conferences during office hours and other scheduled appointment times. Students are always welcome to ask questions about the course or about the program.

Required Course Materials/Resources:

- (1) [GLASS MENAGERIE-WITH INTRODUCTION](#) . WILLIAMS, NORTON, ISBN: 9780811214049
- (2) [BELOVED-W/NEW FOREWARD](#) . MORRISON, PENG RAND, ISBN: 9781400033416
- (3) [ANTIGONE-LITERARY TOUCHSTONE ED.](#) SOPHOCLES, PRESTWICK, ISBN: 9781580493888

- (4) [GREAT SHORT WORKS OF STEPHEN CRANE](#). CRANE, HARPER., ISBN: 9780060726485
- (5) [WRITING ESSAYS ABOUT LITERATURE](#). ACHESON, BROADVIEW, ISBN: 9781551119922
- (6) [OXFORD DICT.OF LITERARY TERMS](#). OXFORD. ISBN: 9780198715443

Technology Requirements for Course: All submissions of assignments should be computer printed and professionally organized.

Technology Skills Required for Course: You must be proficient in producing computer-generated texts.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements: All assignments, discussions, and participation should display your knowledge and interest in the field. Although you should always feel free to disagree with the professor or other students, you should be careful to present a well-supported argument for your own position.

Course Grading Policy: On any examinations you will be responsible for all information presented in class by the instructor or other students and all assigned readings.

Course Assessments and Requirements:

Your grade in the course will be based on:

Class Participation	5%
Reading Responses	10%
Paper I	15%
Paper II	15%
Exam I	15%
Exam II	15
Final Exam (comprehensive)	<u>25%</u>
	100%

Course Grading Scale: "A" = 90-100, "B" = 80-89, "C" = 70-79, "D" = 60-69, F= 59 and below

A = represents superior performance in the course.

B = represents commendable performance in the essentials of the course.

C = represents acceptable performance in the essentials of the course.

D = represents marginal performance below the acceptable standards of university work.

F = indicates unqualified failure and the necessity for repeating the course to obtain credit.

W = indicates official withdrawal after the first two weeks of classes, and up to the last six weeks before the final examination.

F = indicates unqualified failure and the necessity for repeating the course to obtain credit.

W = indicates official withdrawal after the first two weeks of classes, and up to the last six weeks before the final examination.

Reading Responses

These informal responses will be written at the beginning of many classes. They allow the professor to see what the student is getting from his or her reading, and they encourage students to complete assignments as scheduled. The grades as individual grades are *minor*. You will have the opportunity to garner 10 points for each response during the semester, but to de-emphasize grades, you will be given the following:

Detailed and insightful paper 10 points

Points will be subtracted for fewer details and less insight. 1-9 points

Paper containing no specifics to substantiate that you read the assignment 0 points

Final grades for these responses: 90% of possible points for an *A*, 80-89 % for a *B*, 70-79% for a *C*, 60-69 % for a *D*, and less than 60 for an *F*.

Instructor Grading and Feedback Response Time: Since we meet only twice per week, I will usually return reading responses at the next class meeting and exams and longer out-of-class essays within a calendar week.

Course and Institutional Policies

Late/Missing Work Policy: If you have a good reason for not submitting material when it is due, you will need to talk with the professor about alternatives. Reading responses can never be made up. Any habitual lack of preparation will greatly hinder your progress and affect your grade.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#). Plagiarism is completely unacceptable in our discipline, and I will deal strongly with any violation.

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I will exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: As a university scholar, you are expected to attend *all* classes for the *entire* class period. Variance from this expectation will affect your grade.

Course Participation/Contribution: You are expected to contribute to discussions in class. In order to participate meaningfully, you must carefully complete all assignments, both reading and writing, before class.

Course Learning Evaluation: Course evaluations are an important part of our efforts to improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

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Course Calendar/Schedule (*Any changes will be announced in class or on UTC Learn*):

Jan 9	Introduction to course
Jan 11	Acheson, Chaps 1 & 2. “Literature,” “Genre,” “Poetry,” “Organic Form,” “Explication,” “Texture”
Jan 16	Langston Hughes, “Theme for English B,” “The Negro Speaks of Rivers.” Bring printed out Poetry Booklet to class.
Jan 18	Acheson, Chap 3. “Sonnet,” “Turn,” “Heroic Couplet”; William Shakespeare, Sonnet 130 (“My Mistress’s Eyes”)
Jan 23	Acheson, Chap. 4. “Iambic Pentameter”; John Donne, “Death Be Not Proud”; Percy Bysshe Shelley, “Ozymandias”; Claude McKay, “If We must Die”; Countee Cullee, “Yet Do I Marvel”
Jan 25	“Elegy”; Robert Hayden, “Frederick Douglass”; Marianne Moore, “No Swan So Fine” Grammar and Mechanics: Run-on Sentences, Fragments, Comma Splices, Semicolon Usage, Pronoun Shifts
Jan 30	Acheson, Chap 6. “Villanelle”; Dylan Thomas, “Do Not Go Gentle into That Good Night”; Elizabeth Bishop, “One Art.” Selection of poems for Paper #1.
Feb 1	Acheson, Chap 7. “Imagery”; Elizabeth Bishop, “Brazil, January 1, 1502”; Robert Frost, “The Road Not Taken” and “Dust of Snow” Mechanics in Writing about Poetry: Titles (italics vs. quotation marks, capitalization, etc), Quotations, Citations
Feb 6	Acheson, Chap 8. “Symbolism”; Edgar Allen Poe, “The Raven”
Feb 8	Exam I.
Feb 13	Acheson, Chap 10.
Feb 15	“Drama,” “Tragedy,” “Comedy,” “Chorus,” “Tragic Flaw,” “Foreshadowing” Sophocles, <i>Antigone</i> : Introductory Information and pp 13-25
Feb 20	Paper # 1 Due in Class (4 – 6 pages). Close Reading of one poem from the selection given. Sophocles, <i>Antigone</i> : pp 25-49
Feb 22	Sophocles, <i>Antigone</i> : pp 49-62
Feb 27	Introduction to contemporary playwrights
Mar 1	Tennessee Williams, <i>Glass Menagerie</i> , Background information.
Mar 6	“Setting”; Tennessee Williams, <i>Glass Menagerie</i> , Scene 1-2, pp 3 -18
Mar 19	<i>Last day to withdraw and get “W”</i> <i>Spring Break: March 12 – 18. No classes.</i>
Mar 20	“Setting”; Tennessee Williams, <i>Glass Menagerie</i> , Scenes 3 – 5, pp 19-49
Mar 22	Tennessee Williams, <i>Glass Menagerie</i> , Scenes 6 – 7, pp 50 -77
Mar 27	Exam II
Mar 29	“Dime Novel,” “Short Story”; Stephen Crane, “The Blue Hotel”
Apr 3	“Novella”; Stephen Crane, <i>The Monster</i>
Apr 5	Acheson, Chap 11. Stephen Crane, <i>The Monster</i>
Apr 10	Paper #2 Due in Class (4 – 6 pages). A discussion of one major aspect of <i>The Monster</i> . Intro to <i>Beloved</i>

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Apr 12 “Novel,” “Realism,” “Romanticism,” “Postmodernism”
Toni Morrison, *Beloved*, Part I, 1 - 195

Apr 17 Toni Morrison, *Beloved*, Part II, 199-279

Apr 19 Toni Morrison, *Beloved*, Part III, 281-324

April 24 is *Reading Day*

Final Exam: Thurs, April 26: 8 – 10 a.m. in regular classroom

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office in the University Center.

Counseling Center Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Email: Class announcements will be made through UTC Learn (<http://www.utc.edu/learn/>) and via email. Please check your UTC email and UTC Learn on a regular basis. If you have problems with accessing your UTC email account or UTC Learn, contact the Call Center at 423-425-4000. It is very important that you check your email on a regular basis (daily, if possible).

I try to answer student email as quickly as possible, but as a rule I do not check my messages at night or on weekends. During those times you should *not* expect a quick answer. Occasionally some legitimate email goes into my spam box, so if you haven't had a response within a reasonable time, you may wish to contact me again. You may also call my office telephone (423-425-4623) and leave a message on my answering machine.

Introduction to Rhetorical Analysis Fall 2018

ENGL 2050

Instructor: Heather Palmer

Phone and Email: 423-313-3534; heather-palmer@utc.edu

Office Hours and Location: 3-4 TR 247 MB; by apt

Course Meeting Days, Time, and Location: TR 9:25-10:40 111 MB; TR 10:50-12:05

Course Catalog Description: An introduction to rhetorical studies with an emphasis on rhetorical history, rhetorical analysis and rhetorical practice. Topics include natural and comparative/cultural rhetoric, the rhetoric of ancient Greece, and definition of rhetoric, past and present. Practice will include rhetorical analysis of texts and analysis of the rhetorical principles of purpose, situation, genre and audience. Must be completed within the first 21 hours of major course work. Pre- or Corequisite: ENGL 1020 or department head approval.

The term rhetoric, particularly in contemporary political discourse, is often used to mean empty speech designed to manipulate or deceive audiences about actual conditions or issues. Rhetoric, however, has a rich, complex, and important history that distinguishes responsible discourse from what is deceptive, shallow, or unethical. From this perspective, rhetoric is a way of seeing, knowing, and learning. This course examines the more historically rich version of rhetoric along three lines: a history of rhetorical theory from the Greeks to the present; a set of practices and pedagogies for writing and persuading; a critical practice of reading, interpretation, and intervention in both academic and public settings. Byron Hawk

Course Student Learning Outcomes:

Students will define rhetoric, rhetorical theory and rhetorical criticism

Students will explain the influences of culture and technology on rhetoric.

Students will describe and assess the major developments of rhetorical theory.

Students will create and design a rhetorical project demonstrating knowledge of principles of rhetoric.

Course Pre/Co Requisites: ENGL 1020 or equivalent

Course Materials/Resources: Timothy Borchers' *Rhetorical Theory: An Introduction* (Waveland Press, 2011); course reserves and UTC Learn/BBoard PDFs

Course Fees: 15\$ Hunter Art Museum pass

Course Assessments and Requirements:

Reading and Engagement: You are expected to complete all readings prior to class meetings in which those readings will be discussed, synthesized, and applied to thematic/topical issues. Successful engagement with the class (not simply participation) involves thoughtful and informed contributions to class discussion and it includes the completion of all assignments.

ongoing assessment

Rhetorical Analyses: You will write three rhetorical analyses based on the various methods of rhetorical criticism we study throughout the course of the semester. These papers will vary in length depending on your topic and depending on the comprehensive nature of your analysis. Typically, the papers are between 4-7 pages. As a preface to these analysis papers, I shall provide for you an assignment sheet that outlines specific requirements and guidelines.

60% of final grade - 20% each

Quizzes: We will have five reading comprehension quizzes. You will be informed when they are to occur and will be given the terms and concepts ahead of time from the Chapters. They cannot be made up unless the absence is unavoidable and you have proof of the emergency.

10% of final grade; 2% each

Final Project/Presentation: You will choose from one of two options: 1) compose an 8-10 page piece of rhetorical analysis engaging outside research on a cultural text of your choice; 2) compose your own piece of rhetoric which you will then analyze in 4-5 pages. Either way, you will then present your project to the class in a 10 minute presentation in the final weeks of class. You will be given a thorough hand-out describing the specific requirements.

25% of final grade

Portfolio and Attendance/Participation: **Save your papers--**at the end of the semester you will put them in a portfolio and revise ONE so that it reflects the culmination of your skills at rhetorical analysis. You will also put together a letter detailing your progress and argue

for the grade you think you deserve using the principles of rhetoric we have learned in class, your participation and attendance.

5% of final grade

Grading Scale A = superior performance on an assignment B = commendable performance on an assignment C = acceptable performance on an assignment D = marginal performance that is below assignment standards F = failure to complete an assignment or failure to demonstrate comprehension

Attendance Policy: *The Student Handbook* clearly states the following: At the beginning of the semester, faculty members will state to their classes their policy on absences. It is the responsibility of the students to inform instructors when illness or participation in University activity prevents attendance. Instructors will decide whether the students may make up work missed and what effect the absences may have on the requirements of the course. When absences are occasioned by University projects, students should check with instructors, informing them of the possibility of the out-of-town trip and the classes to be missed. If instructors wish written confirmation of the organized trip before granting the excuse, a list of classes along with the instructors' names and the dates of the trip should be submitted to the office of the appropriate academic dean. All excuse requests must be submitted at least three days before the event. This list should be signed by the faculty advisor of the organization, who gives each student a copy of the approved list to show to the instructors. (11)

With this statement in mind, the attendance policy for this class is as follows: **regular attendance is required.** Why? Sporadic attendance signals that you don't take seriously your education or your active engagement with this writing class. More to the point, grades tend to suffer when you do not receive the benefit of in-class instruction, response to your writing, insight from others on what we discuss in class, or information on upcoming assignments. Absences incurred through UTC-sponsored events are excused if students follow the correct procedures. **You may miss no more than 5—otherwise you will receive an F for the course.**

Policy for Late/Missing Work: All work is to be turned in on time. If, however, you are unable to turn in your work on time due to personal or family emergency, please inform me as soon as possible. **You will receive a grade no higher than a C for late work.**

Course Calendar/Schedule:

Calendar

T 8/21 Class Description, go over syllabus, introductions

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- TR 8/23 Introductions; examples and applications; basics of rhetorical analysis; familiarize students with *Sylva Rhetoricae* <http://rhetoric.byu.edu/Discuss> ; *americanrhetoric.com*
DUE: Questions and Course Contract, rhetoric example
- T 8/28 Continue introductions, examples, applications; begin Classic Rhetoric; give quiz questions;
DUE: Read Ch 1
- TR 8/30 Continue Classical Rhetoric, Discuss Ch 2; Introduce Paper I; watch speeches TBA
DUE: Chapter 2
- T 9/4 2 political speeches; excerpts from Aristotle PDF on BBoard/UTC Learn
DUE: Read and watch 2 speeches and excerpts from Aristotle PDF on BBoard/UTC Learn
Take Quiz I
- TR 9/6 Discuss Gorgias and Phaedrus excerpts-PDF on BBoard/UTC Learn
DUE: Gorgias and Phaedrus excerpts-PDF on BBoard/UTC Learn
- T 9/11 Discuss CH 3; Continue classical rhetoric; intro paragraphs draft due
DUE: Read CH 3
- TR 9/13 Introduce Paper II Visual Rhetoric; Rhetorical Fallacies handout in class
DUE: Paper I on Classical Rhetoric
- T 9/18 Give quiz 2 questions; Ideology; CH 5
DUE: Bring in examples of visual rhetoric; CH 5
- TR 9/20 Discuss CH 6; Discuss Principles of Visual Design on BBoard/UTC Learn
DUE: Read CH 6; Discuss Principles of Visual Design on BBoard/UTC Learn Quiz 2
- T 9/25 Discuss **“Practices of Looking” PDF on BBoard/UTC Learn**

DUE: "Practices of Looking" PDF on BBoard/UTC Learn; Meet at Hunter Museum

TR 9/27 Discuss "Practices of Looking" and **CH 7**

DUE: Ch 7

T 10/2 Discuss Hunter Visit---bring potential paper topics and three key terms from your intended methodology

TR 10/4 Rhetoric and the Public Sphere Warner reading PDF; give Quiz 3 questions

DUE: Michael Warner Public Sphere PDF on BBoard/UTC Learn

TR 10/9 Ch 8 Gender and Rhetoric; 258-260 Sojourner Truth read in class; give quiz 3 questions

DUE: Quiz 3; CH 8; 258-260

Tues 10/16 Fall Break

TR 10/18 Ch 10: Critical Approaches to Rhetoric; Introduce Paper III

DUE: Paper II

T 10/23 Discuss James Zappen Digital Rhetoric PDF on BBoard/UTC Learn; Give Quiz 4 questions

DUE: Read Zappen PDF on BBoard/UTC Learn

TR 10/25 Mandatory Individual Conferences

DUE: Bring Project Ideas; Research Q handout responses typed

T 10/30 Read Digital Rhetoric PDF TBA on BBoard

DUE: Quiz 4

TR 11/1 New Directions in Rhetorical Theory: Discuss Deluca and Peeples "Public Sphere to Private Screen" PDF on BBoard/UTC Learn

DUE: Discuss Deluca and Peeples "Public Sphere to Private Screen" PDF on BBoard/UTC Learn

T 11/6 New Directions in Rhetorical Theory: Discuss Cronen "The Trouble with Wilderness" PDF on BBoard/UTC Learn; Give Quiz 5 questions

DUE: Read Cronen “The Trouble with Wilderness” PDF on BBoard/UTC Learn

TR 11/8 New Directions in Rhetorical Theory: Discuss Gries “Still Life with Rhetoric” and New Materialisms BBoard/UTC Learn PDF

DUE: Read Gries “Still Life with Rhetoric” PDF on BBoard/UTC Learn; Quiz 5

T 11/13 **Paper III Due; Wrap Up; Discuss Portfolio**

TR 11/15 Oral Presentations 1-5

T 11/20 Oral Presentations 6-10

TR 11/22 Thanksgiving

T 11/28 Oral Presentations 17-21

TR 1/30 22-25

We don't have an in class exam, instead please **turn in Final papers and Portfolio on your exam day--for example, for the 9:25 class 12/6 by 5 pm in my office; for the 10:50 class 12/11.**

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and thing that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.

Counseling Center Statement: If you find that personal problems, career indecision, student and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

The University of Tennessee at Chattanooga

Survey of American Literature

Fall 2017

ENGL 2130, CRN: 40287, face-to-face, 3 Cr.

Instructor: Dr. Christopher Stuart

Email and Phone Number: chris-stuart@utc.edu; X2140

Office Hours and Location: All the dang time but especially by appointment

Course Meeting Days, Times, and Location: TR 1:40-2:55, Hunter 409

Course Catalog Description:

Selected readings in major works of American literature from the colonial period to the present, with emphasis on historical, cultural and formal developments. Fall and spring semesters. Must be completed within the first 21 hours of major course work.

Course Pre/Co Requisites: Pre- or Corequisite: ENGL 1020 or department head approval.

Course Student Learning Outcomes: 1) A familiarity with the major historical periods of American Literature. 2) A familiarity with representative works from each period. 3) An understanding of the formal developments across genres in these representative literary works. 4) An improved ability to think critically and to analyze literary works.

Required Course Materials:

Baldwin, James. *Giovanni's Room*. ISBN: 9780345806567

Crevecoeur, J. Hector St. John. *Letters from an American Farmer*. ISBN: 9780140390063

Doctorow, E.L. *Ragtime*. ISBN: 9780812978186

Douglass, Frederick. *Narrative of the Life of Frederick Douglass An American Slave, as Written by Himself*. ISBN: 9781593080419

Emerson, Ralph Waldo. *Nature and Selected Essays*. ISBN: 9780142437629 [We will read two essays "Nature" and "Self-Reliance."]

James, Henry. *Selected Tales*. ISBN: 9780140436945 [We will read "Daisy Miller" and "The Beast in the Jungle."]

Williams, Carlos Williams. *Selected Poems*. ISBN: 9781931082716 [We will read selections TBA].

Technology Requirements for Course: Use of a computer.

Technology Skills Required for Course: Ability to type would help. Ability to use a pen on paper.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements:

Writing Assignments:

You will write two papers with topics to be assigned at a later date. Each will be a minimum of *five pages* in length. **Both will be typed and double-spaced in 12-point, Times New Roman font with a one-inch margin on all sides.** All papers must conform to MLA guidelines for quotation and citation. **Papers will be dropped a third of a letter grade for each half page they are short of the required length.** If you attempt to lengthen your essay by dabbling with font sizes or margins, I will drop the grade just as much as if it were visibly too short.

Papers are due at the beginning of the class period on the day they are due and will be dropped one third of a letter grade for each class day they are late. Do not cut class to finish a paper, as the paper will be counted late if it is not turned in at the beginning of the class period.

Extensions may be granted on a case-by-case basis at my discretion, but you must request the extension at least *one class day* in advance, except in the case of personal emergency. In addition, **I do not accept technological excuses for late work**, so please do not confront me with heartbreaking stories about your printer or the mysteries of an icloud. You will find me cruelly unsympathetic. See the course schedule for the days papers will be assigned and their due dates.

Exams and Quizzes:

There will be two exams: a midterm and a final. In addition, there will be four, perhaps five, reading quizzes. These will be very quick, short-answer quizzes to make sure that you are keeping up with the assigned readings. Quizzes will be worth 5% of your grade *each*, so please do not feel that you can afford to ignore them. They will always take place at the very beginning of class in order to discourage lateness. Quizzes missed due to lateness or an unexcused absence cannot be made up.

Grade Percentages:

Quick Reading Quizzes = 20%

Papers = 45% (20% 1st paper, 25% 2nd paper)

Midterm Exam = 10%

Participation = 10%

Final Exam = 15%

Grading Scale:

100-90= A

89-80= B

79-70= C

69-60= D

59-below= F

Instructor Grading and Feedback Response Time: Grading of papers and essay exams is time intensive, but I will attempt to get all work graded and returned in one week, two maximum.

Course and Institutional Policies

Late/Missing Work Policy: Papers will be dropped one third of a letter grade for each class day late. Papers not turned in at the beginning of class on the due date will be considered one full class day late, so do not skip class in order to finish a paper. It will not help you.

Re-write Policy: Any graded paper may be re-written. **Re-writes may be turned in any time before, or at, the final exam BUT MUST INCLUDE the first draft of the paper along with my typed comments in order to be graded.** If you successfully revise a paper, the new grade will simply replace the old one, and the old one will disappear; Keep in mind, however, that in order to merit a substantial grade raise papers must be substantially revised; just because you turned in a second version of the paper does not guarantee that the grade will go up.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: Please keep in mind that attendance is ***not*** optional. More than **three** unexcused cuts will result in a 2/3 letter-grade drop in your final grade. More than four will mean a full letter grade drop in your final grade, and more than five will result in failure for the course.

Course Participation/Contribution: Your participation grade will account for 10% of your grade. I prefer to think of this as a “commitment to the course” grade, as it depends not only on your verbal participation but on your attendance record, the extent to which you come to class prepared, that you seem to be alert and concentrating on the class discussion, and other such indications of your investment in the success of the class.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule:

8/22 Introduction to the Course. Read Christopher Columbus' "Journal of The First Voyage" (1492) (Posted on UTCLearn).

8/24 Columbus discussion cont. Read Poems of Anne Bradstreet (Posted on UTCLearn).

8/29 Bradstreet discussion continued. **First Paper Assigned.**

8/31 Read Poems of Edward Taylor (UTCLearn).

9/5 Taylor and Bradstreet continued. Writing Workshop.

9/7 Read Letters I-IV, X, and XII from J. Hector St. John de Crevecoeur's *Letters from an American Farmer*

9/12 Crevecoeur discussion cont.

9/14 Crevecoeur cont.

9/19 Read Ralph Waldo Emerson's "Nature."

9/21 Read Emerson's "Self-Reliance." **First Paper Due.**

9/26 Emerson continued. Read Frederick Douglass' *Narrative of the Life of an American Slave, Written by Himself* and be certain to read the introductory letters that preface the narrative proper.

9/28 Douglass continued.

10/3 Douglass continued.

10/5 **Midterm Exam.**

10/10 Introduction to American Realism. Read Henry James's "Daisy Miller" (1874).

10/12 Read Henry James's "The Beast in the Jungle" (1902).

10/17 **Fall Break. No Class.**

10/19 James cont. **Second Paper Assigned.**

10/24 James cont.

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10/26 Introduction to Modernism. Read Poems of William Carlos Williams (Selections TBA).

10/31 Williams cont.

11/2 Williams cont.

11/7 Read James Baldwin's *Giovanni's Room*.

11/9 Baldwin cont. **Second Paper Due.**

11/14 Baldwin cont.

11/16 Introduction to Postmodernism. Read E.L. Doctorow's *Ragtime*.

11/21 Doctorow.

11/23 **Thanksgiving. No Class.**

11/24 Doctorow

11/28 Doctorow. **Last Day of Class**

Final Exam from 1-3 on December 7th. Rewrites will not be accepted after this date.

**Survey of American Literature
Fall 2018**

**ENGL 2130/01 (CRN 43813) and 2130/02 (CRN 40287)
3 Credit Hours**

Instructor: Joyce C. Smith

Phone and Email: Office Phone: 423-425-4623 **Email:** Joyce-Smith@utc.edu

Office Hours and Location: State Office Building (540 McCallie Building) Room 244
Office Hours: MW 1:00 to 2:00 p.m.,
TR 2:00-3:00 p.m., and by Appt.

Course Meeting Days, Time, and Location: TR 10:50 a.m. to 12:05 p.m.
and TR 12:15 -1:30 p.m
540 McCallie Building, Room 110

Course Catalog Description: Selected readings in major works of American literature from the colonial period to the present, with emphasis on historical, cultural and formal developments. Fall and spring semesters. Must be completed within the first 21 hours of major course work. Pre- or Corequisite: ENGL 1020 or department head approval.

Course Student Learning Outcomes: Upon completion of this course, students will be able to

- Identify periods of American literature and use the appropriate literary terms to discuss these periods and their genres.
- Apply the techniques of interpretation and analysis characteristic of literary, stylistic, and rhetorical features of these works.
- Communicate the results of literary inquiries and analyses in conversation and in writing.

Teaching/Learning Environment: This class is primarily lecture and discussion. Students will be expected to have read completely all assignments *prior* to their first listing on the syllabus. In order to be fully engaged in the class, students should actively participate by listening attentively, by bringing appropriate books to class, and by contributing to in-class discussions. Materials such as the syllabus and detailed assignment sheets will be placed on UTC Learn online. Everyone is expected to generate essays on a computer and to submit those essays in hard copy in class on the specified due dates. The instructor will facilitate the class discussion and will be available for student conferences during office hours and other scheduled appointment times. Students are always welcome to ask questions about the course or about the program.

Course Materials/Resources:

Baym, Nina, Gen. ed. [NORTON ANTHOL.OF AMER.LIT,SHORTER](#). Shorter 8th ed. New York: Norton, 2013. ISBN 9780393918854.

Plagiarism

Plagiarism is completely unacceptable in our discipline, and any violation will be dealt with strongly. See the University Honor Code found in the *Student Handbook*.

Course Assessments and Requirements:

Your grade in the course will be based on:

Class Participation, Reading Responses, and Quizzes	20%
Paper I	20%
Paper II	20%
Midterm Exam	20%
Final Exam	<u>20%</u>
	100%

Grading Scale: "A" = 90-100, "B" = 80-89, "C" = 70-79, "D" = 60-69, F= 59 and below

A = represents superior performance in the course.

B = represents commendable performance in the essentials of the course.

C = represents acceptable performance in the essentials of the course.

D = represents marginal performance below the acceptable standards of university work.

F = indicates unqualified failure and the necessity for repeating the course to obtain credit.

W = indicates official withdrawal after the first two weeks of classes, and up to the last six weeks before the final examination.

Reading Responses

These informal responses will be written at the beginning of many classes. They allow the professor to see what the student is getting from his or her reading, and they encourage students to complete assignments as scheduled. The grades as *individual grades* are *minor*. You will have the opportunity to garner 100+ points during the semester, but to de-emphasize grades, you will be given the following:

- Detailed and insightful paper 10 points
- Decreasing number of points for fewer details and less insight. 9-1 points
- Paper containing no specifics to substantiate that you read the assignment 0 points

Final grades for these responses: 90+ points for an *A*, 80 points for a *B*, 70 points for a *C*, 60 points for a *D*, and less than 60 for an *F*.

Attendance Policy: It is very important that you be here on time for each class and that you stay for the entire class period. If you are late, you will likely miss the Reading Response, which will ordinarily

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take up the first few minutes of class and which *cannot* be made up. If you leave after doing the Reading Response, you will be marked absent and the response will not be graded. Since this section meets only twice per week, missing two classes means that you will miss an entire week of class. One week is approximately 7% of the class, and two weeks (four days) 14% of the class. Attendance directly affects your class participation grade and thus your entire grade for the semester

Policy for Late/Missing Work: Part of being a successful student, and later a successful employee and citizen, is to fulfill contractual obligations, including stated deadlines. You have contracted to take this class and to fulfill the requirements therein. There are no make-up daily writings and no extra credit projects. Ordinarily exams cannot be made. If you have a verified emergency, however, you should get in touch with the professor immediately about the possibility for a make-up.

Course Calendar/Schedule (*Any changes will be announced in class or on UTC Learn*):

No matter what page numbers are given, always read the introduction to the different time periods and the introductions to the individual authors.

- Aug 21 Introduction to course
Aug 23 William Bradford, "Of Plymouth Plantation," 74 – 90.
- Aug 28 Anne Bradstreet, poems, 110 – 126.
Aug 30 Jonathan Edwards, "Personal Narrative," 179 – 89; "Sinners in the Hands of an Angry God," 209-21.
- Sep 3 Labor Day Holiday
Sep 4 Benjamin Franklin, "Remarks concerning the Savages of North America," 244-248; *The Autobiography*, 248-93.
Sep 6 Phyllis Wheatley, poems, 401-12.
- Sep 11 Washington Irving, "The Author's Account of Himself," 467 – 470; "Rip Van Winkle," 470 – 82.
Sep 13 Ralph Waldo Emerson, "Self-Reliance," 549 – 66.
- Sep 18 **Paper # 1 Due.** Nathaniel Hawthorne, all stories, 603 -56.
Sep 20 Edgar Allan Poe, all poems and prose, 683-745.
- Sep 25 Henry David Thoreau, "Resistance to Civil Government," 839- 58.
Sep 27 Walt Whitman, "Song of Myself," 1024-1067.
- Oct 2 Herman Melville, "Bartleby, the Scrivener," 1102-28.
Oct 4 Emily Dickinson, all poems, 1189- 1219.
- Oct 9 **Midterm Exam**
Oct 11 Introduction to Twain and *Huckleberry Finn*.
- Oct 15 & 16 *Fall Break. No classes.*
- Oct 22 *Last day to withdraw and get "W"*
- Oct 23 *Huckleberry Finn*, 1282-1481.
Oct 25 Henry James, "The Real Thing, 1550-67; "The Beast in the Jungle," 1567-96.
- Oct 30 W. E. B. Dubois, *The Souls of Black Folk*, I and III, 1715-32. Booker T. Washington: from *Up from Slavery*.

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- Nov 1 Stephen Crane, “The Open Boat,” “The Blue Hotel,” and poems, 1765-1805.
- Nov 6 Robert Frost, poems, 1911-1926.
- Nov 8 Wallace Stevens, poems, 1950-61. Williams Carlos Williams, poems, 1961-78.
- Nov 13 **Paper #2 Due.** T. S. Eliot, “The Love Song of J. Alfred Prufrock,” “The Hollow Men,” “Journey of the Magi, 2003-30.
- Nov 15 Langston Hughes, poems, 2221- 29.
- Nov 20 Elizabeth Bishop, poems, 2287- 97.
- Nov 21-23 *Thanksgiving break—no classes*
- Nov 27 Flannery O’Connor, “Good Country People,” 2523-38.
- Nov 29 Last day of class, review for final

*Final Exams: 10:50 class
12:15 class*

*Tues , Dec 11: 10:30 a.m. -12:30p.m. in regular classroom
Thur. Dec 6: 10:30 a.m. -12:30 p.m. in regular classroom*

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.

Counseling Center Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Email: Class announcements will be made in class, on UTC Learn (<http://www.utc.edu/learn/>), and via email. Please check your UTC email and UTC Learn on a regular basis. If you have problems with accessing your UTC email account or UTC Learn, contact the Call Center at 423-425-4000. It is very important that you check your email on a regular basis (daily, if possible).

I try to answer student email as quickly as possible, but as a rule I do not check my messages at night or on weekends. During those times you should *not* expect a quick answer. Occasionally some legitimate email goes into my spam box, so if you haven’t had a response within a reasonable time, you may wish to contact me again. You may also call my office telephone (423-425-4623) and leave a message on my answering machine.

ENGLISH 2230-01
Survey of British Literature
Fall 2017, MW 2:00 – 3:15 P.M., 304 Hunter Hall



Instructor: Professor Joseph Jordan

Phone and e-address: (510) 301-8184/joseph-p-jordan@utc.edu

Office hours and location: M 8-10 A.M., F, 1-3 P.M., 238 State Office Building

Course Description

In this course we'll survey the history of British literature from Wyatt to the late 20th-century. This is a vast span of time—and so we'll read, mainly, literary warhorses, the texts that you'll be expected to know and draw upon as students and scholars in the field. Although the secondary readings (and, sometimes, the teacher) will give you historical context, our focus will be mainly on the texts as texts and what they do for the mind in the time it takes to read them.

Required Course Texts

Greenblatt, Stephen, Gen. Ed. *The Norton Anthology of English Literature. The Major Authors*. 9th ed. Vols. A-B. Norton, 2012. Print.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. The Modern Language Association of America, 2009. Print.

* The foregoing texts *are not* an exhaustive list of the required readings for this course. We will read more primary texts (and secondary texts, too). I will notify you about, or distribute, those texts—and anything else I'd like you to read and think about—in hard copy and/or via Blackboard/UTC Learn. Make sure to check our course page on UTC Learn, as well as your e-mail, daily.*

Course Requirements

Preparedness and attendance. The following should go without saying: your presence—physical and mental—is expected at every class meeting. You will be allowed up to three unexcused absences for the semester; each unexcused absence thereafter will result in me lowering your final grade by 3%. If you cannot attend class for a justifiable reason, that's OK—but ask me well in advance, or come talk to me if something extraordinary (a family emergency, etc.) forces you to be absent.

Assignments and grading. All assignments must be completed to pass the class. Assignments are due *at or before* the beginning of class or as otherwise specified. Failure to abide by this rule will lower your grades: grades will be dropped 1/3 grade if I do not receive them on time the day they are due and dropped a 1/2 grade more for each day they are late thereafter. (An A- paper due on Thursday handed in on Friday will get a B.)

- *Final grade percentage breakdown:*

Essay #1: 20%

Essay #2: 20%

Reading quizzes: 10%

Midterm Examination: 20%

Final Examination: 20%

Participation: 10%

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = below 60%

Two close-reading essays with proper MLA citation. I'll give you a lot of guidance as to what I expect from you in these essays, but, briefly: these will be relatively short (4-6 pages) formal essays that require you to exercise some close analysis and write on a local moment in a particular work that you find puzzling, provocative, beautiful, ugly, objectionable, or just plain weird. These essays will not require you to do research, though you may consult secondary sources if you so choose. I am most interested in what *you* have to say.

- *All of your writing for this course should be computer-printed, double-spaced, with one-inch margins at top, bottom, and sides, using standard, black 12-point font, and standard white paper. Do not use cover sheets or plastic covers. Do use staples.*

Reading and in-class quizzes. I'll give many in-class reading and/or short-essay quizzes. Some will be open-book and open-notes (so as to reward those who come prepared); most will be closed-book and closed-notes. If given during class time, the quizzes *may not* be made up as a result of absence or tardiness except in instances of genuine crisis. You will, however, be able to throw out your lowest scoring quiz for your final grade, which effectively allows you to miss one quiz.

Examinations. These will be a combination of identification/significance, short answer, and essay. On the final exam, the essay portion will be a take-home exam. **Please bring blue books (available at the UTC bookstore) to all examinations.**

A recitation. Each of you will recite, in class or in office hours or in video form, a memorized selection from one of the primary texts. This could be a poem, a paragraph (or more) from a novel, a speech from a play, etc. We will begin recitations during the second week of class. Note: the recitation *does not* figure into the percentage breakdown for your final grade, but it is still a requirement. You cannot pass the course without doing a recitation.

Regular participation. Notice that participation makes up a significant portion of your final grade. I expect all of you to be actively engaged in the classroom. There are many ways to demonstrate your engagement. If you're quiet and/or have trouble speaking, that's OK. I empathize. Come talk to me during office hours and/or over e-mail. Remember that you are responsible for all material covered in the class(es) you miss.

Classroom Behavior Expectations

In this classroom, we will respect one another's views and the time it takes to express them. When someone—student or teacher—is talking, you must listen attentively. In this spirit, use of so-called “smart phones,” and the Internet, generally, *must* be confined to activity that applies to classroom discussion only. Any texting—or other use of phones or the Internet—will result in your device(s) being confiscated for that day and/or for each class period thereafter. Related, no eating of meals is allowed in class. Drinking beverages is OK—and is even encouraged if it helps you stay alert.

Accommodation Statement

If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or visit their office, 108 University Center.

Counseling Statement

If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Veterans' Student Services

The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-affairs/>. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of Veteran Student Programs and Services directly at 423.425.2277. Thank you for your service.

Writing Center

The Writing Center is free service offered to all members of the UTC community. The Center is staffed by peer tutors, graduate students, and English instructors, and offers various services to writers, including tutorials, workshops, help with MLA citation, and access to print and on-line resources. Please visit the Writing Center on the third floor of the library in room 327.

COURSE SCHEDULE
(of primary source readings and major due dates)

The following is a loose reading schedule of primary texts for the term. I don't like to fix a schedule for a course like this one because I want to be able to modify each class depending on what happens in the preceding one. But you will find, below, a basic roadmap for the class, with due dates of major assignments. (There will be more assignments than the ones indicated on the schedule.) Additional readings—primary and secondary—will also be assigned. I will always give you advance notice about all assignments in class and via UTC Learn. Remember to check our course page on UTC Learn, as well as your UTC email account, daily.

Readings listed for a particular date should be read *before* class time on that day.

You are always required to read the Norton's introductory material for the time periods and the authors/works. If the schedule lists, for example, a poem by Sir Thomas Wyatt, you need to also read the introduction to him and his work provided in the anthology (see pages 382-83 for the introduction to Wyatt). Sometimes the *Norton* will provide introductions to particular works as well. You're responsible for that information, too.

All the readings are in the Norton unless I indicate otherwise.

Week 1	W, Aug 23	Introductions + course overview / Wyatt, "The Flee from Me"
Week 2	M, Aug 28	Wyatt and Henry Howard <ul style="list-style-type: none">• Read Chaucer materials (we won't discuss; located in Course Materials and in the Norton); (3) Introduction to the 16th Century (we will discuss; located in the Norton); (4) Wyatt's "They Flee from me" and "The long love that in my thought doth harbor" + prose translation (we will discuss; all in the Norton, pp. 383-85); (5) Howard's "Love that doth reign and live within my thought" (we will discuss; p. 387 in the Norton).
	W, Aug 30	Shakespeare, Sonnets #s 1, 15, 18, 23, 30, 33, 94, 116, 130 <ul style="list-style-type: none">• Read Booth's notes on Sonnet 15 and Vendler's essay on it (both on UTC Learn). Read Vendler on prosody, most notable what she has to say about the sonnet. Come to class able to describe the Shakespearean version the Petrarchan sonnet forms.
Week 3	M, Sep 4	No class (Labor Day Holiday)
	W, Sep 6	Shakespeare, <i>Othello</i>

Week 4	M, Sep 11	Shakespeare, <i>Othello</i>
	W, Sep 13	Donne, "The Flea," "Song ("Go and catch a falling star"); "A Valediction: Forbidding Mourning" <ul style="list-style-type: none"> • Read, also, Introduction to the Early 17th Century in the <i>Norton</i> (pp. 637-63)
Week 5	M, Sep 18	Marlowe, "Come live with and be my love"—and its descendants (the Marlowe poem is in the Norton under the title "The Passionate Shepherd to His Love"; see UTC learn for handout of descendants)
	W, Sep 20	Herrick, "Upon Julia's Clothes," "Delight in Disorder," "The Vine," "To the Virgins, to Make Much of Time"; Waller, "Song" ("Goe, lovely rose"—on UTC Learn)
Week 6	M, Sep 25	Herbert, "Love (3)," "The Collar," "Easter Wings" <p style="text-align: right;">Due: Close-reading Essay #1</p>
	W, Sep 27	Milton, <i>Paradise Lost</i> , "The Verse," Book 1; 5 final lines from Book XII
Week 7	M, Oct 2	Boswell, selections from <i>The Life of Samuel Johnson</i> (all in <i>Norton</i> + handout) <ul style="list-style-type: none"> • Read, also, Introduction to the Restoration and the 18th Century in the <i>Norton</i> (pp. 931-58)
	W, Oct 4	Gray, "Elegy Written in a Country Churchyard"
Week 8	M, Oct 9	Blake, "The Lamb," "The Chimney Sweeper," "The Tyger," "The Sick Rose," "London," "A Poison Tree"; Wordsworth, "Lines Composed a Few Miles Above Tintern Abbey," "A Slumber did my spirit seal," "Composed upon Westminster Bridge, September 3, 1802" <ul style="list-style-type: none"> • Read, also, Introduction to The Romantic Period in the <i>Norton</i> (pp. 3-27)
	W, Oct 11	MIDTERM EXAM
Week 9	M, Oct 16	FALL BREAK
	W, Oct 18	Coleridge, "Kubla Khan"
Week 10	M, Oct 25	Keats's Odes (all of them)
	W, Oct 27	Dickens, <i>Great Expectations</i>

- Read, also, Introduction to The Victorian Age in the *Norton* (pp. 533-57)

Week 11	M, Oct 30	Dickens, <i>Great Expectations</i>
	W, Nov 1	Dickens, <i>Great Expectations</i>
Week 12	M, Nov 6	Tennyson, "Mariana" "The Lady of Shalott," "Break, Break, Break"; selections from <i>In Memoriam</i> , #s 1, 2, 7, 27, 50, 82, 93, 121; "Crossing the Bar"
	W, Nov 8	Rossetti, "Goblin Market"
		Due: Close Reading Essay #2
Week 13	M, Nov 13	Arnold, "Dover Beach"; Hardy, "Darkling Thrush"
	W, Nov 15	Wilde, <i>The Importance of Being Earnest</i>
Week 14	M, Nov 20	Yeats, "The Lake Isle of Innisfree," "Adam's Curse," "The Wild Swans at Coole," "The Second Coming," "Leda and the Swan," "The Circus Animals' Desertion"
	W, Nov 22	THANKSGIVING BREAK
Week 15	M, Nov 27	Woolf, <i>Mrs. Dalloway</i>
	W, Nov 29	Woolf, <i>Mrs. Dalloway</i>
Week 16	M, Dec 4	Beckett, <i>Waiting for Godot</i>

FINAL EXAM: Monday, December 11: 1-3 P.M. in our classroom

Survey of British Literature
ENGL 2230.02
CRN 40285
Mode: Face-to-Face
Fall 2018
Fletcher 211
MWF 10:00-10:50

Dr. Bryan A. Hampton
Office: #235 @ 540 McCallie Bldg.
Phone: 425-2274
Hours: TTH 10-1, & by appt.
Bryan-Hampton@utc.edu



Course Description

Catalogue: Selected readings in major works of British literature from the middle ages to the present, with emphasis on historical, cultural and formal developments. Pre- or Corequisite: ENGL 1020 or department head approval.

This is an introductory literature course for majors and non-majors. We will be reading many of the key works of British literature in a variety of genres as we explore the crackling intersections of history, philosophy, politics, and religion from the Anglo-Saxon period to the early twentieth century.

Course Materials

- *The Broadview Anthology of British Literature*, Compact Edition (Toronto: Broadview Press, 2015) ISBN 9781554812547
- Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*, ed. Wolfson and Qualls (New York: Longman, 2009) ISBN 9780321415615

Course Requirements

Preparedness and Attendance: Your presence is expected at every class. Because a literature class is mostly discussion-oriented, the richness of our class suffers from your absence or your lack of preparation. The Attendance Policy is described below. (Note: I do not make a distinction between “excused” and “unexcused,” unless your absence is university-related.)

In-class writing assignments or quizzes will be given if I hear a cell phone go off during class or if I sense that you are not doing the reading.

Assignments & Grading: According to one of Newton’s lesser-known laws of physics, “A late paper does not exist.” **Late essays will not be accepted.** Essays must be turned in on time, at the end of class on the day they are due. If you know in advance that you will be gone on the day something is due, either give your assignment to someone you trust, or plan ahead and turn it in *before* the due date.

- **Essays must be handed in as a hard copy.** Staple; NO cover sheets, folders, or plastic binders; **12-point font** (Times New Roman) with standard margins.
- **Minimum page requirements for essays must be met** (e.g., 5 pp = 5 full pages) with normal margins and 12-point font; every ¼ page short of the minimum will reduce the essay grade by 3 points.
- **Please consult handouts on Blackboard that describe assignments more fully.**

You are entitled to a just grade for your work, returned to you in a timely manner. You can expect essays to be returned in 10-14 days; exams will be returned within 1 week. Following is a list of the graded requirements, their percentage breakdown, and a brief description.

Grading: You are entitled to a just grade for your work, returned to you in a timely manner. Following is a list of the graded requirements, their percentage breakdown, and a brief description.

2 Close-Reading Essays (4-5 pp)	35%
Reading Quizzes (random)	10%
Midterm Examination	20%
Final Examination	20%
Participation	5%
Attendance	10%

- Close-Reading Essays: This essay is a short (4-5 pp.) but formal essay that requires you to exercise some close reading and write on a local moment in a particular work that you find puzzling, provocative, or weird. You ought to accomplish three things: 1.) clearly identify and quote the passage you intend to analyze in your introductory paragraph, then 2.) proceed to explicate the significance of the moment in its context, and 3.) use the particular moment as a

leap pad to make connections to larger issues, incidences, or themes in the work as a whole. This essay does not require you to do research, and, in fact, I am most interested in what **you** have to say. If you do include research, you must properly cite the material using MLA documentation.

Please consult the relevant guidelines for the assignment on Blackboard (UTC Learn).

* A note about plagiarism: Plagiarism is academic fraud—if we were living in Dante’s universe, he would place you in the lowest circles of hell for fraud. Plagiarism consists in your failure to cite quotations and/or borrowed ideas, or failing to place borrowed material in quotation marks. **Note: This includes material that you get online.** I will automatically fail you for the assignment, and will likely pursue the matter in UTC Honor Court.

- Reading Quizzes: These will be randomly interspersed during the semester, and are drawn from the reading, class lecture, and conversation notes. Quizzes will consist of a short response question (about 10 minutes of writing), or the format may vary: true/false, multiple choice, etc. **These quizzes will be closed-book, and may NOT be made up as a result of absence or tardiness except in instances of genuine crisis.** If you are slightly late and come in while the quiz is in progress, you may attempt to complete the quiz as best you can in the allotted time frame.
- Examinations: These will be a combination of identification/significance, short answer, and essay. For the essay section, I will circulate the prompt a few days ahead of the exam for you to prepare. **Please bring blue books (available in the UTC Bookstore) for each exam.** The final exam is non-cumulative.
- Participation: You need not speak every time to get a favorable participation grade, but how well you engage in our time together is readable on your face. **Bring your book to class every day**—if you don’t, you will be docked points from your participation grade when I calculate your final grade for the course.
- Attendance: You will begin the semester with a 100-point total for attendance; each absence will deduct 5 points from this total to reach the final grade in this category. (I do not make a distinction between “excused” and “unexcused” absences.)

ADA STATEMENT: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall
<http://www.utc.edu/disability-resource-center/>.

Counseling and Career Planning: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/> .

Writing Center: The Writing & Communication Center, located on the third floor of the library in room 327, offers UTC students FREE help with papers, presentations, and speeches, for any class, at any stage of the writing process. The center, staffed by friendly, trained peer consultants, can help students brainstorm, outline, organize ideas, develop arguments, use correct citations, practice speeches or presentations, and identify grammatical/mechanical errors. Walk-ins are welcome, but for a guaranteed consultation, make an appointment online: <https://utc.mywconline.com/>.

UTC E-mail: To enhance student services, the University will use your UTC email address (firstname-lastname@mocs.utc.edu) for communications. See <http://www.utc.edu/> for your exact address. Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-4000.

VETERANS SERVICES STATEMENT: The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-affairs/>. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of [Veteran Student Programs and Services](#) directly at 423.425.2277.

Schedule of Readings

Unit One: Medieval Literature (Longman Volume A)

- **Barbarians at the Gate: The Anglo-Saxon World**

Aug 20	M	Introduction, course policies <i>Broadview</i> , “The Medieval Period,” pp. 1-15
Aug 22	W	<i>Beowulf</i> , lines 1-990
Aug 24	F	<i>Beowulf</i> , ll. 991-1817
Aug 27	M	<i>Beowulf</i> , ll. 2200-2945

Aug 28 W “Dream of the Rood,” “The Wanderer,” “The Wife’s Lament”

- **Medieval Romance; or, “Funky Love Triangles”**

Aug 30 F *Sir Gawain and the Green Knight*, Parts 1-2

Sep 3 M Labor Day Holiday

Sep 5 W *SGGK*, Parts 3-4

Sep 7 F Chaucer, *Canterbury Tales*, General Prologue
Blackboard: Middle English Pronunciation (under “Course Materials” tab)

Sep 10 M *CT*: Miller’s Prologue and Tale

Sep 12 W *CT*: Wife of Bath’s Prologue

Sep 14 F *CT*: Wife of Bath’s Tale

Unit Two: Early Modern Literature & the Enlightenment

- **Saints and Sinners: An Early Modern Tour of Heaven and Hell**

Sep 17 M Donne, *Holy Sonnet* 14 (“Batter my heart”)
Herbert, “The Altar,” “The Collar”
Broadview, “The Reformation in England” (pp. 363-368), “Poetry” (pp. 399-402)

Sep 19 W Marlowe, *The Tragical History of Dr. Faustus*, Acts 1-2

Sep 21 F *Dr. Faustus*, Acts 3-4

Sep 24 M *Dr. Faustus*, Act 5
Due: Close-Reading Essay #1

Sep 26 W Milton, *Paradise Lost*, Book 9.1-781 (The Fall)

Sep 28 F *Paradise Lost*, 9.782-1189
Lanyer, selections from *Salve Rex Judaeorum* (“To the Virtuous Reader,” “Invocation,” “Eve’s Apology in Defense of Women”)

- **Sonnets and the Poetry of Seduction**

Oct 1 M *Broadview*, pp. 358-362

Shakespeare, *Sonnets* (1, 20, 144)
Sidney, *Astrophil and Stella* (1, 2, 25, 34, 52, 71)
Wroth, *Pamphilia to Amphilanthus* (1, 6, 14)

Oct 3 W Donne, "The Flea," "To His Mistress Going to Bed"
Marvell, "To His Coy Mistress"
Marlowe, "A Passionate Shepherd to His Love"
Raleigh, "A Nymph's Reply to the Shepherd"

Oct 5 F Donne, "A Valediction: Forbidding Mourning"

Oct 8 M **Midterm Examination**

• **Colonization, Enlightenment, & Civilization**

Oct 10 W Skim *Broadview*, "The Restoration and the 18th Century" (pp. 816-823)
Behn, *Oroonoko* (pp. 878-896)

Oct 12 F Behn, *Oroonoko* (pp. 897-914)
Equiano, from *The Interesting Narrative* (description of slave ship & Middle Passage, pp. 1077-1080)

Oct 15 M Pope, *An Essay on Man*, Epistle 1

Oct 17 W Swift, "Description of a City Shower," "The Lady's Dressing Room," *A Modest Proposal*

Oct 19 F Johnson, from *Rambler no. 4*, "On Fiction"
Gray, "Elegy Written in a Country Churchyard"

Unit Three: Romantics and Victorians

• **Romantic Vision, Transformation, and Despair**

Oct 22 M Skim *Broadview*, "The Romantic Mind & Its Literary Productions" (pp. 1103-1113)
Blake, "Introduction" to *Songs of Innocence*, "The Lamb," "The Chimney Sweeper," "Infant Joy" "Introduction" to *Songs of Experience*, "The Tyger," "The Chimney Sweeper," "The Sick Rose," "Infant Sorrow"

Note: Last day to Withdraw without penalty

Oct 24 W Wordsworth, from *Lyrical Ballads*, "Advertisement" (pp. 1201-1202); "Preface" (pp. 1211-1218)

Contexts (pp. 1240-1245, 1248-1250)

- Oct 26 F Wordsworth, "Lines Written a Few Miles above Tintern Abbey," "Song (She dwelt among th' untrodden ways)," "The world is too much with us," "My Heart Leaps Up"
- Oct 29 M Coleridge, *The Rime of the Ancient Mariner*
- Oct 31 W Coleridge, "The Eolian Harp," "Work Without Hope"
- Nov 2 F Keats, "Ode on a Nightingale," "Ode on a Grecian Urn," "Ode on Melancholy"

• **Victorian Love, Mourning, & Murder**

- Nov 5 M Shelley, *Transformation* (in the volume containing *Dr. Jekyll*, pp. 5-23); from the "Introduction" to *Frankenstein* (pp. 24-27)
Rossetti, "Goblin Market"
- Nov 7 W Barrett-Browning, *Sonnets from the Portuguese* (1, 7, 13, 21-22, 24, 26, 28, 43)
Woolf, "Professions for Women" (pp. 1850-1853)
- Nov 9 F Tennyson, "Mariana," "The Lady of Shalott"
Broadview, "Faith and Doubt" (pp. 1430-1434)
- Nov 12 M Tennyson, "Ulysses," "The Lotos-Eaters"
Arnold, "Dover Beach"
Due: Close-Reading Essay #2
- Nov 14 W Browning, "Porphyria's Lover," "My Last Duchess"
- Nov 16 F Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*
Critical Reactions, pp. 148-60

Unit Four: Early Twentieth Century

• **Fragmentations, Come Full-Circle: The Return of the Exile**

- Nov 19 M *Broadview*, "The Early Twentieth Century" (pp. 1769-1774); "The World Wars," (pp. 1774-1778)
Hardy, "Hap," "The Darkling Thrush," "The Convergence of the Twain"
Yeats, "Leda and the Swan," "The Second Coming"
Owen, "Anthem for Doomed Youth," "Dulce

et Decorum Est”

Nov 21	W	<i>Broadview</i> , “Ireland” (pp. 1788-1791) Joyce, <i>The Dead</i>
Nov 23	F	Eliot, “The Love Song of J. Alfred Prufrock”
Nov 26	M	Film: Charlie Chaplin, <i>Modern Times</i> (1936)
Nov 28-30		Thanksgiving Break
Dec 3	M	Film: Chaplin, <i>Modern Times</i> Blackboard: Jeffrey Vance, “Modern Times”
Dec 7	F	Final Examination, 8-10am

ENGLISH 2230-01: Survey of British Literature CRN 23865
Mondays & Wednesdays 3:25 – 4:40 Fletcher 211

Spring 2018
Prof. Matthew Guy

Office: CSOB 253
Office Hours: W 12:00 – 1:30 ,
4613

email: matthew-guy@utc.edu
Office phone number: 425-

T Th 2:00 – 4:00, or by appt

●Course Objectives:

English 2230 is, frankly, quite ambitious. It attempts to survey the whole of British literature in one semester, from the very beginnings to the twentieth century. Therefore, the course will be quite demanding, and quite swift in its travel through the British canon, but it will be quite rewarding as well. It's called a survey, but it really operates as a "greatest hits of English literature" course. We will focus on key works from a variety of authors, periods and genres, giving them close readings for in-depth discussions in the classroom, and also try to explore the cultural contexts in which these works were produced to better our understanding and appreciation of the literature. Since we cover so many works, inevitably not everything gets discussed as fully as everyone would like. Yes, I would like to spend, say, three weeks on Paradise Lost, but that may mean that no Victorian poetry gets covered, or something important to understanding modernism gets dropped. Or, I would like to include Ben Jonson or Oscar Wilde, but they don't "connect" to other works as well as others. Therefore, I have to make Solomon-like decisions to chop up works, skip over authors or works, or rush through certain works for the sake of the class as a whole. This is something that you will need to keep in mind as we continue through this course. In addition, you will probably not become emotionally involved with each and every text. You may even hate some works. This course does cover around 2000 years, mind you, so that, too, is inevitable.

I could arrange things so that every work "connects" in some way to every other, but then that would be a "themed" course (something like "Culture and the Creation of Individualism in British Literature," or "The Genres of British Literature"), and not a survey course. Such a themed class, however, limits what you cover and discuss in class, and a survey needs to "survey" by taking numerous things into account. I could also pick fewer works so that our readings could be explored more "in-depth" like you do in an upper level course, *but this is not an upper level course*. This is simply a 200-level survey course, aimed at exposing you to important works, ideas, features, and authors of British literature (again, 2000 years to be explored). So, in all, 1) the structure of the class is quite loose compared to those of other classes, 2) the works are not as deeply explored as they are in other classes, and 3) the pace is much faster than that of other classes. This course, though, is different from other courses *on purpose*, and should be assessed according to its own goals and aims, that of simply exposing you to those texts, periods, and authors considered essential for the study of literature, and of covering those many important works, periods, and authors in constructive though not overly restricted ways.

That being said, if there is a problem with the course, the material, or anything else, let me know—only if, however, it's something that I can or will fix. If you have a problem with reading British literature, or reading a lot of it, or have a problem with my nasty, aggressive attitude, tough. Drop the course. If, however, you stay but want to address an issue, let me know, or if you want to do so anonymously, leave a typed note in my mailbox or under my office door. Don't nitpick, whine, or

insult me, though, because I will probably just ignore you. I like teaching this course, and I want you to like taking the course as well. Treat me with maturity and respect and I will reciprocate, but I am not here to entertain you or make you happy every minute of class.

●**Course Texts:**

The Longman Anthology of British Literature, Volumes 1A, 1B, and 1C. Fourth edition, edited by David Damrosch, et. al.

Hard Times, Charles Dickens.

You can get whatever copy of *Hard Times* you can, but you'll definitely need the Longman Anthology editions for the introductions to the works and authors, the essays giving historical and cultural backgrounds, and to insure that you have the same copies that the class does. Many of the works are selections or even abbreviated versions, and in some cases, different translations. Go ahead and invest in your academic career and buy the anthology assigned for the class.

●**Course Procedures:**

You are expected to attend all classes regularly. I will take attendance for each class, but that will be one time only, at the beginning of class. If you miss the roll call, you are marked as absent. This rule will be followed to make sure that those enrolled in the class show courtesy and manners to the instructor, but more importantly, to fellow students by making sure that the classes are not interrupted by a student noisily coming in late, forcing me to stop my lecture to give him handouts, and in general, showing disrespect for all involved. In addition, the following restrictions on absences will be enforced:

at 6 absences:	final grade dropped down one letter
at 8 absences:	final grade dropped down two letters
at 10 absences:	fail the course

PLEASE NOTE: There are not really that many legitimately “excused” absences at a university. Legitimate excused absences are religious holidays, surgeries and major illnesses requiring hospital stays or doctor-ordered bed rest. While major assignments like papers and exams can be allowed for make up, if you miss a class, you miss a class, along with the quiz for that class, and the material gone over in that class. I must enforce the rule that no make-up quizzes are allowed to be fair to you and your classmates. So, if you are prone to sickness, disease, car wrecks, hangovers, away games, long work hours, dying grandmothers, bedridden children, or abductions by strangers, I suggest you plan for such events with this course in mind.

Of those two papers written by students throughout the semester, the first will be shorter, from 4-6 pages in length. The second paper will be longer, 8-10 pages in length, and with research– at least two sources outside the main source on which you are writing.

Late papers will have ten points (i.e. one entire letter grade) deducted for each class day they are late. You must turn in papers in class, on the due date. Papers turned in outside of class will only be accepted at my office during my office hours or through arrangements made by me. No papers or assignments will be accepted after one week from the original due date unless we have discussed things properly.

Plagiarism won't be tolerated. You do it, anything from an "F" for the assignment to you failing the course will happen depending on the severity of the infraction. Really, don't do it. I always find out. I have a Ph.D. in comparative literature, which means I have been trained to read lots of works and detect influences from other authors, other cultures, other time periods, and other languages, so figuring out that you didn't actually write all or part of your essay is so easy I can do it without trying. I also read student essays for a living, mind you. I can always, always, always tell if someone else wrote what you have in your essay. Always. Don't do it.

Your final grade will be assessed as follows:

— papers, (first paper, 15% – second paper, 25%)	40%
— quizzes, classwork, homework, with lowest grade dropped, and class participation	30%
— three tests (10% each)	30%

● **Classroom policies:**

As stated earlier, students coming in late are a disruption and won't be tolerated. You'll miss the roll call, so that problem will take care of itself. But, along with that, I expect all cell phones, smartphones, i-pods, etc., to be turned off during my classes. If I see you playing with some electronic device, you better be a diabetic checking your blood sugar levels. If particular students cannot show the respect and courtesy of keeping these devices from interrupting the class, those students will be asked to withdraw from the class. To make sure that you take these rules seriously, **A CELL PHONE RINGING ANNOUNCES A POP QUIZ TO BE TAKEN BY EVERY STUDENT IN THAT CLASS. IF I SEE SOMEONE TEXTING IN CLASS, EVERYONE GETS A POP QUIZ. I SEE AN EARPHONE IN YOUR EAR, EVERYONE GETS A QUIZ.**

As for using laptop computers to take notes in class, I don't have a problem with that. What I do have a problem with are students who think I'm stupid or naïve, and use the computer to email, peruse the internet, or play games during class. Grown-ups realize that such behavior is rude and disruptive, and are wise enough to refrain. For some reason, though, UTC doesn't have a lot of grown-ups for students, so, if you want to use your laptop, you have to sit right up front with me, turned so I can see your computer screen. Any extra "windows" opened other than your notes, guess what? **EVERYONE GETS A QUIZ.**

In college, *students are responsible* for obtaining materials and notes from the class missed because of absences, not the professor. If you miss a class, do not come to me or contact me expecting **me** to let you know what was missed. I don't feel that's part of my job, but more importantly, I'm looking out for you. I teach numerous classes, and I have numerous handouts, so I can't be expected to know what you missed. Also, you are given a schedule of the classes and the materials covered, so there is no need to ask me what you missed. It is best to get with a classmate for notes and to find out what handouts were given. Again, do not waste your time or my time by asking me after missing one or more classes, "what'd I miss?" or this famously stupid question, "did I miss anything?" Of course you did. Students pay a lot of money to have someone with a Ph.D. construct classes, research material, write lectures, and lead intelligent, enlightening discussions. We may not always have enlightening discussions for the whole class period (I'm infamous for my tangents), but we'll always do something important, simply because that's what students paid for.

Quizzes every day on the readings for that class day, in some form or another. No make-up quizzes will be given to make up for missed quizzes. If you miss a quiz, it is averaged as a zero, but I do drop

the lowest quiz grade at the end of the semester from your average, and if we get to twelve quizzes or more for the entire semester, I'll drop two.

Disrespectful, aggressive, or just otherwise rude behavior directed towards me or towards other students will not be tolerated. First offense, you'll be told to leave the class, and reported to the Office of Student Development. But not to Jim Hicks, because he's a complete moron.

So, in all, pretty strict rules and expectations for classroom behavior. If you have any questions, always be guided by this simple reminder: "Do what the 'A' student would do." I set these rules down and enforce them not only for my own twisted, sadistic streak, but also to make sure that students at a university have a classroom befitting their own expectations, and of course, tuition bills. Students don't do well in lousy environments, and if you are what's making my classroom suffer, you'll be dealt with directly or indirectly.

That being said, there's not a lot of fun to this job, so I try to make sure that I have fun in the classroom. As hard as I try, though, if you don't want to have fun, if you don't want to have a class that you look forward to every week, or if you don't want classroom discussions, then I can't make you. But keep in mind, the majority of your grade is determined by quizzes and overall "classroom participation." Sit there like a sullen lump of grumpiness, and you won't do well in the class. Detract from the energy and enthusiasm of others, the hammer will fall on you. If you don't have that enthusiasm and desire, fake it. Seriously. You'd do that at a job, so do that here. Stand out in a positive way. If you come to class on time, participate in discussions, and just overall make me feel as though you like being in my class, you'll do very well. Don't do these things, and your grade will reflect the choices you have made.

Writing Center

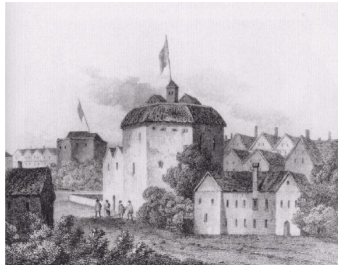
The Writing Center at UTC is a free service offered to all members of the University community. The Center is staffed by peer tutors, graduate students, and English instructors, and offers various services to writers, including tutorials, workshops, and access to resources. Please visit the Writing Center in Holt 119.

UTC email

To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for communications. (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-2676.

Introduction to Shakespeare
English 3340.001
CRN 23855
TTH 10:50-12:05
Modality: Face-to-Face
Spring 2018

Dr. Bryan A. Hampton
Office: #235 @ 540 McCallie Ave.
Phone: 425.2274
Office Hours: M 12-2, T 9:30-10:30 & by appt.
Bryan-Hampton@utc.edu



Course Description

Catalogue: Reading and study of selected major plays with emphasis on essentials of character, plot, themes, language and staging.

This course serves as an introduction to the work of Britain's most celebrated poet and playwright, William Shakespeare (1564-1616). We will be reading a handful of representative plays from among the comedies, histories, and tragedies; a few of these may be familiar to you, but many may be new endeavors for you as a reader. Along the way we will be exploring various issues in early modern culture, language, and history.

Course Pre-Requisites

ENGL 1020 or department head approval.

Course Materials

- *The Complete Works of Shakespeare*, ed. David Bevington, 5 ed. (Longman)

Please note: If you already have good, scholarly copies of the plays we are reading or a different anthology edition, you need not purchase this volume. Be aware that other editions may have slightly different line numbering, and may take you a few seconds longer to find in class. Please keep in mind: **Free downloads of the plays frequently do not have line numbers; line numbers are required for citation in essays and**

facilitate discussion in class. Please refer to the syllabus for the particular plays we are covering.

Technology Requirements & Skills

Mastery of Microsoft Word or equivalent; access to UTC Learn (Blackboard) through your MyMocs account. If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Requirements

Preparedness and Attendance: Your presence is expected at every class. Because a literature class is mostly discussion-oriented, the richness of our class suffers from your absence or your lack of preparation. You will be allowed 3 absences for the semester; each absence thereafter will result in lowering your **overall final grade** by 3%. (Note: I do not make a distinction between “excused” and “unexcused,” unless your absence is university-related.)

In-class writing assignments or quizzes will be given if I hear a cell phone go off during class or if I sense that you are not doing the reading.

Assignments & Grading: According to one of Newton’s lesser-known laws of physics, “A late paper does not exist.” **Late essays will not be accepted.** Essays must be turned in on time, at the end of class on the day they are due. If you know in advance that you will be gone on the day something is due, either give your assignment to someone you trust, or plan ahead and turn it in *before* the due date.

- **Essays must be handed in as a hard copy.** Staple; NO cover sheets, folders, or plastic binders; **12-point font** (Times New Roman) with standard margins.
- **Minimum page requirements for essays must be met** (e.g., 5 pp = 5 full pages) with standard margins and 12-point font; every ¼ page short of the minimum will reduce the essay grade by 2 points.
- **Please consult handouts on Blackboard that describe assignments more fully.**

You are entitled to a just grade for your work, returned to you in a timely manner. You can expect essays to be returned in 10-14 days. Following is a list of the graded requirements, their percentage breakdown, and a brief description.

2 Close-Reading Essays (5-6 pp)	40%
Quizzes (9)	10%
Midterm Examination	20%
Final Examination	20%
Participation & Engagement	10%

- Close-Reading Essays: These two essays (5-6 pp) require you to exercise some close reading and write on a local moment in a particular play that you find

puzzling, provocative, or weird. **One of these essays will be written on a play before the midterm; the other essay will be written on a play after the midterm.** You ought to start with this local moment, and use it to draw connections to larger issues, themes, or scenes in the play. You ought to accomplish three things: 1.) clearly identify and quote the passage you intend to analyze in your introductory paragraph, then 2.) proceed to explicate the significance of the moment in its context, and 3.) use the particular moment as a leap pad to make connections to larger issues, incidences, or themes in the work as a whole. A Works Cited page is required. No outside research is expected, but if you do consult secondary sources they must be properly cited in MLA format and in the Works Cited page.

A note about plagiarism: Plagiarism is academic fraud—if we were living in Dante’s universe, he would place you in the lowest circles of the Inferno. Plagiarism consists in your failure to cite quotations and/or borrowed ideas, or failing to place borrowed material in quotation marks. The assignment will automatically receive a zero with no chance to make up the grade, and I will likely pursue the matter in UTC Honor Court.

- Quizzes. Eight reading quizzes will occur on the last day of each particular play; the format will require you to write short reflection and interpretive paragraphs that assume you have read the entire play and have given it some thought. These quizzes may NOT be made up, except in instances of genuine crisis. One additional quiz (#5) will test your memorization of the chronology of Shakespeare’s plays.
- Midterm and Final Examinations: These will be a combination of identification/significance, short answer, and essay. Potential essay questions will be posted a few days before the exam. **Please bring blue books (available in the UTC Bookstore) for each exam.** The final exam is non-cumulative.
- Participation & Engagement: There are 28 class meetings, and your participation/engagement grade will be determined by your physical and mental presence, as well as your engagement through discussion. Additionally, this semester will **require students to attend the annual James D. Kennedy Lecture in Shakespeare** featuring British journalist Andrew Dickson, who will be coming to campus on Tuesday 27 March (Derthick Hall 201 @ 6:30 pm). **As an assignment, students will submit a 2 pp summary and critical response; failure to do so will affect your final grade in this category.**

STUDENT CONDUCT POLICY: UTC’s Academic Integrity Policy is stated in the Student Handbook.

HONOR CODE PLEDGE: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code

is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

ADA STATEMENT: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall
<http://www.utc.edu/disability-resource-center/>.

COUNSELING AND CAREER PLANNING: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/counseling-personal-development-center/index.php>.

WRITING CENTER: The Writing Center at UTC is a free service offered to all members of the University community. The Center is staffed by peer tutors, graduate students, and English instructors, and offers various services to writers, including tutorials, workshops, and access to resources. Please visit the Writing Center in Library 327.

UTC E-mail: To enhance student services, the University will use your UTC email address (firstname-lastname@mocs.utc.edu) for communications. See <http://www.utc.edu/> for your exact address. Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-4000.

VETERANS SERVICES STATEMENT: The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-affairs/>. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of Veteran Student Programs and Services directly at 423.425.2277.

Reading Schedule

Jan 9	T	Introduction, course policies Skim through the “General Introduction” in anthology or playtext volume.
Jan 11	TH	<i>Titus Andronicus</i> (Acts 1-2)
Jan 16	T	<i>Titus Andronicus</i> (Acts 3-4)

Jan 18	TH	<i>Titus Andronicus</i> (Act 5) Quiz #1
Jan 23	T	<i>The Merchant of Venice</i> (Acts 1-2)
Jan 25	TH	<i>The Merchant of Venice</i> (Acts 3-4)
Jan 30	T	<i>The Merchant of Venice</i> (Act 5) Quiz #2
Feb 1	TH	<i>As You Like It</i> (Acts 1-2)
Feb 6	T	<i>As You Like It</i> (Acts 3-4)
Feb 8	TH	<i>As You Like It</i> (Act 5) Quiz #3 Close-Reading Essay #1 Due
Feb 13	T	<i>Henry V</i> (Acts 1-2)
Feb 15	TH	<i>Henry V</i> (Acts 3-4)
Feb 20	T	<i>Henry V</i> (Act 5) Quiz #4
Feb 22	TH	Midterm Examination
Feb 27	T	<i>Measure for Measure</i> (Acts 1-2) Quiz #5: Chronology of the Plays
Mar 1	TH	<i>Measure for Measure</i> (Acts 3-4)
Mar 6	T	<i>Measure for Measure</i> (Act 5) Quiz #6
Mar 8	TH	<i>Othello</i> (Acts 1-2)
Mar 12-18		Spring Break
Mar 20	T	<i>Othello</i> (Acts 2-3)
Mar 22	TH	<i>Othello</i> (Acts 3-4)
Mar 27	T	<i>Othello</i> (Acts 4-5) Quiz #7

****Kennedy Lecture in Shakespeare this evening @ 6:30pm, 201 Derthick Hall****

Mar 29	TH	<i>King Lear</i> (Acts 1-2)
Apr 3	T	<i>King Lear</i> (Acts 2-3) Critical Response Essay on Kennedy Lecture Due
Apr 5	TH	<i>King Lear</i> (Acts 3-4)
Apr 10	T	<i>King Lear</i> (Acts 4-5) Quiz #8
Apr 12	TH	<i>The Winter's Tale</i> (Acts 1-2)
Apr 17	T	<i>The Winter's Tale</i> (Acts 3-4) Close-Reading Essay #2 Due
Apr 19	TH	<i>The Winter's Tale</i> (Act 5) Quiz #9
Apr 24	T	Reading Day
May 1	T	Final Examination, 10:30-12:30pm

ENGL 4960: Internship
Spring 2018
CRN: 24868
Face-to-face meetings
3 credit hours

Instructor: Dr. Lauren Ingraham

Email and Phone Number: Lauren-Ingraham@utc.edu 423-425-5232

Office Hours and Location: 1:00-1:40 TR and by appointment

Course Meeting Time: T 4:30-5:20 pm in 540MC 547

Course Catalog Description: The internship provides 120-150 hours of hands-on experience for the student who is interested in a career in business, industry, government, or non-profit agency. Students must apply for the internship during the semester previous to the intended internship experience. Student interns work for an average of 10 hours per week under the supervision of a professional in the Chattanooga area.

Course Pre/Co Requisites: English major or minor with 18 hours of English credit in addition to English 1020, and approval of internship coordinator or department head approval. Repeatable. Maximum 6 hours credit. Students must have a 3.0 in English and a 2.5 overall GPA and should apply the semester prior to enrolling in the course. Students will be accepted into the internship program after they have submitted an application by the internship coordinator (including writing samples and recommendations) and successfully secured an internship that focuses on creating public documents or otherwise meets department internship requirements, as determined by the internship coordinator.

Course Student Learning Outcomes: Upon successful completion of the course, students will be able to:

- Write nonacademic prose to support the goals of a company or nonprofit organization
- Conduct research for the workplace, understanding how it differs from academic research
- Demonstrate professionalism in appearance, demeanor, punctuality, and ability to meet deadlines
- Develop habits and skills to become a self-starter in the workplace
- Respond with maturity to commentary, critiques, and suggestions from workplace supervisors
- Explain the rhetorical and stylistic differences between academic and workplace writing genres
- Develop skills to market themselves to potential employers

Required Course Materials: All course materials are available on our UTC Learn site.

Technology Requirements for Course: Access to word processing software and the Adobe Creative Suite.

Technology Skills Required for Course: Using UTC email and UTC Learn

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements: Your grade is calculated based on your satisfactory completion of the items below. Note that the following descriptions are only overviews; refer to full assignment descriptions on Blackboard.

Internship contract. This is a formal contract between the student and the on-site internship supervisor and must be completed and returned to the internship coordinator by the second week of classes. Students who do not submit this form in a complete and timely manner may not pass the course.

Internship experience (50%). Obviously, the internship is the most important component of the course. Half of your course grade is determined by your satisfactory completion of all agreed upon internship duties. This grade is determined by your successful completion of 120-150 hours of internship work plus midterm and final evaluations by your on-site supervisor. If you suspect the supervisor feedback will not be positive, you need to schedule a time to meet with me asap.

Workplace analysis (5%). This is a 2-3 page, double-spaced paper discussing your internship organization's mission, how your job duties fit into the mission, and your plans for contributing to and learning from your supervisor and coworkers. You'll lose 10 points off your grade for each 24-hour period this assignment is late.

Adobe homework project (5%). We will visit the Studio as a class to learn the basics of the Adobe Creative Suite, then you'll work on your own to complete the Adobe Homework Project using Adobe Illustrator, Photoshop, and InDesign.

Weekly reports (20%). You will submit to Blackboard approximately 12 weekly reports (depending on the length of your internship) using the instructions provided on Blackboard to detail your internship activities for the week. Reports are due Sundays by 11:59 pm EST before our class meets on Tuesday of that week. You'll lose 10 points off an individual weekly report grade for each 24-hour period that report is late, up to one week. You receive no credit if the weekly report is more than one week late.

Final portfolio (20%). The final portfolio is a collection of work developed over the course of this class and your internship, as well as your reflections on these materials. Capstone students have additional portfolio requirements. Because meeting deadlines is an important skill to practice in this course, late portfolios are penalized one letter grade per every 12 hours late. The final portfolio should include the following items, labeled with page numbers.

- Table of contents
- Introductory reflection
- Examples of public documents completed during the internship
- Detailed discussion of examples
- Job application packet including job post, cover letter, and resume
- Public presentation (capstone students only)
- Capstone assessment/Discussion of academic vs. workplace genres (capstone students only)

Course Grading

General Grading Standards:

A Outstanding work. An *A* document clearly and completely communicates to a particular audience in an interesting way. The professional appearance of *A* work firmly establishes the writer's credibility and allows the intended reader to grasp the point of the document quickly and easily. *A* writing is highly polished and generally contains no errors in the use of English. A manager reading such a document would be highly impressed and would recall the work during performance evaluations.

B Very good work. A *B* document does a better than average job of clearly and completely achieving its purpose, and it is well adapted to the needs of its intended readers. The professional appearance of *B* work is generally neat and polished. *B* writing contains few or none of the common errors in the use of English. A manager reading such a document would be satisfied with the job.

C Competent work. A *C* document adequately develops an idea for its intended readers, but does little to create a positive impression on them. The professional appearance of *C* work is acceptable but unremarkable. A manager reading such a document would probably ask that it be revised, polished, or redesigned before sending it outside the department.

D Unsatisfactory work. A *D* document is flawed by one or more of the following: insufficient attention to the assigned task and its audience, poorly developed ideas, inaccurate information, multiple errors in the use of English, or inattention to document design. A manager reading such a document would be troubled by

its poor quality and would insist on its extensive revision before allowing it to leave the department.

F Unacceptable work. An *F* document is flawed by one or more of the following: failure to accomplish the assigned task and adapt to its audience, failure to develop an idea, serious errors in the use of English, inappropriate or confusing document design. A manager reading an *F* document would consider replacing the author. Repeated *F*s would mean a pink slip.

Internship Experience Grading Standards:

- | | |
|----------|--|
| A 90-100 | Superior performance: the supervisor would gladly hire this student after completion of the internship if a position were available. |
| B 80-89 | Commendable performance: the supervisor is impressed with the character, aptitude, attitude, and ability of this student compared to other college students. |
| C 70-79 | Acceptable performance: the student performed at a level expected from a college student, no more, no less. |
| D 60-69 | Marginal performance: the student performed below the acceptable standards for an entry-level position in the particular career field. |
| F 0-59 | Failure to perform: the student failed to meet the supervisor's expectations in significant ways. |

Weekly Report Grading Standards:

- | | |
|---|--|
| A | Complete with detailed content. All formatting conventions are followed, and no noticeable sentence/usage problems appear. |
| B | Complete with solid content. Formatting conventions are followed, and few to no sentence/usage problems appear. |
| C | Complete but with scant content. Mostly correct grammar and formatting. |
| F | Incomplete |

Instructor Grading and Feedback Response Time: I will respond to your work in a timely manner.

Course and Institutional Policies

Late/Missing Work Policy: You will lose ten points per 24-hour period that a formal assignment is late, up to one week. Once the assignment is more than a week late, you will receive 0 points. Late portfolios drop one letter grade every 12 hours after the missed deadline. Other penalties may apply, as indicated in other sections of the syllabus and in assignment instructions on Blackboard.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: Internship Attendance: You will receive an automatic F for the course if you don't meet the 120-150 hour requirement for on-site internship work, if you are fired from your internship, or if an issue such as tardiness and/or general unreliability negatively affects your internship performance. **Class Attendance:** We will meet on Tuesdays from 4:30 until 5:20 in 540MC room 257. You are allowed one absence without grade penalty, but you will lose 5 points from your final course grade for each additional session you miss. Because punctuality is a key component of professionalism, you must also arrive on time to each session and bring all assigned materials to avoid penalties. You'll lose 2 points off your final course grade each time you are five (5) or more minutes late to a class session. I may periodically cancel class meetings if everyone is on track and all internships are going well, so check your email and Blackboard announcements regularly. If you don't hear otherwise, assume we are meeting and follow the tentative schedule of workshops and assignments on this syllabus.

Course Participation/Contribution: See attendance.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Compensation for Unpaid Internships: Students who successfully complete an unpaid internship are eligible to receive a \$1500 stipend from the UTC English department. More details will be announced in class.

Tentative Schedule of Class Sessions & Assignments (During the semester, check the Course Schedule link in Blackboard for up-to-date schedule information.)

- T 1/9 Course Intro + Professionalism and Understanding Organizational Culture
- T 1/16 Fieldwork and Research for the Workplace
Due by class time: Workplace Analysis - 5%
- W 1/17 **Due by noon: Internship contract. Missing this deadline means you cannot pass this course and must drop it or fail.**
- T 1/23 Intro to Adobe Creative Suite - We meet in the Studio on the 3rd floor of the library
Due to Bb Sunday 1/21 by 11:59 pm: Weekly Report #1
- T 1/30 Review Adobe homework project. Meet in the Studio (3rd floor of library).
Due for class discussion: Adobe Homework Project to Bb (indd + PDF)
Due to Bb Sunday 1/28 by 11:59 pm: Weekly Report #2
- T 2/6 Designing your resume
Due to Bb Sunday 2/4 by 11:59 pm: Weekly Report #3
- T 2/13 Resume Workshop
Due for class: 1) Job post in your field (Bb + hard copy)
2) resume (Bb + hard copy)
Due to Bb Sunday 2/11 by 11:59 pm: Weekly Report #4
- M 2/19 Supervisor's mid-term report due.
- T 2/20 Discuss cover letters as distinct from resumes
Due to Bb Sunday 2/18 by 11:59 pm: Weekly Report #5
- T 2/27 Individual Conferences to Discuss Mid-Semester Evaluation
*Capstone students will also discuss options for required public presentation
Due to Bb Sunday 2/25 by 11:59 pm: Weekly Report #6

- T 3/6 Cover letter and resume workshop
Due for class: Job post in your field (Bb + hard copy)
Cover letter draft (Bb + hard copy)
Revised resume in MS Word (.docx Bb + hard copy)
Revised resume in a design program like InDesign or Illustrator (PDF to
 Bb + hard copy)
Due to Bb Sunday 3/4 by 11:59 pm: Weekly Report #7
- T 3/13 SPRING BREAK. No class meeting or WR due this week. Negotiate with
your internship supervisor whether/how much you'll work this week while
UTC is on break.
- T 3/20 Topic TBA
Due to Dr. Ingraham by class time: Submit full job application package on
 Bb for feedback
Due to Bb Sunday 3/18 by 11:59 pm: Weekly Report #8
- T 3/27 Internship recruitment meeting
Due to Bb Sunday 3/25 by 11:59 pm EST: Weekly Report #9
- T 4/3 Preparing the Final Portfolio
In-class discussion of previous interns' portfolios
Due to Bb Sunday 4/1 by 11:59 pm: Weekly Report #10
- T 4/10 Capstone Assessment in Portfolio (**only capstone students attend**)
In-class discussion of sample capstone assessment
Due to Bb Sunday 4/8 by 11:59 pm: Weekly Report #11
- T 4/17 Reflecting on the internship and preparing the Final Portfolio
Due to Bb Sunday 4/15 by 11:59 pm: Weekly Report #12
- F 4/27 Supervisor's final report due
- T 5/1 Final portfolio due on Bb by 11:59 pm

Spring 2016
English 4980: 01
45545
Senior Seminar: Cross Genre Workshop, Chapbooks
Credit: 3 hours, repeatable
Class Times: T/Th 1:40 to 2:55 pm
Classroom: Holt 229f
Instructor: Professor Thomas P. Balázs
Office: Holt 202
Office Hours: MW 12:45 to 1:45 pm and TTh 3-4 pm—and by appointment
Office Phone: 423-425-4660
Email: thomas-balazs@utc.edu

Course Description: A course that satisfies the “Senior Capstone Requirement” for English majors. Senior seminar emphasizes application and synthesis of student learning in the major as it focuses on themes/topics in literature, theory, creative writing, and/or rhetoric and composition. To be completed within 30 hours prior to graduation. Prerequisites: Department Head approval and senior standing.

English 4980: 01
Senior Seminar: Cross Genre Workshop
Chapbooks
Professor Balázs
Fall 2016
Section: 00 & 01

Course Schedule
English 4980: Fiction Writing Workshop
Fall 2016

All assignments are due on the day they appear on the syllabus. This schedule is almost guaranteed to change as the semester progresses. Please keep up with any changes by checking your email frequently, especially if you miss a class.

Week		Readings	Notes
Week 1			
	T Aug 23	Introduction: Syllabus	
	Th Aug 25	<ul style="list-style-type: none"> • Capote, Borges, Didion in <i>The Paris Interviews</i> • "Why I Write" by Orwell • "Why I Write" by Didion 	Essays on BB
Week 2			
	M Aug 30	<i>Close Quarters</i> by Amy Monticello (CNF)	Kindle
	Th Sep 1	The Persistence of the Bonyleg: Annotated by Sarah Minor (CNF)	Free eBook
Week 3			
	T Sep 6	<i>Postcards from Here</i> by Penny Guisinger (CNF)	Kindle or Amazon
	Th Sep 9	<i>Hats</i> by Earl Braggs (Poetry)	
Week 4			
	T Sep 13	Mini Workshops 1a	
	Th Sep 15	Mini Workshops 1b	
Week 5			
	T Sep 20	<i>Ologies</i> by Chelsea Biondolillo (CNF) Skype with author	
	Th Sep 22	Eliot & Bishop in <i>The Paris Interviews</i> & Poems TBA Skype with Amy Monticello	
Week 6			
	T Sep 27	"Beneath the Ice Fish Like Souls Look Alike," by Emilia Philips (Poetry) Skype with author	In Bookstore
	Th Sep 29	<i>Aeons</i> by Max Ritvo (Poetry)	Order on your own
Week 7			
	T Oct 4	Mini Workshops 2a	Rosh Hashanah
	Th Oct 6	Mini Workshops 2b	
			Mid-term grades
Week 8			
	T Oct 11	Parker, Hemingway, Vonnegut, West in <i>The Paris Interviews</i> & Stories TBA	
	Th Oct 13	<i>Mammals</i> by Herndon	In Bookstore

Week 9			
	<i>T</i> Oct 18	Fall Break	
	<i>Th</i> Oct 20	<i>Dutch Treatment</i> by. D.E. Fred	Order on your own
Week 10		<i>Love Letter to Biology</i> by Chella Courington	Order on your own
	<i>T</i> Oct 25		
	<i>Th</i> Oct 27	Mini Workshop 3a	
	<i>Oct</i> 27-29	<i>Meacham Writers' Workshop</i>	
Week 11			
	<i>T</i> Nov 1	Mini Workshops 3b	
	<i>Th</i> Nov 3	Student Choice Chapbook	
Week 12			
	<i>T</i> Nov 8	Workshops	
	<i>Th</i> Nov 10	Workshops	
Week 13			
	<i>T</i> Nov 15	Workshops	
	<i>Th</i> Nov 17	Workshops	
Week 14			
	<i>T</i> Nov 22	Workshops	
	<i>Th</i> Nov 24	Thanksgiving Break	
Week 15			
	<i>T</i> Nov 29	Workshops	
	<i>Th</i> Dec 1	Workshops	
Final Reading			
	TBA	Times and location TBA	

Course Objectives

The objective of this course is to provide students with the opportunity to produce a chapbook-length work of poetry, fiction, creative non-fiction or some combination of the three. The completed chapbook should represent the culmination of creative and literary skills developed over the course of each individual's college program. The aim is to produce a work of publishable quality that may, if so desired, comprise part or all of a creative portfolio for use in applying to graduate programs in creative writing. Ultimately, however, the use to which the student puts the completed chapbook is of less concern than that it be a work representing their best efforts in their chosen genre(s).

To inspire and guide us, we will read essays on writing by established authors and published chapbooks.

Students will be required to:

- Complete a chapbook of at least thirty pages in their chosen genre(s).
- Workshop a substantial portion of their chapbook.
- Participate fully in the workshops of other students' work.
- Post critiques of other students' work.
- Complete assigned readings.
- Post journal responses to readings.
- Choose, read, and critique one chapbook of their own choosing

Required Texts

The Paris Review Interviews: Volume I

Chapbooks listed on syllabus

Always bring whatever we're reading to class.

Course Requirements and Grades

Reading Journal	10 pts
Mini Workshops (3)	30 pts
Chapbook Workshop	10 pts
Workshop Responses	10 pts
Student Choice Chapbook Critique	10 pts
Chapbook	30 pts
<i>The following are required but not graded:¹</i>	
Class attendance	--
Being workshopped (submitting and attending)	--
Attendance at Meacham	--
Attendance at Final Reading	--

¹ Which is to say, you are penalized grade points for not fulfilling these requirements. See specific headings under Writing Assignments and Additional Class Policies for details.

Submission Guidelines

Submission Guidelines: All submitted work except for journals and workshop responses must adhere to the following formatting rules (based largely on MLA Style); work that does not adhere to proper formatting will result in a point reduction and may not receive a grade at all until formatted properly.

- Proper heading (your name, my name, name of the class, date assignment is turned in, name of the assignment, word count—in that order).
- 12 point font
- Times Roman or Arial
- Double spacing throughout (including heading)
- One-inch margins throughout
- Your last name and the page number in the upper right hand corner of every page
- Do not boldface, italicize, or underline the titles of your own poetry, CNF, or fiction.
- Write “The End” at the end of your stories or CNF.

File Name Conventions: Please name all files submitted to this class according to the following conventions—LASTNAME.NAME OF ASSIGNMENT.DOC/X as in “Mellville.Exercise2.docx.” Improperly named files will lose points for submission guidelines.

To make things simple, I have included an MLA Template on Blackboard—the [MLA Style Nazi](#); feel free to use it. See also [MLA Style Guide](#).

NOTA BENE: In cases of formatting, do as I say, not as I do. The use of fanciful fonts such as the one used on this syllabus, as well as gratuitous boldfacing, single spacing, and unpredictable margins is strictly *verboten* and will result in a lowering of you grades. I know, it’s not fair. . .

Also note: Microsoft Word’s default format settings *are not* acceptable in this class. Before turning work in, you will need to change the font, the font size, the margin, and paragraph spacing if you use Word’s standard format.

Graded Work

Exercises and Mini Workshops

Mini-Workshops: During three separate weeks of the semester, we will run “mini-workshops.” I will break the class up into three groups of 4-5 students each who will critique each other’s work as part of the ongoing process of assembling a final chapbook.

- Everyone will submit three times to the mini-workshops.
- You must post your work to the appropriate discussion forum at least 72 hours before the workshop. **Mini-workshop exercises sent out less than 72 hours prior to the start of class will receive zero credit.**
- You should indicate in your email to the group what sort of help you are looking for on your work.

Deleted: email

Deleted: your group

Deleted:

- On the day of mini-workshop, you should print out or bring electronically copies of all the works your group is discussing.

Journal: On days when chapbooks or essays are assigned to be read, you will post a 400-500 word journal entry on the reading.

Reading responses should be analytical, not subjective. They should address issues of craft with regard to essay or the chapbook as a whole or parts of it. They should not be about whether or not you “liked” it were bored etc. In addition to being graded on the substance of your response, you will be graded for clarity and style. Points will be deducted for grammatical and mechanical errors and any other evidence you are not taking the assignment seriously.

- Journals are due **one hours prior to the start class** on the day for which the reading is assigned.
- **Late responses will not be read or receive credit.**
- Responses below 300 words will be graded down.
- Responses using the words “like” or “dislike” or synonyms thereof will be graded down.
- Reading journals are graded on a scale of 1-3.

Student Choice Chapbook Reading

You will read and critique one chapbook of your own choosing. Your written response will be due the day after fall break. The chapbook may be in any genre. On the day your response is due you will bring the actual chapbook into class along with your written response. More details on this assignment will follow later in the semester, but you may start shopping around for a chapbook at any time.

Chapbook Workshop

Getting Workshopped: During the final third of the semester, all students will submit to workshop a draft of their completed chapbook.

- When you are being workshopped, you must post your draft to the appropriate forum on the Blackboard Discussion Forum, 1 week hours prior to the start of class. **Drafts posted late will receive a grade reduction of 20 percent per day. Drafts posted less than 48 hours prior to the class will receive a zero and may not be workshopped at all.**
- If you miss your own workshop for any reason other than a documented medical emergency or other documented disaster, **your final semester grade** be lowered by 5 points (one half grade).
- If you miss your own workshop for a valid reason, you will not be penalized, but may not get the chance to make it up.
- If you miss your workshop, we will discuss our piece anyway, probably less gently than we might have if you were there.

Workshop Responses: If you are not being workshopped, you are responsible for posting on Blackboard a written response to each of the drafts one hour prior to the start of class. You should do this even if you plan to be absent from class.

Workshop responses should be at least 300 words per draft. As with reading responses, you should avoid discussing what you “liked” or “disliked.” In this case, look for what is

working or not working, try to figure out what the writer is trying to accomplish and how closely they came to achieving their goal.

Additionally,

- You should bring in a printed out, marked up copy of each story to hand to the respective writers (or, alternately, email them a copy marked up with track changes as I do).
- Post responses to the discussion forum; do not post as attachments.
- No credit is given for workshop responses posted after the start of class on the day of the workshop.
- Workshop Responses should not be posted as attachments, and do not need headings, though they should be well-written and proofread.

Final Chapbook with Writing Reflection

One week after your draft has been workshopped, you are to turn in a final hard copy version of your chapbook along with a Writing Reflection on the development of the work and your growth as a writer this semester. This one-thousand-word essay should address what you've gained from your readings this semester, in-class discussions, comments on your work, exercises, and anything else that has contributed to your artistic growth. As always, it should be well-written, properly formatted, free of grammatical and mechanical errors etc.

Please combine these two assignments into one document and email them to me by 5 pm on the day they are due.

More details on this assignment will be forthcoming.

Additional Class Policies

Attendance: This is not an online or a long-distance course. Your presence in class is required.

- You are allowed—but not recommended—**two** absences before absences automatically lower your grade by **three percentage points**.² These are to be used for “legitimate” excuses, i.e. illness, car trouble, family emergencies. If you have two absences or less, there is no need to document your reasons for missing class.
- If you have legitimate excuses for missing class beyond three classes, you must present verifiable documentation not only for those missed classes but also for the first two missed to minimize penalties.
- Students who know in advance they will miss a class (e.g. for athletic competitions or other legitimate reasons) may be required to listen to podcasts and otherwise participate online to receive credit for attendance (or avoid penalties for non-attendance).
- Excessive absences—seven or more—result in automatic failure of the course *even if some of those absences are “legitimate” and documented*. No exceptions.³
Also
- Students arriving after attendance has been taken may be counted as absent.
- Students who leave before the end of the class period may be counted as absent.
- **Classes missed during the first weeks of class due to late registration count as absences.**

WARNING
Missing 7 or more of classes
For any reason⁴
Results in
Automatic Failure
Regardless of any grades

Cell Phones: If your phone happens to go off in class, shut it off as quickly as possible or (in the case of an emergency) silently leave the room to answer it. Please do not text message, answer the phone, or check your stocks prices during class time.



Email: I communicate frequently (and sometimes frantically) with the class by email. You need to check your UTC email daily for urgent messages from your teacher. My email is Thomas-balazs@utc.edu. By the way, when emailing me, at least until you are sure I know your name, please indicate which class and section you are in, so I don't have to consult various rosters when I hear from you.

Extra credit: There is none in this class. Please don't bother asking, pleading, or begging for it.

² UTC policy requires that I inform the college administration of any first semester freshman who misses two classes for any reason.

³ Students with documented medical circumstances may apply for a medical withdrawal. See the registrar for more information and regulations.

⁴ Students with documented medical circumstances may apply for a medical withdrawal. See the registrar for more information and regulations.

Final Reading: Attendance at the final reading is required. The exact location will be revealed toward the end of the semester.

- This will be a “semi-public” reading, and you are invited to invite friends or family.
- Everyone will read five minutes of material written or revised this semester.
- Please time yourself prior to the reading.
- Failure to attend the final reading results in a final grade reduction of one half (5 points).

Tablets, Laptops, and E-Readers: Feel free to use your electronic devices in class for class purposes—note taking, online literature, etc. Do not feel free to use them to play games, check Facebook, or anything else not directly related to class.

Meacham Writer’s Conference: Every semester the UTC English Department sponsors the Meacham Writer’s Conference—a gathering of writers from near and far who come to Chattanooga to read their work, offer workshops, and to socialize with other writers and students. Most of the events occur during the evening. You are required to attend at least one reading or workshop during the conference and to post on Blackboard a written response. A full schedule will be posted when available. In the meantime, see [Meacham Writer’s Workshop](#).

Three points will be deducted from your final grade average for missing Meacham.



Plagiarism: Believe it or not, some of the worst cases of plagiarism I've seen have been in creative writing classes, and I am *very* tough in such cases.

Plagiarism is the act of presenting another person's writing or ideas as if it were your own—that is without proper attribution or citation. When committed accidentally, it represents a fundamental flaw in scholarship and, when done deliberately, a serious case of academic dishonesty.

In a case where plagiarism, intentional or unintentional, is suspected, I will meet with the student to discuss the problem before taking any further steps. No grade will be issued to the student until my investigation is complete.

If I determine it to be a first-time case of unintentional plagiarism, the student may be required to rewrite the assignment and may additionally be assessed a grade penalty on the assignment. Subsequent occurrences of unintentional plagiarism may result in zeros on the assignments with no opportunity for rewrites.

If I discover a case of intentional plagiarism, the student will receive an automatic F for the course and will be reported to the Student Honor Code Board. Students found responsible for acts of deliberate plagiarism by the Student Honor Code Board are subject to a range of penalties ranging from probation to dismissal from the university.

I take plagiarism seriously. Please do not test me on it.

Record Keeping: You are required to keep all graded work after it has been handed back to you until your final grade for the semester has been turned in. Although I do my best to maintain meticulous records of your work, occasionally something might get lost in the mix, at which time I will ask you to return the original graded work. If you have lost work, you may not get credit for it, so keep it in a folder, a notebook, a secret locker, wherever it will remain safe and easily available.

Repeat Customers: Although English 3760 is a one-semester course, Professor Sybil Baker and I actually teach it as a two-semester sequence. The fall semester represents Part I, and the spring semester represents Part II. It is strongly suggested that serious fiction writers take both semesters, though not necessarily in order.

Public Service Messages

ADA STATEMENT: Attention: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall <http://www.utc.edu/disability-resource-center/>.

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/counseling-personal-development-center/index.php>.

Counseling and Career Planning: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

Writing Center: The Writing Center at UTC is a free service offered to all members of the University community. The Center is staffed by peer tutors, graduate students, and English instructors, and offers various services to writers, including tutorials, workshops, and access to resources. Please visit the Writing Center in Holt 119.

UTC Email: To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for communications. (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-4000.

Disclaimer

All scheduling and policies on this syllabus are subject to change. You are responsible for keeping up with any modifications to the course plan. "I didn't check my email," "I wasn't in class," and "I came late the day you announced that change to the syllabus" aren't even close to being adequate excuses for following an outdated syllabus.



English
ENGL 4980

Senior Seminar Deconstructing the English Major

FALL 2017

TR 10:50-12:05

540MC 269

Dr. Jennifer Stewart

45545.3CR.F2F

University of Tennessee at Chattanooga

English Department

Senior capstone courses are designed to encourage students to reflect on the work they have done in their major, and sometimes in the larger university and community. This seminar will ask you to investigate the broad landscape that is “being an English major” in 2017 and to articulate your place in that landscape. Specifically, you will study 1) meta-analysis methodology to investigate the English major as a concept and an organizational unit, 2) feminist interview techniques to interview a former English major, 3) autoethnography and reflective practice to analyze your own undergraduate education, and 4) online professional presence to create your own professional identity.

COURSE OUTCOMES

Students will:

- Survey and critically investigate research on the liberal arts and English majors
- Describe and assess how the current societal understanding of the English major informs and challenges the lived practices of English majors
- Learn and use empirical research methods to engage in meaningful, informed analysis of the English major and their own work products
- Develop and hone professional identity materials

READINGS

REQUIRED TEXTS

All reading materials for this course are located in Blackboard.

INSTRUCTOR INFORMATION

Dr. Jennifer Stewart

Office: 540MC 278

Office Hours: TR 12:30-1:30 and appointment

Appointment Scheduling: <http://jennstewart.youcanbook.me/>

Phone: 425.5807

E-mail: jenn-stewart@utc.edu

Twitter: @JennLStewart

INSTRUCTOR AVAILABILITY AND RESPONSE TIME I respond to email within 48 hours. Major projects are returned within one week. Saturday and Sunday are not work days, thus should not be considered in the times given here.

PEDAGOGICAL STRUCTURE

This course will have a combined seminar and workshop structure. We will read a significant amount of material: academic and popular works, online articles, and peer drafts. We will dissect, discuss, question, and challenge our reading materials.

ENGAGEMENT

Expectations for engagement in a seminar are different from lecture classes. In this course, you can expect that you will engage in whole class and small group discussion, that you will be asked to do analysis and reflection individually and in small groups, that you'll do several formal and informal presentations, and that you'll be asked to speak in class each session. This level of participation requires you to digest readings and ideas at a different level than you might be used to because you're going to be asked to apply the ideas during class. You will find it difficult to participate in a meaningful way if you do not adequately prepare for class. Do the readings. Take notes. Keep detailed and organized notes. Read what you've written from time to time. Follow leads. Look up terms you don't know. Bring something to the table.

PROJECTS

We will work on a variety of projects this term that may introduce you to new genres and approaches to working with research. All projects and grading criteria are detailed in Blackboard.

ENGLISH MAJOR COLLABORATIVE META-ANALYSIS: 20 POINTS

Analyzing English majors across the nation.

ENGLISH MAJOR INTERVIEW REPORT: 20 POINTS

Reporting on your interview with of a former English major.

SITUATEDNESS AUTOETHNOGRAPHY: 20 POINTS

Presenting work to your classmates.

PROFESSIONAL PORTFOLIO: 20 POINTS

Creating a professional online portfolio.

COURSE ENGAGEMENT MINIPROJECTS: 20 POINTS

Engaging with your peers and course concepts in class activities.

GRADE ALLOCATION

Your participation in and completion of course projects determines your final grade; the table and chart below indicate how your grade is figured.

Grade	Points
A	90.0-100.0
B	80.0-89.9
C	70.0-79.9
D	60.0-69.9
F	0.0-59.9



POLICIES

Attendance You are expected to attend all sessions on time. Missing more than 4 classes will deduct one letter grade from your final grade. Consistent absences and tardies destroy your academic ethos.

Academic Honesty In order to establish your ethos, you must cite your sources. Deliberate plagiarism will not only be difficult in this course, but it also will be pursued to a horrific end.

Late Work I do not accept late work save significant malady. Work not submitted earns a zero.

Grade Appeal If you feel there has been an error in the calculation of your grade, 1) wait 24 hours to contact me, 2) review the assignment sheet or requirements of the project, 3) compose a succinct, clear statement that indicates exactly where you feel an error has occurred, 4) email me or make an appointment to meet with me.

Writing Center The Writing & Communication Center, located on the third floor of the library in room 327, offers UTC students FREE help with papers, presentations, and speeches, for any class, at any stage of the writing process. The center, staffed by friendly, trained peer consultants, can help students brainstorm, outline, organize ideas, develop arguments, use correct citations, practice

speeches or presentations, and identify grammatical/mechanical errors. Walk-ins are welcome, but for a guaranteed consultation, make an appointment online: <https://utc.mywconline.com/>

UTC email To enhance student services, the University will use your UTC email address for communications. Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423.425.4000.

Technology Requirements To properly participate in this class, you need 1) internet access, 2) personal and consistent access to an updated laptop or desktop computer, preferably your own, 3) access to updated versions of Chrome, Firefox, or Safari browsers. (Bb doesn't work well in IE or Edge.), 4) a word processing program, and 5) access to and use of cloud storage.

Expected Technology Skills To properly participate in this class, you should know how to 1) log in to all UTC systems using your ID and password, 2) save, save as, and/or convert word processing files, 3) save (or seek help for how to) other file formats as they arise (.pptx, .pdf, .jpg, etc.), 4) change file format types. (e.g., .docx → pdf), 5) attach files to email and/or Bb assignment links, 6) navigate and use Bb or seek help when having issues, 7) navigate your own operating systems and programs that you use, and 8) update computer programs regularly to reduce the chances of crashes, lost work, etc.

If you need help with tech skills, contact me immediately. If you have problems with connectivity, email, etc., contact the IT Department at 423/425-4000 or via email: ClientServices@utc.edu.

Catalog Description A course that satisfies the "Senior Capstone Requirement" for English majors. Senior seminar emphasizes application and synthesis of student learning in the major as it focuses on themes/topics in literature, theory, creative writing, and/or rhetoric and composition. To be completed within 30 hours prior to graduation. Prerequisites: Department Head approval and senior standing.

Course Evaluations Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Creative Writing: Nonfiction

Spring 2018

ENGL 3740 23843, traditional modality, 3 credit hours

Instructor: Dr. Sarah Einstein

Email: sarah-einstein@utc.edu

Office Hours and Location: CSOB 239 T-Th 3pm-4:30pm, W 4pm-5:30pm or by appointment

Course Meeting Days, Times, and Location: T-Th 3:05-4:20 CSOB 257

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Attendance: Attendance is particularly important in this class, because much of our time will be spent doing the collective work of putting together the literary journal. Missing more than two sessions of the class will result in your grade being capped at a “C” for the course. Missing more than four sessions of the course will result in a failing grade for the course. There are no excused absences. Scholar athletes who know they will be obligated to miss more than two classes during the quarter should not take this course during their travelling season.

If illness or disability impacts your ability to attend class on a regular basis, please meet with me to discuss ways to accommodate this. It is possible that we can arrange a way for you to participate in class remotely, using technologies such as Skype. Any absence which you have not pre-arranged with me, or which cannot be accommodated, counts toward the attendance policy.

Late Work: Due to the nature of this class, no late work will be accepted for group assignments or presentations. Again, the work of this class is largely group work, or individual work that you’ll be expected to share for the betterment of the group, and so it’s important that you be prepared with your part of it so that the process can move forward. Generally, late work on reading responses and other individual work will be docked one letter grade for every day it’s late.

Email: You are expected to check your Mocs email every day during the school week. Changes to course content, scheduling, or committee assignments will be communicated to you via email, and not having checked your email will not count as a valid excuse for late or missing work. If you email me, I will reply within 24 hours during the school week and 48 hours on the weekends. I check email until 7pm, so email sent the night before an assignment is due may not be answered until the next morning.

The University of Tennessee at Chattanooga

Outside Difficulties: If you experience life difficulties outside class, I encourage you to contact the Dean of Student's [Student Outreach and Support](#) services. In many circumstances, they can connect you with helpful services and support. If you experience food insecurity during the semester, I encourage you to visit [Scrappy's Food Cupboard](#), which can provide you with emergency food services.

The Vagaries of Life...

Such is life that we cannot always predict things with perfect accuracy. The schedule of work is subject to change as necessary to meet the primary course goals, account for inclement weather or other unforeseen events, and to accommodate learning needs of the classroom community which have not yet been identified.

Course Catalog Description: This workshop will combine reading published work, small group workshop, and individual conferences with the instructor.

Course Pre/Co Requisites: None

Course Student Learning Outcomes: Student will be versed in the current generic expectations of creative nonfiction and learn to deploy a variety of craft techniques in their own writing.

Required Course Materials: *Rhetorical Listening* by Krista Ratcliffe, *Writing Life Stories* by Bill Roorbach, .

Technology Requirements for Course: Must have ready access to a computer, Word, and UTC Learn.

Technology Skills Required for Course: Basic Word Processing, familiarity with UTC Learn

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements: This course will require readings, workshop, seminar participation, three projects, and one final seminar paper of between 12 and 14 pages. .

Course Grading

Course Grading Policy: The grading scale for this course is: A 90-100% B 80-89% C 70-79% D 60-69% F Less than 60% or failure to adhere to the attendance policy. The course elements are weighted thusly: Participation: 30% Projects 30% Participation and seminar paper 40%

Extra Credit: Extra credit will be given to anyone who attends Meacham readings and writes one page response papers about each reading attended. You may do up to three of these, for three points (on your final average) of extra credit. If you are unable to attend the Meacham,

see the professor, who will assign you some “literary citizenship” tasks that serve the good of the whole class that you may do for an equal number of extra credit points. These will likely only be available until midterm, so if you think you might need a buffer, see the professor early in the semester..

Instructor Grading and Feedback Response Time: Essay feedback will be given during one on one conferences. Quizzes will be graded within one week.

Course and Institutional Policies

Late/Missing Work Policy: Late work will be penalized one letter grade every 24 hours. No late work will be accepted after five days.

Student Conduct Policy: UTC’s Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: *Students may miss four class periods without penalty. MISSING A SCHEDULED CONFERENCE COUNTS AS TWO ABSENCES. After that, student’s final grade will be reduced by 5% of total available points for each missed class. There is no exception for “excused” absences, but students who encounter difficulties attending during the semester are encouraged to speak with the professor about alternative ways to attend, including via Skype or by completion of extra written tasks that demonstrate student’s knowledge of the day’s readings. These must be arranged BEFORE the student is absent.*

Course Participation/Contribution: Participation will count for thirty percent of the student’s grade, and includes participating in classroom discussions or preparing outlines of these discussions to be shared with other students. Students who experience difficulty speaking in class should see the professor for alternative ways to participate.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Writing for the Classroom: In the popular imagination, many people associate creative nonfiction specifically with writing about trauma. It is certainly true that some very brilliant memoirs have come from people exploring their most emotionally difficult experiences: Dorothy Allison's *Two or Three Things I Know for Sure*, Joan Didion's *The Year of Magical Thinking*, and Mary Carr's *The Liar's Club* all come to mind. However, creative nonfiction actually encompasses much more, and for the purposes of this class, I discourage you from focusing overly much on your most difficult experiences. Remember, your work will be critiqued not just for content, but also for style, technical proficiency, and effectiveness. Work that overwhelms the reader with the events discussed is not, therefore, appropriate for workshop.

A few rules of thumb:

- For your own well-being, it's best not to write about addiction or eating disorders until you have been fully in recovery for five years. Writing about either can sometimes lead to relapse.
- Although popular wisdom says that writing about trauma can make people feel better, the actual research suggests the opposite, that writing about unresolved trauma outside a therapeutic environment can actually increase traumatic symptoms over time. Again, for your own well-being it's best not to write about any past trauma which can still trigger post-traumatic reactions in you. If you do experience post-traumatic stress symptoms, whether or not they are related to the work of this class, I encourage you to contact [UTC Counseling Services](#).
- All university professors are mandated reporters, which means that if you write about sexual misconduct, abuse, or assault that we are required to contact the Title IX office and let them know. This is not a bad thing—in most cases, they'll simply offer you services which you can either accept or refuse—and if you are or have experienced sexual abuse or assault and would like a referral to the Title IX office, by all means come and speak to me. (You can also contact the [Title IX office here on campus](#) yourself.) If you wish to speak with a confidential support person about your experience, [Survivor Advocacy Services](#) can offer resources and the people who work in that program are not mandated reporters.

If you are ever unsure whether or not a topic is appropriate for workshop (which is entirely different than whether or not it is appropriate for literature: all topics are appropriate for literature), please come and discuss it with me beforehand.

Course Calendar/Schedule:

Rhetorical Listening:

8/21 Introduction to the Course

Read before the next class: Rhetorical Listening (RL) Chapter One

8/23 Discussion of RL Chapter One

Read before the next class: RL Chapter Two

8/28 Discussion of RL Chapter Two

Due at the start of class: Rhetorical Listening Project Proposal

Read before the next class: RL Chapter Three,

8/30 Discussion of RL: Chapter Three

Read before the next class: RL Chapter Four

9/4 Discussion of RL: Chapter Four

9/6 Rhetorical Listening Project Presentations

Due: Rhetorical Listening project presentation sent to instructor via email before the start of class

The rest of the schedule for this class will be decided cooperatively during our first class meeting.

Spring 2018
ENGL 4980.01
CRN # 25438
Love in Medieval Literature
Credit: 3 hours
Class Times: TR 1:40-2:55
Classroom: CSOB 263
Instructor: Katherine Heinrichs Rehyansky
Office: CSOB 230
Office Hours: TR 3:30-4:30 pm, W 2:30-5:20 pm
Office Phone: 987-3974
E-mail: Katherine-Rehyansky@utc.edu

ADA Statement

If you are a student with a disability (e.g. physical, learning, psychiatric, etc.) and think that you might need special assistance or accommodations in this class or any other class, please call the Office for Students with Disabilities at 425-4006, go to the office—102 Frist Hall, or see <http://www.utc.edu/OSD/>.

Counseling and Career Planning

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>.

Course Description: A course that satisfies the “Senior Capstone Requirement” for English majors. Senior seminar emphasizes application and synthesis of student learning in the major as it focuses on themes/topics in literature, theory, creative writing, and/or rhetoric and composition. To be completed within 30 hours prior to graduation. Prerequisites: Department Head approval. Senior standing.

Required texts:

Ovid, *The Art of Love*, trans. Rolfe Humphries, Indiana UP 1962, ISBN 9780253200020; Augustine, *The Confessions*, trans. Maria Boulding, Ignatius Critical Editions, ISBN 9781586176839; Andreas Capellanus, *The Art of Courtly Love*, trans. John Jay Partry, Columbia UP, ISBN 9780231073059; Guillasune de Lorris and Jean de Meun, *The Romance of the Rose*, trans. Frances Horgan, Oxford UP, ISBN 9780199540679; *The Portable Chaucer*, trans. Theodore Morrison, Penguin, ISBN 9780140150810.

Please note: Reading assignments are approximately 50 pages per class meeting; I have designed them to be as equal in length as possible. Schedule your preparation for class carefully in order to have your reading done in time for class discussion. Because class meetings cluster in the middle of the week, it’s a good idea to read ahead during the Thursday-Tuesday period. If you want to divide your reading evenly throughout the week, you can read 20 pages a day, five days a week.

Schedule:

Jan 9-Texts and Background
Jan 11-*Ars Amat* Bks 1-2
Jan 16-*Ars Amat* Bk 3 and *Remedium*
Jan 18-*Conf* Bks 1-2
Jan 23-*Conf* Bks 3-4
Jan 25-*Conf* Bks 5-6
Jan 30-*Conf* Bks 7-8
Feb 1-*Conf* Bk 9
Feb 6-Andreas 28-53
Feb 8-Andreas 53-107
Feb 13-Andreas 107-157; PAPER 1 DUE
Feb 15-Andreas 157-end
Feb 20-*Rose* Ch 1-2

Feb 22-Rose Ch 3-4 CLASS CANCELLED, READING ASSIGNMENT STILL IN EFFECT
Feb 27-Rose Ch 5-6
Mar 1-MIDTERM EXAMINATION
Mar 6-Rose Ch 7-8
Mar 8-Rose Ch 9-10
Mar 20-Rose Ch 11-12
Mar 22-Chaucer KnT
Mar 27-Chaucer MillT, ReeveT
Mar 29-Chaucer *Troilus* Bk 1
Apr 3-Chaucer *Troilus* Bk 2
Apr 5-Chaucer *Troilus* Bk 3
Apr 10-Chaucer *Troilus* Bk 4
Apr 12-Chaucer *Troilus* Bk 5; FIRST DUE DATE FINAL PAPER
Apr 17-Chaucer *Troilus*:consideration
Apr 19-Review, preparation for final; FINAL DUE DATE FINAL PAPER

Course requirements: A quiz based on three of the study questions for the day will be given at the beginning of most class meetings. Two essays will be required: one of five pages or more (non-research), due Feb, 13, and another of fifteen pages or more, based on research in secondary sources, due April 12. (Length requirements are based on Times New Roman 12-point, one-inch margins all around; essays under required length will be penalized 20 points per page for the shorter essay and 7 points per page for the final essay.) Dates are subject to adjustment. There will be a midterm examination. Missed quizzes may not be made up; if all quizzes are taken, I drop the lowest grade. The final examination will be comprehensive. Your final grade will be computed from four scores: combined quiz grades, the two essays, the midterm examination, and the final examination. Note that all major assignments—the two papers, the midterm, and the final examination—must be completed in order to receive a passing grade in the course.

Class discipline:

1. YOUR MOST IMPORTANT ASSIGNMENT IN THIS CLASS IS TO ATTEND REGULARLY. Irregular attendance always affects grades. As a general rule, more than four absences will result in a failing grade in the course.
2. Habitual tardiness (more than three times during a semester) may lower your final grade by as much as a full letter. I may not call your attention to the fact that I have observed your tardiness.
3. Electronic devices (with the exception of laptop computers) must be stored in backpacks during class. Habitual use of electronic devices in class will lower your final grade. Students are responsible for discipline with respect to electronic devices. I will not mention them.
4. Final drafts of papers must be submitted in person and in hard copy. The final paper may appear up to one week late, for any reason, without penalty. At the end of that week, a grade of zero will be recorded for papers which have not been received.
5. Faithful class attendance, punctuality, good in-class work habits and contribution to discussion, and on-time papers may, at the end of the term, raise your cumulative course average by several points, sometimes bumping you up to a higher final grade in the course.

K. Rehyansky

Office CSOB 230

Hours TR 3:30-4:30 and W 2:30-5:30

Phone 987-3974 (off during class hours TR 12:15-3:00, W 5:30-8:00). **Please use email, not voice mail, for messages.**

E-mail Katherine-Rehyansky@utc.edu

katyr47@comcast.net

Department Practicum, Spring 2018

ENGL 4994, CRN 29044, Face-to-Face, 3 Credit Hours

Instructor: Dr. Joe Wilferth

Email and Phone Number: Joe-Wilferth@utc.edu | (423) 425-4621

Office Hours and Location: MWF 11:00-12:00 and by appointment; CSOB 281 (540 McCallie)

Course Meeting Days, Times, and Location: TBA

Course Catalog Description: A supervised practical application of major-related coursework that satisfies the "Senior Capstone Requirement" for English majors. Students enrolled in the Departmental Practicum may serve as editor-in-chief of the Sequoyah Review, as chair of the annual student-run English conference, or in approved departmental leadership roles. Students must submit an Individual Studies Contract to the Records Office at the time of registration. Prerequisites: Department head approval and Senior Standing.

Course Student Learning Outcomes: Students enrolled in this department practicum will facilitate the management and successful completion of the Young Southern Student Writers contest. Students will navigate the complexities of managing a large project that has over 4,500 submissions from one year to the next. Students will successfully manage the review/judging of submissions. Students will keep a database of submissions. Students will design and publish a booklet of winning submissions.

Required Course Materials: none required

Supplemental/Optional Course Materials: none required

Technology Requirements for Course: Students must have access to a computer and access to the Internet.

Technology Skills Required for Course: Students must be familiar with and must be able to navigate UTC Learn.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements:

Attend weekly meetings to discuss the management of this substantial project. 25%

Successfully track and complete the judging process for all submissions. 25%

Organize the winning submissions according grade level and category (poetry or prose). 25%

Design and publish the winners booklet. 25%

Course Grading

Course Grading Policy: See above for percentages.

Instructor Grading and Feedback Response Time: Grading will follow the completion of each period of the writing contest.

Course and Institutional Policies

Late/Missing Work Policy: All work is to be turned in on time. If, due to emergency, you are unable to turn in your work on time, please inform me as soon as possible. I will work with you in such cases.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#). It reads as follows.

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: Students must attend ALL meetings times for this practicum.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. I value your feedback and appreciate you taking time to complete these anonymous course evaluations.

Course Calendar/Schedule will be distributed in class, and it available in UTC Learn/Blackboard.

Appendix B: Representative syllabi for Graduate Students

The University of Tennessee at Chattanooga

**Introduction to Graduate Studies in English
Methodology and Bibliography
Fall 2017**

ENGL 5000/1, CRN 44976, Face-to-Face, 3 Credit Hours

Instructor: Joyce C. Smith

Email and Phone Number: Joyce-Smith@utc.edu 423-425-4623

Office Hours and Location: TR 2 p.m.-4 p.m.; W 12 p.m.-2 p.m. and by apt.; Rm. 244, 540MC

Course Meeting Days, Times, and Location: W 5:30 p.m.to 8 p.m., 540MC, 264

Course Catalog Description: Emphasis on contemporary methods and aims of research in literature, rhetoric, and writing; special reading designed to familiarize students with a wide range of available source materials and research writings. Students will produce a scholarly paper of article length.

Introduction to Graduate Studies in English is designed to provide graduate students with the tools necessary for productive research in the field of English Studies. The course presents material on the nature of the discipline and on the methods and aims of research, including electronic and library research tools, textual criticism, the editing of texts, the location and use of manuscripts, and the principles of both descriptive and analytical bibliography. Each student will complete short research assignments, an annotated bibliography, a conference proposal, and a conference-length paper for presentation. The student will also write a prospectus on the same topic before completing a journal-length research paper (15 – 20 pages long).

Course Student Learning Outcomes: : (1) knowledge of literary and rhetorical genres and the terms to discuss these genres (2) ability to research and analyze both orally and in written form literary, stylistic, and rhetorical features of texts

Required Course Materials: [MLA HANDBOOK](#) | Edition: 8th, Publisher: MLA
ISBN: 9781603292627

Technology Requirements for Course: All submissions of assignments should be computer printed and professionally organized.

Technology Skills Required for Course: You must be proficient in producing computer-generated texts and in researching via the computer.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements: All assignments, discussions, and participation will display your knowledge and professionalism in the field. Although you should always feel free

to disagree with the professor or other students, you should be careful to present a well-supported argument for your own position.

Course Grading Policy: On any examinations you will be responsible for all information presented in class by the instructor or other students and all assigned readings.

Grading

"A" = 90-100, "B" = 80-89, "C" = 70-79, "D" = 60-69, F= 59 and below

A = represents commendable performance in the course.

B = represents acceptable performance in the essentials of the course.

C = represents marginal performance in the essentials of the course.

Graduate students must maintain a 3.0 (or B) average in order to remain in the program.

Your grade in the course will be based on:

Daily Assignments and Class Participation	20%
Annotated Bibliography	10%
Prospectus for Research Paper	10%
Conference Presentation (& responses to critiques)	20%
Research Paper	30%
Final Exam	<u>10%</u>
	100%

Instructor Grading and Feedback Response Time: Since we meet only once per week, I will return assignments at the next class meeting.

Course and Institutional Policies

Late/Missing Work Policy: If you have a good reason for not submitting material when it is due, you will need to talk with the professor about alternatives. Any habitual lack of preparation will greatly hinder your progress and affect your grade.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#). Plagiarism is completely unacceptable in our discipline and I will deal strongly with any violation.

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I will exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: As a professional scholar, or apprentice professional, in the field of English, you are expected to attend *all* classes for the *entire* class period. Variance from this expectation will affect your grade.

Course Participation/Contribution: You are expected to contribute to discussions in class. In order to participate meaningfully, you must carefully complete all assignments, both reading and writing, before class.

Course Learning Evaluation: Course evaluations are an important part of our efforts to improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule: *If any changes to this schedule are necessary, they will be announced in class. This class will often be in a workshop format, meaning that your work will often be public to the rest of the class. Please speak with me if you see this as a problem.*

Aug 23 What is this discipline of English? What can you do with an M.A. in English? What are the most prestigious organizations in literature, rhetoric, creative writing? (MLA, CCCC or NCTE, and AWP).

Choice of one professional journal for analysis

Find two years of issues of your journal either online or in the library. Study the type of articles, reviews, etc. Decide on the audience. Then go to MLA Directory of Periodicals.

Put in title of journal and click on it for specific information about circulation, etc.

Analyze this journal with an eye to placing an article in it. Write up that analysis so that it is easy to follow for your fellow students.

Discussion of possible authors/texts/topics for your research

Introduction to U of Pennsylvania's *Call for Papers*

Aug 30 Written choice of author/text/topic for research, with two annotated bibliography entries on choice.

Present your analysis of journal, either literary, rhetoric, or writing, with both oral and written report to class. You may use the computer projector to show aspects of your report.

Report on word from *Oxford English Dictionary (OED)*, found in Databases on Library web site.

After looking up the word you chose, write one page informally explaining the definitions, its historical changes, and current uses. (Don't just copy the entry.)

Sep 6 Library Instruction

Bibliography of primary materials in your topic with publisher and year of first publication.

Chronologically list all *major* publications grouped by type of publication (novels, plays, etc.). If there is a standard edition, cite the standard edition of his/her works. Also explore and explain where manuscripts and other archival materials can be found. (*A search engine such as Google can usually help with this.*)

Discussion of "Breaking into the Conversation: How Students Can Acquire Authority for their Writing." This article from *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* can be accessed through Project Muse, but it will also be placed on BlackBoard. Print out and bring to class.

Using this journal article, in a short paper (1) identify the question addressed, (2) write the answer (to that question) given in the article, (3) analyze how and why each source is used, listing reasons for each citation, (4) discuss the strengths of the article and the weaknesses.

Sep 13 *MLA Handbook*

Discussion of “Making the Gestures: Graduate Student Submissions and the Expectation of Journal References.” This article from *Composition Studies* can be accessed online, but it will also be placed on UTC Learn (BlackBoard). Print out and bring to class.

Using this journal article, in a short paper (1) identify the question addressed, (2) write the answer (to that question) given in the article, (3) analyze how and why each source is used, listing reasons for each citation, (4) discuss the strengths and the weaknesses of the article.

Sep 20 Research in Literary Studies The class will a specific author. Then each student will present one article on that author and discuss how that article contributes to the understanding of a particular piece of literature over time.

Sep 27 Annotated bibliography of 75+ primary and secondary sources on selected author/topic.

Include (1) works by your author/writer (2) critical works on your author/writer and his/her work, (3) sources that might supply historical or technical information, (4) relevant theoretical works, and (5) any other sources that may prove helpful in your understanding of the author/writer and/or a specific work.

Each entry should be very concise; it should include one sentence summarizing the question (or theme) addressed by the work and another sentence explaining the possible use of this work in your study. The bibliography should be alphabetized throughout by author’s last name, with no division into sections.

Oct 4 Written proposal for Conference Paper (250 words for what you propose to present, beginning with a carefully constructed title—ask yourself what question you want to answer about the author’s work or works) (Email this to me at least the day before your conference)

Individual Conferences on biblio and proposal (20 minutes each in Rm. 244, 540MC during class period—additional conferences scheduled outside class time if needed)

Oct 11 Choose two types of literary theory and be ready to use each on a simple fairy tale in class.
Discussion of how such a lens lets us see any story or book in a new light.

I will bring and distribute examples of various criticisms on a particular novel, probably *Beloved* or another novel with which the entire group is familiar.

Oct 18 Prospectus for Research Paper (3 – 5 pages of text with a working bibliography [*not annotated* and with all entries in alphabetical order by author’s last name] of useful primary and secondary sources).

Workshop prospectuses: identify question, organization, process, and use of sources

Oct 23 is last day to withdraw with a *W*.

Oct 25 Read and bring printed copy to class: Robin Silbergeld, “Making Things Present: Tim O’Brien’s Autobiographical Metafiction.” *Contemporary Literature* 50.1 (2009) 129-55.

Use the library catalog to access this article in full text. Using this journal article, (1) identify the question addressed, (2) write the answer to that question given in the article, (3) alphabetically list author of each work cited and briefly (in a phrase or two) tell how it is used in the essay, (4) list the strengths and weaknesses of the article.

Nov 1 Presentations (with printed abstracts—250 words—for class consideration) and Critiques

Nov 8 Presentations (with printed abstracts—250 words—for class consideration) and Critiques
MLA Handbook

Nov 15 Research Papers Due

How to write an effective curriculum vita—bring any cv (or resume) you may already have
How to write an effective teaching philosophy

Nov 22 Thanksgiving Holiday (Nov 22-24)

Nov 29 Presentation of cv's and teaching philosophies

Final Copy of Curriculum Vita and Teaching Philosophy due

Final Exam: Wednesday, Dec 2, 6 - 8 pm

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at (423) 425-4006 or come by the office in the University Center.

Counseling Center Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Email: Class announcements will be made through UTC Learn (<http://www.utc.edu/learn/>) and via email. Please check your UTC email and UTC Learn on a regular basis. If you have problems with accessing your UTC email account or UTC Learn, contact the Call Center at 423-425-4000. It is very important that you check your email on a regular basis (daily, if possible).

I try to answer student email as quickly as possible, but as a rule I do not check my messages at night or on weekends. During those times you should *not* expect a quick answer. Occasionally some legitimate email goes into my spam box, so if you haven't had a response within a reasonable time, you may wish to contact me again. You may also call my office telephone (423-425-4623) and leave a message on my answering machine.

Fall 2018
ENGL 5000.01
CRN# 44976
Course: Introduction to Graduate Studies in English: Methods and Bibliography
Credit Hours: 3
Class Time: M 5:30-8:00
Classroom: MC 540, Rm 267
Instructor: Dr. Jennifer Beech
Office: MC 540, Room 242
Office Hrs: M/W noon -2:00 and by appointment
Office Phone #: 425-2153
Email: Jennifer-Beech@utc.edu

ADA Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

Counseling and Career Planning: If you find that personal problems, career indecision, study and time management difficulties, etc., are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

Writing and Communication Center: Located in 327 of the Library, the WCC is a free resource offered to all members of the UTC community. The center is staffed by peer writing consultants and offers various services to writers, including one-on-one consulting sessions, a quiet space in which to write, computers for research and word processing, and access to writers' resources.

UTC e-mail and UTC Online: To enhance student services, the University will use your UTC email address for communications. See <http://www.utc.edu/> for your exact address. Please check your UTC email, as well as UTC Online (bb), on a regular basis.

Course Learning Evaluations: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking the time to complete the anonymous evaluations.

...any research is carried out from the perspective of a "world view," a particular way of looking at phenomena; "each researcher...takes (often unwittingly) an epistemological stance concerning the nature and genesis of...knowledge," and "this stance exerts a strong influence on what he or she takes as acceptable research"—Patrick W. Thompson

Course Description and Objectives:

This graduate seminar examines contemporary research methods and paradigms in English with particular emphasis on rhetoric and composition and literature. While this course certainly addresses methods of locating traditional library research, the main emphasis is on the theories of and methods for locating, understanding, synthesizing, and entering major scholarly conversations in the field of English. Through our various readings, inquiries, research activities, class activities, and conversations, seminar participants will attempt to gain a firmer grasp of the following concepts and scholarly communities:

- ◆The Scholarly Parlor
- ◆Scholarly Ethos and Collegiality
- ◆Theoretical and Pedagogical Scholarship
- ◆Triangulation and Cross Interpretation
- ◆Ethics & Reciprocity
- ◆Scholarly Gestures and Moves
- ◆Textual Scholarship
- ◆Methodological Pluralism/Hybrid Research
- ◆Qualitative Research and IRB Guidelines
- ◆Major conferences, sites, and journals
- ◆Kairos and Exigency

Seminar participants will gain strategies for locating key conversations, key terms, and key voices, as well as strategies for effectively entering those scholarly conversations—through the use of bibliographies (published, as well as those posted online); exposure to major journals in the field; explorations of calls for papers and conference proposals and programs; and practice in researching and creating annotated bibliographies, research proposals, and a seminar-length scholarly paper.

Required Texts:

- Readings linked through Blackboard or handouts
- MLA Handbook, 8 ed.

Course Requirements and Evaluation:

- (10%)—Typed Responses to Readings (see guidelines in Blackboard)
- (20%)—Verbal & Written Review of a Scholarly Journal + Summary and analysis of an article from the journal you review
- (10%)—Annotated Bibliography #1 (12 annotated sources) + Research Update
- (10%)—Seminar Participation
- (20%)—Annotated Bibliography #2 + Power Pt. Research Proposal (25 sources; 18 annotated)
- (30%)—Final Seminar Paper (20-25pp.)

Participation Evaluation Criteria and the Seminar Format—as graduate students in English, you are particularly poised to appreciate the importance of active and engaged participation to the success of any classroom. Indeed, the graduate seminar format assumes that all participants (students and professor) together tackle a question or issue; thus, in the tradition of Brazilian educator and literacy theorist Paulo Freire, we will aim to break down the teacher-student dichotomy and engage in “acts of knowing dialogue.” While the teacher will facilitate problem-posing learning, she does not know everything and is not the only one with sound ideas in relation to our discussions and research activities; therefore, all participants are expected (and will be graded accordingly) to assume responsibility for the collaborative knowledge-making to take place this semester by:

- Demonstrating increasing confidence in speaking in class and in our online discussions
- Preparing thoroughly and thoughtfully for class
- Raising issues and asking questions (in class and online)
- Facilitating and mediating small group and whole class discussions
- Actively listening to and responding to seminar participants
- Introducing relevant ideas and knowledge from outside of class
- Exhibiting a willingness to listen to (and offer) constructive feedback and alternative perspectives
- Meeting deadlines
- Regularly and actively attending class
- Presenting ideas and writing in a professional and timely manner

Course Policies:

Attendance: Because the seminar format depends upon the active contributions of all participants, your attendance is expected. Particularly since we meet only once a week, you should attempt to miss no more than once (twice at most). Upon the third absence (excused or otherwise), you can expect to make

no higher than a C; after the fourth absence, expect to fail the course.

Late Assignments: Each seminar participant must turn her or his own work directly to the professor at the beginning of the class for which the assignment is due and must remain in class for the entire period in order for that student's work to be counted on time. Since presentations, reviews, and/or facilitations will constitute major portions of our activities for a given night, if something comes up that you need to be absent on a night you're scheduled to present, you should arrange to swap nights with a fellow seminar participant. Any work turned in late (if accepted) will suffer a loss of one letter grade per day (not per class period) that it is late.

Responses may not be turned in late, as these are designed to prompt in-class discussion on the night they are due. If you know ahead of time that you will be absent on the night a response is due, you may send your response ahead to class and ask one of your peers to read it for you; you may do this only once. Dr. Beech will drop your lowest response grade.

Professor Response Time: Your typed responses will be returned by the next class period. You may also expect to receive feedback on your other coursework within one week (barring illness, inclement weather, or other unforeseen circumstances).

Note: All work seminar participants turn in should be free of plagiarism. Please review UTC's Honor Code.

Weekly Agenda

Wk1 (8/20) Introductions of students, professor, course aims, texts, policies, Blackboard, lab, etc. Visit the NCTE, MLA, and Howard Bib websites and review resources in Bb.

Wk2 (8/27) Have read Richard McNabb's Composition Studies article "Making the Gesture: Graduate Students Submissions and the Expectation of Journal Referees" (in Bb)

Have read Mark Gaipa's Pedagogy article "Breaking into the Conversation: How Students Can Acquire Authority for Their Writing (in Bb)

Bring to class one or more papers you've written and be prepared to apply what McNabb and/or Gaipa say about moves and gestures to your own scholarship.

In-class examination and discussion of sample paper. Discuss journal review. Examine sample review and analysis handout.

Dr. Beech give brief lecture on methods for comp/rhet research and lit papers.

Wk3 (9/3) **Labor Day Holiday: no class.**

Wk4 (9/10) Have read the following 3 articles posted in Bb:

- 1) Paul Anderson's "Simple Gifts: Ethical Issues and the Conduct of Person-Based Research
- 2) Fleckenstein's "The Importance of Harmony: An Ecological Metaphor for Writing Research"
- 3) Beerits' "Understanding *I*: The Rhetorical Variety of Self-Reference in College Literature Papers"

Bring a formal typed response applying concepts raised in Fleckenstein and Anderson to the Beerits article.

Review list of suggested research topics. Sign up for journal reviews.

Wk5 (9/17) Journal Reviews Round 1. **Written response by non-presenters.**

Wk6 (9/24) Journal Reviews Round 2. **Written response by non-presenters.**

Wk7 (10/1) Journal Reviews Round 3. **Written response by non-presenters.**

Wk8 (10/8) Research night; meet with reference librarian (location t.b.a).

Wk9 (10/15) **Fall Break. No class.**

Wk10 (10/22) Research Update Group 1.

Wk11 (10/29) Research Update Group 2.

(10/31) **Annotated Bibliography #1 due** (post in Bb) by 5:00 p.m.

Wk12 (11/5) Activity/reading t.b.a.

Wk13 (11/12) Activity/reading t.b.a. **Response due** (topic to be announced).

Wk14 (11/19) Research night.

Wk 15 (11/26) Power Pt. Presentation Group 1.

Wk16 (12/3) Power Pt. Presentation Group 2.

(12/5) Post Bib #2 in Bb by 5:00 p.m.

Paper due via email to Dr. Beech by 7:00 p.m. on Saturday, Dec. 8, 2016.

ENGLISH 5050-01: 49716 Theory and Criticism
Fall 2018 Tuesdays, 5:30-8:00 540M 263
Prof. Matthew Guy

Office: Holt 326
Office Hours: Mondays through Thursdays
1:00 – 2:30 or by appt

email: matthew-guy@utc.edu
Office phone number: 425-4613

Course Description & Objectives:

Studies of major critics and historical developments (Classical, Medieval, Renaissance, Romantic, Modern, Postmodern) with practice in applying major critical concepts. Students will produce a scholarly paper of article length.

This course will be an intensive survey of literary criticism and theory, from ancient Greece to today, with a majority of the seminar dealing with twentieth century developments. One of the aims of the course is to prepare you for advanced work in literary and cultural studies, from more in-depth reading and analysis of texts to more complex research projects. I also aim to instill within you understanding and appreciation for the field of literary theory and criticism and its long, strange history as well as the ability to make the course relevant to other disciplines as well. Today, literary theory and criticism can no longer be confined to the field of literature or printed texts alone, and fields such as law, philosophy, anthropology, and even politics, have been heavily influenced by contributions from literary theory and criticism. To understand these contributions, we must in essence study a new language and, at times, a new way of thinking and exploring texts. We will see how, at first, works of literature were studied as “formal” objects, as with the classical and neo-classical schools of criticism. Later, the person or subject actually doing the reading crept into the determination of meaning, as with the romantics, certain philosophers, and reader-response theory. Eventually, certain “unconscious” elements, such as language, society, identity, ideology, etc., moved to the forefront in determining larger systems of meaning. Of course, specific figures, paradigms, or movements will be studied, such as neoclassicism, romanticism, New Criticism, structuralism, post-structuralism, feminism, post-colonialism, Cleanth Brooks, Jacques Derrida, Michel Foucault, and so on. Much of the material is abstract, philosophical, and quite challenging, but ultimately necessary and rewarding for those who want to participate in real, in-depth critical discussions.

Required Texts/Suggested Texts

Required:

- The Norton Anthology of Theory and Criticism. 2nd edition
Eds. Vincent B. Leitch, et al. 2001.
- Literary Theory: The Basics. Hans Bertens. Routledge
(any edition is fine).
- Also, as needed, I will put copies of readings on reserve in the library or on blackboard.

Structure/Assignments/Grade Assessment

Responses to Readings/Participation: Responses: To make sure that you keep up with the readings, and to ensure discussion and to monitor your progress, I will require short 1-2 paragraph responses to the readings every class meeting. These will actually help you much more than you think they will. Their content can be whatever you want, but relevant, and they can cover one of the readings or more for that particular day. Participation: It should be understood that your participation and contribution to a group like this is very important. To emphasize that, your participation and contribution will be assessed by me as part of your overall grade. This assessment will be highly subjective on my part, so fake that enthusiasm and interest if it isn't there.

-35%

One Short Paper: Essay which can be a short critical reading of a text (text here interpreted loosely), or something more pertinent to theory, criticism, philosophy, etc. Seven to nine pages. Due October 3.

-20%

Research Paper: Longer, researched written essay, which can be a critical reading, a comparison or critical readings, or investigation into theory or criticism itself, or whatever you wish. In fact, "text" here is defined very loosely.

Twenty to twenty-five pages. Due December 2.

-25%

Final Exam: A take-home exam, comprehensive, where you show off your ability to assess the history and development of literary theory and criticism, as well as your understanding of these difficult yet important texts. Two or three short essays on topics given to you. Due December 13th.

-20%

I did not put anything in here about attendance because I really shouldn't need to, especially since the majority of your grade is determined by attendance. You have to turn in a response for every reading, every class meeting, due at the beginning of class that day. Only in true, genuine emergencies will I consider taking them late. No responses will be taken after the class following the one missed, despite your emergency or excuse. Take the class seriously—this will most likely be the most demanding class you have had in your college career. Why? Well, this isn't a class where we sit in a circle and "talk about literature" like it's summer camp; this is a class that will expose you to the core of thought operating in much of contemporary literary theory and criticism. It is the most complex, bizarre, and brain-racking writing that you will ever read, and no one, no matter how smart he is, is going to be able to simply read and keep up with the class. No one. However, this will also most likely be the most rewarding class in that you will have a large "toolbox" for criticism and interpretation, probably even a bigger one than some of your professors.

Late papers will have ten points (i.e. one entire letter grade) deducted for each class day they are late. You must turn in papers in class, on the due date. Papers turned in outside of class will only be accepted at my office during my office hours or through arrangements made by me. No papers or

assignments will be accepted after one week from the original due date unless we have discussed things properly.

Plagiarism won't be tolerated. You do it, you fail the course. Any questions? Really, though, don't do it. I always find out. I have a Ph.D. in comparative literature, which means I read works and detect influences from other authors, other cultures, other time periods, and other languages. I also read student essays for a living. I can always, always, always tell if someone else wrote what you have in your essay. Always. Don't do it.

ADA Statement: If you have a disability which may require assistance or accommodation, or if you have questions related to any accommodation for testing, not taking, or reading, please speak with me as soon as possible. You may also contact the Office for Students with Disabilities /College Access Program at 425-4006 about services offered to UTC students with qualified disabilities.

UTC email

To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for communications. (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-2676.

English 5050 Schedule of readings, Fall '16

NATC: Norton Anthology of Theory and Criticism (Note: for all readings in NATC, make sure you read the introductions to all authors)

T&C: Texts and Contexts (on reserve in the library)

BASICS: Literary Theory: the Basics

On Reserve: at the reserve desk in the library

Blackboard: on UTC Online under this class, under "assignments"

Various handouts, internet links, and such.

For certain classes, there are works of literature and film given for evaluation and application of the ideas we will be discussing. Most of the literary works will either be familiar to you, easily found in anthologies or on the web, or will be provided either by me or in the text(s) we are reading. Also, the films listed, like Shane and Female Perversions, are on reserve at the library or available through a Netflix account.

Aug	21	Tu	First day of class: introduction to course From the Internet Encyclopedia of Philosophy, "Literary Theory": http://www.iep.utm.edu/literary/#H1 Video: Yale University's Paul Fry from seminar "Introduction to Theory of Literature": http://www.youtube.com/watch?v=4YY4CTSQ8nY&lr=1 (from 18:00 to end)	
	28	Tu	<u>Form and Possibilities I: Classical Foundations</u> Plato, introduction from <u>The Republic</u> , book 7 (Analogy of the Cave) and book 10 (on Platonic Forms/Ideas) Aristotle, introduction <u>The Poetics</u> , (to section 19) Georg Lukacs From <u>Theory of the Novel</u> , Preface, Chapters 1 and 2 http://www.marxists.org/archive/lukacs/works/theory-novel/ Sophocles, <u>Oedipus Rex</u>	NATC 60-77 NATC 88-104

Sept	4	Tu	<u>Form and Possibilities II: Formalism & New Criticism</u> Overview of the Russian and Prague Formalists: http://www.textetc.com/theory/formalists.html Mikhail Bakhtin: Andrew Robinson's essay "Bakhtin: Dialogism, Polyphony and Heteroglossia" http://ceasefiremagazine.co.uk/in-theory-bakhtin-1/ Chapter 1, "Reading for Meaning" Chapter 3, "Unifying the Work" Cleanth Brooks, introduction from <u>The Well Wrought Urn</u> , John Crowe Ransom, introduction "Criticism, Inc."	BASICS 1-29 T&C 37-59 NATC 1217-29 NATC 969-82
			Herrick's "Corrina's Going A-Maying" https://www.poetryfoundation.org/poems/47284/corinnas-going-a-maying	
	11	Tu	<u>Enlightenment Perceptions and Romantic Interpretations:</u> Immanuel Kant, INTRODUCTION!!! Notes on Kant "Immanuel Kant" from Philosophypages.com: http://www.philosophypages.com/ph/kant.htm Scott Alain's article: http://hzt4ur.wikispaces.com/Immanuel+Kant Stanford Encyclopedia of Philosophy: http://plato.stanford.edu/entries/kant-aesthetics/ from <u>Critique of Judgment</u> , Coleridge, from <u>Biographia Literaria</u> Chapter 4, Chapter 13 Wordsworth, from "Preface to <u>Lyrical Ballads</u> " (not all) Percy Bysshe Shelley, from <u>A Defence of Poetry</u>	NATC 406-11 Blackboard NATC 411-50 NATC 584-86 NATC 558-76 NATC 607-13
			Wordsworth, "Ode: Intimations of Immortality" https://www.poetryfoundation.org/poems/45536/ode-intimations-of-immortality-from-recollections-of-early-childhood	
	18	Tu	<u>Marxist Meanings:</u> Hegel, INTRODUCTION!!! Notes on Hegel from "The Master-Slave Dialectic" Steinhart on Hegel's Master-Slave Dialectic from "Lectures on Fine Art" Marx & Engels, INTRODUCTION Definition of Ideology from Marxists.org: http://www.marxists.org/glossary/terms/i/d.htm#ideology Engels' Letter to Franz Mehring: http://www.marxists.org/archive/marx/works/1893/letters/93_07_14.htm "Manuscripts of 1844" "Fetishism of Commodities," from <u>Capital</u> (not all)	NATC 536-40 Blackboard NATC 541-47 Blackboard NATC 547-55 NATC 651-55 NATC 663-71

ENGL 5115, 45555

History of Rhetorical Theory 1: Ancient Greece to Renaissance

2018, Fall

Class Time: Tues 5:30-8:00

Classroom: MC 264

Instructor: Dr. Heather Palmer

Office: 247 MC

Office Hours: Tues 4-5; by apt

Office Phone: 423-313-3534

Heather-palmer@utc.edu

History of Rhetorical Theory: Ancient Greece to Renaissance

This course presents **Western rhetorical theory** and practice from the fifth BCE-17th CE, starting with an overview of Greco-Roman classical rhetoric. We will focus on several major rhetoricians and primary texts as exemplars of the various periods, as well as explore new interpretations of the role of women in the rhetorical tradition. The course offers insight into the vocation and impact of rhetoric in the medieval and early modern period, and the contributions it has made to theory and practice in education, literature, philosophy, psychology, law, and politics. It will also explore the implications medieval and early modern rhetoric have for contemporary civic rhetoric. Note: This course is an introduction to **Western histories** and theories of rhetoric as they have evolved from the classical era to the Enlightenment. We'll see that rhetoric is not a stable term, but shifts to respond to different interests and exigencies. The primary goal is to expand your historical understanding of theories of rhetoric to deepen your understanding of what it means to be a rhetor and a rhetorician by learning about the rhetorical legacies we've inherited from these time periods and thinkers.

Purpose (from catalogue):

"The course seeks to make available to graduate students in composition/rhetoric and literature further training in the roots of our rhetorical traditions, with an opportunity to become acquainted with several influential sources. It is especially

hoped that modern students of rhetoric will evaluate the features of the art in relation to contemporary scholarship and teaching and their own instructional practice.”

Course Outline:

The course trajectory will be fairly chronological. In terms of format, the it will be mostly discussion, close reading, and application of the theories and texts we encounter. Everyone should be open to teaching and learning from one another as we engage with diverse ideas and theories. This is a seminar not a lecture based course.

Course topics will be presented through readings and lecture/discussions, and students will present the discussion for the day as part of the oral portion of the seminar. A longer seminar paper is also expected which the student will present to the class in a formal 20-minute conference-style presentation.

Attendance:

Since this class only meets once a week, it is essential that you come to class prepared and ready to actively participate. Attendance is required at all scheduled class meetings and conferences with the instructor. Excused absences may be granted for religious holidays or university-sponsored events, provided you make a written request to me no less than two weeks in advance and that you complete any required work before the due date. More than two absences will result in a zero for the course since we meet once a week.

Evaluation:

Seminar Project with Oral Presentation—40%

A seminar paper related to the topic of the course (equal to 20+ pages). Class members will also complete a project proposal (with 250 word abstract), bibliography, and rough draft as part of the production process. The final paper is your opportunity to explore an issue raised by the materials in this course in a more in-depth manner.

In order to encourage that this become a process and not an event, you will have to write a researched prospectus. This **2-3 page prospectus** will explain your general argument and questions you plan to address in your final paper. It will engage a minimum of two readings and will be due relatively early in the semester. Your

prospectus bibliography should be constituted by a minimum of 10 preliminary sources. We will discuss this further.

Declamation: To honor both the oral and written roots of the rhetoric of antiquity, you will give a “speech” as part of this project. You will present a brief version of your work to the class (15 min) for at least three reasons:

- 1) In order for everyone in the class to benefit from each other’s work
- 2) to practice for your oral comprehensive exams
- 3) to professionalize your scholarly work with the possibility of presenting at a rhetoric conference.

Reading Response Papers—50%

You are expected to write 10 (5 pts each) short responses to our course readings for each class period. “Response” means that you will engage with the texts and offer your critical thoughts on the reading. For example: what is your evaluation of the main tenants of the author’s argument and presentation? How does the text relate to others we (or you) have studied? How does this text fit into a larger history of rhetoric and education? What ideas were new for you—what new insights into philosophy, epistemology, ontology did the readings bring you? Did you have ‘issues’ with the author’s point of view? Criticisms?

Note that a response is not a summary of the text as I have already read it.

Specifics: As these responses will make up a large portion of your grade, they should demonstrate thought and care. While there are no specific rules for format (other than that they must be typed, double-spaced, and no longer than four pages), I do expect them to be clear and written in a strong critical voice that questions and engages the text without repeating class discussion. They are designed to help you cut your teeth as a scholar. I’m looking for quality rather than quantity. Be prepared to read and share these with the class on the day they are due. See BBoard doc for response requirements.

One of these is a required final reflection: On the last day of class, you will turn in a reflection on your responses and how your understanding of rhetoric has developed over the course of the semester. I expect this final response to demonstrate that you have reread your previous responses and have something interesting to say about your reflections on rhetoric, education, and its consequences for epistemology, discourse, etc. have evolved over the semester.

KEEP ALL OF THESE AS YOU WILL TURN THEM IN AS A PORTFOLIO AT THE END OF THE SEMESTER

Discussion Leader/Presentation—10%: As the primary texts will require a great deal of time, the voluminous secondary material concerning ancient rhetoric will be taken up through class presentations. Each student will be assigned a particular day to present secondary material concerning the primary texts we covered in class. The object of this assignment is to bring in contemporary arguments about ancient rhetoric to enrich our class discussion and allow students to become engaged in a large body of scholarship. Each of you will read several secondary texts and report on the arguments presented. I expect you to do research that helps us understand how this particular argument fits in with the ongoing conversation about the particular rhetorical topic addressed. For example, if you read a text that discusses the place of women in ancient rhetoric, you will want to see what other scholars have said not only about this secondary text but about feminism and ancient rhetoric or women's rhetorics in general. This bibliography does not have to be extensive, but should include at least 5 (five) texts for which you provide an annotation. Your presentation should describe the scope of the work, the argument presented, the problems addressed, questions raised, the success or failure of the author's argument/presentation, and articulate the value of the work to our understanding of Ancient-Renaissance rhetorics.

I do expect you to take a critical approach to this presentation in that you are not merely praising the texts but engaging and questioning them.

See me if you have trouble locating the latest scholarship—you should have your research chops down but may need some pointers.

The presentation itself should be clear and professional. You do not have to create a dazzling visual display, but you should think of yourself as a teacher. This means considering concrete ways to offer complex information in a clear and concise

manner. You will have 20 minutes to offer your information and then 10 to answer questions.

Course Policies:

I expect every member of the class to be an active participant, which means reading all the assignments and taking part in class discussion. Attendance is necessary to get anything out of this class. Lack of participation will lower your grade. Absences exceeding two will result in a grade no higher than a C, assuming all assignments are successful and still turned in on time.

I will not read late papers. Please talk to me if you have extenuating circumstances.

Grades will be calculated as follows:

Seminar paper, proposal, and presentation:	40%
Reading response papers: with final reflection	50%
Discussion leader:	10%
Total:	100%

Main Texts:

Patricia Bizzell and Bruce Herzberg. *The Rhetorical Tradition: Readings from Classical Times to the Present*. 2nd ed. Boston: St. Martin's, 2001.

George Kennedy. *Classical Rhetoric and Its Christian and Secular Tradition from Ancient to Modern Times*. U of NC Press.

Other sources will be made available on Bboard/UTC Learn

Please note that changes may be necessary—you will be informed of them ahead of time.

All readings, including course reserves, are to be read by the date indicated. Please bring all texts to class the date they are listed. Check your UTC email frequently for any changes.

Schedule

- Tuesday 8/21: Course Introductions: Origins of Rhetoric
- Tuesday 8/28: Read 2 PDFs on rhetorical historiography: "Historiography and the Study of Rhetoric by Walzer and Beard. "Four Senses of Rhetorical History by Zarefsky" ; Introduction RT; **Response 1 due.**
- Tuesday 9/4: Plato *Phaedrus* RT; Aristotle from *Rhetoric* Book I RT; Kennedy 1-3; **Response 2 Due.**
- Tuesday 9/11: "The Sophists and Rhetorical Consciousness" Richard Katula and James Murphy PDF; Gorgias *Encomium of Helen*; Isocrates *Against the Sophists*; from *Antidosis*; **Response 3 due.**
- Tuesday 9/18: Aspasia from RT; Jarret "Aspasia"; Susan Jarret "The Sophists" PDF; **Response 4 due.**
- Tuesday 9/25 Hellenistic and Roman Rhetorics; Cicero, *De Oratore* & *Orator* RT; Kennedy Ch 5; James Murphy "The Codification of Roman Rhetoric." With a Synopsis of *Rhetorica ad Herennium*" PDF **Response 5 due.**
- Discussion Leader 1:**
- Tuesday 10/2: A Good Man Speaking Well: Longinus *On the Sublime* RT; Quintilian *Institutes of Oratory* RT; **Response 6 due.**
- Discussion Leader 2:**
- Tuesday 10/9 Medieval Rhetoric Introduction RT; Augustine *On Christian Doctrine*, Book IV RT; Kennedy CH 7 & 9; **Response 7 due.**
- Discussion Leader 3:**
- Tuesday 10/16 **NO CLASS Fall Break**
- Tuesday 10/23 Kennedy Ch 8; Individual Conferences with Abstract Draft 6-8.
- Tuesday 10/30 Medieval Arts of Letter Writing *Rationes dictanti*; Anonymous *The Principles of Letter Writing*; James Murphy "Ars

Dictaminis: The Art of Letter Writing” course reserve; *Letters of Heloise and Abelard* course reserves. **Response 8 due.**

Discussion Leader 4:

Tuesday 11/6 Medieval Arts of Preaching. Robert of Basevorn *The Form of Preaching* RT; James Murphy “*Ars praedicandi: The Art of Preaching*” course reserve; **Proposal Paper due with preliminary bib.**

Discussion Leader 5:

Tuesday 11/13 Women and Medieval Rhetoric; Christine de Pizan *The Book of the City of Ladies* and *The Treasure of the City of Ladies* RT; “Medieval Rhetoric: Pagan Roots, Christian Flowering, or Veiled Voices in the Rhetorical Tradition,” from *Rhetoric Retold* Cheryl Glenn course reserve; Margery Kempe from *Book of Margery Kempe* course reserve. **response 9 due.**

Discussion Leader 6:

Tuesday 11/20 Renaissance Humanism—Erasmus and Ramus; Francis Bacon from *The Advancement of Learning* and *Novum Organum*; Tumelo’s “On the Usefulness of Rhetorical History”

Reflections Due with Final Reflection 10

Discussion Leader 7:

Tuesday 11/27 **Presentations 1-7 (20 min each)**

Seminar Paper Due 12/11 in my office 247

Spring 2018
English 5125
CRN #24178
History of Rhetorical Theory II: Early Modern to Contemporary
Credit: 3 hours
Class Times: W 5:30-8:00
Classroom: CSOB 264
Instructor: Heather Palmer
Office: CSOB 247
Office Phone: 423-313-3534
Office Hours: T 1:30-3:30 and by apt
e-mail: Heather-Palmer@utc.edu

*What then is truth? A movable host of metaphors, metonymies, and anthropomorphisms: in short, a sum of human relations which have been poetically and rhetorically intensified, transferred, and embellished, and which after long usage, seem to a people to be fixed, canonical, and blinding. Truths are illusions which we have forgotten are illusions; they are metaphors that have become drained of sensuous force, coins which have lost their embossing and are now considered as metal and no longer as coins. – Friedrich Nietzsche, *On Truth and Lies in a Nonmoral Sense*, printed in Bizzell and Herzberg, page 1174*

“Rhetoric, in the most general sense, is the energy inherent in emotion and thought, transmitted through a system of signs, including language, to others to influence their decisions or actions.”
*-George Kennedy, *A Rhetoric of Motives**

Nietzsche’s claim here, one in which we find an historical turn toward understanding reality and truth from a linguistic perspective, marks the end of the 19th century and the beginning of our study in modern rhetorical theory. After all, Nietzsche’s claim marked “a philosophical orientation with profound implications for understanding rhetorical practices and their status as social realities” (Hauser and Whalen 118). Rhetoric came to be viewed as epistemic, as constitutive, not as the representation of truth or reality but as reality itself. The *new* rhetoric theorized here, and pursued by Mikhail Bakhtin, I.A. Richards, Chaim Perelman, Lucie Olbrechts-Tyteca, and many more, is to be the focus of our course over the coming weeks. We will extend their work through new directions in OOO, digital rhetorics, neurorhetorics, and sound studies. In short, this course presents Western rhetorical theory and practice from the Enlightenment through contemporary rhetoric.

Rhetoric, simply defined, is the use of symbols to produce an effect (e.g., a verbal command to “Stop,” a red traffic light, or a Journey song imploring us “Don’t Stop Believing”). Right off the bat, though, it’s pretty helpful to think of rhetorics rather than rhetoric. As any cursory history of rhetoric reveals, rhetorics evolve in response to both time and place, deeply enmeshed in context. The rhetoric of Ancient Greece differed from that of Republican Rome just as Republican Roman rhetoric differed from the rhetoric of Imperial Roman. Rhetoric as it emerges in digital spaces is radically different from the rhetoric that emerged around campfires--or is it? Rhetoric continues to evolve over time and in other places. Indeed, we could go as far as to say that each time and place has its

own unique rhetoric(s). The period from the dawn of the Enlightenment up to the present, which is the focus of this course, has been no different. Taking the plurality and evolution of rhetorics as a given, then, this course focuses particular attention on how technology's own evolution has played a part in the evolution of rhetoric. How have communication technologies such as the printing press, the telegraph, the telephone, and the internet all shaped symbolization? How have transportation technologies like air travel and the automobile and technologies of the body such as medicine and cosmetic surgery all done the same? While we start in 1784 (with the publication of Kant's pivotal essay), our investigation of rhetoric will attend to how Kenneth Burke, the great 20th century thinker, saw rhetoric: as the work of identification. This work is important, Burke argues, because people are inherently divided. For any group (a class, a community, a congregation, a corporation) to cohere, rhetoric must be at work.

Combining this understanding of rhetoric and the above epigram, which argues for rhetoric as a kind of energy, we will also consider how various technological developments have shaped both the identification and division of peoples for the last 300+ years. We will also take a closer look at both Kennedy's and Burke's definitions of rhetoric; they are certainly not the only ones nor without their critics. Additionally, we will see how the brief definition of rhetoric with which we begin the semester might not be definitive. In what ways might rhetoric exceed the traditional boundaries of symbolic action within which it is often contained? And how has this excess, this evolutionary mutation, been shaped by the technologies in, on, and around us? Perhaps unsurprisingly, this history of rhetoric course will proceed in a chronological fashion. That said, the present often appears in the past, and the past stays with us as we move toward the present. There is a fair amount of time travel in this course. For each period of time, we should consider the technologies, in particular the communication technologies, in and around which rhetoric takes place:

1700s: the paper machine, the steam engine, and the distillery

1800s: the telegraph, the railroad, and industrial fermentation

1900s: the telephone, the airplane, and steroids

2000s: the smartphone, a manned mission to mars, AI, nanotechnology

OBJECTIVES: Over the course of this semester, you will come to understand the historical, philosophical, and cultural underpinnings of modern and postmodern rhetoric.

We examine the ongoing discussion of rhetoric, using rhetoric as an epistemic to uncover questions concerning the knowledge, ideology, signification, subjectivity--in short, how make meaning itself. Since Nietzsche's lecture notes on rhetoric, we have seen what has been called "the rhetorical turn" in much of the humanities, particularly because rhetoric as a methodology and epistemic is best situated to deal with the plenitude of narratives that abound as a result of contemporary globalization. It is virtually axiomatic that questions of epistemology are at the nexus of every human endeavor and inform the basis for the nature, grounds, limits, and criteria of virtually all human institutions and disciplines. To investigate such questions, this course asks what does rhetoric say about what we know about the world we inhabit? What are the consequences of such a rhetorical epistemology for our experiences of subjectivity, language, art, time, space? How do communication technologies and their specific materiality affect rhetoric?

As a discipline, we are currently reassessing our aims given the current political, environmental, cultural, and material climate. As the 2018 RSA conference asks: What can we learn from past and what must we become to meet the challenges that appear on the horizon? Second, how is invention related to reinvention, the hermeneutic act of interpreting what it is to imagine what has never been? Third, what are the demands of the current moment. What are our responsibilities as rhetoric scholars and human beings given the pressing needs of the present?

LEARNING OUTCOMES

- ❑ Students will identify key movements and themes in the history of rhetoric.
- ❑ Students will demonstrate an understanding of the constitutive nature of rhetoric.
- ❑ Students will gain an awareness of historical and cultural contexts that inform and build a theory of modern or new rhetorics.
- ❑ Students will be able to analyze critically specific discourses in terms of cultural and ideological contexts, i.e., students will come to understand the practice of rhetorical analysis
- ❑ Students will understand rhetoric as a distinctively contextual, ever-changing way of knowing.

COURSE OUTLINE

The course trajectory will be fairly chronological. In terms of format, the course will be mostly discussion, close reading, and application of the theories and texts we encounter. Everyone should be open to teaching and learning from one another as we engage with diverse ideas and theories.

Course topics will be presented through readings and lecture/discussions, and students will present the discussion for the day as part of the oral portion of the seminar. A longer seminar paper is also expected which the student will present to the class in a formal 20-minute conference-style presentation.

ATTENDANCE

Since this class only meets once a week, it is essential that you come to class prepared and ready to actively participate. Attendance is required at all scheduled class meetings and conferences with the instructor. Excused absences may be granted for religious holidays or university-sponsored events, provided you make a written request to me no less than two weeks in advance and that you complete any required work before the due date. More than two absences will result in a zero for the course since we meet once a week.

ADA STATEMENT: Attention: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or <http://www.utc.edu/disability-resource-center/>.

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/counseling-personal-development-center/index.php>.

EVALUATION

Seminar Project with Oral Presentation—30%

A seminar paper related to the topic of the course (equal to 20-25 pages). Class members will also complete a project proposal, bibliography, and rough draft as part of the production process. The final paper is your opportunity to explore an issue raised by the materials in this course in a more in-depth manner. Includes mandatory individual conference, rough draft for peer review, target audience and abstract.

In order to encourage that this become a process and not an event, you will have to write a researched prospectus. This **2-3 page prospectus** will explain your general argument and questions you plan to address in your final paper. It will engage a minimum of two readings and will be due relatively early in the semester. Your prospectus bibliography should be constituted by a minimum of 10 sources. We will discuss this further in a mandatory individual conference.

Declamation: To honor both the oral and written roots of the rhetoric of antiquity, you will give a “speech” as part of this project. You will present a brief version (20 min) of your work to the class (10 pages max) for at least three reasons: 1) In order for everyone in the class to benefit from each other’s work; 2) to practice for your oral comprehensive exams; 3) to professionalize your scholarly work with the possibility of presenting at a rhetoric conference.

Reading Response Papers—50% See BBoard for full handout (5%x10=50%)

You are expected to write short responses to our course readings for each class period. “Response” means that you will engage with the texts and offer your critical thoughts on the reading. For example: what is your evaluation of the main tenants of the author’s argument and presentation? How does the text relate to others we (or you) have studied? How does this text fit into a larger history of rhetoric and education? What ideas were new for you—what new insights into philosophy, epistemology, ontology did the readings bring you? Did you have ‘issues’ with the author’s point of view? Criticisms? Note that a response is not a summary of the text as I have already read it.

Specifics: As these responses will make up a large portion of your grade, they should demonstrate thought and care. While there are no specific rules for format (other than that they must be typed, double-spaced, and no longer than four pages), I do expect them to be clear and written in a strong critical voice that questions and engages the text without repeating class discussion. They are designed to help you cut your teeth as a scholar. I’m looking for quality rather than quantity. Be prepared to read and share these with the class on the day they are due.

Final reflection 11 (5%) On the last day of class, you will turn in a reflection on your responses and how your understanding of rhetoric has developed over the course of the semester. I expect this final response to demonstrate that you have reread your previous responses and have something interesting to say about your reflections on rhetoric, education, and its consequences for epistemology, discourse, etc. have evolved over the semester.

KEEP ALL OF THESE AS YOU WILL TURN THEM IN AS A PORTFOLIO AT THE END OF THE SEMESTER

Digging Deep! One Session as discussion Leader/Presentation (15%)--As the primary texts will require a great deal of time, the voluminous secondary material concerning modern rhetoric will be taken up through class presentations. Each student will be assigned a particular day to present secondary material concerning the primary text from 1) a pivotal figure in rhetorical history we covered in class and 2) a key concept important to the field of rhetorical history and theory.

The object of this assignment is to tap into what the current disciplinary conversation is about your particular rhetor and your particular concept and to share your findings with the class. This will enrich our class discussion and allow students to become engaged in a large body of scholarship.

Each of you will read several secondary texts and report on the arguments presented. I expect you to do research that helps us understand how this particular arguments fits in with the ongoing conversation about the particular rhetorical topic addressed. For example, if you read a text that discusses "women's rhetorics," as your concept presentation, you will want to see what other scholars have said not only about this secondary text but also about feminism and its relation to a particular period in rhetorical history. This bibliography does not have to be extensive, but should include at least 5 (five) texts from the past 5 (five) years.

Your presentation should describe the scope of the work, the argument presented, the problems addressed, questions raised, the success or failure of the author's argument/presentation, and articulate the value of the work to our understanding of modern-contemporary rhetorics.

I do expect you to take a critical approach to this presentation in that you are not merely praising the texts but engaging and questioning them.

See me if you have trouble locating the latest scholarship-you should have your research chops down but may need some pointers.

The presentation itself should be clear and professional. You do not have to create a dazzling visual display, but you should think of yourself as a teacher. This means considering concrete ways to offer complex information in a clear and concise manner. You will have about 20 minutes (think 4-5 minutes per entry) to offer your information and then about 10 to answer questions.

COURSE POLICIES:

I expect every member of the class to be an active participant, which means reading all the assignments and taking part in class discussion. Attendance is necessary to get anything out of this class. Lack of participation will lower your grade. Absences exceeding two will

result in a grade no higher than a C, assuming all assignments are successful and still turned in on time.

I will not read late papers. Please talk to me if you have extenuating circumstances.

Grades will be calculated as follows:

Seminar paper and presentation:	30%
Reading response papers: with final reflection	55%
1 Discussion presentation:	15%
Total:	100%

MAIN TEXTS:

Patricia Bizzell and Bruce Herzberg. *The Rhetorical Tradition: Readings from Classical Times to the Present*. 2nd ed. Boston: St. Martin's, 2001.

PDFs on course reserve through UTC Learn/BBoard

Please note that changes may be necessary—you will be informed of them ahead of time. All readings, including course reserves, are to be read by the date indicated. Please bring all texts to class the date they are listed. Check your UTC email frequently for any changes.

CAMPUS E-MAIL: To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for communications. (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular basis. If you have problems accessing your email account, contact the Help Desk at 423.425.2676.

LATE WORK: All of your work is to be turned in on time. If, for emergency reasons, you are unable to turn in your essay on time, please inform me immediately. (I would prefer that you contact me 24 hours prior to when your essay is due so that we might make necessary arrangements.)

REVISION POLICY: The goal for all assignments is for you to revise work before prior to deadlines—prior to evaluation. As you revise your work, I encourage you to take advantage of my office hours, to e-mail me with questions, to schedule appointments with me.

PLAGIARISM: Plagiarism is a very serious offence in the academic community. The UTC *Student Handbook* defines plagiarism as follows:

To plagiarize means to take someone else's words and/or ideas (or patterns of ideas) and to present them to the reader as if they are yours. Plagiarism, then, is an act of stealing. It is also an unwise act because it does not help you learn, and it is a dangerous act because you can be severely punished for it.

To avoid a charge of plagiarism, take notes carefully and record all of the bibliographic information you must have to document sources you used. See pages 7-8 of the *Student Handbook*.

STUDENTS WITH DISABILITIES: If you are a student with a disability (e.g. physical, learning, psychiatric, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Office for Students with Disabilities/College Access Program at 425-4006 or come by the office at 110 Frist Hall.

General historical understanding

There's not enough time in a course like this to accomplish our course goals and provide the kind of historical understanding of world & local events underpinning our readings necessary to think deeply about how history is being made and storied around particular geographies and cultures. So... if you don't know what's happening in the world during any day's readings, look it up. And not just on popular Western-centric websites. This is where a site like Hyperhistory (http://www.hyperhistory.com/online_n2/History_n2/a.html) or TimeMaps (<http://www.timemaps.com/history>) coupled with the usual internet resources can be really helpful. (nod to Malea Powell here)

****We may need to make changes so check your email regularly****

W 1/10: Course Introductions: The Rhetorical Turn/ Rhetorical Usefulness. Read Brett Lunceford's "Must We All Be Rhetorical Historians?"
Introduction Questions
1. Name
2. Degree Track--area of specialization
3. How close are you to graduation--are you doing a thesis or extra course work. If you are doing a thesis, what are some possible topics you are considering?
4. Have you taken any classes in rhetoric or critical theory--what were they?
5. What was the last major academic paper you wrote?
6. What is your conception of rhetoric--define its scope in your own words
7. List three specific goals for the course.

W 1/17: **response I due.**

W 1/24: Rhetorical History/Historiography; *Octalogs III* PDF on BBoard. Kant's "What is Enlightenment?" Foucault's "What is Enlightenment?"; RT 791-813;
Enlightenment Rhetoric: George Campbell from *Philosophy of Rhetoric Ch 1, 4, 5* 902-923; Hugh Blair from *Lectures on Rhetoric and Belles Lettres Lecture I and II* 950-969; Nineteenth-Century Rhetoric; RT 981-999; Richard Whately from *Elements of Rhetoric* 1003-1014; **Response II due**

W 1/31: Frances Willard from *Women in the Pulpit & Women of Temperance*; Frederick Douglass from *Narrative of the Life of Frederick Douglass, My Bondage and My Freedom, the Life and Times of Frederick Douglas*; **response III due**

Discussion Leader I Kayla

W 2/7: Nietzsche from *On Truth and Lies in a NonMoral Sense*; Nietzsche's *Lecture notes on Rhetoric*; F. Saussure "Nature of the Linguistic Sign" pdf; Mikhail Bakhtin from *Marxism and the Philosophy of Language and the Problem of Speech Genres*; **response IV due; RT 1181-1201**

Discussion Leader II Christina

W 2/14: IA Richards from *The Meaning of Meaning and The Philosophy of Rhetoric*; Kenneth Burke from *A Grammar of Motives, A Rhetoric of Motives, and Language as Symbolic Action*; **response V due**
Bring notes for seminar paper ideas and discuss

W 2/21: Richard Weaver *Language is Sermonic; Phaedrus and the Nature of Rhetoric*; Chaim Perelman & Olbrechts Tyteca from *The New Rhetoric*; Perelman *The New Rhetoric: A Theory of Practical Reasoning*; **response VI due**

W 2/28: Mandatory Individual Conferences with proposal

W 3/7: Women's Rhetorics; Helene Cixous "The Laugh of the Medusa"; Gloria Anzaldua "How to Tame a Wild Tongue"; bell hooks' "Homeplace"; Intro to Women's Rhetorics PDF on Bboard; **response VII**

Discussion Leader III Danyell

W 3/12-3/18 Spring Break No Classes

W 3/21: Michel Foucault "What is an Author"; Michel Foucault from the *Archeology of Knowledge and the Order of Discourse*; **response VIII**

W 3/28: Roland Barthes "From Work to Text" and "Death of the Author"; Jacques Derrida *Signature Event Context*; "Structure, Sign, and Play" PDF; Barbara Johnson's Intro to Dissemination; **Response IX**

Discussion Leader IV Katie

W 4/4: Jean Baudrillard "System of Objects" and "Precession of Simulacra" PDF; Guy DeBord *Society of the Spectacle* PDF; Habermas' "Preliminary Demarcation of a Type of Public Sphere" PDF; Public Sphere Theory Michael Warner's "Publics and Counterpublics" excerpt PDF; **Response X**

W 4/11: Activisms: Environmental Rhetoric, Social Justice and Civil Rights Rhetorics PDF Readings "From public sphere to public screen: democracy, activism, and the "violence" of Seattle" by Deluca and Peebles, Donne Johnson Sackey on Racial and Environmental Justice podcast <http://rhetoricity.libsyn.com/>; Maegan Parker Brooks PDF excerpts from *A Voice that Could Stir an Army: Fannie Lou Hamer and the Rhetoric of the Black Freedom Movement*; **Peer review rough draft**

Discussion Leader V Shelby

W 4/18: Affect, Ambiance, New Material Rhetorics, Creaturely Rhetorics: Laurie Gries' *Still Life with Rhetoric* PDF and interview podcast <http://rhetoricity.libsyn.com/>; Wrapping it up--Thomas Rickert's "Circumnavigation" intro to *Ambient Rhetoric*; Diane Davis "Creaturely Rhetorics" and podcast <http://rhetoricity.libsyn.com/>; **Response XI due in folder with all responses**

Discussion Leader VI Austin

Exam Day Presentations (15 min each) Wed 4/25 6-8 PM
Paper due 4/27 via email

Appendix C: Clear Path Templates for English Majors

English and American Language and Literature: Creative Writing, B.A.

[Please see the Courses section of this catalog for complete course descriptions.](#)

First Year – 30-33 Hours			
Meet with Academic Advisor two times each semester.			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
ENGL 1010 or 1011	3-4	ENGL 1020 or HIST 2100	3
FAH: Historical Understanding	3	FAH: Literature (ENGL 2070)	3
Mathematics (MATH 1010)	3	FAH: Thought, Values, and Beliefs	3
Behavioral and Social Sciences	3	Behavioral and Social Sciences	3
Foreign Language I	3-4	Foreign Language II	3-4
	15-17		15-16
Second Year – 30 Hours			
Using MyMocsDegree, create course plan for your remaining degree requirements.			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
ENGL 2010	3	ENGL 2050	3
ENGL 2130	3	ENGL 2230	3
FAH: Visual and Performing Arts (ENGL 2700)	3	Approved ENGL Writing Elective (3000-4000 Level)	3
Statistics (SOC 2500)	3	Minor Course	3
Foreign Language III	3	Foreign Language IV	3
	15		15
Third Year – 31 Hours			
Participate in study abroad, leadership opportunities, service learning, civic engagement, internships, research projects, and other learning opportunities.			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
ENGL 3340	3	Approved ENGL Writing Elective (3000-4000 Level)	3
ENGL 3710 or 3720 or 3730	3	Approved ENGL Diversity Elective (3000-4000 Level)	3
Approved ENGL Writing Elective (3000-4000 Level)	3	Non-Western Culture	3
Natural Science with Lab	4	Natural Science without Lab	3
Minor Course	3	Minor Course	3
	16		15
Fourth Year – 26-29 Hours			
Complete your Graduation application with the Records Office.			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
Approved ENGL Writing Elective (3000-4000 Level)	3	ENGL 4960r, 4980, 4994r, or 4995r	3
ENGL Literature Elective (3000-4000 Level)	3	Minor Course (3000-4000 Level)	3
Minor Course (3000-4000 Level)	3	Elective (3000-4000 Level)	3
Minor Course (3000-4000 Level)	3	Elective	3
Elective	2	Elective	0-2
	14		12-14

Completed:			
Graduation Requirements:	Hrs	Degree Requirements:	Hrs
120 Total Hours		40-41 General Education Hours	
39 Upper Division (3000-4000) Hours		39 Program (Major) Hours	
30 Hours at UTC		18 Minor Hours	
60 Hours at 4-year Institution		8-11 Elective Hours	
39 Hours in ENGL beyond Gen Ed		12-14 Foreign Language Hours	

English and American Language and Literature, B.A.

[Please see the Courses section of this catalog for complete course descriptions.](#)

First Year – 30-33 Hours			
Meet with Academic Advisor two times each semester.			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
ENGL 1010 or 1011	3-4	ENGL 1020 or HIST 2100	3
Mathematics (MATH 1010)	3	FAH: Literature	3
FAH: Historical Understanding	3	FAH: Visual and Performing Arts	3
FAH: Thought, Values and Beliefs	3	Behavioral and Social Sciences	3
Foreign Language I	3-4	Foreign Language II	3-4
	15-17		15-16
Second Year – 31 Hours			
Using MyMocsDegree, create course plan for your remaining degree requirements.			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
ENGL 2010	3	ENGL 2050	3
ENGL 2130	3	ENGL 2230	3
Natural Science with Lab	4	Natural Science without Lab	3
Non-Western Culture	3	Statistics (SOC 2500)	3
Foreign Language III	3	Foreign Language IV	3
	16		15
Third Year – 30 Hours			
Participate in study abroad, leadership opportunities, service learning, civic engagement, internships, research projects, and other learning opportunities.			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
ENGL 3340	3	Approved pre-1800 ENGL Elective (3000-4000 Level)	3
ENGL Elective (3000-4000 Level)	3	ENGL Elective (3000-4000 Level)	3
Behavioral and Social Sciences	3	ENGL Elective (3000-4000 Level)	3
Minor Course	3	Minor Course	3
Elective	3	Elective	3
	15		15
Fourth Year – 26-29 Hours			
Complete your Graduation application with the Records Office.			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
ENGL 4270r, 4470r, 4870r, or 4970r	3	ENGL 4960r, 4980, 4994r, or 4995r	3
Approved ENGL Diversity Elective (3000-4000 Level)	3	ENGL Elective (3000-4000 Level)	3
Minor Course (3000-4000 Level)	3	Minor Course (3000-4000 Level)	3
Minor Course	3	Minor Course (3000-4000 Level)	3
Elective	0-3	Elective (3000-4000 Level)	2
	12-15		14

Completed:			
Graduation Requirements:	Hrs	Degree Requirements:	Hrs
120 Total Hours		40-41 General Education Hours	
39 Upper Division (3000-4000) Hours		39 Program (Major) Hours	
30 Hours at UTC		18 Minor Hours	
60 Hours at 4-year Institution		8-11 Elective Hours	
39 Hours in ENGL beyond Gen Ed		12-14 Foreign Language Hours	

English and American Language and Literature: Rhetoric and Professional Writing, B.A.

[Please see the Courses section of this catalog for complete course descriptions.](#)

First Year – 30-33 Hours			
Meet with Academic Advisor two times each semester.			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
ENGL 1010 or 1011	3-4	ENGL 1020 or HIST 2100	3
Mathematics (MATH 1010)	3	FAH: Literature	3
FAH: Historical Understanding	3	FAH: Visual and Performing Arts	3
FAH: Thought, Values and Beliefs	3	Non-Western Culture	3
Foreign Language I	3-4	Foreign Language II	3-4
	15-17		15-16
Second Year – 31 Hours			
Using MyMocsDegree, create course plan for your remaining degree requirements.			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
ENGL 2010	3	ENGL 2050	3
ENGL 2130	3	ENGL 2230	3
Natural Science with Lab	4	Natural Science without Lab	3
Behavioral and Social Sciences	3	Statistics (SOC 2500)	3
Foreign Language III	3	Foreign Language IV	3
	16		15
Third Year – 30 Hours			
Participate in study abroad, leadership opportunities, service learning, civic engagement, internships, research projects, and other learning opportunities.			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
ENGL 3340	3	Approved RPW ENGL Elective (3000-4000 Level)	3
Approved RPW ENGL Elective (3000-4000 Level)	3	Approved RPW ENGL Elective (3000-4000 Level)	3
Behavioral and Social Sciences	3	Approved RPW ENGL Elective (3000-4000 Level)	3
Minor Course	3	Minor Course	3
Elective	3	Elective (3000-4000 Level)	3
	15		15
Fourth Year – 26-29 Hours			
Complete your Graduation application with the Records Office.			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
ENGL 4870r	3	ENGL 4960r, 4980, 4994r, or 4995r	3
Approved RPW ENGL Elective (3000-4000 Level)	3	ENGL 4900r	3
Minor Course	3	Minor Course (3000-4000 Level)	3
Minor Course (3000-4000 Level)	3	Minor Course (3000-4000 Level)	3
Elective	0-3	Elective	2
	12-15		14

Completed:			
Graduation Requirements:	Hrs	Degree Requirements:	Hrs
120 Total Hours		40-41 General Education Hours	
39 Upper Division (3000-4000) Hours		39 Program (Major) Hours	
30 Hours at UTC		18 Minor Hours	
60 Hours at 4-year Institution		8-11 Elective Hours	
39 Hours in ENGL beyond Gen Ed		12-14 Foreign Language Hours	

Appendix D: Vitae for All English Department Faculty

Curriculum Vitae
Earl Sherman Braggs
450 North Crest Rd. 37404
423 624-4120 423 240-0795
Earl-Braggs@utc.ed

Academic Position: UC Foundation and Battle Professor of English
University of TN at Chattanooga

Education: Master of Fine Art in Writing, 1989
Vermont College of Norwich University,
Montpelier, VT

Bachelor of Arts, Social Science & Philosophy, 1980
University of North Carolina at Wilmington,
Wilmington, North Carolina

University of the Philippines/Manila
Republic of the Philippine Islands

Publications:

Negro Side of the Moon
C&R Press 2017, Winston Salem, NC

Ugly love (Notes from the Negro side of the Moon)
C&R Press 2016, Winston Salem, NC

Oliver's Breakfast in America
Eureka Press 2016, Chattanooga, TN

Syntactical Arrangements of a Twisted Wind,
Anhinga Press 2014, Tallahassee, FL

Younger Than Neil, Anhinga Press 2009, Tallahassee, FL

In Which Language Do I Keep Silent, Anhinga Press 2006
Tallahassee, FL

Crossing Tecumseh Street, Anhinga Press 2003
Tallahassee, FL

House on Fontanka, Anhinga Press 2000 Tallahassee, FL

Walking Back from Woodstock, Anhinga Press 1997
Tallahassee, FL

Hat Dancer Blue Anhinga Press, 1993 Tallahassee, FL

Hats, Linprint Press, 1989 Wilmington, NC

Teaching: UC Foundation, Battle and UTNAA Professor of English
University of TN at Chattanooga, Chattanooga, TN 1990-Present

Major Teaching Interest: Creative Writing, American Short Story, African American Literature,
Russian Literature, America Play, Southern Literature

Awards: Inducted into the East Tennessee Literacy Hall of Fame 2016
Knoxville, TN

C&R Press Winter Soup bowl Chapbook Prize Winner 2016

Finalist, Tampa Review International Poetry Contest, 2008

Individual Artist Grant, Allied Arts, Chattanooga, TN 2005

Individual Artist Grant, Tennessee Arts Commission, 2004

Summer Fellowship, University of TN Chattanooga, 2005

Faculty Research Grant, University of TN Chattanooga, 2004

Summer Fellowship, University of TN Chattanooga, 2001

Pushcart Prize Nomination, 2008, 2007, 2006, 2004, 2003
2001, 2000, 1999, 1993, 1991

Summer Fellowship, University of TN Chattanooga, 1998

James Jones First Novel Fellowship, Finalist 1996

7th Annual Jack Kerouac International Literary Prize, 1995

SGA Outstanding Professor, University of TN Chattanooga
1994, 1995

UTNAA Outstanding Teacher Award, University of TN
Chattanooga, 1994

Horace J. Traylor Minority Leadership Award, Chattanooga, 1993

Summer Fellowship, University of TN Chattanooga, 1993

Anhinga Poetry Prize, Tallahassee, FL, 1992

Cleveland State Poetry Prize, Cleveland, OH, 1992

Unable to accept (the same manuscript won the Anhinga Prize)

Gloucester County Community College Poetry Prize, 1992

NC Writers' Network Competition for Black Writers, 1991

Selected Blurbs

“What is and has always been needed is an honest, clear, loving voice. Earl Braggs’ *Ugly Love* (Notes from the Negro Side of the Moon) offers that. Pull up your favorite chair and cover your cold feet with your grandmother’s quilt and enjoy this wonderful read.”

-Nikki Giovanni

“For a long time I have not read such a passionately and gracefully written book of poetry as Earl S. Braggs’ *House on Fontanka*. Being an African American, he so deeply understands the suffering of Russia, as Pushkin’s grandson, inheriting Pushkin’s great gift of global compassion....There is no guilt.”

-Yevgeny Yevtushenko

“Like Whitman, Braggs finds occasions for song everywhere. It is a rich, finely textured world full of surprises and insights. *In Which Language Do I Keep Silent* is a rich opportunity to experience this poet in all his powers.”

-James Tate

“Earl S. Braggs’ *Walking Back from Woodstock* is jaunty, heart-broken, fast-talking, and true.”

-William Matthews

“...these large, vivid, Kerouacian, music saturated poems. The reader is returned, through repetition’s felicities – the epic extension of the moment of composition – inward to our national soul.”

-Alice Notley

“Earl S. Braggs’ *Crossing Tecumseh Street* is lively, vocal, and laced with an intelligent sense of humor. I enjoyed these poems.”

-Billy Collins

“*Hat Dancer Blue* isn’t a conventional title for a book of poetry, neither are these poems. For this writer, form comes from the outside in...strong stuff that matters, not the usual thing.”

-Marvin Bell

“In *Hats*, Braggs powerfully bears testimony of the country’s disenfranchised in rolling headlong cadences that aspire to the incantatory. They also register leaping exuberance, joy, spiritual yearning, and the majesty of enduring.”

-Lynda Hull

“*Walking Back from Woodstock*: No romanticism here, but a witnessing with wit and irony, with subtle wisdom that rises only out of the fire.”

-Christopher Buckley

“Powered by an incantatory rhythm in the tradition of Whitman..., Braggs takes us across *Crossing Tecumseh Street* into a world of dazzling visions, enormous disappointment and guarded hope.”

-Richard Jackson

“In *Negro side of the Moon*, Earl S. Braggs confronts the “problem of the color line” with lyrical ferocity and politically charged wit. In his new book, Braggs means to sing the whole story in a voice both manic and carefully packed with the freight we’re all obliged to carry – whether we know it or not. If, as Dr. King has said, the destiny of white people is inextricably bound to the destiny of Black people, *Negro Side of the Moon* is an invitation to all of us to wake the hell up and take a long [take those sunglasses off] at what ails the American psyche.”

-Tim Seibles

Thomas P. Balázs
911 Oak Street
Chattanooga, TN 37403
(773) 677-3385 (c)
thomas-balazs@utc.edu

EDUCATION

Master of Fine Arts in Writing, Vermont College of Norwich University, July 2003.

Doctor of Philosophy in English, University of Chicago, December 1997.

Master of Arts in English, New York University, October 1989.

Bachelor of Arts in English, Vassar College, May 1986.

TEACHING FIELDS

Creative writing, fiction writing, playwriting, Western humanities; twentieth-century British and American literature; Modernism; Victorian literature; Romantic poetry; introduction to literature; critical theory; psychoanalysis and literature; gender studies; myth and folklore; Arthurian literature; popular culture; composition.

TEACHING EXPERIENCE

University of Tennessee, Chattanooga, Chattanooga, TN—Assistant Professor, fall 2007- present.

Speculative Fiction: Sci-Fi and Fantasy (graduate/undergraduate)

Speculative Fiction: Horror (graduate/undergraduate)

Women in Comics and Graphic Novels (undergraduate)

Reading Like a Writer: Short Fiction (undergraduate)

Creative Writing: Fiction (undergraduate)

Traditions in Short Fiction (undergraduate)

The English Romantic Period (undergraduate)

Survey of British Literature (undergraduate)

The Vampire: A Study in Genre and Metaphor (graduate/undergraduate)

British Modernism (graduate)

Fiction Writing (graduate)

Realism, Magic, and Magical Realism (graduate/undergraduate)

Departmental Thesis: Creative Writing (graduate)

Independent Study: Young Adult Novel (graduate)

Literary Editing and Publishing (undergraduate)

Writing Workshop: Screen Writing (undergraduate)

Western Humanities II (undergraduate)

Western Humanities II Online (undergraduate)

Western Humanities I (undergraduate)

Introduction to Creative Writing (undergraduate)

Comic Book Culture (undergraduate)

Playwriting (graduate/undergraduate)

Contemporary American Short Story (graduate/undergraduate)

Advanced Fiction Writing (graduate/undergraduate)

Drama Workshop: Writing for Stage and Screen (graduate/undergraduate)

Arthurian Literature (graduate/undergraduate)

Independent Study: Advanced Fiction (graduate)

Independent Study: Revising Fiction (graduate)

The Odyssey Project, Chicago, IL—Lecturer, 2002-06.

Critical Thinking and Writing (undergraduate)

TEACHING EXPERIENCE cont.

Lake Forest College, Lake Forest, IL—Lecturer, 1997-2005.

Creative Writing (undergraduate)

Composition (undergraduate)

Thomas P. Balázs

Introduction to Literary Studies (undergraduate)
Literature and Psychoanalysis (undergraduate)
Victorian Literature (undergraduate)
James Joyce: Independent Study (undergraduate)

Framingham State College, Framingham, MA—Lecturer, spring 2002

Myth and Folklore (undergraduate)

Suffolk University, Boston, MA—Lecturer, spring 2002

Introduction to Literary Studies (undergraduate)

Composition 1 (undergraduate)

ESL tutor, English as Second Language Services.

University of Chicago Center for Continuing Studies—Lecturer, fall 1995

Introduction to Modernist Fiction (adult education)

University of Chicago, Chicago, IL—Teaching Assistant 1993-1994.

Introduction to Fiction (undergraduate)

Other Institutions

English, 9th and 10th grades, Telshe Yeshiva, Chicago, IL 2006-2007—Faculty.

Critical Thinking and Writing, Adjunct, St. Xavier University, Chicago, IL, fall 1993 and 1994—Faculty.

Composition, Loyola University, Chicago, IL, fall 1991—Lecturer.

English, 9th and 11th grades, Massanutten Military Academy, Woodstock, Va., 1986-1987—Faculty.

THESIS AND COMPREHENSIVES ADVISING

Jessica York, graduate writing, fiction, ongoing (chair)

Katie Mitchell, graduate writing, fiction, ongoing (committee member)

Jake Irwin, graduate writing, fiction, spring 2018

?????, graduate writing, fiction, spring 2016—(committee member)

Jessica Miller, graduate writing, fiction, spring 2016—(committee member)

Bonnington, Graham, graduate writing: fiction, fall 2014— (chair)

Biese, Bran, graduate writing: fiction, fall 2014— (committee member)

Green, Margaret, graduate writing: fiction, spring 2013 (chair)

Maier, Megan, DHON, Creative Writing, spring 2013 (chair)

Carnley, Elijah, graduate writing: fiction, spring 2013 (committee member)

Cochran, Shea, graduate literature, spring 2013 (committee member)

Sampley, Chris, graduate literature, in progress (committee member)

Duvall, Ben, graduate writing: fiction, spring 2012 (chair)

Crowe, Garrett, graduate writing: poetry, spring 2012 (committee member)

Phipps, Angie, graduate, nineteenth and twentieth-century literature (committee member)

Ritchie, William, DHON, Creative Writing, spring 2012 (chair)

Buckner, Brandon, graduate writing: fiction and CNF, fall 2010 (committee member)

Conn, Brian, graduate writing: fiction, spring 2010 (chair)

Miller, Jennifer, graduate writing: fiction, spring 2010 (committee member)

Davis, Jennifer, graduate writing: fiction, spring 2010 (chair)

McCormick, John, graduate writing: fiction, fall 2009 (committee member)

ORGANIZATIONAL ADVISING

Jew-TC, UTC, 2011-present.
Sequoia Review, UTC, 2009-2011
UTC Author's Society, UTC, 2008-2011.
Conduct Board, Lake Forest College, 1997–2001.
WMXM Radio, Lake Forest College, 1997–2001.
The Stentor, Lake Forest College, spring, 1996.

COMMITTEE MEMBERSHIP

University of Tennessee, Chattanooga

English Department

English Department Advisory Committee, 2009- 2010 and 2011-present.
Creative Writing Committee, 2007- present.
Graduate Studies Committee, 2008-2013.
Department Head Search Committee, spring 2011
Cultures and Civilizations Committee, 2010-2011

University

General Education Committee, 2009- 2011, 2018-19
Honor Court, 2017-18
“Blue-Ribbon” Committee on Critical Thinking, fall 2010

Lake Forest College

Academic Appeals Board, 1998–2001.
Workshop on Men and Women in Education, chairperson and founder, 2000–01.
Learning Disabilities Committee, co-founder, 1999–2001.
Master Plan Review Committee, spring 1999.
Curricular Policy Committee, 1998–99.
Ally Committee, 1998–99.

ADMINISTRATIVE EXPERIENCE IN EDUCATION

University of Tennessee, Chattanooga

Associate Department Head, English, 2011-present.

Other Institutions

Coordinator, The Odyssey Project, Illinois Humanities Council, Chicago, 2002–05.
Associate Dean of the College, Lake Forest College, 1998–2001.
Acting Assistant Dean of the College, Lake Forest College, 1997–1998.
Director, Richter Summer Program, Lake Forest College, summer 1998.
Resident Academic Fellow, Lake Forest College, 1996–1998.
Bachelor of Arts Project Supervisor, 1993–94, University of Chicago, Chicago, IL.

PROFESSIONAL WRITING EXPERIENCE

Instructor, Writing Workshop, Tel Aviv, summer 2010, summer 2012
In Medias Res, copy-editing and ghostwriting, 2003–2005.
Pet Planet, Editor, 1993–94.
The Reporter Dispatch, Reporter, 1988–90.
Paravant Computer Systems, Inc., Technical Writer, June–Sept. 1987

CREATIVE PUBLICATIONS

- Commentary Magazine*, “And So This Is Christmas,” forthcoming December, 2018
Chattanooga Times Free Press, “Events in Charlottesville,” Aug 17, 2017
Prick of the Spindle, “Szabo’s Sweets,” fall/winter 2016.
Masque and Spectacle, “Shluchim,” June, 2016.
Horror Library 6, “Waiting for Mrs. Hemley,” April 2016.
The Blue Mountain Review, “Elegy for Cthulu,” August 2016.
Chabad.Org, “Travels with Chabad,” Jan. 2016.
Chattanooga Times Free Press, “Events in Gaza,” three part-series, July 2014.
Omicron Ceti III, short story collection, Aqueous Books, Jan. 2012.
Prick of the Spindle, “The Caves of Juarez,” Jan. 2012.
Soundings East, spring/summer, 2009, “April Paris.”
Southern Humanities Review, summer 2009, “The Music Man.”
Turnrow, fall 2009, “Ghost Story.”
RiverSedge, May 2008, “The Sea of Faith.”
The Distillery, July 2007, “Joust.”
The Dos Passos Review, spring 2006, “Kashmir.”
Eureka Literary Magazine, spring 2006, “Notes from Art History.”
Sulphur River Literary Review, autumn 2006, “The Gourmand.”
REAL: Regarding Arts and Letters, summer/fall 2006 “Niddah.”
Heartlands Magazine, fall, 2005, “What I Get.”
The Way We Knew It: The Vermont College 25th Anniversary Fiction Anthology, “Omicron Ceti III”
2004 Del Sol Press Anthology, “Omicron Ceti III.”
The North American Review, January–February 2004, “My Secret War.”
Big City Lit, December 2003, “Omicron Ceti III.”
Tusitala, 1997, “Night on the Bridge.”
Strong Coffee, April 1991, “Axil Williams.”
Strong Coffee, March 1991, “The Prophet of Whipped Cream.”
Gothic Light, 1991, “Around the Bend.”

ACADEMIC PUBLICATIONS

- Joyce Studies Annual*, 2002, “Recognizing Masochism: Psychoanalysis and the Politics of Sexual Submission in Ulysses.”

PRESENTATIONS, READINGS, INTERVIEWS, GUEST BLOGS

- Reading**, Meacham Writers’ Workshop, twice yearly since 2007 (excepting sabbatical year).
Panel Discussion, Diversity in Comics, UTC, October 23, 2018.
Reading, Chattanooga Readers and wRiters Fair, August 27, 2016
Reading/Lecture, Chattanooga Writer’s Guild, August 9, 2016
Reading, Fusebox Art and Word Series, School of Folk Music, Chattanooga, Jan 26, 2013
Panel Discussion, “Five Writers Discuss Their Writing Process,” TCTE Annual Conference, Nashville, TN, September 29, 2012.
Guest Blog, “My First Time,” *Quivering Pen*, Feb 13, 2012
Guest Blog, “The Humor of People Like Us,” *Beatrice.com*, Feb 1.
Reading, Jewish Federation of Chattanooga, Feb 20, 2012.
Reading, Winder-Binder Art Gallery and Bookstore, Jan 28, 2012.
Interview, *Chapter 16*, “Beginning with a Voice,” Jan 26, 2012.
Interview, WUTC FM, “Thomas P. Balazs’s Debut Collection- Omicron Ceti III,” aired Jan 23, 2012.

Thomas P. Balázs

Reading, UTC, Works-in-Progress, fall 2011.

Reading, Jewish Voices at the Jewish Cultural Center, Chattanooga, Sept 22, 2011.

Panel Discussion, “Writers Teaching Creative Writing,” TCTE Annual Conference, Chattanooga, Sept. 24, 2010.

Reading, Writers Reading, TCTE Conference, Chattanooga, Sept. 24, 2010

Panel Discussion, Comic Books as Literature, UTC Sigma Tau Delta, 17 November 2009.

Interview, “On Comic Book Culture,” WUTC FM, aired November 19, 2009.

Reading, Lee University Writer’s Series, Cleveland, TN, January 23, 2009.

Reading, Barbara’s Bookstore, Chicago, April 20, 2007.

Presentation, “Introduction to Emily Dickinson,” Deborah’s Place Women’s Shelter, Chicago, May 2004.

Thomas P. Balázs

PRESENTATIONS, READINGS, INTERVIEWS, GUEST BLOGS cont.

Lecture, “You’ve Got to Be Crazy: Writers in Therapy,” Vermont College, Montpelier, VT, 2003.

Presentation, “The Write Stuff: Tips and Methods for Effective Writing” for the Interact: Creating Community program, Lake Forest College, 2001.

Presentation, “The Balancing Act: Academic and Co-Curricular Commitments” for Student Leadership Symposium, Lake Forest College, 2000.

Presentation, “On a Mission from God? Writing Mission Statements and Constitutions for your Organization” for the Student Leadership Symposium, Lake Forest College, 1998.

Paper Reading, “The Road Less Traveled: Relational Psychoanalysis and Literature” at the Midwest Modern Language Association conference, Chicago, IL, 1997.

Paper Reading, “The New Womanly New Man, Masochism, and First-Wave Feminism” at Re: Joyce, an international conference at the University of Dundee, Dundee, Scotland, 1996.

Paper Reading, “Building the New Man: Modernism, Masculinity and Sexual Domination” at the American Men’s Studies Association conference, DeKalb, Illinois, 1995.

REVIEWS OF *OMICRON CETI III*

Weekly Standard, “Obsessive Compulsive,” July 2012

The Pulse, “Dark Obsessions in Nine Stories,” March 8, 2012

Rain Taxi, Winter 2012

Emerging Writers Network, Feb 7, 2012

Chapter 16, “Beginning with a Voice,” Jan 26, 2012.

Necessary Fictions, Jan. 16, 2012.

BlogCritics, Jan 10, 2012.

Outside Writer’s Collective, Dec. 21, 2011.

AWARDS AND NOMINATIONS

Winder Binder Chattanooga Bestseller List, 2012

Keep the Stars Shining performance award, UTC, October 2012

Annual Service Award, UTC 2012

Access and Diversity Grant, UTC 2012

Summer Research Fellowship, UTC, 2012

Tennessee Williams Scholar, Sewanee Writers Conference, 2011.

Online Faculty Fellow, 2010.

Finalist Sol Books Prose Series, 2010.

Theodore Christian Hoepfner Award for best short fiction 2010.

Nominated, Pushcart Prize, 2011.

Honorable Mention, Chattanooga Theatre Center Biennial Festival, 2010.

Finalist, *Glimmer Train’s Family Matters* contest, Jan. 2009.

Fellowship, Vermont Studio Center, four weeks, 2005.

Finalist, The Robert Olen Butler Fiction Prize, 2004.

Fellowship, Vermont College Graduate Summer Conference, 2004.

Nominated for Best New American Voices Competition, 2004.

Summer/Spring Fiction Award, *Big City Lit*, medium-length short story, 2003.

Nominated for Associated Writing Programs Intro Journals Project award 2003.

Merit Scholarship from Vermont College, fall 2001– spring 2003.

Boettcher Scholarship from the University of Chicago, spring 1993.

General Honors upon graduation from Vassar College, May 1986.

PROFESSIONAL MEMBERSHIP

Associated Writing Programs (AWP) 2001–present.

CREATIVE THESIS, MFA

“**My Secret War,**” a collection of twelve short stories tending toward the darkly comic. Both traditional methods and experiments in form and perspective, full-length stories and short-shorts. Advisor: Christopher Noël.

CRITICAL THESIS, MFA

“**Dead Babies and Other Laughing Matters,**” a discussion of the interplay between comedy and “high seriousness” in contemporary American short fiction with particular attention paid to Lorrie Moore, T.C. Boyle, and Woody Allen. Advisor: Ellen Lesser.

DISSERTATION, PhD

“**Toward the New Man: Modernism and Masculinity,**” an analysis of unconventional male protagonists in British modernist fiction with a focus on the mid-career novels—*Ulysses*, *Women in Love*, and *The Childermass*, respectively—of James Joyce, D.H. Lawrence, and Wyndham Lewis. Drawing on Anglo-American psychoanalysis, especially Stephen A. Mitchell and Jessica Benjamin, I suggest these writers sought to accommodate themselves to changing notions of gender and sexuality, as well as to resolve basic relational conflicts distinctive to each author, by experimenting with alternative masculinities in their creative work. Advisors: Lisa Ruddick (director), Curtis Marez, Elaine Hadley.

REFERENCES

References available upon request

Sybil Baker

Department of English #2703
 The University of Tennessee at Chattanooga
 540 McCallie Ave, Chattanooga, TN 37403
 e-mail: Sybil-Baker@utc.edu
 phone: 423-425-2338

ACADEMIC POSITIONS

U.C. Foundation Associate Professor of English, University of Tennessee at Chattanooga, Aug. 2013-.

Faculty member, Low Residency International MFA Program, Vermont College of Fine Arts, 2018-.

U.C. Foundation Assistant Professor of English, University of Tennessee at Chattanooga, Aug. 2012-Aug. 2013.

Assistant Professor of English, University of Tennessee at Chattanooga, Aug. 2007-Aug. 2012.

Visiting Professor: Middle Eastern Technical University, North Cyprus, Feb-Jun. 2015.

International Faculty: Low Residency MFA Program, City University of Hong Kong, 2011-2016.

Resident Faculty, Yale Writers' Conference, 2012-2014, 2016-.

Lecturer, Yonsei University, Seoul, South Korea, Department of English, 1999-2007.

EDUCATION

M.F.A.	Vermont College of Fine Arts, Montpelier, VT Writing	2005
M.A.	University of Colorado, Boulder, CO English Literature: Creative Writing	1990
B.A.	Virginia Tech, Blacksburg, VA	1986

PUBLICATIONS**Forthcoming**

While You Were Gone. Winston-Salem: C&R Press, Spring 2018.

Books

Immigration Essays. Winston-Salem: C&R Press, 2017.

- UTC's Read2Achieve 2018-2019 First Year Reading Experience Selection.

Into This World. Indianapolis: Engine Books, 2012.
Talismans. Chattanooga: C&R Press, 2010.
The Life Plan. Sacramento: Casperian Books, 2009.

Short Stories

- “The Expo.” *Guernica*. 15 Mar. 2013, <https://www.guernicamag.com/the-expo/>.
- “What We Learned From Their Bones.” *The Journal of Compressed Creative Arts*. (Nominated for a Pushcart Prize). Jan. 2013, <http://matterpress.com/>.
- “The Age of Spiritual Machines.” Reprinted in *Prime Number Editors’ Selections: Volume 2*, edited by Clifford Garstang, Winston Salem: Press 53, 2012, pp. 27-32.
- “When We Were Girls.” *Storm Cellar*, vol. 2, no. 2, 2012, p. 8.
- “Excerpt: Into This World.” *The Collagist*, 2012.
<http://thecollagist.com/the-collagist/2012/6/12/into-this-world-by-sybil-baker.html>.
- “Women Who Smoke.” *Prime Mincer*, vol. 1, no. 2, 2010, pp. 65-72. (Nominated for a Pushcart Prize). Reprinted in *Numero Cinq Magazine*, 2011.
- “Agamemnon’s Wife Speaks from Hades.” *The Journal of Compressed Creative Arts*. 2011, <http://matterpress.com/>.
- “Picturing Snakes.” *Slow Trains*, vol. 9, no. 3, 2010,
<http://www.slowtrains.com/vol9issue3/bakervol9issue3.html>.
- “Moles.” *The Otter Tail Review*, vol. 3, 2009, pp. 98-108.
- “Talismans.” *Transnational Literature*, vol. 2, issue 1, 2009.
- “Tempo.” *Motif: Writing by Ear*, edited by Marianne Worthington, Louisville: MotesBooks, 2009, pp. 222-226.
- “Dog House.” *And Now for a Story*, edited by Lily Richards, Sacramento: Casperian Books, 2008, pp. 5-18.
- “The Cape of Good Hope.” *Upstreet*, no. 4, 2008, pp. 55-64.
- “The Place People Play.” *3 am magazine*, 2007,
<http://www.3ammagazine.com/3am/the-place-people-play/>.
- “The Ice Queen.” *Paper Street*, vol. 4, no. 1, spring 2007 pp. 8-24.
- “Blue.” *The Bitter Oleander*, vol. 12, no. 2, 2006, pp. 115-120.
- “Firefly.” *Owen Wister Review*, vol. 26, summer 2003, pp. 90-96.
- “The Navy Pea Coat.” *RE:AL*, vol. 28, no. 1, spring 2003, pp. 172-186.
- “Grape Island.” *The Willow Review*, vol. 30, 2003, pp. 71-80.

Personal Essays, In Current Rank

- “Brief Histories.” *SPOUT*, vol. 1, Dec. 2016, pp. 66-71,
<https://issuu.com/spoutmagazine/docs/spout-issuformat>.
- “Landings.” *The Tishman Review*, vol. 2, no. 4, Oct. 2016, pp. 24-33.
- “Schemers.” *4ink7*, no. 3, Oct. 2016, pp. 1-11.
- “Excavations.” *Blue Mountain Review*, no. 3, Sept. 2016, pp. 45-50, (“Best of the Net” nomination).
- “No Exit.” *Origins*, vol. 2, no. 2, spring 2016, pp. 79-89.
- “Wanderings: On Mary McCarthy’s ‘A Guide to Exiles, Expatriates, and Internal Émigrés,’” *Electric Literature*, 15 Mar. 2016. <https://electricliterature.com/wanderings-on-mary-mccarthys-a-guide-to-exiles-expatriates-and-internal-%C3%A9migr%C3%A9s-75ff140e8c21>.

- “Waiting for the Germans.” *Two Thirds North*. Feb. 2016, pp. 133-144.
- “Reverse Migration.” *Critical Flame*. Jan. 2016, <http://criticalflame.org/reverse-migration/>.
- “The Wanderer.” *Critical Flame*. Jan. 2015, <http://criticalflame.org/history-of-the-wanderer/>.
- “Packing It Up and In.” *Defunct*, no. 7, fall 2013,
http://www.defunctmag.com/Essays/Issue7/Baker_Packing-It-Up-And-In.html.

Essays, 2005-2012

- “Books and Bonding.” *For Daddy, With Love*, edited by Katheryn Greenaway, Verthandi, 2010, pp. 157-158.
- “The Kind of Traveler I Am.” *A Woman’s World Again*, edited by Marybeth Bond, Traveler’s Tales, 2007, pp. 22-34.
- “Hope Springs Eternal.” *Seoul*, 2005, pp. 22-34.

Critical Essays, Book Reviews, and Interviews, In Current Rank

- “Anna Kavan’s Radical Re-visioning.” *Critical Flame*, 5 Feb. 2018, (recommended by Lit Hub Daily), <http://criticalflame.org/the-radical-re-visioning-of-anna-kavan/>.
- “Missing the Mark: Nell Zink’s Racial Fluidity.” *Critical Flame*, 7 Sept. 2015,
<http://criticalflame.org/missing-the-mark-nell-zinks-racial-fluidity/>.
- “Making the Unfamiliar Familiar.” *The Craft: Essays on Writing from the Yale Conference Faculty*, vol. 1. Elephant Rock Books, 2014. pp. 23-29.
- “An Interview with William Gay.” *Glimmer Train*, no. 86, spring 2013, pp. 106-117.

Critical Essays, Book Reviews, and Interviews, 2006-2012

- “Writing the Unfamiliar: Incorporating Different Cultures and Lands into Your Fiction.” *Glimmer Train Bulletin*, 68. 3, Sept. 2012,
<http://www.glimmertrain.com/bulletins/essays/b68baker.php>.
- “Surrendering to the Demands of Place.” *Situations: Cultural Studies in the Asian Context*, vol. 5, winter 2011,
http://web.yonsei.ac.kr/bk21/2011%EB%85%84Situations%ED%8C%8C%EC%9D%BC/Sybil_Baker_03.pdf.
- “Access: Thirteen Tales.” *Prime Number*, no. 17, 2011,
http://www.primenumbermagazine.com/Issue17_Review_Access.html.
- “Anatolia and Other Stories.” *Prairie Schooner*, vol. 85. no. 3, fall 2001, pp. 167-170.
- “Linking Story.” *Hunger Mountain*, 27 Sept. 2011.
- “Earl Braggs: Poet of Place.” *Alehouse*, no. 3, 2009, pp. 5-10.
- “In Defense of Telling: How to put your ideas in your short fiction.” *Writers on Writing. Segue Magazine*, 2008, <http://www.mid.muohio.edu/segue/wow/baker-defense.pdf>
- “Lost Generations: The American Expatriate Experience.” *The Writer's Chronicle*, Sept. 2006.

Web Editorials and Interviews

- Bimonthly contributor. *Late Last Night Books*, Sept. 2017,
<https://latelastnightbooks.com/author/sybil-baker/>.
- “A Conversation with Madeleine Thien, author of *Do Not Say We Have Nothing*” (Booker Shortlist, winner of ScotiaBank Giller Literary Prize and Governor Generals’ Literary Award for Fiction). *Anomaly*, 9 Jan. 2017,
<https://medium.com/anomalyblog/a-conversation-with-madeleine-thien-author-of-do-not->

say-we-have-nothing-b62a04644f7e.

“Interview with Lisa Ko.” *Drunken Boat*, 13 May 2016,
<https://medium.com/anomalyblog/interview-with-lisa-ko-drunken-boats-new-fiction-editor-e83c0ef27509>.

“How We Spend Our Days.” *Catching Days*, 1 Jun. 2001,
<https://catchingdays.cynthianewberrymartin.com/2012/06/01/how-we-spend-our-days-sybil-baker/>.

“Author Talk: Xu Xi and Sybil Baker.” *Daily s-Press*, 7 Jun. 2011,
<http://dailypress.blogspot.com/2011/06/author-talk-xu-xi-and-sybil-baker.html>.

Selected Reviews and Interviews for *Immigration Essays*

Mahan, Iris. “On Wandering and Writing: An Interview with Sybil Baker.” *The Center for Fiction*, 23 Aug. 2017, <http://centerforfiction.org/magazine/interviews/on-wandering-and-writing-an-interview-with-sybil-baker/>.

Abril, Marley Simmons. “Wanderer, Exile: Migration and Home In ‘Immigration Essays.’” *Bellingham Review*, 16 May 2017,
<http://bhreview.org/2017/05/16/wanderer-exile-migration-and-home-in-immigration-essays/>.

Ackland, Karen. *Immigration Essays. Foreword Reviews*, Mar./Apr. 2017,
<https://www.forewordreviews.com/reviews/immigration-essays/>.

Ludlow, Lavina. “Review of Sybil Baker’s *Immigration Essays*.” *Small Press Reviews*, 22 Feb. 2017, <https://smallpressreviews.wordpress.com/2017/02/22/review-of-sybil-bakers-immigration-essays-by-lavinia-ludlow/>.

Browning, Maria. “Wandering, Escaping, Arriving.” *Chapter 13*, 6 Feb. 2017,
<http://chapter16.org/wandering-escaping-arriving/>.

On Submission

“The Secret Evolutionist” (short story)

“In the Interest of Safety You Are No Longer Welcome Here” (essay)

“The Year of the Rabbit” (essay)

Work in Progress

“The Dead Guru’s Ex-Wife” (novel)

PANELS, PRESENTATIONS, AND READINGS

Panels and Presentations, In Current Rank

“Peripatetic Short Fiction: Transnational Narratives in Less than 10,000 Words.” 15th International Conference on the Short Story in English, Lisbon, Portugal, 28-30 Jun. 2018. Panel.

“Laboratory & Library: workshop models conscious of diversity and difference.” Association of Writers and Writing Programs (AWP) Conference, Tampa, FL, Mar. 2018. Panel.

“Brass Brassieres: Four Southern Women Authors on the Intersection of Place, Race, Religion, Gender, and Genre.” CD Wright Conference. University of Central Arkansas. Conway, AR, 4 Nov. 2017. Panel.

“Change is the Only Constant: Reflections on Loss & Progress.” Southern Festival of the Book. Main Public Library. Nashville, TN, 13 Oct 2017. Panel.

- “Writing Fiction Workshop.” St. Martin Book Fair. University of St. Martins. St. Martin, Jun. 2017. Presentation.
- “Short Story Writing.” Annapolis Literary Festival. Annapolis, MD, Apr. 2017. Panel.
- Discussion with Earl Braggs. "A Black Man and White Woman Talk About Race." Black History Month. Southern Writer's Room. University of Tennessee, Chattanooga, Feb. 2017.
- “The Transnational Novel.” AWP Conference, Washington, DC, Feb. 2017. Panel.
- “Viktor Shklovsky and Travel Writing: Defamiliarizing the Travel Essay.” Murray State. Murray, KY, Jan. 2017. Presentation.
- “Excavating Lives: Autobiography of Borders in Fiction.” International Autobiography and Biography Association Conference. Panel Presentation. Cyprus, May 2016. Panel.
- “Author lecture.” Library Lecture. University of Tennessee, Chattanooga Library, Apr. 2016.
- “Writing Lives on the Border.” Foreign Language Week. University of Tennessee, Chattanooga, Mar. 2015. Presentation.
- “Pedagogical Approaches to using *Building Stories* in the Classroom.” Works in Progress Talk. University of Tennessee, Chattanooga, Feb. 2015.
- Conversation with Adam Johnson, Pulitzer Prize-winning author of *The Orphan Master's Son*. City University of Hong Kong. Hong Kong, Jul. 2013.
- “Linked Story Collections.” AWP Conference, Seattle WA, Feb. 2013. Panel.

Panels and Presentations, 2007-2012

- Visiting Writer, American Writers Festival. US Embassy and Wee Kim Wee Centre of Singapore Management University. Singapore, Oct. 2012. Presentation.
- “Asian Voices in English: Writing and Reading Transnationally.” International Conference on the Short Story in English,” North Little Rock, AR, Jul. 2012. Panel.
- Author lecture. Sponsored by UTC Library, University of Tennessee, Chattanooga, Apr. 2012. Presentation.
- “Travel writing.” Georgia Writers’ Alliance. Kennesaw, GA, Apr. 2012. Presentation. Keynote speaker and guest author.
- VA Tech Women in Leadership and Philanthropy Conference. The Hotel Roanoke and Conference Center. Roanoke, VA, 2010. Presentation.
- “One and One are Three: The Creation of Character, Self, and the Singular, Many-tailed Bird of the Sentence Advanced Writing.” South Atlantic Modern Language Association Conference. Atlanta, GA, 2008. Panel.
- “The New Realism.” Symposium. Mid-American Review Winter Wheat Festival. Bowling Green State University. Bowling Green, OH, 2007. Panel.
- “In Defense of Telling: How to Put Ideas in Your Short Fiction.” Mid-American Review Winter Wheat Festival. Bowling Green State University. Bowling Green, OH, 2007. Presentation.
- “Writing Large: An Expatriate's Plea.” Vermont College of Fine Arts. Montpelier, VT, 2005. Presentation.

Selected Readings, In Current Rank

- River City Sessions. Granfalloon. Chattanooga, TN, Jan. 2018.
- St. Martin Bookfair. St. Martin, Jun. 2017.
- Yale Bookstore. New Haven, CT, Jun. 2016, 2012-2014.

River City Sessions. Granfalloon. Chattanooga, TN, Mar. 2017.
 Visiting Writer, Jenny McKean Moore Reading Series. George Washington University, Washington, DC, Jan. 2017.
 Visiting Writer in Nonfiction. MFA Low Residency Program. Murray State. Murray, KY, Jan. 2017.
 Sundress Academy for the Arts Reading Series. Knoxville, TN, Sept. 2016.
 Meacham Writers' Workshop. Chattanooga, TN. 2007-
 City University of Hong Kong. Hong Kong, 2011-2015.
 Fusebox Reading Series. Chattanooga, TN, 2012-13.
 River City Sessions. Camp House, Chattanooga, TN, 2013.

Selected Readings, 2005-2012

West Vancouver Library. West Vancouver, Canada, Jul. 2012.
 North Vancouver Library. North Vancouver, Canada, Jul. 2012.
 Middle Tennessee State University. Murfreesboro, TN, 2012.
 "Video Book Readings: Emerging Stars in Fiction and Poetry." Anis Shivani. *The Huffington Post*, Feb. 11, 2011.
 Hank's Books Café. Seoul, South Korea, 2010, 2013.
 Georgia Writer's Association. Kennesaw State University. Kennesaw, GA, 2009.

SELECTED AWARDS, FELLOWSHIPS AND GRANTS

Immigration Essays selected book for UTC's Read2Achieve, Fall 2018-Spring 2019.
 Individual Artist's Fellowship for 2017, Tennessee Arts Commission (\$5000), 2016.
 MakeWork Artist's Grant, Chattanooga, TN (\$25,000), 2013.
 MakeWork Grant, Chattanooga, TN. (\$2,100), 2012.
 Outstanding Teaching Award, The College of Arts and Sciences, University of Tennessee, Chattanooga, 2011.
 Faculty Summer Fellowship, UTC, (\$5000), 2010.
 Outstanding Creative Scholarship Award, The College of Arts and Sciences, UTC, 2009.
 "Hope Springs Eternal." Seoul Essay Contest Grand Prize Winner, South Korea (\$3,000), 2005.

Additional Awards, Fellowships, and Grants

Exceptional Merit, English Department, UTC, 2007-2008, 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2015-2016, 2016-2017.
 Outstanding Tenure-Line Faculty Member, UTC, 2016.
 Library Enhancement Grant, UTC, 2016.
 Writer in Residence. Rivendell Writers' Colony, Sewanee, TN, Jan., Dec, 2015, May 2017.
 Writer in Residence. SAFTA Residency. Firefly Farms. Knoxville, TN. Dec, 2014.
 Finalist, Foreword Book of the Year Award 2013 (for *Into This World*), 2013.
 Honorable Mention Eric Hoffer Award 2013 (for *Into This World*), 2013.
 UC Foundation Professorship, 2012.
 Provost's Student Research Award, 2010.
 Faculty Development and Equity and Diversity Grants, UTC, 2007-16.
 Teaching Excellence Award, Yonsei University, Seoul, South Korea, 2001, 2006.

SERVICE

Anonymous Peer Reviewing/Editorial Work/Judging

Publication Reviewer/Board Member for University of Tennessee Press, Sept. 2017-
 External Reviewer. Candidate for Promotion from Assistant to Associate Professor, Global
 Liberal Studies, New York University, Mar. 2017.
 Fiction Editor. *Anomaly (FKA Drunken Boat)*, Dec. 2011-2017.
 Fiction Contest Judge. *Bellingham Review*, May 2016.
 Fiction/Nonfiction Reader, Massachusetts Cultural Council (MCC) Artist Fellowships, 2014,
 2016.
 Judge. Eric Sharp Gateway Fiction Award. Indiana State University, 2013.
 Guest Editor. *The Mockingbird* Literary Magazine. Eastern Tennessee State University, 2009.
 Editorial Board. *Tennessee English Journal*, 2009-2010.

University

Member, Publications Board, 2016-
 Member, Faculty Rating of Administration, 2016-2017. Advisor, *The Sequoia Review* literary
 magazine, 2007-2016.
 Member, DHON Thesis Committee, 2015-2016.
 Trip leader for 6 students to Tennessee Council Honors Conference, Austin Peay University,
 Mar. 2016.
 Member, Faculty Grant Committee, 2013-2014. Chair, Speakers and Special Events, 2011-2013.
 Assistant Director, Meacham Writers' Workshop, 2008-2013.
 Judge, North Callahan Undergraduate Essay Prize, Mar. 2010.
 Member, Library Committee, 2008-2010.
 Director, UTC Summer Writers' Conference, 25-30 Jul. 2009.

English Department

Chair, Creative Writing Committee, 2008-2011, 2015-
 Graduate Committee, 2015-
 Trip leader. Southern Literary Festival, 2013-14, 2016, 2018.
 Search Committee, Writing Program Administrator, 2015-2016.
 Mentor, Sarah Einstein, 2015-
 Mentor, Kerry Howley, 2014-2015.
 Search Committee, Tenure Track, Creative Nonfiction, 2014.
 Member, Curriculum Committee, 2011-2014.
 Member, One-year Faculty Review Committee, 2011- 2013. Search Committee, Lecturers, 2013.
 Mentor for graduate assistant Paige Broussard, 2011-2013. Member, Senior Seminar Committee
 (ad-hoc), 2010.
 Member, Sequoyah and Softball Committee, 2008-2010.
 Faculty Advisor, The UTC Authors' Society, 2008-2010.
 Judge, Sally B. Young Award, Mar. 2010.
 Co-trip leader for Creative Writing Europe study abroad trip, May 2008.

Professional and Community, In Current Rank

Mentor, Brynija Loyd, student from East Ridge/Girls Leadership Academy, 2016-
 Volunteer, Bridge Refugee Services, 2015-.

Reader for Young Southern Student Writers 2007-2013, 2016-.

“Gentrification: Localized colonization or urban uplift?” Art + Issues. Hunter Museum.
Chattanooga, TN, Oct. 2016. Community talk.

Keynote speaker. Young Southern Student Writers Awards Ceremony. Chattanooga, TN, Apr. 2016.

Mentor for Harper Beeland, senior capstone project, high school senior at Chattanooga Center for the Creative Arts, 2016.

Southern Literary Alliance (Arts and Education Council), Chattanooga, TN. Board Member, Jul. 2009-2014.

Planning Committee, Conference on Southern Literature, 2011, 2013.

Strategic Planning Committee member, 2009-2011.

Professional and Community, 2007-2012

Coordinator, Tennessee Council Teachers of English Conference, Read House, Chattanooga, TN, 17-19 Sept. 2010.

Vice President, Board of Directors, Tennessee Council of Teachers of English (TCTE), 2008-2010.

Keynote speaker, Young Southern Student Writers Awards Ceremony, Chattanooga, TN, Apr. 2010.

Mentor for senior at Girls Preparatory School 2009-2010.

Mentor for two students at Soddy Daisy High School, two students at Central High School, one at Chattanooga School for Arts and Sciences for 2009-2010 year.

Guest Visiting Writer (in support of Allied Arts), Orchard Knob Elementary, 2009.

High School Class Visits: Soddy Daisy High School, Soddy Daisy, 2008, 2009; Chattanooga School for the Creative Arts, 2008; Central High School, Chattanooga, TN 2007, 2010.

English interviewer/assessor for selecting the first civilian Korean astronaut, 2006.

Organization Membership

Council of Scholars, 2017-.

Alpha Society, 2017-.

Association of Writers and Writing Programs, 2007-.

TEACHING

University of Tennessee, Chattanooga, Tennessee

Department of English, Graduate

5550 Novel Writing Workshop

5510 Fiction Writing

5590 Workshop: Writing (Novel)

5997 Individual Studies

Department of English, Undergraduate

4920 Novel Writing Workshop

4910 Writing Workshop: Novel

4720 Advanced Short Fiction Workshop

4040: Traditions in Short Fiction

4970 Special Topics: Asian American Literature

4970 Special Topics: Contemporary Southern Literature
 4995 Departmental Honors
 4998 Individual Studies
 3760 Creative Writing: Fiction
 3780 Literary Editing and Publishing
 3830 Intermediate Rhetoric and Composition
 2700 Creative Writing
 1130, 1150 Western Humanities I and II

UTC Honors College

1010, 1020 University Honors Humanities

Thesis

MA thesis director:

Jacob Irwin, Spring 2018
 Jennifer Jones, Spring 2017
 Brian Beise, Fall 2014
 Eli Carnley, Spring 2013 Evan Frees, Fall 2011
 Brandon Buckner, Fall 2010
 Rebecca Miller, Spring 2010
 John McCormack, Summer 2009

MA thesis committee member:

Jessica Kramer, Spring 2017
 Meghan O'Dea, Fall 2016
 Richard Bonnington, Fall 2014
 Sarah Ellen Ireland, Spring 2014
 Margaret Green, Spring 2013
 Garrett Crowe, Spring 2012
 Ben Duvall, Spring 2012
 Jennifer Davis, Spring 2010
 Brian Conn, Spring 2010
 George Conley, Spring 2010

DHon thesis director:

Jacquelyn Scott, Fall 2018-Spring 2019
 Japorsche Tretheway, Spring 2018-Fall 2018
 Jared Sullivan, Fall 2013

DHon thesis committee member:

Megan Maeir, Fall 2012
 Daniel Myers, Spring 2012
 Case Duckworth, Fall 2012
 Laurel Jones, Spring 2012
 Trena Sharpe, Fall 2011
 Cara Vandergriff, Spring 2011

Anne Brettell, Spring 2010
 Adam Binkley, Spring 2009
 Joe McCormick, Spring 2008

Senior BFA Art thesis committee member: Cheryl Leary, Spring 2010

City University of Hong Kong

EN6301 Manuscript Review Summer Writing Workshop I
 EN6302 Manuscript Review Summer Writing Workshop II
 EN6303 Reading Like a Writer I
 EN6304 Reading Like a Writer II
 EN6315 Generative Writing Workshops
 EN6306 Distance Mentoring Creative Writing I
 EN6307 Distance Mentoring Creative Writing II
 EN6308 Distance Mentoring Creative Writing III
 EN6309 Directed Reading & Critical Writing I
 EN6310 Directed Reading & Critical Writing II EN6311 Critical Thesis
 EN6312 Creative Thesis
 EN6313 Graduate Creative Writing Workshop

MFA thesis director:

Carl Coleman, Spring 2015 Christine Deschemin, Fall 2015 Mitchell Stocks, Spring 2012

Middle Eastern Technical University

ELT 318 Novel Analysis

Yale Writers' Conference (noncredit)

Fiction Workshop

Writing the Novel: The First Ten Pages

Sarah Einstein

1311 Frederick Drive, Chattanooga TN 37412 * 304-906-9075 * sarah-einstein@utc.edu

EDUCATION

Ohio University, Athens, OH.

Ph.D. in Creative Writing February 2016

Dissertation: Person, Place, and Thing: An Essay Collection

West Virginia University, Morgantown, WV.

M.F.A. in Creative Nonfiction 2011

Thesis: Mot: A Memoir

West Virginia University, Morgantown, WV.

B.A. in English 2007

AWARDS

AWP Series Prize for Creative Nonfiction 2014

Sixfold Fiction Competition: First Prize 2014

Pushcart Prize 2011

Best of the Net 2011

Notable Essay, Best American Essays 2010

West Virginia Writers' Annual Awards: Emerging Writer Prose, First Place 2008

FELLOWSHIPS

Peter Taylor Fellowship, Kenyon Review Writers Workshop 2013

Hunter Lecture Fellowship, Francis Marion University 2016

BOOKS

Mot: A Memoir (book length memoir)

University of Georgia Press, Winner of the AWP Series Prize in Creative Nonfiction 2015

CHAPBOOKS

The Tri-Part Heart

Sundress Publications (forthcoming: October 2018)

Remnants of Passion

Shebooks 2014

RECENT ESSAYS AND SHORT STORIES

“Don't Ask Me Now” (essay)

Feckless Cunt: A Feminist Anthology 2018

“The Witches' Garden” (short story)

ReNewAI: An Anthology of Queer Science Fiction 2017

“Going to Ground” (essay)

Full Grown People 2017

Nominated for a Pushcart Prize

“Christmas in Austria” (essay)

Still: The Journal of Appalachian Letters 2017

“The Self-ish Genre”: Questions of Authorial Selfhood and Ethics in
First Person Creative Nonfiction (scholarly article)
Assay: A Journal of Creative Nonfiction 2016

“Striking the Match” (essay)
Soul Mate 101, Full Grown People (simultaneously published in Salon as “I Have
Never Turned Heads”) 2015

“Mountain Jews” (essay)
Walk Till the Dogs Get Mean: Meditations on the Forbidden from Contemporary
Appalachia, Ohio University Press 2015

“How to Die Alone” (essay)
SARAH EINSTEIN PAGE 2
Quiddity 2014

“Shelter” (essay)
The Sun 2014

“This is the Problem with all that New Age Bullshit about Thinking Positive
and Not Letting the Disease Win” (essay)
Gargoyle 2014

“What Therefore Dinty Has Joined Together” (essay)
Bending Genre 2014

“Walking and Falling” (short story)
Sixfold First Place in Sixfold Fiction Contest 2013

“When I Lived in Manhattan” (essay)
Fringe Magazine 2013

“For Taube, Many Decades Later, on why I Gave her Baby Pink Nail Polish on her
Thirteenth Birthday when She had Asked for Cherry Red” (essay)
Hawai'i Pacific Review 2013

CURRENT SERVICE:

- Sequoya Review (UTC's undergraduate literary journal)
- Faculty Adviser
- Signal Mountain Review (UTC's new national literary journal)
 - Founding Editor, Faculty Adviser
- Ad Hoc Committee on Assessment
- Ad Hoc Committee on Marketing Communications
- Grade Appeal Committee
- Creative Writing Committee

RECENT CONFERENCE PRESENTATIONS:

Brass Brassieres: Four Southern Women Authors on the Intersection of Place, Race, Religion,
Gender, and Genre
C.D. Wright Women Writers Conference, Univ. of Central Arkansas, 2017

Following the Thread of Thought: Essayists on Essaying
AWP, Washington DC, 2017

Writing With and About Dis/Ability, Dis/Order, and Dis/Ease
AWP, Washington DC 2017

Richard Jackson
3413 Alta Vista Drive
Chattanooga, TN, 37411

PROFESSIONAL

U.C. Foundation and UTNAA Professor of English
English Dept.
University of Tennessee at Chattanooga
Chattanooga, TN 37403 (1972-Present)
W: (423) 425-4629/4238 H: 423-624-7279
svobodni@aol.com
Richard-Jackson@utc.edu
cell: 423-991-9888

EDUCATION:

Ph.D. Yale, 1976
M.A. Bread Loaf School of English, 1972
Middlebury College (first in class)
B.A. Merrimack College, 1969 (cum laude)

RICHARD JACKSON PUBLICATION/PROFESSIONAL CV

AWARDS

-
- Dane Zajc Residency (Writer in residence), Slovenia (May 2017)
- Maxine Kumin Award for *Retrievals*, 2015
- Benjamin Franklin Award for *Out of Place* 2014
- Slovene Writers Union Residency, May 2012
- Hoffer Award for *Resonance* 2010
- Guggenheim Foundation fellowship (\$45,000), 2002-2003
- Allied Arts Grants for Meacham Workshops 1990-2001 ranging from 2,000- 3,000
- Order of Freedom of the Republic of Slovenia (from the President of the Republic of Slovenia for literary and humanitarian achievement, May, 2000)
- Faculty Development Award, UTC, 2000
- 1999 Juniper Prize (University of Massachusetts), 2000
- Witter-Bynner Poetry Grant for writing, 1996
- Cleveland State University Press Award for book, 1991 (\$1,000) (*Alive All Day*)
- Elizabeth Agee Award for *Dismantling Time*, 1989 (\$1,000)
- CrazyHorse Magazine Award for best poem of year, 1989
- NEA Creative Writing Fellowship in Poetry, 1984
- Won Fulbright Creative Writing Fellowship as exchange poet to Yugoslavia, 1985 (for summer 1986, 1987)
- Pushcart Prize Poetry Selection, 1987, 1992, 1996, 1997, 2003 Honorable mention 1989, 1991, 1994, 1995-98, 2002-2007 (nominated most years 1986-2015)
- Witter-Bynner Poetry Foundation (for workshops), 1985/1986
- Alumni Teaching Award, Arts and Sciences, Teaching Award, Student Government Teaching Award finalist
- Robert Frost Fellowship, Bread Loaf Writers' Conference, 1983
- U.C. Foundation Professor, 1981- (stipend)
- NEH Independent Study Summer Grant, 1978
- NEA Grants for The Poetry Miscellany, 1978- 1987
- U.C. Foundation Faculty Research Grants, 1978-2007
- UTC Council of Scholars, elected 1985 (stipend)

- Tennessee Arts Commission Grants, 1979, 1980, 1984-87
- Nominated for CCLM Editor Grant, 1980,1990,1993,1995
- Yale University Fellowships, 1973-75
- Middlebury College Scholarship, 1971
- Bread Loaf Writers' Conference Scholarship, nominated by William Meredith and
North American Review, 1970

PUBLICATIONS

BOOKS

2016

Published(Poetry, Full length, 14):

- Broken Horizons*, Press 53, 2018
- Traversings (w Robert Vivain: exchange poems) Anchor and Plume: New Orleans*,
- Retrievals*, (CR Press), 2014 (Maxine Kumin Award)
- Resonancia* (Kriller 77 Editions), Barcelona, 2014
- Out of Place* (Ashland U Press) 2014 (Ben Franklin Award)
- Resonance* (Ashland U Press) 2010 (Eric Hoeffler Award)
- Half Lives: Petrarchan Poems*, Autumn House, 2004
- Unauthorized Autobiography: New and Selected Poems* ,Ashland University Press(2003)
- Falling Stars: Monologues* (limited Edition) Flagpond Press (2002)
- Svetovi Narazen*, Selected poems in Slovene (Slovene Writers union, 2001)
- Heartwall* (poems)U Mass Press [Juniper prize Winner] (August, 2000)
- Heart's Bridge* (poems based on Petrarch) Aureole Press (U Toledo), 1999
- (translations) *Alive All Day*, book of poems, Cleveland State University Press Award Winner, 1992
- Worlds Apart*, poems, U. Alabama Press, Spring,1987, reprinted Spring, 1989
- Part of The Story*, N.Y., Grove Press, 1983 (poems), listed by Antioch Review as one of best books of the year

Translated Books (2) (by me)

- Potovanje Sonca* (Journey of the Sun) Aleksander Persolja, Slovenia: Kulturno društvo Vilenica, 2007
- Giovammi Pascoli, *Last Voyage* (with Thomas and Brown) red hen, 2010 (Italian)

Published (5) (Poetry Chapbooks)

- Richard Jackson's Greatest Hits* (Puddinghouse Press, 2004)
- The Woman in the Land: Pavese's Last Poems* (tr), Black Dirt Press, 1999
- Half Life of Dreams* (adaptations of Petrarch) Black Dirt Press, Elgin College Illinois 1998
- Love's Veils: Italian Adaptations*, Black Dirt Press, 1999
- The Promise of Light / Obljuba Svetlobe* , English/ Slovene, Glavin Press, Boston 1989

Published Criticism (2)

- Acts of Mind: Conversations with Contemporary Poets*, University of Alabama Press, 1983, called by *Georgia Review*, the "standard by which others will be judged"
- The Dismantling of Time in Contemporary Poetry*, essays, U Alabama Press, January 1988 (Agee Award Winner, 1989)

Published Edited Anthologies and edited Books(9)

- A Bridge of Voices* (online e book, Bridges Press-Amazon), 2017
- Double Vision: Four Slovene Poets*, editor, Aleph Press, Ljubljana, Slovenia, 1993

- The Fire Under the Moon: 53 Slovene Poets, A Bi-Lingual Anthology*, Black Dirt Press, Elgin College, Illinois, 1999 (rpt. 1999)
- Horace's Satires*, translated by the late William Matthews (advisory role) Published 2002.
- Where the Shadow Breaks: Tomaz Salamun* (multi lingual) Slovene Writers Union 2010 (also introduction)
- Selected Poems by Iztok Osojnik* (Slovene) Indian Cultural Ministry (New Dehli) 2011
- The Heart's Many Doors: American Poets respond to Metka Krasovec's Prints on Emily Dickinson*, Wings Press, 2017
- When the Shgadow Breaks* (Tomaz Salamun Poems), Slovene Writers' Union 2012
- Wagner* by Iztok Osojnik, Indian Cultural Ministry 2017

ESSAYS, REVIEWS & INTRODUCTIONS (over 100)

-**Introductions** for books by Andrew Kozma, Barbara Carlson, Kelley Allen, Leigh Anne Couch, Magda Carneci (Romania), Iztok Osojnik (Slovenia), Edvard Kocbek, Ales Debeljak, Tomaz Salamun (Slovenia)

-**Essays in Studies in Romanticism**, *Georgia Review*, *Cortland Review*, *Scoring From Second*, *Lofty Dogmas: Poets on Poetics*, *Poetry International Web Page*, *Rivendell*, *John Ashbery* (ed. Harold Bloom), *Mid-American Review*, *Introspections: Poets Writing on their own*, *Touchstones*, 1994 P.E.N. 1995 P.E.N. Journal, 1996 P.E.N. Journal (London), *Nova Revija*, "At an Elevation: On the Poetry of Robert Pack", *Gale Research Studies Volume on Contemporary Criticism*, *Aloud* (Toronto), *Cimarron Review*, *Mississippi Review*, *Kenyon Review*, *Profile of Twentieth Century Poetry*, essay reprinted in *Stranger to Nothing: On The Poetry of Philip Levine*, *Pacific Review*, *Ploughshares*, *Sagatrieb*, *Poesis*, *South Carolina Review*, *Contemporary Literature*, *Boundary 2*, *American Book News*, *Hiram Poetry Review*, *Chowder Review*, *Prairie Schooner*, *North American Review*, *South Florida Poetry Review*, *Poet and Critic*, *Southern Humanities Review*, *Contemporary Literature*, *Concerning Poetry*, *Cafe Review*, *American Book Review*, *Michigan Quarterly Review*, *Ann Arbor Review*, *New Orleans Review*, *New England Review*, *American Book News*, *New Perspectives on American Poetry* (Czech republic), *Eco Poetry* (Slovenia)

Other Interviews: "Reverse Thinking: and Interview with Dara Wier and James Tate," *Hunger Mountain In Country: An Interview with Betsy Sholl* for *Southern Women's Voices*, ed. Felicia Mitchell, UT-Knoxville Press.

-Besides the 30 poets such as Ashbery, Kumin, Simic, Kunitz, penn warren, levertov etc in *Acts of Mind*, about 30 more in *Poetry Miscellany* including such poets as Greg Pape, Paula Rankin, David Bottoms, Bin Ramke, Alan Dugan, Tom Lux, W.D. Snodgrass, Hayden Carruth, Lynn Emanuel, Philip Levine, Laura Jensen, Alan Dugan, Charles Wright, Sandra McPherson, Greg Orr, Norman Dubie, Richard Howard, Sharon Olds, David Wojahn, David Wagoner, Edward Hirsch, Pamela Stewart, Dan Halpern (7 have been reprinted in the *U. of Michigan "Poets on Poetry" series of books*. Also several Slovene poets.

MAGAZINE POEMS (over 300):

North American Review, *Poetry*, *Iowa Review*, *Shenandoah*, *Beloit Poetry Journal*,

Poetry Northwest, Prairie Schooner, Salmagundi, Long Pond Review, Southern Poetry Review, Quarterly Review, Ironwood, Concerning Poetry, Black Warrior Review, Georgia Review, Sonora Review, Antioch Review, Tar River Poetry, Louisville Review, 1984 Three Rivers Poetry Journal, Ploughshares, New England Review, Maryland Review, Missouri Review, Green Mountain Review, South Florida Poetry Review, Laurel Review, Indiana Review, Pacific Review, Crazy Horse, River City Review, Passages North, Crazyhorse, College English, Nebraska Review, Mississipi Review, Gettysburg Review, Cimarron Review, Bloomsbury Review, Atlanta Review, Third Coast, Marlboro Review, Crab Orchard, Hayden's Ferry Review, Harvard Review, The Lyric, Literary Potpourri Greensboro Review, TriQuarterly, Runes, So Indiana Review, Born Magazine (with artist), Homage to Vallejo, CutThroat, Evensong, Ecotone, Slope, Smartish Pace, Drexel Online Journal, ETC, BODY, Lake Effect, Mid American Review, Eco Theo, ETC ETC

TRANSLATED POEMS (95)

-In journals in Italian, Finnish, Israeli, Spanish, Slovene, Czech, Hungarian, French, Romanian, Urdu, Polish, Russian, Macedonian, Serbian, Greek and Slovene, Indian(Hindu), Catalan

ANTHOLOGIZED POEMS (44):

-in such places as Pushcart Anthology: The Best form 30 Years, Atlanta Review 10th Anniversary Issue, Best of Prairie Schooner, Runes (2005)Blues For Bill: Remembering William Matthews, , Reading Whitman , Poets of the New Century (Godine, 2001) Second Bread Loaf Anthology, Best American Poems 1997, Pushcart Prize Poems, (1997, 1996, 1992, 1987, 2003), Imported Breads: Fulbright Experience Writings, Orpheus and Co., TAKE 2 (Jazz poetry) edited by Yusef Kumunyaaka Homewords: tennessee Poets, Georgia Review 50 year Poetry Restrospective, republished again in U. of Georgia Press anthology, Keener Sounds, The Best from Crazyhorse, New American Poets of the Nineties, Anthology of Sports Poems , Sweet Nothings: An Anthology of Rock and Roll in American Poetry, Bread Loaf Anthology of Nature Poetry, ArsPoetica, Literature,(Prentice Hall, 1996), Intimacy, Truth To Power, etc

INVITED CONFERENCE Panels

- Panels that discussed the role of poetry in culture and society:AWP (Associated Writing Programs) (18 panels since 1988),
- SAMLA (2 panels), Lake Bled Slovenia PEN Conference (7 panels, 1999-2007)
- Slovenia Vilenica Conference (6 panels, 2002-2008),
- Southeast teachers of English
- Louisville 20th C Conference, MLA panel,
- Slovene Poetry Weekend (Oct, 2008)
2 panels, Golden Boat Translation Conference, Slovenia (2009, 2011)
- Eco Poetry Conference (Slovenia, 2012)
- Perspectives on American Poetry (Czech Republic, 2014),
- Sarajevo Poetry days (on Political Poetry of East and West), 1989
- Nashville Book Festival, 2003
- Poetry and Politics/east and West, University of Palackeho (Olomouci, Czech Republic), 2014
- Forthcoming: AWP Conference in Tampa, March 2018 (Panel on Blues and Poetry)
- Bread Loaf Writers' Conference (1987-95)
- Iowa Summer Sessions (2002-2008)
- Prague Summer Session (2006-11)

-Vermont College Summer Conference (2005-2009)

INVITED READINGS (since 1985)

At numerous colleges and Universities such as U Michigan, Washinton and Lee U, Virginia Commonwealth, University of Houston, Arizona State, U of Arizona, U Mass, Vanderbilt, Georgia Tech, Rollins College, Alma College, Middle Tennessee (2x), U Tennessee (2x), East Tn State, Western KY, Eastern KY, U of Missouri, Indiana U, U of Alabama, U of Maryland, Johns Hopkins, Southern CT, Merrimack College, Middlebury College (2x), Celeveland State U (Ohio), U of Louisville, So Illinois U, Mercer College, Birmingham Southern, Salisbury State, Lake Forest (IL), Boston Public Library, San Francisco Italian Cultural Center, Memphis Stated U, Westerm Michigan U, No Arizona U, Christian Brothers U (Memphis), Oklahoma State, UNC Wilmington, UNC-Greensboro, Winston Salem College, Grolier Bookstore (Boston), Fort Lewis College (CO), Port Huron Community College, Elgin Community College, West Georgia College, Nashville Book Fair, Atlanta Book Fair, Asheville Bookstore (3x), Ashland College, University of Pittsburgh (2x), Radford College, Baldwin Wallace College, Vermont College (15 x), Southern Indiana Community College, Montgomery Al and Washington DC for *Truth to Power* anthology, Tn Wesleyan, Southern College, Athens Tennessee Festival (2x), Tucson Book Festival, U Cal-Riverside, University of Iowa (5x) etc.

Foreign

Lysine School (Switzerland) (2x), Oxford University, U of Maribor (Slovenia), Belgrade Writers' Union, Vilenica Writers Conference (3x) (Slovenia), Trieste (Italy), Moutouvon (Croatia), Ljubljana Slovenia University and Writers Union (4x), Prague Summer Program (5x), Budapest Hungary Writers Union, Romania Writers Festival (Tomis), Sarajevo Poetry Days (2x), Kobarid Slovenia Museum, Struga Poetry Festival (Macedonia), Krytia Poetry festival (India), Sha'ar Poetry Festival (Tel Aviv, Israel), P.E.N. Conference (Lake Bled, Slovenia) (5x), Hong Kong University, Barcelona (Book Signing and Reading for Press)

TEACHING AND COMMUNITY (Sample)

-Every student who applied for fellowships and assistantships at schools such as U Iowa, Johns Hopkins, U of Maryland, U of Michigan and a dozen others all received multiple Fellowship offers

-around 30 former undergrads have published close to 70 books

-Direct and Founded *Meacham Writers' Workshop* at UTC (since 1986) (2x/year, with visitors who have won NEA, NEH, Guggenheim, Pulitzer and other prizes and foreign writers from 8 foreign countries

-founded ***The Poetry Miscellany*** in 1971 as a yearly and now also publish it on-line. The journal emphasizes new young writers each issue along with a couple of established writers and interviews. (Interviews from the first 15 years were published as *Acts of Mind* by U of Alabama Press.) A number of writers got their start in this journal. The hardcopy was always distributed freely to schools and

colleges that requested it, and the online version (3rd year now) is available free. This past year, for example, we did a special section on our poets who were at the Prague Summer Program; another year we did one on students who traveled to Wales; another year on Vermont College students. The interviews have been with major poets including several Pulitzer prize winners. **UT-Chattanooga**

Undergrads work on this project

-I founded the ***PM Chapbook Series*** in 1995 that has published over 40 chapbooks mostly by eastern and central europeans, but which have been **edited by Americans**, most of them new young writers such as Richard Seehuus, Helga Kidder, Ruzha Cleaveland, Michelle Moore, Stephen Haven, and Lynn Levin, and which have been catalysts for their own editing and translating careers. Countries represented include Slovenia, Albania, Serbia, Poland, Hungary, Israel, China.

UT- Chattanooga Undergrads worked on this project.

-I edited a special section in memory of William Matthews for ***Poetry International*** (50 pages) that included my essay and a number of shorter pieces focusing on a favorite poem; I assigned these not only to well known poets but to several new poets who had just begun teaching.

Co-edited two poetry editions for ***Hunger Mountain*** that included a 50-50 mix of established and new poets (several of whom received their first publication here) (2007)

-In 2003 I edited a special section for ***Hunger Mountain***, a long interview and selections from ten Slovene poets (20 pages)

-co-edited the poetry for ***Pushcart*** in the mid 90's and included new as well as established writers; (read over 4,000 ms)

- judged ***the Zone 3 New Poetry Book Prize*** in 2006

-

- judged the ***North Carolina Writers' Guild*** chapbook contest (2007)

James Arnett, PhD

UC Foundation Assistant Professor of English

University of Tennessee-Chattanooga

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SKYPE: JAMESJ.ARNETT ◦ WEBSITE: [HTTP://JARNETTPHD.WEEBLY.COM](http://jarnettphd.weebly.com)

EDUCATION

PhD in English: City University of New York (CUNY) Graduate Center, 2013

Robert A. Day Award for Best Interdisciplinary Dissertation

Passed Comprehensive and Oral Exams With Distinction

MA in English: University of Illinois at Chicago, 2007

BA in English: Tulane University, 2003

Magna Cum Laude with Departmental Honors

ACADEMIC EMPLOYMENT

UC Foundation Assistant Professor of English, University of Tennessee at Chattanooga (UTC)

Fall 2018 - present

Visiting Lecturer, National University of Science and Technology, Bulawayo, Zimbabwe (NUST)

Fall 2017– Spring 2018

Assistant Professor of English, University of Tennessee at Chattanooga

Fall 2014 – Summer 2018

Assistant Professor of English, American University of Afghanistan (AUAF)

Fall 2013

Visiting Assistant Professor of English, Manhattan College (MC)

Fall 2010 – Spring 2013

Instructor of English, Manhattan College

Fall 2009 – Spring 2010

Instructor of English and Women's Studies, Hunter College

Fall 2007 – Summer 2012

Graduate Assistant, University of Illinois-Chicago

Spring 2005 – Summer 2006

PUBLICATIONS

Peer-Reviewed Articles

“Doris Lessing and the Ethical African Archive,” *Tulsa Studies in Women's Literature* Vol. 37, No. 2, Fall 2018 (forthcoming).

“What's Left of Feelings? The Affective Labor of Political Work in Doris Lessing's *The Golden Notebook*,” *Journal of Modern Literature* Vol. 41, No. 2, Winter 2018, pp. 77-95.

“Neoliberalism and False Consciousness Before and After Brexit in Zadie Smith's *NW*,” *The Explicator* Vol. 75, No. 1, Winter 2017, pp. 1-7.

“African, Communist: Situating Doris Lessing's 'Africa Dances',” *Doris Lessing Studies* Vol. 35, Winter 2017, pp. 15-23.

“Paul's Letter to the Congolese: Allegory, Optimism, and Universality in Alain Mabanckou's *Blue White Red*,” with Angela Wright. *Genre* Vol. 50, No. 2, July 2017, pp. 239-265.

- “The Revolution Will Be Working-Class and Queer: Progressive Politics and Revolutionary Rhetorics in John Dos Passos’ Early Novels,” *QED* Vol. 4, No. 2, Summer 2017, pp. 26-51.
- “Daniel Deronda, Professor of Spinoza,” *Victorian Literature and Culture* Vol. 44, No. 4, December 2016, pp. 833-854.
- “No Place Like Home: Failures of Feeling and the Impossibility of Return in Dinaw Mengestu’s *The Beautiful Things That Heaven Bears*,” *African Literature Today* No. 34, (Fall) 2016, pp. 103-122.
- “Taking Pictures: The Affective Economy of Postcolonial Performativity in NoViolet Bulawayo’s *We Need New Names*,” *Ariel: A Journal of International English* Vol. 47, No. 3, July 2016, pp. 149-173.
- “First as Farce, Then as Tragedy: *Cranford* and the Internal Periphery of Capitalism,” *Literature Interpretation Theory* Vol. 25, No. 1. Winter 2014, pp. 1-19.
- “Sex Love and Sensuous Activity in the Work of Historical Materialism,” *Mediations* Vol. 25, No. 2. Winter 2011, pp. 79-102.
- “Free From the Family: Lessing, Klein, and the Unwanted Child,” *Doris Lessing Studies* Vol. 30, No. 1, Fall 2010, pp. 13-18.

Chapter in Edited Volume

- “Everything captured; capture everything’: Amma Darko’s Alternative Library, Information Circulation and Urban Re-Memory: An Interview,” *Arts of Survival*, Eds. Eileen Julien, et. al., Indiana University Press, 2019 (forthcoming).
- “*Bleak House* and Social Mapping,” with Abraham Asfaw. *The Nabokov Paper*. Eds. Kate Briggs and Lucrezia Russo. Acklan, UK: information as material press, 2013.

Reviews

- Review of Olakunle George, *African Literature and Social Change, Comparative Literature Studies*, Vol. 55, No. 3, 2018 (forthcoming).

Articles in Progress and Under Consideration

- “Oh, Inverted World: Africans from Space and African Colonialism in Doris Lessing’s Unpublished Screenplay *The White Princess*” (submitted to *Journal of Screenwriting*, 9/18).
- “The End of the Rainy Seasons: Climate Change/Denial/Refugeeism in Doris Lessing’s *Zimbabwe/Africa/Ifrik*,” for *Seasons of Migration to the South: Literatures of Intra-African Migration* (Routledge, 2019) (submitted 7/18).
- “Brain Drain/Brain Gain: The Futures Market for African Scientists in Deji Olukotun’s *Nigerians in Space* Trilogy” (revise and resubmit at *Extrapolation*, 7/18).
- “Cattle, Conservation and Whiteness in Doris Lessing’s “A Home for the Highland Cattle” and *African Laughter*” (revised-and-resubmitted to *PMLA*; under consideration by editorial board, 5/18).

CONFERENCE PRESENTATIONS (selected)

- “Pink Tutus, Fulani Avatars, and Passport Photos: Anxiety, Legibility and Intelligibility in Contemporary Queer African Literature,” African Studies Association Conference, Atlanta, December 2018.
- “Alternative Archives Against Information Economies in Amma Darko and Andrew H. Miller,” American Society for Arts in the Present/10, New Orleans, October 2018.

- “The Market In/And African Literature: Amma Darko’s Information Economies,” African Literature Association (ALA), New Haven, CT, July 2017.
- “Zadie Smith, Spinozist Ethics, and Collectivized Realism,” American Comparative Literature Association (ACLA), Boston, MA, March 2016.
- “What’s Left of Feeling? Cruel Optimism, Left Melancholy, and Political Depression in Doris Lessing’s *The Golden Notebook*,” Louisville Post-1900 Conference, Louisville, KY, February 2016.
- “Mars Bars, Jazz Numbers and Graft: Rhetoricizing Resistance to Capital in Brian Chikwava’s *Harare North*,” British Commonwealth and Postcolonial Studies Conference, Savannah, GA, February 2015.
- “*Three Soldiers*: The Revolution Will Be Working-Class and Queer,” John Dos Passos Society Conference, Chattanooga, TN, October 2014.
- “How to Hear a Squirrel’s Heartbeat: Spinoza, Sympathy and Nature,” NeMLA, New York, NY, April 2011.
- “Crowds, Proletariat, Multitude: Towards a Spinozist Practice of Reading,” ACLA, New Orleans, LA, April 2010.
- “Striking Abjection, Evacuating Horror: Dynamic Psychic Processes in Dickens’s *Dombey and Son*,” British Annual Victorian Studies Conference, Leicester, UK, September 2008.
- “Specters of Masculinity at the Edge of the Broken Family: Pat Barker’s *Blow Your House Down* and *The Man Who Wasn’t There*,” NeMLA, New York, NY, April 2008.
- “The Politics of Reception: Public Response to John Dos Passos’s *Three Soldiers*,” The Space Between Society Conference, Annapolis, MD, June 2007.

PUBLIC LECTURES and INVITED TALKS (selected)

- “Between Reading and Being: Reflections on a Year in Zimbabwe,” English Department Works in Progress Series, UTC; October 2018.
- “Strategic Indiscipline: Speculative Fiction and African Culture(s),” NUST Communication and Information Science Faculty, Bulawayo, Zimbabwe; June 2018.
- “What to Expect: Academic Writing and College Standards,” Pre-College Departure Group, American Space, Bulawayo, Zimbabwe; June 2018.
- “Brain Drain/Brain Gain: The Futures Market for African Science in Deji Bryce Olukotun’s *Nigerians in Space* Trilogy,” Rhodes University English Department & Stellenbosch University English Departments, South Africa; March 2018.
- “We Need New Forms: A Manifesto for Zimbabwean Speculative Fiction,” Bluez Cafe, Bulawayo, Zimbabwe; November 2017.
- “Thinking a Multiracial Zimbabwean Literature,” Litfest Harare; November 2017.
- “We Need New Forms: A Manifesto for Zimbabwean Speculative Fiction,” Litfest Harare; November 2017.
- “In Memory and Rememory: An American Appreciation of Yvonne Vera,” Yvonne Vera Celebration, Harare, Zimbabwe; October 2017.
- “Moving On: New Stories from Zimbabwe,” Moderator, Intwasa Arts Festival, Bulawayo, Zimbabwe; September 2017.
- “We Need New Forms: A Manifesto for Zimbabwean Speculative Fiction,” Gweru International Book Fair, Gweru, Zimbabwe; September 2017.
- Organizer, (Beyoncé’s) *Lemonade* Week, UTC (four events); April 2017

- “Okay, Ladies Now Let’s Get In/Formation: Ida B Wells and the Radical Black Press,” UTC; April 2017.
- “Lemonade: The Lecture,” Lemonade Week, UTC; April 2017.
- “Pinter After Brexit,” UTC Theater Department Presents Julian Sands in Harold Pinter; January 2017.
- “Constructing Gender in War and Empire: Harvey Dunn and His Students,” Hunter Museum of American Art; September 2016.
- “A Call to Formation: Beyoncé’s Radical Manifesto on Blackness, Sexuality and Gender,” Women’s Studies Brown Bag Talk, UTC; March 2016.
- “Making/Unmaking Narrative: Using Chris Ware’s *Building Stories* in a Range of Applications and Contexts,” English Department Works in Progress Series, UTC; February 2016.
- “Resisting Materialism: Eliot Daingerfield,” Hunter Museum of American Art, January 2016.
- “Experiential Learning in the Literature Classroom: Findings, Finding Purpose & Delivering Promises,” English Department Works In Progress Series; April 2015.
- “Taking Pictures: The Affective Economy of Postcolonial Performativity in NoViolet Bulawayo’s *We Need New Names*,” UTC Women’s Studies Lecture Series; March 2015.

HONORS AND AWARDS

- College of Arts and Sciences Research and Creative Activity Award, UTC, 2017-2018
- Fulbright Fellow, Zimbabwe 2017-2018
- ‘Exceeds Expectations,’ UTC, 2014-2015, 2015-2016, 2016-2017, 2017-2018
- Robert Adams Day Award for Best Interdisciplinary Dissertation, CUNY Graduate Center, 2013
- CUNY Graduate Center Dissertation Fellowship, 2012-2013
- Robert Gilleece Fellowship, CUNY Graduate Center, 2006-2011
- Dean’s Honor Scholarship, Tulane University, 1999-2003

GRANTS

- UTC Faculty Achievement Award, Presenting “Pink Tutus, Fulani Avatars, and Passport Photos: Anxiety, Legibility and Intelligibility in Contemporary Queer African Literature” at ASA, December 2018
- Harry Ransom Center Archives, University of Texas-Austin, Mellon Summer Research Fellowship, “Memorykeepers, Memorymakers: The Ransom Center’s Zimbabwean Women Writers,” Summer 2018
- Fulbright Regional Travel Grant, South Africa, Spring 2018
- US State Department Public Diplomacy Grant, “African/American Science Fiction Reading/Writing Workshop, Zimbabwe,” Spring 2018
- UTC Walker Center for Teaching and Learning, High-Impact Teaching Program Grant, “Lemonade: The Lecture,” Spring 2017
- UTC Student Development/Academic Affairs Grant, with Shewanee Baptiste-Howard, “The Right to Move,” Spring 2017
- UTC Library Enhancement Grant, “African African Literature,” Spring 2017
- UTC Faculty Pre-Tenure Enhancement Program Fellowship, “The Market Of/For African Literature” to conduct fieldwork and archival research and present research at 2017 African Literature Association conference, 2016-2017
- UTC Walker Center for Teaching and Learning, High-Impact Teaching Program Grant, “Refugees, At Home in Chattanooga: The Transnational (African) Novel,” Fall 2016

[updated 10/08/2018]

NEH/National Endowment for the Humanities Summer Institute, “Arts of Survival: Recasting Lives in African Cities,” Indiana University, Summer 2016

UTC Office of Equity and Diversity Grant to conduct research in Ghana; “Whose African Literature? A Materialist Analysis of the Market Of/For African Fiction,” Summer 2016

UTC Library Enhancement Grant: “Building Stories,” Spring 2016

UTC Faculty Development Grant: Presenting “Zadie Smith, Spinozist Ethics, and Collectivized Realism” at ACLA, Spring 2016

UTC Research Support, to conduct manuscript research at Beinecke Library at Yale University, Spring 2015

UTC Think/Achieve Experiential Learning Grant: “The Transnational African Novel: Towards a Praxis,” Fall 2014

COURSES TAUGHT

Seminars/Topics

British Postmodernism (Graduate) ◦ AfroSF (Graduate) ◦ The Transnational African Novel (Experiential Learning) ◦ Post-WWII British Masculinities (Honors) ◦ Zimbabwean Literature (Honors) ◦ Climate Change and the Novel ◦ Anarchy in the UK! ◦ Queer Theory ◦ British Women Writers ◦ Post-War British Literature ◦ Introduction to Literary Criticism and Theory ◦ Modern British Literature: 21st-Century “British” Novel ◦ 20th-Century British Masculinities ◦ Literary Theory ◦ Women Writing the Fallen Woman ◦ Dickens and Capitalism ◦ The Sensation Novel

Surveys/Introductions/Composition

Introduction to Literary Analysis ◦ Western Humanities I & II ◦ Introduction to Literature ◦ Crime and Detection ◦ British Masterworks ◦ British Literature Survey [one semester] ◦ British Literature II ◦ 19th-Century British Women Writers ◦ 18th-Century British Women Writers ◦ Scandinavian Crime Fiction ◦ College Writing I & II ◦ Expository Writing ◦ College Writing (Experiential Learning)

Independent Studies

Finnegans Wake ◦ Marx/Marxism/Literature ◦ 20th-Century Colonial/Postcolonial Fiction (Graduate)

THESES SUPERVISED (UTC)

Annie Dockery, BA Honors (supervisor)
 Elliott Geary, BA Honors (supervisor)
 Reid Elsea, BA Honors (supervisor)
 Gennifer DeLille, BA Honors (reader)
 Bonné de Blas, MA (reader)
 Wendy Burchfield, MA (supervisor)
 Colin Rochelle, BA Honors (reader)
 Julia Hunter, MA (reader)

TEACHING AND RESEARCH INTERESTS

Anglophone sub-Saharan African literature ◦ Zimbabwean and South African literature ◦ 19th/20th/21st-century British literature ◦ women’s literatures ◦ queer theory, feminisms and affect theory ◦ Marx, Marxism and Marxist-materialist theory ◦ postcolonial/transnational theory ◦ speculative fiction ◦ George Eliot ◦ Doris Lessing ◦ James Joyce

[updated 10/08/2018]

ACADEMIC SERVICE

Search Committee, Committee Member, Technical/Professional Writing, 2018
 Committee Member, Budget & Economic Status, UTC, 2016-17, 2018-2019
 Committee Chair, Ad Hoc Library Committee, UTC English Dept., 2018-2019
 Committee Member, Public Occasions, UTC English Dept. 2016-17, 2018-19
 Committee Member, Graduate Studies, UTC English Dept., 2018-19
 Organizer/Lecturer, Bulawayo SFF Writers Workshop, Zimbabwe, Fall 2017-Spring 2018
 Committee Member, Public Lectures and Invited Talks Committee, NUST, 2017-18
 Committee Member, Ad Hoc Workload Committee, UTC English Dept. 2016-17
 Committee Member, Internship Committee, UTC English Dept., 2016-17
 Committee Member, Curriculum Committee, UTC English Dept., 2016-17
 Committee Member, Read2Achieve Curriculum, UTC, 2016-17
 Women's Studies Advisory Council, UTC Women's Studies Program, 2015-
 Faculty Advisor, Students for a Democratic Society/Democratic Socialists of America, UTC, 2014-
 Faculty Advisor, Spectrum GLBTQ+ Alliance, UTC, 2014-
 Faculty Advisor, National Society of Collegiate Scholars, UTC, 2015-16
 Committee Member, Academic Standards and Scholarships, UTC, 2015-16
 Committee Member, General Education Committee, UTC English Dept., 2015-16
 Committee Member, 1-Year Reappointment Committee, UTC English Dept., 2015-16
 Search Committee, CNF/Fiction Tenure-Track Hire, UTC English Dept., 2015
 Facilitator, Veteran Writers' Workshop, UTC, 2015
 Judge, Young Southern Writers Competition, UTC English Dept. 2015-
 Faculty Advisor, Debate Society, AUA, 2013
 Admissions Committee, CUNY English Student Association, 2010
 Recruitment Committee, CUNY English Student Association, 2008, 2009, 2011

CURRICULUM DEVELOPMENT

Courses Proposed and Accepted

English Core Curriculum Change: Addition of Required Diversity Literature Elective, UTC ◦
 ENGL/WSTU 4855: Queer Theory, UTC ◦ ENGL 2080r: Topics in Intellectual Inquiry, UTC ◦
 ENGL/WSTU 3450: British Women Writers, UTC ◦ ENGL 5770: British Postmodernism, UTC ◦
 ENGL 5790: Anglophone/ Postcolonial Literature, UTC ◦ ENGL 3420: Post-War British
 Literature, UTC ◦ ENGL 2530r: War and Literature, UTC (with Susan Eastman) ◦ Scandinavia
 Study Abroad (Iceland, Norway, Sweden, Denmark): Scandinavian Crime Fiction, MC

REFERENCES

Rebecca Jones, UC Foundation Professor, Associate Dean of College of Arts and Sciences,
 Department of English, UT-Chattanooga (rebecca-jones01@utc.edu)
 Heather Palmer, Associate Professor, Department of English, UT-Chattanooga (heather-
 palmer@utc.edu)
 Chris Stuart, Katherine H. Pryor Professor, Department of English, UT-Chattanooga ([chris-
 stuart@utc.edu](mailto:chris-stuart@utc.edu))
 Grace Musila, Senior Lecturer, Stellenbosch University (South Africa) (gmusila@sun.ac.za)

Peter Hitchcock, Professor, Department of English, Baruch College (CUNY) and The CUNY
Graduate Center (hitch58@comcast.net)

Curriculum Vitae

Matthew Wayne Guy

Department of English
University of Tennessee
615 McCallie Avenue
Chattanooga, TN 37403-2598
423.425.4613
matthew-guy@utc.edu

4205 Tacoma Avenue
Chattanooga, TN 37415
423.987.0148

Professional History:

- | | |
|----------------|--|
| 2009 – Present | Associate Professor, English Department,
University of Tennessee at Chattanooga |
| 2004 – 2009 | Assistant Professor, English Department,
University of Tennessee at Chattanooga |
| 2001-2004 | Adjunct Instructor in English
Baton Rouge Community College |
| 1995-2001 | Teaching Assistant, Louisiana State University |
| 1994-1995 | Adjunct Instructor in English
Trident Technical College |

Education:

- Ph.D. in Comparative Literature, Louisiana State University, Baton Rouge, Louisiana, 2003
- Dissertation: Translating “Hebrew” into “Greek”: The Hermeneutic Discourse of Emmanuel Levinas’s Talmudic Readings.
 - Dissertation Director: Bainard Cowan
 - Committee Members: Greg Stone, Adelaide Russo, John Pizer, and John Protevi
 - Examination Fields: Literary Theory, Phenomenology, and 18th and 19th Century Literature (English, American, French, and German)

M.A. in English, Clemson University, Clemson, South Carolina, 1995
·Thesis: The Concept of Freedom in the Works of Lord Byron and Friedrich Nietzsche.

B.S. in English/Journalism, University of Miami, Miami, Florida, 1992

Teaching Experience:

- English 527/5050: Critical Theory. Graduate course introducing literary theory and criticism at an advanced level, emphasizing the philosophical and theoretical foundations of current literary theory and criticism.
- English 574: British Literature of the Romantic Period. Course surveys the main authors and work of the Romantic period in England, as well as some minor authors and works. Additionally, the course looks into certain influences on British Romanticism, including German Idealism and the Gothic novel.
- English 5970: Postmodernism and the Romantic Subject. Course surveyed the works of Romanticism and the underlying critical perspectives, and studied links and continuities with the postmodern movement.
- English 5970/4970: Poststructuralist perspectives. Course surveyed the works of Bakhtin, Kristeva and Deleuze.
- English 501: The Postmodern Subject: Kant to Levinas. Course looks at the works of Immanuel Kant as a direct link to the concepts of subjectivity that are central to many postmodern theorists and writers.
- English 501: Critical Responses to Job. Independent study which surveyed the various ancient sources of the Book of Job, its translations and canonization, its influence on major authors and thinkers over the centuries, and its critical impact on certain philosophers and theorists.
- English 4970 Theory of Horror. Course surveyed the genre of horror in both print and films, with theoretical, historical and critical readings to supplement the films.
- English 4999: The Theory of the Western. Course surveyed the genre of the western in both American and international films, with theoretical, historical and critical readings to supplement the films.
- English 447: The Theory of Romanticism. Upper-level undergraduate course that traced the philosophical roots of romanticism, the various “romanticisms” of Germany, England, France, and America, and the effect of romantic thought on twentieth century literary theory and theorists
- English 447: Foucault and Literary Studies. Upper-level undergraduate

and graduate course that surveyed the foundations of Foucault's works, his influences, and finally his effects on the field of literary and cultural studies.

- English 351: The History of Literary Criticism. Undergraduate course tracing the historical development of literary theory and criticism, from Plato to more contemporary contributions to the field of literary theory and criticism.
- English 350/3030: Introduction to the Theory and Function of Literary Criticism. Undergraduate course introducing literary theory and criticism, covering fundamentals as well as the historical development of the field of literary theory and criticism.
- English 3365: Restoration and 18th Century Literature. Course surveyed works of British Literature from the Restoration period to the end of the 18th century.
- English 205/2230: Survey of British Literature. Undergraduate course covering the major works of British literature from Beowulf to the 20th century.
- English 1130: Western Humanities I Online. Course covered masterpieces of Western civilization, covering Culture, philosophy and literature, from Ancient Greeks and Romans to the Middle Ages.
- English 115/1150: Western Humanities II. Course covered masterpieces of Western civilization, ranging from philosophy, literature, music, and art, from Descartes to the 20th century.
- English Composition I. Course introduced the fundamentals of writing, emphasizing writing as a learning process.
- English Composition II. Course encompassed argumentative and evaluative writing, with a greater stress on critical thinking skills.
- English Composition II Special Topics: Argument and Literature. Used literary and philosophical works to promote writing skills and critical thinking.
- Workforce Writing and Vocabulary Development. Introduction to the essentials of business and technical writing.
- Introduction to English. Course introduced students to the fundamentals of composition for various writing scenarios.
- Introduction to Argumentative Writing. Course stressed the fundamentals of argumentative writing, with emphasis on critical reading and thinking skills.
- Introduction to World Literature. Course introduced the fundamentals of composition, using World Civilization textbooks. Students read wide range of texts, including The Epic of Gilgamesh, Machiavelli, Goethe, Chinese philosophy, and African poetry.
- Introduction to English Literature. Course surveyed Literature, specifically English and American works, and some translated Greek drama. Texts included poetry, drama, and short stories.

Refereed Publications:

“Fat Guys in the Woods Naked and Afraid: Rural Reality Television as Prep-School for a Post-Apocalyptic World.” Co-written with Dr. Jennifer Beech. Forgotten Places: Critical Studies in Rural Education. Ed. William M. Reynolds. Peter Lang, 2017. 45-59. ISBN 978-1-4331-3070-0.

“Rick Grimes, Eastman, and White Power: Resisting the Suture from a Critical Fan Perspective.” Co-written with Dr. Jennifer Beech. The Walking Dead Live!: Essays on the Television Show. Eds. Philip L. Simpson and Marcus Mallard. Rowman & Littlefield, 2016. 155-64. ISBN 978-4422-7120-3.

“Relativism, Revelation, Infinity: Emmanuel Levinas on the Rhetoric of Possibility in the Talmud.” JAC, Volume 29, Number 3. 2010.

“Recovering the Irreversible: Levinas and the Definition of Ethics in the Talmud.” Studies in Irreversibility: Texts and Contexts. ISBN 9781847182050. Published January 6, 2007 by Cambridge Scholars Press.

Reference Articles:

“Isaac Beshevis Singer.” Entry for the Facts on File Companion to the World Novel, 1900 to the Present. Published January 31, 2008. ISBN 978-0-8160-6233-1.

“The Family Moskat by Isaac Beshevis Singer.” Entry for the Facts on File Companion to the World Novel, 1900 to the Present. Published January 31, 2008. ISBN 978-0-8160-6233-1.

“Francois Mauriac.” Entry for the Facts on File Companion to the World Novel, 1900 to the Present. Published January 31, 2008. ISBN 978-0-8160-6233-1.

“Woman of the Pharisees by Francois Mauriac.” Entry for the Facts on File Companion to the World Novel, 1900 to the Present. Published January 31, 2008. ISBN 978-0-8160-6233-1.

“The Desert of Love by Francois Mauriac.” Entry for the Facts on File Companion to the World Novel, 1900 to the Present. Published January 31, 2008. ISBN 978-0-8160-6233-1.

Entry for the Facts on File Companion to the World Novel, 1900 to the Present. Published January 31, 2008. ISBN 978-0-8160-6233-1.

“Viper’s Tangle by Francois Mauriac.” Entry for the Facts on File Companion to the World Novel, 1900 to the Present. Published January 31, 2008. ISBN 978-0-8160-6233-1.

Book Reviews:

Review of girl hunter: revolutionizing the way we eat, one hunt at a time by Georgia pellegrini for the journal Italian American, volume 32, number 1, winter 2014.

Review of The Mindful carnivore: a vegetarian’s hunt for sustenance by Tovar cerulli for the journal Italian American, volume 31, number 2, summer 2013.

Review of Recumbents: Poems by Michel DeGuy, trans. Wilson Baldrige, for the Journal Poetry Miscellany, issue 31, 2005.

Review of Art and Intention by Paisley Livingston, for the Journal Consciousness, Literature, and the Arts. Volume 6, number 2, August 2005.

Review of Contending with Stanley Cavell, edited by Russell B. Goodman, for the Journal Consciousness, Literature, and the Arts, Volume 6, number 3, 2006.

Refereed Conference Papers:

“The Spectacle of Femininity Through the Lens of Hollywood: An Analysis of Feud in the Post-Weinstein Era.” Presented at the International Media Literacy Conference in Savannah, GA, February, 2018, on the panel "Gender Wars as 'Image-Events': Media Specularity and the Hegemony of Neoliberalism.”

“Follow Me at @Gadfly’: The Twitter Model for Intellectuals in the Age of Identity Politics.” Presented at the International Media Literacy Conference in Savannah, GA, February, 2017, on the panel “Negotiating Our Intellectual Roles on Social Media in the Age of Neoliberalism.”

“Fat Guys in the Woods Naked and Afraid: Rural Reality Television as Prep-School for a Post-Apocalyptic World,” presented with Dr. Jennifer Beech.

Featured lunch panel for Curriculum Studies Summer Collaborative Conference, Savannah, GA, June 2015.

“Rick Grimes, Eastman, and White Power in *The Walking Dead*,” presented with Dr. Jennifer Beech. Critical Media Literacy Conference, Savannah, GA, March 2016.

“Freedom, Responsibility, and Levinas’s Critique of Western Ethics.” Humanities Discussion Circle. Conference for SAMLA, the South Atlantic Modern Language Association. Atlanta, GA. November 6, 2009.

“The Ethics of the Other: Emmanuel Levinas and the Reversal of Reason.” Humanities Discussion Circle: Themes of the Other. Conference for the South Atlantic Modern Language Association. Louisville, KY. November 6, 2008.

“Not to Build the World is to Destroy It’: Levinas on Holy History and Messianic Politics.” Paper presented to the Inaugural Meeting of the North American Levinas Society, Purdue University, May, 2006.

“Ethics and the Question of Philosophical Subjectivity in the Works of Emmanuel Levinas.” The University of South Carolina Comparative Literature Conference, “Constructions of the Self: The Poetics of Subjectivity,” April 10, 1999.

Conference Panels Chaired:

Humanities Discussion Circle. 2010 Convention for the South Atlantic Modern Language Association, Atlanta, Ga. (in the future).

Marxist Literary Group: “Marxism and the Definition of Domestic Space.” 2008 Convention for the South Atlantic Modern Language Association.

Comparative Literature Panel II, 2006 Convention for the South Atlantic Modern Language Association, Charlotte, NC

Comparative Literature Panel I, 2005 Convention for the South Atlantic Modern Language Association, Atlanta, GA

Other Panels and Presentations:

“The Spaghetti Western.” Keynote speaker, dinner and film series by Chattanooga council of the arts, summer 2009.

“Not to Build the World is to Destroy It’: Levinas on Holy History and Messianic Politics.” Paper presented to Comparative Literature Department of Louisiana State University for the Annual Invited Alumni Speaker Presentation. March 12, 2008.

“A Primer on Poststructuralism.” Presented to Areopagus, a literature discussion group, Girls Preparatory School, January 28, 2008.

“Hegel-Freud-Lacan.” Presented to the Areopagus, a literature discussion group, Girls Preparatory School, April 23, 2007.
Panelist, “Life of the Mind: The Perils & Pleasures of Pursuing the Ph.D. in English.” Organized and Moderated by Chris Stuart and Bryan Hampton for the UTC Department of English. April 12, 2007.

Panelist, “Life of the Mind: The Perils & Pleasures of Pursuing the Ph.D. in English.” Organized and Moderated by Chris Stuart and Bryan Hampton for the UTC Department of English. March, 2006.

“Not to Build the World is to Destroy It’: Levinas on Holy History and Messianic Politics.” Presented as part of the Works in Progress series for the Department of English, UTC, September 27, 2006.

“Dante’s Inferno.” Western Humanities Workshop, UTC, August 14-16, 2006.
Invited speaker, ENGL 520: Modern Rhetorical Theory, taught by Joe Wilferth, UTC. Presentation on Emmanuel Levinas and his essays, “God and Philosophy” and “Prayer on Demand.” September 26, 2005.

Invited speaker, ENGL 499: Herbert, Donne, Milton: Poets, Preachers & the Politics of Devotion in the Seventeenth Century, taught by Bryan Hampton, UTC. Presentation on Jacques Derrida and his essay “Signature Event Context.” July 18, 2005.

“Descartes’ Discourse on Method.” Western Humanities Workshop, UTC, August 14-16, 2006.

“Facing Ethics: Levinas on Language and the Origin of Consciousness.” Presented to the Chattanooga Institute of Noetic Science. July 9, 2005.

“Literary Theory and the Resistance to Closure.” Presented as part of the Works in Progress series for the Department of English, UTC, Fall 2004.

Distinctions:

Awarded UTNAA outstanding teaching award, 2014.

Awarded the Outstanding Service Award for the College of Arts and Sciences by the College Council in Spring of 2009

Awarded the English Department Service Award, 2007.

Awarded UTC Faculty Development Grant, May 2006, to present the paper “Not to Build the World is to Destroy It’: Levinas on Holy History and Messianic Politics” to the Inaugural Meeting of the North American Levinas Society, Purdue University, May 2006.

Dissertation committee unanimously decided to nominate dissertation for 2003-2004 LSU Alumni Distinguished Dissertation Award (decided in Spring semester, 2004).

Fellow at the 1998 Inaugural Session of the International School for Theory in the Humanities, “Fields, Margins, and Thresholds: Literary Discourse and Its Interdisciplinary Contexts” at Santiago de Compostela, Spain. June 29 to July 31, 1998. Seminars, workshops, and lectures conducted by Wolfgang Iser, Mihai Spairosu, Guisepe Mazzotta, Gabrielle Schwab, Ronald Bogue, Claudio Guillen, Stanley Cavell, Wlad Godzich, Itamar Even-Zohar, and Jane Flax.

Academic Service:

Faculty Senate, senator for humanities, UTC, 2017 to the present.

Faculty Advisor, Sigma Tau Delta Honor Society, UTC, 2006-2008.

Chair, English department general education committee, UTC, 2013 to 2015.

Chair, Library Committee, Department of English, UTC, 2009-2010

Member, numerous departmental and university level committees.

Languages:

English, French, and German (fluent)

Latin, Greek, and Hebrew (reading ability)

Research and Teaching Interests:

Literary Theory and Criticism

Literature and Philosophy

British Literature

Romanticism

Phenomenology

Film studies

Professional Memberships:

South Atlantic Modern Language Association (SAMLMA)

American Comparative Literature Association (ACLA)

North American Levinas Society (NALS)

JOSEPH P. JORDAN

Assistant Professor

Department of English, RM 238, 540 McCallie

University of Tennessee at Chattanooga

Chattanooga, Tennessee 37403

joseph-p-jordan@utc.edu

EDUCATION

University of California, Berkeley
Ph.D. in English Literature

Berkeley, California
December 2009

Dissertation: *Dickens Novels as Lyric Verse*, advised by Professor Stephen Booth (committee chair), Professor Robert Hass, and Professor Garrison Sposito.

Likens the experience of three Dickens novels – *A Tale of Two Cities*, *Great Expectations*, and *Our Mutual Friend* – to the experience of lyric verse. While Dickens’s novels could never be mistaken for lyric poems, the experience of some of his best novels, despite their undoubted sprawl, is like the experience of lyric poems because the novels are made up of the same things that make great verse great: intricate, largely unnoticeable tissues of alliteration-like patterning that thread across the work and give coherence to it.

Princeton University
A.B. in English Literature
Summa Cum Laude

Princeton, New Jersey
Spring 1999

PUBLICATIONS

Dickens Novels as Verse. Madison: Fairleigh Dickinson University Press, 2012.

Adaptation of the dissertation, with a new introduction that distinguishes the book from works of criticism interested in “image patterns” or “image clusters” and places it in a wider field of aesthetic criticism.

"The Aesthetics of Surprise in Waller's 'Song' ('Go, Lovely Rose'), *Cahiers Élisabéthains*. (Accepted; to be published in 2019).

"Charles Darwin's *Autobiography*" in *Disability Experiences*, ed. Richard Layman. (Forthcoming from Layman Poupard in 2019).

"Hearing Unheard Melodies in Keats's 'Ode on a Grecian Urn,'" *The Explicator*. (Accepted; to be published in 2019).

"The Imperceptible Complexity of 'Crossing the Bar,'" *Tennyson Research Bulletin*. (Accepted; to be published in 2019).

'A Possible Allusion to Marlowe's "Song" ("Come Live with Me and Be My Love") in Herrick's "To A Rose. Song,"' *Notes and Queries*. *Notes and Queries* 65, no. 2 (2018): 201–202.

“The Man with Two Faces: Stuttering Characters and Surprise,” *The Journal of Popular Culture* 50, no. 4 (2017): 855-70.

“Unobserved Complexity in Jonson’s ‘Swell me a bowl,’” *The Explicator* 75, no. 1 (2017): 40-43.

Review of *Edward Lear and the Play of Poetry*, edited by James Williams and Matthew Bevis. *Tennyson Research Bulletin* 11, no. 1 (2017): 197-201.

“Introduction,” *Charles Dickens: Complete Novels, Volume III*. London: Anthem Press, 2016.

“Reading James Wright and Falling Asleep on a Couch in Princeton, New Jersey,” *North American Review* 300, no. 1 (2015): 32.

“Thinking About Thinking Too Much About ‘So, We’ll Go No More A-Roving,’” *The Use of English* 66, no. 1 (2014): 73-79.

“XXVII of *In Memoriam* and the Essence of Verse,” *Tennyson Research Bulletin* 10, no. 2 (2013): 154-62.

Review of *Tennyson: To Strive, to Seek, to Find*, by John Batchelor. *Tennyson Research Bulletin* 10, no. 2 (2013): 197-201.

“Echoes Between the Final Paragraphs of Chapters 1-7 of *Great Expectations*,” *Dickens Quarterly* 29, no. 3 (2012): 278-84.

“On the Last Four Lines of *Paradise Lost*,” *Cahiers Élisabéthains: Late Medieval and Renaissance Studies*, 82 (2012): 39-44.

CONFERENCE PAPERS AND TALKS

“Do You Think it’s a Happy Beat?—Can Art Retreat from the Exigencies of the World so as to Confront Them?” at UTC’s Conference on Higher Education and Citizenship in the 21st Century, Chattanooga, TN, November 4, 2018.

“Teaching Literary Objects as Islands of Time” at the 2016 Annual Conference of the College English Association (CEA), Hilton Head, SC, April 1, 2017.

“Who’s Laughing Now? —Stuttering and Humor” at the 2017 Annual Conference of the Southwest Popular Culture Association (SPCA), Albuquerque, NM, February 10, 2016.

“Fun and the Frumious Bandersnatch” at UTC’s Annual Interdisciplinary Humanities Colloquium, Chattanooga, TN, February 24, 2017.

“Wordplay in Country Music Lyrics” at UTC’s and the Southern Lit Alliance’s event “Pickin’ on Poetry: Poetic Influences in American Songwriting,” Chattanooga, TN, September 14, 2016.

“The Beauty of the Broken Voice” at UTC’s Annual Interdisciplinary Humanities Colloquium, Chattanooga, TN, April 7, 2016.

“**The Stutterer Did It—On the Uses of Disability in Fiction**” at the 2016 Annual Conference of the College English Association (CEA), Denver, CO, April 2, 2016.

“**Country Music, the Renaissance Lyric, and the Essence of Verse**” at the 2016 Annual Conference of the Southwest Popular Culture Association (SPCA), Albuquerque, NM, February 10, 2016.

“**On Teaching Poetic Form as Extra to Paraphrasable Content – Byron’s ‘So We’ll Go No More A-Roving’ and ‘She Walks in Beauty’**” at the 2012 Annual Conference of the Pacific and Modern Language Association (PAMLA), Seattle, WA, October 19, 2012.

“**Chapter 1 of *A Tale of Two Cities* as Verse**” at “Metre Matters: New Approaches to Prosody, 1780-1914,” an international conference hosted by the Centre for Victorian Studies, University of Exeter, Exeter, England, July 4, 2008.

“**The Literal Coherence of *Our Mutual Friend***” at *Dickens Society Symposium*, Montreal, Quebec, Canada, August 18, 2008.

“**Parts and the Whole of *A Tale of Two Cities***” at the English department of the College of Saint Catherine, Saint Paul, MN, February 15, 2007.

PANEL CHAIR

American Eco-Literature, at the 2016 Annual Conference of the College English Association (CEA), Hilton Head, SC, April 1, 2017.

19th-Century British Literature: Bridging Social Class, at the 2016 Annual Conference of the College English Association (CEA), St. Petersburg, FL, April 6, 2018.

AWARDS AND COMPETITIVE FELLOWSHIPS

Best in Section (Conference Address) at CEA Conference	2018
University of TN Alumni Association Outstanding Teacher Award	2017
Access and Diversity Professional Development Grant, UTC	2017
Dean’s Supplemental Travel Grant, UTC	2017
James R. Gray Lectureship, University of California, Berkeley	2011-2012
Berkeley Lectureship, University of California, Berkeley	2010-2011
Outstanding Graduate Student Instructor, University of California, Berkeley	2005
Graduate Division Summer Grant, University of California, Berkeley	2005
Dean’s Normative Time Fellowship, University of California, Berkeley	2003
Academic Progress Award, University of California, Berkeley	2002
James Phelan Scholarship, University of California, Berkeley	2000
Phi Beta Kappa Honors, Princeton University	1999

TEACHING EXPERIENCE at the University of Tennessee at Chattanooga

Assistant Professor of English Literature:

“Humanities I”	(Honors 1010)	Fall 2018
“Seminar in the Novel”	(English 4000)	Fall 2018
“Popular Fiction”	(English 2510)	Spring 2018 Fall 2017
“Introduction to Literary Analysis”	(English 2010)	Spring 2018 Spring 2017
“Introduction to Literature”	(English 1330)	Fall 2016 Spring 2016 Fall 2015
“Survey of British Literature”	(English 2230)	Fall 2016 Fall 2017
“Traditions in the Short Poem”	(English 4030)	Spring 2016
“The Romantic Period”	(English 3380)	Spring 2018 Spring 2016
“The Victorian Period”	(English 3390)	Spring 2017 Fall 2015
“Mad, Bad, and Dangerous”	(English 4970)	Summer 2018
“Readings in the Victorian Period”	(English 5750)	Spring 2017
“Mad, Bad, and Dangerous”	(English 5850R)	Summer 2018

TEACHING EXPERIENCE at the University of California, Berkeley

Lecturer in the Department of English:

“The Victorian Period” (English 122) Lecture course.	Spring 2013
“English Drama from 1703-1800” (English 114b) Lecture course.	Spring 2013
“Lyric Verse” (English 180l) Lecture course on the history of the lyric in English.	Fall 2012

“Jonson, Herrick, and the Cavalier Poets” (English 190) Upper-division research seminar.	Fall 2012
“Shakespearean Tragedy” (English R1b) The second half of Berkeley’s writing requirement.	Spring 2012
“Writing about Literary Experience” (R1a) The first half of Berkeley’s writing requirement.	Fall 2011
“Shakespeare’s Plays” (English 117s) The university’s major lecture course on Shakespeare’s plays.	Spring 2011

Graduate Student Instructor:

“Writing about Literary Experience” (English R1b)	Spring 2008
“Contemporary Drama” (English N1a)	Summer 2004

Teaching Assistant:

“Literature in English: Through Milton” (English 45a)	Fall 2009
“The Value of Poetry” (Letters and Sciences 20a)	Fall 2007, 2005
“Shakespeare” (English 117s)	Fall 2004
“Introduction to Environmental Science” (English/Env. Science 77)	Fall 2003, 2002

Reader:

“The English Renaissance” (English 115a)	Fall 2008
“Chaucer” (English 111)	Spring 2003
“The English Bible as Literature” (English 107)	Summer 2002
“Modern Poetry” (English 127)	Spring 2002
“American Poetry” (English 131)	Fall 2001

TEACHING EXPERIENCE at Notre Dame de Namur University in Belmont, California

As Full-Time Adjunct Assistant Professor:

“Modern Poetry”	Fall 2014
“Introduction to World Literature”	Fall, Spring 2014
“Freshmen Composition”	Fall, Spring 2014
“Great American Writers: Poe”	Spring 2014
“Seminar in Literature” Masters-level graduate course that serves as introduction to graduate studies.	Fall 2014
“The Lyric” Masters-level graduate course on the history of the lyric.	Spring 2014
“Writing in the Disciplines”	Spring 2014
“Seminar in Literature” Masters-level graduate course on Dickens.	Fall 2013

As Lecturer:

“Drama” Masters-level graduate course on Shakespeare and Chekhov.	Spring 2013
“Theory” Masters-level graduate course on literary theory.	Fall 2011

ACADEMIC SERVICE at the University of Tennessee at Chattanooga

Campus-wide Service:

Faculty Senate	2017-
Curriculum Committee	2017-
General Education Committee	2016-17
Read2Achieve Volunteer	2016
Read2Achieve Assessment Subcommittee	2015-16

Departmental Service:

General Education Committee	2016-17
Departmental Secretary	2015-16
Young Southern Writers Reader	2016-17
Sally B. Young Essay Award Essay Reader	2016
North Callahan Essay Award Essay Reader	2016

WORK WITH MASTERS-LEVEL STUDENTS at the University of Tennessee at Chattanooga

Blake Estep, Thesis Advisor	2017 -
Joanna Hill, Thesis Advisor	2017 -
Kyndall Blake Squires, Comprehensive Exams Committee Member	2017
Will Drago, Comprehensive Exams Committee Member	2017
Faith Trowell, Comprehensive Exams Committee Member	2016

PROFESSIONALIZATION

Sigma Tau Delta Advisor, Department of English, University of TN at Chattanooga	2016-18
Honors Advisor, Department of English, University of California, Berkeley Advised all undergraduate honors students; led weekly discussions on a range of topics (e.g., writing footnotes, applying to graduate school, the changing definitions of “close reading,” etc.); organized faculty colloquia; served as second reader for students’ theses.	2010-11
Tutor, McNair Scholars Program, University of California, Berkeley Tutor/advisor for underrepresented undergraduates aiming to study at the doctoral level.	2012, 2004
Discussion Leader, “Dickens Universe,” University of California, Santa Cruz Led daily discussions on <i>Hard Times</i> and <i>Mary Barton</i> at the annual conference.	Summer 2008

LANGUAGES

Reading proficiency in Italian and Spanish.

PROFESSIONAL AFFILIATIONS

College English Association	(2014 –)
Dickens Society	(2007 –)
Modern Language Association	(2002 –)
Pacific Ancient and Modern Language Association	(2012 – 15)
Southwest Popular Culture Association	(2014 –)
Tennyson Society	(2015 –)

HANNAH ELIZABETH WAKEFIELD
The University of Tennessee at Chattanooga
Department of English

Dept. 2703
540 McCallie Ave.
Chattanooga, TN 37403

hannah-wakefield@utc.edu
(423) 425-4238

ACADEMIC POSITIONS

Assistant Professor, Department of English, The University of Tennessee at Chattanooga, Fall 2018-

EDUCATION

Doctorate of Philosophy Washington University in St. Louis, 2018

Master of Arts Washington University in St. Louis, 2014

Bachelor of Arts English Literature, Christian Ethics; Union University, 2012

PUBLICATIONS

“A Poem in Print: The Black Press and Nineteenth-Century Poetry.” *Legacy: A Journal of American Women Writers*. Forthcoming in June, 2019.

“Fashioning an Ecclesial World: Equiano’s Evangelical Myth.” *Early American Literature*. Invited to resubmit.

“African American Religious Music, to WWII,” Forthcoming in *Encyclopedia of African American Culture: From Dashikis to Yoruba*, Greenwood, 2019.

“African American Religious Music, WWII to the Present,” Forthcoming in *Encyclopedia of African American Culture: From Dashikis to Yoruba*, Greenwood, 2019.

“Narrative and a Christian Bioethics,” *Ethics and Medicine: An International Journal of Bioethics* 29.2 (2013): 111-126.

FELLOWSHIPS AND AWARDS

Junior Scholar of the Month, Society of Early Americanists, March 2018.

Dissertation Fellowship, Graduate School of Arts & Sciences, Washington University in St. Louis, 2017-2018.

Center for the Humanities Dissertation Fellowship, Washington University in St. Louis, Spring 2017.

Mellon Seminar, “The Theory and Practice of American Politics, 1776-1861” (selected participant), Washington University in St. Louis, Summer 2016.

Religion and Literature Reading Group: Center for the Humanities Reading Group Grant (awarded twice), Washington University in St. Louis, 2015-2017.

Graduate Affiliate, John C. Danforth Center on Religion and Politics, Washington University in St. Louis, 2015-2018.

Humanities Digital Workshop Summer Fellowship, Washington University in St. Louis, 2014.

PRESENTATIONS

“The Vanishing Sectarian: Narratives of Religious Consensus in James Fenimore Cooper’s *The Pioneers*.” Society of Early Americanists, Special Topics Conference: Religion and Politics in Early America. March 2018.

“From Fragmentation to Consolidation: Institutional Protestantism in Postsecular American Literary Studies.” American Literature Association. May 2017.

“Writing the Communal Self: Olaudah Equiano’s Visionary Soul Feast.” Graduate Student Colloquium, Washington University in St. Louis. April 2017.

“Visions of Community: Religion and Collective Identity in Olaudah Equiano’s *Spiritual Autobiography*.” Society of Early Americanists. March 2017.

“Sacred Assemblies: Race and Religion in Postsecular Literary Scholarship.” Midwest MLA. November 2016.

“The Language of Satisfaction and the Structure of Authority in the Antinomian Controversy.” Omohundro Institute and Society of Early Americanists Joint Conference. June 2015

TEACHING AND RESEARCH INTERESTS

African American literature; early American literature; nineteenth-century American literature; literature and religion; Native American literature

TEACHING EXPERIENCE

“Literatures of Early America” (ENGL 3110), The University of Tennessee at Chattanooga, Fall 2018

“Introduction to Literary Analysis” (ENGL 1010), The University of Tennessee at Chattanooga, Fall 2018

Teaching Assistant, “City on a Hill: The Concept and Culture of American Exceptionalism,”

Abram Van Engen, Ph.D., Washington University in St. Louis, Fall 2017

Teaching Assistant, “Pragmatism and the Novel: Henry James and William James,” Instructor, Steven

Meyer, Ph.D., Washington University in St. Louis, Fall 2016

Teaching Assistant, “White American Masculinities,” Instructor, Vivian Pollak, Ph.D. Washington

University in St. Louis, Spring 2016

Writing 1 Instructor, Washington University in St. Louis, Fall 2015

Writing 1 Instructor, Washington University in St. Louis, Spring 2015

Writing 1 Instructor, Washington University in St. Louis, Fall 2014

RELATED ACADEMIC POSITIONS

Research Assistant, *Village Atheists: How America’s Unbelievers Made Their Way in a Godly Nation*

Leigh Eric Schmidt, John C. Danforth Center on Religion and Politics, Washington University in St. Louis, 2015

Research Assistant, *The Meaning of America: How the United States Became the City on a Hill*

Abram Van Engen, Ph.D., Associate Professor of English, Washington University in St. Louis, 2015

Research Assistant, Diversity Recruitment Database, Rafia Zafar, Ph.D., Associate Dean for Diversity and Inclusiveness, Graduate School of Arts & Sciences, Washington University in St. Louis, 2013

Editorial Assistant, *Ethics & Medicine: An International Journal of Bioethics*, Union University, 2009-12

SERVICE

Ad-Hoc Library Committee, The University of Tennessee at Chattanooga, 2018

Facilitator, Religion and Literature Reading Group, Washington University in St. Louis, 2015-2017

Convener, Graduate Advisory Panel, Washington University in St. Louis, 2016-2017

Associate Convener, Graduate Advisory Panel, Washington University in St. Louis, 2015-2016

Presentations Organized

“Responsible Teaching Under a Trump Administration,” February 2017, Co-facilitator, Graduate Advisory Panel event

Josef Sorett, “The Art and Politics of African-American Faith,” co-organized by Religion and Literature Reading Group, Danforth Center on Religion and Politics, and African and African-American Studies Department

VITAE for IMMACULATE KIZZA

Immaculate-Kizza@utc.edu

Education:

Ph.D., English, The University of Toledo, 1986
 M.A., English, California State University, Sacramento, 1980
 B.A., English, Makerere University, 1975
 Dip.Ed., Makerere University, 1975

Professional Experience:

2002 - present: UC Foundation Professor of English,
 The University of Tennessee at Chattanooga
 2000 - 2002: UC Foundation Associate Professor of English,
 The University of Tennessee at Chattanooga
 1994 -2000: Associate Professor of English,
 The University of Tennessee at Chattanooga
 1989 - 1994: Assistant Professor of English,
 The University of Tennessee at Chattanooga
 1986 - 1989: Instructor of English, Western Illinois University, Macomb, Illinois
 1982 - 1986: Teaching Assistant, The University of Toledo, Ohio

Professional Societies:

African Literature Association (ALA)
 African Studies Association (ASA)
 Tennessee Philological Association (TPA)
 Golden Key National Honor Society
 The Alpha Society

M.A. Thesis:

"The Thematic Categorization of African Literature."
 California State University, Sacramento, Jan. 1980.

Ph.D. Thesis:

"The Traditional and the Modern Narrative Techniques in the novels of E. M. Forster." The University of Toledo, Aug. 1986.

Papers Presented at Professional Conferences:

"Mariama Ba: Self Positioning in a Gender Discourse Among Conflicting Environments" at the 44th. African Literature Association Annual Conference, Washington, D.C., May 25, 2018

"Nwapa, Ba, and the Womanist Discourse" at the 43rd. African Literature Association Annual Conference, Yale Univ. New Haven, CT, June 16, 2017

- “Rethinking Polygyny in Africa: African Women’s Stance” at the 42nd. African Literature Association Annual Conference, Atlanta, GA, April 8, 2016.
- “Africana Womanist Novels: Tools to Enforce Gender Equity in Postcolonial Africa” at the 25th. Annual British Commonwealth & Postcolonial Studies Conference, Savannah, GA, February 27, 2016.
- “The African Oral Tradition: Opening Windows into the Past, Influencing the Present, Shaping the Future”, at the 2014 Annual Convention of the National Teachers of English, Washington, D.C., November 21, 2014
- “African Drama Empowering the Masses” at the 109th Annual Meeting of the Tennessee Philological Association, Lipscomb University, Nashville, TN, February 21, 2014
- “Rereading Dangarembga’s *Nervous Conditions* and Mernissi’s *Dreams of Trespass* in the context of the Africana Womanism Discourse” at the 39th. Annual African Literature Association Conference, Charleston, SC., March 21, 2013
- “*Changes or Dreams of Trespass: African Women’s Struggles to Be*” at the 38th. Annual African Literature Association Conference, Dallas, TX, April 12, 2012.
- “African American Slave Narratives: A Celebration of Race” at the Celebrating African American Literature: Race, Sexual Identity, and African American Literature Conference, Penn State, State College, PA, October 1, 2011
- “Repaying a Debt: Modern African Literature as a Tool for Preserving the African Oral Traditions and Expressions” at the 8th. Conference of the International Society for the Oral Literatures of Africa, Mombasa, Kenya, July 17, 2010
- “Land, Landscape, and Cultural Sustenance in the Narratives of Alan Paton and Ngugi wa Thiong’o” at the 36th. Annual African Literature Association Conference, University of Arizona, Tucson, March 12, 2010.
- “The Role of the African-American Women Writers in the Development of the Black Literary Tradition” at the 104th Annual Meeting of the Tennessee Philological Association, University of Memphis, Memphis, TN, February 27, 2009
- “Privileging the African Oral Tradition as a Knowledge System: 21st Century and Beyond” at the 51st Annual Meeting of the African Studies Association, Chicago, IL, November 14, 2008

- “The African Oral Tradition: A Tool for Reclaiming Cultural Space”.
103rd Meeting of the Tennessee Philological Association, Clarksville,
TN, February 23, 2008.
- “The Subversion of the Colonial Rhetoric in the works of Rudyard
Kipling and E.M. Forster”. 102nd Meeting of the Tennessee Philological
Association, Chattanooga, TN, February 23, 2007.
- “The Enchanting Experience of Reading Achebe’s Things Fall Apart.”
96th Annual Convention of The National Council of Teachers of English,
Nashville, TN, November 17, 2006.
- “African American Literature and the American History Discourse.”
American Studies Conference, University of Dar-es-Salaam,
Tanzania, May 8, 2004.
- “Searching for the Gender Frontier: A Moroccan Woman’s Perspective.”
93rd Annual Convention of The National Council of Teachers of English,
San Francisco, Ca, November 21, 2003.
- “African Literature Pedagogy in the Information Age: Practical
Innovations.” African Studies Association 45th Annual Meeting,
Washington, D.C., December 7, 2002
- “In their Own Voices: African Women Writers Refocusing the Gender
Discourse in African Literature.” 98th Annual Meeting of the Tennessee
Philological Association, Trevecca Nazarene University, Nashville,
Tennessee, February 21, 2002
- “African-American Slave Narratives: Beyond Literary Discourse”
2nd Wilberforce International Conference on Slave Narratives,
Wilberforce University, Ohio, October 12, 2001
- “Uganda: Reconstructing Identities to Reclaim the Center.”
Forty-Third Annual Meeting of the African Studies Association,
Nashville, TN, November 18, 2000
- “Click on Audio: Integrating Student Voices in the Writing
Process.” 2000 State Conference of the Tennessee Council of
Teachers of English, Gatlinburg, TN, September 29, 2000.
- “Re-Interpreting Our Heritage: Re-Writing Our History.” Forty-
Second Annual Meeting of the African Studies Association,
Philadelphia, PA, November 11, 1999.

"A Century Apart, Otherwise Close: The Themes and Rhetoric of Frederick Douglass and Ngugi wa Thiong'o." Twenty-Fourth Annual Conference of the African Literature Association, Austin, Texas, March 27, 1998.

"Telling Our Story in Print, On Stage, On Screen: Checks and Balances." Twenty-Third Annual Conference of the African Literature Association, Michigan State University, MI, April 19, 1997.

"Woolfian and Forsterian Matriarchs: Two Authors, One Bloomsbury Portrait." Ninety-Second Meeting of The Tennessee Philological Association, Chattanooga, TN, February 22, 1997.

"Developing Intrinsic Motivation for Students Writing." 85th Annual Convention of The National Council of Teachers of English, San Diego, CA, November 21, 1995.

"Drama: A Postcolonial Tool for Rejuvenating African Languages." Sixty-fifth Annual Convention of the South Atlantic Modern Language Association, Atlanta, GA, November 4, 1995.

"A Case for Grammar in a Multicultural College Writing Classroom." Fifth Annual Conference of The Assembly for the Teaching of English Grammar, Illinois State University, IL, August 13, 1994.

"Post-Colonial Female Identity: Women Sketches in wa Thiong'o's *Devil on the Cross*, p'Bitek's *Song of Lawino*, and Ogot's *The Graduate*." Ninth Comparative Literature Symposium, The University of Tulsa, OK, March 26, 1994.

"The Unmaking of Closed Endings in E.M. Forster's Novels." The Eighty-Ninth Meeting of The Tennessee Philological Association, Tennessee State University, TN, February 26, 1994.

"Computer Literacy: A Basic College Curriculum Requirement." Redefining Basic Skills Conference. Adelphi University, New York, November 6, 1993. (with J. Kizza)

"The Fallacy of Self: Jim and Paul Morel's Struggle to BE." The Western Conference on British Studies, Albuquerque, New Mexico, October 23, 1993.

"Placement Test: The Writers' Reactions." The 1993 CCCC, San Diego, CA, April 1, 1993.

"Ngugi's *Devil on the Cross*: A Lament for Kenya." SAMLA Convention, Knoxville, TN, November 12, 1992.

"Computers: The First Encounter." The Annual Southeastern Small Colleges Computing Conference, Jefferson City, TN, November 7, 1992. (with J. Kizza)

"Untangling the Campus Computer Maze: A Freshman Experience." Computers Across the Curriculum: A Conference on Technology in the Freshman Year, New York City, New York, May 30, 1992. (with J. Kizza)

"Narrative Technique as Theme enhancement: E.M. Forster's Specialty." Tennessee Philological Association Annual Conference, Nashville, TN, February 29, 1992.

"Black or Standard English : An African American Student's False Dilemma." The 1991 NCTE Convention, Seattle, Washington, November 23, 1991.

"E.M. Forster: Both Traditional and Modern." The 18th. Western Conference on British Studies, Tucson, Arizona, October 19, 1991.

Other Presentations:

"African American and African Women Writers' Literary Traditions." U.S.A Embassy, Kampala, Uganda, June 24, 2004.

"African American Slave Narratives: Beyond the Literary Discourse." Kyambogo University, Uganda, April 2, 2004.

"The Cultural Landscape of Morocco." UTC, November 6, 2001

"*Their Eyes Were Watching God*." Let's Talk About It series. Chattanooga-Hamilton County Bicentennial Library, October 2, 2001.

"Interpreting Africa." Guest Lecture. Morehouse University, Atlanta, Feb. 17, 1999.

"African Folklore." Howard High School, October 28, 1997

"The African Woman's Experience: Where We've Been, Where We're, Where We're Going." Black Women in the Workforce, Chattanooga State, March 20, 1992

"Exploring the Myths and Stereotypes About Africa and Its Peoples." Mary Walker Senior Neighbors Center, Chattanooga,

May 15, 1990

“African Culture and Its Impact on America.” Black History Month Event. Chattanooga-Hamilton County Bicentennial Library, February 11, 1990

Books:

The Oral Tradition of the Baganda of Uganda: A Study and Anthology of Legends, Myths, Epigrams and Folktales. Jefferson, North Carolina: McFarland & Company, Inc., Publishers, 2010

Africa's Indigenous Institutions in Nation Building. Lewiston: The Edwin Mellen Press, 1999.

Book Chapters:

“Slave Narratives.” *Dictionary of Midwestern Literature*, Vol. II. Ed. Philip A. Greasley. Bloomington and Indianapolis: Indiana UP, 2016. 773-776.

“Buganda- The Founding of A Kingdom and Its Constitution.” *World History Encyclopedia, Era 5: Intensified Hemispheric Interactions, 1000-1500.* Ed. Alfred J. Andrea. Santa Barbara, CA: ABC-CLIO, 2011. *ABC-CLIO eBook Collection.* Web. 23 May 2011

“Africa’s Indigenous Democracies: The Baganda of Uganda”. Chapter 8 in *The Secret History of Democracy*, eds. Benjamin Isakhan and Stephen Stockwell. Hampshire, UK.: Palgrave Macmillan, 2011. 123-135.

“African Drama: A Post-colonial Tool for Rejuvenating Indigenous Languages and Promoting Development.” In *Pre-colonial and Post-colonial Drama and Theatre in Africa.* Eds. Lokangaka Losambe and Devi Sarinjeive. Claremont, South Africa: New Africa Books, 2001

"Developing Intrinsic Motivation for Students' Writing."
In *Alternatives to Grading Student Writing.* Ed. Stephen Tchudi.
Urbana: NCTE, 1997.

Journal Publications:

“African American Slave Narratives in High School and College Classrooms.” *Notes on American Literature* 23 (2014): 13-22.

Abstract of “The African Oral Tradition: A Tool for Reclaiming Cultural Space.” *Tennessee Philological Bulletin* XLV (2008): 76-77

Abstract of “The Subversion of the Colonial Discourse in the Works of Rudyard Kipling and E.M. Forster”. *Tennessee Philological Bulletin*

XLIV (2007)

"In their Own Voices: African Women Writers Refocusing the Gender Discourse in African Literature." *Tennessee Philological Bulletin* XL (2003)

"*Devil on the Cross: A New Direction in Ngugi's Lament for Kenya.*" *Commonwealth Novel in English* 7 & 8 (1997-1998).

Abstract of "The Unmaking of Closed Endings in E.M. Forster's Novels." *Tennessee Philological Bulletin* 31 (1994).

"Untangling the Campus Computer Maze: A Freshman Experience." *Collegiate Microcomputer* 11 (1993). (with J. Kizza)

"Computers: The First Encounter." (with J. Kizza) *The Journal of Computing in Small Colleges* 8 (1993).

Abstract of "Narrative Technique as Theme Enhancement: E.M. Forster's Specialty." *Tennessee Philological Bulletin* 29 (1992).

"A Comment on 'The World Was Stone Cold: Basic Writing in an Urban University.'" *College English* 54 (1992).

"Black or Standard English : An African American Student's False Dilemma." *Kansas English* 77 (1992).
Also on microfiche by ERIC.

Other Publications:

"Rejection." *Hob-Nob* 59 (1993).

"Placement Tests: The Writers' Reactions." ERIC. Apr 93:14

"No Listeners." *Hob-Nob* 57 (1992).

Book Reviews:

Rev. of *Women's Voices in a Man's World*, by Lidwien Kapteijns.
For *Journal of Asian and African Studies*

Rev. of *Manhood and Morality: Sex, Violence, and Ritual in Gisu Society*
by Suzette Heald. For *Journal of Asian and African Studies*

"Theatre, Politics, and Culture: A Kenyan Experience." Rev. of *Mother, Sing for Me: People's Theatre in Kenya*, by Ingrid Bjorkman. *Callaloo* 15 (1992).

Manuscript Reviews:

"Subjection and Survival in J.M. Coetzee's *Disgrace*", for *Soundings: An Interdisciplinary Journal*

“Music as Education, Voice, Memory and Healing: Community Views on the Roles of Music in Conflict Transformation in Northern Uganda”, for the *African Conflict and Peacebuilding Review* (ACPR) published by Indiana University Press

“Can the Earth be Belted?: Rethinking Ecoliteracy and Ecological Justice in Wangari Maathai’s *Unbowed: A Memoir*” for the *African Studies Review*

“Can Africa Democratize? Contenting Notions of Institutional Capital” for the *African Studies Review*

“Carnival, Hybridity and the Subversion of the Postcolonial Discourse of Resistance in Zimbabwean Literature: The Case of Dambudzo Merechera’s *Black Sunlight*” for the *African Studies Review*

“Problems Facing Contemporary Africa and Viable Strategies for Redress” for the Edwin Mellen Press

“Witch-Killings: Making the ‘Invisible Hand’ Visible” for the Edwin Mellen Press

Curriculum Development:

"The African American Slave Narrative Tradition" (ENGL 3230)

"Africa Through Its Literature" (UHON 2190)

“African Literature” (ENGL 3560)

“Africana Womanism” (ENGL/WSTU 4430)

Grants:

UC Foundation - Fall 1990, Spring 1994, Fall 1995, Spring 1996, Fall 1996, Fall 2003

NEH - Summer 1991

Tennessee Humanities Council - Spring 1994 (with Dr. Young)

Tennessee Humanities Council - Fall 1994 (with Dr. Rehyansky)

Tennessee Collaborative for Excellence in Education - Fall 1994

Tennessee Humanities Council - Summer 1997 (with Dr. Rehyansky)

Fulbright-Hayes – Summer 2001

Awards:

Horace J. Traylor Minority Leadership - Spring 1994

Exceptional Merit Rating - 1991-92; 1998-1999

Golden Key - 1998

UTNAA Outstanding Teacher - Spring 1999

UC Foundation Professorship - Fall 2000

The Alpha Society – Spring 2001

Fulbright–Hayes Seminars Abroad - Summer 2001

Sabbatical - Spring 2004 – Fall 2004

Committee Service:

Admissions - Fall 1990 - Fall 1992
 English Afternoon and Sequoya Committee - Fall 1990 - Fall 96
 Library Resources - Fall 1990 - Spring 1993
 Composition Committee - Fall 1993 – Fall 2004
 Tennessee Collaborative Workshop - 1991- present, co-chair - Spring
 1994 – 1998
 Black Studies Minor - Fall 1991 - present, Chair - Fall 1993 – Fall 2002
 Student Rating of Faculty Instruction - Fall 1992 - Fall 95
 Minorities - Fall 1991 -Fall 99
 Provost Search Committee - Summer 1992 - Fall 1993, Fall 95
 Black History Month Planning Committee - Fall 1994 - Fall 95
 Retention 'Start-Up' Committee - Fall 1994 - Fall 95
 Advisory Council - Fall 95 - Fall 99
 NCTE Committee (Alternatives to Grading Student Writing) - Fall 1994 -
 Fall 97
 Speakers and Special Events Committee- Fall 95 – Fall 2000, Chair- Fall 97
 - Summer 2000
 Computer Pedagogy Committee Fall 96 - Fall 99
 Perspectives Lectures Organizing Committee - Summer 98 – Fall 2004
 Standards Based Education - Summer 98 – Fall 2000
 Ad Hoc Committee (UC Faculty Development Grants) - March 99
 Traylor Minority Leadership Award Selection Committee - Jan 99 – Fall 2004
 Alumni Achievement Award Selection Committee - Jan. 99
 SACS Undergraduate Program Subcommittee - Jan. 99 – Spring 2001
 American Literature Assistant Professor Search Committee - Sept. 98 - Fall 99
 Dean's Search Committee - Oct. 99 - Spring 2000
 C.S. Lewis Lecture Committee - Fall 2000 - present
 Assistant Prof. of Rhetoric Search Committee - Chair, Fall 2000-Fall 2001
 Academic Scheduling Committee (English) - Fall 2001- Fall 2004
 Curriculum Committee (English) - Fall 2001 -
 Scholarships Committee - Fall 2000 – Fall 2004
 Assistant Prof. English (Writing Center) Search Committee – Fall 2001
 Assistant Prof. English (American/Writing) Search Committee – Fall 2001
 NCTE Committee (Comparative World Literature) - Fall 2002 – Fall 2005;
 Chair Fall 2004 – Fall 2005
 NCTE Commission on Literature – Fall 2004 – Fall 2007
 English Department Head Search Committee – Fall 2004-Spring 2005, Chair
 English Department Advisory Committee – Fall 2005 – Spring 2006, Chair
 Director of Development for Major Gifts Search Committee, December 2010
 English Dept. Retention, Tenure, Rank Committee – Fall 2006 – Fall 2011, Chair
 English Department Scholarships Committee - Fall 2006 – Fall 2017, Chair
 English Department Curriculum Committee – Fall 2017 – Fall 18, Chair
 English Department Scholarships Committee - Fall 2018 - present, Chair

Fields of Competence:

African-American Literature
African Literature
British Literature in Transition
British Modernist Literature

BRYAN ADAMS HAMPTON

Dorothy & James D. Kennedy Distinguished Teaching Professor
Associate Head
Department of English
University of Tennessee at Chattanooga
540 McCallie Ave. #235
Chattanooga, TN 37403
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Bryan-Hampton@utc.edu



EDUCATION

Northwestern University (2004) Ph.D., English

Dissertation: “Repairing the Ruins: Proclamation and Incarnational Poetics in the Age of Milton.” Advisors: Regina Schwartz, Michael Lieb, Ethan Shagan, D. Stephen Long

Areas of Specialization: Milton & radical theology, literature, and politics of the English Revolution; early modern sermon literature; 17th c. devotional poetry; biblical and philosophical hermeneutics

University of Chicago (1998) A.M., Religious Studies
The Divinity School Areas: religion & literature, hermeneutics

University of Wyoming (1996) M.A., English
Areas: W.B. Yeats & the Irish Renaissance

Montana State University (1993) B.A., English
summa cum laude

TEACHING & RESEARCH INTERESTS

Milton & his milieu
Shakespeare & early modern drama
Bible as Literature
17th c. American literature
literary theory, hermeneutics,
& theology

John Donne & George Herbert
Edmund Spenser
early modern sermon literature
J.R.R. Tolkien & C.S. Lewis
Modern poetry & the Irish Renaissance
Classical Literature

PUBLICATIONS

Books

- *Fleshly Tabernacles: Milton & the Incarnational Poetics of Revolutionary England* (Notre Dame, IN: The University of Notre Dame Press, 2012)

Reviewed in: *Studies in English Literature*, vol. 54, no. 1 (Winter 2014): 193-242

Renaissance Quarterly, vol. 67, no. 1 (Spring 2014): 374-375

Modern Philology, vol. 111, no. 4 (May 2014): 419-422

Renaissance and Reformation, vol. 37, no. 2 (2014): 174-176

Sixteenth Century Journal, vol. 44 (2013)

Milton Quarterly, vol. 47, no. 3 (October 2013): 183-185

Peer-Reviewed Articles

- “A ‘true Transubstantiation’: Dr. Donne, Holy Violence, and the Preaching Crisis in the Year of Monarchical Transition.” *The John Donne Journal*. Volume 35 (2018). Forthcoming.
- “Purgation, Exorcism, and the Civilizing Process in *Macbeth*.” *Studies in English Literature, 1500-1900*. Volume 51, Number 2 (Spring 2011): 327-47.
- “Milton’s Parable of Misreading: Navigating the Contextual Waters of the ‘night-founder’d Skiff’ in *Paradise Lost*, 1.192-209.” *Milton Studies* 43. Ed. Albert C. Labriola (2004): 86-110.

Book Chapters

- “Infernal Preaching: Participation, God’s Name, and the Great Propheying Movement in the Demonic Council Scene of *Paradise Lost*.” *The Uncircumscribed Mind: Reading Milton Deeply*. Eds. Kristin A. Pruitt and Charles W. Durham. Selinsgrove, PA: Susquehanna University Press, 2008. 91-112.
- “‘new Lawes thou see’st impos’d’: Milton’s Dissenting Angels and the Clarendon Code, 1661-65.” *Paradise Lost: A Poem Written in Ten Books: Essays on the 1667 First Edition*. Eds. John Shawcross and Michael Lieb. Pittsburgh: Duquesne University Press, 2007. 141-58.

Reviews & Other

- Book Review: Paul Cefalu, *The Johannine Renaissance in Early Modern Literature and Theology*. Oxford: Oxford University Press, 2018. Solicited by *Renaissance Quarterly* (Forthcoming)

- Performance Review: “The 2011 Alabama Shakespeare Festival: *Julius Caesar*.” *The Upstart Crow*, Vol. XXX (2012): 95-101.
- Performance Review: “The 2010 Alabama Shakespeare Festival: *Hamlet*.” *The Upstart Crow*, Vol. XXIX (2010). 128-33.
- Book Review: Joad Raymond, *Milton’s Angels: The Early-Modern Imagination*. Oxford: Oxford University Press, 2010. Solicited by *Renaissance Quarterly*, Volume 63, Number 4. 1439-1440.
- Encyclopedia Entry: “Literature: Colonial American.” *Encyclopedia of Religion in America*, 4 vols. Eds., Charles H. Lippy and Peter W. Williams. Washington D.C.: CQ Press, 2010. (6200 words).
- Performance Review: “The 2009 Alabama Shakespeare Festival: *Othello*.” *The Upstart Crow*, Vol. XXVIII (2009): 105-109. Co-authored with Craig Barrow.
- Encyclopedia Entry: “John Lilburne.” *The Age of Milton: An Encyclopedia of Major 17th-Century British and American Authors*. Ed. Alan Hager. Westport, CT: Greenwood Press, 2004. (1700 words)

Works In-Progress

Untitled. Book project that considers the coincident discovery in 1823 of Shakespeare’s first quarto of *Hamlet* and Milton’s heterodox theological treatise *De Doctrina Christiana*, as the two documents shape existing notions of literary orthodoxy, and perhaps fuel the nineteenth-century search for their authentic presence by the literary scholar John Payne Collier, who forged manuscript emendations by both poets.

Untitled. Invited contributor to the online journal *Religions*, guest-edited by David Urban, with special focus on “Shakespeare and Religions.”

Unbuttoning Woolman: Circumcision, Signature, and the Revelatory Quaker Body in the *Journal* of John Woolman, 1756-1772 (article; late stages of revision)

Screenplay: *Tears of the Iconoclast* (completed, 115 pp.). Logline: “Awaiting execution, blind rebel and poet John Milton defies a king, grapples with the darkness of his soul, and births a legacy: the epic story of divine power and satanic ambition, *Paradise Lost*.”

ACADEMIC HONORS, FELLOWSHIPS, & GRANTS

Academic Career

Awarded Semester Sabbatical

Fall, 2017

Elected, UTC Alpha Society	2017
Awarded UTC Faculty Exceptional Merit	2016-2017
Awarded Outstanding Tenured Faculty, Department of English	2016-2017
Elected to Alpha Society, UTC	2016
UTC Faculty Summer Research Fellowship (\$5000)	2016
Granted Promotion to Full Professor	2016
Awarded UTC Faculty Exceptional Merit	2012-2013
Awarded UTC Faculty Exceptional Merit	2011-2012
Awarded Dorothy and James D. Kennedy, Jr. Distinguished Teaching Professorship	2010-
Granted Tenure & Promotion to Associate Professor	2010
Awarded UTC Faculty Exceptional Merit	2009-2010
Awarded Outstanding Teacher, University of Tennessee National Alumni Association	2008-2009
Awarded UC Foundation Assistant Professorship	2008
Awarded UTC Outstanding Teacher, College of Arts & Sciences	2007-2008
Awarded UTC Faculty Exceptional Merit	2007-2008
UTC Faculty Summer Research Fellowship (\$2500)	2007
Awarded UTC Faculty Exceptional Merit	2006-2007
UC Foundation Faculty Development Grant (\$250)	2005-2006

Graduate Studies

Runner-Up, Jean Hagstrum Prize for Outstanding Dissertation, Department of English, Northwestern University	2004
Michael Miles Dissertation Fellow, Northwestern University	2003-2004
Teaching Assistantship, Northwestern University	2000-2003
Graduate Fellow, Northwestern University	1999-2000
W.O. Clough Research Scholarship, University of Wyoming	1995-1996

CONFERENCE PRESENTATIONS

- Panel Chair of a session devoted to “Milton and Marriage.” The Conference on John Milton, October 2015.
- ““Dangerous Vomit” or ‘Fulnesse’: Incarnation, Ecumenism, & Political Critique in Donne’s 1629 Christmas Sermon.” The John Donne Society Annual Conference, February 2015.
- “Dr. Donne, Serial Stripper: Preaching and the Apocalypse of the Self in the 1625 Sermon on the Conversion of St. Paul and the April 1626 Sermon at Whitehall.” The John Donne Society Annual Conference, February 2014.

- Panel Chair of a session devoted to “Milton and Religious Concerns.” The Conference on John Milton, October 2013.
- “‘deathful deeds’: *Samson Agonistes*, Political Transcendence, and the Fifth Monarchist Agenda.” The Conference on John Milton, October 2011.
- “‘singing the heaven-descended King’: The Incarnational Aesthetics of the 1645 *Poems*.” The Conference on John Milton, October 2009.
- “Defending ‘The Passion’: Some Thoughts on Milton’s Failed Poem.” UTC Works-in-Progress, February 2008.
- Panel Chair of a session devoted to *Paradise Lost*. The Conference on John Milton, October 2007.
- “‘such harmony alone’: Hermeneutics, Incarnation, and Iconoclasm in the *Nativity* ode and *Lycidas*.” The Conference on John Milton, October 2007.
- Panel Chair of a session devoted to *Paradise Lost*. The Conference on John Milton, October 2005.
- “All ‘Passion’ Spent: Hermeneutics and Theology in Milton’s ‘unfinish’t’ Poem.” The Conference on John Milton, October 2005.
- “‘And this is fulnesse’: Incarnation as Ecclesiology in John Donne’s 1629 Christmas Sermon.” Southeast Conference on Christianity and Literature, April 2005.
- “‘new Lawes thou see’st impos’d’: Milton’s Dissenting Angels, the Politics of Nonconformity, and the Clarendon Code, 1661-1665.” UTC Works-in-Progress, February 2005.
- “Infernal Preaching: God’s Name and the ‘Great Propheying Movement’ in the Demonic Council Scene of *Paradise Lost*.” The Conference on John Milton, October 2003.
- “‘Foul Whisperings Abroad’: Domestic Purgation and Early Modern Exorcism in *Macbeth*.” South Atlantic Modern Language Association, Annual Meeting, 2002.
- “The Virtue of Reading: Temperance and Interpretation in the *Faerie Queene* (Book 2) and *Paradise Regained*.” Mideast Conference on Christianity and Literature, October 2002.
- “‘To say and straight unsay’: Satanic Language and the Name of God in *Paradise Lost*, Book 2.” Northwestern University Early Modern Colloquium, May 2002.

- “Unbuttoning Woolman: Circumcision, Signature, and the Revelatory Quaker Body in the *Journal* of John Woolman, 1756-1772.” International Conference on Narrative, April 2002.
- “The ‘night-founder’d Skiff’: A Miltonic Parable of Restlessness and Conversion in *Paradise Lost*, 1.192-209.” The Conference on John Milton, October 2001.
- Panel Chair: “Affect: Warfare, Spirituality, Politics.” The Newberry Library, Chicago, Center for Renaissance Studies, Graduate Student Conference, June 2001.
- Participant, Midwest Seminar on John Milton. The Newberry Library, Chicago, 1999-2004

ACADEMIC EMPLOYMENT & TEACHING EXPERIENCE

Dorothy and James D. Kennedy, Jr. Distinguished Teaching Professorship, UTC	2010-
Professor, Department of English, UTC	2016-
Associate Professor, Department of English, UTC	2010-2016
UC Foundation Assistant Professor, UTC	2008-2010
Assistant Professor, Department of English, UTC	2004-2010
Coordinator of the Humanities Program, UTC	2006-2016
Instructor, Northwestern University Evanston, IL	2002-2003
Teaching Assistant, Northwestern University Evanston, IL	2000-2002
Adjunct Instructor, William Rainey Harper College Palatine, IL	1998-1999
Adjunct Instructor, Columbia College Chicago, IL	Spring 1999
Adjunct Instructor, Loyola University Chicago Chicago, IL	Fall 1998
Teaching Assistant, University of Wyoming Laramie, WY	1994-1996

Standing Undergraduate Courses

General: (1000-2000 level)

Period: (3000-4000 level)

Rhetoric & Composition
Western Humanities
Introduction to Literature
Survey of British Literature
Popular Literature

Introduction to Shakespeare
Early Renaissance Literature to 1600
Milton
Seventeenth Century British Literature
English Drama, Origins to 1642
Advanced Studies in Shakespeare

Junior/Senior-level Seminars:

The Idea of Love in Italian and English Renaissance Literature (Honors Seminar)
John Donne: Eros and Devotion in the 17th Century
Anglo-Saxon Literature & J.R.R. Tolkien's *The Lord of the Rings*
Hamlet's Cousins: English Revenge Tragedy
Spenser's Epic: The 1590 *Faerie Queene*
Donne & Herbert: Devotion & the Struggle Against God
Sympathy for the Devil: Transatlantic Saints & Sinners in the 17th Century
The Bible as Literature
The Four Loves: Love & Desire from Plato to Milton
Milton's Revolution: *Paradise Lost* and the Literature of the English Revolution

Independent Studies:

Shakespeare's Romances and Problem Plays
Studies in the Prose & Poetry of John Milton
Classical Literary Backgrounds

Graduate (M.A.) Courses

Hamlet's Cousins: English Revenge Tragedy, 1587-1633
John Donne: Eros and Devotion in the 17th Century
Donne, Herbert, Milton: Poets, Preachers & the Politics of Devotion in the 17th Century
Spenser's Epic: The 1590 *Faerie Queene*
Spenser & Milton: English Nationalism & the Protestant Epic
Shakespeare: The Bard And/After Theory
Shakespeare and His Contemporaries
Seminar in Milton
Milton's Revolutions: *Paradise Lost* and the English Civil War

SERVICE TO THE UNIVERSITY & TO THE PROFESSION

Associate Department Head, English, 2017-

Administrative Responsibilities:

- Assessing annual Evaluation and Development Objectives (EDO) for Lecturers
- Summer orientation for transfer and freshmen students
- Co-Chair, Advisory Committee to the Department Head
- Chair, One-Year Faculty Review Committee
- Chair, Departmental Honors Committee

Coordinator, UTC Humanities Program, 2006-2016

Administrative Highlights:

- Led the program through two successful external reviews for THEC
- Developed sets of Program and Learning Outcomes through the evaluation of a student-submitted Program Rationale, Student Essay, & Final Capstone Project
- Witnessed the 300% increase in the average number of majors from 15 (AYs 2001-2006) to 60 (on average sustained 2010-2016)
- Refined the Program's existing concentrations in Liberal Arts and International Studies. Women's Studies added as a third concentration, developed by and under direction of a separate coordinator. New minor proposed in Medieval and Renaissance Studies.
- Contributed to the university's Strategic Plan by sponsoring and serving as the faculty of record for student-majors in Service-Related Learning Projects (from 2006-2016: totaling 96 Hours of academic credit & hundreds of student volunteer hours)
- Contributed to the university's Strategic Plan by encouraging student travel abroad or international exchange for academic credit. From 2006-2016 majors travelled to Argentina, Australia, Belize, Burma, Cambodia, Chile, China, Costa Rica, Czech Republic, Dominican Republic, France, Ghana, Greece, Guatemala, Iceland, Japan, Morocco, Mexico, New Zealand, Peru, Romania, Rwanda, Scotland, South Africa, Switzerland, Thailand, United Arab Emirates, Vietnam, and Wales.
- Constructed the current website (www.utc.edu/humanities); managed the Program's Facebook account (UTC Humanities)
- Sponsored and organized the annual *UTC Lecture in the Humanities*, featuring academics with distinguished careers in the Humanities, 2006-2013
- Advised approximately 50 majors in Liberal Arts or International Studies concentrations, each with a tailored curriculum of study
- Organized and adjudicated entries for the annual North Callahan Undergraduate Essay Prize competition for best student essay in the humanities at UTC

Sponsor and Organizer, James D. Kennedy Lecture in Shakespeare

- Andrew Dickson, (Journalist and Independent Academic), "Worlds Elsewhere: Journeys Around Shakespeare's Globe," Spring 2018.

- Michael Witmore (Director, Folger Shakespeare Library), “Wonder of Will: Shakespeare at 400,” Spring 2017.
- Sarah Beckwith (Duke University), “*Hamlet*’s Ethics,” Spring 2016.
- Leah Marcus (Vanderbilt University), “*King Lear* and the Death of the World,” Spring 2015.
- James Shapiro (Columbia University), “Shakespeare in America,” Spring 2014.

UTC Graduate Student Mock Conference, Organizer and Moderator

- “Hydra-Headed Shakespeare: Theory and the Bard,” April 2007.
- “Devotional ‘Subjects’: Herbert, Donne, Milton,” December 2005.
- “Shakespeare & Company: Career, Context, Conflict,” April 2005.

UTC-in-Oxford Summer Program

- University of Oxford, July-August 2007.
Course title: “Milton’s Revolutions: *Paradise Lost* and the Literature of the English Revolution”

Panelist, Organizer and/or Moderator

- “Graduate School, the Academic Job Market, and the Life of Young Professors.” Sponsored by the Philosophy Club. 2013, 2006, 2005
- “*The Abolition of Man* and the Postmodern Condition: Lewis and Derrida on Justice.” A Student Roundtable Discussion, March 2007. Moderated in preparation for the Twenty-Third Annual C.S. Lewis Lecture, delivered by Jean-Bethke Elshtain (Divinity School, University of Chicago).
- “Life of the Mind: The Perils and Pleasures of Pursuing the Ph.D. in English.” A symposium sponsored by the English Department. March 2006, April 2007.

Residency Coordinator

- Actors from the London Stage, *Measure for Measure*, Fall 2017 (<http://shakespeare.nd.edu/actors-from-the-london-stage/>). Duties included coordinating the troupe’s schedule for their week of activities on campus, as they conducted workshops, participated in a panel discussion, led class discussion, and delivered three performances of the play.
- Actors from the London Stage, *A Midsummer Night’s Dream*, Spring 2016 (<http://shakespeare.nd.edu/actors-from-the-london-stage/>). Duties included coordinating the troupe’s schedule for their week of activities on campus, as they conducted workshops, participated in a panel discussion, led class discussion, and delivered three performances of the play.

Invited Lectures and Informal Talks

- “Shakespeare and Tyranny: *Measure for Measure* and the Corrupting Influence of Power in 2017.” inSIGHT public discussion event with Dr. Michelle Deardorff (Political Science). October 2017.
- “Music and *Methexis*: Creation and Temptation in Lewis’s *The Magician’s Nephew* and Tolkien’s *The Silmarillion*.” Chattanooga C.S. Lewis Society, July 2017.
- “Breath, Song, & Self Will: Lewis and Tolkien on Creation and Temptation.” Guest lecturer and discussion leader for intensive J-Term session on C.S. Lewis at Silverdale Baptist Academy High School, January 2017.
- “Donne & the Language of the Flesh in the 1629 Christmas Sermon.” Guest lecturer and discussion leader, Christ Church Episcopal, November 2014.
- “Lovingkindness and the Comic Turn in the Book of Ruth.” Guest lecturer and discussion leader, Christ Church Episcopal, September 2013.
- “Self and Simulacrum: Revisiting C.S. Lewis & the ‘Satanic Predicament’ in Milton’s *Paradise Lost*.” Chattanooga C.S. Lewis Society, May 2013.
- “Navigating Through *Paradise Lost*.” Guest discussion leader for high school sophomores in Mrs. Julie McClay’s English class at Chattanooga Christian School. April 2013.
- Commencement speaker, 232nd Commencement, UTC. December 2009.
- “Ritual Time and Narrative in the Book of Esther.” Guest lecturer and discussion leader, Christ Church Episcopal, May 2009.
- Discussion leader: C.S. Lewis, *The Four Loves*. Invited by the UTC Philosophy Club. Five weeks, Spring 2008.
- “The Word is Made Flesh: Six Poets on the Incarnation.” Thirty-Fourth Annual Thorne Sparkman Lecture Series. Thorne Sparkman School of Religion, St. Paul’s Episcopal Church, March 2007. (Five weekly lectures and discussions on poems by John Donne, George Herbert, John Milton, T.S. Eliot, W.B. Yeats, and W.H. Auden)
- Lecturer for the Western Humanities Teaching Workshop, August 2006:
 Approaches to Teaching John Milton’s *Paradise Lost*
 Approaches to Teaching Plato’s “Allegory of the Cave,” and the
 Symposium

Consultation

- Volunteer and writing mentor, non-profit organization: *The Muse of Fire Project* (<http://www.themuseoffireproject.org/>), 2014-
- John Donne Digital Prose Archive Project, 2014-2016
(responsible for checking code against original source: *LXXX Sermons*; <http://donneprose.blogspot.com/>)
- Editorial advisor, *The Broadview Anthology of British Literature*, 2014-2015
- www.saylor.org
Peer reviewer for ENGL 401: Shakespeare; ENGL 402: The Poetry of John Milton. Summer 2013.
- Grader, Advanced Placement Exam in Language and Literature, 2011.

Departmental & University Committees

Departmental

Rank, Tenure, Promotion, and Reappointment Committee, 2010-
Chair, 2016-2017

Curriculum Committee, 2008-2013, 2015-2017
Chair, 2012-2013 & 2016-2017

One-Year Faculty Review Committee, 2014-2015,
Chair, 2017-

Advisory Committee to the Department Head, 2012-

Ad Hoc Committee on Best Practices in English Departments, 2018

Contingent Faculty Issues, 2016-2017

Search Committee, Chair—Fiction & Creative Non-Fiction, 2015

Search Committee—Long 19th Century, 2014-2015

One-Year Faculty Review Committee, 2014-2015
Chair, 2018-

Search Committee—Creative Non-Fiction, 2013-2014

Mentor to junior faculty member, 2010-2016

Departmental General Education Committee, 2013-2014

Graduate Studies Committee, 2006-2010

Search Committee—Early Modern literature, 2009-2010

Judge, North Callahan Undergraduate Essay Prize, 2007-2016

Judge, Young Southern Student Writers Contest, 2007-

Search Committee—Victorian literature, 2007-2008

Judge, Sally B. Young Undergraduate Critical Essay Award, 2005-2007, 2014-2015

Lecturer Reappointment Committee, 2007-2009

Western Humanities Core Texts Committee, 2005-2006, 2009-2010

Search Committee for 1-year appointments, 2005

Secretary for Department Meetings, 2005-2006

University

Honor Court Committee, 2018-2019

Reviewer, Pre-Tenure Enhancement Program (PREP) Grants, CAS, 2017

Coordinator, UTC Humanities Program, 2006-2016

CAS College Council, 2017-

Search Committee—LeRoy Martin Chair of Religious Studies, 2015-2016

Ad Hoc Creating a Minor in Medieval and Renaissance Studies, 2014-2015

Admissions Committee, 2016-2017

Student Petitions Committee, 2014-2016

Grade Appeals, 2013-2014

Chair, 2014-2015

Faculty Development Fund Committee, 2011-2012

Institutional Efficiency & Effectiveness Committee, 2011-2014

Ad Hoc International Studies, 2010-2013

Academic Standards, 2012-2013

Undergraduate Departmental Honors Committee, 2008-2011

Coordinator, External THEC Review for the Humanities Program, 2007-2008, 2012-2013

Strategic Implementation and Initiatives Committee, 2007-2011

Subcommittee Chair for Global & International Relationships: Curriculum

Search Committee—Assistant Director, Office of Cooperative Education and

International Exchange, 2009-2010

C.S. Lewis Annual Lecture Committee, 2006-

Chair, 2014-2017

Library Committee, 2006-2007

Speakers and Special Events Committee, 2006-2009

UTC Faculty Senate (substitute for colleague), Spring 2007

Undergraduate Departmental Honors Theses

Director

- Kayla Kirkendall, “Underworld Journeys in *The Faerie Queene* and *The Lord of the Rings*: Exploring the “Belly of the Whale” of Joseph Campbell’s Monomyth and the Effect on the Hero’s Return from Adventure.” 2015.
- Amanda Hand, ““To force our Conscience that Christ set free’: Milton, Charles I, and the Tyranny of Conscience.” 2011.
- Alison Williams, “Jesus and Rama: Interpreting the Incarnation.” 2007.

Reader

- Katherine Sweat, “Madness as “The Divided Self” in the Works of American Female Novelists.” Anticipated, Spring 2018.
- Abigail Callahan, “Sickness and Contamination in *The Yellow Wallpaper* and *Maggie: A Girl of the Streets*.” Anticipated, Spring 2018.
- Holden Bitner, “Explaining the Unexplainable: A Study of the Stories of Felisberto Hernández.” Spring 2016.
- Grace Shields, “Language and Essence: A Comparative Study of Identity Among Celtic Language Speakers in Wales and Brittany.” 2015.
- Jared Sullivan, “Be My Friend Tonight and Other Stories.” 2013.
- Megan Dale, “Masculinity, Femininity, & Female Exceptionality: Elizabeth I’s Androgynous Image in Life and Death.” 2012.
- Julia Hunter, “The Governance of Time and Death in One’s Existence: *Mrs. Dalloway* and *The Hours* in Relation to Twentieth-Century Catastrophes.” 2011.
- Meghan O’Dea, “Ninevah, Neverland, and the Dark Streets of London: Geography and Anxiety in the Victorian Imagination.” 2010.
- Elizabeth Denton, “‘She would have been a good woman’: Gender and Redemption in the South.” 2008.
- Hannah Rutledge, “Escaping the Serpent’s Snare: The Role of Redemption in Shakespearean Comedy.” 2005.

Departmental Liaison

- Jacob King, “Myth and Material: A New Method for the Scientific Interpretation of Myth.” 2011. (Anthropology)
- Erin Murdoch, “Accounting for Goodwill and Testing for Subsequent Impairment: A History, Comparison, and Analysis.” 2011. (Accounting)
- Monika Groppe, “Female Self-Perception and the Concept of Body: An Etic Cross-Cultural Comparison Between College-Aged Women in Chattanooga, TN and Accra, Ghana.” 2010. (Anthropology)
- Melody Dale, “Interdisciplinary Intertextuality in the works of Joaquín Rodrigo and the Spanish Avant-Garde: Reliving the Golden Age.” 2010. (Spanish)
- Adrianna Wright, “‘Pushing Down’ of the Curriculum: Kindergarten of the Past, Present, and Future.” 2009. (Education)

- Paige Gabriel, “New Apathy Syndrome? The Views of UTC Students on Media and News Reporting.” 2009. (Communications)

Master’s Degree Theses

Reader

- Stephanie Braz, “Through the Echoes and Reflections: Finding Baldwin in *Giovanni’s Room*.” Fall 2017.
- Layton Woods, “The Dark Jedi Brotherhood: Canon, Fanon, and Intertextuality.” Summer 2017.
- Dominik Heinrici, “The Dualism of the Monstrous and Divine in *Beowulf*: Queen Wealtheow, Grendel’s Mother, and Queen Modþryðo in the Context of the Germanic Valkyrie Tradition.” Spring 2017.
- Micah Hallman, ““Undeceive Yourself”: Mark Twain’s Satan Markets Religion in *Letters from the Earth*.” Spring 2017.
- Bonné de Blas, “Rule of Contraction.” Spring 2016.
- Julianna Edmonds, “Unruly Brides of Christ: Virtuous Transgression and Interruption as *Ethos* in Religious Women’s Rhetoric.” Spring 2014.
- Hannah Coffey, “A Drama of Discourse: Competing Narratives in the Book of Job.” 2009.
- Hannah Rutledge, “The Heart of the Story: The Confrontation of Verbal and Imperial Authority in J.M. Coetzee’s *Foe*.” 2007.

Master’s Degree Oral Comprehensives, Examiner

- Stephanie Braz, 2017 (areas: 19th and 20th c. American; Shakespeare)
- Layton Woods, 2017 (areas: Renaissance, theory, rhetorical theory)
- Dominik Heinrici, 2017 (areas: medieval, literary theory)
- Sharon Bandy, 2014 (areas: Renaissance, rhetorical theory, 19th century American)
- Julianna Edmonds, 2014 (areas: history of rhetoric, Renaissance)
- Gabriela Carvalho, 2013 (areas: 19th c. American, Renaissance, Comp Theory)
- Angie Phipps, 2012 (areas: 19th c. American, 19th/20th c. British)
- Heather Nation, 2011 (areas: Renaissance, 19th/20th century British)
- Suzanne Collins, 2010 (areas: 19th/20th century British/American)
- Hannah Coffey, 2009 (areas: literary theory, medieval)

- Jeff McCall, 2009 (areas: Renaissance, British Romanticism)

PROFESSIONAL MEMBERSHIPS

Renaissance Society of America
Milton Society of America
John Donne Society
John Donne Digital Prose project (participant)

LANGUAGES

Latin, French, Koiné Greek

ACADEMIC REFERENCES

Regina M. Schwartz
Professor of English & Religion
Northwestern University
University Hall 324
847.491.3637
regina-s@northwestern.edu

Michael Lieb
Professor Emeritus of English & Humanities
Department of English
University of Illinois at Chicago
601 S. Morgan Street
312.413.2244
mlieb@uic.edu

Ethan H. Shagan
Professor of History
University of California, Berkeley
3303 Dwinell Hall
510.642.3402
shagan@berkeley.edu

D. Stephen Long
Professor of Systematic Theology
Marquette University
Coughlin Hall 212
414.288.3215
d.stephen.long@marquette.edu

John Shawcross
Professor Emeritus of English
University of Kentucky
Lexington, KY 40504

(* Professor Shawcross is deceased. A letter of recommendation is on file with the Northwestern University Career Services.)

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Updated May, 2017

Curriculum Vitae

Christopher J. Stuart

Department of English
University of Tennessee at Chattanooga
615 McCallie Avenue
Chattanooga, TN 37403-2598
(423) 425-2140

214 Belvoir Avenue
Chattanooga, TN 37411
Email: Chris-stuart@utc.edu
(423) 637-0281

Date of First Appointment: 1999

PROFESSIONAL HISTORY:

2013 – Katharine H. Pryor Professor and Head, Department of English
2011 – Katharine H. Pryor Professor of English
2007 – 2011 Katharine H. Pryor Associate Professor of English
2005 – 2007 UC Foundation Associate Professor
2003 – 2005 UC Foundation Assistant Professor
1999 – 2003 Assistant Professor. English Department. University of Tennessee at Chattanooga.

EDUCATION:

The University of Connecticut: Ph.D., English, 1999.
John Carroll University: M.A., English, 1992.
Norwich University: B.A., English, 1989.

DISSERTATION:

“The Sweetness of Not Dying”: Henry James and the Immortal Consciousness.

TEACHING EXPERIENCE:

Undergraduate Courses Taught:

Developmental Writing
Composition
Literature and Composition
Introduction to Literature
Introduction to Literary Analysis
Western Humanities I and II
University Honors 1010 and 1020
Values in 20th-Century American Literature
American Literature to 1855
American Literature from 1855
American Literature 1620-Present
The Literatures of Early America: First Contact to Federalism
American Literature 1800-1865

Updated May, 2017

American Literature 1865-1914
American Literature Since World War II
The American Novel to 1900
The 20th-Century American Novel
White Novelists and the Construction of Race
Honors Seminar: Best Laid Plans: Authors, Intentions, and American Fiction
Senior Seminar: American Historical Fiction

Graduate Courses Taught:

The American Novel to 1900
American Realism and Naturalism
The American Renaissance
Contemporary Critical Theory
Seminar: James, Twain, and Howells
Seminar: James and Twain
American Colonial and Federal Literature: 1620-1820
Genre in American Literature: Autobiography
Genre in American Literature: the Short Story
Death and the American Novel
Insanity in American Fiction
Best Laid Plans: Authors, Intentions, and American Fiction

EDITED BOOK:

New Essays on Life Writing and the Body. Editor (with Stephanie Todd) and Introduction. Newcastle upon Tyne: Cambridge Scholars Press, 2009.

REFEREED PUBLICATIONS:

“Ethics and Evidence: Authorial Intention and Sedgwick’s ‘Reading Marcher Straight.’”
Forthcoming in *Texas Studies in Literature and Language*. Spring 2019.

“Finding the Jimmy in James: How James Baldwin Discovered *Giovanni’s Room* in Lambert Strether’s Paris.” *MELUS: Journal of the Society for Multi-ethnic Literature of the United States*. 40 Summer (2015): 53-73.

“‘A Restorative Reaction’: Henry James’s ‘The Altar of the Dead’ and Mourning in the Modern City.” *The Henry James Review*. 33 Spring (2012): 127-146.

“Liking Henry James: the Pedagogical Limits of Political Criticism.” In *Tracing Henry James*. Melanie H. Ross and Greg W. Zacharias, eds. Newcastle upon Tyne: Cambridge Scholars Publishing. 2008. 402-423.

“William Maxwell’s *So Long, See You Tomorrow* and the Autobiographical Impulse.” *Critique*. Spring (2006): 461-473.

Updated May, 2017

“Henry James’s *The Ambassadors* and the Christian Redemption Myth: ‘How Neatly Extremes May Sometimes Meet.’” *Literature and Belief*. 24.1,2 (2004): 157-174.

“‘Bloom[ing] on a Dog’s Allowance’: Henry James’s *The Princess Casamassima* and the Redemption of the Working Class.” *American Literary Realism*. Fall (2003): 22-39.

“*The Wings of the Dove*: ‘Across Wide Spaces and Bristling Barriers.’” *Literature and Belief* 23.2 (2003): 2-24.

“‘Is There a Life after Death?’: Henry James’s Response to the New York Edition.” *Colby Quarterly*, June (1999): 90-101.

"*The Spoils of Poynton*: 'What can you call it . . . if it ain't really saved?'" *The Henry James Review* 19 Spring (1998): 166-81.

"*Havelok the Dane* and Edward I in the 1290s." *Studies in Philology* 93 (1996): 349-365.

REVIEWS AND INVITED PUBLICATIONS:

“Learning to Live Between the Lines: The Survival of Autobiography as Genre and the Example of Tobias Wolff’s *This Boy’s Life*.” Invited Essay. *Brno Studies in English*. 36.2 (2010): 153-170.

Review of Collister, Peter. *Writing the Self: Henry James and America*. London: Pickering and Chatto, 2007. *The Henry James Review*. 29.3 Fall (2008): 294-297.

Review of Hadley, Tessa. *Henry James and the Imagination of Pleasure*. Cambridge: Cambridge UP, 2002. *Studies in American Fiction*. 31.1 Spring (2003): 125-126.

Review of Applegate, E.C. *American Realistic and Naturalistic Novelists: a Biographical Dictionary*. Greenwood Press, 2002. *American Literary Realism*, 35 Spring (2003): 273-275.

Review of Barrish, Phillip. *American Literary Realism, Critical Theory, and Intellectual Prestige, 1880-1995*. Cambridge: Cambridge UP, 2001. *Studies in the Novel*. 35.2 Summer (2003): 268-270.

“Leslie Marmon Silko.” *Critical Survey of Poetry*, 2nd ed. Salem Press. Ed. Phillip K. Jason. Pasadena, CA: Salem Press (2002) 3497-3500.

Review of Pippin, Robert B. *Henry James and Modern Moral Life*. Cambridge UP, 2000. *The Henry James Review* 22 Spring (2001): 209-211.

Updated May, 2017

Review of *Selected Letters of Henry James to Edmund Gosse 1882-1915: A Literary Friendship* and *The Correspondence of Henry James and the House of Macmillan 1877-1914*. *The Henry James Review* 19 Winter (1998): 103-106.

WORKS IN PROGRESS:

“Knowing *What Maisie Knew*: A Davidsonian Approach to Henry James’s Novel.” I am currently in the process of revising and expanding this conference presentation for article consideration at *Literature and Philosophy*, *American Literary Realism*, *The Henry James Review*, or a similarly high profile journal.

CONFERENCE PAPERS:

“Knowing *What Maisie Knew*: A Davidsonian Approach to Henry James’s Novel.” European Henry James Society Conference. Paris, France. October 20-22nd, 2016.

“Henry James and the ‘Jewish Swarm’: Anti-Semitism and Intentionality in *The American Scene*.” South Atlantic Modern Language Association Convention. November, 2014. Atlanta, GA.

“Setting Marcher Straight: Authorial Intention as Limit Condition on Queer Readings of Henry James’s ‘The Beast in the Jungle.’” Henry James Society International Conference. July, 2014. Aberdeen, Scotland.

“Jimmy Reading James: How James Baldwin Found His Master.” *South Atlantic Modern Language Association Convention*. November, 2011. Atlanta, GA.

Roundtable discussion participant. *Reading Between the Lines: Transgressive (Auto)Biography as Genre and Method*. October, 2010. Masaryk University. Brno, Czech Republic.

“Liking Henry James: the Pedagogical Limits of Political Criticism.” *Tracing Henry James: The International Conference of the Henry James Society*. July, 2005. Venice University. Venice, Italy.

“Henry James’s *The Ambassadors* and the Christian Mythos: ‘How Neatly Extremes May Sometimes Meet.’” *Symposium on Modern Novelists and Belief*. March, 2004. Brigham Young University. Provo, Utah.

“‘Bloom[ing] on a Dog’s Allowance’: Henry James’s *The Princess Casamassima* and the Redemption of the Working Class.” *Henry James Today: The International Conference of the Henry James Society*. July, 2002. American University. Paris, France.

Updated May, 2017

“William Maxwell’s *So Long, See You Tomorrow* and the Autobiographical Impulse.”
Tennessee Philological Conference. February 2002. Murfreesboro, TN.

“*The Wings of the Dove*: ‘Across Wide Spaces and Bristling Barriers.’” Northeast
Modern Language Association Convention. March, 2001. Hartford, CT.

“*The Wings of the Dove* and the Spirit of Money.” South Atlantic Modern Language
Association Convention. November 2000. Birmingham.

“The Privatization of Grief and Mourning and Henry James’s ‘The Altar of the Dead.’”
Regional Northeast Modern Language Association Conference. April 1998.
Baltimore.

"A Simple Story': Altruism, Irony, and Ideology in Joseph Conrad's *The Secret Agent*."
Twentieth-Century Literature Conference. February, 1995. University of
Louisville.

"That All Depends': Critical Interpretation and Harold Pinter's *The Dumbwaiter*."
Central NY Conference on Language and Literature. October, 1994. SUNY
College at Cortland.

"Culture and Female Identity in Henry James's *Portrait of a Lady*." Intercollegiate
Graduate Student Conference. April, 1994. Simmons College.

"*Havelok the Dane* and Edward I in the 1290's." Annual Medieval Studies Graduate
Student Conference. April, 1994. University of Connecticut.

"Irony and the Search for Voice in James Joyce's *A Portrait of the Artist as a Young
Man*." ACIS Conference on Irish Studies. October, 1993. Westfield State
College.

"Chaucer's *The Knight's Tale*: Theseus Through a Boethian Lens." Annual Medieval
Studies Graduate Student Conference. April, 1993. Yale University.

CONFERENCE PANELS CHAIRED:

“Sticks and Stones: Naming and Ethnicity in American Literature.” South Atlantic
Modern Language Association Convention. November, 2014. Atlanta GA.

“American Literature and the Exploration of Un-Raced Space.” South Atlantic Modern
Language Association Convention. November, 2011. Atlanta, GA.

“‘Chaos Recollected in Tranquility’: Humor in American Life Writing.” Northeast
Modern Language Association Convention. April, 2010. Montreal, Canada.

“Autobiography and the Body.” Northeast Modern Language Society Convention.
April, 2006. Philadelphia, PA.

Updated May, 2017

“Henry James Society Panel.” University of Louisville 20th-Century Literature and Culture Conference. February, 2006. Louisville, KY.

“Henry James Panel.” *Tracing Henry James: The International Conference of the Henry James Society*. July, 2005. University of Venice. Venice, Italy.

“But Is It Any Good?: Reading and/or Teaching Sentimental Literature” (American Literature I Panel) and “Contemporary American Literature and the Marketplace” (American Literature II Panel) Panel Organizer and Chair. South Atlantic Modern Language Association Convention. November, 2003. Atlanta, GA.

“American Selves” (American Literature Panel I) and “Reading the Lives of American Writers” (American Literature Panel II). Panel Organizer. South Atlantic Modern Language Association Convention. November, 2002. Baltimore, MD.

“Twentieth-Century American Literature and *The New Yorker Magazine*.” Panel Organizer/Chair. Northeast Modern Language Association upcoming convention. April, 2002. Toronto.

“The Mother(s) of Henry James.” Panel organizer/chair. Northeast Modern Language Association Convention. March, 2001. Hartford, CT.

"Henry James and 'the Abyss': Death and Dying in the Later Works." Panel organizer/chair. Regional Northeast Modern Language Association Conference. April, 1997. Philadelphia.

"Native American Literature: The Twentieth Century." Central NY Conference on Language and Literature. October, 1995. State University of New York at Cortland.

EDITORIAL CONSULTING:

Editorial Board, University of Tennessee Press, 2006 – 2009, 2009-2012.

Outside reader for *Mosaic: Journal for the Interdisciplinary Study of Literature*, 2012.

Outside reader for *LIT: Literature Interpretation Theory*, 1999 – 2012.

Outside reader for *Studies in American Fiction*, 2011.

Outside reader for *The South Atlantic Review*, 2004.

Outside reader for *The Henry James Review*, 2003.

UNIVERSITY SERVICE:

Provost Search Committee, Spring 2018.

College of Arts and Sciences Executive Committee, 2014-2015, 2015-2016, 2016-2017.

College of Arts and Sciences Strategic Planning Committee, 2015-2016, 2016-2017.

College of Arts and Sciences Curriculum Committee, 2015-2016, 2016-2017.

Admissions Committee, 2015-2016, 2016-2017.

Student Rating of Faculty Committee 2014-2015.

Provost's Honors College Task Force, 2012-2013.

Updated May, 2017

Student Conduct Board, 2012-2013.
Budget and Economic Status Committee 2007-2009, 2012-2013.
Honor Court, Chair 2010-2011, 2011-2012.
Faculty Senate 2nd Vice-President and Chair of the Faculty Handbook Committee 2008-2009.
Faculty Senate, 2000-2002, 2007-2009.
Associate Provost for Retention and Student Success's Ad Hoc Committee for the development of Freshman Topics Courses, 2008-2009.
Student Rating of Faculty Instruction Committee, 2008-2009
Faculty Rating of Administration, 2006- 2007
Faculty Advisor to Spectrum (student LGBTQ association) 2003-2005.
Faculty Development Committee 2004-2005.
Academic Standards Committee 2002-2004.
Grade Appeals Committee 2002-2003.
General Education Committee 2000-2003, 2005-2006.
Committee on Committees, 2001-2002.

DEPARTMENTAL SERVICE:

Rank and Tenure Committee, Chair 2011-2012, 2012-2013.
Rank and Tenure Committee, 2006-2013.
One-Year Faculty Review Committee, Chair 2011-2012, 2012-2013.
Ad Hoc Committee for Senior Capstone Course: 2009-2011.
Scholarships Committee, Chair, 2002-2005, Member 2006-2007, 2012-2013.
Sally B. Young Writing Award Committee, Chair, 2005-present.
Departmental Bylaws Ad Hoc Committee 2005-2006.
Curriculum Committee 2002-2003, 2005-2006, 2008-2009.
Advisory to the Head Committee 2003-2007, 2008-2013.
English Department Graduate Studies Committee, 1999-2002, 2004-2005.
English Department Search Committees, 1999-2000, 2001-2002, 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008, 2009-2010.
English Department Head Search Committee, 2000-2001, 2004-2005, 2010-2011.
English Department Library Committee 2001-2002.
English Department Program Review Task Force 2001-2002.

HONORS AND AWARDS:

Distinguished Rating for Department Head, 2013-2014, 2017-2018.
College of Arts and Sciences Department Head of the Year, 2016-2017
English Department Head's Award for the Outstanding Tenure-Line Faculty Member, 2011-2012.
Exceeds Expectations for Rank Faculty Rating: 2000-2001, 2001-2002, 2005-2006, 2008-2009, 2010-2011, 2011-2012.
Katharine H. Pryor Professorship, 2007 – 2012, 2012-2017, 2017-2022.
Student Government Association Outstanding Professor Award – 2007
University of Tennessee National Alumni Association Outstanding Teacher Award, 2003-2004.
Excellence in Research Award, UTC College of Arts and Sciences, 2003-2004.
UC Foundation Professorship, 2003.

Updated May, 2017

UTC Faculty Research Grant, Summer 2000.
Aetna Graduate Student Teaching Award, 1998.
Summer Pre-doctoral Fellowship, 1998.
Aetna Graduate Student Writing Award, 1997.
Doctoral Dissertation Fellowship, 1996.
Pre-doctoral Fellowship, 1994.

PROFESSIONAL MEMBERSHIPS:

Past member Modern Language Association.
Past member Northeast Modern Language Association.
Past member South Atlantic Modern Language Association.
The Henry James Society.

Joyce Caldwell Smith

October 2018

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EDUCATION

Ph. D., English, 1985, Georgia State University

Dissertation: *The Comic Image in the Fiction of Stephen Crane*

Director: Dr. Thomas McHaney

Language Exams: French and Spanish

M. A., English, 1973, University of Georgia

Thesis: *William Gilmore Simms: A Checklist of Criticism, 1870 to 1973*

Director: Dr. Rayburn Moore

A. B., English, 1966, University of Georgia

Phi Beta Kappa, Phi Kappa Phi, Honors Certificate, Teacher Certification

TEACHING EXPERIENCE

Professor of English, University of Tennessee at Chattanooga (2016-present)

Associate Professor of English, University of Tennessee at Chattanooga (2009-2016)

Assistant Professor of English, University of Tennessee at Chattanooga (2005-2009)

Clinical Assistant Professor of English, University of Tennessee at Chattanooga (1999-2005)

Visiting Assistant Professor of English, University of Tennessee at Chattanooga (1994-1999)

Visiting Instructor of English, University of Tennessee at Chattanooga (1990-94)

Adjunct Instructor of English, University of Tennessee at Chattanooga (1988-90)

Instructor of English, University of Texas at El Paso (1987-88)

Part-time Instructor of English, University of Texas at El Paso (1982-87)

Graduate Teaching Assistant, Georgia State University (1976-1982)

ADMINISTRATIVE EXPERIENCE

Director of Graduate Studies in English, Department of English, UTC (June 2007 – July 2015)

Acting Director of Composition, Department of English, UTC (Fall 2004)

Director of the Center for Advanced Literacy, College of Liberal Arts, University of Texas at El Paso (1987-88)

Director of Developmental Studies, Department of English, University of Texas at El Paso (1987-88)

Coordinator of Developmental Studies, Dept. of English, Univ. of Texas at El Paso (1986-87)

PROFESSIONAL AWARDS

Alpha Society Election. 2013.

Outstanding Graduate Coordinator. 2009

Exceptional Merit, UTC Department of English. 2009-2010. 2007-2008. 2004-2005

Recognized Teacher at UTC Outstanding Senior Awards Day: Recognized by Madonna Kemp, 2007

Faculty Fellow, UTC Teaching, Learning and Technology Faculty Fellows Program. 2005-2006.

National Endowment for the Humanities Fellowship. Seminar at Princeton University: "Reading Aesthetically, Reading Ethically: The American Text as Moral Example," directed by Lee Clark Mitchell. Six Weeks in summer 1999.

PROFESSIONAL GRANTS

Dean of Arts and Sciences Grant (\$500) to present paper at PSCA/ASCA Conference. Fall 2014.

Graduate School Grant (\$700) to promote English M. A. program. Fall 2011.

Faculty Development Grant for Individual (\$572) to present paper at South Atlantic Modern Language Association Conference. Fall 2009.

Faculty Development Grant for Individual (\$643) to present paper at Popular/American Culture Conference. Fall 2008.

Grant from UTC Provost (\$2500) to conduct a three-day Western Humanities Workshop for Faculty. Fall 2006.

Faculty Development Grant for Individual (\$650) to present paper at Popular Culture Conference. Fall 2006.

Faculty Development Grant for Individual (\$821) to present paper at Popular Culture Conference. Fall 2005.

Ford Foundation Grant (\$150,000) for "Program for Advanced Literacy in the Liberal Arts." With Kathy Staudt and Carolyn O'Hearn. University of Texas at El Paso. Fall 1987.

College of Liberal Arts Educational Resource Grant (\$9000) for "A Center for Advanced Literacy at the University of Texas at El Paso." With Carolyn O'Hearn and Kathy Staudt. University of Texas at El Paso. Fall 1987.

PUBLICATIONS

Academic Books

Smith, Joyce Caldwell. *Bloom's How to Write about Stephen Crane*. New York: Chelsea House, 2011. Pgs. 261.

Reviewed by Kristen N Sanner, "Review of *Bloom's How to Write about Stephen Crane*. By Joyce Caldwell Smith with intro. By Harold Bloom." *Stephen Crane Studies*, vol. 22, No. 1, 2. Spring and Fall 2017. pp 61-64.

---, volume editor, and Harold Bloom, series editor. *Stephen Crane: Bloom's Classic Critical Views*. New York: Chelsea House, 2009. Pgs. 206.

Other Book

Smith, Joyce Caldwell. *Six Weeks in an Isuzu: Crossing Borders from Chattanooga to the Panama Canal*. Bluehotel Press, 2014. Pgs.180.

Articles

Smith, Joyce Caldwell. "Language and the Maternal Function in J. D. Salinger's 'Down at the Dinghy.'" *Texas Studies in Literature and Language*, vol. 59, no. 4, Winter 2017, 478-94.

---. "Studs Lonigan." *Dictionary of Midwestern Literature*. Vol 2. Ed. Philip A. Greasley. Bloomington: Indiana UP, 2016. 822-26.

---. "Rascals and Refined Gentlemen: Southern Masculinity in Bob McDill's Country Lyrics." *International Country Music Journal*. Ed. Don Cusic. Brackish, Nashville, TN, 2015: 145-64.

---. "Stephen Crane." *American Poets and Poetry: From the Colonial Era to the Present*. Vol. 1. Ed. Jeffrey H. Gray, Mary McAleer Balkun, and James McCorkle. Santa Barbara, CA: ABC-CLIO, 2015. 134-37.

- . "Coming of Age in *The Red Badge of Courage*." *Encyclopedia of Themes in Literature*. Ed. Jennifer McClinton-Temple. New York: Facts on File, 2010.
- . "Community in 'The Open Boat.'" *Encyclopedia of Themes in Literature*. Ed. Jennifer McClinton-Temple. New York: Facts on File, 2010.
- . "Heroism in *The Red Badge of Courage*." *Encyclopedia of Themes in Literature*. Ed. Jennifer McClinton-Temple. New York: Facts on File, 2010.
- . "Nature in 'The Open Boat.'" *Encyclopedia of Themes in Literature*. Ed. Jennifer McClinton-Temple. New York: Facts on File, 2010.
- . "The Open Boat." *Encyclopedia of Themes in Literature*. Ed. Jennifer McClinton-Temple. New York: Facts on File, 2010.
- . "*The Red Badge of Courage*." *Encyclopedia of Themes in Literature*. Ed. Jennifer McClinton-Temple. New York: Facts on File, 2010.
- . "Religion in *The Red Badge of Courage*." *Encyclopedia of Themes in Literature*. Ed. Jennifer McClinton-Temple. New York: Facts on File, 2010.
- . "Survival in 'The Open Boat.'" *Encyclopedia of Themes in Literature*. Ed. Jennifer McClinton-Temple. New York: Facts on File, 2010.
- . "Cubist Strategies: From Williams's 'Red Wheelbarrow' to Caldwell's 'Yellow Girl.'" *Reading Erskine Caldwell: New Essays*. Ed. Robert L. McDonald. Jefferson, NC: McFarland, 2006. 77-91.
- . "Stephen Crane." *The Greenwood Encyclopedia of American Poetry*. 5 vols. Ed. Jeffrey H. Gray, James McCorkel, and Mary Balkun. Westport, CT: Greenwood Publishing, 2005. Vol. 1: 328-31.
- . "Rachel Hadas." *The Facts on File Companion to 20th Century American Poetry*. Ed. Burt Kimmelman. New York: Facts on File, 2005. 197.
- . "Southern Writers." *Men and Masculinities: A Social, Cultural, and Historical Encyclopedia*. 2 vols. Ed. Michael Kimmel and Amy Aronson. Santa Barbara, CA: ABC-Clío Press, 2004. 747-50.

PROFESSIONAL PRESENTATIONS

Refereed National Conferences:

- Smith, Joyce Caldwell. "A newspaper is a collection of half injustices": Stephen Crane's Public Persona in *The New York Times*. Symposium on 19th Century Press, the Civil War, and Free Expression, Chattanooga, TN, Nov 10-11, 2016.
- "The Problem of Plagiarism: 'Who's Cheatin' Who?'" Writing Program Administrators Conference. Chattanooga, TN, July 2006.
- "Articulating Complexity: The American Civil Rights Movement in Children's Literature." Presentation at the Sixth Biennial Conference on Modern Critical Approaches to Children's Literature. Nashville, TN, April 2005.
- "From William Carlos Williams 'Red Wheelbarrow' to Erskine Caldwell's 'Yellow Girl.'" American Literature Association Symposium on "Modernist Crossings." Cancun, Quintana Roo, Mexico, December 2000.
- "Humorous Rereadings of Popular Fiction in the 1890s and the 1990s." American Humor Conference sponsored by The American Humor Association and The Mark Twain Circle of the American Literature Association. Cancun, Quintana Roo, Mexico, December 1998.

Other Refereed Conferences:

- Smith, Joyce Caldwell. "Bob Dylan: 'a pauper, a pirate, a poet, a prophet, a pawn, or a king?'" PCAS/ACAS conference in New Orleans, Oct 4 – 6 2014.

- “Jesus Never Worked in a Cotton Mill: Spiritual Sterility in Erskine Caldwell’s *God’s Little Acre*.” PCAS/ACAS conference in New Orleans, Oct 2 – 4, 2014.
- “‘A newspaper is a market’: Stephen Crane’s Public Persona in *The New York Times*.” Conference of Popular Culture Association/American Culture Association in the South. Nashville, October 2012.
- “J. D. Salinger’s ‘Down at the Dinghy’: Lionel’s Ascent into Language.” Conference of Popular Culture Association/American Culture Association in the South. New Orleans, October 2011.
- “Stephen Crane’s *Monster*: The Image of the Other.” Session entitled “Images in American Realism.” SAMLA, Atlanta GA, November 2010.
- “Victimization in ‘Down at the Dinghy.’” Session entitled “‘With Love and Squalor’: Rediscovering J. D. Salinger’s *Nine Stories*.” SAMLA, Atlanta, GA, November 2009.
- “Getting into and Surviving Graduate School.” First Annual Graduate and Undergraduate Student Conference on Literature, Rhetoric, and Composition. Chattanooga, TN, March 2009.
- “Ireland in Stasis in 1897: Stephen Crane’s *Irish Notes*.” Nineteenth Annual Southern Regional Meeting of the American Conference for Irish Studies: Chattanooga, TN, March 2009.
- “Stephen Crane’s Poetry: A Statement of His Philosophy of Life.” Conference of Popular Culture Association/American Culture Association in the South. Louisville, KY, October 2008.
- “Rascals and Refined Gentlemen: Images of Southern Masculinity in Bob McDill’s Lyrics.” SAMLA, Atlanta, GA, November 2007.
- “Stephen Crane’s *Irish Notes*: An American Writer’s View of Ireland in 1897.” Conference of Popular Culture Association/American Culture Association in the South. Jacksonville, FL, September 2007.
- “The Back to Africa Movement and Other Racist Politics: Stephen Crane’s *Monster*.” Conference of Popular Culture Association/American Culture Association in the South. Savannah, GA, October 2006
- “Miami as Metaphor in U. S. Latino/a Literature.” SAMLA, Atlanta, GA, November 2005.
- “[Narrative Strategies in Erskine Caldwell’s Short Fiction](#).” Conference of Popular Culture Association/American Culture Association in the South. Jacksonville, FL, October 2005.
- “Constructing Masculinity in Southern Literature: ‘So What Do You Do with Good Ol’ Boys?’” Conference of the Southern Humanities Council, Chattanooga, TN, February 2004.
- “Framing the Unframeable: Erskine Caldwell’s ‘Yellow Girl.’” Conference of the Tennessee Philological Association. Jackson, TN, February 1999.
- “Landscapes of Romanticism: ‘The Blue Hotel’ and *Pulp Fiction*.” Conference of the Southern Humanities Council. Richmond, KY, February 1996.
- “Humor in Stephen Crane’s *Maggie*.” Conference of the Tennessee Philological Association, Nashville, TN, February 1994.
- “Race and Identity in Stephen Crane’s *The Monster*.” Conference of the Southern Humanities Council, Chattanooga, TN, February 1991.
- “An Overview of Stephen Crane and Contemporary Criticism.” The Stephen Crane Centennial Conference. Virginia Polytechnic Institution and State University, Blacksburg, VA, September 1989.
- “Connecting Revision Process and Technology: Microcomputers in Composition.” Texas Joint Council of Teachers of English. El Paso, TX, February 1988.

Other Presentations:

- Smith, Joyce Caldwell. "Plagiarism: The Problem and Possible Solutions," a report of research in the Faculty Fellows Program. UTC, April 2006.
- "Crossing Borders: The 'Other' from Tennessee to the Panama Canal." Works in Progress series. Department of English, University of Tennessee at Chattanooga, January 2005.
- "How to Find the Best Children's Books." Presentation to Parenting Class, Grace Episcopal Church, April 2004.
- "Reading to Preschoolers: Benefits and Methods." Sequatchie Valley Head Start Fifth Annual Community Partnership Conference. Kimball, TN, May 4, 2001.
- "Yellow Girl': Erskine Caldwell's Treatise on Artistic Responsibility." Works in Progress series. Department of English, University of Tennessee at Chattanooga, February 2000.
- "The Complexity of Perception: Stephen Crane's 'Blue Hotel' and Quentin Tarantino's *Pulp Fiction*." Works in Progress series. Department of English, University of Tennessee at Chattanooga, August 1997.
- "Prewriting Activities on the Topic of Exclusion." Lookout Mountain National Writing Project Workshop. Chattanooga, TN, July 1995.
- "The Center for Advanced Literacy." University of Texas at El Paso Annual Conference for High School Counselors and Principals. El Paso, TX, April 1988.
- "Incorporating History and Sociology Reading Modules into English 3001-3110 Classes." Liberal Arts Composition Colloquium. University of Texas at El Paso, March 1988.

PROFESSIONAL SERVICE

Offices Held

- Chair, Society for the Study of Multi-Ethnic Literature in the United States (MELUS), South Atlantic Modern Language Association, 2006-07.
- Secretary, Society for the Study of Multi-Ethnic, Literature in the United States (MELUS), South Atlantic Modern Language Association 2005-06
- Executive Board, Southern Humanities Council. 1998-2000.
- Chair, Humanities and the Job Market Discussion Circle, South Atlantic Modern Language Association, 1995-96.
- Secretary, Humanities and the Job Market Discussion Circle, South Atlantic Modern Language Association, 1994-95.

Conference Sessions Organized and Chaired

- "Landscape, Spirit of Place, Nature," Multi-Ethnic Literature in the U. S., SAMLA. Atlanta, GA, November 2007.
- "The Value of the Humanities in the 21st Century," Humanities and the Job Market Discussion Circle, SAMLA. Savannah, GA, November 1996.

Conference Sessions Chaired

- "Poetry." Conference of Popular Culture Association/American Culture Association in the South. New Orleans, October 4 – 6, 2018.
- "Language." Conference of Popular Culture Association/American Culture Association in the South. New Orleans, October 2011.
- "The Uses and Abuses of Irishness." Popular Culture Association in the South/American Culture Association in the South. Jacksonville, FL. September 2007.
- "The Rhetoric of Educational Identity." Conference of the Southern Humanities Council, Chattanooga, TN, February 2004.

“Lee Smith and Appalachian Literature.” Conference of the Southern Humanities Council.
Richmond, KY, February 1996.
“Stephen Crane and Postmodern Criticism.” Stephen Crane Centennial Conference. Blacksburg,
VA, September 1989.

Consultant

Educational Testing Service for scoring of Advanced Placement Language Essays. Daytona
Beach, FL, June 2005, June 2003, June 2002, June 2001, June 2000.

UNIVERSITY SERVICE

University Committees Chaired

Graduate Council Curriculum Committee (2012-13)
Graduate Council Committee to Review Certificate Programs (2007-08)
Faculty Council Committee on Part-time Faculty (1995-97)

University Committees, Membership

Learning Support and Auxiliary Services Committee (2016-2017)
Graduate Council (2008-2015)
Graduate Council Graduate Faculty Status Committee (2010-11, 2009-10)
Honor Court (2015-2016, 2009-10, 2008-09, 2007-08)
Graduate Council Petitions Committee (2014-2015, 2008-09, 2007-08)
Strategic Planning Implementation Committee (IC) (2008-09, 2007-2008)
Faculty Senate Petitions Committee (2009-10, 2006-07, 2005-06, 2004-05)
Faculty Senate Library Committee (2005-06, 2004-05).
Faculty Council Committee for Student Rating of Faculty Instruction (2003-02, 2002-03,
2001-02)
Faculty Council Committee on Part-time Faculty (1993-95)

Department of English Committees Chaired

Scholarship Committee (2017-18)
Thesis Committee for two graduate students: Robyn Johnson and Micah Hallman (2016-2017)
Graduate Committee (2014-15, 2013-14, 2012-13, 2011-12, 2010-2011, 2009-10, 2008-09, 2007-
08)
Worked to make concentration requirements less prescriptive, more flexible
Worked to facilitate progression of students through the curriculum in two years
Worked to strengthen program by changing requirements in core courses and changing
comprehensive exams from written to oral
Secured departmental and university approval for these changes
Committee to Reconsider Core Texts in Western Humanities I and II (Fall 2005)
Secured workshop funding (\$2750 from Provost)
Organized, implemented, and presided over three-day workshop for WH I and II
instructors (Fall 2006)
Search Committee for position in Children’s Literature (2014-15)
Successful in hiring Elizabeth Pearce
Search Committee for position in Children’s Literature (2009-10)
Successful in hiring Abbie Ventura
Search Committee for position in Rhetoric/Composition (2004-05)
Successful in hiring Rebecca Jones
Composition Committee (Fall 2004)

Department of English Committees, Membership

Graduate Studies Committee³ (2018-19)
General Education Committee (2018-19)
Thesis committee for Blake Estep (2017-2018)
Rank and Tenure Committee (2009-2018)
Faculty Workload Reduction Ad Hoc Committee (2016-2017)
One-Year Faculty Review Committee (2016-2017)
Internship Committee (2016-2017)
Search Committee for hiring Joseph Jordan (2015)
Search Committee for hiring of James Arnett (2014) and Elizabeth Pearce (2015)
Thesis committees for five grad students (2008-2015)
Exam committees for twelve grad students (2009-2015)
Advisory to Department Head Committee (2013-14, 2010-11, 2009-10)
One Year Faculty Review Committee (2016-2017, 2010-11, 2008-09, 2007-08, 2006-07, 2005-06, Spring 2005)
Scholarships Committee (2015-16, 2007-08, 2006-07)
TPA Hospitality Committee (Issues (2016-17 , 2006-07)
Contingent Faculty (2006-07)
Committee on Local Arrangements for national Writing Program Administrators' Conference (2005-06)
 Compiled computer email lists for inviting and publicizing the conference.
 Coordinated and packaged materials for the conference
 Worked the registration desk and helped to coordinate activities during conference
Adjunct Faculty Issues Committee (2004-05)
Composition Committee (2004-05, 2002-03, 2001-02, 2000-01, 1999-2000, 1998-99, 1997-98, 1996-97, 1992-93)
Honors Thesis Committees for Athena Buckner and Rebecca Priest (1999)
Committee on Local Arrangements for the Tennessee Philological Association Meeting (1997)
Committee for Workshop for Secondary English Teachers (1996-97, 1995-96, 1994-95)
Curriculum Committee (1994-95)
Lookout Valley Writing Institute (June-July 1994)
Afternoon English Committee (1992-93, 1991-92)
Library Resources Committee (1991-92)

COURSES TAUGHT

UTC Undergraduate Classes

Western Humanities I
Western Humanities II
Rhetoric and Composition I
Rhetoric and Composition II
Introduction to Literature
Introduction to Literary Analysis
Survey of American Literature
American Literature from 1855
Children's Literature
Professional Writing
Scientific Writing
Writing in the Human and Social Sciences
Intermediate Composition
Introduction to the Theory and Function of Literary Criticism
Milton and the Seventeenth Century

American Literature from 1865-1914
American Literature to 1855
American Literature from 1914-1945
American Novel to 1900
Southern Literature
The Novel

UTC Graduate Classes

U. S. Latino Literature
Four Latina Writers: Alvarez, Cisneros, Cofer, Garcia
Introduction to Graduate Studies in English: Methodology and Bibliography
Genre in American Literature: Poetry
Genre in American Literature: Short Story

University of Texas at El Paso

Developmental Reading and Composition
Rhetoric and Composition II
Advanced Grammar

Georgia State University

Rhetoric and Composition I
Rhetoric and Composition II

PROFESSIONAL AFFILIATIONS

American Literature Association
Modern Language Association
Popular Culture of the South Association/ American Culture of the South Association
South Atlantic Modern Language Association
Southern Humanities Council
Stephen Crane Society
Tennessee Philological Association

Aaron Shaheen
George C. Connor Professor of American Literature

University of Tennessee at Chattanooga
Department of English, Box 2703
504 McCallie Ave.
Chattanooga, TN 37403
Work: (423) 425-5398
Work Fax: (423) 425-2282

1515 Bailey Ave.
Chattanooga, TN 37404
Home/Cell: (423) 443-5415
Email: Aaron-Shaheen@utc.edu

Employment

George C. Connor Professor of American Literature, UTC: August 2017-Present
UC Foundation Professorship, UTC: August 2016-July 2017
Associate Professor Status, UTC: 2011-16
Assistant Professor Status, UTC: 2005-11

Education

Ph. D. in English with American studies concentration, University of Florida, 2005
Dissertation: "Androgynous Democracy: American Modernity and the Dual-Sexed Body Politic"
M. A. in English, University of South Carolina, May 1999
Major Concentration: Twentieth-century American literature
Thesis Title: "Sons of Pasiphaë: Original Sin and Lust for the Land in Robert Penn Warren's *Brother to Dragons*"
B. A. in English, *Phi Beta Kappa*, University of Utah, June 1996
Minor: Russian

Peer-Reviewed Books

Androgynous Democracy: Modern American Literature and the Dual-Sexed Body Politic.
Knoxville: University of Tennessee Press, 2010.

Peer-Reviewed Journal Articles

(forthcoming) "Spiritualizing Prostheses: Anna Coleman Ladd's Portrait Masks for Mutilated Soldier of the Great War." *Modernism/modernity* (issue date TBD)
(forthcoming) "Straight, Pure, and Natural: Spiritualization and Penile Prostheses in Hemingway's *The Sun Also Rises*." *Modern Fiction Studies* 65.1 (March 2018): pp. TBA.
"Spencerian Theory and Modern Rites of Passage in John Dos Passos's *Three Soldiers*." *Texas Studies in Literature and Language* 57.2 (Summer 2015): 162-81.
"Strolling through the Slims of the Past: Ralph Werther's Love Affair with Victorian Womanhood in *Autobiography of an Androgyne*." *PMLA* 128.4 (Oct. 2013): 923-37.
"The Competing Narratives of Modernity in Jack London's *The Iron Heel*." *American*

- Literary Realism* 41.1 (2008): 35-51.
- “‘I Have Heard the Mermaids Screaming’: Modern Femininity and Donald Davidson’s Attempt to Form an All-Male Coterie of Southern Letters.” *Southern Studies* 14.2 (Fall 2007): 49-68.
- “‘The Social Dusk of That Mysterious Democracy’: Race, Sexology, and the New Woman in Henry James’s *Bostonians*.” *ATQ: 19th C. American Literature and Culture* 19.4 (2005): 281-99.
- “Endless Frontiers and Emancipation from History: Horatio Alger’s Reconstruction of Time and Space in *Ragged Dick*.” *Children’s Literature* 33 (2005): 20-40.
(reprint of) “Endless Frontiers and Emancipation from History: Horatio Alger’s Reconstruction of Time and Space in *Ragged Dick*.” *Newsboy* 45.6 (2007): 9-15.
- “Henry James’s Southern Mode of Imagination: Men, Women, and the Image of the South in *The Bostonians*.” *Henry James Review* 24.2 (Spring 2003): 180-92.
- “Seizing the ‘Bounty of This Virtuous Tree’: The Sexual Underpinnings of Jeffersonian Pastoralism in *Brother to Dragons*.” *Southern Literary Journal* 34.2 (Spring 2002): 73-96.
- “Uncovering the ‘Man of the Heart’: Constructing the Female Self as Male in the Religious Rhetoric of Sophia Hume’s *Exhortation to the Inhabitants of South-Carolina*.” *South Carolina Review* 30.2 (Spring 2000): 90-102.
- “Claiming the Title: Subverting the Masculine Privilege of Naming in Dickinson’s Poetry.” *Notes on Teaching English* 25 (1998): 11-17.

Peer-Reviewed Chapters in Edited Collections

- “Religion, Rationality, and the Course of History in Jack London’s *The Iron Heel*.” *Approaches to Teaching the Works of Jack London*. Eds. Kenneth K. Brandt and Jeanne Campbell Reesman. New York: Modern Language Association, 2015. 77-84.
- “Androgyny and Social Upheaval: The Gendered Pretext for John Crowe Ransom’s New Critical Approach.” *Rereading the New Criticism*. Eds. Miranda Hickman and John D. McIntyre. Columbus: Ohio State University Press, 2012. 65-82.

Non-Peer Reviewed Articles

- (forthcoming) Review of *War Isn’t the Only Hell: A New Reading of World War I American Literature*, by Keith Gandall. *Studies in the Novel*, vol. 50, no. 4, Winter 2018, pp. TBA.
- “American Literature: Contemporary.” *Encyclopedia of Religion in America*. Vol. 3. Charles H. Lippy and Peter W. Williams, eds. Washington, DC, 2001. 1252-59.
- (Contrib. report on Dos Passos lecture in) “The Great War Symposium at the University of South Carolina,” in *Dictionary of Literary Biography Yearbook 1997*, ed. Matthew J. Bruccoli and George Garret (Detroit: Gale, 1998), 217-26.

Work in Progress

The Prosthetic Spirit: Physical and Metaphysical Responses of Great War Disability in the American Imagination (monograph currently under review at Oxford UP)
with Rosa Maria Bautista Cordero, ed. *John Dos Passos: Chronicling the Interwar Years*
(edited collection to be submitted to University of Tennessee Press when essays
are all collected and revised)

Conference Presentations

- “Revisiting Rats’ Alley: The Great War’s Influence on T. S. Eliot’s *The Waste Land*.
UTC World War I Commemoration Events. October 9, 2018.
- “Speed, Dispersal, Violence: Dos Passos among the Vorticists and Futurists.” Third
Biennial John Dos Passos Society Conference. Lisbon, Portugal. June 20-22,
2018.
- “John Dos Passos’s Prosthetic Gods.” American Literature Association Conference.
Boston, MA. May 25-28, 2017.
- “The Dark Side of *Durée*: Mechanized Salvation in Dos Passos’s *Manhattan Transfer*.”
Second Biennial John Dos Passos Conference. Madrid, Spain. June 2-4, 2016.
- “John Dos Passos and Granville Hicks: Teaching *Manhattan* as a Leftist Novel.”
Second Biennial John Dos Passos Conference. Madrid, Spain. June 2-4, 2016.
- “Dos Passos’s *One Man’s Initiation*: Facial Mutilation and the End of Medieval Idealism.”
First Biennial John Dos Passos Conference. Chattanooga, TN. October 10-11, 2014.
- “World War I, Prosthesis, and the Hun: An American Perspective on the Souls of
Germans.” Modern and Classical Languages and Literature Colloquium in the
Humanities. University of Tennessee at Chattanooga. September 25, 2014.
- “Straight, Pure, and Natural: Ernest Hemingway’s *The Sun Also Rises* in the Age of
Penile Prosthesis.” American Literature Association Conference. Washington,
D. C. May 22-25, 2014.
- “Staring World War I in the Face: The Confluence of Spirit and Matter in Anna Coleman
Ladd’s Prosthetic Masks.” UTC Works in Progress Series. Chattanooga, TN.
November 14, 2013.
- “Facial Disfigurement in Dos Passos’s Fiction: Cultivating Student Interest
in World War I.” American Literature Association Conference. Boston, MA.
May 22-26, 2013.
- Modernism in the Shadow of the Epic Tradition: Teaching John Dos Passos’s *One Man’s
Initiation* and *1919*. American Literature Association Conference. Boston, MA.
May 24-27, 2012.
- “Spencerian Theory and Modern Rites of Passage in John Dos Passos’s *Three Soldiers*.”
American Literature Association Conference. Boston, MA. May 22-25, 2011.
- “Four Ways of Looking at a Text.” Tennessee Council of Teachers of English Annual
Conference. Chattanooga, TN. Sept. 24-25, 2010.
- “Strolling through the Slums of the Past: The Love Affair with Victorian Womanhood in
Ralph Werther’s *Autobiography of an Androgyne*.” Modernist Studies
Association Annual Conference. Victoria, Canada. Nov. 11-14, 2010.
- “In the Saddle with the Idaho Kid: Social Credit and Ezra Pound’s Frontier Thesis.”
Modernist Studies Association Annual Conference. Long Beach. Nov. 2-4, 2007.

- “The Competing Narratives of Modernity in Jack London’s *The Iron Heel*.” UTC Works in Progress Series. Chattanooga, TN. October 11, 2006.
- “The Androgynization of American Culture: Henry James’s Late Writings.” Twentieth-Century Literature and Culture Conference. Louisville, KY. Feb 23-26, 2006.
- “How the Mormons Became White: The Spatial and Racial Negotiations of the *Brigham Young Monument* in Downtown Salt Lake City, Utah.” American Studies Association Annual Conference. Washington, DC. November 3-6, 2005.
- “The Complexities of Primitive Accumulation: Grace Lumpkin’s Proletarian Feminism in 1930s America.” Modernist Studies Association Annual Conference. Seminar Panel Position Paper. Vancouver, BC. October 23-24, 2004.
- (moderator for) “Better Hells and Gardens” Panel. Marxist Reading Group Conference: University of Florida, Gainesville, FL. March 25-27, 2004.
- “Evolking the South: Robert Penn Warren, Allen Tate, and the Politics of Southern Identity.” Robert Penn Warren Circle Conference: Western Kentucky University, Bowling Green, KY. April 23-25, 2003.
- “Have You Seen My Signified?: Original Sin and Metanarrative Structure in Robert Penn Warren’s Poetry.” Robert Penn Warren Circle Conference: Western Kentucky University, Bowling Green, KY. April 19-21, 2002.
- “‘The Scream of Agony, the Moan of Bliss’: Linking the Modern to the Postmodern in Warren’s Poetics.” 2001 Northeast MLA Conference. Hartford, CT. March 30-31.
- “Blackface and the ‘Social Unconscious’ in Stowe’s *Uncle Tom’s Cabin*.” South Atlantic American Studies Association Conference. Atlanta, GA. February 22-25, 2001.
- “The Unfulfilled Code: Oversexed and Desexed Cavaliers in John Crowe Ransom’s ‘Necrological.’” 1998 Southern Writers/Southern Writing Conference: University of Mississippi, Oxford, MS. July 27-28.
- “Claiming the Title: Subverting the Masculine Privilege of Naming in Dickinson’s Poetry.” 1998 Georgia-Carolinas College English Association: Coastal Carolina University, Conway, SC February 27-28.

Teaching Experience

- ENG 5970**-Graduate Seminar: World War I in American Literature (UTC)
- ENG 548**-Graduate Seminar: American Literature in the Age of Modern Sexuality (UTC)
- ENG 548**-Graduate Seminar: Nationalism in Modern American Literature (UTC)
- ENG 5360**-The American Renaissance, 1820-1860 (UTC)
- ENG 5350**-Colonial and Federal American Literature (UTC)
- ENG 537**-Graduate Seminar: American Realism and Naturalism (UTC)
- ENG 539**-Graduate Seminar: Contemporary American Literature (UTC)
- ENG 538**-Graduate Seminar: Modern American Literature (UTC)
- ENG 4999**-Group Studies: Southern Modernism (UTC)
- ENG 199/499**-World War I in British Literature (UTC at Oxford, Oxford, UK)
- ENG 499/447**-The American Renaissance (UTC)
- ENG 4970**-Special Topics: Desire and Crisis in Modern American Literature (UTC)
- ENG 447**-American Expatriate Literature (UTC)
- ENG 447**-Russian Literature (UTC)
- ENG 435**-Modern American Drama (UTC)

ENG 4000-Seminar in the Novel: Modernist American Experimentation (UTC)
ENG 4010-Modern Poetry (UTC)
ENG 3210-American Women Writers (UTC)
ENG 315-American Literature since World War II (UTC)
ENG 314-American Literature, 1914-1945 (UTC)
ENG 332- Southern American Literature (UTC)
ENG 313-American Literature 1865-1914 (UTC)
ENG 113-Western Humanities I (UTC)
ENG 115-Western Humanities II (UTC)
ENG 206- Survey of American Literature (UTC)
ENG 213-Survey of American Literature to 1855 (UTC)
ENG 214-Survey of American Literature since 1855 (UTC)
ENG 2010- Introduction to Literary Analysis (UTC)
ENG 1001-Modes of Inquiry (UF)
AML 2070-Literature from the Civil War to World War I (UF)
AML 2070-The American Renaissance (UF)
AML 2070-American Literature after World War II (UF)
LIT 2120-World Literature since the Neoclassical Age (UF)
AML 2070-Modernism and Modernity (UF)
AML 2410-Issues and Themes in Southern Literature and Culture (UF)
ENG 121/ENC 1101 -Rhetoric and Composition (UF and UTC)
ENGL 102-Introduction to Literature and Literary Theory (S. Carolina)

Anonymous Peer Reviewing

Publication Reviewer for University of Tennessee Press (2012-2018)
Publication Reviewer for *Western American Literature* (2011)
Publication Reviewer for *LIT: Literature, Interpretation, Theory* (2011)
Publication Reviewer for e-journal *The Looking Glass: New Perspectives on Children's Literature* (2010)
Publication Reviewer for Broadview Press's critical edition of Henry James's *The Bostonians* (2006)

Editorial/Scholarly Work

Research/Editorial Assistant: *Studies in Scottish Literature*, G. Ross Roy, ed. (August 1997-May 1999)
Research/Editorial Assistant: *The Queen's Wake* by James Hogg, Patrick Scott, ed. (August 1997-December 1997)
Research/Editorial Assistant: *Male and Female: Issues and Attitudes in Western Culture* by Phillip Rollinson (January 1998-May 1998)

University-Wide Committee Service

UTC Faculty Senate (Fall 2015, Fall 2016-18)
Co-Faculty Advisor, UTC Chapter of National Society for Collegiate Scholars (since 2011)

UTC Admissions Committee (2012-15; chair, 2014-15, 2016-17, 2018-19)
UTC Integrated Studies Advisory Council (2014-15)
UTC Subcommittee on Title IX Training for Faculty and Staff (2014-15)
UTC Faculty Awards Banquet Planning Committee (2014-15)
UTC History Department Rank, Tenure, and Promotion Committee Member (2014-15)
UTC Sustainability Committee (2012-13)
UTC Graduate Council (Fall 2010)
UTC's NCAA Self-Study Committee on Student Well Being (2010-11)
UTC Curriculum Committee (2009-2010)
UTC Athletics Committee (2008-09)
UTC Bookstore Committee (2007-08)
UTC Committee on Faculty Evaluations (2006-07, 2010-12)
UTC College Council (2006-08)
UTC Library Committee (2006-07)

Departmental Committees: Chaired

UTC English Creative Nonfiction Hiring Committee: Successful hiring of Kerry Howley (2014)
UTC English Department Cultures and Civilizations Committee (2010-11)
UTC English Department Ad Hoc Committee on Western Humanities (2009-10)
UTC English Department Softball/Sequoia Society Committee (2007-08)

Departmental Committees: Membership

Search Committee for position in Early American and African American literature (2018):
 Successful hiring of Hannah Wakefield
UTC English Marketing Committee (2018-19)
UTC English Department Advisory Committee (2012-2016)
UTC English Department Graduate Studies Committee (2007-10, 2012-present)
UTC English Department Softball/Sequoia Society Committee (2008-10)
UTC English Department Scholarships Committee (2006-07, 2008-10)
UTC English Department Curriculum Committee (2006-07)
Sally B. Young Essay Competition Judge (2006-09)
North Callahan Essay Competition Judge (2008-09, 14)
Themla Styles Igou Poetry Competition Judge (2007-09)
Ken Smith Fiction Competition Judge (2009-11)
Search Committee for position in Shakespeare and Renaissance (2010):
 Successful hiring of Andrew McCarthy
Search Committee for position in creative writing (2007):
 Successful hiring of Thomas Balazs and Sybil Baker

Undergraduate Thesis Committee Participation

Colton Greganti, DHON English department thesis director (2017-18)
Abby Callahan, DHON English department thesis director (2017-18)
Emilee Cutright, DHON English department thesis reader (2014-15)
James Corkern, DHON English department thesis reader (2010)

John Dooley, Religion department thesis reader (2007)

Graduate Thesis and Comprehensive Exam Committee Participation

Esther Myers, committee member (2018)
 Joanna Hill, committee member (2018)
 William Dragoo, thesis director (2017)
 Kyndall Squires, comps director (2017)
 Molly Paige, comps chair (2017)
 Micah Hallman, comps reader (2017)
 Robyn Johnson, comps reader (2017)
 Alan Stimpson, thesis reader (2016)
 Clayton Powers, thesis chair (2015)
 Kelsy Holliday, directed reading/comps chair (2014)
 Natalie Cope, thesis chair (2013)
 Benjamin Duval, thesis reader (2012)
 Mollee Shannon, thesis reader (2013)
 Katie McClellan, thesis chair (2011)
 Shilo Scroggs, comps director (2011)
 Holly Cowart, thesis reader, (2011)
 Taryn Humphries, thesis reader (2011)
 K. Daniel Gleason, thesis reader (2011)
 Sam Currin, comps reader (2010)
 Jennifer Eble, comps reader (2010)
 Ralph Brandon Buckner, thesis reader (2010)

Professional and Community Service/Outreach

Initiator and co-designer of memorial plaque for University of Chattanooga students who died in World War I (2018-19)
 Sponsor and Co-Coordinator for Featured Speaker: Chad Williams, “*Torchbearers of Democracy: African Americans and World War I*” (2018)
 Conference Co-Organizer, Third Biennial John Dos Passos Conference (Lisbon, PT 2018)
 Coordinator for UTC Panel: “The Reformation: 500 Years and Counting” (2017)
 Coordinator for Featured Speaker: James McGrath Morris, “An End to the Age of Innocence: How World War I Forever Changed American Literature” (2017)
 Thorne Sparkman School of Religion at St. Paul’s Episcopal Church: Lecturer (2016)
 University of Tennessee Press Editorial Board Member: Served as final vetting mechanism for 12 manuscripts under review with the UT Press (2012-2018)
 UTC Sexual Assault Awareness Week: Discussion Leader (April 2016)
 Coordinator for Featured Speaker: Pearl James, “Hollywood’s Great War” (2014)
 Conference Co-Organizer, First Biennial John Dos Passos Conference (Chattanooga, 2014)
 Treasurer: John Dos Passos Society (2014-2016)
 Founding Member: John Dos Passos Society (founded 2011)
 Take Five Community-Wide Reading Series, with 25-35 minute presentations on:
 Ellen Douglas’s *Can’t Quit You Baby* (2007)
 Fred Chappell’s *Brighten the Corner Where You Are* (2014)
 Erich Maria Remarque’s *All Quiet on the Western Front* (2015)

Shirley Ann Williams's *Dessa Rose* (2016)
 Nathaniel Hawthorne's *The Scarlet Letter* (2018)
 Chapter Secretary: Chattanooga Council of Teachers of English (2009-10)
 "How to Publish in Graduate School." Delivered at the Graduate and Undergraduate
 Student Conference in Literature, Rhetoric, and Composition (UTC, 2009)
 Co-Organizer: UTC English Graduate Student Orientation (2008-2010)
 Board of Directors: Arts and Education Council of Chattanooga (2006-09)
 Presentation on teaching Voltaire's *Candide*. UTC Western Humanities Workshop (2006)
 Program Committee, Conference on Southern Literature (2006-09)
 Robert Penn Warren Circle Board of Directors (2002-2005)

Scholarly Honors and Awards

UC Foundation Summer Fellowship (2014)
 UTC College of Arts and Sciences Outstanding Researcher Award (2013)
 UTC Alpha Society Member (inducted 2013)
 Department of English Outstanding Tenure-Line Faculty Member (2014)
 UC Foundation Professorship (2009)
 Exceptional Merit, UTC Department of English (2006-07, 2008-09, 2012-13, 2013-14,
 2016-17, 2017-18)
 UTC Faculty Development Grant (2005, 06, 07, 10, 11, 12, 13)
 University of Florida College of Liberal Arts Dissertation Fellowship (Spring 2005)
 Eleanor Clark Award for best graduate student paper, Robert Penn Warren Circle
 Conference: "Have You Seen My Signified?: Original Sin and Metanarrative
 Structure in Warren's Poetry" (2002)
 Grinter Fellowship, 2001-2004: University of Florida additional graduate student stipend
 University of South Carolina "Hare" Award Given to the M.A. student who
 finishes the degree in the shortest amount of time (1999)
 Southern Writers/Southern Writing Best-of-Conference Award: "The Unfulfilled
 Code: Oversexed and Desexed Cavaliers in John Crowe Ransom's
 'Necrological'" (1998)
 Yemassee Award: Best short story in the 1998 spring issue of *Yemassee*
 University of South Carolina "Niche" Award: For the M.A. student who makes an
 academic "niche" in the English department (1998)
 Reed-Smith English Department Fellowship, University of South Carolina (1997-1998)

Teaching Honors and Distinctions

Recognized Teacher at UTC Outstanding Senior Awards Day: Recognized by Emily
 Ingham (2014), Greg Kubisak (2011), and Madonna Kemp (2007)
 Recognized Teacher at UTC Student Alumni Association Open House: Recognized by
 Deborah Broomer (2010)
 Nominated for UTC's SGA Outstanding Teacher Award by Madonna Kemp (2007)
 University of Florida Graduate Teaching Award, departmental-level winner (one of five
 selected from over 100 graduate English instructors), 2003
 University of South Carolina Irene Elliott Teaching Award Finalist, 1999 (three chosen
 from 25 graduate teaching assistants)

Gamecock Student Mentor: Recognized as outstanding teacher for a student-athlete at the University of South Carolina, (1998-99)

Professional Development

UTC ThinkAchieve New Student Orientation Lecturer (Summer 2013)

Attended the Foundations of Critical Thinking International Conference. Berkeley, CA. (July 19-22, 2010)

Attended/Presented: Western Humanities Workshop. University of Tennessee at Chattanooga (July 2006)

Creative Writing Publications

“Spaces.” *Yemassee* 6.2 (Spring 1998): 12-21. (short story)

Winner: New Play Sounding Series, Utah Playwright’s Competition. Salt Lake Acting Company, Salt Lake City, UT. Staged Reading of *A Birch in Winter*, a play in two acts. 9 June 1997. Robin Wilkes-Dunn, director.

“Skeletal Sleeping.” *Shades: The University of Utah’s Literary and Art Magazine* 7 (1994): 12-15. (poetry publication)

Winner: 1992 Utah Young Playwright’s Competition for *Circumstance and the Musician*, sponsored by the Sundance Institute.

Current and Past Professional Affiliations

John Dos Passos Society (current)

Modern Language Association (past)

American Literature Association (past)

Modernist Studies Association (past)

American Studies Association (past)

Robert Penn Warren Circle (past)

Andrew D. McCarthy

UC Foundation Associate Professor of English and Department Head
University of Tennessee-Chattanooga
615 McCallie Avenue, Chattanooga, TN 37403
Email: andrew-mccarthy@utc.edu
Telephone: 423-425-4615

EMPLOYMENT

University of Tennessee-Chattanooga

2018-present English Department Head and UC Foundation Associate Professor of English
2016-present UC Foundation Associate Professor of English
2013-2016 UC Foundation Assistant Professor of English
2010-2013 Assistant Professor of English

EDUCATION

Washington State University

2010 Ph.D. in English Literature
Dissertation: *Mourning Men in Early English Drama*
Dissertation Director: Dr. William M. Hamlin
Awarded Shakespeare Association of America's J. Leeds Barroll Dissertation Prize
Honorable Mention

2006 M.A. in English Literature
Thesis: "A Most Intimate Enemy: Representations of the Devil and Conceptions of Evil in Early Modern Drama"

University of Wisconsin-Stevens Point

2004 B.A. in English

BOOKS

Mourning Men in Shakespeare's England. Under contract with The University Press at Kalamazoo.

Staging the Superstitions of Early Modern Europe. Ed. with Verena Theile. Aldershot: Ashgate, 2013.
Reviewed in *Journal of the Northern Renaissance* March 2013, *Early Theatre* January 2014, *Renaissance Quarterly* Spring 2014, *Studies in English Literature* Spring 2014, *Appositions* July 2014.

ESSAY-LENGTH PUBLICATIONS

“*King Lear’s* Violent Grief,” in *Violent Masculinities: Male Aggression in Early Modern Texts*, eds. Jennifer Feather and Catherine Thomas (New York: Palgrave Macmillan, 2013), 151-68.

“Marlowe’s *Ars Moriendi*,” *Marlowe Studies: An Annual* 2, (2012): 57-70.

“Superstitions, Literature, History, and the Creative Imagination,” with Verena Theile, in *Staging the Superstitions of Early Modern Europe*, eds. Andrew D. McCarthy and Verena Theile (Aldershot: Ashgate, 2013), 1-20.

ON-LINE PUBLICATIONS

“The Ritual Drama of Dying in Late Medieval and Early Modern England,” *Ritual and Ceremony: Late Medieval Europe to Early America*. Folger Shakespeare Library Website.
http://wayback.archiveit.org/2873/20140919141519/http://www.folger.edu/folger_institute/ritual_ceremony/themes/life-cycles/andrew-mccarthy/

WORK IN PROGRESS

Commissioned entry for *The Literary Encyclopedia* on Thomas Watson’s translation of *Antigone*.

BOOK REVIEWS

Forthcoming: *Magical Transformations on the Early Modern English Stage*, eds. Lisa Hopkins and Helen Ostovich. *Preternature*.

Performing Masculinity in English University Drama, 1598-1636, by Christopher Marlow. *Marlowe Society of America Newsletter*. 35.2 (Spring 2017), 7-8.

Profiling Shakespeare, by Marjorie Garber. *The Rocky Mountain Review* 62.2 (Fall 2008), 107-110.

Sacred Players: The Politics of Response in the Middle English Religious Drama, by Heather Hill-Vásquez. *Comitatus* 39 (Fall 2008), 280-82.

Magic on the Early English Stage, by Philip Butterworth. *Early Modern Literary Studies* 13.3 (January 2008): 11.1-6.

ACADEMIC AWARDS AND RECOGNITION

UTC Nominee for President's Award in Educate Category, Spring 2018.
UTC Nominee for President's Award in Support Category, Spring 2018.
UTAA Outstanding Teacher, University of Tennessee-Chattanooga, Spring 2016.
Faculty Development Grant, University of Tennessee-Chattanooga, Spring 2015.
College of Arts and Sciences Research Fund Award, University of Tennessee-Chattanooga, Fall 2014.
UC Foundation Assistant Professor, University of Tennessee-Chattanooga, 2013.
Performance Bonus, University of Tennessee-Chattanooga, 2013.
Lindsay Young Regional Visiting Faculty Fellowship, Marco Institute for Medieval and Renaissance Studies, University of Tennessee, Summer 2013.
English Department Head's Award for Outstanding Tenure-Line Faculty Member, 2012-2013.
"Exceeds Expectations" rating, Annual Department Evaluation, 2011-2012, 2012-2013.
Keep the Stars Shining Performance Award, University of Tennessee-Chattanooga, 2012.
J. Leeds Barroll Dissertation Prize, Honorable Mention, Shakespeare Association of America, 2011.
Faculty Development Grant, University of Tennessee-Chattanooga, Fall 2011.
Summer Fellowship, University of Tennessee-Chattanooga, Summer 2011.
NEH Institute: "Ritual and Ceremony," Folger Shakespeare Library, Washington D.C., Summer 2010.
Avon J. Murphy Scholarship for Outstanding Graduate Achievement, 2009.
Louise Schleiner Award for Ph.D. Qualifying Exams Completed with Distinction, 2008.
TA Distinguished Teaching Award, Washington State University, 2008.
Graduate Writing Award for Best Seminar Paper, Washington State University, 2007.

PRESENTATIONS

"Shakespeare As Punk," Shakespeare Association of America, Washington, D.C. April 2019.
"Shakespeare's Psy-Ops," Shakespeare Association of America, Atlanta, GA, April 2017.
"Grief, Masculinity, and the Return to Rome in *Dido*, *Queen of Carthage* and *Hamlet*," Renaissance Society of America, Boston, MA, March 2016.
"Good Grief: Pleasurable Pain in Early Modern Tragedy," Interdisciplinary Humanities Colloquium, University of Tennessee-Chattanooga, March 2016.
"The Purpose of the English Major," Department of English, University of Tennessee-Chattanooga, Fall 2015.
"Marlowe's *Antigone*," Renaissance Society of America, New York, NY, March 2014.
"But I must also feel it as a man': Masculinity, Grief, and *Macbeth*," Shakespeare Association of America, Boston, MA, March 2012.
"Marlowe's *Ars Moriendi*," MLA Annual Convention, Seattle, WA, January 2012.
"Unhappy Endings: Final Acts in Early Modern English Drama," Department of English, University of Tennessee-Chattanooga, October 2011.

“The Violence of Masculine Grief,” Shakespeare Association of America, Seattle, WA, April 2011.

“Shakespeare for All: The Criticism of William Hazlitt,” Shakespeare Association of America, Chicago, IL, March 2010.

“The Hybridization of the English Devil,” The Devil in Society in the Pre-Modern World, Toronto, Canada, October 2008.

“Antinomian Milton,” Ninth International Milton Symposium, London, UK, July 2008.

“Marlowe Mourning: The Lament in *Doctor Faustus*,” Sixth International Marlowe Society of America Conference, Canterbury, UK, June 2008.

“‘For Remembrance’: Hamlet’s Medieval Lament,” Shakespeare Association of America, Dallas, TX, March 2008.

“Milton’s Stoic Happiness in *Paradise Lost*,” Pacific and Ancient Modern Language Association Convention, Bellingham, WA, November 2007.

“Making New England: Anne Hutchinson’s Prophecy in the Poetry of *Paradise Lost*,” Renaissance Society of America Conference, Miami, FL, March 2007.

“‘For ye are like unto whited sepulchers’: Witchcraft in Webster’s *White Devil*,” Rocky Mountain Modern Language Association Convention, Tucson, AZ, October 2006.

“‘Ah, Mephistopheles’: The Question of Intimacy and Evil in Marlowe’s *Doctor Faustus*,” 7th Global Conference: Perspectives on Evil and Human Wickedness. Salzburg, Austria, March 2006.

“A Most Intimate Enemy: Intimacy and Evil in Marlowe’s *Doctor Faustus*,” Renaissance Conference of Southern California, Pasadena, CA, March 2006.

PANELS CHAIRED

Emotion and Rhetoric, Sewanee Medieval Colloquium, Sewanee, TN, April 2014.
Shakespeare III, Renaissance Society of America, New York, NY, March 2014.

EDITORIAL ACTIVITIES

Publication Reviewer for Broadview Press’s edition of Thomas Kyd’s *The Spanish Tragedy*, 2013-2015.
Publication Reviewer for Broadview Press’s edition of Medieval Morality Plays, 2014.
Focus Group for *The Bedford Shakespeare*, eds. Russ McDonald and Lena Cowen Orlin, 2012.

TEACHING EXPERIENCE

University of Tennessee-Chattanooga

Graduate Courses

ENGL 5997: Individual Studies: Shakespeare
ENGL 5970R: Magic on the Early Modern English Stage
ENGL 5700: Renaissance Drama in Context
ENGL 5675R: Studies in Shakespeare
ENGL 5670: Shakespeare: The Career

Undergraduate Courses

ENGL 4970: Magic on the Early Modern English Stage
ENGL 4970: Shakespeare, Adapted
ENGL 4970: Shakespeare's Funny Bone
ENGL 3355: Seventeenth Century English Literature
ENGL 3340: Shakespeare
ENGL 3330: Renaissance Literature to 1660, Excluding Drama
ENGL 2230: Survey of British Literature: Middle Ages to Present
ENGL 2010: Introduction to Literary Analysis
ENGL 1130: Western Humanities I
UHON 1010 and 1020: Humanities I and II
USTU 1999: Skate, Shoot, Fight: Hockey's Poetry

Washington State University

Undergraduate Courses

Traditions of Tragedy and Comedy
Shakespeare's Later Plays
Introduction to English Studies
Introduction to College Composition

ACADEMIC SERVICE

Campus-Wide Service

Read2Achieve Chair, 2016-present
Read2Achieve Chair-elect, 2015-2016
Read2Achieve Curriculum Subcommittee (Chair), 2015-present
Read2Achieve Student Advisory Committee (Chair), 2015-present
Read2Achieve Book Selection Subcommittee, 2015-present
First Year Reading Experience Committee, 2014-2015
Faculty Development Grant Selection Committee, 2014-2016
First Year Reading/First Class Experience, 2011, 2013, 2014, 2015
Departmental Honors Committee, 2011-2014
Faculty Research Committee, 2011-2012

Departmental Service

African American Literature Search Committee (Chair), 2017-18
Graduate Studies Committee, 2011-2014, 2015-present
Advisory Committee, 2012-2013, 2015-2016
Ad Hoc Online Instruction Committee (Chair), 2014-present
Writing Program Administrator Search Committee, 2015-2016
Young Southern Writers Contest Reader, 2012-present
Writing Program Administrator Search Committee, 2015-2016
20th Century British Literature Search Committee, 2013-2014
Works-in-Progress Coordinator, 2012-present
Sigma Tau Delta Faculty Co-Advisor, 2011-present
General Education Committee, 2014-2015
Scholarship Committee, 2013-2015
Curriculum Committee, 2013-2014
Sally B. Young Award Essay Reader, 2011, 2012, 2016
North Callahan Undergraduate Essay Scholarship Reader, 2011
Faculty Secretary, 2010-2011

Graduate Thesis and Comprehensive Examinations Committees

Alan Stimpson, Comprehensive Exams Chair, 2016
Alicia Shaver, Comprehensive Exams Committee Member, 2016
Amanda K. Hand, Thesis Chair, 2015
Julia Hunter, Comprehensive Exams Chair, 2015
Susie Fries, Comprehensive Exams Committee Member, 2014
KaTosha O'Daniel, Thesis Reader, 2013
Mindi Townsend, Comprehensive Exams Chair, 2013
Jennifer Baxter, Comprehensive Exams Chair, 2012

Departmental Honors Thesis Committees

Emily Gray (Chair), 2018
Colin Rochelle (Chair), 2016
Rachael Poe, 2015
Miranda Hill, 2015
Hannah Seage, 2014
Sophia Seage, 2014
Jenny Edwards, 2013
Sam Parfitt, 2012
Katherine Kinsinger, 2012
Megan Dale, 2012

PROFESSIONAL MEMBERSHIP

Marlowe Society of America
Medieval and Renaissance Drama Society
Modern Language Association
Renaissance Society of America
Shakespeare Association of America

MARCIA NOE
1012 Forest Avenue
Chattanooga, TN 37405
WORK: (423) 425-4692; HOME: (423) 266-9316

HONORS AND AWARDS

Elected to the Board of Girls Inc. of Chattanooga (2018)

Elected to the Board of the Chattanooga League of Women Voters (2018)

Selected as one of ten Chattanooga women for Girls Inc.'s annual Unbought and Unbossed Award (2017)

Elected to the Corporate Board of the Society for the Study of Midwestern Literature (2017)

Elected to Alpha Society (2008)

Elected as editor of *MidAmerica*, (2007)

Elected to UTC Council of Scholars (2005)

Excellence in Teaching Honors, The College of Arts and Sciences, The University of Tennessee at Chattanooga (2004)

MidAmerica Award for outstanding contributions to the study of Midwestern literature, Society for the Study of Midwestern Literature (2003)

Fulbright Senior Lecturer-Researcher (American drama), Universidade Federal de Minas Gerais Belo Horizonte, Brasil (1993)

Midwest Heritage Award for best essay read at the 18th annual meeting of the Society for the Study of Midwestern Literature (1988)

Exceptional Merit EDO Rating (1989; 1991; 1996; 2000; 2002; 2004; 2005; 2007)

Research Associate, UC Foundation (1987; 1989; 1990; 1991; 1998)

SELECTED PUBLICATIONS

BOOKS

(with Junia Alves) *O palco e a rua: a trajetoria do teatro do Grupo Galpão*: Belo Horizonte: PUC Minas, 2006.

Exploring the Midwestern Literary Imagination: Essays in Honor of David D. Anderson. Ed. Marcia Noe. Troy, New York: The Whitston Publishing Company (1993).

Celebrate the Midwest: Poems and Stories for David D. Anderson. Ed. Marcia Noe. Deerfield, Illinois: Lake Shore Publishing (1991).

Susan Glaspell: Voice from the Heartland. Macomb, Illinois: Western Illinois Monograph Series (1983).

ESSAYS AND CHAPTERS IN BOOKS

(with Meaghan O'Dea) "From Davenport to Provincetown: Floyd Dell, George Cram Cook, and Susan Glaspell Develop a Radical Theatre Aesthetic." *A Scattering Time: Modernism Meets Midwestern Culture*. Ed. Sara Kosiba. Volume 2 of Rediscovering the American Midwest. Series Editors Jon K. Lauck and Patricia Oman. Hastings, NE: Hastings College Press. (2018). 49-69.

(with Fendall Fulton) "Narrative Art and Modernist Sensibility in the Civil War Fiction of F. Scott Fitzgerald." *SSC:F. Scott Fitzgerald*. Gale, Cengage Learning. (forthcoming).

(with Laura Duncan) "'Frau Bauman, Frau Schmidt, and Frau Schwartze' and the Sleeping Beauty Tale." *A Field Guide to the Poetry of Theodore Roethke*. Ed. William Barillas (forthcoming)

"Midwestern Literature in Historical and Cultural Context." *Critical Insights: Midwestern Literature*. Ed. Ronald Primeau. Amenia, NY: Salem Press, 2013. 3-18.

(with Michael Jaynes) "Teaching Alice Walker's 'Everyday Use' Employing Race, Class, and

Gender, with an Annotated Bibliography.” *Bloom’s Modern Critical Views: Alice Walker*. Ed. Harold Bloom. New York: Chelsea House, 2007.

(with Fendall Fulton) “Narrative Art and Modernist Sensibility in the Civil War Fiction of F. Scott Fitzgerald.” *Myth and Memory: The Civil War in Fiction and Film from Uncle Tom’s Cabin to Cold Mountain*. Ed. David Sachsman, S. Kittrell Rushing, and Roy Morris, Jr. West Lafayette: Purdue University Press, 2007.

(with Robert L. Marlowe) “Suppressed Desires and Tickless Time: An Intertextual Critique of Modernity.” *Disclosing Intertextualities: The Stories, Plays, and Novels of Susan Glaspell*. Ed. Barbara Ozieblo and Martha Carpentier. Amsterdam: Rodopi, 2006.

(with Holly Hill) “Susan Glaspell’s ‘Plea’ for Juvenile Justice” in *Text, Kontext und Spracherwerb*. Ed. Dagmar Abendroth-Timmer, Britta Viebrock, and Michael Wendt. Frankfurt/Main: Peter Lang, 2003. 69-75.

“Reconfiguring the Subject/Recuperating Realism: Susan Glaspell’s Unseen Woman.” In *New Readings in American Drama: Something’s Happening Here*. Ed. Norma Jenckes. New York: Peter Lang, 2002. 9-21.

“The New Woman in the Plays of Susan Glaspell” in *Staging a Cultural Paradigm: The Political and the Personal in American Drama*. Ed. Barbara Ozieblo and Miriam Lopez-Rodriguez. New York: Peter Lang, 2002. 149-162.

“Susan Glaspell’s *The Verge: L’écriture féminine* at the Provincetown” in *Susan Glaspell: A Collection of Critical Essays*. Ed. Linda Ben-Zvi. Ann Arbor: University of Michigan Press, 1995. 129-142.

“‘The Rhetorical Situation’ and the Research Paper: An Integrative Approach” in *Teaching the Research Paper*. Ed. James E. Ford. Metuchen, New Jersey: Scarecrow Press, 1995. 68-74.

“Some Heretical Thoughts on the Teaching of Writing” in *Teaching Writing: Theories and Practices*. Ed. Josephine Koster Tarvers. New York: HarperCollins, 1994.

“Dealing with Underprepared Students at Two-Year Colleges” in *Points of View on American Higher Education: A Selection of Essays from The Chronicle of Higher Education*. Volume II: Institutions and Issues. Ed. Stephen H. Barnes. Lewiston: Mellen Studies in Education, Volume 5, 1990. 9-13.

ARTICLES

(with Kaitlin Cottle and Fendall Fulton) “The Tea Gown in Edith Wharton’s ‘The Other Two.’” *Explicator* 74.4 (Winter 2016): 259-63.

“Inventing the Midwest with David D. Anderson.” *Midwestern Miscellany* 44.1 (Spring 2016): 28-35.

(with Jeffrey Melnik) “Edith Wharton’s Invitation to Moral Awareness and Careful Reading in ‘The Other Two.’” *Eureka Studies in Teaching Short Fiction* 11/12 (2015): 53-59.

(with Rachel Davis, Laura Duncan and Brittain Whiteside-Galloway) “Performative Fashion in the Short Fiction of Kate Chopin.” *Midwestern Miscellany* 42.2 (Fall 2014): 19-31.

(with Mollie Shannon and Laura Duncan) “The Dark Fairy Tale in the Fiction of Bonnie Jo Campbell.” *Midwestern Miscellany* 42.1 (Spring 2014): 33-44.

(with Belinda Slocumb) “Susan Glaspell’s Provincetown.” *Midwestern Miscellany* 37.1 (Spring 2009): 45-59.

(with Ashley Hopkins) “Illuminating the Rhetorical Dimensions of Mary E. Wilkins Freeman’s ‘A Mistaken Charity’ and Sarah Orne Jewett’s ‘The Town Poor,’ with an Annotated Bibliography.” *Eureka Studies in Teaching Short Fiction* 9.1 (Fall 2008): 24-46.

(with Leslie S. Taylor) “Developing the Narrative Imagination: Teaching ‘Neighbour Rosicky’ in Context.” *Eureka Studies in Teaching Short Fiction* 6.1 (Fall 2005): 16-30.

(with Robert Lloyd Marlowe). “Suppressed Desires and Tickless Time: An Intertextual Critique of Modernity.” *American Drama* 14.1 (Winter 2005): 1-14.

- (with Junia Alves) "O Grupo Galpao e o circo: uma estetica do teatro brasileiro." *Paralelo 20* 1.2 (2004): 93-102.
- (with Michael Jaynes) "Teaching Alice Walker's 'Everyday Use' Employing Race, Class, and Gender, with an Annotated Bibliography." *Eureka Studies in Teaching Short Fiction* 5.1 (Fall 2004): 123-36.
- (with Fendall Fulton) "Narrative Art and Modernist Sensibility in the Civil War Fiction of F. Scott Fitzgerald." *Midwestern Miscellany* 31 (Fall 2003): 57-75.
- (with Nancy Neff) "Reading *Miss Lulu Bett*: The Reception History of a Midwestern Classic." *Midwestern Miscellany* 31 (Spring 2003): 9-24.
- "Intertextuality in the Early Plays of Susan Glaspell and Eugene O'Neill." *American Drama* 11.1 (Winter 2002): 1-17.
- (with Junia Alves) "Lugar de Destaque." *Estado de Minas: Pensar*. 26 October 2002, sec. Pensar: 1+.
- (with Junia Alves) "Myth and Madness in Grupo Galpão's Expressionistic Production of *Album de Família*." *Latin American Theatre Review* 35.2 (Spring 2002): 19-37.
- (with Junia Alves) "From the Street to the Stage: The Dialectical Theatre Practice of Grupo Galpão." *Luso-Brazilian Review* 39.1 (Summer 2002): 79-93.
- (with Junia Alves) "Grupo Galpão's *A Rua da Amargura*: The Script, the Stage and the Screen." *Brasil/Brazil* 14.26 (2001): 45-66.
- (with Junia Alves) "Expressões mineiras no teatro: o *Romeu e Julieta* do Grupo Galpão." *Lacio: Revista de Letras do Unicentro Newton Paiva* +2.2 (1999): Belo Horizonte, Brasil.
- (with Junia Alves) "'Life Is an Inverted Circus': Grupo Galpão's Adaptation of *Romeu and Julieta* Adapted from Pennafort's Translation of Shakespeare." *Ilha do Desterro* 36 January/ June 1999): 265-281. Florianopolis, Santa Catarina, Brazil. 265-281.
- "(Mis)Reading the Region: Midwestern Innocence in the Fiction of Jay McInerney." *MidAmerica* 25 (1998): 162-174.
- "Reconfiguring the Subject/Recuperating Realism: Susan Glaspell's Unseen Woman" in *American Drama* 4.2 (Spring 1995): 36-54.
- "MidAmerica: The Second Decade." *MidAmerica* 21 (1994): 39-49.
- "Mr. Inge, Women, and the Midwest: Why William Inge Don't Get No Respect." *Theatre Southwest* 24 (Fall 1992): 9-19.
- "The Heathen Priestess on the Prairie: Margaret Fuller Constructs the Midwest." *The Old Northwest* 16 (Spring, 1992): 3-12.
- "Missed by Modernism: The Literary Friendship of Arthur Davison Ficke and Edgar Lee Masters." *Western Illinois Regional Studies* 14 (Fall 1991): 71-79.
- "The Politics of Piety: Gamesmanship in the Fiction of J.F. Powers." *MidAmerica* 17 (1990): 106-117.
- "The Writing Internship: Inside the Writing Process." *Tennessee English Journal* 1 (1990): 22-24.
- "Failure and the American Mythos: Tarkington's *The Magnificent Ambersons*." *MidAmerica* 15 (1988): 11-18.
- "Some Heretical Thoughts on the Teaching of Writing" in *Teaching English in the Two-Year College* 15 (October 1988): 175-179.
- "Teaching Point of View in the Modern Fiction Class." *Teaching English in the Two-Year College* 14 (October 1987): 211-213.
- "The Johari Window: A Perspective on the *Spoon River Anthology*." *MidAmerica* 13 (1986): 49-

"Region as Metaphor in the Plays of Susan Glaspell." *Western Illinois Regional Studies* 4 (Spring 1981): 77-85.

"'A Romantic and Miraculous City' Shapes Three Midwestern Writers." *Western Illinois Regional Studies* 1 (Fall 1978): 176-198.

"Susan Glaspell's Analysis of the Midwestern Character." *Books at Iowa* 27 (November 1977): 3-14.

(With Clarence Andrews) "Susan Glaspell of Davenport." *Iowan* 25 (June 15, 1977): 46-53.

REVIEWS

Review Essay: "Flyover People." Mary Minock's *The Way-Back Room*, Anne-Marie Oomen's *Love, Sex, and 4-H, Detroit Hustle*, Patricia Hampl's *The Art of the Wasted Day*, John Knoepfle's *Tuesday Mornings at the Trout Lily Café*, and David Pichaske's *Here I Stand*. *MidAmerica* 45 (2018):

Review Essay: "The Evolving Family in Contemporary Midwestern Fiction." Bonnie Jo Campbell's *Mothers, Tell Your Daughters*, Jane Smiley's *Early Warning*, Marilynne Robinson's *Lila*, Elizabeth Strout's *My Name Is Lucy Barton*, Ryan Stradal's *Kitchens of the Great Midwest*, and Joe Meno's *A Marvel and a Wonder*. *Middle West Review* 4.1 (Fall 2017): 181-86.

Review Essay: "Reinvigorating Midwestern Studies." Christian Knoeller's *Reimagining Environmental History: Ecological Memory in the Wake of Landscape Change*, Jon K. Lauck's *From Warm Center to Ragged Edge, The Midwestern Moment*, ed. Jon K. Lauck, and *The Stories We Tell: Modernism in the Tri-Cities*, ed. Meg Gillette. *MidAmerica* 44 (2017): 65-73.

Review of Tom Schroder's *The Most Famous Writer Who Ever Lived: A True Story of My Family in Annals of Iowa* 76.3 (Summer 2017): 370-72.

Review of Jim Harrison's *The Big Seven: A Faux Romance* in *Middle West Review*. 3.1 (Fall 2016): 138-40.

Review Essay: "Reconceptualizing the Midwest." Mark Buechsel's *Sacred Land: Sherwood Anderson, Midwestern Modernism, and the Sacramental Vision of Nature*, John H. Miller's *Small-Town Dreams: Stories of Midwestern Boys Who Shaped America*, Jon K. Lauck's *The Lost Region: Toward a Revival of Midwestern History*, and Nancy Bunge's *The Midwestern Novel: Literary Populism from Huckleberry Finn to the Present* in *MidAmerica* 42 (2015): 132-38.

Review of Rachel Louis Snyder's *What We've Lost Is Nothing* in *Middle West Review* 1.2 (Spring 2015): 253-55.

Review of *The Tallgrass Prairie Reader*. Ed. John T. Price in *Annals of Iowa* 74.1 (Winter 2015): 77-78.

Review Essay: "Three Midwestern Biographies." Paul J. Bauer and Mark Dawidziak's *Jim Tully: American Writer, Irish Rover, and Hollywood Brawler*, Mary K. Stillwell's *The Life and Poetry of Ted Kooser*, and Charles J. Shields's *And So It Goes. Kurt Vonnegut: A Life* in *MidAmerica* 40 (2013): 140-44.

Review Essay: "Fishing in Time's Stream." William Kloefkorn's *Breathing in the Fullness of Time* and *New and Selected Poems*, John Knoepfle's *I Look around for My Life and Shadows and Starlight*, and Ted Kooser's *Lights on a Ground of Darkness* and *Delights & Shadows* in *MidAmerica* 39 (2012): 36-41.

Review Essay: "Up in Michigan." Ellen Airgood's *South of Superior*; Bonnie Jo Campbell's *Once Upon a River*; Jim Harrison's *The Great Leader* in *MidAmerica* 38 (2011):24-27.

Review of Kristina Hinz-Bode's *Susan Glaspell and the Anxiety of Expression: Isolation and Language in the Plays* in *The Eugene O'Neill Review* 30 (2008): 165-68.

"Lee's 'Wharton' an Exhaustive Bio." Review of Hermione Lee's *Edith Wharton* in the *Chattanooga Times Free Press*. Sunday, March 30, 2008. E4.

Review of Brenda Murphy's *The Provincetown Players and the Culture of Modernity* in *The Eugene O'Neill Review* 29 (2007): 168-70.

Review essay, "How Midwestern Literature Can Help Us All Get Along"; Timothy B. Spears's *Chicago Dreaming: Midwesterners and the City, 1871-1919*; Tom Lutz's *Cosmopolitan Vistas: American Regionalism and Literary Value*; Robert Dunne's *A New Book of the Grotesques: Contemporary Approaches to Sherwood Anderson's Early Fiction*; William Barillas's *The Midwestern Pastoral: Place*

and *Landscape in the Literature of the American Heartland*; Katherine Joslin's *Jane Addams: A Writer's Life*; David R. Pichaske's *Rooted: Seven Midwest Writers of Place in MidAmerica* 32 (2005): 8-15.

Review of Patricia L. Bryan and Thomas Wolf's *Midnight Assassin: A Murder in America's Heartland* and Linda Ben-Zvi's *Susan Glaspell: Her Life and Times in Theatre History Studies* 26 (June 2006): 154-157.

Review of Cheryl Black's *The Women of Provincetown, 1915-1922* and Dorothy Chansky's *Composing Ourselves: The Little Theatre Movement and the American Audience in American Drama* 14.1 (Winter 2005): 115-120.

Review of J. Ellen Gainor's *Susan Glaspell in Context* in *Theatre Journal* 55.3 (October 2003): 570-571.

Review of Barbara Ozieblo's *A Critical Biography of Susan Glaspell in Legacy: A Journal of American Women Writers* 18.1 (2001): 114-115.

Review essay, "The Mystery of Beauty"; Joan Jacobs Brumberg's *The Body Project: An Intimate History of American Girls*; Nancy Friday's *The Power of Beauty*; Naomi Wolfe's *The Beauty Myth: How Images of Beauty are Used Against Women*. *Women's Studies Newsletter* 3.2 (Spring 1998), The University of Tennessee at Chattanooga. 2-3.

Review of Veronica Makowsky's *Susan Glaspell's Century of American Women in Legacy: A Journal of American Women Writers* 12.1 (Spring 1995): 65-66.

Review of Andrew Cayton and Peter Onuf's *The Midwest and the Nation* in *Western Illinois Regional Studies* 13 (Fall 1990): 98-99.

Review of James M. Marshall's *Land Fever: Dispossession and the Frontier Myth in Western Illinois Regional Studies* 12 (Fall 1989): 110-111.

Review of Michael Keene's *Effective Professional Writing* in *The Technical Writing Teacher* 16 (Winter 1988): 69-70.

Review of Muriel Harris's *Teaching One-to-One: The Writing Conference* in *Focuses* 1 (Spring 1988): 40-41.

Review of Arn Tibbetts's *Practical Business Writing* in *The Technical Writing Teacher* 15 (Spring 1988): 167-168.

Review of Walter H. Beale's *Real Writing: Argumentation, Reflection, Information* (2nd edition) in *Teaching English in the Two-Year College* 15 (May 1988): 136-138.

ARTICLES IN REFERENCE WORKS

For the *Dictionary of Midwestern Literature*, 2 (Indiana University Press, 2016)
"Literary Periodicals" (with Ashley Hopkins, Rachel Breneman, and Jennifer Cathey)
"The Revolt from the Village"
"Midwestern Archetypes"
"Trifles"

For *The Biographical Dictionary of Iowa* (University of Iowa Press, 2008)
(with Emily Monnig) "Susan Glaspell"

For the *Dictionary of Midwestern Literature*, 1 (Indiana University Press, 2001)
"Willa Cather" "Caroline Kirkland" "Herbert Krause"
"Joseph Kirkland" "Susan Glaspell" "Ellis Parker Butler"
"George Cram Cook" "Henry Bellamann" "James Hall"
"Arthur Davison Ficke" "Alice French" "Harry Mark Petrakis"
"Harry Hansen" "Jane Hamilton" "E.W. Howe"
"Margaret Ayer Barnes" "Richard Wright" "J.F. Powers"

For the *Dictionary of Literary Biography* Volume 9, part 2. Detroit: Gale Research Company (1981). "Susan Glaspell"

HUMOR AND OPINION PIECES

"Culture Shock in Knoxville." *Tennessee English Journal* 4 (1993): 6-7.

"Dealing with Underprepared Students at Two-Year Colleges." *The Chronicle of Higher Education* (September 10, 1986): 80.

PROGRAM NOTES

“Nights (and days) of Desire.” *Theatre Perspective: The Department of Theatre and Speech of The University of Tennessee at Chattanooga* 8 (September, 1997)

“Feminist Theatre in America.” *Theatre Perspective: The Department of Theatre and Speech of The University of Tennessee at Chattanooga* 4 (February, 1993)

SELECTED PRESENTATIONS

“The Role of Regional Academic Journals in American Literary Scholarship.” Region and Place in American Literature. Symposium sponsored by the American Literature Association. Invited plenary session panelist. [New Orleans, 2017]

“The Challenges of a Senior Editor.” *Lessons & Landmarks: Dictionary of Midwestern Literature*, 2. Roundtable chaired by Philip A. Greasley. Society for the Study of Midwestern Literature [East Lansing, 2016].

“Inventing the Midwest with David D. Anderson.” Roundtable chaired by Robert Dunne. Society for the Study of Midwestern Literature [East Lansing, 2015].

“Carl Van Doren’s Revolt from the Village.” Roundtable chaired by Jon K. Lauck. Society for the Study of Midwestern Literature [East Lansing, 2014].

“The Dark Fairy Tale in the Fiction of Bonnie Jo Campbell.” Society for the Study of Midwestern Literature [East Lansing, 2013.]

“Places in the Midwestern Literary Imagination.” Society for the Study of Midwestern Literature [East Lansing, 2011].

“Jane Hamilton’s *Midsummer Night’s Masterpiece*.” Society for the Study of Midwestern Literature [East Lansing, 2010].

(with Junia Alves) “The Theatre Practice of Minas Gerais’s Grupo Galpao: A Semiotic Vision.” Semiotic Society of America [Houston, 2008].

“From the Street to the Stage: The Anthropophagic Theatre Practice of Grupo Galpao.” (invited talk) UTC Department of Foreign Languages, National Foreign Language Week, [Chattanooga, 2008].

(with Belinda Slocumb). “Susan Glaspell’s *Provincetown*.” Society for the Study of Midwestern Literature [East Lansing, 2006].

“Female Friendship and Power.” (Invited talk) Kappa Delta sorority, The University of Tennessee at Chattanooga [Chattanooga, 2005].

“Developing the Narrative Imagination: Teaching ‘Neighbour Rosicky’ in Context.” Council of Scholars, The University of Tennessee at Chattanooga [Chattanooga, 2005].

(with Fendall Fulton) “The Narrative Art and Modernist Sensibility in the Civil War Fiction of F. Scott Fitzgerald.” Symposium on the 19th Century Press, the Civil War, and Free Expression [Chattanooga, 2004.]

“*Suppressed Desires* and *Tickless Time*: An Intertextual Critique of Modernity.” American Theater and Drama Society Panel on Susan Glaspell. American Literature Association [Cambridge, Massachusetts, 2003.]

“From the Street to the Stage: The Dialectical Theatre Practice of Grupo Galpão.” Brazilian Studies Association, Sixth International Congress [Atlanta, 2002].

“Life Is an Inverted Circus’: Grupo Galpão’s *Romeo and Juliet*. X Congreso de la Federacion Internacional de Estudios sobre America Latina y el Caribe [Moscow, 2001].

“The New Woman in the Plays of Susan Glaspell.” (Invited plenary lecture) First University of Malaga Conference on American Theatre, University of Malaga [Malaga, Spain, 2000].

“Exploring the Intertext: The Early Plays of Susan Glaspell and Eugene O’Neill.” *Common Threads: Susan Glaspell’s Trifles and the Interactions of Art, Law, and Society in Addressing Violence Against Women* [Tel Aviv, Israel, 2000].

- “Life Is an Inverted Circus’: Grupo Galpão’s Production of *Romeo and Juliet*.” Brazilian Studies Association, Fifth International Congress [Recife, Brazil, 2000].
- “The Transformative Power of the Text.” (Invited talk) Sigma Tau Delta Initiation, Department of English, The University of Tennessee at Chattanooga [Chattanooga, 2000].
- “Susan Glaspell’s *Fidelity*: The New Woman in the Midwest.” Society for the Study of Midwestern Literature [East Lansing, 1999].
- “Feminism, Modernism, and Expressionism: Three Perspectives on Susan Glaspell’s *The Verge*.” (Invited talk) The University of Tennessee at Chattanooga [Chattanooga, 1999].
- “Reading and Misreading in *The Emperor Jones*.” (Invited talk) Universidade Federal de São João del Rei [São João del Rei, Brazil, 1998].
- “What Is Midwestern Literature: A Strict Constructionist’s Point of View.” Society for the Study of Midwestern Literature [East Lansing, 1998].
- “*Trifles*: Text and Context.” (Invited talk) Unicentro Newton Paiva [Belo Horizonte, Brazil, 1996].
- “Speech Acts in *A Streetcar Named Desire*.” (Invited talk) Universidade Federal de Minas Gerais [Belo Horizonte, Brazil, 1996].
- "Susan Glaspell's *The Verge: L'écriture féminine* at the Provincetown." (Invited talk) Susan Glaspell Conference, University of Glasgow [Glasgow, Scotland, 1996].
- "The Innocent Midwest and the Early American Pastoral." Nordic Association for American Studies [Oslo, Norway, 1995].
- “*MidAmerica: The Second Decade*.” Society for the Study of Midwestern Literature [East Lansing, 1995].
- “*Trifles*, Text and Context.” (Invited talk) Universidade Federal de Minas Gerais [Belo Horizonte, Brazil, 1995].
- “Contemporary American Theatre.” (Invited talk) Universidade Federal de Minas Gerais [Belo Horizonte, Brazil, 1995].
- “*Trifles*: Text and Context.” (Invited talk) Black Hawk College [Moline, Illinois, 1994].
- "The American Dream in American Drama." (Invited talk) Universidad de Malaga [Malaga, Spain, 1994].
- "(Mis) Reading the Region: Midwestern Innocence in the Fiction of Jay McInerney." Society for the Study of Midwestern Literature [East Lansing, 1994].
- “The American Dream in American Drama.” [Invited talk] MacKenzie University [São Paulo, Brazil, 1993].
- “The American Dream in American Drama.” (Invited talk) Universidade Estadual de São Paulo [São Paulo, Brazil, 1993].
- “The American Dream in American Drama.” (Invited talk) União Cultural [São Paulo, Brazil, 1993].
- “The American Dream in American Drama.” (Invited talk) Universidade Federal de Ouro Preto [Mariana, Brazil, 1993].
- “Perspectives on *Who’s Afraid of Virginia Woolf*.” (Invited talk) Universidade Federal de Minas Gerais [Belo Horizonte, Brazil, 1993].
- “The Aesthetic of the Provincetown Players.” (Invited talk) Universidade Federal de São João del Rei [São João del Rei, Brazil, 1993].
- "The Aesthetic of the Provincetown Players." (Invited plenary lecture) 10th annual Semana de Estudos Germanicos, Universidade Federal de Minas Gerais [Belo Horizonte, Brazil, 1993].
- “He Flirted with Euterpe before He Settled down with Clio: A Literary Perspective on ‘The Significance of the Frontier in American History.’” Society for the Study of

Midwestern Literature [East Lansing, 1993].

"Susan Glaspell's Unseen Woman." Modern Language Association [New York, 1992].

"Turner and Crevecoeur: A Source for 'The Significance of the Frontier in American History.'" Society for the Study of Midwestern Literature [East Lansing, 1991].

"Mr. Inge, Women, and the Midwest: Why William Inge Don't Get No Respect." Modern Language Association [San Francisco, 1991].

"The Heathen Priestess on the Prairie: Margaret Fuller Constructs the Midwest." Society for the Study of Midwestern Literature [East Lansing, 1991].

"MidAmerica Defines the Midwest: Fifteen Years of Scholarship in Midwestern Studies." Modern Language Association [Chicago, 1990].

"Missed by Modernism: The Literary Friendship of Arthur Davison Ficke and Edgar Lee Masters." Society for the Study of Midwestern Literature [East Lansing, 1990].

"The Politics of Piety: Gamesmanship in the Fiction of J.F. Powers." Society for the Study of Midwestern Literature [East Lansing, 1989].

"Simulating Organizational Communication in the Technical Writing Classroom." Tennessee College English Association [Nashville, 1989].

"The Writing Internship: Inside the Writing Process." South Atlantic Modern Language Association [Atlanta, 1989].

"Susan Glaspell's *The Verge: L'écriture feminine* at the Provincetown." Modern Language Association (Washington, DC, 1989)

"Failure and the American Mythos: Tarkington's *The Magnificent Ambersons*." Society for the Study of Midwestern Literature [East Lansing, 1988].

"Gambler, Prospector, Private Detective: The Metaphors of Writing Biography." Illinois Association of Teachers of English [Macomb, Illinois, 1983].

"The Fiction of Susan Glaspell: A Biographical Perspective." Modern Language Association [Los Angeles, 1982].

"Region as Metaphor in the Plays of Susan Glaspell." Modern Language Association [Houston, 1980].

EDITING

Copyeditor for *Independence, Social, and Study Strategies for Young Adults with Autism Spectrum Disorder*, by Michelle Rigler, Amy Rutherford, and Emily Quinn. London: Jessica Kingsley Publishers, 2014. (2013).

Chair, Editorial Committee, Society for the Study of Midwestern Literature (2004-present)

Member, Editorial Board and Senior Editor, *Dictionary of Midwestern Literature* (1990-present)

EDUCATION

PhD American literature, women's studies, rhetoric: University of Iowa
Dissertation: "A Critical Biography of Susan Glaspell" (1976)

MA English Education: University of Iowa (1969)

BA English: Marquette University; Minors: political science, secondary education (1968)

EMPLOYMENT

1986 - PRESENT: DEPARTMENT OF ENGLISH UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Associate Professor (1988); Tenured (1989); Professor (1992); Coordinator of Women's Studies (2001)

GRANTSWRITING

Wrote the following funded proposals:

UTC Faculty Research Grant, “The Revolt from the Village” (2002)

UTC Summer Fellowship, “The Early Plays of Grupo Galpão.”(Belo Horizonte, Brazil, 1999)

NEH Summer Institute, “Crossroads of Atlantic Cultures: Brazil at 500.” (Phyllis Peres and Daryl Williams: São Paulo and Rio de Janeiro, Brazil, 1998)

NEH Summer Seminar for College Teachers: “The American Playwright, 1920-1980.” (Howard Stein: Columbia University, 1990)

Seven UTC Group Professional Development grants to fund departmental colloquia (1995; 1996; 1997; 1998; 1999; 2000; 2001)

Six Tennessee School-College Collaborative grants to fund in-service workshops for area high school and college English teachers (1987, 1988, 1989, 1990, 1991, 1992)

Three Tennessee Humanities Council grants to fund in-service workshops for area high school and college English teachers (1990, 1991, 1992)

Three UTC Instructional Excellence grants to purchase films and computer software for writing classes (1988, 1989, 1990)

Tennessee School-College Collaborative grant to publish a newsletter, *The EQ Review*, for high school and college English teachers (1987)

UTC Professional Development Grant to study technical communication at Southern College of Technology, Marietta Georgia (1986)

ADMINISTRATIVE EXPERIENCE

Coordinator, Women’s Studies Program (2001-present)

Coordinator, Works in Progress (Departmental colloquia, 1995-2004)

Coordinator, Writing Internships (1988 - 1992)

Coordinator, Annual In-Service Workshop for High School and College English Teachers (1987 – 1992)

CONSULTING

Presented workshops on the College Board's EQ Project to English teachers at the following locations:

Raleigh, North Carolina (1988)

Birmingham, Alabama (1988)

Baton Rouge, Louisiana (1987)

Waycross, Georgia (1987)

SELECTED COURSES TAUGHT (* denotes graduate classes)

Major American Figures

Modern and Postmodern Drama*

American Literature to 1855

American Literature from 1855

Values in 20th Century American Fiction

American Women Writers

Midwestern Literature

American Colonial and Federal Literature*

American Realism and Naturalism*

Contemporary American Literature*

Rhetoric and Composition

Writing Internship

Professional Writing

Scientific Writing

Proposals, Articles, and Technical Research*

Methodology and Bibliography*

Business and Industrial Writing*

The American Renaissance*

Modern American Literature*

Feminist Literary Criticism

SELECTED COURSES DEVELOPED

Women’s Studies Internship

Modern and Postmodern Drama*

The American Renaissance*

Theatre and Feminism

Fiction, Fashion, and Feminism

Writing Internship

Midwestern Literature

American Colonial and Federal Literature*

Major Am. Figures: Cather, Chopin, Jewett

Major American Figures: Edith Wharton

DEPARTMENTAL COMMITTEES

Composition
Sophomore Composition
Library (Chair)
Curriculum
Public Occasions (Chair)

Chairman's Advisory
Search (Chair)
Graduate
Rank and Tenure
Scholarships

COLLEGE COMMITTEES

Faculty Senate (elected)
Faculty Administrative Relations (elected)
College Council (elected)
Faculty Secretary (elected)
Library (Chair)
Women's Studies Advisory Council (Chair)

Grade Appeals (Chair)
Honor Court (Chair)
Faculty Research
Academic Standards
Budget and Economic Status

SELECTED PROFESSIONAL SERVICE

Member, Girls Inc. "Unbought and Unbossed" Committee (2012-2013)

Executive Board Member, Society for the Study of Midwestern Literature (1991-1994; 2002-present)

Judge, UTC North Callahan Essay Contest (2007)

Review Panelist, Tennessee Arts Commission, Literary Panel (2003-2006)

Review Panelist, Council for the International Exchange of Scholars, Brazil and Southern Cone Review Panel for Fulbright Scholar Awards to Latin America (1998-2000)

Regional Judge, NCTE Achievement Awards in Writing (1999-2005)

Judge, Young Southern Writers Contest (1999-present)

Editor, "Library and Instructional Support" chapter of SACS Self-Study (2000)

Judge, UTC Women's Studies Poetry Contest (1999)

Judge, Barnes and Noble Poetry Slam (1999)

Advisory Committee, Governor's School for Prospective Teachers (1991-1992)

Evaluator, "Shakespeare: Now and Then" funded by the Tennessee Humanities Council (1991)

Member, English Task Force, Tennessee School-College Collaborative (1986-1990)

Member, Advisory Committee, Technical Writing and Editing Program: Chattanooga State Technical Community College (1990)

President, Society for the Study of Midwestern Literature (1990)

Vice President, Society for the Study of Midwestern Literature (1989)

Coordinator, East Tennessee Division, Young Writers Contest (1988)

1969-1986: DEPARTMENT OF ENGLISH, BLACK HAWK COLLEGE, MOLINE, ILLINOIS,
Tenured (1973); Assistant Professor (1973); Associate Professor (1979); Professor (1984)

ADMINISTRATIVE EXPERIENCE

Developed and coordinated A.A.S. degree and certificate program in technical writing (1977-1986)

Chaired Department's curriculum committee (1982 - 1986)

Coordinated Study Unlimited in Business and Industry (1979 - 1982)

Coordinated a six-week course on assignment sequences in composition for department members and area teachers (1982)

Coordinated English Department's annual articulation conference (1982 and 1979)

GRANTSWRITING

Wrote the following funded proposals:

NEH Travel to Collections grant to do research at the Beinecke Library, Yale University, on the poet Arthur Davison Ficke (1984)

Illinois Humanities Council grant to fund a week-long symposium, "E.L. Doctorow: A Writer in His Time," sponsored by Visiting Artists, Inc. (1984)

Illinois Humanities Council grant to fund the Fifth Annual Western Illinois Regional Studies Conference (1983)

CONSULTING

Humanist consultant and presenter for "The Twentieth Century: Literature, Politics, and Culture" for the Regional Studies Teachers Institute, sponsored by the Putnam Museum, Davenport, Iowa, funded by the Illinois Humanities Council (1984)

Humanist consultant, project co-director and presenter for the Fifth Annual Western Illinois Regional Studies Conference ("Socialism and Fiction in Davenport, Iowa"), partially funded by the Illinois Humanities Council (1983)

Humanist consultant and presenter for "Who We Are/Where We Are: The Regional Drama of Susan Glaspell" for the Second Annual CommUniversity, partially funded by the Iowa Humanities Board (1981)

Humanist consultant, moderator, and presenter for "The Impact of Mass Media on American Life," sponsored by Black Hawk College, funded by the Illinois Humanities Council (1978)

Humanist consultant, moderator, and presenter for "American Women at Work," sponsored by St. Ambrose College Women's Program, Marycrest College Continuing Education Program, Centrum, Inc. and District Local Union 431, partially funded by the Iowa Humanities Board (1978)

Humanist consultant, moderator, and presenter for a series of Woman-forums co-sponsored by Centrum, Inc. and Marycrest College, funded by the Iowa Humanities Board (1977)

COURSES TAUGHT

Advanced Composition	Writing Internship
American Literature I and II	Women Authors
Developmental Writing	Technical Writing
Communication Skills	Psychology and Literature
Freshman Rhetoric and Composition	Modern Fiction I and II
The Gothic Romance	Images of Women in Literature

COURSES DEVELOPED

Advanced Technical Writing	Writing for the Media
The Gothic Romance	Writing Internship
Images of Women in Literature	Women Authors

SELECTED PROFESSIONAL SERVICE

Judge, adult poetry division, Mississippi Valley Poetry Contest (1985 - 1987)

Member, allocations panel of United Way of Rock Island and Scott Counties (1983 - 1986)

Member, visiting committee, North Central Association, English and student services accreditation committees, for Alleman High School (1986)

Judge, informative and oral interpretation divisions, Augustana Invitational Speech Tournament (1985)

Judge, adult and children's prose divisions, Muscatine County Literary Arts Festival (1984)

Judge, annual Constitution Essay Contest, Boys' State program, American Legion (1984)

Abbie E. Ventura
UC Foundation Associate Professor of Children's Literature
Department of English
University of Tennessee at Chattanooga

Education

Ph.D., English Studies: Children's Literature, May 2009

Department of English, Illinois State University

M.A., English, May 2004

Department of English, University of South Carolina

B.A., English, May 2002

Department of English, University of South Carolina

Appointments

UC Foundation Associate Professor, August 2016-Present

UC Foundation Professorship, August 2014-Present

Associate Department Head, 2013-Present

Assistant Professor, August 2010-2016

Department of English

University of Tennessee at Chattanooga

Teaching Fellow, August 2009-May 2010

Department of English

Illinois State University

Research Specializations

Children's and Adolescent Literature and Culture; International Children's Literature;
Multiculturalism and Diversity; Picture Books and Visual Literacies; Children's Literature and
Twenty-First Century Studies

Academic Awards, Grants, and Honors

Faculty Development Grant: "Katharine White, Anne Carroll Moore and the 'Good' Children's
Book Review." Fall 2019.

Sabbatical: "Diverse Books and Underrepresented Childhood Populations: Creative Writing in
Children's Literature." Spring-Summer 2018.

Office of Diversity and Equity, Faculty Research Grant. "Writing Diverse Books for
Underrepresented Child Populations." Spring 2017.

Faculty Development Grant: “Writing Diverse Books for Underrepresented Child Populations.” Spring 2017.

Outstanding Faculty Member, Department of English. The University of Tennessee at Chattanooga, 2014-2015.

Outstanding Teaching Award, English Department level. University of Tennessee National Alumni Association, 2014-2015.

Outstanding Advising Award, The College of Arts and Sciences. The University of Tennessee at Chattanooga, 2014-2015.

College of Arts & Sciences Research Award. The University of Tennessee at Chattanooga. Fall 2014.

Hannah Beiter Research Grant Recipient. Children’s Literature Association, 2009-2010.

Taima Ranta Children’s Literature Scholar in Excellence Award. Illinois State University, 2008-2009.

Scholarly Publications

Peer-Reviewed Articles and Chapters:

“Prizing the Unrecognized: Systems of Value, Visibility, and the First World in International and Translated Children’s Texts.” *Prizing Children’s Literature: The Cultural Politics of Children’s Book Awards*. Eds. Kenneth Kidd and Joseph Thomas. New York: Routledge, 2017.

“Abandonment and Invisible Children in Contemporary Canadian Young Adult Fiction.” *Jeunesse: Young People, Texts, Culture*. 2015.

现代化而不是西化：在全球性西方市场发展佛教儿童文学. 李伟 译 Trans. Li Wei. “To Modernize and Not Westernize: Developing a Bhutanese, and Buddhist, Children’s Literature on a Globally Western Market.” *Journal of Ocean University of China*. 2015.

“Post-Fordist Nation: The Economics and Empire of Childhood and the New Global Citizenship.” *Nations of Childhood*. Eds. Björn Sundmark and Kit Kelen. New York: Routledge, 2012.

“Predicting a Better Situation? Three Young Adult Speculative Fiction Texts and the Possibilities for Social Change.” *Children’s Literature Association Quarterly*. Spring 2011, Vol. 36, 1.

Book Reviews:

Female Rebellion in Young Adult Dystopian Fiction. Eds. Sara K. Day, Miranda A. Green-Barteet, and Amy L. Montz. Surrey: Ashgate, 2014. *Bookbird: A Journal of International Children’s Literature*. 2015.

Anna Mae Duane. *Suffering Childhood in Early America: Violence, Race, and the Making of the Child Victim*. *JAC: A Journal of Composition Theory*. 2012, Vol. 32, 1 & 2.

Journal Reader/Reviewer:

PMLA – Publication of the Modern Language Association; Children’s Literature Quarterly; Jeunesse: Young People, Texts, Culture; Children’s Literature Journal; Children’s Literature in Education

Selected Conferences and Presentations

“Katharine White, Anne Carroll Moore and the ‘Good’ Children’s Book Review.” Modern Language Association Annual Convention; Sponsored by the Children’s Literature Association. Chicago, IL. January 2019.

“Q is for Quiet...bar one muffled scream?.” The Function of Fear in Neil Gaiman’s Children’s Fiction.” The Horror! The Humanities! Allegories of Alarm: MCLL Colloquium in the Humanities. University of Tennessee at Chattanooga. March 2015.

Panel Co-Chair. “Not an Exit, but a Shift: Changing Children’s Literature.” Modern Language Association Annual Convention; Sponsored by the Children’s Literature Association. Vancouver, BC. January 2015.

Co-Presenter. “Changing Childhood, Changing Children’s Literature.” Modern Language Association Annual Convention; Sponsored by the Children’s Literature Association. Vancouver, BC. January 2015.

“The All-First World of International Children’s Texts. The Singularity of Non-Western Representations, and a Case Study in Establishing a Bhutanese Children’s Genre.” Children’s Literature Association Annual Conference. Columbia, SC. June 2014.

“When the Politics Are Aware, but The Medium Is Not: Aesthetic and Economic Risk in Contemporary Caldecott Recipients,” delivered at the Children’s Literature Association Annual Conference. Biloxi, MI. June 2013.

“‘One Step Forward, Two Steps Back’: Ideological Inclusion, LGBTQ Experience, and the Politics of Twenty-First Century Children’s and Young Adult Literature,” delivered at the Ethics in Children’s Literature Conference. Greencastle, IN. September 2012.

“Resisting Consecration: Latino Studies, American Identity, and Children’s Literature in the Twenty-First Century,” Featured speaker on Diversity Panel at the Children’s Literature Association 2011 Annual Conference. Roanoke, VA. June 2011.

Creative Projects, Workshops, and Conferences

“Using Psychological Principles to Create Authentic Characters” Workshop. SCBWI: New York Metro Chapter Professional Series. May 8, 2018.

“Landing An Agent” Workshop. SCBWI: New York Metro Chapter Professional Series. March 13, 2018.

“Plotting Your Plot” Intensive with Jill Santopolo of Penguin Random House. Society for Children’s Book Writers and Illustrators: 19th Annual Winter Conference. New York, NY. Feb 2018.

“Wrangling Your Backstory and Exposition” Intensive with Kendra Levin of Viking Children’s Books. Society for Children’s Book Writers and Illustrators: 19th Annual Winter Conference. New York, NY. Feb 2018.

“Middle Grade Novel First Pages” Intensive. Society for Children’s Book Writers and Illustrators: Mid-South Annual Conference. Nashville, TN. Sep-Oct 2017.

“Plotting a Three-Act Structure” Intensive. Society for Children’s Book Writers and Illustrators: Mid-South Annual Conference. Nashville, TN. Sep-Oct 2017.

“Writing Early Chapter Books” Intensive. Society for Children’s Book Writers and Illustrators: Mid-South Annual Conference. Nashville, TN. Sep-Oct 2017.

“Writers Roundtable” Intensive with Penguin Random House, HarperCollins, and Macmillan editors. Society for Children’s Book Writers and Illustrators: 18th Annual Winter Conference. New York, NY. Feb 2017.

We Need Diverse Books Campaign: Author Mentorship Program. Nonfiction Category: Application and manuscript submitted October 2016.

Teaching Assignments and Certifications

University of Tennessee at Chattanooga, Department of English

Associate Professor, 2016-Present

Assistant Professor, 2010-Present

Graduate Faculty Status, 2010-Present

Online-QM Certified: Applying the Quality Matters Rubric workshop, June 2017

Undergraduate courses designed and taught:

- English 2280: “Children’s Literature”
- English 2280: “Children’s Literature” - Hybrid Technology modality
- English 2290: “Literature for the Adolescent”
- English 2290: “Literature for the Adolescent” – Online Technology modality
- English 2010: “Introduction to Literary Analysis”
- English 2510: “Popular Fiction: Harry Potter: Literary Merit, Popular Culture, and Children’s Literature”
- English 4970: “Special Topics: Nature, Wonder, and Being in Children’s Literature”
- English 4970: “Special Topics: The Children’s Literary Genre”
- English 4998: “Literary Analysis and Children’s Literature”

Graduate courses designed and taught:

- “Children’s Literature: History, Culture, Theories, and Trends”
- “Children’s Literature as Culture and Industry: Digital and Transmedia Studies”
- Studies in Adolescent Literature

Independent Studies, Theses, Comprehensive Exams:

- Director: KaTosha O’Daniels’s Master’s Thesis, “New Directions in Children’s Literary Culture: A Case Study in Intermediality and Transmedia Storytelling in the Twenty-First Century.” Fall 2012-Spring 2013.
- Sarah Caroline Crawford’s Undergraduate DHON Thesis, “More than a Wheelchair in the Background: A Study of Positive Portrayals of Disabilities in Children’s Picture Books.” Fall 2014-Spring 2016, Committee Member.
- Brian Beise’s Creative Writing Master’s Thesis, “Brawn: The First Four Chapters.” Spring 2014-Fall 2014, Committee Member.
- Taryn Humphries’s Master’s Thesis, “‘The Magic Words Shall Hold Thee Fast’: The Use of Fantasy and Child-Focused Language for Empowerment in British Children’s Literature.” Fall 2010-Spring 2012, Committee Member.

Illinois State University**Teaching Fellow, 2009-2010****Doctoral Candidate, 2004-2009**

- English 271: Literature for Young Children
- English 272: Literature for Middle Grades
- English 170: Foundations in Children’s Literature:
 - “The Work of Art in Children’s Literature”
 - “Unheard Voices in Children’s Literature”
 - “Social Construction of the Child”
 - “New Media and Technologized Childhood”
 - “Children’s Consumer Culture and New Media”
 - “History Evolution of the Children’s Genre”

Service

University of Tennessee at Chattanooga, English Department Service

- Faculty Mentor, Fall 2018
- Chair, Advisory Committee. 2015-Present
- Chair, Contingent Faculty ad hoc Committee. 2015-2016
- Chair, One-Year Faculty Review Committee. 2014-2015, 2015-2016
- Online Course ad hoc Committee. 2015-2017

- Faculty Advisor, Sigma Tau Delta, English Honors Society. 2011-2016
- Works-in-Progress Department Presentations. Spring 2013, Fall 2014
- English Major Book Club. Fall 2014
- University Majors Recruitment Fair, Department Representative. Fall 2014
- Works-in-Progress Department Presentations. Spring 2013, Fall 2014
- Curriculum Committee. 2013-2014
- Scholarships Committee. 2011-2014; 2016-17
- Public Occasions Committee. 2012-2014
- One-Year Faculty Review Committee. 2011-2012
- Reader, Sally B. Young Scholarship. 2011-2012
- Children's Literature Visiting Assistant Professor Search Committee. Summer 2015
- Chair, Rhetoric and Composition Lecturer Search (three positions). Summer 2015
- 19th C. British Literature Assistant Professor Search Committee. 2014-2015
- Children's Literature Lecturer Search Committee. Summer 2014

University of Tennessee at Chattanooga, University Service

- Chair, Freshman Read2Achieve Program Book Selection Committee. 2016-17
- Undergraduate Petitions Committee, 2016-17
- Learning Support Services Committee, 2013-2016
- Faculty Senate, Humanities Division. Appointed 2011-2013
- Committee on Committees, Assistant Professor Representative. Appointed 2012-2013
- Special Events and Speakers Committee. Appointed 2011-2013
- First Year Reading Experience Committee (now Read2Achieve Program). Appointed 2011-2012
- Reader for the North Callahan Undergraduate Essay Scholarship. 2011-2013

Academic and Community Service

- Guest lecture in Dr. Ramona Caponegro's graduate-level children's literature seminar. "Prizing and International Book Awards." Eastern Michigan University, via Skype, November 2014.
- Director of Development, Chattanooga Council for Teachers of English (CCTE). 2011-2012
- Editor of CCTE Newsletter. 2011-2012
- CCTE Webmaster. 2011-2012
- CBS News Affiliate Interview on Banned Books and Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*. Chattanooga, TN. November 2012.
- NPR Affiliate Interview on *Harry Potter and the Consumerism of Film Viewership*. Chattanooga, TN. July 2011.

- Chattanooga chapter of the Tennessee Council for Teachers of English 2010 Annual Conference, volunteer. Chattanooga, TN. September 2010.
- Panel Chair, “Literacies” at Children’s Literature Association 2008 Annual Conference. Bloomington-Normal, IL. June 2008.
- Ambassador, Children’s Literature Association Annual conference. Bloomington-Normal, IL. June 2008.

Dr. Lauren Sewell Ingraham

Professor of English
University of Tennessee at Chattanooga
615 McCallie Avenue
Chattanooga, TN 37403
Phone: 423-425-5232
Email: lauren-ingraham@utc.edu

EDUCATION

Ph.D. English/Rhetoric & Composition, University of Louisville (1998)
M. A. English, University of Mississippi (1992)
B. A. English, University of Mississippi (1989)

Harvard Graduate School of Education, Management Development Program (Summer 2005)

ACADEMIC EMPLOYMENT HISTORY

Professor of English, University of Tennessee at Chattanooga, 2009-present
Director of Composition, University of Tennessee at Chattanooga, 1998-2011, 2015-16
Associate Professor of English, University of Tennessee at Chattanooga, 2002-2009
Assistant Professor of English, University of Tennessee at Chattanooga, 1996-2002

JURIED PUBLICATIONS

“Using the *Framework* to Develop a Common Core State Standards-Aligned Curriculum for First-Year Composition.” *The Framework for Success in Postsecondary Writing: Scholarship and Applications*. Eds. Nicholas Behm, Sherry Rankins-Robertson, and Duane Roen. Anderson, SC: Parlor Press, 2017: 209-225.

“What Tennessee ELA and English Teachers Need to Know about the Common Core State Standards.” *Tennessee English Journal* 22 (October 2012): 4-5.

“From Adjunct Wrangler to Autonomous WPA: The Surprising Benefits of Pre-Tenure Writing Program Administration.” *The Promise and Peril of Writing Program Administration*. Eds. Theresa Enos and Shane Borrowman. West Lafayette, IN: Parlor Press, 2008: 290-297.

“Research Resources.” *The Speaker’s Guidebook*. Ed. Dan O’Hair, Rob Stewart, and Hannah Rubenstein. New York: Bedford/St. Martin’s, 2001. [invited contributor]

“The Problem of Merlin’s Pardon in Walker Percy’s *Lancelot*.” *The Southern Literary Journal* 33(Spring 2001): 99-107.

“Exploring Our Ethics of Evaluating Student Writing.” *The Ethics of Writing Instruction: Issues in Theory and Practice*. Ed. Michael A. Pemberton. Norwood, NJ: Ablex, 2000. (Co-authored with Jane Detweiler, Jane Fife, and Robert McEachern.)

“Lean, Mean Grading Machines?: A Bourdieuan Reading of Novice Instructors in a Portfolio-Based Writing Program.” *WPA: Journal of the Council of Writing Program Administrators* 23 (Spring 2000).

“On Being Researched and Becoming a Researcher: An Essay on Qualitative Research in Composition.” *Composition Studies* 25 (Spring 1997): 37-54.

WORK UNDER CONTRACT

The Writer’s Loop. Digital “textbook” for first-year composition. Under contract with Bedford St. Martins for projected 2020 release.

GRANTS AWARDED

College of Arts and Sciences Supplemental Travel Grant to support my conference presentation “The Benefits and Limits of Experiential Learning in a Grant Writing Course” at CALHE. Spring 2018. \$500.

“Paper and Workshop Presentation at the Conference on College Composition and Communication.” Faculty Development Grant. January 2015. \$900. (Note: this grant partially funded my ability to present my paper, “Common Core State Standards, Meet the Framework for Success in Postsecondary Writing: A Risky, Rewarding Tale of Course Re-Design,” and to co-lead the workshop “Going Outside: Internships, Fieldtrips, and Experiential Learning.”)

“Writing to Learn Science: A School District Case Study.” Faculty Development Grant. January 2014. \$800.

“Building ‘Friendly Conspiracies’: Using Reading and Writing to Reinforce the Common Core State Standards in 9-12 Math and English Classes.” Tennessee Higher Education Commission. 2013. \$74,958.

“Learning Science Through Writing: Improving Content Knowledge and STEM-Related Literacy in Middle and High School Science Classes.” Tennessee Higher Education Commission. 2012. \$197,109.

“Developing Expert Teachers and Readers of Nonfiction Texts: Print, Visual, and Digital.” Tennessee Higher Education Commission. 2011. \$71,511.

- “Proposal Writing for Foundations Seminar.” The Foundation Center. New York. Sept. 20, 2011. Attendance funded by contributions from UTC’s Office of Partnerships and Special Programs and a Faculty Development Award. \$900.
- “Reading Nonfiction, Reading the World: Preparing Middle and High School Students for Academic Success and Informed Citizenship.” Improving Teacher Quality program of the Tennessee Higher Education Commission. 2008-09. \$72,253.
- “Reading Nonfiction, Reading the World: Preparing Middle and High School Students for Academic Success and Informed Citizenship.” Improving Teacher Quality program of the Tennessee Higher Education Commission. 2007-2008. \$64,000.
- “Sometimes Plugged In, Sometimes Unplugged: The Shifting Strategies of Literacy Teacher-Preparers in the 21st Century.” National Council of Teachers of English. San Antonio, November 22, 2008. Faculty Research Grant. \$824.
- “Using Portfolios to Facilitate Course Embedded Assessment.” Fall 2007 Department Seminars. Faculty Development Grant. April 2007. \$1500. With Rebecca Jones.
- “A Foot in Both Camps?: Bridging University WPA Work and K-12 Literacy Instruction.” Conference on College Composition and Communication. Faculty Development Grant. March 2007. \$900.
- “Partnership, Not Polarity: A Model of K-16 Collaboration to Improve Students’ Reading and Writing Abilities.” The 2006 Education Trust National Conference. Washington, DC, November 3-4, 2006. Faculty Development Grant. \$800.
- “Using Nonfiction to Build Critical Literacy.” Tennessee Higher Education Commission. 2003-04. \$62,597.
- “Putting Into Practice the Outcomes Statement for First-Year Composition.” UTC Faculty Development Grant. April 2003. \$1500
- “Council of Writing Program Administrators’ Assessment Institute.” UTC Faculty Development Grant. April 2003. \$1347
- “The Symbiotic Relationship of Freshman Composition and the University: A Seminar Series.” UTC Faculty Development Grant. August 2002. \$1500
- “Defining, Identifying, Responding to, and Preventing Plagiarism.” UTC Faculty Development Grant. September 2002. \$1000
- “Communal Portfolio Evaluation: A Pilot Project.” UTC Instructional Excellence Grant. August 2002. \$3,000

- “Teaching Reading and Writing as Reflective Practices.” Eisenhower Grant via Tennessee Higher Education Commission. December 2001. \$47,962
- “Tapping Regional Identities to Improve Student Reading and Writing.” Eisenhower Grant via Tennessee Higher Education Commission. December 2000. \$30,029
- “Teaching Writing as Reflective Practice: Tapping Regional Identities to Improve Student Writing.” Eisenhower Grant via Tennessee Higher Education Commission. October 1999. \$27,891.
- “Proposal to Establish a University Writing Center.” University of Chattanooga Foundation. April 2000. \$118,356. [funded for \$85,000]
- “Proposal to Upgrade the English Department’s Computer Classroom.” Co-authored with Sally Young and Fran Bender. Technology Innovation Fund, UTC. 1998. \$60,000.
- “Upgrading the English Department’s Computer Classroom.” Technology Innovation Fund, UTC, 1998. \$8,620.
- “Proposal to Develop a Web Page Teaching Tool.” Center for Excellence in Computer Applications Research Grant, UTC. 1998. \$1,895.
- “Video To Demonstrate Effective Peer Response to Student Writing.” Instructional Excellence Grant, UTC. 1997. \$1,000.
- “Proposal to Study How Teaching Assistants Negotiate Authority.” Council of Writing Program Administrators Research Grant. 1995. \$2,000.

OTHER AWARDS AND HONORS

- Appointed as an English/Language Arts specialist to the Working Group for Tennessee’s **Partnership for the Assessment of Readiness for College and Career Working Group (PARCC)** initiative, a multi-state effort to develop assessments that support the Common Core State Standards. Service years 2011-2015.
- Online Faculty Fellow, 2010-2011
- EDO (Annual Review) Exceptional Merit, 1997-98; 1999-2000; 2002-03; 2007-08; 2014-15
- Department Head’s Service Award, Spring 2007
- Sabbatical Leave, Fall 2004
- “What Progress Looks Like,” 2005 award from the CCCC Academic Quality Committee to commend UTC’s composition program for making strides toward better working conditions for faculty and holding students to higher standards.
- Research Associate, Office of Grants and Program Review, Fall 2003
- Outstanding Contribution in Grants and Research, UTC, December 2001
- Teaching, Learning, and Technology Faculty Fellow, 2001-02

- Finalist, University of Tennessee National Alumni Association (UTNAA) Outstanding Teaching Award, 1999

CONFERENCE PRESENTATIONS (selected)

- “The Benefits and Limits of Experiential Learning in a Grant Writing Course.” Conference on Applied Learning in Higher Education. Wilmington, NC. April 9, 2018.
- “Keeping a University FYC Program Viable When Community College Tuition is Free.” Conference on College Composition and Communication. Houston, TX. April 9, 2016.
- “Common Core State Standards, Meet the *Framework for Success in Postsecondary Writing: A Risky, Rewarding Tale of Course Re-Design*.” Conference on College Composition and Communication. March 19, 2015.
- “What Tennessee Can Teach Other States about Undertaking a First-Year Composition Course Re-Design.” Core to College Alignment Directors Convening. Nashville, TN. Nov. 18, 2014.
- “Bridging the Gap Between Common Core and College Writing: The New Freshman Composition Course.” National Council of Teachers of English, Washington, DC. Nov. 21, 2014.
- “Learning Science Through Writing.” National Science Teachers Association Annual Conference. April 4, 2014.
- “Using Writing to Learn Science.” Charlotte Area Conference on Science Education. National Science Teachers Association. Nov. 7, 2013.
- “Using Writing to Learn Science.” Tennessee Science Teachers Association. Murfreesboro, TN. November 2, 2012.
- “When Opportunity Knocks, Open the Door: Responding to State Mandates for Eliminating Basic Writing by Starting a Directed Self-Placement Program” National Council of Teachers of English, Chicago. Nov. 17-20, 2011.
- “Assessment of New Freshman English Options.” Presenter, Qualitative Research Network, Atlanta, April 6-9, 2011.
- “Moving Beyond the Privatized Writing Classroom: Community Engagement, Public Writing, and Philanthropy.” Conference on College Composition and Communication. San Francisco, March 12, 2009.
- “Sometimes Plugged In, Sometimes Unplugged: The Shifting Strategies of Literacy Teacher-Preparers in the 21st Century.” National Council of Teachers of English. San Antonio, November 22, 2008.

- “A Foot in Both Camps?: Bridging University WPA Work and K-12 Literacy Instruction.” Conference on College Composition and Communication. New York, March 23, 2007.
- “Seeing the Whole Picture, Not Just the Big Picture: A K-16 Collaboration That Works.” NCTE, Nashville, November 19, 2006.
- “Partnership, Not Polarity: A Model of K-16 Collaboration to Improve Students’ Reading and Writing Abilities.” The 2006 Education Trust National Conference. Washington, DC, November 3-4, 2006.
- “When Opportunity Knocks: Working Together to Create Seamless Secondary/Post-secondary Writing Instruction.” Writing Program Administrators Annual Conference, July 2006.
- “Funding Professional Development Programs in the Lean Years,” Conference on College Composition and Communication. San Francisco, March 18, 2005.
- “Validating AAVE through Directed Self-Placement at a Regional University.” Conference on College Composition and Communication. San Francisco, March 19, 2005.
- “Transforming the Outcomes Statement into Expectations for Entering College Writers.” Conference on College Composition and Communication. San Antonio: March 24-27, 2004.
- “A “TOTAL” Overhaul: From Composition House to Writing Program Home.” Council of Writing Program Administrators Annual Conference. Grand Rapids, MI. July 2003.
- “Getting Tenure as a WPA in a Composition-Phobic English Department.” Conference on College Composition and Communication. Chicago, IL: March 20-23, 2002.
- “Getting ‘There’ From Here: A Polylog on Possibilities for Professional Development in Writing Studies.” Conference on College Composition and Communication. Minneapolis, MN. April 12-15, 2000.
- “Making a Tenurable Identity Visible: The Rhetoric of Tenure Portfolios.” Conference on College Composition and Communication. Atlanta, GA. March 25-28, 1999.
- “Resuscitating the Research Paper.” Panel Respondent. National Council of Teachers of English National Conference. Nashville, TN. Nov. 19-24, 1998.
- “Reconsidering Reflexivity in Qualitative Research: What Research Participants can Tell Us About the Value of Reflexivity.” Conference on College Composition and Communication. Chicago, IL. April 1-4, 1998.
- “If Buying a Car From a Friend Can Mean Trouble, What Happens When Friends Become Research Participants (and Participants Become Friends)?” 1997 Conference on College Composition and Communication. Phoenix, Arizona. March 12-15, 1997.

- “The Authority to Evaluate Without the Authority of Experience?: Exploring the Complicated Relationships Among Seasoned and Novice Instructors in a Portfolio-Based Writing Program.” Conflict and Consensus: Exploring Diversity and Standards in the Portfolio Movement (an NCTE-sponsored conference). New Orleans, LA. January 16-18, 1997.
- “Cover(t) Letters: How New Graduate Instructors Experience Portfolio Evaluation.” Conference on College Composition and Communication. Milwaukee, Wisconsin. April 1996.
- “Talking About Race and Racism in the Classroom.” Celebration of Teaching and Diversity Faculty Conference. Louisville, Kentucky. 1996.
- “Teaching Assistants, Authority, and Ideological Becoming.” Conference on College Composition and Communication. Washington, D.C. April 1995.
- “Professional Development for Graduate Students and Those Who Mentor Them.” Presenter. Pre-Conference Workshop. Conference on College Composition and Communication. Washington, D.C. April 1995
- “Portfolio Pedagogy and Teacher Reflexivity.” National Council of Teachers of English Conference on Portfolios, Reflection, and Teacher Research. Baltimore, Maryland. 1994.
- “Beyond Black and White: Confronting Personal Prejudices Through Writing.” 1993 Alabama-Mississippi Conference on Social Work Education. Cleveland, Mississippi.
- “The New ‘Lost Cause’: Considering Difference at Ole Miss.” National Council of Teachers of English Conference. Louisville, Kentucky. November 18-21, 1993.
- “The Problem of Merlin’s Pardon in Walker Percy’s *Lancelot*.” Twentieth-Century Literature Conference. Louisville, Kentucky. February 1993.
- “Teaching Conflict: Negotiating Literacies in the Classroom.” Conference on College Composition and Communication. San Diego, California. April 1993

Additional Research Interests

Secondary-College Transitions and Connections; Writing Teacher Development; Scholarship of Teaching; Writing’s Role in Philanthropy; Writing’s Role in the University; Assessment of Writing; Portfolio Assessment

ADMINISTRATIVE EXPERIENCE

Director of Composition, University of Tennessee at Chattanooga, 1998-2011 and 2015-16

- Designed and implemented a first-year writing program based on current research and national standards
- Developed and tracked first-year composition objectives and outcomes

- Designed portfolio pedagogy and assessment for first-year composition and trained teachers to use it
- Coordinated course design and teaching for developmental, standard, and English as a Second Language first-year composition courses
- Scheduled 25+ faculty into 100+ first-year writing courses each semester
- Hired, trained, supervised, and evaluated a teaching staff of approximately 25 faculty
- Resolved problems arising from faculty-student disagreements or faculty disagreements with program philosophy and/or practice
- Offered or coordinated professional development opportunities for writing faculty, such as leading fall and spring orientation for all composition faculty and bringing nationally-known scholars to lead faculty workshops
- Worked with instructional librarians to develop structured and scaffolded workshop content for English 1010 and 1020 students. Our collaboration has led to multiple awards for library staff from the Association of College and Research Libraries (ACRL).
- Wrote General Education re-certification documents for composition courses
- Created, with area high school faculty, a set of Expectations for Entering College Writers to help prepare their students for college writing
- Designed and evaluated writing placement exams
- Negotiated grievances among students and teachers
- Examined and determined transfer credit for writing courses
- Served as a link between the administration, non-writing faculty, and writing faculty to communicate the needs of our writing students and the most recent research on the teaching of writing in various disciplines.

Assistant Director of Composition, University of Louisville, 1993-95

Duties included monitoring the 200+ composition classes we had in any semester; mentoring new teaching assistants; team-teaching the graduate seminar for new teaching assistants; approving transfer and placement credit for composition classes; planning and leading workshops and orientation meetings; scheduling and staffing courses; and handling student grievances.

Assistant Director of Freshman English, University of Mississippi, 1991-92

Duties included planning workshops for teaching staff; choosing textbooks and coordinating textbook orders; acting as a liaison between students and graduate instructors; and coordinating graduate instructors' teaching schedules.

Related Administrative Experience

- **Served as Principal Investigator/Project Director** for more than two dozen grants with budgets totaling approximately \$750,000.
- **Planned and directed** more than a dozen multi-day professional development seminars for secondary teachers.
- **Served as an invited National Council of Teachers of English (NCTE) Policy Advocate** to lobby the Tennessee Congressional Delegation in Washington D. C., for increased federal support for literacy and literacy teachers, Spring 2010, Spring 2011.

- **Participated in the Harvard University Management Development Program, Summer 2005** (by invitation only)
- **Participated in the Council of Writing Program Administrators' Assessment Institute, Summer 2003**
- **Authored the Department's Self-Study for Undergraduate Program Review, 2001-02, 2006-07**
- **Participated in the annual week-long Workshop for New Writing Program Directors, Council of Writing Program Directors, Purdue University, Summer 1999**
- **Served on the Writing Program Assessment Project, University of Louisville, 1996**
- **Participated in the Preparing Future Faculty Program, Ohio State University, 1995**
- **Participated in a Grant Writing Week-long Workshop, University of Louisville, 1995**
- **Served as a Leader for the Portfolio Discussion and Research Group, University of Louisville, 1992-96**

TEACHING EXPERIENCE

English 5970/4870: Rhetoric, Food, and Culture

This seminar examined the rhetoric at work in representations of food and foodways in America.

English 5950: Writing for Nonprofits

This course gives students the opportunity to partner with existing Chattanooga nonprofits to learn and practice written genres related to nonprofit work, including requests for proposals, site evaluations, award letters, declination letters, grant proposal evaluation rubrics, and the like.

English 5280: Grant Writing

This graduate course gives students instruction and practice in planning and composing funding proposals for nonprofit, educational, and arts-related projects.

English 5270: Teaching College Writing

Introduction to current research in composition theory and practice for graduate students who eventually want to teach composition.

English 5250: Proposals and Prospectus Writing

This graduate course introduces students to the rhetorical strategies and persuasive methods used in writing complex persuasive documents. Types of writing in the course include in-house and external funding proposals, scholarly and technical proposals, and critical examinations of published Requests for Proposals.

English 5230: Writing for Publication

This graduate writing course teaches students to write such documents as personal essays, book reviews, profiles, and proposals—all with an eye toward getting their work published. Thus, the course also addresses strategies for writing query letters and analyzing the publishing market.

English 5170: Composition Theory

Selected readings in writing theory and research for graduate students.

English 5000: Introduction to Graduate Studies: Methods and Bibliography

This course introduced students to key disciplinary components of Rhetoric and Composition, including its various research interests and pedagogical practices. Students study and practice a variety of research methods and methodologies used in the field.

English 4960: Internship

English majors completing internships enroll in this course to receive academic credit for their work. We meet for weekly workshops to discuss job-related matters such as professionalism, workplace research, and job application materials.

English 4810: Writing for Teachers

This course introduces Education majors to the contemporary theory and practice of teaching writing and using writing to teach in all subject areas. Particular emphasis on using students' writing to illustrate important theoretical and practical principles.

English 3210: American Women Writers

This course introduces students to major themes of American women writers, including motherhood, financial independence, social agendas, and self-fulfillment. Students read poetry, fiction, and plays from the 19th and 20th centuries.

English 309: Advanced Composition

A computer-assisted course examining academic and other literacies, using critical narrative as well as traditional and diverse academic discourses.

English 2830: Writing for the Human and Social Sciences

An introduction to the theory and practice of writing used in the human and social sciences. Particular emphasis on conducting and writing research in these areas, as well as writing summaries, interview documentation, and incident reports.

English 2820: Scientific Writing

The theory and practice of science writing. Emphasis on communicating with scientific and lay audiences through review articles, reports, abstracts, and book reviews.

English 2880: Professional Writing

In this course students practice writing that occurs in business and professional settings; such texts include memoranda, good and bad news letters, reports, and proposals. Special emphasis on developing awareness of audience and corporate cultures.

English 1330: Introduction to Literature

In this course students examine the basic literary forms of poetry, fiction, drama, and the literary essay. Special emphasis on understanding plot, point of view, character, setting, voice, imagery, narration, metaphor, and dialogue.

English 105-Freshman Composition-Honors

A computer-assisted Honors course that introduces students to college-level thinking, reading, and writing. Special emphasis on rhetorical situation, revision, and research techniques.

Rhetoric and Composition II

The second semester of the freshman composition sequence, this course focuses on research processes and academic writing as a genre.

Rhetoric and Composition I

The first semester of the freshman composition sequence, this course focuses on the writing process (invention, drafting, revision) and varying writing for particular audiences.

Writing Instructor, Young Minority Scholars Program

In this University of Louisville summer program, I instructed African-American middle school students in writing, library research, and word processing. Each student worked individually with a faculty mentor and me to produce a written independent research project.

**THESIS COMMITTEES, GRADUATE EXAM COMMITTEES,
DIRECTED STUDIES, AND INDEPENDENT STUDIES (selected)**

Kylie Kuizema, Independent Study, "Understanding Experiential Learning in English Departments"

Danny Giraldo, Graduate Exam Committee Member

Brittain Whiteside-Galloway, Graduate Exam Committee Member

Shana DuBois, Graduate Exam Committee Member

Alicia Shaver, Graduate Exam Committee Member

Jeremy Burrow, Graduate Exam Committee Director

Kaitlin Gunter, Graduate Exam Committee Director

Ashley Ledford, Graduate Exam Committee Director

Meredith Perry, Thesis Committee Member

Jackie Boals, Thesis Committee Member

Sevan Paris, Thesis Director

Jennifer Watts, Thesis Committee Member

Gretchen Bunde, Independent Study Director

Rachel Correll, Thesis Director

Katie McClelland, Independent Study Director

Daniel Gleason, Thesis Committee Member

Leigh Pendergrass, Independent Study Director

Cari McGlamery Shanks, Thesis Director

Jean Paul Vaudreil, Exam Committee Member

Baley Whary, Exam Committee Member

L. B. Blackwell, Exam Committee Member

Sam Stanley, Exam Committee Member

Dea Lisica, Exam Committee Member

Brittain Whiteside-Galloway, Exam Committee Member

Carol Lannon, Independent Study Director

CONSULTING, INVITED PRESENTATIONS, and WORKSHOPS (selected)

“Planning for Social Justice Work in Home Institutions.” Workshop at the Conference on College Composition and Communication. Kansas City, MO. March 14, 2018.

Facilitator, Research Network Forum at the Conference on College Composition and Communication. Portland, OR. March 15, 2017.

“Writing With and For Nonprofits.” Presentation in *Going Outside: Internships, Fieldtrips, and Experiential Learning*, a workshop at the Conference on College Composition and Communication. Tampa, FL. March 18, 2015.

“Using Writing to Learn in STEM Education.” Guest Lecturer for STEM 3010: Perspectives on Science and Mathematics. UTC. Spring 2015.

“Building Content Literacy in the Era of Common Core State Standards.” Fulton County (GA) Schools, Alpharetta, GA, June 5, 2014.

“Developing Content Literacy in a Common Core Context.” Webster County Schools, Dixon KY, August 26, 2013.

“Strengthening Bridges Between High School and College Writing Instruction.” Lee College, Houston TX, August 22, 2013.

“Creating a Portfolio-Based First-Year Writing Sequence.” Mississippi Valley State University, August 7-8, 2013.

“Building Friendly Conspiracies: Using Reading and Writing to Reinforce the Common Core State Standards in Grade 9-12 Math and English Classes.” THEC-funded. UTC, July 8-12, 2013.

“Learning Science Through Writing: Improving Content Knowledge and STEM-Related Literacy in Middle and High School Science Classes.” THEC-funded. UTC, July 16-20, 2012.

“Developing Expert Teachers and Readers of Nonfiction Texts: Print, Visual, and Digital.” Tennessee Higher Education Commission-funded workshop for grade 6-12 teachers in multiple counties, July 11-15, 2011.

“Content Literacy.” Chattanooga School for the Arts and Sciences. June 8-9 and August 8, 2011.

“Writing to Learn: What is it and why should we do it?” South Carolina State University. November 4, 2010.

“Assessing Writing While Still Having a Life!” Invited Speaker. Hamilton County Department of Education. April 2010.

“Low-Stress Literacy Success: Teaching Literacy in Other Content Areas.” Workshop for Williamson County Schools, August 7, 2007.

“Getting Students to Love, Embrace, Respect Revision.” Workshop for Williamson County Schools (TN), August 7, 2007.

Superintendent’s Academy for Teachers of Writing. Hamilton County (TN) Department of Education. June 11-13, 2007.

“Surviving and Thriving When Teaching Nonfiction.” Workshop for Harlan County (KY) Schools, June 1, 2007.

“What’s *Really* Required to Prepare High School Graduates for College?” Keynote for Catoosa County (GA) Schools Professional Development Day, March 5, 2007.

“Literacy Preparedness for College.” Williamson County Schools. February 19, 2007.

“Writing Workshop: Developing Writers from Day One.” Williamson Cnty. Schools. Feb. 19, 2007.

“Portfolio Possibilities for the High School English Classroom.” Williamson County Schools. February 19, 2007.

Superintendent’s Academy for Teachers of Writing. Hamilton County (TN) Department of Education. June 12-16, 2006.

“Using Writing in Content Areas to Deepen Understanding, Identify Trouble Spots, and Assess Progress,” Public Education Foundation Literacy Institute, June 1, 2006.

Superintendent’s Academy for Teachers of Writing. Hamilton County (TN) Department of Education. July 25-29, 2005.

“Writing for Graduate Success,” UTC School of Nursing, annually, Spring 2004-2008.

“Using Nonfiction to Build Critical Literacy,” Tennessee Higher Education Commission-funded workshop for grade 6-12 teachers in multiple counties, June 21-25, 2004.

“The Role of Nonfiction in a Standards-Based Curriculum,” Hamilton County (TN) Department of Education, August 2003.

“National Trends in Freshman Composition,” Alcorn State University (Mississippi), April 2003.

“Expectations for Entering College Writers,” Hamilton County (TN) Department of Education, March 2003.

“Critical Writing in the Disciplines,” Writing Across the Curriculum (WAC) Workshop for Southern Connecticut State University, January 2003.

“High School Literacy Curriculum Reform,” Public Education Foundation of Chattanooga via Carnegie Corporation’s Schools for a New Society Grant.

“Assessing Student Writing: Working Smart Not Hard,” Chattanooga School for the Arts and Sciences, October 2002.

“Teaching Reading and Writing in the South,” THEC-funded workshop for grade 6-12 teachers in multiple counties, Summer 2002.

“Responding to Student Writing: Do It Better, Do It Less,” Hamilton County (TN) Department of Education, August 2002.

“Tapping Regional Identities to Improve Student Reading and Writing.” THEC-funded workshop for grade 6-12 teachers in multiple counties, Summer 2001.

“Designing Effective Writing Assignments,” WAC Workshop, UTC, August 2001.

“Teaching Writing as Reflective Practice: Tapping Regional Identities to Improve Student Writing.” THEC-funded workshop, Summer 2000.

PROFESSIONAL SERVICE

Treasurer, WPA Midsouth (affiliate of the Council of Writing Program Administrators), 2016-present

NCTE Higher Education Policy Analyst for Tennessee, 2014-2016

Reviewer, Proposals to Develop Curriculum and Software for SAILS English, Tennessee Higher Education Commission, 2014.

Member, Core to College Curriculum Redesign Team for Tennessee Higher Education Commission, 2013-2014.

Working Group Member, Tennessee, Partnership for the Assessment of Readiness for College and Careers (PARCC), commitment is 2011-2015.

Lead Item Reviewer, Partnership for the Assessment of Readiness for College and Careers (PARCC), 2012-2014

Manuscript Reviewer, Utah State University Press, 2012-2014.

Manuscript Reviewer, University Press of Colorado, 2012.

Delegate, PARCC Tennessee Higher Education Leadership Team, to attend Achieve Postsecondary Multi-State Working Meeting, April 25-26, 2012.

Consultant, Hickory Valley Christian School, Leadership Curriculum proposal to Benwood Foundation. 2012.

Coordinator, PARCC Regional Meeting for Higher Education Faculty, UTC, 23 Feb. 2012.

Consultant, Cherokee Area Boy Scouts of America, Capital Campaign proposal to Maclellan Foundation, 2011.

Volunteer, 2011 Conference on Southern Literature

Member, Tennessee Contingent of the American Diploma Project, Summer 2007

Member, WPA Conference Siting Committee, 2006-07

Program Committee Member, Council of Writing Program Administrators Annual Meeting, 2006

Member, Local Arrangements Committee, NCTE National Conference, 1998 and 2006
Local Chair, Council of Writing Program Administrators Annual Conference, 2006
Editorial Advisory Board, *The Bedford Handbook/7e*, Bedford St. Martin's Press, 2004-2006.
Member, Carnegie Committee on the Transition from High School to College, 2002-2004
Chair, University of Louisville English PhD Alumni Association, 2002-04

UNIVERSITY SERVICE

Member, Grade Appeals Committee, 2018-19
Chair, College of Arts and Sciences Assistant Dean Search Committee, 2018
Chair, General Education Committee, 2017-18
Reviewer, Student SEARCH Research Awards, 2017-18
Member, Read2Achieve Committee, 2016-18
Member, General Education Steering Committee, 2016-present
Member, General Education Committee, 2013-15 and 2016-17
Leadership Team Member, Faculty/Staff Campaign, 2014 and 2016
Member, Faculty Development Grant Committee, 2013-14
Member, Admissions Committee, 2012-13
Member, Student Rating of Faculty Instruction Committee, 2012-2013
Discussion Facilitator, First Class, 2012-13
Member, University Standards Committee, 2010-2011
General Education Communication Liason, 2010
Chair, Faculty Development Grant Committee, 2007-10
Elected Representative, UTC Faculty Senate, 1999-2001; 2007-09
Invited Speaker, "Who are UTC Students?," UTC New Faculty Orientation, August 2006 and August 2007
Panelist, Faculty Q&A for New Student Orientation, Summers 1998-2006
Member, Selection Committee, Faculty Fellows, 2002-03; 03-04; 04-05; 05-06
Member, UTC Publications Board, 2005-06
Member, Part-Time Faculty Committee, 2001-02
Member, Senior Instructional Developer Search Committee, Fall 2001
Member, Faculty Development Committee, 2000-2006
Member, Faculty Council (elected by peers), 1998-2000
Member, Honor Court (elected by peers), 1998-2000
Member, Faculty Research Committee, 1999-2000 and 2001-02
Chair, Ad-Hoc Committee on Intensive Writing Requirement, 1998-99
Invited Speaker, "Becoming an Effective Writing Tutor." College Access Program, 1999.
Member, UTC Women's Studies Advisory Board, 1998-99
Invited Presenter, "Solving Three Writing Problems," College of Arts and Sciences Teaching Excellence Workshop, April 1998.
Judge, Delta Sigma Theta's Annual Oratorical Contest for High School Seniors, 1998.
Member, UTC Classroom Technology Committee, 1997-98

DEPARTMENTAL SERVICE

Chair, Rank and Tenure Committee, 2017-19
Member, Search Committee for Rhetoric & Professional Writing TT-hire, 2018-19
Internship Program Coordinator, 2016-present
Mentor to Dr. Jennifer Stewart, 2016-present
Member, Composition Committee, 2016-19
Chair, Curriculum Committee, 2014-16
Chair, Composition Committee, 2015-16
Member, Search Committee for Director of Composition, 2015-16
Chair, Search Committee for 20th Century British Literature Position, Spring 2014
Member, Curriculum Committee, 2013-14
Chair, Computer Pedagogy Committee, 2012-13
Member, Curriculum Committee, 2012-13
Member, Contingent Faculty Issues Committee, 2012-13
Author, Undergraduate Program Self-Study for Program Review, 2012, 2006, 2001.
Member, Public Occasions Committee, 2012.
Chair, Computer Pedagogy Committee, 2011
Chair, Lecturer Reappointment Committee, 2005-2011
Coordinator, Professor Nancy Sommers' Workshop, 2010
Coordinator, Professor Cindy Moore's Workshop on Portfolio Grading, 2007
Coordinator, Professor Peggy O'Neill's Workshop on Essay Assessment, 2006
Chair, Assistant Professor (Rhetoric) Search Committees, 2001-02 and 2003-04
Member, Assistant Professor (Rhetoric) Search Committees, 2000-2001, 2005-06, 2007-08
Member, Department Head Search Committee, 1998-2001; 2004-05
Coordinator, Professor Andrea Lunsford's Workshop on Handbook Usage, 2000
Chair, Composition Committee, 1998-2011
Member, Graduate Studies Committee, 1999-2006
Member, Chair's Advisory Committee, 1998-2010
Member, Academic Schedule Committee, 1998-99
Lecturer, TAKE FIVE program, July 1998
Reader, Young Southern Student Writer's Contest, 2008-present
Presenter, Portfolio Evaluation workshop for Freshman English instructors, Summer 1998
Presenter, Peer Response workshop for Freshman English instructors, Summer 1998
Member, Ad hoc committee to determine departmental resources needed to implement general education writing requirements, 1998
Advisor to undergraduates, 1997-current
Placement exam reader, 1997-2009
Member, Computer Pedagogy Committee, 1997-2000
Co-Organizer, Computer Pedagogy Workshop with Dr. Will Hochman, 1997
Presenter, UTC English department Works in Progress colloquium, 1997

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Conference on College Composition and Communication • National Council of Teachers of English
 WPA Midsouth

RIK HUNTER

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EDUCATION

Ph.D., English: Composition and Rhetoric, University of Wisconsin-Madison, 2010.
Digital Media Literacies Graduate Minor

M.A., English: Writing Studies & Pedagogy, Northern Michigan University, May 2004.

B.S., English, Northern Michigan University, May 2002.

Certificate, Persian-Farsi, Defense Language Institute, October 1998.

B.F.A., Film & Video, Northern Michigan University, December 1996.

RESEARCH AND TEACHING INTERESTS

Digital Rhetorics & Literacies	Authorship & Audience
Collaborative Writing & Learning	Professional Writing & Experiential Learning
Multimodal Writing and Publishing	(Online) Writing Centers Theory and Practice
Qualitative & Online Research Methodologies	Writing Program Administration

ACADEMIC EMPLOYMENT

Assistant Professor, Department of English, University of Tennessee at Chattanooga, 2014-present.

Lecturer, Department of English, University of Tennessee at Chattanooga, 2013-2014.

Coordinator of Writing and Rhetoric Across the Curriculum and Co-Director of the Learning Commons, Quest University Canada, 2012-2013.

Assistant Professor of English, Department of English, St. John Fisher College, 2010-2012.
Assistant Director and Core Faculty, Digital Cultures and Technologies Major.

Graduate Teaching Assistant, Department of English, University of Wisconsin-Madison, 2004-2010.
Coordinator, Online Writing Center and Writing Center Outreach, 2008-2010.

Graduate Teaching Assistant, Department of English, Northern Michigan University, 2002-2004.

ADMINISTRATIVE POSITIONS

Director of English Graduate Studies, UTC, 2018-

English Department Classroom Technologies Manager, UTC, 2017-

English Department Website and Social Media Coordinator, UTC, 2016-

Director of Writing and Rhetoric Across the Curriculum and Co-Director of the Learning Commons (i.e., Writing Center & Math Center), Quest University Canada, 2012-2013.

Coordinator, WAC Outreach, The Writing Center, University of Wisconsin-Madison, 2009-2010.

Coordinator, Online Writing Center, University of Wisconsin-Madison, 2008-2009.

TEACHING

COURSES DESIGNED AND TAUGHT

University of Tennessee at Chattanooga

English 5970r: Digital Rhetorics
 English 5240: Digital Writing and Publishing
 English 5170: Introduction to Composition Theory
 English 4880: Digital Writing and Publishing
 English 4870: Digital Rhetorics of Fans, Gamers, & Tweeters
 English 4860: Visual Rhetoric
 English 3810: History and Origins of Writing
 English 3850: Persuasion & Propaganda
 English 3830: Writing Beyond the Academy
 English 2880: Professional Writing (online & face-to-face)
 English 2070: Digital Rhetorics
 English 2050: Introduction to Rhetorical Analysis
 UHON 2000: Sophomore Honors Studies (co-taught with Linda Frost)
 English 1020: Rhetoric and Composition II
 English 1010/1011: Rhetoric and Composition I

Quest University Canada

Rhetoric: Writing About Writing @ Quest

St. John Fisher College

English 425: Senior Seminar
 English 382: Digital Literacies
 English 380: Visual Rhetoric
 English 361: Writing with New Media
 English 259: Argument and Persuasion
 English 255: Introduction to Professional Writing
 English 199: Research-Based Writing (Honors)
 English 101: First-Year Composition

University of Wisconsin-Madison

English 201: Intermediate Composition: Writing New Media & Participatory Culture
 English 100: First-Year Composition

- Cool, Culture, Technology and Identity
- College Writing In the Disciplines
- Reading and Writing the Just War Tradition

Northern Michigan University

English 111: First-Year Composition

- Service-Learning & Academic Writing
- Writing in Academic Communities & Popular Culture
- Introduction to College Writing and Research

WRITING CENTER TEACHING (e.g., Tutoring & Workshops)

Quest University Canada

Reading Rhetorically

Introduction to Rhetoric & Writing Across the Curriculum
 Creating Effective Writing Groups
 Writing Literature Reviews
 Writing Research and “Question” Plans
 Effective Note-Taking
 Editing & Proofreading

University of Wisconsin-Madison

Face-to-face and online (synchronous & asynchronous)
 Writing Critical Reviews of Nonfiction Books and Articles
 Dissertator’s Primer
 Ongoing Educations Sessions
 Writing Center Outreach
 Writing Fulbright Application Essays

Northern Michigan University

Undergraduate Writing Tutor

GRANTS, FELLOWSHIPS, and AWARDS

National

“Best Poster Presentation,” Conference on Applied Learning in Higher Education, March, 2018.
KAIROS John Lovas Best Academic Weblog, The University of Wisconsin-Madison Writing Center Blog: *Another Word*, accepted—as blog co-founder and former Online Writing Center Coordinator—for Dr. Bradley Hughes, Director of the Writing Center and WAC. May 2016.
 Competitively Selected Participant, Dartmouth Summer Seminar for Composition Research, 2015.
KAIROS Service Award, May 2009.
 HASTAC Scholar, 2009-2010.
 Graduate Research Network Travel Grant, Computers and Writing, Athens, GA, May, 2008, \$250.

University of Tennessee-Chattanooga

Faculty Achievement Award, Fall 2018, \$1000. In support of my presentation at the Thomas R. Watson Conference on Rhetoric and Composition.
 High Impact Practices Grant, Fall 2018, \$2000. In support of my ENGL 5220 students’ attendance and research at the Digital Book World convention.
 2018-19 Cohort of the UTC Library Affordable Course Materials Initiative. \$500.
 ThinkAchieve Experiential Learning Faculty Award, \$1000, Spring 2018.
 CAS Service Award, Nominee, Spring 2018.
 High Impact Practices Grant, Fall 2017, \$871. In support of my ENGL 3830 students’ “Chattanooga Food Desert Informational Campaign.”
 Faculty Grant, Fall 2017, \$1350. In support of my presentation at the 2017 Conference on Community Writing.
 CAS Travel Award, Fall 2017, \$255. In support of my presentation at the 2017 Conference on Community Writing.
 Faculty Grant, Summer 2017, \$750. In support of my presentation at the 2017 Computers and Writing Conference.
 Exceeds Expectations for Rank, AY 2016-2017.
 CAS Service Award, Nominee, Spring 2017.
 High-Impact Practices Grant, Spring 2017, \$700. In support of my ENGL 3830 “Teaching & Learning Garden/Earth Day Promotional Campaign.”

CAS Travel Award, Spring 2017, \$500. In support of my presentation at the 2017 ATTW Conference.

Experiential Learning Faculty Fellowship, 2016-2017, \$500. In support of my “study and review currently designated classes, development of my own experiential learning class, apply for the experiential learning course designation for Fall 2017.

Exceeds Expectations for Rank, AY 2015-2016.

CAS Travel Award, Spring 2016, \$500. In support of my presentation at the 2016 Computers and Writing Conference.

Student Research Fellowship, Fall 2015, funded for up to 100 hours of student work.

CAS Travel Award, Fall 2015, \$500. In support of my presentation/role in a CCCC 2016 convention half-day workshop, “Active Support for Radical Pedagogies: The Post-pedagogical Movement, Project-Based, Multigenre, and Multimodal Approaches.”

Faculty Development Grant, Spring 2015, \$800. In support of my attending the Dartmouth Summer Seminar for Writing Research.

CAS Travel Award, Spring 2015, \$500. In support of my CCCC 2015 conference presentation, “Breaking Down BlackBoards Walled Garden: Collaborative Writing and Learning with Google Apps for Education.”

St. John Fisher College

Learning Circle Travel Award, \$2000, Summer 2012.

Faculty Research Grant, \$1000, Summer 2011.

University of Wisconsin-Madison

DoIT Engage Adaptation Award (with Scot Barnett & Annette Vee), UW-Madison, 2008-2009.

This competitive award funded DoIT support/labor for a collaborative wiki writing project in one section of Intermediate Composition.

Vilas Travel Grant Award, March 2009, \$600.

Vilas Travel Grant Award, March 2008, \$600.

Technology Fellowship, Department of English, UW-Madison, 2005-2006, \$500. This competitive award enabled me to do research on writing and new media and technology theory and pedagogy as well as serve as a technology consultant to the English Department.

PEER-REVIEWED ARTICLES

“What We Mean When We Say ‘Community’: Making a Space for On-Campus Community Writing in Our Scholarship and Pedagogy” (Under review).

"Digital Research Methods: Databases, Ethics, Enactments, Histories, and Processes." With M. McIntrye, K. Banazek, K. Cameron. *Conference Proceedings of the 2016 Computers and Writing Conference*. April 2018.

“Polymorphic Frames of Pre-Tenure WPAs: Seven Accounts of Hybridity and Pronoia.” With D. Mueller, L. Davies, M. Dowell, A. Frost, M. Garcia, and K. Pantelides. *KAIROS: A Journal of Rhetoric, Technology, and Pedagogy*. 21.1. Fall 2016.

“Like Coming in from the Cold: What We Mean When We Say We Value Technological Professional Development.” With A. Frost, M. Folk, L. Loncharich. *Computers and Composition Online*. Spring, 2015.

“Hypersocial-Interactive Writing: An Audience of Readers-as-Writers.” *Literacy in Composition Studies*. 2.2, 17-43. 2014.

“Erasing ‘Property Lines’: A Collaborative Notion of Authorship and Textual Ownership on a Fan Wiki.” *Computers and Composition*. 28.1, 40-46. 2011.

REFEREED ARTICLE

“Ruby-Slippers, Flying-Monkeys, and Coordinating Conjunctions: A Journey Down the Yellow Brick Road of Grammar Instruction.” *LORE*. Bedford/St. Martin’s, Fall 2003.

INVITED WRITING

“Using Wikis to Increase Student Meta-Awareness of Discourse Production,” *The Scholar Electric*. 24 May 2011.

“Reaching Out Across the Campus & Curriculum: A Brief Introduction to Writing Center Outreach,” *Another Word: From the University of Wisconsin–Madison Writing Center*. 14 April 2010.

“Online Writing Instruction: Different Media, Different Expectations—Still Good Teaching, Learning, and Writing.” *Another Word: From the University of Wisconsin–Madison Writing Center*. 4 October 2009.

CURRENT PROJECTS

“Encouraging Public Subjects of Rhetorical Inquiry and Action Through a Tactical Orientation to Public Professional Writing”.

“Collaborative Writing and Learning with Google Apps: A Guide to Using G-Suite as Alternative LMS.”

INSTITUTIONAL WRITING

“English Department Programs Self-Study Report: 2018-2019.”

“Report of Innovative Teaching, Research, and Service Initiatives in U.S. English Departments.” January, 2018. With Sarah Einstein and Bryan Hampton.

“English Department Workload Policy.” Fall 2016.

“A Proposal for UTC English T/TT Faculty 3/3 Teaching Loads: How Can We Formally Credit Faculty for Publication Activity?” Fall 2016. With James Arnett and the support of the Ad Hoc Workload Committee.

PEER-REVIEWED PRESENTATIONS

“On-Campus Community Writing as Participatory Culture: Creating Protob publics in Professional Writing.” Thomas R. Watson Conference on Rhetoric and Composition, University of Louisville. October 2018.

“‘Hit-it and Quit-It’ Or A Tactical Orientation to Digital Public Writing?” Georgia International Conference on Information Literacy, Georgia Southern University, September 2018.

“Encouraging Public Subjects of Rhetorical Inquiry and Action Through a Tactical Orientation to Public Professional Writing.” Conference on Applied Learning in Higher Education, March 2018.

- “Within the Walls: Making a Space for On-Campus Community Engagement in Community Writing Scholarship,” Conference on Community Writing, Boulder, October 2017.
- “Hit-it and Quit-It’ Or A Tactical Orientation to Digital Public Writing?” Georgia International Conference on Information Literacy, Georgia Southern University, September 2017. **(Conference canceled).**
- “Defining ‘Community’ in Community Writing Scholarship,” Computers & Writing Conference, University of Findlay, June 2017.
- “Buzzing In. Buzzing Along: A Short-Lived, Tactical Orientation to Public Writing Projects.” Association of Teachers of Technical Writing Conference, Portland, March 2017.
- “I Wanna Be ‘RAD,’ But What’s the ROI?” Computers & Writing Conference, St. John Fisher College, May 2016.
- “Active Support for Radical Pedagogies: The Postpedagogical Movement, Project-Based, Multigenre, and Multimodal Approaches.” Half-day workshop. Conference on College Composition and Communication Annual Convention, Houston, April 2016.
- “Breaking Down BlackBoards Walled Garden: Collaborative Writing and Learning with Google Apps for Education.” Conference on College Composition and Communication Annual Convention, Tampa, March 2015.
- “Google Apps for Education in the Composition Classroom.” Computers & Writing Conference, Washington State University, June 2014.
- “Teaching the Teachers: Designing a FYW Curriculum for Non-Writing Specialists.” Polymorphic Frames of Pre-Tenure WPAs: Eight Accounts of Hybridity and Pronoia. Conference on College Composition and Communication Annual Convention, Indianapolis, March 2014.
- “The Public Work of Writing: Cultural Competencies in Collaborative Knowledge Production.” Conference on College Composition and Communication Annual Convention, Las Vegas, March 2013.
- “Toward a More Comprehensive Theory of Audience: The Hypersocial-Interactive Model of Writing.” Computers & Writing Conference, North Carolina State University, May 2012.
- “Portals of Participation: Wikis and a Reader-as-Writer Model of Audience.” Conference on College Composition and Communication Annual Convention, St. Louis, March 2012.
- “The Future of Reading: Blurring Boundaries between ‘Readers’ and ‘Writers.’” Northeast Modern Language Association Convention, Rochester, NY, March 2012.
- “Clash of the Mindsets: Models of Audience and the Future of Reading.” Computers & Writing Conference, University of Michigan, May 2011.
- “A Hypersocial-Interactive Model of Writing.” Qualitative Research Network, College Composition and Communication Annual Convention, Atlanta, April 2011.
- “Audience Interactive 2.0: Wiki Readers-as-Writers.” Computers and Writing, Purdue University, May 2010.

- “There Can Be Only One—or Many: Wiki-Mediated Authorship.” Conference on College Composition and Communication Annual Convention, Louisville, March 2010.
- “The Wiki-Way: Wiki-Mediated Patterns of Collaborative Composition.” Conference on College Composition and Communication Annual Convention, San Francisco, March 2009.
- “Conflicting Notions of Authorship in Online Collaborative Writing.” Watson Conference, Louisville, October 2009.
- “Writing WoWWiki: Open Source Knowledge Production in a Fan Community and Its Implications or Writing Instruction in the 21st Century.” Computers and Writing, Athens, May 2008.
- “Don’t Bite the n00bs!: Collective Networks & Collaborative Composition in WoWWiki.” Conference on College Composition and Communication Annual Convention, San Francisco, New Orleans, March 2008.
- “Conceptualizing a space for learning 2.0: striking a balance between teaching technical skills and cultural competencies in a new media writing classroom.” Computers and Writing, Detroit, May 2007.
- “Experiential Writing and Service-Learning,” Michigan Academy of Science, Arts, & Letters Annual Meeting, Grand Valley State University, Grand Rapids, March 2004.
- “Connections Generating Learning: Service-Learning and First-Year Composition,” Michigan Council of Teachers of English, Lansing, October 2003.
- “The Road Not Taken, Yet: A Former Writing Tutor’s Tale of Changed Views Regarding the Relationships between Students and Tutors/Teachers and the Importance of Writing Centers.” Conference on College Composition and Communication Annual Convention, New York, March 2003.

REFEREED PRESENTATIONS

- “Writing with Wikipedia.” WiscWiki 2007. UW-Madison. April, 2007.
- “(Mis)Uses of Argument: The Toulmin Model of Argumentation in Contemporary Composition Textbooks,” Michigan Academy of Science, Arts, & Letters, Oakland University, Rochester, March 2006.
- “Experiential and Reciprocal Learning in the Academic Service-Learning First-Year Composition Classroom,” A Celebration of Student Research and Creative Works, Northern Michigan University, April, 2004.
- “Toward a Paperless Classroom: Submitting and Grading Assignments Using WebCT’s Assignment Dropbox and MS Word,” Faculty Showcase, Northern Michigan University, March 2004.

UTC PRESENTATIONS

- “Addressing Chattanooga’s Food Desert in a Professional Writing Course,” RESEARCH Dialogues Conference, UTC, April 2018.

“Buzzing In. Buzzing Along: A Short-Lived, Tactical Orientation to Community-Based Writing Projects,” RESEARCH Dialogues Conference, UTC, April 2017.

“Designing a Quantitative Study of Wikipedia: Learning How to Do Quantitative, Replicable, Aggregable, and Data-Supported Research.” Works in Progress. Department of English, University of Tennessee-Chattanooga. November, 2015.

SERVICE

University of Tennessee-Chattanooga

General Education Committee, 2018-

Graduate Council, 2018-

English Department Undergraduate Program Self-Study, 2018-19.

English Department Graduate Program Self-Study, 2018-19.

Ad hoc Committee on Excellence and Innovation in Research, Teaching, and Service in English, Chair, 2018.

Assessment Committee, Chair, 2018-

Graduate Studies Committee, 2017-

Faculty Senate, University, 2015-2017

Classroom Technology Committee, 2016-2017

Ad hoc English Faculty Workload Committee, Fall 2016

Technology and Social Media Committee, Department, 2014-2017

Chair, 2015-2017.

Writing and Communication Center Director search committee, University, Fall 2014

Assistive Technology Initiative Committee, University, 2014-2015

“Google Apps for Education in the Composition Classroom Workshop,” August 2014

Curriculum Committee, Department, 2014-

Thesis/Exam Committees, Department

Quest University Canada

Learning Strategist Search Committee.

Rhetoric Curriculum Committee, Chair.

St. John Fisher College

Fisher Technology Roundtable, 2012.

Major in Digital Cultures and Technologies Committee (A&S).

Educational Technologist Search Committee (College).

Writing Curriculum Committee (English Department).

English Department Gateway & Capstone Course Evaluation Subcommittee.

Learning Community Assessment Committee.

English 199: Research-Based Writing.

University of Wisconsin-Madison Service

Tech Committee, English Department.

UW-Madison Project Bamboo Advisory Committee, Graduate Student Representative.

Technology Consultant, English Department.

Web/Email List Administrator, Composition and Rhetoric PhD Program.

New Graduate Student Mentor, UW Composition & Rhetoric Program.

English Department Teaching Committee.

Blogging Consultant to Department of Instructional Technology (DoIT) and L&S Learning Support Services.

Games, Learning, and Society Conference Committee.

Profession

Southeast Writing Program Administrators Affiliate, Web/Listserv Manager, 2016-
 Graduate Research Network/Computers and Writing Travel Grant Committee, 2016-
 Ride2CW Coordinator, 2016-
 Reviewer, *Enculturation*, 2015.
 Ride2CW Organizer and Fundraiser/Rider for Graduate Research Network Travel Grants,
 Computers & Writing Conference, 2011-2017.
 Digital Archive of Literacy Narratives Project. Collected narratives of conference attendees.
 CCCC 2013.
 Graduate Research Network Discussion Leader, Computers & Writing Conference, Univ. of
 Michigan, 2011; NCSU, 2012.
 KAIROS Service Award Judge, Computers & Writing Conference, Purdue, 2010; NCSU, 2012.
 Organizer, Ephemera Project, Computers & Writing Conference, Univ. of Michigan, 2011.

IN THE MEDIA

“Service-Learning and Social Media Collide: Students Teach Elders Facebook.” *Indiana Campus Compact*. 6 January 2012.
 “Community-Based Service-Learning Showcase.” May 2011.
 “Seniors Facebooking.” WHAM. Rochester, NY. February 2011.

PROFESSIONAL MEMBERSHIPS

Conference on College Composition and Communication
 National Council of Teachers of English
 Association of Teachers of Technical Communication
 MidSouth WPA

Rebecca Jones

Professor of Rhetoric and Writing
Department of English
University of Tennessee, Chattanooga
rebeccaellenjones5@gmail.com, (423) 933-6952

EDUCATION

Ph.D. University of North Carolina Greensboro, Rhetoric and Composition, 1999-August, 2003
Dissertation Title: A Vision of Consequence: The Discourse of Protest
Post-Baccalaureate Certificate in Women's Studies, UNC-Greensboro, 2004
M.A., University of South Carolina-Columbia, English, 20th Century British, 1996-1998
B.A., University of North Carolina-Chapel Hill, English, 1991-1995
Study Abroad Program, St. Edmund's Hall, Oxford, England, Summer 1994

INSTITUTES AND SEMINARS

NEH Seminar, City/Nature: Urban Environmental Humanities, University of Washington, June/July 2017
Santa Fe Science Writing Workshop, May 2016
Design Thinking Workshop, Harvard School of Continuing Education, July 2015

ACADEMIC POSITIONS

University of Tennessee, Chattanooga, Assistant, Associate, Full Professor, 2005-present
University of Texas, Pan American, Assistant Professor and WPA, 2003-2005

RESEARCH AND TEACHING INTERESTS

first-year writing; professional writing; public argumentation; civic engagement; document design; digital rhetorics; visual rhetoric, science and nature writing; creative nonfiction; rhetorical theory; rhetorical education; gender studies

COURSES TAUGHT

Undergraduate

Innovation Lab • Rhetoric and Composition I & II • Internship • Writing with Style • Writing Beyond the Academy • Science and Nature Writing • Nature and Travel Writing • Public Argument (Senior Seminar) • Women's Rhetorics • Introduction to Rhetorical Analysis • Professional Writing • Propaganda and Persuasion • Advanced Composition

Graduate

Internship • History of Rhetoric I • History of Rhetoric II • Writing for Publication (Magazine Design)

ADMINISTRATION EXPERIENCE

Assistant Dean, College of Arts and Sciences, August 2018-present

Coordinate general education curriculum and assessment, work with graduate directors to facilitate recruitment and digital presence, facilitate collaborations across the college and between colleges on grants and curriculum.

Graduate Director, Department of English, University of Tennessee, Chattanooga, 2015-2018

Recruit and advise students for the M.A. in English (Literature, Rhetoric and Writing, and Creative Writing), create workshops for student writing and professor training in graduate teaching, develop course materials, recruit, choose and pay graduate and teaching assistants, perform regular program assessment, participate in public outreach to develop internship program.

Internship Coordinator, University of Tennessee, Chattanooga, 2008-2015

Developed program and increased participation (from 1 to 15 students per semester), engaged in community outreach and community partner recruitment, developed recruitment workshops and strategies, created internship course to professionalize students

General Education Chair, University of Tennessee, Chattanooga, 2013-2015

Participated in university-wide General Education revision, implemented (as chair) new program, collaborated with department chairs across campus to assess and certify all General Education courses according to new program outcomes, encouraged innovative teaching to meet new outcomes

Writing Program Coordinator, University of Texas Pan American, 2003-2005

Hired to revise and run the undergraduate writing program, train all graduate TA's, instructors, and adjuncts, schedule all freshman compositions courses, hire adjuncts, performed regular program assessment

SCHOLARLY PUBLICATIONS

Rethinking Ethos: A Feminist Ecological Approach to Rhetoric. Ed. with Kathleen J. Ryan and Nancy Myers. Southern Illinois University Press. 2016

"Counter-Coulter: A Story of Craft and Ethos" with Heather Palmer. *Writing on the Edge*. 23:1 (2012).

Republished in Best of the Independent Rhetoric and Composition Journals. Parlor Press, 2015.

"Activism in the Ivory Tower: Finding Hope for Academic Prose." *Activism and Rhetoric:*

Theory and Contexts for Political Engagement. Eds Seth Kahn and Jonghwa Lee. Routledge, 2010.

***Second edition with major revision forthcoming 2019.**

"Finding the Good Argument OR Why Bother With Logic?" *Writing Spaces* Vol. 1 Eds. Charles Lowe and Pavel Zemliansky. Parlor Press, 2010. <http://www.writingspaces.org/volume1>

"The Aesthetics of Protest: Using Image to Change Discourse." *Image Events: From Theory to Action*. Joe Wilferth and Kevin Deluca, Eds. *Enculturation*. 6:1 (2009).

"Theories and Methods of Argument." *Composition Studies*. 36:2 (2008) 119-140.

"Discovering a "Proper Pedagogy": The Geography of Writing at UTPA." with Dora Ramirez Dhoore.

Teaching Writing with Latino/a Students: Lessons Learned at Hispanic Serving Institutions. Christina Kirklighter, Susan Loudermilk, Diana Cardenas, and Susan Wolff Murphy, eds. SUNY University Press, 2007.

"Writing Logically, Thinking Critically." *In Review* (2004)

<http://www.asu.edu/inreview/argument/Jones.pdf>

WORKS IN PROGRESS

"Design for Change: Rhetoric, Design Thinking and Professional Writing Projects." Under Review for Special Issue of *Journal of Business and Technical Communication* on Design Thinking.

Experiential Learning: Challenge and Rewards. Long term book project on history of and best practices in experiential learning

PUBLIC LECTURES/WORKSHOPS

"Ecological Ethos: On Feminist Collaborative Writing." Walker Center Published Series, February, 2019.

"Intellectual Worlds, Social Change: Alumni Speak about Pedagogy, Scholarship, and Community Impact." University of North Carolina Greensboro. October 19, 2017.

"Design Thinking Workshop." Enterprise Center-City of Chattanooga. September 16, 2016.

"Design Thinking for the Innovation District." Enterprise Center-City of Chattanooga. September 11, 2015

Leader/Organizer Workshop. "Going Outside: Internships, Fieldtrips, and Experiential Learning." CCCC's (Tampa, FL) March, 2015.

Organizer. Plagiarism Software: How to Use Software to Help Students with Revision. University of Tennessee, Chattanooga, November 2009 & January 2010.

"Activist or Academic: What is the Role of Feminism." Women's Studies Explore, Connect, and Empower Lecture Series, November 16, 2009. Co-written with Dr. Heather Palmer

"Response to Ann Coulter." Burkett Miller Lecture Series. University of Tennessee, Chattanooga, October, 2009. Co-written with Dr. Heather Palmer

Organizer. Amy Hughes, "Will Write for Food: Making Money as a Writer without Losing your Soul." UTC Speakers and Special Events. March 30, 2009.

Organizer. Electronic Writing/Web Design. Presenter Justin Lewis, University of Tennessee, Chattanooga, April 2008.

Organizer/Presenter. Electronic Writing. University of Tennessee, Chattanooga, February, 2008.

CONFERENCES (Selected)

"Designing What Matters." Watson Conference (Louisville, KY) October, 2018.

"Extinction of Experience": Nature and Cities in the Anthropocene." RSA (Minneapolis, MN) May, 2018.

"The Roles and Responsibilities of Activist Rhetoricians." Panelist. RSA (Minneapolis, MN) May, 2018.

"The Power of Science Journalism: A Model for Ethical Research in Writing Courses." CCCC's (Portland, OR) March, 2017.

"Rhetoric=Design: The Rhetorical Appeal of Design Thinking." Rhetoric Society of America. (Atlanta, GA). June 2015.

"Honors Innovation Labs in Practice and Theory in the Netherlands and in the US." National Conference on Honors Colleges. (Chicago, IL) November 2015

"Wicked Ways: Ethically Engaging Public Arguments Between Women." Feminism(s) and Rhetoric(s). (Tempe, AZ) October 2015

"Going Outside: Internships, Field Trips, and Experiential Learning." Workshop Leader. CCCC's (Tampa, FL) March 2015

"Observing the Mis/Uses of Rhetorical Truth-Telling." Rhetoric Society of America. (San Antonio, TX) May 2014.

"Speaking Silences: Ethos in the ERA Debates." Feminism(s) and Rhetoric(s). (Palo Alto, CA) September 2013

- "Friedan versus Schlafly: Ethos and the Politics of Belief." South Atlantic Modern Language Association. (Durham, NC) November 2012
- "A Sustainable Belief: The Complexities of Earth Rhetorics." Rhetoric Society of America. May 2012. (Accepted but could not attend)
- "Ethos and Belief: Women Challenging Public Beliefs." Feminism(s) and Rhetoric(s) October 2011. Workshop (Competitive Acceptance). "The Local Public Sphere: Deliberation and Community." Rhetoric Society of America Summer Institute. (Boulder, CO) June 2011.
- "Showdown at High Noon: A Fight for Public Deliberation." Rhetoric Society of America Conference. (Minneapolis, MN) May 2010.
- "Making Change: Where Belief Meets Agency." Feminism(s) and Rhetoric(s) (Lansing, Michigan) October 2009.
- "Stupid Knowledge: Discourses of Rural Life, Two Year Campuses, and Women's Ways of Knowing." Western States Rhetoric and Literacy Conference. (Bozeman, MT) October 2008.
- "Rhetorics of Novel Belief: Dangerous Women Speak." Rhetoric Society of America Conference. (Seattle, WA) May 2008.
- "The Good Teacher Speaking Well," Conference on College Composition and Communication. (New Orleans, LA) April 2008. See review of session: <http://kairos.technorhetoric.net/pmwiki/pmwiki.php/CCCCReviews/2008B37Fulwiler?action=print>.
- "Rhetoricians for Peace: Reading and Writing about Violence" Conference on College Composition and Communication. (New Orleans, LA) April 2008.
- "Smart Mobs and the (New?) Public." Penn State Conference on Rhetorics and Technologies. State College, Pennsylvania, 2007.
- "Finding Company in the 101 Most Dangerous Professors in America: Embracing Feminist Discourse." Feminism(s) and Rhetoric(s) Conference. (Little Rock, AR) October 2007.
- "The Art of Silence: "Women in Black."" Southeastern Women's Studies Conference. Chattanooga, TN, March 2007.
- "Finding Art in Peer Discourse." Council of Writing Program Administrators Conference. (Chattanooga, TN) July 2006.
- "Rhetorical Strategies for Developing Collaborative Relationships within Programs." Feminism(s) and Rhetorics(s) (Houghton, MI) October 2005.

GRANTS (selected)

- Student Development Partnership, \$3600, for camping/science field work, 2017
- ThinkActive Grant for \$600 for Chuck Reese Presentation, Editor *The Bitter Southerner*, 2016
- ThinkAchieve Grant for \$1500 for visit to Eastern Band of Cherokee Indians, 2014
- ThinkAchieve Grant for \$700 to feed and transport students in Travel Writing course, Summer 2012
- Faculty Development Grants for travel 2006-2018
- Speakers and Special Events \$300 for presenter Amy Schillings Hughes, "How to Write without Losing Your Soul." March 2009

SERVICE TO UNIVERSITY AND COMMUNITY

Committee Membership, English Department, UTC (selected)

- Graduate Director, Department of English, UTC 2015-2018
- Hiring Committee, Writing Program Administrator, Department of English, UTC, 2015
- Advisory Committee, Department of English, UTC 2010-2015
- Hiring Committee, Department Head, Department of English, UTC, 2011
- Chair, Curriculum Committee, Department of English, UTC, 2010-2012

Hiring Committee, Children's Literature, Department of English, UTC, 2010.
Internship Coordinator, Department of English, University of Tennessee, Chattanooga, 2008-2015
Graduate Committee, Department of English, University of Tennessee, Chattanooga, 2009-2013.
Curriculum Committee, Department of English University of Tennessee, Chattanooga, 2008-2012.
Chair, Computer Pedagogy Committee, University of Tennessee, Chattanooga, 2005-2009

Committee Membership, UTC, University Wide

Chair, Hiring Committee, Assistant Director of the Honors College, 2016-present
Member, Rank and Tenure Committee, Department of History, 2016-2017
Honors College Advisory Council, 2014-present
College of Arts and Sciences Strategic Planning Committee, UTC, 2015-present
Experiential Learning Taskforce, 2011-present
Chair, General Education Committee, 2013-2015
Women's Studies Council Member, University of Tennessee, Chattanooga, 2007-present
Instructional Excellence Committee, University of Tennessee, Chattanooga, 2007-2011

Community Service Activities at UTC and in Chattanooga Community

Mentor, Chattanooga Girls Leadership Academy, 2018-present.
Board Member, Ivy Academy, 2018-present.
Reader, Young Southern Writers, Chattanooga TN, 2009-2017.
Judge, North Callahan Essay Prize, invited by Dr. Bryan Hampton, Humanities Program, UTC, 2009.
Panelist, "Faculty Panel: Getting Into/Surviving Graduate School" Second Annual Graduate and Undergraduate Student Conference on Literature, Rhetoric, and Composition, University of Tennessee, Chattanooga, October, 2009.
Judge, Electronic Scrapbook, Future Business Leaders State Conference, April 2009
Judge, Community Service Project, Future Business Leaders State Conference, April 2008
Judge, 2007-2008 PTA Reflections Program, Literature Section
Judge, Igou Poetry Award, Department of English, UTC, March, 2007
Judge, Judge Writing Competition-Tennessee Technology Students Association State Conference, March 2007
Volunteer, NCTE Conference, Nashville, Tennessee, TN 2006
Local Committee, WPA Conference, Chattanooga, TN 2006

REVIEWER

Outside Reviewer for tenure and promotion: Western Carolina, Arcadia, University of Akron
Enculturation Journal, 2018-present
Panelist/Proposals for Feminism(s) and Rhetoric(s) Conference October 2009-present.
Journal Articles, Southwest Journal of Linguistics, December 2007 publication.

HONORS AND AWARDS

Exceeds Expectations, UTC, 2006-2007; 2014-2015; 2015-2016
UC Foundation Professorship, University of Tennessee, Chattanooga, 2012
College of Arts and Sciences-Excellence in Teaching Award, University of Tennessee, Chattanooga, 2006
Mildred Kates Dissertation Fellowship, University of North Carolina Greensboro, 2003.
Outstanding Graduate Student Teaching Award, English Department, University of North Carolina Greensboro, 2002.
Reed Smith Fellowship, University of South Carolina Columbia, 1996.

PROFESSIONAL MEMBERSHIPS

Rhetoric Society of America

Conference on College Composition and Communication

Coalition of Women Scholars in the History of Rhetoric & Composition

National Council of the Teachers of English

Heather Palmer, PhD

Associate Professor of Rhetoric and Writing
Department of English
University of Tennessee-Chattanooga
423-315-3534; Heather-Palmer@utc.edu

EDUCATION

Ph.D. in Rhetoric and Composition: Department of English, Georgia State University, 2015

Second Specialization: Critical Theory

Committee: Dr. Calvin Thomas, Director (Critical Theory), Dr. Lynée Gaillet (Rhetoric and Composition), Dr. George Pullman (Rhetoric and Composition)

MA, English: University of Tennessee, Chattanooga, 1997.

BA, English, summa cum laude: University of Alabama, Birmingham, 1993.

Minor: French Language and Literature

Certification in Intermediate French – Conversation and Translation. L’Institut de Touraine. Tours, France. 1993.

RESEARCH and TEACHING INTERESTS

Ancient and Modern Rhetorical History and Theory, Women’s Studies, Feminist Rhetoric and Pedagogy, Critical Theory

TEACHING EXPERIENCE

Associate Professor, University of Tennessee-Chattanooga. 2007-present.

Introduction to Rhetorical Analysis (ENGL 2050): 10 sections.

Rhetorical History II: Early Modern through Contemporary (ENGL 5125): 8 sections

Rhetorical History I: Ancient Greece through Renaissance (ENGL 5115): 8 sections

Creaturely Rhetorics (ENGL 4870r): 1 section

Medieval and Renaissance Rhetorics (ENG 517): 1 section

Feminist Theory (PHIL 483; WSTU 483): 3 sections

Orality, Print, Hypertext (ENG 522): 3 sections

Teaching College Writing (ENG 557): 1 section

Writing with Style (ENGL 4850): 3 Sections

Queer Theory (WSTU 4550; ENG 4870): 3 Sections

Rhetorics of Embodiment (WSTU 455R; ENG 446) 1 section

Rhetorics of Postmodernism (ENG 446): 1 section;

Rhetoric, Gender, Power, Ideology (ENG 446): 2 sections

Persuasion and Propaganda (ENG 370): 12 sections

Introduction to Women's Studies (WTSU 200): 6 sections

Intro to Rhetoric and Composition (ENG 121): 2 sections

Approaches to Composition (ENG 410): 1 section

Women’s Studies Senior Seminar (WSTU 4960): 1 section

English Senior Seminar (ENGL 4980): 1 section

Individual Studies (ENGL 5997): 10 sections

Full-time Lecturer, University of Tennessee-Knoxville 2004-2007.
Introduction to Composition and Rhetoric: Identity and Literacy (ENG 101): 6 sections.
Public Writing (ENG 255): 8 sections.
Rhetoric and Writing: Critical Literacies and Civic Rhetoric (ENG 355): 5 sections.
Literature of the Western World (ENG 222): 1 section.

Graduate Teaching Assistant, Georgia State University, 2000-2004.
Introduction to Composition and Rhetoric (ENG 1101): 8 sections
(ENG 1102): 2 sections.
Business and Professional Writing (ENG 3130): 7 sections.
World Literature (ENG 2110): 3 sections.

Adjunct Faculty, University of Tennessee at Chattanooga (1996-1997, 2002).
Introduction to Composition and Rhetoric (ENG 101): 2 sections.
Writing for the Humanities and Social Sciences (ENG 279): 2 sections.
Professional Writing (ENG 277): 2 sections.

PUBLICATIONS

Under Review, 2017-2018. "Are We Having Fun Yet?": Harvesting Neoliberal Pleasure as Affective Pedagogy in NBC's *Hannibal*." *Journal of Social Justice*.

"Disturbing Identities and Messy Entanglements: Teaching Queer Theory in the American South *Queering the Deep South*. Ed. Kamden Strunk. Charlotte: IAP, 2018.

Accepted, "Feminist Technologies and Rhetorics of Resistance: FEMEN and the Digital Avant-Garde." Edited Collection. *Feminist Connections: Rhetorical Strategies from the Suffragists to the Cyberfeminists*. Publication pending book proposal acceptance.

"Counter-Coulter: A Story of Craft and Ethos" in *Best Independent Rhetoric and Composition Journals*. Parlor Press, 2015. With Rebecca Jones.

"Feminine *Ethos* in the *Showings* of Julian of Norwich" *Re-framing Identifications*. Waveland Press, 2013.

"Counter-Coulter: A Story of Craft and Ethos." *Writing on the Edge*. 22.2. 2012. With Rebecca Jones.

"The Heat of Composition: The Ethics of Affects and the Subject of Desire." *Pedagogy*. 2010. Vol. 10. Duke UP. Featured article.

Review of *Acts of Enjoyment: Rhetoric, Žižek, and the Return of the Subject*. By Thomas Rickert. *South Atlantic Review*. 2009.

"Desire Matters: The Rhetoric of Textual Becoming," *Collaborating, Literature, and Composition: An Anthology for Teachers and Writers of English*, Research in Rhetoric and Composition Series, Hampton Press. 2007.

"Learning, Desire, Engagement: a 'Text-less' Model of Writing Instruction," *Modern Language Studies*. Summer 2007.

CONFERENCES AND INVITED LECTURES

Chair and Co-organizer. Symposium on Sound, Rhetoric, and Writing. (Belmont, Nashville, TN 2018).

“Dynamic Systems, Free Play, and Improvisation as a Model for Transnational Ethical Communication.” RSA (Minneapolis, MN 2018).

“The Spell of the Serpent: The Alluring Archives of UTC’s Holiness Churches of Appalachia.” RSA (Minneapolis, MN 2018).

“Feminist Technologies and Rhetorics of Resistance: FEMEN and the Digital Avant Garde.” Critical Media Literacy Conference. (Savannah, GA 2018).

“Write Like a Beast: Emergent Ecologies and the Extrahuman in Critical Writing Practices.” LWA (Lexington, KY 2017).

“Rhetoricity in Digital Media: Student Ethos in Social Networking Sites.” Critical Media Literacy Conference. (Savannah, GA 2017)

“Lettrists, Situationists, and Posthuman Pranksters: Kinicism as Situated Activism.” Rhetorical Society of America Conference. (Atlanta, GA 2016)

“Critical Media Literacy and Neoliberal Pleasure.” Critical Media Literacy Conference. (Savannah, GA 2017)

“Are We Having Fun Yet: Anhedonia in NBC’s *Hannibal*.” Popular Culture Association Conference. (Albuquerque, NM 2016).

“Teaching Queer Theory in the Deep South.” College Composition and Communication Conference (Tampa 2015).

“Black Feminism and Rhetorics of Transgression.” National Women’s Studies Association Conference (Puerto Rico 2014)

“The Case for Conflict: Feminism and Truth-telling in the Speeches of Civil Rights Activist Fannie Lou Hamer.” SEWSA (March 2014).

“Toward an Ethics of Non-Knowledge: Feminine Ethos and the Practice of Parrhesia.” Feminist Rhetorics Conference, Stanford University (September 2013)

“Bestial Rhetorics in the Appalachian South: Rhetorical Performativity and the Epideictic in Pentecostal Snake-Handling.” International Society for the History of Rhetoric. Chicago. (Conference 2013).

“Feminine *Ethos* in Julian of Norwich’s *Showings*.” Rhetoric Society of America Conference. Philadelphia, PA (May 2012).

Chair/Moderator. National Women's Studies Conference. Atlanta, GA. (November 2011).

“Gendered Rhetoric in the Byzantine Hagiography of the Transvestite Nun St. Mary/Marinos.” Rhetoric Society of America Conference. Minneapolis, Minnesota (May 2010).

“Rhetorics of Homosexuality in Hitchcock.” Southeast Women’s Studies Association Conference. Columbia, South Carolina (March 2010).

“The Ethics of Affect in Julian of Norwich.” International Society for the History of Rhetoric Conference. Montréal (July 2009).

“Feminine Ethos in Margery Kempe.” Canadian Society for the History of Rhetoric. Montréal. (July 2009).

“Global Ethics and the Necessity of Parrhesia in Civic Rhetoric.” Rhetoric Society of America. Seattle (May 2008).

4

“Old Timey Avant-Garde in the New South.” ISIM Conference, Denver CO (December 2008).

“FemiNazis and FemiFascists: The Negative “Framing” of Feminism in US Civic Discourse.” Feminist Rhetorics Conference. Little Rock, Arkansas (October 2007).

“Ethos and Intersubjectivity: the Necessity of Parrhesia in Augustine and Seneca.” South Atlantic Modern Language Association Convention, Charlotte, NC (November 2006). Chair: Rhetoric of Intersubjectivity Panel.

“Civic Rhetoric, Ethics, and Subjectivity: Civic Engagement and the Necessity of Parrhesia.” Global Ethics Conference, Gent University, Belgium (April 2006).

“Civic Rhetoric and Ethos: Toward an Ethics of Democratic Citizenry.” Invited Lecture. English Department Lecture Series. University of Michigan (November 2005).

“The Heat of Composition.” South Atlantic Modern Language Association Convention, Atlanta, GA (November 2005).

“The Politics of Belonging: Making the Transition from Graduate Student to Visiting Lecturer.” CCCCs, San Francisco (March 2005).

“The Pleasure of Work or The Work of Pleasure in Student Composition.” South Atlantic Modern Language Association Convention, Roanoke, Virginia (November 2004).

“Moving Beyond Pathology: Teaching Women Mystical Writers.” The Fourth Annual Conference on Teaching Medieval Literature: Women Writers, Atlanta (March 2004). “Desire Matters: The Rhetoric of Textual Being.” CCCC Convention, San Antonio (March 2004).

“The Ethics of Affect and the Subject of Desire in Women’s Rhetorics.” Southern Humanities Council Conference, Chattanooga (February 2004).

“Deleuze’s Beckett: The Fizzles and Schizzes.” Re-Reading the Ruins: Samuel Beckett’s Short Drama, Prose, and Other Fragments Conference, London (May 2003).

“Accounting for the Desire of the Other: Feminine Jouissance and the Future of Women’s Rhetorics.” South Atlantic Modern Language Association, Atlanta (November 2003). Chair: Women’s Rhetorics II Special Sessions panel.

PUBLIC LECTURES AND PANEL DISCUSSIONS

“Uses of Agonism in the Civil Rights Rhetoric of Fannie Lou Hamer.” Women’s Studies Lecture Series. (University of Tennessee, Chattanooga 2017).

“Re-envisioning the Male Gaze: Laura Mulvey’s Visual Pleasure and Narrative Cinema after 40 Years.” (University of Tennessee, Chattanooga 2016)

“Resisting Materialism: The Work of Elliot Daingerfield.” Invited Lecture. Hunter Museum of Art (Chattanooga 2016).

"Gendered Rhetoric in the Byzantine Hagiography of the Transvestite Nun St. Mary/Marinos." Women's Studies Women Warriors Lecture Series (February 2013).

Panel leader for the UTC Speakers and Special Events series with Candace Schermerhorn, documentary filmmaker of the film *The Naked Option* (March 5 2011).

"Feminine Ethos in the Showings of Julian of Norwich." UTC Women's Studies Explore, Connect, and Empower Lecture Series (April 17 2011).

"Art + Issues: Gender in Beverly Semmes' *Starcraft*." Hunter Museum Invited Lecture. Chattanooga, TN (June 3 2011).

"Activist or Academic: What is the Role of Feminism?" UTC Women's Studies Explore, Connect, and Empower Lecture Series (November 16, 2009) co-written with Rebecca Jones.

"Response to Ann Coulter." Burkett Miller Lecture Series, UTC October 2009. Co-wrote with Rebecca Jones.

"Postmodern Bodies." UTC Women's Studies Lecture Series (Fall 2008).

GRANTS

Think Achieve Grant for Creaturely Rhetorics course 2016-2017.

Office of Equity and Diversity Grant for National Women’s Studies Conference, Puerto Rico (2014).

Office of Equity and Diversity Grant for Feminist Rhetorics Conference, Stanford University (2013).

Faculty Development Grant for the Rhetoric Society of America Institute, Boulder CO (2011).

Faculty Development Grant for the Rhetoric Society of America Conference, Minneapolis MN (2010).

Faculty Development Grant for the International Society for the History of Rhetoric, Montreal, Canada (2009).

Faculty Development Grant for the Rhetoric Society of America Conference, Seattle, WA (2008)

Faculty Development Grant for the International Society for Improvised Music, Denver, CO (2008).

Faculty Development Grant for the Feminist Rhetorics Conference, Little Rock, AK (2007). SARIF International Travel Grant (UTK) for the Conference on Global Ethics, Ghent, Belgium (2006).

AWARDS/HONORS/ACTIVITIES

Exceeds Expectations 2010 EDO, 2017 EDO

Reviewer for Routledge/Taylor and Francis Group. *Transforming Scholarship* 2nd Ed.

YSSW Contest Reviewer 2014-20178

Editorial Assistant for *Mid-America: The Yearbook of the Society for the Study of Midwestern Literature* (2007-2015)

Most read article during April 2012-March 2014 for journal *Pedagogy*

Outstanding Teacher Award for the College of Arts and Sciences, 2010.

Ten Years Service Award, University of Tennessee

SERVICE TO UTC and COMMUNITY

Hiring Committee, Rhetoric and Composition, English Department, UTC (2018)
Hiring Committee, African-American Literature, English Department, UTC (2018)
Marketing and Communication Committee, English Department, UTC (2018)
Library Committee, English Department, UTC (2018-present)
College Council Committee Member (2015-2017)
Women's Studies Advisory Committee, (2007-present)
College of Arts and Sciences, Executive Committee (2013-present)
Graduate Committee, English Department (2013-2015)
Hiring Committee, Experimental Non-Fiction, English Department (2014)
English Alumni Committee (2012-2014)
Faculty Development Grant Committee (2012-2013)
Lecturer Hiring Committee, English Department (Fall 2012-2013)
First-Year Review Committee, English Department (2012-2015)
FYRE Discussion Leader (Fall 2012)
Acting Coordinator for Women's Studies Program (2010-2011)
Faculty Senate Member, Humanities Division (2010-2012; 2015)
Composition Committee (2011-2012)
Ethical Decision Making Group, Shared Values Rubrics Committee Member (2011) Women's Studies Advisory Council (2007-present)
Transfer Orientation Workshop (2011)
National Women's Studies Conference Proposal Reviewer (2011)
Freshman Year Reading Experience (Fall 2011)
Departmental Library Acquisitions Committee (2010)
Computer Pedagogy Committee, (Chair Spring 2010)
Shared Values Rubrics Committee (Fall 2010)
Blue Ribbon Task Force (2010)
Hospitality Committee, Tennessee Teachers of English Conference (2010)
Zero Sum Exhibit at Create Here, Juror (2009)
Hiring Committee, Rhetoric and Composition (2008)

EDITORIAL, PROFESSIONAL, AND RESEARCH EXPERIENCE

Assistant Editor, *MidAmerica* (2008-2012).
Reviewer for the *Career College Handbook* (2005).
Grader for SAT essays, College Board Summer Session (2007).
Assistant to Foreign Book Review Editor, *South Atlantic Review* (2002-2004).
Cofounder, Society for Early Modern Women Writers, Georgia State University (2003).
Local Arrangements Committee, Linguistics Society of America (2003).
Co-Chair and Organizer. Executive Committee. New Voices, Graduate Conference in English Literature, Language, and Culture (2002).
Member, Teaching Outcomes Assessment Committee, Georgia State University (2003).
Assistant Editor, *South Atlantic Review* (2000-2001).
2002-2003: Research Assistant to Dr. Calvin Thomas. Project: I conducted extensive research to compile a working bibliography for Dr. Thomas' follow-up book to *Male Matters*. 2001-2002: Research Assistant to Dr. Elizabeth West. Project: I compiled a selective yet exhaustive annotated

database on West African folk traditions and their relationship to the African-American womanist movement.

PROFESSIONAL AFFILIATIONS

SAMLA, Rhetorical Society of America, International Society for the History of Rhetoric, NCTE, CCCC, National Communication Society, Women's Studies Association

JENNIFER L STEWART

Department of English
University of Tennessee at Chattanooga
540MC 278, Dept 2703
615 McCallie Ave
Chattanooga, TN 37403
Jlstewart107@gmail.com ♦ @JennLStewart ♦ jennlstewart.wordpress.com

ACADEMIC APPOINTMENTS

UNIVERSITY OF TENNESSEE AT CHATTANOOGA	Chattanooga, TN
Assistant Professor of English, Director of Composition, Department of English	2016-Present
INDIANA UNIVERSITY PURDUE UNIVERSITY FORT WAYNE	Fort Wayne, IN
Visiting Assistant Professor, Department of English and Linguistics	2014-2016
Associate Director of Writing	2014-2016
Writing Center Advisor	2014
Continuing Lecturer, Department of English and Linguistics	2002-2014
Associate Faculty, Department of English and Linguistics	2000-2002
Graduate Assistant, Department of English and Linguistics	1997-2000
Instructor, Continuing Studies	2004-2015
INTERNATIONAL BUSINESS COLLEGE	Fort Wayne, IN
Instructor	1999-2008

EDUCATION

Ph.D., Rhetoric and Composition, Digital Literacies, Ball State University, 2014
M.A., English, American Literature, Indiana University, Fort Wayne, 2000
B.A., English (major), Creative Writing, Spanish, Humanities (minors), Ball State University, 1997

PUBLICATIONS

Stewart, J. (2017). "Introduction Discussion Forums in Online Writing Courses Are Essential. No, Really. They Are." In K. Blair & E. Monske (Eds.), *Writing and Composing in the Age of MOOCs*. Hershey, PA: IGI Global.

Drouin, M., **Stewart, J.** VanGorder, K. (2015). A Methodological Triangulation Approach to Examining the Effectiveness of a Mentoring Program for Online Instructors. Accepted for November publication in *Distance Education*

Stewart, J., Baker, N., Chaney, S., Hashimov, E., Imafuji, E., McNely, B., Romano, L. (2012). A Qualitative Metasynthesis of Activity Theory in SIGDOC Proceedings 2001–2011. In SIGDOC '12: Proceedings of the 30th Annual Conference on Design of Communication. New York: ACM.

WORK-IN-PROGRESS

Stewart, J. Reconsidering the Purpose and Power of SETs in the Online Writing Class. (revise/resubmit *WPA: Writing Program Administration*)

AWARDS AND RECOGNITIONS

Equity and Diversity Award, UTC Provost's Office, 2018, \$3,000

Kairos Awards for Graduate Students and Adjuncts, Teaching, 2014

IPFW Community Advisory Council Service-to-Students Award, 2014

Nominee, DECCO Award for Innovative Online Teaching, 2010, 2013, 2014

IPFW Summer Instructional Development Grant, "Development of a faculty development website for writing faculty," 2004. \$2,000

Outstanding Associate Faculty Member nominee, 2002

CONFERENCE/WORKSHOP PRESENTATIONS

NATIONAL

Stewart, J. "Innovation through Emotion: Hurt and Trauma as the Exigence for Action." *Council of Writing Program Administrators Conference*. Sacramento, CA. July 2018.

Stewart, J. "Experiences with Diversity: A Survey of Freshman Attitudes and Experiences." *National Conference on Race and Ethnicity in American Higher Education*. Poster Session. New Orleans, LA. May 2018.

Stewart, J. "There's No Rule Book for This: New WPAs' Experiences in the Age of Austerity." *Council of Writing Program Administrators Conference*. University of Tennessee. Knoxville, TN. July 2017.

- Stewart, J. "Cultivating Capacity, Creating Change: Assessing the Future of Online Writing Instruction (OWI)." *Conference on College Composition and Communication*. Oregon Convention Center, Portland, OR. March 2017.
- Stewart, J. "Co-Mentoring via Intentional Interaction: Or How I Learned to Stop Feeling Isolated and Use Social Media for More than Quizzes." Part of "'Fostering Academic Collaborations: Co-Mentoring as Strategic Action in Rhetoric and Composition.'" *Conference on College Composition and Communication*. George R. Brown Convention Center, Houston, TX. March 2016.
- Stewart, J. "Understanding Online Writing Course Interaction and Tool Use." *Research Network Forum*. *Conference on College Composition and Communication*. Tampa Marriott Waterside Hotel and Convention Center, Tampa, FL. March 2015.
- Stewart, J. "Who's Being Assessed, Here? Challenging the Discourses of Accountability." *Council of Writing Program Administrators Conference*. Illinois State University. Normal, IL. July 2014.
- Stewart, J. "Retooling Mechanizations for Researching Computers and Writing: Graduate Researchers Sharing Data, Stories, and Challenges from Four Qualitative Projects." *Computers and Writing*. Frostburg State University. Frostburg, MD. June 2012.
- Stewart, J. et al. "A Qualitative Metasynthesis of Activity Theory in SIGDOC Proceedings 2001–2011." *SIGDOC*. Seattle, WA. October 2012.
- Stewart, J. "Assessing Online Writing Course Student Evaluation Methods and Response Rates." *Computers and Writing*. North Carolina State University. Raleigh, NC. May 2012.
- Stewart, J. "Using Digital Spaces to Negotiate the Borders of the Graduate Student/Teacher Experience." *College English Association*. Richmond, VA, March 2012.
- Stewart, J. "Assessing On-Line Course Design: Implementing the 'Quality Matters' Rubric." *Conference on College Composition and Communication*. Marriott and Louisville Convention Center, Louisville, KY. March 2010.
- Stewart, J. "Professional Development for Adjunct Faculty: Encouraging Part-timers to Be Reflective Practitioners." *Conference on College Composition and Communication*. Chicago, IL. March 2006.
- Stewart, J. "Using Semiotics and Technology to Raise the Research Paper to the Next Level." *NCTE Convention*, Indianapolis, IN. November 2004.
- Stewart, J. "Four Approaches to Exposing Hidden Assumptions and Identifying Explicit Perceptions in First-Year Composition." *Conference on College Composition and Communication*, Chicago, Illinois. March 2002.
- Stewart, J. "Using Technology to Obtain Recognition and Funding: The Design and Implementation of a Computer Database Recording System." *NCPTW Conference*, Allentown, Pennsylvania (accepted to present), November 2001.

REGIONAL

Stewart, J. “Negotiating and Redefining the Identity of a Writing Center-in-Flux.” *East Central Writing Centers Association*. South Bend, IN. April 2015.

Stewart, J. “Doing More Than Trusting Our Guts: Systematic Reflection as Instructional Validation.” *Fort Wayne Teaching Conference*, Fort Wayne, IN, February 2015.

Stewart, J. “Using Digital Spaces to Negotiate the Borders of the Graduate Student/Teacher Experience.” *Indiana College English Association*, Anderson University. Anderson, IN, October 2011.

Session moderator, *Fort Wayne Teaching Conference*, “Guess Who’s Coming to College,” Fort Wayne, IN, 2009.

Stewart, J. “Why Are We Doing This?: Re-examining and Redefining Critical Thinking in the Writing Classroom and Beyond,” *Fort Wayne Teaching Conference*, Fort Wayne, IN. February 2008.

Stewart, J. “Creating Coherence in a Disparate Writing Program: Developing and Adopting Model Syllabi,” *Fort Wayne Teaching Conference*, Fort Wayne, IN. February 2007.

Stewart, J. “Balancing and Lightening the Load: Student Responsibility and Instructor Workload in the Composition Class.” *Area Deans’ Conference*, Fort Wayne, IN. February 2005.

Stewart, J. “From Teacher Assessment to Student Ownership: The Process of Finding and Developing ‘Writing Wings.’” *Area Deans’ Conference*, Fort Wayne, IN. February 2004.

Stewart, J. “Critical Reading and Critical Writing Equal Critical Thinkers.” *Indiana Teachers of Writing Conference*, Indianapolis, IN. October 2003.

Stewart, J. “Priming the Pump: Exposing Hidden Assumptions and Identifying Explicit Perceptions in Beginning Composition.” *Indiana Teachers of Writing Conference*, Bloomington, IN. October 2001.

Stewart, J. “Using Technology to Obtain Recognition and Funding: The Design and Implementation of a Computer Database Recording System.” *ECWCA Conference*, Granville, Ohio. September 2001.

Stewart, J. “Combating our Concerns: Working with ESL Writers.” *ECWCA Conference*, Lansing, Michigan. February 2000.

Stewart, J. “‘Revealing the Good’: Helping Students Succeed through a Contextual Analysis of Their Own Writing.” *Indiana Teachers of Writing Conference*, Indianapolis, IN. October 2000.

Stewart, J. “Students Evaluate, Teachers Respond: The Creation, Use, and Rationale of Student Evaluations of College Writing Instructors.” *Indiana Teachers of Writing Conference*, Indianapolis, IN. October 1999.

INVITED

Stewart, J. “Grant Writing Workshop.” Invited presentation. Spring Immersion Program. Indiana Tech, April 2014.

Stewart, J. “Getting Student to Do More than Parrot Information: Discussion Boards as a Critical Thinking Tool.” Invited presentation. IPFW Spring Teaching Conference, March 2014.

Stewart, J. “I’m not your buddy’: Student behavior in the classroom and online.” Invited presentation. CELT 12 O’Clock Scholars Brown Bag Session, January 2011.

Stewart, J. “The Philosophies, Practices and Preventative Techniques on Unintentional Plagiarism,” Invited presentation. October 2005.

Stewart, J. “Using a Web Page to Enhance Your Classroom Organization and Interaction.” Invited presentation. IPFW Associate Faculty Conference, 2004.

COURSES TAUGHT

UTC ENGLISH DEPARTMENT

DATE (SECTIONS)

ENGL 1010: Rhetoric and Composition I	Jan 2017 (1)
ENGL 1020: Rhetoric and Composition II	Aug 2016 (2)
ENGL 2070: Rhetoric and Popular Culture Heroines+	Jan 2018 (1)
ENGL 4980: Senior Seminar: Deconstructing the English Major+	Aug 2017 (1)
ENGL 5270: Teaching College Writing	Jan 2017 (2)

IPFW ENGLISH DEPARTMENT

DATE (SECTIONS)

ENG W129/ENG W130: Principles of Composition	Jan 1998-Dec 2008 (18)
ENG W131: Elementary Composition*+	Aug 1997-Dec 2013 (35)
ENG P131: Elementary Composition Practicum+	Aug 2002 (1)
ENG W135: Elementary Composition—Intensive	Aug 2000-Jun 2001 (2)
ENG W232: Introduction to Business Writing	Aug 2003-Dec 2006 (12)
ENG W233: Intermediate Expository Writing*+	Aug 2001-Present (60)
ENG W235: Introduction to Web Authoring*+	Jan 2014-Dec 2016 (2)
ENG W331: Business and Administrative Writing*	Aug 2008-July 2016 (40)
ENG W397/C507: Writing Center Theory and Praxis+	Spring 2015 (1)
ENG W425/C625: Research Methods for Professional Writers+	Jan 2015-June 2016 (2)
ENG W462/C682: Digital Literacies*+	Aug 2013-May 2016 (3)
ENG W400/C505: Issues in Teaching Writing+	Fall 2014-Dec 2015 (3)
ENG C506: Teaching Composition Practicum+	Fall 2014-Dec 2015 (2)

* denotes online or hybrid sections taught

+ denotes course design/redesign

IPFW CONTINUING STUDIES

SECTIONS

GMAT, LSAT, GRE Test Prep, written portion	11
SAT Test Prep, written portion	4
Business Writing—Corporate Training Courses	4

Grant Writing: Finding and Acquiring Funding

1

ADMINISTRATIVE EXPERIENCE

Director of Composition, UTC	2016-Present
Associate Director of Writing, IPFW	2014-2016
Writing Center Faculty Advisor, IPFW	2014-2015

SERVICE

PROFESSIONAL

- ▶ Discussion Leader, Computers and Writing Graduate Research Network, 2014, 2015, 2017
- ▶ Discussion Leader, Computers and Writing Graduate Research Network Job Market Workshop, 2014, 2015, 2017

UNIVERSITY—UTC

- ▶ Course Learning Evaluations Committee, 2017-present (chair, 2018)
- ▶ VA Reconnect Group, 2018
- ▶ New Faculty Pedagogy Course, 2017

DEPARTMENTAL—UTC

- ▶ Chair's Advisory Committee, 2018-present
- ▶ Composition Committee, chair 2016-present
- ▶ One Year Review Committee, 2016-present
- ▶ Young Southern Writers, judge, 2017
- ▶ Graduate Student Comprehensive Exam Committee: Adrienne Kaufmann, Drake Thomas

PROFESSIONAL MEMBERSHIPS

College Composition and Communication

College English Association

National Council of Teachers of English

SIGDOC: Special Interest Group on Design of Communication

PROFESSIONAL CONSULTING

Writing Program Assessment, Kettering College, 2012, invited

Technology Coordinator, IPFW Writing Center, 2000-2002

Consultant, IPFW Writing Center 1998-2002

DIGITAL LITERACIES

Course Management Systems: Blackboard

Desktop Publishing: Multiple Word Processing/Office Suites

Collaborative editing/file sharing: Google Drive, Dropbox

Content Management System: Wordpress

Audio and Video: iMovie, Audacity, ScreenOMatic

Desktop Publishing: Adobe Creative Suite

Joe Wilferth, Ph.D.

Associate Dean, College of Arts and Sciences
UC Foundation Professor of English
University of Tennessee at Chattanooga

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Phone: 423.425.4621
Mobile: 423.903.3197

An enthusiastic leader and manager in higher education who values the collaborative processes of determining and acquiring support resources for institutional and mission-specific planning and effectiveness.

EDUCATION

Ph.D.	English, Rhetoric and Writing	Bowling Green State University	1999
M.A.	English	Southeast Missouri State University	1995
B.A.	English	DePauw University study abroad Albert Ludwig Universität (Freiburg, Germany)	1993

ADMINISTRATIVE RESPONSIBILITIES and ACHIEVEMENTS

I am currently in my first year as interim dean for the College of Arts and Sciences (CAS). In my previous role as associate dean I took on new and exciting managerial and leadership roles. In the 2015-16 academic year, I led the process of developing the College's first strategic plan. This monumental task, of course, required a thorough understanding of our numerous academic departments, our undergraduate and graduate programs/curricula, the College's role in delivering a dynamic General Education curriculum (95% of which is taught through CAS), as well as an understanding of the research, laboratory, studio, and instructional needs of our 260+ full-time faculty, 200 part-time faculty, and our 35 staff members as we collectively aim to provide outstanding undergraduate and graduate education to our 4,100 majors and graduate students. As co-chair of the strategic plan committee, I find increasingly that the leadership roles and responsibilities I have held both in the Department of English and now in the dean's office have prepared me for such a task. Those roles and responsibilities include 7½ years of departmental leadership (as associate head and head of the Department of English) where I provided leadership for our 23 tenure-track faculty, 20+ instructors, and 30+ part-time faculty, established a new English alumni association, established a visiting scholar/writer program, facilitated curriculum changes and a senior capstone experience across three academic programs (literature, creative writing, rhetoric and professional writing), and chaired the Council of Academic Department Heads. Now as associate dean for the College of Arts and Sciences, I manage the \$1.1M adjunct budget for the College, lead professional development workshops for our department heads, oversee course enrollments and student credit hours, manage efficiently student grade appeals and grade change petitions, maintain promotion and tenure guidelines and policies, review department retention plans, serve as liaison on assessment and accreditation (tied to Curriculum Mapping), maintain (after initially developing) a guidebook for department heads, evaluate annual performance of 60+ instructors (one-year term faculty), and promote student retention, recruitment, and success within the context of performance-based funding, *i.e.*, the Complete College Tennessee Act.

Interim Dean, College of Arts & Sciences	University of Tennessee at Chattanooga	July 2018-present
Interim Vice Provost	University of Tennessee at Chattanooga	March-July 2108
Assoc. Dean, College of Arts & Sciences	University of Tennessee at Chattanooga	2013-2018
Head, Department of English	University of Tennessee at Chattanooga	2011-2013
Acting Head, Department of English	University of Tennessee at Chattanooga	July-Dec. 2008
Associate Head, Department of English	University of Tennessee at Chattanooga	2005-2011
Director, Writing Across the Curriculum	University of Tennessee at Chattanooga	2003-2005

ACADEMIC APPOINTMENTS

My primary responsibility as UC Foundation Professor of English is teaching two courses per year. This is a reduced teaching load to account for my administrative responsibilities. Performance in this academic appointment is measured on three fronts. Specifically, I am expected *to teach* effectively in the classroom, I am expected *to maintain a research/scholarship agenda*, and I am expected *to serve* the institution and my professional communities. As additional components to this appointment, I have directed master's theses, directed or facilitated student University Honors projects, served on and chaired numerous search committees, and I continue to advise and mentor students.

Promoted to Full Professor	University of Tennessee at Chattanooga	2012
Tenured/Promoted to Associate Professor	University of Tennessee at Chattanooga	2006
UC Foundation Professorship *	University of Tennessee at Chattanooga	2005
Assistant Professor of English	University of Tennessee at Chattanooga	2002
Assistant Professor of English	University of West Georgia	1999-2002
Graduate Teaching Assistant	Bowling Green State University	1997-1999
Graduate Teaching Assistant	Southeast Missouri State University	1993-1995

* UC Foundation professorships are awarded by the University's Deans Council to select junior faculty, based on recommendations from that faculty member's department head and dean of the appropriate college, in an attempt to retain successful junior faculty. The permanent title of the professorship is accompanied by recurring salary benefits.

SERVICE and LEADERSHIP

Chancellor's Multicultural Advisory Council	2018-present
IT Governance Committee	2018-present
Deans Council	2018-present
Lyndhurst Chair of Excellence Search Committee (Chair)	2017-2018
College of Arts & Sciences (CAS) Strategic Plan Committee (Co-Chair)	2015-2018
Associate and Assistant Deans Committee (Chair), Council of Colleges of Arts & Sciences	2014-2018
CAS Executive Committee (Chair)	2013-present
CAS Budget Reduction and Reorganization Committee (<i>ad hoc</i>)	Spring 2015
Accessible Technology Initiative (ATI) Committee	2015-2017
CAS Complete College Task Force	2013-2014
Chancellor Search Committee	2012-2013
Sustainability Committee	2012-2013
Council of Academic Department Heads (Chair, 2012-13)	2011-2013
Department Head Search Committee – Art Department (Chair)	Spring 2012
Strategic Planning Task Force (UT System), Academic Affairs Subgroup	Spring 2012
Campus Master Plan Steering Committee	2011-2012
First Year Reading Experience (FYRE) Committee (Chair)	2011-2012
IT Assessment Steering Committee	2009-2010
Sustainability Strategic Planning Committee	2009-2011
Efficiency and Effectiveness Committee	2008-2009
– appointed by Provost to make recommendation on long- and short-term savings to the University; committee responsible for finance and operations division	2008-2011
University Curriculum Committee	2008-2009
Faculty Senate	2003-05, 2006-08
– served as 1 st and 2 nd Vice President (Chair of the Faculty Handbook Committee and the Chair of the Committee on Committees)	

Undergraduate Catalog Committee (Chair, <i>ad hoc</i>)	2006-2007
– worked with the Assoc. Provost for Academic Administration, the Assoc. Provost for Academic Affairs, and the University Registrar to revise and update thoroughly the <i>Undergraduate Catalog</i>	
Quality Enhancement Plan (QEP) Committee	2004-2006
Budget and Economic Status Committee	2004-2005
Instructional Excellence Committee	2004-2005
Instructional Technology (IT) Advisory Council	2004-2006
Faculty Incentives Committee (<i>ad hoc</i>)	2003-2004
Classroom Technology Committee, (Chaired 2004-06)	2003-06, 2009-10

Select Department Committee

Advisory Committee (Chair)	2005-2011
Senior Seminar/Senior Capstone Committee (<i>ad hoc</i>)	2009-2010
Graduate Studies Committee	2003, 2007-09, 2010-11
Curriculum Committee	2003-04, 2008-10
Search Committee, Asst. Professor in Rhetoric and Composition (Chair)	2007-2008
Computer Pedagogy Committee, (Chair 2003-05)	2002-2005
Library Resources Committee	2002-2003

SCHOLARLY and CREATIVE PUBLICATIONS

My scholarship and creative works appear in the journals *Enculturation*, *The Writing Instructor*, *Southern Indiana Review*, *Computers and Composition Online*, *Kairos (A Journal of Rhetoric, Technology, and Pedagogy)*, *Text Technology*, *Christianity and Literature*, and more. I am perhaps most proud of my edited collection, *Image Events: From Theory to Action*. This collection, co-edited with Dr. Kevin M. DeLuca (University of Utah), examines the “image event” or a staged act of protest that is, from its inception, designed for distribution in mass media. This collection contains essays from contributors, including both new and major scholars, who work in the intersections of rhetorical theory, rhetorical practice, protest rhetoric, social movement theory, and visual rhetoric. More recently, my research agenda has turned toward the scholarship of teaching and learning, particularly adaptive technologies that professors may use to assist in teaching students with disabilities, as well as scholarship surrounding leadership development. My most recent article appeared in March of this year in the AAC&U’s *Liberal Education*.

Edited Collection

Wilferth, Joe, and Kevin DeLuca. *Image Events: From Theory to Action*. Special Issue Editors for *Enculturation: A Journal of Rhetoric, Writing and Culture*. Spring 2009. <<http://enculturation.gmu.edu>>.

Articles in Refereed Journals

Wilferth, Joe. “Gaining Ground by ‘Thinking Little’: Gardening as Curricular Reform across the Liberal Arts and Sciences.” *Liberal Education*. Vol. 103, No. 1 (Winter 2017): 52-57.

Wilferth, Joe. “Training in Multimodal Technologies Requires Training in Assistive Technologies.” *The Writing Instructor*, special issue entitled “The Current Moment in Composition: Professional Development for Multimodal Instruction.” Edited by Christine Denecker and Christine Tulley. March 2014. <<http://writinginstructor.com/currentmoment-wilferth>>

DeLuca, Kevin and Joe Wilferth. “Foreword.” *Enculturation: A Journal of Rhetoric, Writing and Culture*. Joe Wilferth and Kevin DeLuca, Guest Eds. Spring 2009. <<http://enculturation.gmu.edu/6.2/foreword>>. 24 print pages.

Shore, Amy and Joe Wilferth. "Signing Resistance: Big Tobacco in the Era of Social Marketing." *Enculturation: A Journal of Rhetoric, Writing and Culture*. Joe Wilferth and Kevin DeLuca, Guest Eds. Spring 2009. <<http://enculturation.gmu.edu/6.2/shore-wilferth>>. 20 print pages.

Wilferth, Joe, and Charles Hart. "Designing in the Dark: Toward Informed Technical Design for the Visually Impaired." *Computers and Composition Online*. Spring 2005. <<http://www.bgsu.edu/cconline/>>.

Wilferth, Joe. "Private Literacies, Popular Culture, and Going Public: Teachers and Students as Authors of the Electronic Portfolio." *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. Issue 7.2. Fall 2002. Eds. Cheryl Reed and James Inman. <<http://english.ttu.edu/kairos/7.2/>>.

Wilferth, Joe. "The Changing (Inter)Face of Argumentation and Research Writing: From Text to Hypertext." *Text Technology* (Fall 2002): 181-200.

Wilferth, Joe, and Paul Cesarini. "A Timeline for Computers and the Teaching of Writing in American Higher Education, 1979-1994: A History." *Computers and Composition OnLine*. Spring 1998.

Poetry and Public Essays

"The Art of Urban Gardening" with Sandy Kurtz. *The Pulse*. April 27, 2016. <www.chattanoogaipulse.com/features/the-art-of-urban-gardening>

"Against 'Environmentalism'" (Vol. 6.13), "Sustainability Meditation" (November 26, 2009), and "Homeplace and Kingston Coal" (October 15, 2009) – a three-part series of essays in *The Pulse* (Chattanooga's literary, arts, and culture weekly newspaper)

"Headstones." *Southern Indiana Review*. Fall 2008.

"Homestead 1803, Part I" and "Homestead 1803, Part II" *Cape Rock*. Fall 2008.

"Scanning Illinois." *Writing Across Missouri: Reflections from National Writing Project Sites in Missouri* 1.2 (1995): 5.

"To Lucille Clifton." *The Journey*. A publication of Southeast Missouri State University. Fall 1994: 49.

"I" (Farmhouses), "II" (I Can't Imagine), and "III" (Down in the Bottom). (Selected theme poems on southeast Missouri.) *The Journey*. A publication of Southeast Missouri State University. Fall 1994: 12.

Review Essays/Book Reviews

Teaching Writing with Computers: An Introduction by Pamela Takayoshi and Brian Huot. New York/Boston: Houghton Mifflin. *Computers and Composition Online*. Fall 2003. <<http://www.bgsu.edu/cconline/reviews/takarev/index.html>>

"Generative Essays from Wichelns to Postmodernity." Review of *Readings in Rhetorical Criticism* by Carl R. Burghardt. *The Review of Communication* 3.1 (January 2003): 99-101.

Rhetorical Invention and Religious Inquiry: New Perspectives by Walter Jost and Wendy Olmsted. *Christianity and Literature* 50.4 (2001): 725-27.

CyberReader 2/e. Victor J. Vitanza, editor. Boston, MA: Allyn and Bacon, 1999. *The Resource Center for Cyberculture Studies*. November 2000. <<http://www.com.washington.edu/rccs/>>

“A Review of *Nostalgic Angels: Rearticulating Hypertext Writing*.” Johndan Johnson-Eilola. Ablex, 1997. *The Resource Center for Cyberculture Studies*. January 1999. <<http://www.com.washington.edu/rccs/>>

Conference Papers/Presentations

“Performing the Role of Associate/Assistant Dean.” Panel organizer and moderator. 2016 Annual Meeting of the *Council of Colleges of Arts & Sciences*. San Diego, CA. November 4, 2016.

“Career and Professional Development: Positioning Oneself for and/or Transitioning into the Deanship.” Panel organizer and moderator. Pre-Conference Workshop for Associate and Assistant Deans, 2015 Annual Meeting of the *Council of Colleges of Arts & Sciences*. Washington, D.C. November 4-7, 2015.

“Developing and Implementing a College-Level Strategic Plan.” 2015 Annual Meeting of the *Council of Colleges of Arts & Sciences*. Washington, D.C. November 4-7, 2015.

“Comparing Associate/Assistant Dean Models: How Effective Is Your Office Structure?” Panel from Associate and Assistant Deans Committee. 2015 Annual Meeting of the *Council of Colleges of Arts & Sciences*. Washington, D.C. November 4-7, 2015.

“Green Rhetoric, Division, and Unity.” Rhetoric: Concord and Controversy. 14th Biennial Conference of the Rhetoric Society of America. Minneapolis, MN. June 2010.

“Image Events After Television: Emerging Technologies of Mediation and Distribution.” 20th Penn State Conference on Rhetoric and Composition. July 10, 2007.

“Image Events, Social Movements, and New Technologies of Mediation.” Rhetoric Society of America, 2006. Memphis, TN. May, 2006.

“Designing in the Dark?: Toward Informed Technical Design for the Visually Impaired.” Computers and Writing 2005. Stanford University. June 16-19, 2005.

“Crafting Language and Image in the Age of the Spectacle: *Panem et Circenses*.” Panel chair and presenter. Popular Culture Association/American Culture Association. Session 77. San Diego, CA. March 24, 2005. Unable to attend.

“Signs of Resistance: Culture Jamming, Sniping and the Reclaiming of Public Space.” Rhetoric Society of America, 11th Biennial Conference. Session 107. University of Texas. Austin, TX. May 30, 2004.

“The Web Goes South: Working Class Culture on a High Speed Network.” Computers and Writing 2003. Purdue University. West Lafayette, IN. May 22-25, 2003. With Jane Fife and Jennifer Beech.

“Professional Metamorphosis – How Rhetoric Can Transform Business and Technical Writing Pedagogy.” The Association for Business Communication. New Orleans, LA. March 27-29, 2003.

“Private Literacies in Academic Settings: The Electronic Portfolio as Prototype.” National Council of Teachers of English. Atlanta, GA. Session B.20. November 22, 2002.

“E-Reading the Novel: Theory-Building by Student Writers.” Computers and Writing 2002. Illinois State University. Normal, IL. May 16-19, 2002.

“Smartboards and Streaming Video Technology in the Classroom.” Technology Expo 2002: Infusing New Technology into the K-12 Classroom. Hosted by State University of West Georgia. April 13, 2002.

“New Classrooms, Old Practices: Assessing Student Performance in the Computer-Supported Environment.” 4th Annual Student Success in First-Year Composition Conference. Georgia Southern University. Statesboro, GA. February 1, 2002.

“Revising the Grad Program to Meet the Needs of a Professional Community.” Conference on College Composition and Communication. Denver, CO. Session S1.17. March 15, 2001.

“Technology as the Site of Intersecting Pedagogies.” National Council of Teachers of English. Milwaukee, WI. Session E.04. November 17, 2000.

“Struggling Toward Academic Literacy: Where Does Popular Culture Fit In?” Joint Meeting of the Popular Culture Association in the South and the American Culture Association in the South. Nashville, Tennessee. October 5-9, 2000.

“(Hyper)Textual Literacy: Revising Teacher Training and Student Assessment for the Information Age.” Computers and Writing 2000. Texas Woman’s University. Fort Worth, Texas. May 27, 2000.

“The Rebirth of the Trope: Hyper-Rhetoric and the Dreamscape of a New Medium.” Rhetoric Society of America, 9th Biennial Conference. Washington, D.C. May 25-28, 2000. Unable to attend.

“The Rebirth of the Trope: Hypertext and the Dreamscape of a New Medium.” Conference on College Composition and Communication. Minneapolis, Minnesota. Session N.2. April 15, 2000.

“Divorcing Rhetoric and Composition.” Rhetoric and Composition Pedagogy Division of the Fifth Annual Graduate English Society Conference. Texas Tech University. Lubbock, Texas. February 26, 2000.

“Hypertext Writing and the Changing Face of Argumentation and Research.” Computer Technology and Pedagogy Division of the Fifth Annual Graduate English Society Conference. Texas Tech University. Lubbock, Texas. February 25, 2000.

“Approaches to an Audience-Centered Pedagogy: Lessons from Classical Rhetorics.” 3rd Annual Teaching of Writing Colloquia. Youngstown State University. Session IV: A. May 1, 1999.

“The Replenishing Mirror of John Barth’s *Lost in the Funhouse*: A Model for Pla(y)gariism.” A Festival of Postmodern Piracy. Kent State University, Ohio. April 14, 1999.

“Fostering Voices: First-Year Writing Students and the Electronic Exchange.” New Wines for Old Bottles: Proven Pedagogies (Roundtable). National Council of Teachers of English: Nashville. Session CD.6, November 20, 1998.

“New Scapes of Land and Dream: Eruptions and Disruptions of Hypertext Writing.” Composing Online. 8th Annual Central New York Conference on Language and Literature. Cortland College of the State University of New York (SUNY). October 20, 1998.

“Public Memorializing in Postmodernity: The Rhetoric of the Civil Rights Memorial.” Rhetoric Society of America’s Thirtieth Anniversary Conference. June 5, 1998.

“The Teacher as Student/Author of the Electronic Portfolio.” Shifting Paradigms: The Impact of Electronic Portfolios on Writing, Assessment, and Teacher Training. Fourteenth Computers and Writing Conference. Gainesville, Florida. Session B8. May 29, 1998.

“Architecture as Rhetoric: Private Memories, Public Memorials, and ‘Justice’ in (and out) of the Civil Rights Memorial.” Justice Conference: Southern Humanities Council Annual Conference. Montgomery, Alabama. Session 4. March 21, 1998.

“The Body Exhausted: Defining a Rhetoric of Emptiness.” The Fifth Annual Graduate Student Conference at Kent State University. Kent, Ohio. Session #3, March 13, 1998.

Panels Chaired/Conferences Attended

University of Tennessee Diversity Summit, Murfreesboro, TN. April 15, 2015.

University System of Georgia’s Teaching and Learning Conference. Athens, GA. October 22-23, 2001. Selected to attend as West Georgia representative.

“A Community of Ex-Grad Colleagues Gone Professional.” Session Chair. Conference on College Composition and Communication. Session S1.17. Denver, CO. March 15, 2001.

International Conference on Utopia and Dystopia (in Literature and the Visual Arts). Hosted by the State University of West Georgia. Panel Chair. Session 37. Atlanta, GA. November 5, 1999.

“The Body Electric: The Rhetoric of the Female Body in Cyberspace.” Panel Chair. The Fifth Annual Graduate Student Conference at Kent State University. Kent, Ohio. Session #9, March 14, 1998.

HONORS and GRANTS AWARDS

- 2016-17 Faculty Fellow (Experiential Learning) – emphasis on building experiential and engaged learning opportunities on campus
- 2017 Exceptional Performance Rating, Associate Dean of the College of Arts and Sciences
- 2015 Exceptional Performance Rating, Associate Dean of the College of Arts and Sciences
- 2014 Exceptional Performance Rating, Associate Dean of the College of Arts and Sciences
- 2011 Speakers and Special Events Grant to bring Brad Clement and the *Everest Peace Project* (\$1,350)
- 2009 The Alpha Society (Scholastic Honor Society), UTC
- 2005 Rhetoric Society of American Summer Institute – selected among national pool of applicants; focused study on the rhetoric of social movements
- 2005 Faculty Development Grant to attend the competitive Rhetoric Society of America Summer Institute
- 2005 Instructional Excellence Grant (\$1,300)
- 2004 Instructional Excellence Grant (\$2,400)
- 2003-04 Faculty Fellow (Teaching, Learning and Technology) – emphasis on electronic portfolios as an alternative teaching method in professional writing
- 2002 Distinguished Service Award, West Georgia Student Disability Services
- 2000-02 *Preparing Tomorrow’s Teachers to Use Technology* (PT3) grant planning and implementation, a \$1.6 million grant from the U.S. Department of Education, West Georgia (Dr. Peggy Roblyer, PI)
- 2000 STEP / P-16 Collaborative Research Grant (\$1,200), West Georgia

JENNIFER BEECH

Department of English
The University of Tennessee at Chattanooga
615 McCallie Avenue
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EDUCATION

- 2001 Ph.D. in English, University of Southern Mississippi (English, Composition and Rhetoric). Dissertation: *Writing as/or Work: Locating the Material(s) of a Working-Class Pedagogy* (Directed by Dr. Julie Lindquist)
- 1991 M. A. in English, Southern Illinois University Carbondale (English with emphasis in American lit). Thesis: *Race, Color, and Social Progress in Hawthorne's The Scarlet Letter and The House of Seven Gables*
- 1989 B. S. in English, University of West Alabama, Livingston, AL, *magna cum laude*.

TEACHING and RELATED PROFESSIONAL POSITIONS

2016-P **Professor of English, University of Tennessee at Chattanooga**
2008-16 **Associate Professor of English, UTC**

Director of the UTC Writing Center (2002-2014): hired, trained, and assessed a staff of 12-14 undergraduate and graduate tutors; promoted writing center's mission across the campus; assisted professors from across the curriculum with incorporating writing and peer review into their courses; helped with training of graduate assistants and writing tutors in the UTC Psychology Department; maintained the center's web site; managed the center's budget for staff pay, and in order to purchase training materials and writers' resources, software/technology, public relations materials, etc.; and provided data through TaskStream for the purposes of institutional assessment.

2002-08 **Assistant Professor of English, UTC**

2001-02 **Visiting Assistant Professor of English, Pacific Lutheran University, Tacoma, WA**
2001-02 Director of Faculty Development and Writing Center Director, Pacific Lutheran University
2000-01 Visiting Instructor of English, Pacific Lutheran University

1997-2000 **Graduate Instructor, The University of Southern Mississippi**

1994-95 **Instructor of English, University of West Alabama, Livingston, AL**

1994 **Adjunct Instructor, Philips Junior College, Mobile, AL**

1992-93 **Instructor of English, University of Minnesota, Morris**

1989-92 **Graduate Instructor, Southern Illinois University Carbondale**

Courses Taught at UTC

<u>ENGL 1010/20</u>	Rhetoric and Writing I and II
<u>ENGL 2050</u>	Introduction to Rhetorical Analysis
<u>ENGL 2830</u>	Writing for the Social Sciences
<u>ENGL 2880</u>	Professional Writing
<u>ENGL 3830</u>	Writing Beyond the Academy
<u>ENGL 4810</u>	Writing for Teachers
<u>ENGL 4820</u>	Writing with Style (piloted course)
<u>ENGL 4870</u>	Working-Class Rhetorics (piloted course)
<u>ENGL 4870</u>	Rhetorics of Whiteness (piloted theme)
<u>ENGL 4910</u>	Writing Workshop: Civic Discourse and Activist Writing (piloted theme)
<u>ENGL 4910</u>	Writing Workshop: Humor, Parody, and Satire (piloted theme)
<u>ENGL 5269</u>	The Practice of Teaching Writing (piloted graduate course)
<u>ENGL 5180</u>	Composition Studies as Cultural Critique
<u>EDUC 5000</u>	Introduction to Educational Inquiry (Osborne Masters Program)
<u>ENGL 5000</u>	Introduction to Graduate English Studies: Methods and Bibliography

ENGL 5170 Composition Theory
ENGL 5270 Teaching College Writing

Courses Prior to UTC: Basic Writing, First-Year Comp I and II, Advanced Comp, Advanced Comp for Teachers, Public Speaking, Introduction to Drama, Technical Writing, Writing in Professional Settings, Critical Conversations, Classical Rhetoric for Contemporary Writers, Experimental Writing, Art and Practice of Teaching English

AWARDS/GRANTS/DISTINCTIONS

- 2015-16 EDO (Annual Performance Review) Exceptional Merit, UTC
2006 Technology Fee Grant: "UTC Center for Online Writing Support," UTC (\$8,166.)

2005 Faculty Research Grant: "Online Technologies and Writing Support for UTC Students," UTC (\$2,745.)
2004 Excellence in Research Award, College of Arts and Sciences, UTC (\$500.)
2004 Library Enhancement Grant, to increase Lupton Library holdings of writing center scholarship, UTC (\$448.)
2004 Tennessee Higher Education Council Grant, project co-director with Dr. Lauren Sewell Ingraham, Awarded for Summer 2004 workshop: "Using Non-Fiction to Build Critical Literacy." (\$62,597.)

2002-03 EDO (Annual Performance Review) Exceptional Merit, UTC

2001 Center for Teaching/Learning Faculty Development Grant, Pacific Lutheran University (\$300.)

2000 Ben Mounger Rawls **Excellence in Teaching Award**, Univ. Southern Mississippi (\$1,000.)

SERVICE TO FIELD and INSTITUTION

National Service to the Field of Composition and Rhetoric

- 2016-P Conference Committee, International Critical Media Literacy Conference, Savannah, GA
2016-P Editorial Board, Critical Media Literacies Series, SensePublishers
2004-P Co-Chair of 4C's Working-Class Culture and Pedagogy Special Interest Group
2004-P Editorial Board for Prentice Hall's journal *Open Words*
2013-14 NCTE Tennessee Policy Analyst
2012 Conference on College Composition and Communication (4C's) Resolutions Committee
2007-10 Board of Directors for Masters in Writing Studies Consortium
2005-06 4C's New Comers' Orientation Committee
2006 Council of Writing Program Administrators Conference Chattanooga Local Arrangements Committee
2003-06 4C's Academic Quality Committee (Chair)
2005-06 4C's Nominating Committee (elected)
2004-05 4C's Research Network Forum Discussion Leader
2005 Search Committee for Editor of the NCTE journal *Forum*
2003-P Guest Referee for the following journals: *College English*, *CCC*, *Pedagogy*, *NMLA*

Committee Memberships (UTC, University-Wide; University-Community)

- 2018-P Honor Court (also, 2004-06 & 2011-14)
2014-17 Grade Appeals
2016-17 Faculty Senate Humanities Representative
2014-15 Learning Support Services Committee
2012-14 Student Conduct Board
2013-14 Curriculum Committee (also, 2011-12)
2005-10 Faculty Senate
2006-09 General Education Committee
2006-07 Handbook Committee
2004-06 Institutional Review Board

Committee Memberships and Service (UTC, Department of English)

2018-P Contingent Faculty Issues
2018-P Scholarships Committee
2017-18 Chair's Advisory Committee
2013-18 One-Year Faculty Review Committee
2018 Sally Young Essay Contest Committee
2015-17 Graduate Studies Committee
2014-15 Composition Committee
2014-15 Judge for Young Southern Writers
2013-15 Curriculum Committee (Chair; member)
2012-13 Computer Pedagogy Committee
2012-13 Library Committee
2011-12 Curriculum Committee
2006-08 Public Occasions Committee (Chair)
2007-08 Library Committee
2002-07 Composition Committee
2003-07 Advisor for Xi Alpha Chapter of Sigma Tau Delta English Honor Society
2003-04 Adjunct Issues Committee (Chair)
2002-03 Computer Pedagogy Committee

Committee Memberships (Prior to UTC)

Pacific Lutheran University, Tacoma, WA

2000-02 First-Year Experience Program Committee
2000 Senior Writing Capstone Guidelines Committee

University of Southern Mississippi, Hattiesburg, MS

1999 First-Year Composition Textbook Committee
1997-98 Co-Chair of the English Graduate Organization

PROFESSIONAL GROWTH

Professional Memberships

Conference on College Composition and Communications (4C's); National Council of Teachers of English (NCTE)

Publications

Peer Reviewed Journal Articles and Book Chapters

- Beech, Jennifer. "Facebook and Absent-Present Rhetorics of Whiteness." *Rhetorics of Whiteness: Postracial Hauntings in Popular Culture, Social Media, and Education*. Eds. Tammie M. Kennedy, Joyce Irene Middleton, and Krista Ratchliffe. Southern Illinois University Press, 2017. 132-44. **Note: This collection won the best book award from the Conference on College Composition and Communication.**
- Beech, Jennifer and Matthew Guy. "Fat Guys in the Woods Naked and Afraid: Rural Reality Television as Prep-School for a Post-Apocalyptic World." *Forgotten Places: Critical Studies in Rural Education*. Ed. William M. Reynolds. Peter Lang, 2017. 45-59.
- Beech, Jennifer and Matthew Guy. "Rick Grimes, Eastman, and White Power: Resisting the Suture from a Critical Fan Perspective." *Walking Dead Live! Essays on the Television Show*. Eds. Philip L. Simpson and Marcus Mallard. Rowman & Littlefield, 2016. 155-64.
- Beech, Jennifer. "The Pedagogic Function of Work (ing-Class) Stories: An Exploration of Culture in the Deep South." Lead chapter for *Critical Studies of Southern Place: A Reader*. Ed. William M. Reynolds. Peter Lang, 2014. 3-17.
- Beech, Jennifer and Julia Anderson "Teaching the Obama Generation: Helping Students Enter and Remain in the Public Sphere." *Open Words: Access and English Studies* (Spring 2010): 46-63.
- Beech, Jennifer. "So Much Depends Upon the Route." *JAC* 27 (2007): 290-303.
- Beech, Jennifer. "Fronting Our Desired Identities: The Role of Writing Center Documents in Institutional Underlife," in *Marginal Words, Marginal Work?: Tutoring the Academy in the Work of Writing Centers*. Editors Bill Macauley and Nick Mauriello. Hampton Press Series in Composition and Literacy, 2007. 197-210.
- Beech, Jennifer. "Happy Accidents: Reflections on Becoming an Academic," lead essay for *Reflections*

from the Wrong Side of the Tracks: Class, Identity, and the Working Class Experience. Editors Vince Samarco and Stephen Muzzatti. Rowman and Littlefield Press, 2006. 9-21. (recognized in *Chronicle of Higher Ed* print and online November 2006)

- Beech, Jennifer. "Redneck and Hillbilly Discourse in the Writing Classroom: Classifying Critical Pedagogies of Whiteness." *College English* special issue on "Social Class and English Studies" 67.2 (November 2004): 32-46.
- Beech, Jennifer and Julie Lindquist. "The Work Before Us: Attending to English Departments' Poor Relations." *Pedagogy* 4.2 (May 2004): 171-189. (recognized in *Chronicle of Higher Ed* online June 2004)
- Beech, Jennifer with 7 undergraduate students at The University of Tennessee at Chattanooga. "Activism as Active Citizenship and as Civic Responsibility." *Lore: An E-Journal for Teachers of Writing*. (Spring 2004): <http://www.bedfordstmartins.com/lore/>.
- Beech, Jennifer and Birgitta Ramsey. "Listening to Students' Voices: The Importance of Multiple Communication Events in College Courses." *Journal of Teaching Academic Survival Skills* 2 (Spring 2000): 10-27.
- Beech, Jennifer. "Homesteading Rhetoric in *The House of the Seven Gables*." *Publications of the Mississippi Philological Association* (1998): 16-21.

Editor-Selected Shorter Publications

- Beech, Jennifer and William H. Thelin. "A Comment on Joe Harris's 'Revision as Critical Practice.'" *College English* 66.5 (May 2004): 554-556. (Joe Harris responds in the same issue)
- Beech, Jennifer. "Response to Politicizing the Composition Classroom Through Activism." *Lore: An E-Journal for Teachers of Writing*. (Spring 2004): <http://www.bedfordstmartins.com/lore/>.
- Beech, Jennifer. "What Do We Do About Handbooks?: That is *Still* the Question." *IWCA Update: Newsletter for the International Writing Center Association* 4.2 (Spring 2003): 5-7. (review essay)
- Beech, Jennifer. "Phillips 66 Truck Stop." *The Rectangle: Journal of Sigma Tau Delta* 64.2 (1989): 25-27. (short fiction)

On-Campus Publications

- "Write at the Center of Campus Life." *The Echo*: 98.9 (October 31, 2003): 4. (UTC)
- "UTC Students on Cutting Edge of Democratic Involvement." *Heck No! An Alternative Student Voice*. (Fall 2003): 1.
- "Students Benefit from Writing Center." *By Degrees: Newsletter for UTC Arts and Sciences* (Spring 2003).
- "Writing Center FAQ for Faculty." *UTC Writing Across the Curriculum Newsletter* (Fall 2002).

Invited Workshop

- "An Introduction to Working-Class Composition Pedagogies." For English Department Composition Faculty. University of Akron, November 2004.

Conference Papers/Presentations

- "The Hard Work of Producing and Consuming Satire in the Age of Trump: Teaching Humor Writing as Civic Engagement." Conference on College Composition and Communication, Kansas City, MO, March 2018.
- "Brock Turner, Stephen Paddock, and the Monsters Next Door: How the Media Frames Monstrous Acts Committed by White Men." Critical Media Literacy Conference, Savannah, GA, February 2018.
- "Changing English Majors' Experiences: Cultivating Critical Citizens through a First-Year Cohort Program." Conference on College Composition and Communication, Portland, OR, 2017.
- "White Power in the Walking Dead." Critical Media Literacy Conference, Savannah, GA, February 2016.
- "Fat Guys in the Woods Naked and Afraid: Rural Reality Television as Prep-School for a Post-Apocalyptic World," with Matthew Guy. Featured lunch panel at Curriculum Studies Summer Collaborative Conference, Savannah, GA, June 2015.
- "The Pedagogic Function of Work Stories." Curriculum Studies Summer Collaborative Conference, Savannah, GA, June 2014.
- "Facebook and the Gramscian Organic Intellectual." Conference on College Composition and Communication, Las Vegas, NV, March 2013.
- "Forgetting the University and Inventing an Educated Popular Audience: Shifting Styles." Conference on College Composition and Communication, Atlanta, GA March 2011.
- "A Counter-Hegemonic Refashioning of Style for the Twenty-first Century Advanced Composition Course." Conference on College Composition and Communication, Louisville, KY, March 2010.
- "Recognizing our Teaching (Dis)Abilities for a New Wave of Literacy." Conference on College Composition and Communication, San Francisco, CA, March 2009.

- "Work Stories as Sites of Rural Literacy." Conference on College Composition and Communication, New York, March 2007.
- "Bait and Switch: Contingent Faculty, Ethics, and Writing Instruction." NCTE, Nashville, TN, Nov. 2006.
- "Authorizing Pedagogy and Scholarship: Productive Teacher-Researcher Coalitions with Contingent Faculty." Conference on College Composition and Communication, Chicago, IL, March 2006.
- "Groundbreaking Pedagogy: Breaking Down the Mind/Body Split in Writing Instruction," NCTE Conference, Pittsburgh, PA, November 2005.
- "Work, Social Class, and English Studies." College English Association Conference, Indianapolis, IN, March 2005.
- "Writing Center Documents as Institutional Underlife." Watson Conference on Rhetoric and Writing, Louisville, KY, October 2004.
- "Student Activism, Community Literacy, and Class Privilege." Conference on College Composition and Communication, San Antonio, TX, March 2004.
- "Research, Pedagogy, and the Organic Intellectual," featured speaker for CCCC's 2004 Pre-Conference Workshop "Classin' Up the Joint: Class as a Critical Tool in High School, Access, and College Composition," San Antonio, TX.
- "Reconstructing an Archeology of Memory with Work Stories: Rhetorics of the Everyday." Southern Humanities Council Conference, Chattanooga, TN, February 2004.
- "The Web Goes South: Working-Class Culture on a High Speed Network," with Jane Fife and Joe Wilferth. Computers and Writing Conference, Purdue University, West Lafayette, IN, May 2003.
- "Writing about/with/as Rednecks: Whiteness Classified." Conference on College Composition and Communication, New York, NY, March 2003.
- "The Beauticians and the Mechanics: Private Work(ing-Class) Stories as Civic Rhetoric." Rhetoric Society of America Conference, Las Vegas, NV, May 2002.
- "Somewhere Between the Text and the Street: Finding Common Ground for Working-Class Studies." Conference on College Composition and Communication, Chicago, IL, March 2002.
- "Writing and (Net)Working: Collaboration and Working-Class Students." Conference on College Composition and Communication, Denver, Colorado, March 2001. **Published in ERIC: #ED451530**
- "The Commodification of Liberatory Pedagogy: Class in Composition." Conference on College Composition and Communication, Minneapolis, Minnesota, April 2000.
- "Culture as a Clay Doll: Conscientization, Literacy, and Cultural Studies Pedagogies," workshop with Heidi Rosenberg. Fifth Annual Pedagogy and Theatre of the Oppressed Conference, Borough of Manhattan Community College, New York, June 1999.
- "Rewriting the Social Body: What English Composition Programs Can Learn with the Language Poets." Conference on College Composition and Communication, Chicago, April 1998.
Published in ERIC: #ED426416

Dr. Elizabeth (Beth) Ann Pearce
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www.elizabethapearce.com

EDUCATION

Ph.D., English Studies (Children's Literature emphasis)
Department of English, Illinois State University
Dissertation Director: Roberta Seelinger Trites
Dissertation Title: "Limitation, Subversion, and Agency: Gendered Spaces in the Works of Margaret Mahy, Cynthia Voigt, and Diana Wynne Jones"
Defended Dissertation: August 15, 2014

M.A., Literature, December 2007
Department of English, Texas State University-San Marcos
Concentration: Children's Literature
Advisor: Marilyn Olson

B.A., English (Minor in History), December 2004
Department of English, Texas State University-San Marcos
Teaching certifications for 8-12 grades in English and History

ACADEMIC EMPLOYMENT

Visiting Assistant Professor: University of Tennessee at Chattanooga, Department of English
Chattanooga, TN
August 2015-current

Postdoctoral Fellow: Illinois State University, Department of English. Normal, IL
August 2014-May 2015

Graduate Teaching Assistant: Illinois State University, Department of English. Normal, IL
August 2009-May 2014

SCHOLARSHIP

Reclaiming Edith Rickert's Modernist Picture Books, work in progress, chapter accepted to an edited collection about Edith Rickert

"Adolescent Literature as Space for Activism in *The Hate U Give*," work in progress, to be submitted to the *Children's Literature Association Quarterly*

HONORS AND AWARDS

Faculty Grant for paper presentation at the 2018 Children's Literature Association, \$1350,
University of Tennessee at Chattanooga,
Summer 2018

Ranta Scholar in Children's and Young Adult Literature, Department of English,
Illinois State University,
June 2011, June 2014

Sigma Tau Delta Scholarship for Outstanding Service and Leadership in English Studies,
Illinois State University,
May 2014

Excellence in Teaching Award, Student Education Association,
Illinois State University,
April 2012

Mary-Agnes Taylor Scholarship, Department of English,
Texas State University-San Marcos,
June 2007

Academic Scholarship, \$6,000 per year,
Lees-McRae College
August 2000

INVITED PRESENTATIONS

"Behind Louisa's Mask: Discovering the Real Louisa May Alcott,"
invited panel speaker for a NEH/ALA grant-funded program,
Normal Public Library, Normal, IL,
November 2011

CONFERENCE PRESENTATIONS

"Challenging the Master Subject: Adolescent Literature as Space for Activism in *The Hate U Give*,"
Children's Literature Association Annual Conference, San Antonio, TX,
June 2018

"Concentric Circles of Caring: Diana Wynne Jones' Howl Series and Caring as Agency,"
Children's Literature Association Annual Conference, Tampa, FL,
June 2017

- “The Pain of Loving: African American Hair in *Nappy Hair* and *I Love My Hair?*”
Children’s Literature Association Annual Conference, Columbus, OH,
June 2016
- “Sex in Caves: What’s Going on with Adolescent Literature?”
Children’s Literature Association Annual Conference, Columbia, SC,
June 2014
- “The Inner and Outer Landscape in Margaret Mahy’s *The Tricksters*,”
Association of American Geographers Annual Conference, Los Angeles, CA,
April 2013
- “The Crosswicks Journals: Truth and Fiction in Madeleine L’Engle’s *A Circle of Quiet*,”
Children’s Literature Association Annual Conference, Boston, MA,
June 2012
- “Subversion as Rebellion: Gendered Labor in Cynthia Voigt’s *The Kingdom Series*,”
Children’s Literature Association Annual Conference, Roanoke, VA,
June 2011
- “‘This Story is Getting Out of Hand’: Cornelia Funke’s *Inkheart Trilogy* and Metafiction,”
Children’s Literature Association Annual Conference, Ann Arbor, MI,
June 2010
- “Juxtapositions in Adolescent Literature: The Magical and/or Realistic Spaces of
Diana Wynne Jones’ *Fire and Hemlock*,”
South Central Modern Language Association Conference, Memphis, TN,
November 2007
- “Give and Take: Changing Space and Self in Margaret Mahy’s *The Changeover* and *The Catalogue of
the Universe*,”
Children’s Literature Association Annual Conference, Newport News, VA,
June 2007

TEACHING EXPERIENCE

University of Tennessee at Chattanooga, Chattanooga, TN
Visiting Assistant Professor, August 2015-current

Illinois State University, Normal, IL
Postdoctoral Fellow, August 2014-May 2015
Graduate Teaching Assistant (instructor of record), August 2009-July 2014

Courses Taught

WSTU 4550, From Twilight On: Gender in Contemporary Adolescent Literature

A focus on literature published between 2007-2017 whose primary audience is the adolescent, with special attention to intersectional issues of gender, race, class, sexuality, disability, and many others. Texts assigned include Meyer's *Twilight*, Collins' *Hunger Games*, Ward's *Sing, Unburied, Sing*, Wilson's *Ms. Marvel*, Sánchez's *I am Not Your Perfect Mexican Daughter*, and Reynolds' *Long Way Down*.

ENGL 2290, Literature for the Adolescent

A survey and evaluation of literature whose primary audience is the adolescent, with special attention to the usefulness of such literature in secondary education. Texts assigned include Yang's *American Born Chinese*, Thomas' *The Hate U Give*, Nelson's *I'll Give You the Sun*, Salinger's *Catcher in the Rye*, and Levithan's *Every Day*.

ENGL 2280, Children's Literature

A survey and evaluation of some of the best literature for children, with special attention to literature for preschool and elementary school years. Texts assigned include Tan's *The Arrival*, Conkling's *Sylvia & Aki*, Bell's *El Deafo*, Tarpley's *I Love My Hair!*, Richardson and Parnell's *And Tango Makes Three*, and Weisner's *Mr. Wuffles!*

ENGL 1330, Introduction to Literature

Readings from poetry, fiction, and drama to demonstrate how the writer selects from ideas, experience, and language and combines these elements to speak of and to the human condition. Texts assigned around a theme of entrapment include Walls' *The Class Castle*, Naylor's *The Women of Brewster Place*, Oates' *Black Water*, and Gilman's "The Yellow Wallpaper."

ENGL 1020, Rhetoric and Composition II

Review of competencies stressed in English 1010 with emphasis on the extended essay; use of research matter in writing; attention to diction, figurative and symbolic language, relationship of style and meaning.

ENG 272, Literature for Middle Grades

Critical analysis and discussion of works written for children ages 9 to 13, including multicultural novels and information books, children's media, and culture. Texts assigned include Deutsch's *Hereville: How Mirka Got Her Sword*, Myers' *Bad Boy: A Memoir*, Sheth's *Boys without Names*, Stead's *When You Reach Me*, and Stone's *Almost Astronauts: 13 Women Who Dared to Dream*.

ENG 271, Literature for Young Children

Critical analysis and discussion of works written for children ages 5 to 9, including multicultural picture books, fairy tales, poetry, and chapter books. Texts assigned include Andersen's "The Snow Queen," Ewart's *10,000 Dresses*, Tarpley's *I Love My Hair!*, Tan's *The Arrival*, White's *Charlotte's Web*, and Potter's *The Tale of Peter Rabbit*, as well as critical selections from Zipes and Nodelman.

ENG 170, Foundations in Literature for Children

Introduction to genres of children's literature, including mythologies, fairy tales, picture books, poetry, and historical, multicultural, and current prose. Texts assigned include Maria Tatar's *Classic Fairy Tales*, Burnett's *The Secret Garden*, Palacio's *Wonder*, and Jacqueline Woodson's *The House You Pass on the Way*.

ENG 128, Gender in the Humanities

Examination of gender roles, norms, and stereotypes from a broad range of perspectives within humanities across centuries and cultures. The class explored gender dynamics in dystopian literature throughout history, including Orwell's *Nineteen Eighty-Four*, Atwood's *The Handmaid's Tale*, Moore's *V for Vendetta*, Anderson's *Feed*, and Collins' *The Hunger Games*.

ENG 125, Literary Narrative

Critical reading and analysis of a variety of literary narratives that reflect on human experience. Focus of the class was on gendered spaces in children's and adolescent literature, including Coolidge's *What Katy Did*, Sachar's *Holes*, Voigt's *Elske*, and Fitzhugh's *Harriet the Spy*.

ENG 101, Composition as Critical Inquiry

Class challenges students to develop a range of rhetorical and intellectual abilities. Students learn how to analyze the multiple dimensions and meet the multiple demands of a variety of written rhetorical situations. Students also develop an array of strategies to help them navigate different genres and writing situations.

ENG 101.10, Composition as Critical Inquiry (lead instructor with M.A. assistant)

Covers the same material as English 101, while providing a more structured writing experience for students who decide they can benefit from daily writing.

Lincoln College, Normal, IL, August 2012-May 2015

Writing Tutor in the Learning Resource Center

Small Middle School, Austin, TX, August 2004-December 2004

Student Teacher in 8th grade English and History classes

ADMINISTRATIVE EXPERIENCE

Illinois State Writing Project, Normal, IL, Summer 2011-2013

Technology Liaison

As part of the National Writing Project, my role was to facilitate the use and integration of digital literacies and technology tools to support the teaching and learning of writing across its local and national work. I was also responsible for technology teaching demonstrations, website creation and maintenance, and digital outreach.

Texas State University-San Marcos, San Marcos, TX, March 2006-July 2009

Administrative Assistant, Camp Coordinator for the Mathworks Department
Responsible for running and leading math camps for rising 3rd-12th grade students in different locations throughout the state. Worked on grant documentation and reporting, textbook publication, website creation and maintenance, technology support for the department, and administrative coordination with the university.

Reviewing

Reviewer, LPPublishing, 2018

Blind Reviewer, Wilfrid Laurier University Press, 2017

Blind Reviewer, *The Looking Glass: New Perspectives on Children's Literature*, 2015

SERVICE

Phoenix Award Committee

Children's Literature Association, June 2018-June 2020

One Year Review Committee

Department of English, University of Tennessee at Chattanooga, August 2018-July 2019

Public Occasions Committee

Department of English, University of Tennessee at Chattanooga, August 2017-July 2018

UTC Student Conduct Board

University of Tennessee at Chattanooga, August 2016-current

Young Southern Writers Committee

Department of English, University of Tennessee at Chattanooga, August 2016-May 2017

Librarian, Sigma Tau Delta

Department of English, Illinois State University, August 2013-May 2014

Graduate Student Representative, Graduate Forum Committee

Department of English, Illinois State University, August 2010-May 2011

PROFESSIONAL AFFILIATIONS

Children's Literature Association

International Research Society for Children's Literature

Modern Language Association

Sigma Tau Delta

Assembly on Literature for Adolescents of the NCTE (ALAN)

Curriculum Vitae



Jill Ann Blaser Beard, Ed.D.

93 Beverly Circle
Ringgold, Georgia 30736

Cell: 423.504.6434
Email: jill-beard@utc.edu
Date of Birth: 11 July 1964

Personal Statement

As someone who grew up on a working farm in the Midwest, I would describe my philosophy of life as “You’ve got to get your hands dirty!” I am keen on taking on any task—no matter the challenges it may present. One of those tasks is teaching young minds the skill of clearly written language. My first teaching position was a challenging one: instructing sixth through twelfth grade students in grammar, composition, and literature. My life was further enhanced with the birth of our two children. As our children grew and we built our first home, I completed a Masters degree, opening the door to collegiate-level teaching at a local private university. What began as a short-term appointment became nine years of service marked by special memories: get-togethers at our home for colleagues and students and community activities in which I was an active member. But, most importantly, we made time for family events, namely high school football games where my husband coached, my son played, and my daughter cheered. The past years have been marked by several life-changing events: my son’s service to our country as a Marine Corps infantryman in Afghanistan, my daughter’s time in the Dominican Republic as a teacher and mentor, and my decision to pursue a doctoral degree. As 2018 marks my tenth year of teaching Rhetoric & Composition at UTC and promotion to Senior Lecturer, I have intensified my desire to be a positive influence on my colleagues and students as they pursue a life of the mind.

Skills

Editing expertise	Organizational savvy
Leadership confidence	Problem-solving ability
Research knowledge	Teacher-student communication facility
Online communication capability	Strong work ethic

Education

Doctorate of Education in Learning & Leadership, The University of Tennessee at Chattanooga (UTC), 2017
M.A., English ~ Literary Studies, The University of Tennessee at Chattanooga, 1999
Further Studies in English, Tennessee Temple University (TTU), Chattanooga, 1992-96
B.A., Secondary Education with Proficiency in English, Oklahoma Baptist College (OBC), Oklahoma City, 1985

Professional Experience

Senior Lecturer of English ~ The University of Tennessee at Chattanooga (2008-present)
Instructing English 1010, 1011 with Tutorial, & 1020 courses

Assistant Professor of English ~ Tennessee Temple University, Chattanooga, TN
(2000-08)

Instructed courses including first-year composition, various literature courses, Advanced English Grammar, and Senior Seminar

Served on numerous committees

Presented educational workshops at teacher conferences

Adjunct Instructor of English Composition~ Tennessee Temple University (1999)

Instructed composition courses while completing graduate work

Secondary-Level Language Arts Teacher ~ King's Way Christian School, Douglasville, GA (1986-91)

Instructed sixth through twelfth-grade grammar and composition; British, American, and World Literature; choir; fine arts

College Courses Taught

English Composition & Rhetoric 1010, 1011, 1020

Tutorial for 1011 course

Advanced Composition

Romantic Literature

Victorian Literature

Secondary School Methods

Introduction to Literature

Shakespeare

Studies in Poetry

Studies in Fiction

Development of the British Novel

Survey of British Literature I, II (F2F/online/hybrid)

Senior Seminar (capstone course)

American Literature I, II (F2F/online)

Advanced English Grammar

Continuing Education Credit

2014-15 UTC English Department Composition Faculty Development Workshop
9 contact hours (.9 Continuing Education Credit)

2013-14 UTC English Department Composition Faculty Development Workshop
9 contact hours (.9 Continuing Education Credit)

2012-13 UTC English Department Composition Faculty Development Workshop
9 contact hours (.9 Continuing Education Credit)

Computer Program Experience

Blackboard Operating System (UTCOnline), Microsoft Word, PowerPoint, Excel, Banner Management System, eCAMS

Educational Technology Experience

My experience with educational technology has been enhanced by a course designed to equip teachers with the tools of Microsoft *Office*, *PowerPoint*, and *Excel*, and the *Blackboard* operating system. My pedagogy has been informed by effective multi-modal elements including ePosters, listographs, and *PowerPoint* presentations. I also organize my student and course information with the *Excel* program. In addition, I have participated in the UTC Walker Center for Teaching and Learning for enhanced *Blackboard* training and with the Library Studio to help students develop more effective multi-modal elements of course deliverables.

Departmental Study and Dissertation Research: *An Examination of Student Perceptions of Knowledge Transfer in the First-Year Composition Experience*

During the summer of 2012, I had the opportunity to work with Dr. Susan North to create an evaluative tool focusing on learning transfer and the first-year composition course at UTC. By researching studies conducted in this area by other institutions, I was able to construct pre- and post-semester surveys that could be used to determine students' perceptions of their ability to transfer skills and knowledge to other courses and their vocations. The Composition Surveys (2013-14) were administered to selected courses of first-year 1010/1011 students.

In 2017 I successfully defended my doctoral thesis entitled *An Evaluation of Student Perceptions of Knowledge Transfer in the First-Year Composition Experience*—a culmination of more than six years of research, writing, and revision.

Honors

Nominated for 2018 Presidential Award for Service

Recipient of 2016 CRU Faculty Award

Personal Experience, Interests, Community Service

Judge for Ridgeland Public School Honors Academy ~ Senior Project Presentations (2012-present)

Mentor in Faculty-Student Mentoring Program

Manuscript editor for published book and for doctoral dissertations

TTU campus special events coordinator ~ Homecoming Banquet, Alumni Banquet, Student/Faculty Banquet, dinner theatres; flower arranger for campus lobbies; set coordinator for campus dramas

Wedding coordinator, director, decorator

Co-organizer of Highland Park "Sparkle Day" ~ students and faculty joined the Highland Park community to clean up the area

Choir member and soloist

Host for class get-togethers

Gardener and outdoor enthusiast

Animal lover ~ my pets include three Black Creek Beagles, a pot belly pig, and a variety of rabbits

Classic book collector

Duties Fulfilled in English Department

Composition Department study (Fall 2013) ~ focused on UTC student perceptions of their ability to transfer knowledge gained in 1010/1011 to other writing situations

English Department Senior Banquet decorator (UTC)

Bedford Handbook contributor ~ member of committee to individualize the *Bedford Handbook* for UTC students

Activities coordinator ~ planned and organized trips to Cumberland County Playhouse and Alabama Shakespeare Festival for TTU students

Work study supervisor and student academic advisor (TTU)

Speech recital and valedictory/salutatorian speech advisor (TTU)

Faculty yearbook and TRACS document editor (TTU)

Professional Memberships & Enhancement

Senior Lectureship ~ awarded for ten years of service (2018)

Security Awareness ~ completed online UTC faculty IT training (2017)

Bridges: Building a Supportive Community ~ completed online UTC faculty Title IX training (2017)

Question, Persuade, and Refer (QPR) Program ~ completed UTC Suicide Prevention Training (2016)

UTC Green Zone (2014) (UTC Veteran Student Services) ~ certified member trained to support student veterans and their families

Sigma Tau Delta ~ Xi Alpha Chapter

Tennessee Philological Association

UTC Master Chorale

Faculty soloist in TTU's production of *Elijah*

Committees Served

UTC

General Education Committee (2018-19)
 Young Southern Writers Committee (2018-19)
 Contingent Faculty Committee Chair (2017-18)
 ~ presented proposal to restructure EDO/ Reappointment Dossier process
 Composition Committee (2013-15)
 Special Occasions Committee Chair (2009-10); Member (2010-17)

TTU

Graduation Preparation Committee (2000-08)
 Curriculum Development Committee (2006-08)
 Facilities Development Committee Chair (2006-08)
 Faculty Ranking Committee (2006-07)
 Plagiarism Policy/Honor Code Committee Chair (2004-05)
 Student Absence Policy Committee (2002-04)
 Faculty Handbook Editing Committee (2001-02)

Conferences Attended and Workshops Presented

Elon University ~ Center for Engaged Learning Conference on *Critical Transitions: Writing and the Question of Transfer Conference*

TTU Faculty In-Service Presentation on Plagiarism

The Southeast Christian School Convention, Myrtle Beach, NC

Presentation entitled *Thinking Critically: Preparing Students for College and for Life*

The North Carolina Christian Educators' Conference, Greensboro, NC

Presentation entitled *Writing Woes*

Presentation entitled *Poetry: It's Not My Cup of Tea*

References

Verbie Prevost, Ph.D.

George Connor Professor of American Literature (Retired), The University of Tennessee at Chattanooga

Work address: English Dept. 2703, 615 McCallie Avenue, Chattanooga, TN 37403

Work number: 423.425.4238.

Email: Verbie-Prevost@utc.edu.

Robert Miller, Ph.D.

Dean of Arts and Sciences (Retired), Tennessee Temple University

Home address: 3103 Anderson Pike, Signal Mountain, TN 37377

Home number: 423.886.4930

Email: rmiller@mccallie.org.

Kevin Woodruff, M.S.

Adult & Graduate Studies Outreach Librarian, Bryan College

Work address: 721 Bryan Drive, Dayton, TN 37321

Work number: 423.775.7430

Email: kwoodruff3540@bryan.edu

James D. Price, Ph.D.

Author, Professor of Hebrew and Old Testament (Retired), Temple Baptist Seminary

Work number: 423.894.6197

Home address: 2102 Colonial Parkway Drive, Chattanooga, TN 37421

Email: drjdprice@aol.com.

*Transcripts available upon request.

Ann M. Buggey

Lecturer, Department of English
The University of Tennessee at Chattanooga
Ann-Buggey@utc.edu
(423) 425-5474

EDUCATION

Master of Fine Arts	Creative Writing	University of Memphis	2006	Summa Cum Laude
Master of Arts	English Literature	University of Memphis	2000	Summa Cum Laude
Bachelor of Arts	English	Memorial University	1977	1st class
Bachelor of Education	Secondary Level	Memorial University	1977	1st class

EMPLOYMENT HISTORY

2007 to present	Lecturer, Senior Lecturer Associate Lecturer	<i>University of Tennessee at Chattanooga, Chattanooga, TN</i>
1999 to 2007	Branch Manager/Financial Specialist	<i>Clearpoint Financial Solutions, Memphis, TN</i>
2003 to 2005	Adjunct Instructor	<i>University of Memphis, Memphis, TN</i>
1997 to 1999	Director of Counseling	<i>Consumer Credit Counseling Services of Memphis, Memphis, TN</i>
1993 to 1997	Program Director	<i>Senior Services, Memphis, TN</i>
1991 to 1993	Assessment Counselor	<i>The Meadows Psychiatric Center, Centre Hall, PA</i>
1989 to 1991	Director of Family Support	<i>Association for Retarded Citizens, State College, PA</i>
1986 to 1989	Senior Center Director	<i>Jefferson County Area Agency on Aging Brookville, PA</i>
1983 to 1985	Substitute Teacher	<i>Brockway Area Schools, Brockway, PA</i>
1982 to 1983	Writing Tutor	<i>Penn State University, Dubois, PA</i>
1977 to 1978	Librarian	<i>Bishop O'Reilly, Port-au-Port, NFLD</i>

RELEVANT SKILLS AND EXPERIENCE

Adult Instruction and Curriculum Development:

- Full time lecturer at the University of Tennessee at Chattanooga in the Department of English teaching Rhetoric, Composition, Women's Studies, and Literature.
- Taught Sophomore Literature at the University of Memphis as an adjunct instructor.
- Writing tutor for freshman and sophomore students at Penn State's Learning Assistance Center.
- Extensive experience developing workshops and conferences for non-profits and Fortune 500 corporations. Conference duration varied from one to several days, with 125 to over 200 attendees.
- Presented workshops to groups of less than a dozen to over fifty, using a variety of instructional methods to engage participants and increase problem-solving skills. Topics ranged from family and mental health issues affecting employee productivity, to quality assurance, retirement planning, etc.
- Developed and conducted in-service training for counselors, foster parents, and Nursing Assistants.
- Public and school librarian. Chose and cataloged appropriate reading materials with emphasis on acquiring literature for children and adolescents. Taught library skills classes.
- Coordinator of *Productivity Plus*, a mentoring program to improve the basic skills of academically at-risk students in Memphis City Schools. Recruited, trained, and coached senior citizens as mentors.

- Completed graduate courses on teaching post-secondary literature, composition, creative writing, and children's literature.
- Taught adult continuing education classes in Pottery and Textiles.
- Proposed, designed, and taught university level courses in Women and Fiber and Fairy Tales for Adults.

Writing and Communications:

- Wrote successful grants for *Productivity Plus*, a mentoring program in Memphis City Schools and 2 Higher Impact Practices grants at UTC to fund Women and Textiles class.
- Assisted in writing state and federally funded grants for adult recreation, family support systems, and the deinstitutionalization of persons with mental retardation.
- Publications editor for Applied Courseware Inc.
- Media representative for Consumer Credit Counseling Services, appearing on radio and television, and interviewed by regional and national newspapers.
- Designed workshops and presentations for many corporate clients, including FEDEX, Pfizer, and 1st Tennessee Bank.
- Conducted distance learning workshops for FEDEX and Memphis Light Water & Gas.
- Wrote policy, personnel, and procedural manuals meeting local, state, and national accreditation and licensing standards.
- Designed and wrote consumer directories, brochures, and newsletters.
- Developed extensive, cross-referenced databases to support clinicians in the field of mental health, mental retardation, childcare, and geriatric case management. Data collected from three states.
- Published poetry in several literary journals.

COURSES TAUGHT

University of Memphis

2003 to 2005: English 2201: Literary Heritage.

University of Tennessee at Chattanooga

2007- 2013, 2017: English 121/1010: Rhetoric and Composition

2007- 2014: English 122/1020: Rhetoric and Composition

2008- 2013: English 229/2290: Literature for Adolescents

2009- 2012, 2015: English 282/2820: Scientific Writing

2012 Fall: Humanities 1999r/Special Topics/Women and Fiber

2012-2014: English 2280: Children's Literature

2014- 2015: English 1010/Hybrid: Rhetoric and Composition

2015-2016, 2018: English 1020/Hybrid: Rhetoric and Composition

2015-2016 present: English 2060/Topics in Literature

2017- present: English 2510/Popular Fiction

2016- present: English 2820/Hybrid: Scientific Writing

2017- present: Women's Studies 4550: Women and Textiles

SERVICE

UTC Walker Teaching and Learning Center, HIP (Higher Impact Practices) Committee, 2018-2019

UTC Department of English, One-Year Faculty Review Committee, 2018-2019

UTC Department of English, Scholarship Committee, 2017-2018

UTC Department of English, One-Year Faculty Review Committee, 2016-2017

UTC Department of English, Technology and Social Media Committee, 2015-2016

UTC Department of English, Composition Committee, 2012-2014
UTC Department of English, Computer Pedagogy Committee, 2011-2012
UTC Department of English, Contingent Faculty Issues Committee, Chair, 2010-2011
UTC Department of English, Library Committee, 2009-2011
TCTE Chattanooga Conference, Volunteer, 2010
UTC FYRE/Read2Achieve, Volunteer, 2011-2018
UTC First Class, Volunteer, 2011-2018
UTC Department of English, Contingent Faculty Issues Committee Chair, 2009-2010
Conference on Southern Literature, Volunteer, 2009
Young Southern Student Writers (YSSW) Contest Judge, 2009-2011, 2013-2018
UTC Faculty Senate, Petitions Committee, 2008-2009

AWARDS/GRANTS

HIP (High-Impact Practices) Grant Recipient, 2018 (\$811.88)
HIP (High-Impact Practices) Grant Recipient, 2016 (\$1997.50)
Riverbend Fiber Arts Guild, 2nd place, 2012 challenge – “Animal, Mineral, Vegetable”
Riverbend Fiber Arts Guild, Viewer’s Choice Award, 2012 challenge – “Animal, Mineral, Vegetable”
Riverbend Fiber Arts Guild, 3rd place, 2011 challenge – “What Keeps Me Going”
CCCC, PEP Grant Recipient, 2010
Volunteer of the Year: Metropolitan Interfaith Association, *Opportunity Banc*, Memphis, 2004
National Community Service Excellence Award: Work/Family Directions Incorporated, Boston, 1996
Employee Excellence Award. Meadows Psychiatric Center, Centre Hall, 1992

CONFERENCE ATTENDANCE

Instructional Excellence, Walker Teaching and Learning Center, UTC, Chattanooga, 2017
Instructional Excellence, Walker Teaching and Learning Center, UTC, Chattanooga, 2014
Instructional Excellence, Walker Teaching and Learning Center, UTC, Chattanooga, 2008
TCTE, Chattanooga Conference, Volunteer, 2010
CCCC, St. Louis, MO, 2010
Conference on Southern Literature, Chattanooga, Volunteer, 2009

MEMBER

Riverbend Fiber Arts Guild
SAGA - Smocking Arts Guild of America
Scenic City Smocking Guild
Chattanooga Smocking Guild
ATHA - American Rug Hookers Guild
Dogwood Chapter of ATHA, Atlanta
TCTE - Tennessee Council of Teachers of English, 2010 to 2015
NTCE - National Council of Teachers of English, 2010 to 2015

PUBLICATIONS

“Ablution.” *Cairn*. 42(2007):19.
“Cozumel.” *Clark Street Review*. Winter 2006: 4-5.
“Doubt.” *Calyx*. 24(2008): 41.
“Fish.” *Subtropics*. 5(2008):37.

- “Iphigenia, or, Ode to Sausages.” *Tulane Review*. Spring 2004: 40-41.
 “Light Summer Rain.” *Ginkgo Tree Review*. 4(2007):166.
 “My brother, with a friend, had stolen bread” *Bayou*. 47(2007):53.
 “Three Sisters.” *Blueline*. 28(2007): 108.
Canadian Armed Forces Sexual Harassment Training Modules. Ed. Department of National Defense:
 Ottawa, 1995.

WORKSHOPS GIVEN

English

- “Experiential Learning”, (cohort presentation), Instructional Excellence Retreat, May 10, 2017
 “How the HIP Grant Enhanced My Class and Made Me a Better Instructor”, Instructional Excellence
 Retreat, May 10, 2017
 “Using Scratch-off Cards for In-class Group Quizzes”, Faculty Teaching and Learning Showcase,
 January 26, 2016
 “Flipped Classrooms” (cohort presentation), Instructional Excellence Retreat, May 6, 2015
 “Flipped Fridays” (panel), UTC Walker Teaching and Learning Center, September 19, 2014
 “Using UTC Online in the Classroom”, UTC Composition Department, August 2011

Textiles

- “Wool Construction”, Middle Tennessee Fiber Festival, November 3, 2018
 “Wool Construction Techniques”, SCSG, November 2017
 “Smocked Socks”, SCSG, October 2016
 “Bell Smocking”, SCSG, September 2016
 “Bullion Rose Buttons”, SCSG, July 2015
 “Shell Stitch”, SCSG, July 2014
 “Silk Ribbon Pin Cushion”, SCSG, May 2013
 “Geometric Smocking”, SAGA, October 2012
 “Working with Tulle”, SAGA, August 2012
 “Silk Ribbon Embroidery.” SCSG, June 2012
 “Picture Smocking”, SAGA, May 2012
 “Heirloom Construction – Dupioni Silk”, SAGA, March 2012
 “Madeira Embroidery”, SAGA, July 2011
 “Smocked Stocking”, Embroiderer’s Guild, August 2011
 “Flower Embroidery”, SCSG, June 2011
 “Flower Embroidery”, SAGA, May 2011
 “Geometric Embroidery,” SAGA, March 2011
 “Basic Embroidery”, SAGA, February 2011
 “Reverse Applique”, SAGA, March 2010
 “Duplicate Stitch”, SCSG, January, 2010

ART SHOWS

- "Celebrating ... Joy." North River Center, Hixson. July 12 - August 12, 2011.
 “Spirited Threads.” First Congregational Church, Memphis. November 27- December 19, 2004.
 “Threads of Hope.” Wings Gallery, Memphis. September 17 – October 28, 2004.
 “A Concert of Spirited Threads: Women’s Fabric Art.” University of Memphis Art Gallery, Memphis.
 June 24 – August 19, 2000.

Jeff Drye

720 East Roddy Road
Spring City, TN 37381
jeffrey-drye@utc.edu
423.584.4003

Education

2000. Master of Arts in English. Georgia College & State University, Milledgeville, GA.
1998. Bachelor of Arts in English. Georgia College & State University, Milledgeville, GA.

Honors

1998. Member of *Sigma Tau Delta*, National English Honor Society

Teaching Experience

- 2013-Present. Lecturer of English, Humanities Division,
University of Tennessee-Chattanooga, Chattanooga, Tennessee:
ENGL 1010 (English Composition I)
ENGL 1020 (English Composition II)
ENGL 1330 (Introduction to Literature)
- 2011-2012. Adjunct Faculty in English, Humanities Department,
Chattanooga State Community College, Chattanooga, Tennessee:
ENGL 1010 (English Composition I)
ENGL 1020 (English Composition II/Introduction to Literature)
ENGL 2410 (Introduction to Western World Literature I)
ENGL 2420 (Introduction to Western World Literature II)
- 2010-2011. Assistant Professor of English, Humanities Department,
Georgia Military College, Milledgeville, Georgia:
ENG 101 (English Composition I)
ENG 102 (English Composition II/Introduction to Literature)
ENG 221 (Early American Literature)
- 2008-2010. Full-Time Faculty, Communications Department,
Hocking College, Nelsonville, Ohio:
COMM 104 (Job Search Techniques)
COMM 121 (Communications/Composition I)
COMM 122 (Communications/Composition II)
COMM 123/4 (Business/Job Communications)
COMM 225 (Technical Writing)

- 2006-2007. Adjunct Faculty, Department of English, Speech and Journalism, Georgia College & State University:
ENGL 1101 (Composition I)
ENGL 1102 (Composition II)
- 2002-2003. Teaching Assistant, Department of English, Speech, and Journalism, Georgia College & State University:
ENGL 1101 (Composition I)
ENGL 1102 (Composition II)
- 2001-2002. Full-Time Faculty, Department of English, SIAS University of Business and Management, Xinzheng City, China,
via Fort Hays State University:
English 101 (Composition I)

Work Experience

- 1999-2000. *Arts & Letters: Journal of Contemporary Culture*,
Graduate Assistant Editor, Office Manager.
1999. *The Corinthian: Journal of Student Research at GC&SU*,
Graduate Assistant Editor.

Publications: Peer Reviewed/Scholarly

- Glowka, Wayne, et al. "Among the New Words." *American Speech*, vol. 75, no. 1, 2000, pp. 69-81.
- Glowka, Wayne, et al. "Among the New Words." *American Speech* vol. 75, no. 2, 2000, pp. 184-198.

Publications: Creative Writing

- Drye, Jeff. "A World, Opened and Shut." *Tusculum Review* vol. 3, 2007, 39-57.
- Drye, Jeff. "All Polymers and Resin." *Riverwind* Fall 2010, pp. 26-38.

Conference Presentations

2000. Drye, Jeff. "Gradual but Perpetual Motion: The Evolution of Musicality as Means for Freedom in Morrison's *Beloved*, *Jazz*, and *Paradise*," Society for the Study of Narrative Literature Annual Conference, 15 March 2000, Sheraton Hotel Atlanta, Atlanta, GA. Conference Presentation.
2009. Drye, Jeff. "Let's Run: Escapism in Late 20th Century Short Fiction," Southern Humanities Council Annual Conference, 5 May 2009, Westin Hotel, Durham, NC. Conference Presentation.

University Service

2000. Search Committee, English Department Chairperson, Georgia College & State University. Hired Dr. David Evans.

References

Martin Lammon, Fuller E. Callaway/Flannery O'Connor
Chair in Creative Writing,
Georgia College & State University
martin.lammon@gcsu.edu/(478) 445-3508

Deni Naffziger, Director of Communications,
Hocking College
naffziger_d@hocking.edu/(740) 753-7200

Curriculum Vitae

Matthew Evans

3817 Oakland Terrace
Chattanooga, TN 37415
(865) 806-6589
matthew-evans@utc.edu

Education

2007 Further Study, University of Tennessee (ABD)
1999 M.A., English, University of Southern Mississippi
1995 B.A., Humanities, with Honors, University of Tennessee, Chattanooga

Teaching

University of Tennessee, Chattanooga, Lecturer 2006-2017, Senior Lecturer 2017-Present

Composition I
Composition II
Western Humanities II
Values in 20th Century American Fiction
Introduction to Literature

Carson-Newman College, Adjunct Professor of English 2005-2006

Writing and Literary Studies I: 6 sections
Writing and Literary Studies II, The Classical Age to the Renaissance: 1 section
Writing and Literary Studies III, Restoration to Postmodernism: 2 sections

University of Tennessee, Graduate Teaching Associate 1999-2004

Composition I: 10 sections
Composition II: 12 sections
Nominated for the Hodges Award for Teaching Excellence, 1999
Teacher training: chosen to serve as mentor for 5 graduate teaching associates

University of Southern Mississippi, Graduate Teaching Assistant 1997-1999

Writing center (tutoring): Spring/Summer 1997
Developmental writing: 2 sections
Composition I: 1 section
Composition II: 4 sections
Introduction to World Literature: 1 section

Service: Faculty-Student Game Committee, Advisory Committee, Young Southern Writers Judge, Writing Program Administrator Hiring Committee

Administrative Experience: July 2004-June 2005, Graduate Assistant, Publications Editor, Office of Academic Outreach, College of Arts and Sciences, University of Tennessee, Knoxville

Duties:

Managing Editor: Academic Outreach newsletter, Public Events newsletter, Faculty Speakers Bureau

James Agee Celebration, March-April 2005: Community Advisory Committee member and additional organizational and editorial duties

Knox County Schools Language Arts In-Service, 18 February 2005: recruiting faculty, organizing, on-site coordination

Writing and editing numerous documents produced by the office, including faculty bios, press releases, and award and grant nominations for Arts and Sciences faculty

Additional Professional Experience

Contributing Writer, Higher Ground, a publication of the College of Arts and Sciences, University of Tennessee

Research

Comprehensive Exams: Twentieth-Century American Literature, The Novel, Postmodern Historical Fiction (specialized exam)

April Green

129 Lane Road
Lenoir City, Tennessee 37772

540 McCallie Building, Room 252
540 McCallie Avenue
Chattanooga, Tennessee 37403
423-425-2543

Education: MA, Generalist Program in Literature, University of Tennessee, Knoxville, Tennessee.
May, 2004.

BA, English, Ohio University, Athens, Ohio, 2002.

Teaching: Senior Lecturer, Department of English, University of Tennessee, Chattanooga, Tennessee, 2014-Present.

Lecturer, Department of English, University of Tennessee, Chattanooga, Tennessee, 2004-2014.

Rhetoric and Composition (English 1010, English 1011, and English 1020);
Developmental writing (English 1006); Professional Writing (English 2880);
Western Humanities (English 1130).

Design and teach variety of composition and humanities courses, including hybrid sections of English 1010 and English 1020. Classes focus upon basic grammar and structure issues (English 1006), mastery of various writing forms (English 1010 and English 1011), introduction to college-level research and argumentative writing (English 1020), development of business-writing and presentation skills (English 2880), and response to literary style and system of thought in the texts of early western civilization (English 1130).
Served as advisor to English majors, 2007-2014.

Graduate Teaching Associate, Department of English, University of Tennessee, Knoxville, Tennessee, 2003-2004.

Freshmen composition sequence (English 101 and English 102) with concentration on argumentative rhetoric and literature for composition.
Designed and taught own sections of freshman composition sequence targeting the development of rhetoric, composition and critical thinking skills in response to culturally and politically-based issues (English 101) and the variety of genres in American and British literature (English 102).

Graduate Teaching Assistant, English Department, University of Tennessee, Knoxville, Tennessee, 2002-2003.

Assisted senior graduate students in course preparation (English 101 and English 102), in-class delivery, assignment design, and grading.
Served as tutor in the university writing center, 2002-2003.

Service:

Composition Committee, University of Tennessee-Chattanooga, 2016-Present.
Young Southern Student Writers Committee, University of Tennessee-Chattanooga, 2013-2014, 2015-2016, 2018-2019.
Special Occasions Committee, University of Tennessee-Chattanooga, 2012-2013.
Curriculum Committee, University of Tennessee-Chattanooga, 2011-2012.
Library Committee, University of Tennessee-Chattanooga, 2008-2010.
Contingent Faculty Committee, University of Tennessee-Chattanooga, 2005-2006, 2014-2015 (Chair)
Computer Pedagogy Committee, University of Tennessee-Chattanooga, 2004-2005.
Judge for Young Southern Student Writers Writing Contest, 2013-Present.
Reviewer for composition text *Everything's an Argument* (ed. Lunsford), 2005, 2008.
Reader for College Board AP Exam Scoring, English Language Subject, 2005-2017.
Table Leader for College Board AP Exam Scoring, English Language Subject, 2018.

Russell Helms, MFA/MPH
PO BOX 4945
Chattanooga, TN 37405
423.364.4860 / russell-helms@utc.edu

Curriculum Vitae

EDUCATION

Eastern Kentucky University. MFA
2011

Graduated with a master's degree in fine arts, specializing in creative writing with a fiction track

Yale University. MPH
1993

Graduated with a master's degree in public health, specializing in health policy, research, and administration

Auburn University. BA
1990

Graduated with a bachelor's degree in history with a minor in Italian, *summa cum laude*

Jefferson State College. ASN
1990

Graduated with an associate's degree in nursing.

EMPLOYMENT

University of Tennessee, Chattanooga, Tennessee August 2013 to present

- Instructor of English
 - Teach scientific writing/technical writing
 - Teach English composition/rhetoric
 - Teach creative writing/literary publishing
 - Manage UReCA.com, an undergraduate journal of research and creative activity

47 Journals LLC, Chattanooga, Tennessee 2006 to present

- Owner
 - Design and produce books and journals
 - Produce literary journals with long-term based clients

such as Loyola University and University of Alabama Birmingham

Eastern Kentucky University, Richmond, Kentucky **Aug 2011 to Aug 2013**

- Adjunct Instructor of English
 - Taught English composition/rhetoric
 - Taught advanced fiction

European Disaster Volunteers, Port au Prince, Haiti **May 2011**

- Volunteer English Instructor

Eastern Kentucky University, Richmond, Kentucky **Jan 2008 to Jul 2012**

- MFA Program Specialist, Bluegrass Writers Studio
 - Supervised the program's Graduate Assistant
 - Produced two Dept. of English journals (*Jelly Bucket* and *Story Telling*)
 - Coordinated logistics for residencies
 - Coordinated student communications
 - Facilitated online course platform and protocols

Menasha Ridge Press, Birmingham, Alabama **2003 to 2008**

- Acquisitions Editor
 - Developed series titles
 - Hired and trained authors
 - Represented the company at national trade shows

St. Clair News Aegis, Pell City, Alabama **2001 to 2003**

- Staff Reporter
 - Covered breaking news
 - Wrote a variety of articles including hard news, editorials, and entertainment
 - Participated in a team layout for each issue

University of Alabama Hospitals, Birmingham, Alabama **1986 to 1990**

- Registered Nurse
 - Cared for psychiatric patients (six months)
 - Cared for infectious disease patients (three years)

Baptist Mission of Ethiopia, Addis Ababa, Ethiopia **1986 (6 months)**

- Registered Nurse/Field Director
 - Operated a health clinic
 - Managed a feeding program

Carraway Methodist Hospital, Birmingham, Alabama **1984 to 1986**

- Registered Nurse
 - Cared for critical care patients in CCU

PUBLICATIONS

Books

The Ground Catches Everything (a novel). Roundfire Books, 2015

GPS Outdoors. Menasha Ridge Press. 2006.

60 Hikes within 60 Miles: Birmingham. Menasha Ridge Press. 2003.

Stories

"Holiday Resolve" (forthcoming 2018) NUNUM

"A Somewhat Beautiful Lie" (forthcoming 2018) The Winter Anthology

"We're All Human" (2018) Plumb

"The Road to Free Love" (2018) The Hitchlit Review

"The Vine of Life" (2018) Nowhere Magazine

"Chain Letters" (2018) Whitefish Review #22

"Peanut Butter" (2018) The Off Beat

"The Forensic Toddler" (2018) Bewildering Stories

"Two Little Girls Arguing" (2017) Le Scat Noir

"Cold Coffee" (2017) Litro (UK)

"Just a Few Things from Walmart" (Dec. 2017) Foliate Oak

"Merry Bees" (2017) Aji Magazine

"One Thing and Then Another" (2017) The Poet's Haven

"What God Looks Like" (2017) Le Scat Noir

"How Doris Lessing Came to Have Blood on Her Shoes" (2017) Swamp Ape Review

"Our Secret Infection" (2017) Wraparound South

"The Grass Cutter" (2016) Driftwood Press

"It Was 9:20 and No One Had Eaten" (2016) Temenos

"Lerner's Book Collection" (2016) in Blue Mountain Review

"Theme Park" (2016) in GFT Press

"Killing Seahorses" (2016) Unbuild Walls

"The Latecomer" (2016) in Headland Journal or visit <http://headland.org.nz>

"Saudade" (Issue 10, 2015) in Sand (Berlin)

"Dung Beetles" (2014) in Tinderbox Magazine (defunct)

"Charles Manson's Birthday" (Issue 15, 2014) in Used Gravitrons

"You Must Be Born Again" (2013) in Trench Foot Gazette (defunct)

"A Painting Hanging in a Giftshop, St. Ansgar, Iowa" (Issue 16, 2013) in Drunken Boat

"An Eye for an Eye" (Issue 6, 2012) in Otis Nebula

"Hairspray" (August 12, 2012) Litro Magazine (UK)
"Ginger in the Sauce?" (December 15, 2011) Litro Magazine (UK)
"What Glenda Wanted" (2011) in Bewildering Stories (UK)
"The Piano Tuner" (Issue 5, 2011) in Used Gravitrons
"The Bulgarian Orthographic Reform of 1945" (Issue 15, 2011) in Soliloquies Anthology (Canada)
"The Miracle of Mrs. Evelyn Howard" (2011) in Versal (Netherlands)
"Squirle" (Issue 4, 2011) in The Moth (Ireland)
"The Trampoline" (2011) in Hack Writers (England)
"A Short Blessing" (2011) in Assembly Journal (Canada) defunct
"Cubesteak" (2010) in the anthology a la carte from Main Street Rag Publishing (out of print)
"Delivery" (2010) in Aura Literary Arts Review, University of Alabama, Birmingham
"ta da" (2010) in Aura Literary Arts Review, University of Alabama, Birmingham
"The Relic" (2010) in antiTHESIS (the Fear Issue), University of Melbourne (Australia)
"Valerie's First Birthday Party" (2009) in Sunsets and Silencers (defunct?)
"The 21 Virgins of Agate County" (2009) in Soliloquies Anthology, (Canada)
"Breadsticks" (2009) in The 2nd Hand The 2nd Hand
"The Bookmark" (2009) in Qarrtsiluni, also available in print Qarrtsiluni
"Rhea" (2009) in Willows Wept Review Willows Wept Review

Essay/Criticism

"Fantastical Voice, Prophetic Point of View: Borges' The Aleph and Other Stories" (2011) in *Diesis Journal*

Papers Presented

"Borges' Labyrinthine Multiverse: The Fictionist as Witness to Infinite Parallel Universes" (2010) at The Ohio Festival of the Short Story

NOTA BENE

Winner of numerous undergraduate and graduate writing awards including "Best Fiction," Graduate Student, by the Department of English and Theatre, Eastern Kentucky University, 2010

Winner of the Algernon Sydney Sullivan Award, Auburn University, 1998

Served six months as a volunteer nurse in Rema, Ethiopia, 1986



**Curriculum Vita of
Dr. Michael J. Jaynes
Senior Lecturer in English
615 McCallie Avenue
Chattanooga, TN 37403
423-320-5723 (main)
423-425-4238 (work)
michael-jaynes@utc.edu**

EDUCATION

Edd, Learning and Leadership, 2014
University of Tennessee at Chattanooga, 615 McCallie Avenue, Chattanooga, TN 37403
4.0 / 4.0 GPA
Dissertation: A CAUSAL COMPARATIVE INVESTIGATION INTO
TRANSACTIONAL VERSUS TRANSFORMATIONAL INSTRUCTIONAL
DELIVERY STYLE IN TWO FRESHMAN-LEVEL HUMANITIES COURSES AT A
SOUTHEASTERN AMERICAN UNIVERSITY
Dissertation chair: Dr. David Rausch

MA, Professional Writing, 2005
University of Tennessee at Chattanooga, 615 McCallie Avenue, Chattanooga, TN 37403
3.8 / 4.0 GPA
Academic concentrations and interests: Creative Writing and Feminism

BA, English Literature and Language, 2002
Spanish minor
University of Tennessee at Chattanooga, 615 McCallie Avenue, Chattanooga, TN 37403
3.0 / 4.0 GPA

EMPLOYMENT

2006- Present
Senior Lecturer in English
The University of Tennessee at Chattanooga
615 McCallie Avenue, Chattanooga, TN 37403
Supervisor: Dr. Chris Stuart, Department Head
423-425-4238

2006

Adjunct Instructor of English

Dalton State College

650 College Drive

Dalton, Georgia 30720

Supervisor: Dr. Mary Neilson, Dean of Humanities and Department Head

706-272-4407

2003-2005

Adjunct Instructor of English

Chattanooga State Technical Community College

4501 Amnicola Highway

Chattanooga, TN 37406

Supervisor: Dr. Randy Schulte, Professor and Head

423-697-4440

Summer, 2005

English Instructor

The University of Tennessee at Chattanooga's University Bound Program

Supervisor: Chris Stokes, Director

423-227-3096

Summer, 2004 and Fall, 2004

English Instructor

The University of Tennessee at Chattanooga's Upward Bound Program

Supervisor: Booker T. Scruggs, Director

423-425-4251

ACADEMIC SPECIALIZATIONS AND COURSES TAUGHT

Having received formal training in learning design, professional and creative writing, feminism, Spanish, and English and American Literature and Language, I have broadened my research interests to include human learning theory and Instructional and Learning Design. I have also researched and published on such various subjects as human learning theory, Greek mythology, Homer, Nathaniel Hawthorne, Alice Walker, and an original pedagogical approach called "Four Dimensional Teaching."

Courses taught at various institutes of higher learning since 2003 (all were at UTC unless otherwise noted):

- Developmental Writing I
- Developmental Writing II
- Basic Writing 1 (Chattanooga State Technical Community College)
- Rhetoric and Composition I
- Rhetoric and Composition II

- World Literature (Dalton State College)
- Western Humanities I
- Western Humanities II
- Values in 20th Century American Fiction
- Children's Literature
- Literature for the Adolescent
- Writing Beyond the Academy
- Introduction to Literature
- Introduction to Women's Studies (WSTU program)
- *Greek Myth and the Hero in Twentieth Century America (Humanities Program)
- *Ecofeminism (WSTU program)
- *American Masculinities (WSTU program)
- *Popular Fiction: Horror, Vampires, Zombies, Ghosts and Magick
- *Popular Horror Fiction (UTC Honors College)
- *Introduction to Animal Rights
- *The Ethics of Star Trek
- *Leadership: Power, Gender, and Influence (Learning and Leadership PhD program) Team taught with Drs. David Rausch and Beth Crawford
- Learning Design (Learning and Leadership PhD program) Team taught with Dr. Beth Crawford

Courses taught in the hybrid modality:

Rhetoric and Composition I
 Rhetoric and Composition II
 Leadership: Power, Gender, and Influence
 Learning Design

Courses taught in the fully online modality:

**Popular Fiction: Horror, Vampires, Ghosts, and Zombies

* denotes course I have designed from the ground up

** denotes course I have designed from the ground up that has also gained international Quality Matters certification

SELECTED LECTURES / INTERVIEWS/ MEDIA APPEARANCES/ CONFERENCE PRESENTATIONS / CAMPUS PRESENTATIONS

Presented “Bloom’s Taxonomy and Harry Potter” during the 2018 Instructional Excellence Conference hosted by the Walker Center for Teaching and Learning on May 9th, 2018. This session was a guided discussion of teaching Bloom’s Taxonomy through the lens of the Harry Potter series.

Selected to introduce Carol J. Adams at her lecture “The Sexual Politics of Meat” delivered on Wednesday, March 28, 2018

Delivered Two Lunch and Learn with Dr. Jaynes campus discussion sessions in the framework of my duties as WCTL Fellow (2017-2018). Discussed quality course design and Quality Matters with faculty interested in the hybrid and fully online modalities.

Invited fiction reading of short story “*Going to Hell in Gasoline Pants*. Meacham Writers’ Conference, The University of Tennessee at Chattanooga, October 2016

Delivered campus lecture for UTC’s Women’s Studies program titled “Feminism’s Pornography: the White Straight Male Feminist as ‘Other’” on February 1st, 2016.

Spoke at UTC's 2012 Faculty Research Day regarding my article "The Response of College Freshmen to the Ethics of Animal Rights: An Example of Applied Learning Theory." published in *Ethical Human Psychology and Psychiatry*, issue 14(3), 2012

Invited by UTC’s Women’s Studies program to deliver the lecture “Porn in the USA: A white male feminist perspective” on October 29, 2012.

Paper “Develop(mental) Games and the Writing Classroom” accepted for presentation at the Intellect Intellibase Consortium Academic Conference in Houston, Texas on May 28th, 2010. Could not attend.

Invited speaker to the 2010 Summit for the Elephants hosted by the Performing Animal Welfare Society in San Andreas, California

Hosted 41 viewings of documentary films since 2008 in conjunction with the Awake and Engage(d) Documentary Film series (complete list available upon request) which I cofounded and continue. I served as the primary organizer and director of the series for its first ten years (2008-2018).

Invited to present my ideas regarding the original research topic “The Evolved Alpha Male” at the 2010 conference of the *International Journal of Arts and Sciences* on May 31st, 2010, at Harvard University, Cambridge Massachusetts. Could not attend.

Invited speaker to the Third International Global Studies Conference hosted by Pusan National University in Busan, South Korea. My paper “Eating Meat, Watching Porn: What’s Ecofeminism got to do with it?” has been accepted for presentation. Could not attend.

Featured in the Chattanooga Times Free Press as a “Person to Watch” on August, 11th, 2009

Invited panelist/speaker to the 2009 National Animal Rights Conference in Los Angeles in July, 2009. Could not attend.

Invited panelist/speaker to the 2009 *Minding Animals* Conference held at Australia's University of Newcastle. Could not attend.

Invited by UTC's Women's Studies Program to give the lecture "Corporate Pornography: Screwing the World" on November 2nd, 2009

Invited speaker at the 2009 *Summit for Elephants* conference hosted by the Performing Animal Welfare Society in San Andreas, California

Presented paper "Irish Animal Liberation" presented at the 2009 Southern Regional American Conference for Irish Studies Conference Hosted by the University of Tennessee-Chattanooga March 20-22, 2009

Presented "For the Animals' Sake: From Factory Farming to Deep Vegetariansim" to the Chattanooga Institute of Noetic Sciences on November 8th, 2008.

Invited to be interviewed by Toronto's award-winning radio program *Animal Voices* as part of their "elephant month." Could not attend.

Invited by UTC's Women's Studies Program to give the lecture "Porn and Meat: an Ecofeminist Perspective on Connected Cruelty" in conjunction with the University of Tennessee at Chattanooga's Women's Studies Month on October 7th, 2008.

Lectured on the American factory farming system by invitation of Saving Animals Via Education (S.A.V.E.) during the Walk for Farm Animals Day activities in Chattanooga, Tennessee on September 27, 2008 presenting lecture "Factory Farmed Animals: What Can We Do?"

Gave paper entitled "From Achilles to House: The Social Freedom of Not Giving a Flying Rip (And Being Good Enough)" at the Modern Popular Culture Association / American Culture Association's annual conference in Cincinnati, Ohio on October 3-5, 2008 and I served as Panel Chair of the Anti-Hero in Popular Culture panel

Delivered paper entitled "The Saddest Show on Earth: Elephant (ab)use in Traveling Circuses" at the Modern Popular Culture Association / American Culture Association's annual conference in Cincinnati, Ohio on October 3-5, 2008 and I also served as Panel Chair for the Plants and Animals in Pop Culture panel

Spoke at the National Animal Rights Conference, AR2008, in Washington D.C. on the subject of performing circus elephants and the proposed restructuring of the rhetoric of the Animal Rights movement.

Fiction reading of short story "Monsters." The University of Tennessee at Chattanooga's Spring, 2008, Creative Writing Faculty Reading event.

Interviewed by James C. Koch of the University of Tennessee at Knoxville's Marketing Ph.D. program regarding "Going Green" in contemporary society. Interview will be included in published research report and an industry publication. As of 2018, interview is not yet published.

Paper entitled, "The Primacy of the Individual: Eighty-Eight Years of the Female Rogue from E.D.E.N. Southworth's *Capitola Black* to Tom Robbins's *Sissy Hankshaw*" was presented at the SEWSA Spring 2007 multidisciplinary Women's Studies Conference, "Talking Back, Moving Forward: Gender, Culture, and Power" as part of a panel titled, "Subversion of the Patriarchy through Art."

An original short course entitled "The Primacy of the Individual: Rogues from Achilles to House in an increasingly structured society" was presented as a two part event at Rock Point Books (Chattanooga, Tennessee) on April 7, 2007

The lecture "Creative Approaches to Leadership" was delivered in conjunction with the University of Tennessee at Chattanooga's University Bound's summer program, 2006

The pedagogically focused presentation "A New Method of Teaching Homer's *Odyssey*: Increasing Learning and Reducing Whining regarding the Wine-Dark Sea" was given on August 19, 2006 during the Interdisciplinary Western Humanities Conference held at the Chattanooga campus of the University of Tennessee.

ACADEMIC AND CREATIVE PUBLICATIONS

BOOKS

Jaynes, M. (2013). *Elephants Among Us: Two Performing Elephants in Twentieth Century America*. Earth Books: London (May, 31, 2013).

ESSAYS IN PEER REVIEWED JOURNALS

Article: "The Response of College Freshmen to the Ethics of Animal Rights: An Example of Applied Learning Theory." *Ethical Human Psychology and Psychiatry*, issue 14(3). 2013

Article "The Ethical Disconnect of the Circus: Humanity's acceptance of Performing Elephants" Published in California Polytechnic University's *Between the Species: an On-line Journal for the Study of Philosophy and Animals* volume VIII, 2008

Article "From War Elephants to Circus Elephants: Humanity's Abuse of Elephants" published in the December issue of the *Journal of Critical Animal Studies* Volume VII, issue I, 2009 pps. 74-106.

"Moving Toward an Understanding of 'Evil': 'Young Goodman Brown,' University Freshmen, and Semiotics." Published in Volume 7, number 1 of *Eureka Studies in Teaching Short Fiction* (Fall 2006)

"Teaching Alice Walker's 'Everyday Use': Employing Race, Class, and Gender, with An Annotated Bibliography." Coauthored with Marcia Noe. Published in Volume 5, number 1 of *Eureka Studies in Teaching Short Fiction* (Fall, 2004)

ESSAYS IN BOOKS

First published in *Journal for Critical Animal Studies*, the article "From War Elephants to Circus Elephants Humanity's Abuse of Elephants" has been selected for inclusion in the forthcoming anthology *The War on Africa's Elephants: Money, Markets, and the Myth of "Sustainable Use"* to be published by Animal Rights Africa. As of 2017, book is still not published.

"Teaching Alice Walker's 'Everyday Use': Employing Race, Class, and Gender, with An Annotated Bibliography" with Marcia Noe. *Alice Walker New Edition* Bloom's Modern Critical Views Infobase Publishing: New York, 2007

NATIONALLY CIRCULATED MAGAZINE ARTICLES

"An Intro to Animal Rights" *Four Corners Magazine* February/March, 2009

“Shark Fin Sadness” *Four Corners Magazine* April 2009

“The Logos of Abduction: A Logical Defense of Abductees” *UFO Magazine* Spring, 2008.

“The Suffering of Animals: The Public’s Hatred of Animal Rights Activists” Selected as Cover Story for Summer, 2008, issue of *The Animals Voice Magazine*.

ESSAYS PUBLISHED ON MEDIA WEBSITES, PRINT AND ONLINE JOURNALS AND NEWSPAPERS

I Believe Elephants are Worthwhile. Published in National Public Radio’s (NPR) *This I Believe* Essay Series, July 20, 2008

Review of Mike Hudak’s “Western Turf Wars” in *Paragon Music Magazine* July 2009, Issue 43, page 4.

The Hanging of Big Mary: Someone worth Remembering. Published on the website of the Captive Animals Protection Society. February, 2009

Animal Defense, Earth Defense: Compassionate Bedfellows. *Earth First! Journal* March-April 2009. pgs. 20-21

University Student Apathy Toward Dog Fighting: Some Brief Facts virtually published by S.A.V.E. (Saving Animals Via Education). I was also chosen as S.A.V.E’s featured writer for 2009

“Aggressive Posturing does not Create Vegetarians.” *The Vegetarian Site.com* August 14, 2008

“Cultural Traditions Engendering Abuse: Elephant Crushing and Street Elephants in Thailand.” *Animal Writings.Com* August 7, 2008

“Humanity’s Enslavement of Nonhuman Animals: Why Human Nature is not Inherently Flawed” *About.com* August, 2008

“The Rhetoric of Hunting and Whaling: Sustainable Abuse” *Abolitionist Online* Issue VII

“Whale Sharks and Callous Anthropocentrism.” *Animal’s Voice*, June 2008

“A Case for Shelter Adoption: Sir Brutus Maximus, Eater of the Treats, King of all Romp.” *The Animal Rescue Site* www.theanimalrescuesite.com March, 2008

Excerpt from “No ‘Green’ Eggs and Ham: How to Not Destroy the Earth and Save Animals.” *The University Echo: Student Newspaper of the University of Tennessee at Chattanooga* April 17th, 2008

EDITORIALS

NPR’s This I Believe
About.Com
Animal Rights Community.com
Animal Suffering.com
Animal Concerns.org
All Creatures.org
The University Echo
Animal Writings.Com
The Animal Rescue Site
The University Echo

CREATIVE PUBLICATIONS

Creative Non Fiction essay *Confessions of a Recovering Reckless Hypochondriac*.
Published in *Wordriver Literary Review*. Vol. 1, 2009

Short Story *Gasoline Christmas* awarded first prize in the 2010 Long Short Stories Competition.

Short story *Midsummer* published in *Farmhouse Magazine*. January/February issue 2008

Short story *Monsters* published in *Farmhouse Magazine*. May/June issue 2007

Short story *Animal Man* published under the pseudonym R.B. Trout in *Riverwalk Journal*. September/October issue 2007

Poetry published in

- Aalst Magazine (England, out of print)
- Contemporary Southern Poets of 1998 (DLS books)
- The Central California Poetry Journal
- Raunchland (Out of Print)

AWARDS, GRANTS, AND HONORS

Awarded an extended WCTL Learning Design Fellowship for 2018-2019. I will primarily assist with the campus-wide initiative of Quality Matters course design and certification in my role as a QM Master Reviewer

Chosen as WCTL Faculty Fellow for 2017/2018

Awarded the EDO designation of "Exceeds Expectations" in 2012, 2010, and 2008.

Recommended for Exceeds Expectations by our Department Head (Dr. Chris Stuart) in 2014.

Presented the English Department Head's Special Award for Teaching in 2011

Presented the English Department Head's Special Award for Service in 2010

Presented the English Department Head's Special Award for Scholarship in 2009

Awarded a Creative Writing Fellowship Grant from Predator Press and Inkwell Literary Services for an excerpt of a novel in progress, *The Runaway Sun*, to attend the San Juan Writers' Workshop in July of 2005. Could not attend.

FELLOWSHIPS

UTC Learning Design Fellow with the Walker Center for Teaching and Learning. Extended Fellowship is from August 1, 2018- August 1, 2019

Walker Center for Teaching and Learning Faculty Fellow, 2017-2018
The University of Tennessee at Chattanooga. As a result of this fellowship, English gained 25,000\$ for operating expenses.

Applied to IELOL (Penn State University) as part of a team with Dr. David Rausch, Dr. Dawn Ford, and Dr. Jennifer Boyd. Accepted as an IELOL Learning Design Fellow for 2017 cohort. Could not attend.

PROFESSIONAL SERVICE ACTIVITIES

Interim Full Time Non Tenure Track Faculty Senator, Spring 2018

Quality Matters Certified Master Reviewer

Quality Matters Certified Peer Reviewer

Quality Matters Applying the Quality Matters Rubric Course Graduate

Designed a fully online master class of ENGL 2510r: Popular Fiction (16 week version and 7 week accelerated version). Sixteen-week version was offered in Fall, 2017, and it gained official Quality Matters certification in March, 2018

Designed a hybrid section of ENGL 1010: Rhetoric and Composition I. Delivered in Fall, 2017

Designed a hybrid section of ENGL 1020: Rhetoric and Composition II. Delivered in Spring, 2018 and Spring 2019.

Served on the Department Assessment Committee for the 2018/2019 year

Served on the Department Contingent Faculty Committee for the 2016/17 year

English Department Faculty Secretary for the 2013/14 and 2014/15 years

Served on the Department General Education Committee for the 2015/16 year

Served on the Department Head's Ad Hoc Committee to address online teaching initiatives in 2015

Organizer and Co-founder of the Awake and Engage(d) Documentary Film Series sponsored by UTC English and UTC Women's Studies. The series is ongoing, and was founded in 2008. Served as primary organizer and director of the series for its first decade (2008-2018)

Participated in composition program's Read 2 Achieve Book club and discussions in Spring, 2017

Each year, I observe at least one colleague's classroom teaching and am observed by a colleague.

Successfully gained General Education Recertification Status for ENGL 2510r: Popular Fiction in 2015

Successfully gained General Education Recertification Status for ENGL 2410: Western World Literature I in 2016

Selected, and served, as a 2010 and 2009 AP reader by Educational Testing Services in the Literature subject category. Chosen as a reader in 2011, 2012, 2013, 2014, 2015 and 2016 as well (could not attend)

Organizer of the University of Tennessee at Chattanooga's English Department's 10th, 11th, 12th, 13th and 14th annual Works in Progress lecture series

THE AWAKE AND ENGAGE(D) DOCUMENTARY FILM SERIES (AwAE)

Co-founder of the Lewis-Jaynes first annual Awake and Engage(d) Documentary Film Series in 2008. After Mr. Lewis left UTC, I continued the series as the Awake and Engage(d) Documentary Film Series with Andrew Najberg. I directed the series for its first decade (2008-2018). As of Spring, 2018, AwAE has screened 41 films.

Secured Speaker and Special Events grants of 800 dollars and 400 dollars awarded in 2011 and 2012

Secured a sponsorship from UTC Humanities for 1000 dollars annually for the fourth, fifth, and sixth seasons

Secured a sponsorship from UTC English for 200 dollars annually. This is a renewing sponsorship.

Secured a renewing sponsorship from UTC Women's Studies beginning in the ninth season

Secured an 850 dollar library enhancement grant to purchase DVDs for the library's virtual Awake and Engage(d) Documentary Film Series Collection in 2012.

In 2012, UTC's Think / Achieve program added the film series as one of its official events.

REFERENCES

Dr. Marcia Noe

Professor and Coordinator of Women's Studies
The University of Tennessee at Chattanooga
338E Holt Hall, Department 2703
423-425-4692

Earl Braggs, MFA

UC Foundation Professor of English
The University of Tennessee at Chattanooga
338C Holt Hall, Department 2703
423-425-4793

LETTERS OF RECOMMENDATION

Available upon request

Rowan Johnson

727 Battery Place
Chattanooga, TN, 37403
Telephone: 423-693-7062
E-mail: rowanj@yahoo.com or rowan-johnson@utc.edu

Education

University of Tennessee, Chattanooga (USA), Ed.D in Learning and Leadership, 2013.

University of Nottingham (England), Masters in English Language Teaching/Applied Linguistics, 2008.

- Received Masters Degree in Linguistics and English Language Teaching. Thesis title: “A corpus-based error analysis of response patterns in South Korean and American university students.”
- Completed all coursework for degree program—completed courses include: Descriptive Linguistic Analysis * Syllabus and Curriculum Design * Discourse Analysis 1 and 2 Corpus Linguistics and E-Linguistics * Vocabulary * Teaching Language and Literature.

University of South Africa (Pretoria, South Africa)

- Honors degree (post-BA degree), Psychology, 1999.

University of South Africa (Pretoria, South Africa)

- Bachelor of Arts (BA), English and Psychology, 1997 (50% scholarship first year).

Teaching Experience

Lecturer, English

University of Tennessee, Chattanooga, Aug. 2008-present

- Teach English rhetoric and composition to undergraduate students.
- Use flipped classroom techniques as well as the communicative teaching method with *The Bedford Handbook* and *Call to Write* in computer classes of 20-25 students.
- Organize helpful peer review sessions and individual conferences with all the students.

Assistant, UTC's European Creative Writing trip *Europe, May 2008*

- Supervised and assisted 14 UTC creative writing students.
- Commented on student writing and participated actively in creative workshops.
- Transported the students in a rented van safely and competently over the course of three weeks.

Professor, Daelim College

Daelim College, Seoul, South Korea, Feb. 2007-Feb.2008

- Taught beginner-level English conversation to undergraduate students.
- Taught more than 700 students: used communicative teaching method with *American Headway* and *Real Time America* in classes of 30-40 students.
- Gathered student corpora for future research projects.

English Instructor, Yonsei FLI

Yonsei University, Seoul, South Korea, Oct.-Dec. 2006

- Taught upper-intermediate English conversation to adult students of varying ages and from diverse backgrounds at Korea's most prestigious foreign language institute.

English Instructor (part-time), Yonsei University *Yonsei University, Seoul, South Korea, Apr.-Dec. 2005*

- Taught low-intermediate English conversation to graduate students in the Computer Science department.

English Instructor, Oxford English School *Ilsan, Seoul, South Korea, May 2003-Apr. 2006*
Taught intermediate-level conversation and reading to children between the ages of 8 and 16. During my tenure as sole native-speaker, enrollment increased by 20 percent.

Administrative Experience

Computer Classroom Manager, English Department, *University of Tennessee, Chattanooga, Aug. 2013-2018*

- Managed four computer classrooms in Holt Hall and 540 McCallie; dealt with faculty and students concerns about the computers in these rooms and interacted with UTC technical support to resolve all issues related to connectivity, projection, security, and cleanliness in this room.

Website Designer and Manager, English Department, UTC

- Designed and maintained entire English department website at UTC; updated all faculty profiles, added new sections for Creative Writing, Internships, Graduate College, and many other content pages within the site.
- Attended Walker Center for Teaching and Learning Activities in order to learn the styles and techniques required to manage the OU Campus interface.

Selected Panels and Presentations

“Peripatetic Short Fiction: Transnational Narratives in Less than 10,000 Words.”
15th International Conference on the Short Story in English, Lisbon, Portugal. (28-30 Jun. 2018). Panel.

“Excavating Lives: Autobiography of Borders in Fiction.” International Autobiography and Biography Association Conference. Panel Presentation. University of Cyprus. (May 2016).

“American Pop Music in North Cyprus: Implications for EFL Learners.” Middle Eastern Technical University campus. Individual Presentation. North Cyprus. (June 2015).

Publications

Flash Fiction

“Animals, All of Them.” *The Write Launch*. June 2018.

“To be an Alsatian.” *Subprimal Poetry Art*. March 2017.

“In the World at 17.” *Silver Birch Press*. Spring 2017.

“Bombas.” *Two Thirds North*. Spring 2017.

“Pilgrimage.” *Bindweed Magazine*. Summer 2016.

“Rusty Tools.” *Blue Lyra Review*. Summer 2016.

“White Horse Inn at 17.” *Blue Mountain Review*. Summer 2016.

“Benito Juarez Road.” **82 Review*. Summer 2016

“Destruction.” *Two Thirds North*. Spring 2016.

“Chaos 2015.” *Two Thirds North*. Spring 2016.

“Kipo Beach.” *Two Thirds North*. Spring 2016.

“Eastanbul.” *Two Thirds North*. Spring 2016.

“Trapped.” *GFT Press*. February 2016.

“Red Roofs of Ankara.” *Passing Through Journal*. Winter 2016.

“Reverse Migrations.” (Photography Credit). *Critical Flame*. Winter 2016.

“Budapest.” *4ink7 Journal*. Winter 2016.

“Bucharest.” *4ink7 Journal*. Winter 2016.

“Music Man.” *Foreign Encounters*. Fall 2012.

“Jamaica.” (Interview). *The Complete Woman*. Summer 2009.

“*You float.*” (Poem). *Wordriver literary review*. Spring 2009.

Additional Writing/Editing/Web Design Experience

- Working with Chattanooga investment firm Watershed Capital (<http://www.watershedcapital.com>), I recently produced a business plan for Filtrexx International Erosion Control.
- Freelance copy editor for American English Solutions, 2004-present.
- Designed Summer Writers' Conference, Meacham Writers' Workshop and Creative Writing brochures for UTC's English department, 2008-2014.
- Web designer and copywriter for more than 30 websites for clients worldwide (since 1998).
- Self-published a full-length novel called *So Far from San Lameer* in 2004.
- Textbook dialogue writer for CEDU Publishing Company, Seoul, South Korea, 2007 to present.
- Seoul Magazine
 - Hi Seoul Brochure 2007: four articles about tourist events around the city of Seoul
 - Wrote cover story for *Seoul Magazine* July 2005, and then about 5 subsequent cover stories.
- Travel column writer for *Seoul Selection* (<http://www.seoulselection.com>), May-July 2005.

Multimedia Director, EnterCor Entertainment

Vancouver, Canada, 1998-2003

- Board Director of a small public company that produced nonviolent children's entertainment shows.
- Oversaw operations in the multimedia and web design field, directing up to five employees
- Participated in the production of educational TV shows for children
- Designed corporate documents and websites for these shows.

Graphic designer, BC Lions Football Club

Vancouver, Canada, 1996-1998

- Designed game-day programs for this Canadian football team (CFL).
- Oversaw game-day operations and participated in half-time shows.
- Sold merchandise and game-day programs.

Other notable facts

- Completed 10 full marathons and many more half marathons.
- Completed Toastmasters course in Vancouver, BC.
- Have lived in four different countries (South Africa, Canada, South Korea and the United States).
- Language experience in Afrikaans, Spanish, and Korean.

DEVORI KIMBRO

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devori-kimbro@utc.edu

Department of English
University of Tennessee at Chattanooga
540 McCallie Avenue
Chattanooga, TN 37304

EDUCATION

- PhD** Arizona State University, English Literature December 2015
Dissertation: *Trauma, Typology, and Anti-Catholicism in Early Modern England, 1579 – 1625*.
Committee: David Hawkes and Cora Fox (co-chairs), Bradley Ryner, Bradley Irish
- MA** Idaho State University, English May 2010
Thesis: “Edmund Campion, the Jesuit ‘Invasion,’ and England’s Identity Crisis, 1580-2.”
Advisor: Jessica Winston
- BA** Idaho State University, English and History May 2007

TEACHING EXPERIENCE

University of Tennessee at Chattanooga, Chattanooga, TN August 2017 to present
Lecturer, English

Courses with full course responsibility

- English 1011 – Rhetoric and Composition I with Tutorial (6 sections)
- English 1010 – Rhetoric and Composition I (7 sections)
- English 1150 – Western Humanities II (2 sections)
- English 1330 – Introduction to Literature (2 sections)

University of Tennessee at Chattanooga, Chattanooga, TN August 2016 to May 2017
Adjunct Instructor, English

Courses with full course responsibility

- English 1011 – Rhetoric and Composition I with Tutorial (2 sections)
- English 1020 – Rhetoric and Composition II (2 sections)

Cleveland State Community College, Cleveland, TN August 2016 to May 2017
Adjunct Instructor, English

Courses with full course responsibility

- English 1010 – Composition I (4 sections, 2 dual-enrollment)
- English 1020 – Composition II (4 sections, 2 dual-enrollment)

Central Arizona College, Coolidge, AZ

May 2015 to May 2016

Professor, English

Courses with full course responsibility

- English 090 – Composition I (2 sections)
- English 100 – Composition II (1 section)
- English 101 – Composition III (6 sections)
- English 102 – Composition IV (3 sections)
- English 121 – Applied Technical Writing (1 section)

Arizona State University, Tempe, AZ

August 2010 – May 2015

Graduate Teaching Associate, English

Courses with full course responsibility

- English 101 – First Year Composition I (2 sections)
- English 102 – First Year Composition II (4 sections, traditional/hybrid/online)
- English 105 – Advanced First Year Composition (4 sections, traditional/hybrid)
- English 421 – Studies in Shakespeare: Shakespeare's Villains (1 section)

Courses with Discussion/Grader responsibility

- English 221 – Survey of English Literature to 1800 (1 section)
- English 321 – Shakespeare and Performance (1 section)

Idaho State University, Pocatello, ID

August 2009 – August 2010

Instructor, English

Courses with full course responsibility

- English 101 – English Composition
- English 102 – Critical Reading and Writing

Idaho State University, Pocatello, ID

August 2007 – May 2009

Graduate Teaching Assistant, English

Courses with full course responsibility

- English 101 – English Composition
- English 102 – Critical Reading and Writing

TEACHING-RELATED COURSEWORK AND CERTIFICATIONS

- English 631 – Seminar in Teaching Writing (Idaho State University, 2007)
- English 731 – Teaching Practicum (Idaho State University, 2008)
- English 594 – Teaching Assistant Practicum, two semesters (Arizona State University, 2010 – 11)
- Online Teaching Certification Workshop (Arizona State University, 2010)
- New Faculty Pedagogy Course (University of Tennessee at Chattanooga, 2017)
- Eli Review (2017)
- Quality Matters (2017)

PROFESSIONAL SERVICE

- R2A Pilot Committee (UTC)
- Facilitated R2A First Class Sessions (UTC), 2018.
- Piloted textbook for Read 2 Achieve (R2A) in composition classrooms (UTC).
- Aided with programmatic assessment, composition and rhetoric (UTC), 2018.
- Piloted Eli Review for Director of Composition, UTC.
- Led campus-wide discussion group for Ta-Nehisi Coate’s *Between the World and Me*, Spring 2018. (UTC)
- Mentored and worked with graduate teaching assistants through tutorial sections of English 1011. (UTC)
- Outside reader/evaluator for English capstone portfolios, Washburn University (2018)
- Co-founder and co-president, Arizona Center for Medieval and Renaissance Studies Graduate Student Association (ASU) 2012 – 13.
- President, Graduate Scholars of English Association (ASU), 2012 – 13.
- Vice-President, Graduate Scholars of English Association (ASU), 2011 – 12
- President, English Graduate Student Association (ISU) 2008 – 09

COMMUNITY SERVICE

Nerd Nite – Chattanooga, TN

Boss/Organizer, Chattanooga, TN, August 2018 – present

PUBLICATIONS

Publications

Kimbro, Devori, Noschka, Michael, and Way, Geoffrey, “Lend Us Your Earbuds: Shakespeare/Podcasting/Poesis,” *Humanities* (forthcoming).

Kimbrow, Devori. "'A cardinalles red-hat, and a kings golden crowne': Pamphlet Anti-Catholicism and Fabricated Authority in Thomas Milles's *The Misterie of Iniquitie* (1611)." *Prose Studies*, 37.3 (2015): 181-199.

Kimbrow, Devori. "*The Roaring Girl* (Thomas Middleton)." *The Literary Encyclopedia* (www.litencyc.com), March 15, 2014 [1,933 words] Web.

Kimbrow, Devori. "Letter to Queen Elizabeth (Sir Philip Sidney)." *The Literary Encyclopedia*. (www.litencyc.com), March 31, 2014 [1,019 words] Web.

Kimbrow, Devori. "*Acts and Monuments* (John Foxe)." *The Literary Encyclopedia*. (www.litencyc.com), March 31, 2014 [1700 words] Web.

Kimbrow, Devori. "*The Theatre of the Pope's Monarchy* (Philip Stubbes)." *The Literary Encyclopedia*. (www.litencyc.com), April 2, 2014 [993 words] Web.

Works Under Composition

Kimbrow, Devori. "Macbeth Unmoored: Equivocation, Religious Trauma, and the Revenge Tragedy."

Conference Presentations

"England's Canonization: Memory and Trauma in Foxe's *Acts and Monuments*," Shakespeare Association of America, April 17 - 20, 2019.

"Bloody Equivocations: Religious Trauma and Broken Bodies in *Macbeth*," Shakespeare Association of America, April 5-8, 2017.

"Coining Gods from Creatures: Pope Paul V as 'Coiner' in Thomas Milles' *The Misterie of Iniquitie* (1611)," Popes and the Papacy in Early Modern English Culture: An Interdisciplinary Conference, June 24 – 26, 2013, University of Sussex, UK.

"English Enemies and Enemies to England: Polemical Protestant Definitions of Catholicism in the Wake of the 1580 Jesuit 'Invasion,'" "What is Early Modern English Catholicism Conference, June 28 – July 1, 2013, Ushaw College, Durham, UK,

"Weaker Vessels: Recusancy and the Allegory of England's Seduction in Thomas Middleton's *A Game at Chess* (1624) and John Gee's *A Foot out of the Snare* (1624)," Women and Politics in Jacobean England Seminar, Shakespeare Association of America, Toronto, Canada, March 28 – 30, 2013.

“Coining Protestantism: Thomas Milles and the Anti-Catholic Definition of Commerce in Early Modern England,” Rocky Mountain Medieval and Renaissance Association Conference, Pocatello, ID, April 12-14, 2012.

“Performing Faith, Performing Identity:” Edmund Campion and English National Identity in Sermon, Disputation, and Legal Proceedings,” Arizona Center for Medieval and Renaissance Studies Annual Conference, Tempe, AZ, February 10-12, 2011.

“Poverty, Pestilence, and the Plague-Time Herbal in Early Modern London,” Phi Alpha Theta Northwest Regional Conference, Fairmont Springs, MT, April 15-17, 2010.

“‘Ravens Wolves’: How the Jesuit ‘Invasion’ of 1580-1 Defined and Defied English Anti-Catholic Polemic,” Intermountain Graduate Conference, Pocatello, ID, April 11, 2009

“Milton, Typology, and the ‘Bright and Blissfull Reformation,’” Intermountain Graduate Conference, Logan, UT, April 11, 2008

Invited Public Presentations

“Machiavellian Monks and Damned Dirty Jesuits: Your Quick Guide to Early Modern English Anti-Catholicism,” Nerd Nite Phoenix, November 11, 2012 (invited).

“Devil’s Marks: The Politics of Witch-Hunting in Early Modern England,” Nerd Nite Chattanooga, October 25, 2018.

PRESENTATIONS AND WORKSHOPS

Workshop, Various R2A English department training workshops 2018-19.

AWARDS AND HONORS

Outstanding Adjunct Instructor 2016-17, UTC English Department
Faculty Development Grant, Cleveland State Community College, 2017 (\$832)
Runner-up, Outstanding Graduate Teaching Assistant, Idaho State University, 2010
Finalist, GPSA Outstanding Graduate Teaching Assistant, Arizona State University, 2013.
University Graduate Fellowship, 2010-11, Arizona State University (\$5000)
Graduate & Professional Students Association Travel Grant, 2013 (\$550)
Graduate Scholars of English Association Travel Grant, 2013 (\$280)
ASU English Department Travel Grant, 2013 (\$250)

Renaissance Colloquium Travel Funding Award, 2013 (\$1,000)
High Pass, Comprehensive Oral Doctoral Examination

REFERENCES

Dr. David Hawkes, Professor, Department of English, Arizona State University, P.O. Box 870302, Tempe, AZ 85287-0302, (480) 965-3723 , David.Hawkes@asu.edu

Dr. Bradley Ryner, Associate Professor, Department of English, Arizona State University, P.O. Box 870302, Tempe, AZ 85287-0302, (480)965-4182, Bradley.Ryner@asu.edu

Dr. Cora Fox, Associate Professor, Department of English, Arizona State University, P.O. Box 870302, Tempe, AZ 85287-0302, (480)965-2482, Cora.Fox@asu.edu

Dr. Jessica Winston, Professor & Director of Graduate Studies in English, Department of English and Philosophy, Idaho State University, 921 S. 8th Avenue, Box 8056, Pocatello, ID, 83209, 208282-2895, winsjess@isu.edu

Gwendolyn Spring Kurtz

1012 Fairmount Avenue
Chattanooga, Tennessee 37405
spring-kurtz@utc.edu

Education

San Diego State University
Master of Arts in English

University of Tennessee at Chattanooga
Bachelor of Arts in English, Minor in Philosophy

Experience

8/15 – present **University of Tennessee at Chattanooga**

Senior Lecturer, Women’s Studies Program. I guide students through interdisciplinary, intersectional explorations of the social forces that shape us as gendered individuals, and serve as a member of the Women’s Studies Advisory Council.

8/05- present **University of Tennessee at Chattanooga**

Senior Lecturer, Department of English. In Western Humanities courses, I introduce students to the literary arts and artifacts that inform our cultural heritage. In Rhetoric and Composition courses, I encourage critical thinking and strategic writing skills. My service to the department includes redesigning Western Humanities courses, helping to set department-wide goals in Composition courses, and chairing and serving on departmental committees.

9/03-6/04 **University of California at Santa Cruz**

Teaching Assistant, Department of Literature and Department of History. For Introduction to Literary Theory and Inter-American Relations, I lectured, led discussions, and wrote narrative evaluations of student performance.

8/02-6/03 **Mesa College and University of California at San Diego**

Adjunct, Department of English. I taught literary appreciation and composition to a diverse community of students. I also taught Subject A Basic Writing in UCSD’s joint initiative with Mesa College and administered and evaluated Subject A exit exam essays at UCSD.

6/01-8/02 ***pacific REVIEW, a West Coast Arts Review Annual***

Editor-in-Chief. I published the work of established and emergent authors and artists. I led a team of editors, book designers, and web designers in selecting, editing, and formatting manuscripts for publication. To boost funding, I established a Campanile Foundation fund for tax-deductible donations and created online subscription services and boutiques. My marketing efforts, including the relationships I established with regional booksellers, publishers, and libraries,

more than doubled distribution. To celebrate and promote the journal, I launched the first annual *pacific REVIEW* poetry, fiction, and theatre reading (Scripps Cottage, UCSD, April 16, 2002).

1/01-5/02 **San Diego State University**
Teaching Associate, Department of English and Department of Rhetoric and Writing Studies. I taught literary appreciation and academic writing.

Select Presentations and Participations

“Serving To Shelter: A Social Justice Service Learning Opportunity To Help Shelter Victims of Domestic Violence and Homelessness,” presented at the 2018 Research Dialogues at UTC, April 4, 2018.

Faculty committee member for the “I Will” Awards, awarded by the Women Investing in Student Empowerment Board (WISE) through UTC’s Women’s Center, 2016 - 2017.

“The Activist-Enhanced Classroom: Better Understanding Sexual Violence, Recovery, and Prevention,” presented at the 2017 Research Dialogues at UTC, April 11, 2017.

“Don’t Call Me Cupcake Bitch: Selling Women Sugar In Christina García’s *Dreaming In Cuban* and United Statesian Popular Culture,” presented at the Women’s Caucus of the SCMLA 2015 Annual Conference, November 1, 2015.

“What Is It To Tell And Listen To Stories? Drawing Metanarratives Around the So-Called Western Humanities,” presented at a seminar on the English 1130 and 1150 Course Redesign for UTC’s Department of English, March 27, 2015.

“Musing on Our Muses, or, The Thoughtfulness of Poetry and People,” Keynote Speech for the Elementary Division of the Young Southern Student Writers Awards Ceremony at the Tivoli Theatre, Chattanooga, Tennessee, May 6, 2014.

Judge for the Young Southern Student Writers writing competition, a Southern Literature Alliance annual event, Spring 2014 – present.

“Speedy Gonzales Speaks To Cabbages and Kings: On Buying Into Post-NAFTA Coffee and Quinoa, and Eating Ethnic(ity),” an invited lecture for English 4870 and 5970: Rhetoric, Food, and Culture, UTC, February 6, 2013.

“*La Visceralidad Femenina: Overflowing the Feminine in Frida Kahlo’s Self-Portraits, or, What Would Walter Benjamin Say About Frida Kahlo and Would She Care?*” for the Talking Back, Moving Forward: Gender, Culture & Power: The 30th Annual Southeastern Women’s Studies Association Conference, UTC, March 24, 2007.

“A Five-Step Approach To Teaching Students to Read, Think, and Write Critically,” an invited lecture for the Rhetoric and Composition Orientation, UTC, January 3, 2007.

“Heroism, Victory, and Nationalism: On *The Odyssey* and the Western Humanities,” an invited lecture for the Western Humanities Conference, UTC, August 16, 2006.

“Comparative Literature and Literary Journals: Crossing Boundaries, Delineating Spaces, and Painting Portraits,” an invited lecture for the Gender/Image/Power/Text Comparative Literature Lecture Series, San Diego State University, September 24, 2002.

“Exhibiting the Work of Emergent Literati: Remarks on the Literary Arts of the West Coast and Small Press Publishing,” an invited lecture for Literature and Aesthetics: Sighting Words, Wording Sights, Department of English and Comparative Literature, San Diego State University, April 18, 2002.

“Border Crossing the Body: (R)evolution of Personal and Political Narrative in Oliver Mayer’s *The Road to Los Angeles*,” for the (Dis)Junctions: University of California, Riverside’s Eighth Annual Humanities Graduate Conference, April 5, 2001.

Publications

Editorial Assistant (2017-present) for *Midwestern Miscellany*, published by the Society for the Study of Midwestern Literature.

“*Todo Hombre: Testing the Mettle of Man, Machismo, and Marianismo* in Oliver Mayer’s *Blade to the Heat*,” in *Bordered Sexualities: Bodies on the Verge of a Nation*. Ed. William Anthony Nericcio. Forthcoming from SDSU Press. Print.

“Of Cabbages and Kings: On Reading Food Culture and Other Compositions,” in *From Hip Hop to Hypertext: Teaching About Culture in the Composition Classroom*. Ed. Joanna Paul. Newcastle: Cambridge Scholars Press, 2008. 96-111. Print.

“Notes On Leaving the Academy.” *CRATE: A Journal of Literary Borders and Boundaries*. Ed. Jonathan Mark Speight. 1.1 (2005): 121-124. Print.

Editor-in-Chief (2001-2002) and Editorial Board Member (2002-present) for *pacific REVIEW, A West Coast Arts Review Annual*.

Grants

1/2/18

Awarded a Walker Center For Teaching and Learning High-Impact Practices Development grant, “Serving To Shelter: A Social Justice Service Learning Opportunity To Help Shelter Victims of Domestic Violence and Homelessness”

for WSTU 2000: Introduction to Women's Studies students to help renovate Partnership's Crisis Resource Center, and provide childcare so that women at the shelter can attend counseling. \$1,113.56.

- 10/6/17 Awarded a UTC 2017-2018 Equity and Diversity Award, "Training For Partnership's Sexual Assault Crisis Hotline and For Our Community," so that UTC students, staff, and faculty might train to better understand and respond to sexual violence. \$3,009.
- 6/7/17 Awarded a 2017-2018 UTC Library's Affordable Course Materials Initiative Grant for English 1150: Western Humanities I. \$500.
- 2/3/17 Awarded a UTC Library Enhancement Grant, "Speaking To All Students: On Expanding Our Collection Of Women's and Gender Studies Titles." \$732.52
- 1/9/16 Awarded a Walker Center For Teaching and Learning High-Impact Practices Development grant, "The Activist-Enhanced Classroom: Better Understanding Sexual Violence, Recovery, and Prevention" for WSTU 2000: Introduction to Women's Studies students to train for Partnership for Families, Children, and Adults Domestic Violence and Sexual Assault Crisis Hotline. \$1,869.70.

Certifications

- 8/8/18 Independent Applying the QM Rubric (APPQMR) Certificate of Completion.

Chad Eric Littleton

6431 Pythian Rd.
Harrison, TN 37341
423-425-2540 (w) or 423-326-1877 (h)
chad-littleton@utc.edu or chadlitt1@msn.com

EDUCATION

Doctor of Philosophy in English, with a concentration in Composition & TESOL, Indiana University of Pennsylvania, Indiana, PA, August 2011. Dissertation: The Role of Feedback in Two Fanfiction Writing Groups. Advisor: Dr. Bennett A. Rafoth. Committee: Dr. Nancy Hayward, Dr. Gian S. Pagnucci

Master of Arts in English, with a concentration in Literary Study, the University of Tennessee at Chattanooga, Chattanooga, TN, 2002.

Bachelor of Arts, with a major in Psychology and minor in Sociology, Tennessee Wesleyan College, Athens, TN, 1998.

Associate of Arts, Hiwassee College, Madisonville, TN, 1996.

Honors Diploma, McMinn County High School, Athens, TN, 1994.

PROFESSIONAL EXPERIENCE

The University of Tennessee at Chattanooga, Chattanooga, TN
Senior Lecturer (2015-present)
Lecturer (2005-2015)
Adjunct Instructor (2002-2005)

Courses taught: ENGL 1010/121 Rhetoric & Composition I, ENGL 1020/122 Rhetoric & Composition II, ENGL 1011 Rhetoric & Composition I with Writing Tutorial, ENGL 106 Developmental Writing, ENGL 2880/277 Professional Writing, ENGL 300 Intermediate Composition, ENGL 3830 Writing Beyond the Academy.

Departmental Committees: Computer Pedagogy Committee (2005-2008, 2012-2013), Composition Committee (2006-2012, 2015-present), Contingent Faculty Issues Committee (2006-2007), Internship Committee (2012-2014), Curriculum Committee (2013-2014), Advisory Committee (2017-2018), One Year Faculty Review Committee (2018-present).

Service: Teaching Group Facilitator (2005-2006), English Placement Exam Reader

(2005-2009), Young Student's Writing Contest Reader (2006-present), Developed and piloted ENGL 1010+ (now ENGL 1011) 4-hour Rhetoric & Composition with Writing Tutorial (2010), First Year Reading Experience First Class Leader (2012-2014), Senior Thesis Committee for Logan Ebel, Philosophy & Religion (2009), Search Committee for Director of UTC Writing & Communication Center (2014), Composition Program Assessment (2018).

Interim Director, UTC Writing & Communication Center (2014-2015)

Graduate Assistant for Composition (2001-2002)

Bethel University, McKenzie, TN

Adjunct Facilitator, Bethel Success College Start Program, Chattanooga Campus (2012-2013)

Courses taught: ENGL 111 Writing about Literature, ENGL 470 Exploring the Plays of Shakespeare

Educational Testing Service/The College Board

Reader, AP English Language and Composition Exam (2010-present)

The McCallie School, Chattanooga, TN

Assistant Director, Caldwell Writing Center (2001-2005)

St. John United Methodist Church, Chattanooga, TN

Director of Youth and Leisure Ministries (1998-1999)

PROFESSIONAL MEMBERSHIPS

National Council of Teachers of English (2002-present) – Conference on College Composition and Communication (2002-present), Two-Year College English Association (2014-present)

International Writing Centers Association (2003-2009); Southeastern Writing Centers Association (2002-2006)

Tennessee Writing Centers Collaborative (2004-2008)

Association for Supervision and Curriculum Development (2003-2004)

Sigma Tau Delta – National English Honor Society (elected 2002)

The Honor Society of Phi Kappa Phi (elected 2007)

PUBLICATIONS

The Write Path: Communicating Your Way to Professional Success With Tiffany N. Mitchell, Timothy Parker, and Jean Paul Vaudreuil. Kendall Hunt, 2015 (Second Edition, 2019).

“Creating Connections between Secondary and College Writing Centers.” *The Clearing House*. 80.2 (2006): 77-78.

“What I Learned in Charlotte.” *Southern Discourse*. 6.2 (2003): 3.

PRESENTATIONS AND WORKSHOPS

“Managing the Workload.” With Tiffany N. Mitchell and Krista McKay. UTC Composition Program Fall Workshop. Chattanooga, TN, Aug. 2018.

“Balancing Accommodations and Accountability.” With Lauren Ingraham and Tracye Pool. UTC Composition Program Fall Workshop, Chattanooga, TN, Aug. 2017.

“Collaboration through Advocacy: Using Group Projects to Build Better Writers and Better Advocates.” National Council of Teachers of English Annual Convention. Atlanta, GA, Nov. 2016.

“Write a Successful Résumé.” UTC Library, The University of Tennessee at Chattanooga. Chattanooga, TN, Apr. 2015.

“Copywriting Best Practices.” UTC Library, The University of Tennessee at Chattanooga. Chattanooga, TN, Feb. 2015.

“Marketing Yourself: Creating Creative Copywrite and Writing Samples.” Invited Workshop. UTC Chapter of the American Marketing Association. Chattanooga, TN, Nov. 2014.

“Cite It Right.” With Priscilla Seaman. Lupton Library, The University of Tennessee at Chattanooga. Chattanooga, TN, Nov. 2014, Feb. 2015, & Mar. 2015.

“Getting Into and Surviving Graduate School.” Faculty Panel. With Joyce Smith, Heather Palmer, Christopher Stuart, Susan North, and Katherine Rehyansky. The University of

Tennessee at Chattanooga and Sigma Tau Delta—Xi Alpha Chapter First Annual Graduate and Undergraduate Student Conference on Literature, Composition, and Rhetoric. Chattanooga, TN, Mar. 2009.

“A Place for Secondary Writing Centers within the Writing Center Community.” With Pamela B. Childers, Sonja S. Bagby, Jeanette Jordan, William Morris, and Meg Tipper. International Writing Centers Association. Houston, TX, Apr. 2007.

“Starting a Writing Center and Making It Work.” With James A. Inman, Jeanette Jordan, Jon Olson, Pamela B. Childers and Dawn Fels. National Council of Teachers of English Annual Convention. Pittsburgh, PA, Nov. 2005.

“Creating Connections through Writing Centers.” Tennessee Writing Centers Collaborative Spring Symposium. The McCallie School. Chattanooga, TN, Apr. 2005.

“Connecting Writing Centers in Secondary Schools, Colleges, and Universities: Collaborative Critical Thinking and Writing.” With Pamela B. Childers and James A. Inman. Southeastern Writing Centers Association. Charleston, SC, Feb. 2005.

“Prioritizing in the Writing Center: Visions and Reality.” With Pamela B. Childers. Southeastern Writing Centers Association. Atlanta, GA, Feb. 2004.

“Organic Centers: Changing Ourselves, Our Goals, and Our Interactions with Faculty and Students.” With Pamela B. Childers. Southeastern Writing Centers Association. Charlotte, NC, Feb. 2003.

“A Comparison of Touch Initiation by Gender in College-Aged Couples.” Carolinas Psychology Conference. Raleigh, NC, Apr. 1998.

AWARDS AND HONORS

UTC Faculty Grant (\$910.32), 2016

UTC College of Arts and Sciences Travel Grant (\$352.42), 2016.

Exceeds Expectations, UTC EDO, 2014-2015.

College of Arts and Sciences Outstanding Adjunct Teaching Award, The University of Tennessee at Chattanooga, 2004.

The National Dean’s List, 2000-2001.

The William James Award: Outstanding Student in Psychology, Tennessee Wesleyan College, 1998.

Who's Who Among Students in American Universities and Colleges, 1997-1998.

Who's Who Among Students in American Junior Colleges, 1995-1996.

SERVICE

Publications Review Board, The WAC Clearinghouse, 2012-2018.

Senior Project Evaluator, Chattanooga School for the Arts and Sciences, Chattanooga, TN, 2011.

English Section Leader, UTC Chapter of the National Society of Black Engineers ACT Prep Workshop, 2009, 2010, 2011.

Member, Board of Governors, Hiwassee College Alumni Association, 2014-2017. Committees: Nominations (2014-2017).

Local Committee Member, WPA Conference, Chattanooga, TN, 2006.

Harrison United Methodist Church, 2000-present. Committees: Trustee (2003-2005), Outreach Committee (2004-2008; Chair 2008), Pastor-Parish Relations (2005-2007, 2009-2011), Lay Leadership Committee (2012), Finance Committee (2015-2017, Chair 2017).

Boy Scouts of America Troop 82/Pack 82, Harrison, TN, 2004-2007, 2011-present. Offices held: Troop Committee Chairman (2004-2005), Charter Representative (2011-2014).

League Commissioner, Upward Basketball, St. John United Methodist Church, Chattanooga, TN, 1999.

Counselor, Camp Wesley Woods, Townsend, TN, 1996-1997.

Lanie Lundgrin

4500 Touch Me Not Trail, Chattanooga, Tennessee 37415

Lanie-Lundgrin@utc.edu

(404) 680-5996

Education

Master of Arts, English, Literature Concentration, University of Tennessee at Chattanooga 2000

Bachelor of Arts, English/Russian, University of Utah 1980

Work History

Senior Lecturer in English

August 2014 to present

- *Teach courses in the English Department at UTC, including Rhetoric and Composition I and II, Western Humanities II, and Introduction to Literature.*
- *Write course materials such as syllabi, homework assignments, handouts, and formal writing prompts.*
- *Write, administer, and grade midterm and final examinations.*
- *Plan, evaluate, and revise course content and course materials.*
- *Guide students in using technology to support educational research.*
- *Monitor students' academic progress and refer students who are struggling to campus resources.*
- *Co-Founded and Chaired Sword and Pen Veterans' Writing Workshops.*
- *Participate in faculty development workshops in Rhetoric and Composition.*
- *Served on UTC Faculty Senate General Education Committee*
- *Serve General Education Steering Committee*
- *Chair, Departmental General Education Committee.*
- *Serve on the Faculty Senate Petitions Committee.*

Lecturer in English

January 2003 to August 2014

- *Taught introductory courses in English, such as Developmental Writing, Rhetoric and Composition I and II, Western Humanities II.*
- *Served on numerous departmental committees.*
- *Wrote materials such as syllabi, homework assignments and handouts.*
- *Wrote administered and graded midterm and final examinations.*
- *Planned, evaluated and revised course content and course materials.*
- *Guided students in using technology to support educational research.*
- *Monitored students' academic and referred students who were struggling to campus resources.*
- *Participated in numerous faculty development workshops in Rhetoric and Composition and at Walker Teaching Resource Center.*

Honors

Sigma Tau Delta, elected 2000

Phi Beta Kappa, elected 1980

Phi Kappa Phi, elected 1980

Dobro Slovo, elected 1980

Jessica E. McCarthy, Ph.D.

Jessica-mccarthy@utc.edu

EDUCATION

- 2005-2009 **Washington State University** Pullman, WA
Ph.D. in American literature (May 2009)
Dissertation: *Genre Bending: The Work of American Women's Writing, 1860-1925*
Dissertation Director: Professor Donna M. Campbell
Ph.D. exams passed with distinction in 19th-century American literature, 20th-century American literature, and genre studies
- 2003-2005 **Washington State University** Pullman, WA
M.A. in English literature (May 2005)
Emphasis on British Romanticism and Modernism
M.A. thesis: "Host and Hostage: Exchanges with the Other in George Shelvocke's *A Voyage Round the World*."
Thesis Director: Professor Debbie J. Lee
- 1994-1998 **University of Washington** Seattle, WA
B.A. in English and American literature, creative writing, and teaching English
Senior thesis: "Diane DiPrima: The Feminine Experience in Beat Literature"

PUBLICATIONS

Books:

Beyond Categories: A New Anthology of Late 19th- and Early 20th-Century American Short Fiction. Co-edited with Charles Johanningsmeier from University of Nebraska at Omaha. Not yet formally accepted, though Ohio University Press has expressed possible interest. Manuscript due to press summer 2018.

PUBLICATIONS, cont.

Peer-Reviewed Essays:

“How Hard She Had Worked!: Naturalism and the New Woman in Ellen Glasgow’s *Barren Ground*.” *Working Women in American Realism*. Ed. Miriam Gogol. Lanham, MD: Rowman and Littlefield. Forthcoming June 2018.

“Edith Wharton: Modern Critical Interpretations.” *Edith Wharton in Context*. Ed. Laura Rattray. Cambridge: Cambridge University Press, 2012. 103-116.

“Finding Frank Norris: A Conversation with Eric Carl Link.” Special Issue: Naturalism’s Histories, *Studies in American Naturalism*, vol.5 no 1, summer 2010, 51-65.

“‘It’s Better to Watch’: Compulsive Voyeurism in *The Custom of the Country* and *The House of Mirth*.” *Edith Wharton’s The Custom of the Country: A Reassessment*. Ed. Laura Rattray. London: Pickering and Chatto, 2010.

“The Demystified Masthead: or, Editing the Bad Beast and Leaving ‘It’ Alone.” *Journal of Scholarly Publishing*. January 2009. 148-54.

Book Reviews:

“Review: *Frank Norris Remembered*.” *Resources for American Literary Studies*. Forthcoming Spring 2016.

“Review: *Edith Wharton: Sex, Satire and the Older Woman*.” *Studies in American Naturalism*. 7.1, 2012. 121-23.

PRESENTATIONS

“The Economies of Womanhood in Dreiser and Glasgow.” American Literature Association. Boston, MA. May 2017.

“Got Milk?: Nourishing Pastoral Aspirations in Transatlantic Naturalism.” American Literature Association. San Francisco, CA. May 2010.

“‘Looking for Land’: The Naturalist Pastoral in Jack London’s *The Valley of the Moon*.” Jack London Society 9th Biennial Symposium. Huntington Library, CA. October 2008.

“Shorthand for Style: Edith Wharton and Popular Women’s Magazines.” American Literature Association. San Francisco, CA. May 2008.

“‘Borne Back into the Past’: Nostalgia in *The Great Gatsby* and *Bread Givers*.” Pacific Northwest American Studies Association. Walla Walla, WA. April 2008.

“The Demystified Masthead.” *CELJ: What Journal Editors Do*. Modern Language Association. Chicago, IL. December 2007.

PRESENTATIONS, cont.

Redlining Research Assistants: The Role of Graduate Students at Scholarly Journals. (Special session organizer/chair). Modern Language Association Conference. Chicago, IL. December 2007.

Literature, Science, and Problems of Perception. (Panel chair). North American Conference on British Studies. San Francisco, CA. November 2007.

“‘The dirt will always be there’: Women’s Work in *Barren Ground*.” Pacific Ancient Modern Language Association. Bellingham, WA. November 2007.

“The Bridge of *Barren Ground*: Meta-Naturalism to Modern Naturalism.” American Literature Association Symposium on American Naturalism. Newport Beach, CA. October 2007.

“‘It’s Better to Watch’: Compulsive Voyeurism in *The Custom of the Country*.” American Literature Association Conference. Boston, MA. May 2007.

“‘Her Trying Labors’: Benevolent Maternalism in L.M. Alcott’s *Hospital Sketches*.” Pacific Northwest American Studies Association Conference. Portland, Oregon. April 2007.

“Writing Women’s Work.” co-authored with Dr. Augusta Rohrbach and Michelle Fankhauser, Washington State University Academic Showcase Juried Poster Session. Pullman, WA. March, 2007.

AWARDS

WSU English Dept., Blackburn Postdoctoral Fellowship, August 2009-August 2010

WSU Association of Faculty Women, Harriet B. Rigas Award for Outstanding Female Doctoral Student, April 2009

WSU English Dept., Avon J. Murphy Scholarship for distinction in graduate work, April 2008.

WSU English Dept., Schleiner Award for PhD Exams completed with distinction, November 2007.

Pacific Ancient Modern Language Association Conference Scholarship, November 2007.

WSU Graduate School Travel Award, October 2007.

WSU Graduate Scholar Award, 2005-2007.

TEACHING

University of Tennessee-Chattanooga

English 2810: Technical Writing

English 2880: Professional Writing

Washington State University, Pullman

English 595: Academic Publishing and Grant Writing, co-taught with Dr. Debbie Lee

English 482: American Modernism

English 419: Twentieth-Century Novel

English 402: Technical and Professional Writing

English 372: Transatlantic 19th-century Literature

English 368: American Novel to 1900

English 309: Women Writers

English 110: Reading Now (Books Since You Were Born)

English 101: Introduction to College Composition

Washington State University Distance Degree Program Online Courses

English 488: Victorian Literature

English 487: Romantic Literature

English 419: Twentieth-Century Novel

English 402: Technical & Professional Writing

English 309: Women Writers

English 305: Shakespeare

English 306: Shakespeare

English

201: Research Writing

EDITORIAL EXPERIENCE

6/2007 – 8/2009

Editorial Associate
Washington State University

ESQ: A Journal of the American Renaissance

6/2006 – 8/2009

Editorial Associate
State University

Poe Studies / Dark Romanticism Washington

CURRENT MEMBERSHIPS

Modern Language Association

American Literature Association

Theodore Dreiser Society

William Dean Howells Society

Jack London Society

Frank Norris Society

Edith Wharton Society

Krista Eldridge McKay

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Academic and Professional Experience

University of Tennessee at Chattanooga

615 McCallie Avenue, Chattanooga, Tennessee 37403

College of Arts and Sciences: English Department

August 2009 – Present

Lecturer

Teach or have taught courses:

- *Rhetoric and Composition I:* The principles and practice of effective reading and writing. Frequent themes, exercises, selected readings. Attention to individual problems of grammar and usage.
- *Rhetoric and Composition II:* Review of competencies stressed in Rhetoric and Composition I with emphasis on the extended essay; use of research matter in writing; attention to diction, figurative and symbolic language, relationship of style and meaning.
- *Professional Writing:* An introduction to the variety and forms of workplace discourse. Emphasis on composing documents such as memos, letters, resumes and proposals; planning and managing short- and long-term writing projects; integrating oral and written communication; and using new communication technologies.

August 2008 – July 2009

Adjunct Instructor

Taught courses:

- *Rhetoric and Composition I*

Cleveland City Schools: Arnold Memorial Elementary School

473 8th Street NW, Cleveland, Tennessee 37311

September 2005 – May 2007

Parent Involvement Coordinator

- Planned, developed, and implemented special events to foster parent involvement
- Communicated school information to students, families, and community

Alzheimer's Association, Southeast Tennessee Chapter

735 Broad Street, Chattanooga, Tennessee 37402

July 2004 – September 2005

Special Events Coordinator for Bradley County (part-time)

- Promoted Alzheimer's Association programs within the community
- Raised funds through soliciting sponsors and maintaining relationships with contributors
- Coordinated annual Memory Walk fundraiser – introduced *Top Dog* competition that brought new demographic to the walk, additional sponsors, and increased media exposure

BlueCross BlueShield of Tennessee

1 Cameron Hill Circle, Chattanooga, Tennessee 37402

October 1995 – February 2002

Senior Writer (part-time January 2000 – February 2002)

Developed, edited, coordinated, and wrote various company publications as requested including employee magazine, quarterly health newsletters for customers, and company's annual report

Communications Coordinator (August 1998 – January 2000)

Planned, developed and implemented various communications strategies for programs and projects that enhanced the company's image, informed and motivated employees, and aided sales:

- Wrote and coordinated production and distribution of items in communication plans, including sales brochures, annual reports, and corporate policy changes
- Assisted with crisis communications and media relations when necessary
- Supervised staff of two senior writers, including overseeing production of employee magazine and various internal and external newsletters

Writer (October 1995 – August 1998)

Developed and wrote employee communications, sales promotion/marketing literature, customer support/education materials, public relations campaigns and media relations materials:

- Successfully developed communications campaign to educate lower literacy audience on how a health maintenance operation (HMO) works. **Campaign won honorable mention in national marketing communications competition.**
- Researched and wrote company's annual reports, one of which **won Silver Quill Award of Merit from International Association of Business Communicators (1997)**
- Edited weekly employee newsletter and wrote articles for employee magazine

Life Care Centers of America

3570 Keith Street, Cleveland, Tennessee 37312

October 1990 – October 1995

Director of Public Relations (January 1993 – October 1995)

Developed and supervised the various programs, promotions, and publications of the public relations department of one of the largest long-term care management companies in the country:

- Developed public relations plans, marketing brochures, and employee communications
- Provided training, consultation, and guidance concerning public relations activities to the nursing and retirement facilities Life Care managed; supported media relations efforts and assisted with crisis communications
- Supervised staff of two Communications Coordinators; edited newsletters; wrote feature articles for and assisted with editing of semiannual company magazine

Communications Coordinator (July 1991 – January 1993)

- Developed internal and external communications
- Wrote, edited, designed, and supervised production of three newsletters; wrote feature articles for semiannual company magazine; researched, wrote, and distributed weekly senior health/lifestyle newspaper column

Communications Assistant (October 1990 – July 1991)

- Wrote, edited, and designed monthly corporate newsletter; wrote feature articles for semiannual company magazine; researched, wrote, and distributed senior health/lifestyle newspaper column; wrote and distributed press releases for local and industry media; wrote and distributed weekly corporate-office employee newsletter

Education

University of Tennessee at Chattanooga, Chattanooga, Tennessee

Master of Arts: English/Rhetoric and Writing

Tennessee Technological University, Cookeville, Tennessee

Bachelor of Science: English/Journalism

Minor: Marketing

Editor of university yearbook; staff reporter and assistant advertising editor for university newspaper

Graduated Cum Laude

Community Involvement

Cleveland City Schools Board of Education, Cleveland, Tennessee**Board Member**

August 2016 – Present

EDUCATION

MFA, Creative Writing, fully funded through an Alfred Knobler Scholarship
Virginia Tech, Blacksburg, Virginia: May 2009

MA, English, master's thesis in fiction passed with distinction, fully funded as teaching assistant
University of New Mexico, Albuquerque, New Mexico: December 2004

BA, English and American Language and Literature, magna cum laude, Alpha Society
University of Tennessee at Chattanooga, Chattanooga, Tennessee: August 2000

BOOKS

Slingshot Catapult, forthcoming poetry chapbook from Semiperfect Press

Speak, My Tongue, poetry collection from Calypso Editions: October 2017
Semifinalist, Lexi Rudnitsky First Book Prize in Poetry: January 2016
Finalist, *Prairie Schooner* Book Prize in Poetry: 2010

UNIVERSITY TEACHING EXPERIENCE

Lecturer II, University of Tennessee at Chattanooga: August 2012-present

English 4910: Design for Writers Workshop

English 4960: Internship Workshop

English 3760: Intermediate Fiction Writing Workshop

English 2700: Introduction to Creative Writing in Poetry, Creative Nonfiction, and Fiction

English 2880: Professional Writing

English 1020: Rhetoric and Composition II - Business Living and Learning Community

English 1020: Rhetoric and Composition II

English 1011: Rhetoric and Composition I with Writing Tutorial

English 1010: Rhetoric and Composition I - Business Living and Learning Community

English 1010: Rhetoric and Composition I

Adjunct Instructor, Chattanooga State Community College: January-May 2012

English 2850: Writing Fiction

English 2830: Introduction to Creative Writing in Poetry, Fiction, and Creative Nonfiction

Adjunct Instructor, Bryan College: January 2010-May 2011

English 326: Advanced Creative Writing in Poetry, Creative Nonfiction, Fiction, and Drama

English 245: Introduction to Creative Writing in Poetry, Creative Nonfiction, and Fiction

English 225: Creative Writing Colloquy

English 112: First-Year English II

English 111: First-Year English I

Teaching Assistant, Virginia Tech: August 2006–May 2009

English 2744: Introduction to Creative Writing in Poetry, Creative Nonfiction, and Fiction

English 1106: Writing from Research

English 1105: Introduction to College Composition

Teaching Assistant, University of New Mexico: August 2002–August 2004

English 221: Introduction to Creative Writing, Fiction

English 102: Analysis and Argument

English 101: Expository Writing and Reading

TEACHING HONORS

Exceeds Excellence Faculty Rating by the College of Arts and Sciences, University of Tennessee at Chattanooga: 2012–2013, 2014–2015, 2015–2016, 2017–2018

English Department Lecturer of the Year, University of Tennessee at Chattanooga: 2015–2016

English Department Lecturer of the Year, University of Tennessee at Chattanooga: 2012–2013

English Department Teaching Assistant of the Year Nominee, University of New Mexico: 2003

JOURNAL PUBLICATIONS

Poems

“No Peace.” *TAB: The Journal of Poetry & Poetics*, vol. 4, no. 4, 21 Jul. 2016, journals.chapman.edu/ojs/index.php/TAB-Journal/issue/view/88.

“I See Lines.” *TAB: The Journal of Poetry & Poetics*, vol. 4, no. 4, 21 Jul. 2016, journals.chapman.edu/ojs/index.php/TAB-Journal/issue/view/88.

“God Sent the Gun.” *Indianola Review*, vol. 1, no. 1, 2015, p. 14.

“Naming the Parts, and Why I Didn’t March with Martin.” *Indianola Review*, vol. 1, no. 1, 2015, p. 103.

“After the Funeral.” *Smartish Pace*, no. 22, 2015, p. 91.

“Edgar Tolson’s *The Fall of Man* as a Portrait of Fatherhood.” *Asheville Poetry Review*, vol. 21, no. 1, 2014, p. 257.

“Time.” *Asheville Poetry Review*, vol. 21, no. 1, 2014, p. 256.

“In the Head.” *Radar Poetry*, vol. 4, no. 1, 15 Oct. 2014, www.radarpoetry.com/in-the-head.

“Like a Saw: Thinking of Lonnie Hollie.” *Radar Poetry*, vol. 4, no. 1, 15 Oct. 2014, www.radarpoetry.com/like-a-saw.

“O Mamma, Save Me: Jimmy Lee Sudduth’s Sweet Mud.” *Radar Poetry*, vol. 4, no. 1, 15 Oct. 2014, www.radarpoetry.com/o-mamma-save-me.

“Have Mercy: Son Ford Thomas’s Last Talk with the Lord.” *Radar Poetry*, vol. 4, no. 1, 15 Oct. 2014, www.radarpoetry.com/have-mercy.

- "Cedar Creek Charlie: How to Build a Wood Coffin." *Radar Poetry*, vol. 4, no. 1, 15 Oct. 2014, www.radarpoetry.com/cedar-creek-charlie.
- "Thornton Dial & Flesh-Eating Beetles." *Euphony Journal Online*, 5 May 2014, euphonyjournal.org/2014/05/05/poetry-thornton-dial-and-flesh-eating-beetles-by-carrie-meadows/.
- "Doubter Come Home from a Drowning of Vision." *Mid-American Review*, vol. 31, no. 2, 2011, pp. 47-48.
- "Shooting." *Mid-American Review*, vol. 31, no. 2, 2011, pp. 45-46.
- "We Might Welcome These Storms." *Augury Books*, 19 Sept. 2011, augurybooks.com/a-poem-by-finalist-carrie-meadows/.
- "Finishing Sequence." *The Common: Dispatches*, 20 Apr. 2011, www.thecommononline.org/finishing-sequence/.
- "Plywood." *Prairie Schooner*, vol. 85, no. 1, 2011, p. 154.
- "Fake." *Prairie Schooner*, vol. 85, no. 1, 2011, p. 155.
- "George Ohr, Mad Potter of Biloxi." *North American Review*, vol. 295, no. 2, 2010, p. 11.
- "Manzana Verde." *Red Rock Review*, no. 26, 2010, p. 22.
- "My Husband, The Scientist, After Fly Fishing." *Red Rock Review*, no. 26, 2010, p. 23.
- "Dismal Falls." *Red Rock Review*, no. 26, 2010, p. 24.
- "Knotcraft." *Apalachee Review*, no. 60, 2010, p. 48.
- "Manatee." *Salamander* vol. 15, no. 1, 2009, p. 87.
- "Leaving the Church." *Quercus Review* no. 9, 2009, p. 102.
- "Regrets for things you don't remember." *Quiddity* vol. 2, no. 1, 2009, p. 44.
- "Other Words." *The Eleventh Muse* 2008/2009, p. 25.
- "When Only Silence" *Coal Hill Review*, vol. 4, 2008.
- "Believe." *North American Review*, vol. 293, no. 6, 2008, p. 24.
- "Regrets, For My Widower." *Night Train*, vol. 8, no. 2, 13 Oct. 2008.
- "William Mabrey." *Plainsongs*, vol. 29, no. 1, 2008, p. 4.
- "The Slingshot Catapult." *Anti-* vol. 1, no. 2, 1 Jun. 2008.
- "Reverend Levi Healy, Missionary to Cambodia, Delivers the Dedication Address for the New Baptist Church of Angkor." *Coal Hill Review*, vol. 1, 2007.

Fiction

- "Telling." *Wash your needless soda down as Anton*, *4ink7*, no. 3, 2016, pp. 62-64.
- "Until We Meet Again at Holy Hill." *Whitefish Review*, vol. 2, no. 2, 2008, pp. 14-18.
- "Good Girl." *Fifth Wednesday Journal*, vol. 1, no. 2, 2008, pp. 178-189.
- "Sons, You Will Bear More Than My Memory." *LitNImage*, vol.1, no. 1, 10 Jun. 2008, www.litnimage.net/meadows.htm.

Nonfiction

- "On 'Naming the Parts, and Why I Didn't March with Martin.'" *Indianola Review*, 7 Mar. 2016.

“The New River: Collected Editors’ Notes.” *Putting Knowledge to Work and Letting Information Play: The Center for Digital Discourse and Culture*, edited by Timothy W. Luke and Jeremy W. Hunsinger. The Center for Digital Discourse and Culture, 2010, pp. 196-198, https://www.cddc.vt.edu/10th-book/putting_knowledge_to_work.pdf.

Hypertext

“Operation Voodoo: Jim Without Me.” *CELLA’s Round Trip*, vol. 1, no. 1, 30 Jun. 2008.

“(NON)sense for to from Eva Hesse.” *The New River Journal*, fall 2007, 18 Dec. 2007, www.cddc.vt.edu/journals/newriver/07Fall/index.html.

Book Reviews

Review of *One with Others*, by C.D. Wright. *Smartish Pace*, 8 Jul. 2011, www.smartishpace.com/reviews/one_with_others_by_cd/.

Review of *Lucifer at the Starlite*, by Kim Addonizio. *Rain Taxi Review of Books*, vol. 15, no. 1, 2010.

“The Ideal Cities of Erika Meitner.” Review of *Ideal Cities*, by Erika Meitner. *Corduroy Books*, 26 Aug. 2010.

Review of *Black Sabbatical*, by Brett Eugene Ralph. *Corduroy Books*, 23 Aug. 2010.

“Boys, Girls, Violence.” Review of *Saint John of the Five Boroughs*, by Edward Falco. *Corduroy Books*, 4 Oct. 2009.

Review of *Twigs & Knucklebones*, by Sarah Lindsay. *Smartish Pace*, 30 Jun. 2009, www.smartishpace.com/reviews/twigs_knucklebones/.

Review of *Night Work*, by C.E. Perry. *Rain Taxi Review of Books*, vol. 14, no. 1, 2009, p. 54.

“A Ghost Story, For Everyone.” Review of *Incident at the Edge of Bayonet Woods*, by Paula Bohince. *Corduroy Books*, 5 Jan. 2009.

“Chapbook, Please: On Karen Rigby’s *Savage Machinery*.” Review of *Savage Machinery*, by Karen Rigby. *Corduroy Books*, 14 Aug. 2008.

“Cecily Parks’ Loose Ends.” Review of *Field Folly Snow*, by Cecily Parks. *Corduroy Books*, 5 Jun. 2008.

Interviews

“Meadows’s Poems ‘Speak’ of Howard Finster and Other Southern Folk Artists.” Interview by Michael Edward Miller. *WUTC Around and About Chattanooga*, 15 Dec. 2018, <http://wutc.org/post/meadowss-poems-speak-howard-finster-other-southern-folk-artists>.

“Carrie Meadows” Interview by William Woolfit. *Speaking of Marvels*, 6 Oct. 2016, <https://spkofmarvels.wordpress.com/2017/10/09/carrie-meadows/>.

“Hypertext Ups the Ante.” Interview of Carrie Meadows by Rachel Hartley-Smith. *CELLA’s Round Trip*, vol. 1, no. 1, 30 Jun. 2008.

WRITING HONORS

Pushcart Prize Nominations, Poetry: 2009 - 2018
The Wardrobe's Best Dressed, The Sundress Blog, January 2018
Writer in Residence, Rivendell Writers' Colony: May-June 2015, May 2016, May 2017
Writer in Residence, Sundress Academy for the Arts: May 2015
Finalist, Beullah Rose Poetry Prize, *Smartish Pace*: February 2015
Finalist, Coniston Poetry Prize, *Radar Poetry*: October 2014
Fellow, The Hambidge Center Creative Residency Program: June-July 2013, June 2014
Finalist, Augury Books 2011 Editors' Prize in Poetry: 2011
Finalist, James Hearst Poetry Prize, *North American Review*: 2009
Semifinalist, Steinbeck Fellowship in Fiction: 2009
Winner, Academy of American Poets Poetry Society of Virginia Prize: 2008
Best New Poets Nomination: 2008
MFA Scholarship in Poetry, Sewanee Writers' Conference: 2008
Winner, *Plainsongs* Poetry Prize: 2008
Short List, Tilt Press Poetry Chapbook Competition: 2008

READINGS AND PRESENTATIONS

Poetry Reading, Sundress Academy for the Arts, Knoxville, Tennessee: July 2018
"We Are a Helix, We Survive: Calypso Authors Read Poetry, Prose and Translation from Angel Island to the American South," AWP Conference, Tampa, Florida: March 2018
Poetry Reading, Meacham Writers' Workshop, Chattanooga, Tennessee: March 2013, October 2013, March 2014, October 2014, March 2015, October 2015, March 2016, October 2016, October 2017, March 2018
Poetry Reading, Star Line Books, Chattanooga, Tennessee: December 2017
Poetry Reading, Speakeasy Reading Series, Virginia Tech, Blacksburg, Virginia: December 2017
"Brass Brassiers: Four Southern Women Authors on the Intersection of Place, Race, Religion, Gender, and Genre," C.D. Wright Women Writers Conference, University of Central Arkansas, Conway, Arkansas : November 2017
"Design for Writers," Research Dialogues, University of Tennessee at Chattanooga: April 2017
Poetry Reading, River City Sessions/WUTC public radio, Chattanooga, Tennessee: 2014
"Bringing Creating Energy into the Research Process," Instructional Excellence Retreat, University of Tennessee at Chattanooga: May 2014
"Un/Dressing the Spirits: Poetry Inspired by Southern American Visionary Folk Art," Research Day, University of Tennessee at Chattanooga: March 2014
"The Giant Yearbook Celebration of Diversity at UTC," ThinkAchieve Grant Presentation, University of Tennessee at Chattanooga: Fall 2013
"Oral Hygiene Day at Harrison Elementary School," ThinkAchieve Grant Presentation, University of Tennessee at Chattanooga: Spring 2013
Poetry Reading, Virginia Tech MFA in Creative Writing Program, Blacksburg, Virginia: 2009

Poetry Reading, Virginia Tech President's House, Blacksburg, Virginia: 2009
Fiction Reading, University of New Mexico Works in Progress Series, Albuquerque,
New Mexico: 2003

EDITORIAL AND PRODUCTION EXPERIENCE

Publication Coordinator, Meacham Writers' Workshop: Spring 2013-Fall 2013
Designed and copyedited brochures and posters to promote the event.

Managing Co-Editor, *The New River Journal of Digital Writing and Art*: Spring 2008
Worked on a team of three managing editors to solicit and review digital writing and art submissions. This work included promotion and coordination of a special collaboration initiative to pair accomplished writers like Caren Beilin with digital artists.

Publisher, *The New River Journal of Digital Writing and Art*: Spring 2008
Published the Spring 2008 issue in collaboration with Virginia Tech's Center for Digital Discourse and Culture.

Reader, *The Los Angeles Review*: Fall 2006
Revised submissions under direction of fiction editor Edward Falco.

Newsletter Designer and Copyeditor, Website Consultant, The Coalition of Women Scholars in the History of Rhetoric and Composition: January 2003-July 2004
Prepared design layouts and copyedited content under the direction of Dr. Susan Romano of University of New Mexico and Dr. Susan Jarratt of University of California, Irvine.

Production Manager, *Blue Mesa Review*: January-May 2003
Managed a group of undergraduate students, overseeing the redesign of the internal layout plus production of Issue 15 under the direction of Professor Julie Shigekuni.

VISITING WRITER/PROGRAM COORDINATION EXPERIENCE

Interim Internship Program Coordinator, UTC English Department: August 2015-May 2016
Developed new and maintained existing internship partnerships within and beyond the Chattanooga, Tennessee community, promoted the program to English majors and minors, taught a weekly internship workshop, and directed up to 15 internships per semester, serving as the liaison between student interns and internship supervisors at partner organizations.

Founder and Director, Story Creators After School Art + Literacy: August 2014-December 2016
Developed 3-10-week curricula integrating reading, writing, and illustration lessons, and implemented programming for underserved students in grades K-4 at five Chattanooga, Tennessee schools and one city-operated recreation center.

Program Coordinator, TVA/St. Andrews Center Artbotics Program: January-May 2014
Created a 10-week arts and robotics curriculum and directed programming for students in grades 4-6 at four underserved Chattanooga, Tennessee schools.

Assistant Director, Meacham Writers' Workshop: Fall 2013-Spring 2014
Invited writers, managed contracts and payment, secured venues, managed student interns and volunteers, and oversaw promotions, workshop submissions, and event schedules for this three-day event packed with readings and lectures by visiting writers, social gatherings, and community workshops.

Visiting Writer Co-Coordinator, Virginia Tech's Katherine Soniat Reading Series: Spring 2009
Collaborated with a small team of graduate students under the direction of Professor Erika Meitner to invite, schedule, and oversee campus events featuring poet Matthea Harvey.

INSTITUTIONAL SERVICE

Member, Young Southern Student Writers Committee: Fall 2018-present
Member, Creative Writing Committee: Spring 2014-present
UTC Workshop Coordinator, Meacham Writers' Workshop: Fall 2014-present
Judge, UTC Creative Nonfiction Award: 2016, 2018
Member, English Department Internship Committee: Fall 2012-Spring 2017
Reader, Young Southern Student Writers Awards: 2013, 2014, 2015, 2016, 2017
Chair, English Department Internship Committee: August 2015-May 2016
Judge, Igou Poetry Award: 2013, 2014, 2015
Participant, Faculty Fellows Cohort, "Bringing Creating Energy into the Research Process,"
University of Tennessee at Chattanooga: May 2013-May 2014
Faculty Coordinator, The Giant Yearbook Diversity Celebration: Spring 2013
Reviewer, Critical Thinking Assessment Test, Think Achieve Program: Fall 2012, Fall 2013
Graduate Student Representative, Freshman English Committee: August 2003-May 2004
Graduate Participant, Creative Writing Pedagogy Committee: August 2003-May 2004
Mentor to Teaching Assistants, First-Year English Program: August 2003-May 2004
Volunteer, Taos Summer Writers Conference: July 2003
Treasurer, English Graduate Student Association: 2003
Judge, D.H. Lawrence Fellowship, Taos Summer Writers Conference: 2003
Judge, Merit Scholarship in Fiction, Taos Summer Writers Conference: 2003

GRANTS

Travel Grant, College Arts and Sciences, University of Tennessee at Chattanooga: Spring 2018
ThinkAchieve Beyond-the-Classroom Grant, University of Tennessee at Chattanooga: Fall 2016
Access and Diversity Professional Development Grant, University of Tennessee at Chattanooga
Office of Equity and Diversity: May 2015
Front Porch Alliance Grant for Story Creators After School Art + Literacy: December 2014

Lowes Toolbox for Education Grant for Rossville Middle School: December 2014
Lillian L. Colby Foundation Grant for Story Creators After School Art + Literacy: November 2014
Faculty Development Grant, University of Tennessee at Chattanooga: Summer 2013
ThinkAchieve Beyond-the-Classroom Grant, University of Tennessee at Chattanooga: 2013
ThinkAchieve Beyond-the-Classroom Grant, University of Tennessee at Chattanooga: Fall 2012
Title IID Stem Grant for Rossville Middle School: April 2010

COMMUNITY SERVICE

Grant Proposal Writer for Rossville Middle School: 2012-present
Mentor, Chattanooga School for Arts and Sciences Senior Project Program: Spring 2014
Faculty Coordinator, St. Andrews Center Proposal Project: Fall 2013
Faculty Coordinator, Oral Hygiene Day at Harrison Elementary School: Fall 2012
Fiction Workshop Leader, Chattanooga State Young Writers Conference: January 2012

PROFESSIONAL WRITING EXPERIENCE

Proposal Specialist, Contracting, Consulting, Engineering, Inc: 2006-2007

Worked as a proposal writer and cover designer, with involvement in all aspects of the proposal process from research, writing, and editing to production of multi-million dollar construction proposals submitted to the U.S. State Department.

Copywriter and Media Placement Specialist, Astec, Inc: 2004-2006

Developed copy for press releases, brochures, print advertisements, monthly newsletters, annual report copy, technical bulletins and multichannel promotions, in addition to managing domestic and international print advertising campaigns for Astec, Inc. and its corporate office.

Copywriter, American Bicycle Group: 2001-2002

Wrote press releases, advertisements, advertorials, monthly newsletters and technical manuals, and oversaw the copy and production of consumer catalogs for four brands.

Tiffany N. Mitchell

4315 Kemp Dr. | Chattanooga, TN 37411
H: 423-877-4937 | C: 901-210-6889
tiffany-mitchell@utc.edu | tmitchellutc@gmail.com

EDUCATION

Master of Arts, English. University of Tennessee at Chattanooga (UTC). 2006

Focus: Writing and Rhetoric

Graduate Assistantship

- Worked under Drs. Eileen Meagher, Verbie Prevost, and English Dept as a whole Editorial Assistant to Dr. Marcia Noe for *MidAmerica* and *Midwestern Miscellany* journals

Bachelor of Science, Political Science. University of Tennessee at Chattanooga. 2002

Focus: Legal Studies

Minor: English Writing

TEACHING/TUTORING EXPERIENCE

English Department Lecturer/Associate Lecturer, UTC

Fall 2007 -Present

English Department Adjunct Instructor, UTC

Fall 2006-Spring 2007

Instruct students in writing, researching, and multi-modal communication methods

Assist students with developing and improving their writing and researching skills

Instruct students about the importance of critical thinking

Adapt first-year composition classes to fit hybridized and online-exclusive formats

Instruct students in professional, career-oriented texts

Teach online sections of second semester first-year composition class

Teach online sections of Professional Writing class

Work with library instructors to improve information literacy in the students

Develop various technological tools and course materials for online sections

Work on various committees in the department as assigned or nominated

Assist and advise colleagues with technological questions, concerns, and issues

Serve as a Quality Matters peer reviewer for internal and external reviews

Mentor/Obseree for Engl 5270: Teaching College Writing Ethnography Projects (Sp17; Fa18)

Redesigned English 1020 into a 7-week Fall course in 2017 via Course Redesign program

Piloted Canvas LMS during Fall 2018

Advised English majors on the courses to take to complete their degree

ESL Instructor, UTC's ESL Institute

January 2015 - December 2016

Taught English language learners (ELL) speaking skills for functional societal needs

Instructed students on writing & research methods to help them navigate U.S. universities

Adjusted first-year composition assignments for ELL needs

Introduced ELL to genres of American music

Introduced ELL to movies depicting American life and culture

Online Writing Course Lecturer, UT System/Coursera Venture

Fall 2013 - Spring 2014

Designed and modified second semester composition course for the Coursera system

Tiffany N. Mitchell

English 1020: Rhetoric and Composition II (formerly English 122) – online and face to face
English 1020: Rhetoric and Composition II – half-term (7 week)
English 2880: Professional Writing – online and face to face

UTC English as a Second Language Institute

Functional English – L1 students (1 term)

Advanced Writing and Research – L6 students to prepare them for First Year Writing (1 term)

Film and Music – for L3 and above (2 terms)

Chattanooga State Technical Community College

English 1010

PUBLICATIONS & PRESENTATIONS

Todd, Stephanie E. and **Tiffany N. Mitchell**. "Fighting for Visibility: How Historic Civil Rights Movements Can Guide the NTTF Struggle for Equity" *Speaking Up, Speaking Out: Lived Experiences of Non Tenure Track Faculty in Writing Studies*. Editors: Jessica Edwards, Meg McGuire, and Rachel Sanchez. Accepted; Publication forthcoming.

"Course Design Example using Student Centered Pedagogy." Session Theme: Quality Course Design Examples. University of Tennessee Symposium: Recognition and Reflection in Quality Course Design. Memphis, TN. September 2018.

"Categories for Assessing Multimodal Compositions." blogpost on Macmillan's *Bedford Bits Blog* about Composition instructors and courses. May 2018. <<https://community.macmillan.com/community/the-english-community/bedford-bits/blog/2018/05/30/categories-for-assessing-multimodal-compositions>> (Guest Blogger).

"Finding a Multimodal Middle Ground." blogpost on Macmillan's *Bedford Bits Blog* about Composition instructors and courses. April 2018. <<https://community.macmillan.com/community/the-english-community/bedford-bits/blog/2018/04/18/finding-a-multimodal-middle-ground>> (Guest Blogger).

"Infographics: From Analog to Digital Multimodality." blogpost on Macmillan's *Bedford Bits Blog* about Composition instructors and courses. January 2018. <<https://community.macmillan.com/community/the-english-community/bedford-bits/blog/2018/01/29/infographics-from-analog-to-digital-multimodality>> (Guest Blogger).

Jones, Rebecca, Kathleen J. Ryan, **Tiffany N. Mitchell**, Dora Ramirez, and Jill Martins Swiencicki. "Vaginas, Vocab, and Values: Rhetorical Practices that Challenge our Political Divides." Collaborative/Interactive Session. Eleventh Biennial Feminism(s) and Rhetoric(s) Conference. Dayton, OH. October 2017.

Haber, Natalie and **Tiffany N. Mitchell**. "Using Formative and Summative Assessment to Evaluate Library Instruction in an Online First Year Writing Course." *Journal of Library and*

Tiffany N. Mitchell

Information Services in Distance Learning, vol. 11, no. 3-4, pp. 300-313, 2017. DOI: 10.1080/1533290X.2017.1324549.

“Juxtaposed Identities.” Presentation at Lemonade Week: The Lecture. UTC. April 2017

Littleton, Chad, **Tiffany N. Mitchell**, Tim Parker, and Jean-Paul Vaudreil. *The Write Path: Communicating Your Way to Professional Success*, Kendall-Hunt Publishing, July 2015.

“MOOCs v. LMSs: Lessons from Teaching Freshman Writing Exclusively on a MOOC Platform.” CCCC, Tampa, FL. March 2015.

“Fire Starters: Powerful Politics from the Margins.” Sixth Biennial Feminism(s) and Rhetoric(s) Conference. Little Rock, AR. October 2007.

PROFESSIONAL DEVELOPMENT

Safe Zone Training Training to be a facilitator of Safe Zone Ally sessions	Mar. 2018
Office of Equity and Diversity HIRES Training Training required to participate on new hire search committees.	Feb. 2018
Taleo System Training Training required to navigate the system used by new hire applicants.	Feb. 2018
Activity Insights Training Training to use the online information system for UTC faculty’s academic activities.	Nov. 2017
Student Conduct Board Training Training required to be able to serve on Student Conduct Board Hearings	Oct. 2017, Sept. 2018
Digital Media and Composition Institute (DMAC), The Ohio State University Program Participant Studied and learned best practices for applying multimodality to composition classes Recorded and edited a podcast file Collaborated with Sheena Monds and other participants from various universities Learned more about racial and gender issues and digital activism in the 21st century Learned to create and edit infographics and audio and video files Learned about accessibility and accommodation concerns in college classes	May 2017
Quality Matters (QM) Cohort Improve Your Online Course, Certificate of Completion Peer Reviewer Course, Certificate of Completion Applying the QM Rubric, Certificate of Completion	Nov. 2016 to June 2017 June 2017 February 2017 December 2016

TESOL Express

Tiffany N. Mitchell

TESOL Certificate

October 2014

UTC's Online Faculty Fellows Program

Program Participant

Fall 2012 to June 2013

Studied and learned best practices for teaching first year composition online

Created course material for teaching first year composition online

Collaborated with other program participants on various projects

Identified, designed, and produced content for teaching first year composition online

SERVICE/ACTIVITIES

Search Committee to hire African American Literature Professor

Dec. 2017-April 2018

MOC Forward Diversity Conference Planning Committee

April 2017-May 2018

Programming Subcommittee

CAS Diversity Committee Member

March 2016-Present

Subcommittee of CAS Strategic Planning Committee

Events: Cultural Exchange Conversations (Feb. 2018)

Faculty and Staff Diversity Dialogues: So, What's Next? (Apr. 2017)

Faculty and Staff Diversity Dialogues: Diversity Speed Networking (Mar. 2017)

Faculty and Staff of Color Luncheon (Nov. 2016)

Diversity and Inclusion Luncheon (May 2016)

Editorial Advisory Board, Bedford/St. Martin's Publishing

July 2015 to Present

Committee Member

Marketing Communication Committee, English Dept.

Fall 2018-Present

Composition Committee, English Dept.

Fall 2015-Present

Strategic Planning Committee for the College of Arts and Sciences

April 2015-April 2018

Online Ad Hoc Committee

Spring 2015-Fall 2016

Contingent Faculty Issues (Committee Chair, 2012-13)

Fall 2011-Spring 2015

Series Host, UTC's Awake and Engaged Documentary Series

Hosted a viewing of the documentary *The Coca-Cola Case* (Nov. 2012)

Hosted a viewing of the documentary *No Impact Man* (Nov. 2011)

Hosted a viewing of the documentary *Citizens not Subjects* (Feb. 2011)

DIGITAL LITERACIES

Collaborative Editing/File Sharing: Google Drive, Microsoft OneDrive, Dropbox, Apple iCloud

Desktop Publishing: Microsoft, Apple, and Google Office Suites

Audio and Video: iMovie, Audacity, Screencast-O-Matic, Jing, Camtasia

Course Management Systems: Blackboard Learn, Moodle

Coding: HTML (basic)

Tiffany N. Mitchell

AWARDS

“Exceeds Expectations” Departmental EDO Rating 2016-2017 AY
Cindy and Dickie Selfe Fellowship, DMAC Institute May 2017

LANGUAGES

Spanish – Intermediate Reading, Speaking, and Listening
Italian – Novice Reading, Speaking, and Listening
German – Novice Reading and Speaking

PROFESSIONAL EXPERIENCE

Copyeditor, Self-employed 2006-Present

Reviewed Master’s level work for clients
Review various documents for clients as needed – academic and professional

Research and Media Assistant, Friends of Moccasin Bend National Park 2006 to 2007

Interviewed local people to obtain information relevant to Moccasin Bend
Researched history and information related to Moccasin Bend
Created scripts for radio spots called “Moccasin Bend Moments”
Recorded radio spots

Insurance Agent’s Assistant, Nationwide Insurance, Memphis, TN March 2003 - July 2004

Completed auto and home insurance quotes
Operated the office computer software
Greeted customers on the phone and in person
Photographed automobiles for the policy paperwork

Accounts Payable Temp, Trammell Crow Company, Memphis, TN July 2002- February 2003

Processed payments for Exxon account work orders
Processed payments for CVS account work orders
Worked with the Vendor Recon department to help resolve issues with the clients

Sheena M. Monds

Department of English
University of Tennessee-Chattanooga
615 McCallie Ave
Chattanooga, TN 37403
Email: Sheena-Monds@utc.edu Phone: (904) 352-3783

Education

M.A., English Literature — University of Tennessee, Knoxville, TN [2005-2007]
Primary Area of Study: English Literature
Secondary Areas of Study: Gender, Feminist, and Queer Theory & Visual Rhetoric and Embodied Literacies

Graduate Assistantship

Teaching Associate

Writing Center Consultant

Research Assistant—The Embodied Literacies Project

B.S., Communication and English Literature — Florida State University, Tallahassee, FL 2001-2004

Double Major

Certificate in Women's Studies

Writing Center Tutor

Academic Appointments

English Department Lecturer — University of Tennessee-Chattanooga 2007 — Present
Courses: ENGL 1010/121 Rhetoric & Composition I, ENGL 1020/122 Rhetoric & Composition II, ENGL 1011 Rhetoric & Composition I with Writing Tutorial

Women's Studies Lecturer — University of Tennessee-Chattanooga 2011-Present
Courses: WSTU2000- Introduction to Women's and Gender Studies

Teaching Associate — University of Tennessee at Knoxville 2005-2007

Courses: ENG101, ENG102 (Rhetoric & Composition I & II)

- Taught four section of Rhetoric and Composition I & II.
- Proposed and designed a special topics course on *Gender, Sexuality, and the Body* for first-year writers.
- Assisted in teaching courses in Rhetoric and Writing
- Assisted students with developing writing processes.
- Participated in the Embodied Literacies Project, a two-part study of college writing focused on multimodal pedagogy and composition. In year one, EL investigated FYC students' transfer of rhetorical knowledge across print, digital, and oral media. In Year 2, EL examined the same students' transfer of rhetorical knowledge across media, time, and both in-class and out-of-class writing situations.
- Nominated for the John C. Hodges Excellence in Teaching Award

Writing Center Consultant — University of Tennessee-Knoxville 2005-2007

- Worked as a writing center tutor responsible for offering individualized help for undergraduate and graduate student writers across multiple disciplines.

Service/Campus Involvement

Committee Member

FYRE Committee (2018-Present)
Composition Committee (2016- Present)
YSSW Committee (2016-Present)
Technology and Social Media Committee (2014-Present)
Library Committee (2013-2014)
Rhetoric and Composition Committee (2011-2013)

Faculty Advisor, Omega Phi Alpha (2013-Present)

Faculty Advisor, Planned Parenthood Generation Action –UTC Chapter

Homecoming Court Committee Member and Judge (2014, 2015, 2016)

Reader/Judge for Young Southern Writers Contest (2011-Present)

Student Group Affiliation and Involvement

WISE Board
Women's Action Council
Women of Excellence
The Progressive Student Alliance
Spectrum
Women's Empowerment Institute
Unique Perceptions
Omega Phi Alpha-Service Sorority
Sexperts: UTC's Student Advocates for Planned Parenthood
SAFE-Student Activist for Equality

Series Host, Women's Center Documentary Series

Hosted a Viewing of the documentary film Miss Representation, Sept 2015
Hosted a viewing of the documentary film The Bro Code: Nov 2015
Cohosted a viewing of the documentary film The Hunting Ground, Nov 2015

Volunteer, Women's Center and Partnerships for Children and Families

RAINN Day
Take Back the Night
Rape Crisis Center Training
Feminist Appreciation Day
The Transformation Project
The Vagina Monologues
Elect Her
Women's Leadership Academy
Play! Believe! Achieve!
Love Your Body Week
Female Veterans Appreciation
End Rape Culture, Panel Discussion

Conferences

The Digital Media & Composition Institute (DMAC). The Ohio State University Department of English & Digital Media, Columbus, OH. May 2017

Innovate Conference: Excellence in Teaching and Learning. The Ohio State University. Columbus, OH. May 2016.

Presentations/Workshops

“Reimagining Power”. Women’s Leadership Academy. The University of Tennessee at Chattanooga. Chattanooga, TN, Nov 2018.

“Teaching to Transgress.” With Tiffany Mitchell and Oren Whightsel. Honors College. The University of Tennessee-Chattanooga. Chattanooga, TN, November 2018.

“Incorporating FYRE for ENG1011” Faculty Panel. With Devori Kimbro and Oren Whightsel. Fall Composition Workshops. The University of Tennessee at Chattanooga. Chattanooga, TN, August 2018.

“Multimodal Composition Workshop” With Tiffany Mitchell. Fall Composition Workshops. The University of Tennessee at Chattanooga. Chattanooga, TN, August 2017.

“Redefining Leadership: Women and Representation.” Invited Workshop. Omega Phi Alpha. The University of Tennessee-Chattanooga. Chattanooga, TN, Oct. 2015.

“Sweet Scandal: Olivia Pope’s Feminism and the Scandal of Representation.” With Cassie Nice. UTC’s Women’s Center and UTC’s Women’s Action Council. Chattanooga, TN, Sept., 2015

“Video Editing and Documentary Film Production.” With Bo Baker. UTC Library. The University of Tennessee at Chattanooga. Chattanooga, TN, Sept. 2015.

“Responding to Student Writing” Faculty Panel. With Tiffany Mitchell, Stephanie Todd, Matthew Evans, and Mike Jaynes. Fall Composition Workshops. The University of Tennessee at Chattanooga. Chattanooga, TN, August 2015.

“Principles of Feminist Leadership.” The Women's Leadership Academy (WLA), held in collaboration with the Dean of Student office. Chattanooga, TN, Nov., 2014.

“Video Editing and Documentary Film Production.” With Bo Baker. UTC Library. The University of Tennessee at Chattanooga. Chattanooga, TN, October 2014.

“Agitate! Educate! Organize!—The Importance of Student Activism.” Omega Phi Alpha. The University of Tennessee at Chattanooga. Chattanooga, TN Oct. 2014.

“Misrepresentation: Body Image, Self-Worth, and Women Leaders.” Women of Excellence (WE) Retreat. UTC’s NAACP in collaboration with Multicultural Center. The University of Tennessee at Chattanooga. Chattanooga, TN, Feb. 2014.

“Women, Power, and Politics.” Elect Her. UTC’s Women Center. The University of Tennessee at Chattanooga Women’s Center. Chattanooga, TN, Jan. 2014.

“Empowering Women Leaders.” The Women's Leadership Academy (WLA), held in collaboration with the Dean of Students office. The University of Tennessee at Chattanooga. Chattanooga, TN, Nov. 2013.

“Round Table Discussion on Combatting Human Trafficking.” With Dr. Marcia Noe and Dr. Eva Havelkova. UTC’s Women’s Studies Program. The University of Tennessee at Chattanooga. Chattanooga, TN, Nov., 2013.

“Feminist Futures: Feminism and the Future of Women.” Women’s Leadership Academy. The University of Tennessee at Chattanooga. Chattanooga, TN, Nov. 2013.

“Visual Rhetoric, Filmmaking, and the Art of Persuasion” With Bo Baker. Filmmaker Series. The University of Tennessee at Chattanooga. Chattanooga, TN, Sept 2013.

“Confronting the Beauty Myth”-Unique Perceptions held in collaboration with the Women’s Action Council. The University of Tennessee at Chattanooga. Chattanooga, TN, March 2013.

“Our Bodies, Ourselves.” Women of Excellence (WE) Retreat. UTC’s NAACP in collaboration with Multicultural Center. The University of Tennessee at Chattanooga. Chattanooga, TN, Feb. 2013.

“Written on the Body: Feminism, Fashion, and Self-Worth.” Kappa Delta Sorority. Fall Lecture Series. The University of Tennessee at Chattanooga. Chattanooga, TN, September 2012.

“Integrating Technology and New Medias in the Composition Classroom.” Fall Composition Workshops. The University of Tennessee at Chattanooga. Chattanooga, TN, August 2012.

Grants

HIP Development Grant. With Spring Kurtz and Tracye Pool. The Activist-Enhanced Classroom. Jan 2018.

Experiential Learning Grant. With Spring Kurtz and Tracye Pool. Jan 2018

HIP Development Grant. With Spring Kurtz and Tracye Pool. The Activist-Enhanced Classroom. Jan 2017.

Library Enhancement Grant. With Spring Kurtz and Tracye Pool. Women’s and Gender Studies Texts. November 2016.

Think Achieve- Thinking Beyond the Classroom Grant. With Cassandra Nice. Women’s Leadership Academy. March 2014.

Professional Experience

Insurance Sales Representative — State Farm Insurance Companies, Tallahassee, FL July 2001-July 2004
Customer Services Sales Representative License , Florida Department of Insurance (D082864)
Life, Health, and Variable Annuity License, Florida Department of Insurance (D082864)

Andrew M. Najberg
Andrew-Najberg@utc.edu

OFFICE

Library 408
615 McCallie Ave.
Chattanooga, TN 37403
(423) 425-2541

HOME

6631 Bucksland Dr.
Ooltewah, TN 37363
(865)803-4133

OBJECTIVE

To receive a position as a tenure track faculty member in poetry.

EDUCATION

M.F.A. Creative Writing – Poetry
Spalding University, Louisville July 2010

M.A., English – Creative Writing
University of Tennessee, Knoxville May 2006

B.A., English – Creative Writing
University of Tennessee, Knoxville December 2001

HONORS

Exceeds Expectations for rank 2013-2014 academic year,
UTC Department of English

Named Lecturer of the Year 2013-2014 academic year,
UTC Department of English

2011 Pushcart Prize Nominee for the poem “Reverence”

Exceeds Expectation for rank 2008-2009 academic year,
UTC Department of English

Departmental award for creative excellence 2007-2008
academic year

AWP Intro Award 2008

John C. Hodges Prize in poetry 2006

Graduated MA Summa Cum Laude

UTK Teaching Assistanceship 2004-2006

Phi Beta Kappa, 2001

Graduated BA Summa Cum Laude

**PROFESSIONAL
EXPERIENCE**

2014-2017 Assistant Director Meacham Writers' Workshop

*2013-2014 Student Coordinator, Meacham Writers'
Workshop*

**TEACHING
EXPERIENCE**

*Lecturer, Department of English
University of Tennessee, Chattanooga 2006-2018*

Teaching 2 sessions English 2700 in Fall 2018
Teaching 2 sessions English 1010 in Fall 2018
Taught 2 sessions English 1020 in Spring 2018
Taught 2 sessions English 2700 in Spring 2018
Taught 1 session English 3760 in Fall 2017
Taught 1 session English 2700 online in Fall 2017
Taught 3 sessions English 2700 in Fall 2017
Taught 3 sessions English 1020 in Spring 2017
Taught 1 session English 2700 in Spring 2017
Taught 2 sessions English 1020 in Fall 2016
Taught 2 sessions English 2700 in Fall 2016
Taught 3 sessions English 2700 in Spring 2016
Taught 1 session English 1020 in Spring 2016
Taught 3 sessions English 2700 in Fall 2015
Taught 1 session English 1130 in Fall 2015
Taught 1 session English 1010 in Fall 2015
Taught 1 session English 1020 in Summer 2015
Taught 2 sections English 2700 in Spring 2015
Taught 1 sections English 3750 in Spring 2015
Taught 1 section English 1020 in Spring 2015
Taught 1 section English 1010 in Fall 2014
Taught 2 sections English 2700 in Fall 2014
Taught 1 sections English 4050 in Fall 2014
Taught 2 sections English 1020 in Spring 2014
Taught 1 section English 1150 in Spring 2014
Taught 1 section English 3750 in Spring 2014
Taught 4 sections English 1010 in Fall 2014
Taught 1 section English 1150 in Fall 2014
Taught 1 section English 1020 in Summer 2013
Taught 2 sections English 1020 in Spring 2013
Taught 2 sections English 1130 in Spring 2013
Taught 1 section English 2700 in Spring 2013
Taught 3 sections English 1010 in Fall 2012
Taught 1 sections English 1150 in Fall 2012
Taught 1 section English 2700 in Fall 2012
Taught 2 sections English 1020 In Spring 2012
Taught 2 sections English 1130 in Spring 2012
Taught 1 section English 2700 in Spring 2012
Taught 1 section of English 2700 in Fall 2011
Taught 1 section of English 1150 in Fall 2011
Taught 3 sections of English 1010 in Fall 2011
Taught 1 section of English 2700 in Spring 2011
Taught 1 section of English 1130 in Spring 2011
Taught 2 sections of English 1020 in Spring 2011
Taught 1 section of English 2700 in Fall 2010
Taught 1 section of English 1150 in Fall 2010
Taught 2 sections of English 1010 in Fall 2010
Taught 1 section of English 270 in Spring 2010
Taught 1 section of English 113 in Spring 2010
Taught 2 sections of English 122 in Spring 201
Taught 1 section of English 115 in Fall 2009
Taught 3 sections of English 121 in Fall 2009
Taught 1 section of English 270 in Spring 2009

Taught 1 section of English 113 in Spring 2009
Taught 2 sections of English 122 in Spring 2009
Taught 1 section of English 115 in Fall 2008
Taught 3 sections of English 121 in Fall 2008
Taught 1 section of English 113 in Spring 2008
Taught 3 sections of English 122 in Spring 2008
Taught 1 section of English 115 in Fall 2007
Taught 4 sections of English 121 in Fall 2007
Taught 4 sections of English 122 in Spring 2007
Taught 1 section of English 115 in Fall 2006
Taught 4 sections of English 121 in Fall 2006
Taught 4 sections of English 122 in Spring 2007
Taught 4 sections of English 121 in Fall 2006

Teaching Assistant, Department of English
University of Tennessee, Knoxville 2005-2006

Taught 2 sections of English 102 in Spring 2006.
Taught 2 sections of English 101 in Fall 2005.

Graduate Assistant, Department of English
University of Tennessee, Knoxville 2004-2005

Assisted 1 section of English 102 in Spring 2005.
Assisted 1 section of English 101 in Fall 2004.
Tutored in UT writing center 5 hours per week

**SUMMARY
OF THESES**

Spalding University MFA Thesis: A book length collection of original poetry entitled *How to Sever Your Shadow* exploring the cultural discovery of my Croatian Heritage set in the context of a transition between personal relationships.

UTK Masters Thesis: A collection of original poetry entitled *The Way We Linger*. Includes a critical examination identifying the liminal nature of poetic images. critical intro examines the mutability of the observer in geographically or internally alienating environments.

**TEACHING
COMPETENCIES**

Rhetoric and Composition 1, English 1010
Rhetoric and Composition 2, English 1020
Western Humanities 1, English 1130
Western Humanities 2, English 1150
Introduction to Creative Writing, English 2700
Introduction to Creative Writing, English 2700 online
Poetry workshop, English 3750
Fiction workshop, English 3760
Readings in Creative Non-Fiction, English 4050
Readings in Short Fiction, English 4060

PUBLICATIONS –

POETRY

“At the center of it” forthcoming in Another Chicago Magazine Fall 2018 Issue

“Stroke Vigil” forthcoming in Another Chicago Magazine Fall 2018 Issue

“Waiting for Her Surgery” in *Blood and Thunder* Fall 2017 Issue

“Ouroboros” in *Blood and Thunder* Fall 2017 Issue

“1st Island Fisherman Mending His Nets” in *Bamboo Ridge Review* Issue 110

“Grasping Dust” in *Cimarron Review* Summer 2016 Issue 196

"Frozen Pond" in *Istanbul Review* Winter 2014 Issue 6

"Aeration" in *Istanbul Review* Winter 2014 Issue 6

"The Road Home" in *Istanbul Review* Winter 2014 Issue 6

"Grandfather" in *Louisville Review* Fall 2012 Issue

"Hydration is of the Essence," *Yemassee* Spring 2012 Issue

“Reverence” in *North American Review* Fall 2011 Volume 296 Number 4 issue.

“The goats have overtaken the barracks” *Artful Dodge* Fall 2011 issue.

“Getting it Right” in *Nashville Review*, Fall 2011

“Godwin’s Law” in *Yemassee* Vol. XVII, Number 2, Spring 2010.

“City so Fractured” in *Louisville Review* number 67, Spring 2010

“Listening to Doors” in *Louisville Review* number 66, Fall 2009.

Easy to Lose: A Chapbook of Poems published by Finishing Line Press in Fall 2007.

“Watching a Knoxville Downpour from a Fire Escape” in *BloodLotus* No. 9.

“Hearing the Cuckoos Cry” in *Outscapes: Borders and Fences*.

“The Last Note” in *Bat City Review* No. 3.

“What is Left?” in *Low Explosions: Writings on the Body*.

“Standing Water” in *New Millennium Writings* 2006-2007.

“A Murder of Eels” in *New Millennium Writings* 2006-2007.

REVIEWS –

"A Paradox of Praise: Art Smith's *The Fortunate Era*,"
Drunken Boat #18

"Welish's Unusual Fruit: Marjorie Welish's *In the Futurity Lounge/ Asylum for Indeterminacy*," *Drunken Boat* #17

“Kathleen Ossip’s *Cold War*,” *Drunken Boat* #16

“Cedar Sigo’s *Stranger in Town*,” *Drunken Boat* #16

Tomahawk, *Anonymous* July 12, 2007

Marilyn Manson, *Eat Me, Drink Me* June 21, 2007

Nine Inch Nails, *Year Zero* May 24, 2007

JOURNALISM

3 articles in the 2006 edition of *Higher Grounds Magazine*.

3 article in the 2005 edition of *Higher Grounds Magazine*.

PRESENTATIONS AND INTERVIEWS

Invited Poetry Reading, UTC, Chattanooga, Meacham Writers’ Workshop, March 23rd, 2018

Invited Poetry Reading, UTC, Chattanooga, Meacham Writers’ Workshop, October 27th, 2017

Awake and Engaged film screening, April 2017

Invited Poetry Reading, UTC, Chattanooga, Meacham Writers’ Workshop, March 23, 2017

Works in Progress Presentation, “Exploring world building” November 2016

Invited Poetry Reading, UTC, Chattanooga, Meacham Writers Workshop October 29th, 2016

Invited poetry reading, UTC, Chattanooga, Meacham Writers Workshop, March 4th, 2016

East Brainerd High school visit, GEAR UP Program, November 5th, 2015

Works in Progress talk, UTC, Chattanooga "From WS to MSS," September 30, 2015

Invited poetry reading, UTC, Chattanooga, TN, Meacham Writers' Workshop, October 2015

Invited Poetry reading UTC, University Center, March 20, 2015

Forthcoming Interview: "On Poetry" www.localquill.com

Invited poetry reading, Hart Gallery, Chattanooga, TN, Meacham Writers' Workshop, October 30th, 2014

Invited poetry reading, Camp House, Chattanooga, TN, October 3rd 2014.

Invited poetry reading, UTC University Center, Meacham Writers' Workshop, April 2014.

"Inside *Blood Brothers*" Presentation of the film *Blood Brothers*, analysis and discussion, AWAE Film Series, February 20, 2014

"*The Shadow Thief*: construction of a YA Novel" delivered as part of UTC Works in Progress Series, Spring 2014

"Inside *Bidder 70*," Presentation of the film *Bidder 70*, analysis and discussion, AWAE Film Series, November 5, 2013

Invited poetry reading, Hart Gallery, Meacham Writers' Workshop, October 2013.

Invited Reading, Camp House, Chattanooga, TN, April 22nd, 2013

Invited poetry reading, UTC University Center, Meacham Writers' Workshop, March 2013.

"Inside *Ethos*," presentation of the film *Ethos*, analysis and discussion, AWAE Film Series, April 12th, 2013

Reading from my novel *Stormfall*. Delivered as part of the UTC works in progress series, February 6th, 2013

Invited poetry reading, Hart Gallery, Chattanooga, TN, Meacham Writers' Workshop, October, 2012.

"Inside *Greenwashers*," Presentation of the film *Greenwashers*, analysis and discussion, AWAE Film Series October 18th, 2012.

"The Shaping of a Poetry Collection" delivered as part of UTC Works in Progress Series, September 14, 2012

"Inside *Good Fortune*." Presentation of the film *Good Fortune*, analysis and discussion, AWAE Film Series, April 12th, 2012

Invited poetry reading, Hart Gallery, Chattanooga, TN,
Meacham Writers' Workshop, March 2012.

"Inside *Back to Bosnia*." Presentation of the film *Back to Bosnia*, analysis and discussion, AWAE Film Series, November 11, 2011.

"Inside *Off the Grid*." Presentation of the film *Off the Grid*, analysis and discussion. AWAE Film Series, November 2, 2011.

Invited poetry reading, Hart Gallery, Chattanooga TN,
Meacham Writers' Workshop, October 2011.

"Designing Pen and Ink: integrating narrative and artwork," delivered as part of the UTC Works in Progress Series, September 2011

"Inside *A Kind of Childhood*." Presentation of the film *A Kind of Childhood*, analysis and discussion, AWAE Film Series April 2011.

Invited poetry reading, Stone Cup Coffee House,
Chattanooga, TN Meacham Writers' Workshop, March 2011

NPR Interview: "Presenting Burma VJs for Awake and Engaged," November 2010

"Inside Up the Yangtze." Presentation of the film *Up the Yangtze*, analysis and discussion, AWAE film series, October 2010.

Invited Gallery display of oil paintings at Studio 83,
Nashville, TN 2009

"Building a Fence without Nails"
paper delivered at the UT composition department
conference April 2005

**ACCOMPLISHMENTS/
SERVICE**

English Department Library Ad-hoc Committee Fall 2018

Library Design Committee Spring 2018

Assistant Director, Meacham Writers' Workshop Fall
2014-Spring 2018

Optimist Essay Contest Judge, February 2017-2018

YSSW Contest Judge, 2011-2018

Co-organizer of Awake And Engaged Documentary Series
2008-2018

Creative writing Committee Member, UTC Department of
English 2011-2018

Academic Standards and Scholarship committee, UTC
2016-2017

Budget Committee, UTC 2015-2016

Creative Writing Committee Chair, UTC Department of
English 2014-2015.

Contingent Faculty Committee Member, UTC Department
of English 2011-2014

Technology Committee Chair, UTC, 2012-2013.

Budget Committee, UTC, 2011-2012

Technology Committee Member, UTC, 2012-2013

Creator and Organizer of Awake and Engaged
Documentary Series Student Film Festival and Contest

Professional Vita

Timothy E. Parker
P. O. Box 5023
Cleveland, TN 37320-5023

Senior Lecturer, Department of English

University of Tennessee at Chattanooga (UTC)
615 McCallie Ave
Chattanooga TN 37403

Office: 424 Library
Phone: 423.425.2544
email: tim-parker@utc.edu

TEACHING EXPERIENCE

Courses Taught

Professional Writing	Intermediate Rhetoric and Composition
Rhetoric and Composition I	Rhetoric and Composition II
American Literature Survey	Southern Mountain Heritage
Developmental Writing II	

Teaching History

Senior Lecturer, Department of English, UTC

2018-2019 Professional Writing, online (4 sections).
2017-2018 Professional Writing, online (9), classroom (1).
2016-2017 Professional Writing, online (9).
2015-2016 Professional Writing, online (9).
2014-2015 Professional Writing, online (7), classroom (2).
2013-2014 Professional Writing, online (7), Rhetoric and Composition II (3).

Lecturer, Department of English, UTC

2012-2013 Professional Writing, online (2) classroom (2), Rhetoric and Composition II (4).
2011-2012 Rhetoric and Composition II (5), Rhetoric and Composition I (3).
2010-2011 Rhetoric and Composition II (3), Rhetoric and Composition I (3).
2009-2010 Professional Writing (2), Rhetoric and Composition II (5), Rhetoric and Composition I, Rhetoric and Composition I Learning Community (1).
2008-2009 Professional Writing (2), Intermediate Rhetoric and Composition, Rhetoric and Composition II (3), Rhetoric and Composition I (3).
2007-2008 Professional Writing (3), Intermediate Rhetoric and Composition (2), Rhetoric and Composition II (3), Developmental Writing II.
2006-2007 Professional Writing (6), Intermediate Rhetoric and Composition (3), Southern Mountain Heritage (*Adjunct at Cleveland State Community College*).
2005-2006 Professional Writing (6), Intermediate Rhetoric and Composition, Rhetoric and Composition II, Rhetoric and Composition I.
2004-2005 Professional Writing (6), Intermediate Rhetoric and Composition (2), Rhetoric and Composition II, Survey of American Literature.
2003-2004 Professional Writing (5), Intermediate Rhetoric and Composition (3), Rhetoric and Composition II (3), Rhetoric and Composition I.

Adjunct Instructor, Department of English, UTC

2002-2003 Professional Writing, Rhetoric and Composition II (5), Rhetoric and Composition I (3).
2001-2002 Rhetoric and Composition I (4).
2000-2001 Professional Writing (2), Rhetoric and Composition II (2), Rhetoric and Composition I.
1999-2000 Rhetoric and Composition II.

SERVICE ACTIVITIES

- 2018-2019** Participant in Course Compass Pilot Program; Department Internship Committee.
2017-2018 Department Contingent Faculty Issues Committee.
2016-2017 Department Online Ad Hoc Committee; Judge for Young Southern Student Writers; QM Peer Reviewer for FIN 3210; QM Peer Reviewer for ENGL 1330.
2015-2016 Department Internship Committee; Department Online Ad Hoc Committee; Class review for Russell Helms.
2014-2015 Department Composition Committee.
2013-2014 Department Internship Committee.
2012-2013 Department Sequoya Society and Softball Committee.
2011-2012 Participant in Blackboard 4 Pilot Program; Department Sequoya Society and Softball Committee.
2010-2011 Department Computer Pedagogy Committee; Class review for Billy Standifer; Class review for Mike Jaynes.
2009-2010 Department Computer Pedagogy Committee.
2008-2009 Department Computer Pedagogy Committee; Department Head Advisory Committee.
2007-2008 Department Head Advisory Committee.
2006-2007 Member of Host Committee, Writing Program Administrators National Convention; Faculty Senate; Contingent Faculty Committee, Chair; Department Head Advisory Committee; Department Contingent Faculty Committee; Teaching Group Facilitator.
2005-2006 Faculty Senate; Contingent Faculty Committee; Department Head Search Committee; Composition Committee; Teaching Group Facilitator.
2004-2005 Faculty Senate; Composition Committee; Teaching Group Facilitator.
2003-2004 Composition Committee; Teaching Group Facilitator; Campus Equity Week co-organizer and moderator.
2002-2003 Composition Committee.

AUTHORED PUBLICATIONS and REVIEWS

- 2015** Littleton, C. E., Mitchell, T. N., Parker, T., & Vaudreuil, J. P. (2015). *The Write Path: Communicating Your Way to Professional Success*. Dubuque: Kendall Hunt.
2011-2012 Review of *The Bedford Handbook*, 8e. Diana Hacker and Nancy Sommers, for Bedford Publishing.
2008-2009 Review of *Ideas & Details*, 7e. M. Garrett Bauman, for Thomson Higher Education.
2004-2005 Review of *Argument in an Information Culture*, for McGraw-Hill Higher Education

HONORS RECEIVED

- 2005-2006** Exceptional Merit Rating
2000-2001 Award for Outstanding Adjunct Teaching

RELATED ACTIVITIES

- 2016** Professional Writing course passed internal Quality Matters review in Nov. 2016
2011-2012 Interim Director of UTC Writing Center (Spring semester).
2004-2005 Interim Director of UTC Writing Center (Summer semester).
1998 Assistant Manager, Writing Center (Interim), Chattanooga State Technical Community College, Chattanooga, TN.

CONFERENCES AND SEMINARS ATTENDED

- 2018** Online Learning Consortium International Conference, virtual attendance.
2016 Online Learning Consortium International Conference, virtual attendance.
2015 Online Learning Consortium International Conference, virtual attendance.
“UTC Title IX Training 2015,” August 26, 2015
2014 “Online Faculty Fellows Program, Spring 2014,” Walker Center for Teaching & Learning and Center for Online & Distance Learning (WCTL, CODL).
2013 “Sloan C Virtual Conference on Online Learning” (WCTL, CODL).
“Online Classes with Adobe Connect” (WCTL, CODL).
“Making Videos for Flipped Classrooms” (WCTL, CODL).
“Hands-On Fun! Accessibility Comes Alive” (WCTL, CODL).
“Flipped Classroom Faculty Learning Community” (WCTL, CODL).
“Flipped Classroom Assessment Webinar” (WCTL, CODL).
“Flipped Classroom – Hear from the Experts at UTC” (WCTL, CODL).
“Presentations with Pizazz” (WCTL, CODL).
2012 “Using Skype for Online Meetings and Discussions” (WCTL).
“Creating Electronic Dialogue in Documents” (WCTL).
“Getting the Message Delivered: Quality Assurance in Distance Courses” (WCTL).
UTC English Department Composition Faculty Development Workshop.
2011 CCCC, Atlanta GA.
Diversity Training, UTC.
Instructional Excellence Retreat (WCTL).
2010 Instructional Excellence Retreat (WCTL).
Blackboard Online Course Delivery System training (WCTL).
“Rhetorical Reflections: Borderless Communication in a Multimodal World,” seminar, Georgia Institute of Technology, Atlanta, GA.
2005 Instructional Excellence Retreat (WCTL).
“Teaching Portfolios” (WCTL).
“Intro to Webpage Creation” (WCTL).
2004 “Copyright and Fair Use in Higher Education” (WCTL).
“Teaching Basic Writing,” workshop, Composition Dept. UTC.
“Webpage Creation,” mini-seminar, Composition Dept. UTC.
“Intro to Smartboard and Synchroneyes,” mini-seminar, Composition Dept. UTC.
2003 Blackboard Online Course Delivery System training (WCTL).
WebASIS (Automated Student Information System) training (WCTL).
“Skills for Advising,” seminar (WCTL).
“Outcomes Assessment,” workshop, Composition Dept. UTC.
“Peer Review,” workshop, Composition Dept. UTC.
2000 CCCC, Minneapolis, MN
1999 CCCC, Atlanta, GA

ORGANIZATION MEMBERSHIPS

- National Council of Teachers of English (2005-present, 2002-3)
American Association of University Professors (2004-5)
Sigma Tau Delta (2000)

EDUCATION HISTORY

- 2016** Quality Matters Certified Peer Reviewer. “Improving Your Online Course,” May,
“QM Peer Reviewer Course,” Mar., “Applying the QM Rubric,” Feb.
- 2009** “Critical Theory,” graduate English course, Fall semester, UTC, audit.
- 2008** M.B.A., UTC, Chattanooga, TN. Graduation May 2008, GPA 3.4.
- 2005** “Human Subject Assurance Training,” Modules 1 and 2, online, Department of Health
and Human Services, Office for Human Research Protections.
- 2004** eTeaching Certificate, UTK extension course.
- 2002** M. A. in English: Writing, UTC, GPA 3.91.
- 1998** Post-baccalaureate work in English (Pre-requisite to M. A.) Chattanooga State
Community College, Chattanooga, TN.
- 1986** B. B. A. Finance, Middle Tennessee State University, Murfreesboro, TN.
- 1982** A. S. in General Studies, Cleveland State Community College, Cleveland , TN.

NON-TEACHING ACTIVITIES

General Partner
Parker Home Building (since 1994)

General Partner
Southern Style Lawn Management (since 2018)

Josh Parks

407 Bluebird Circle • East Ridge, TN 37412
Phone: 423-991-4878 • E-Mail: joshua-parks@utc.edu

Education

- M.A. – English, The University of Tennessee at Chattanooga, Chattanooga, TN. 2008.
- B.A. – English, The University of Mississippi, Oxford, MS. 2006.

Experience

- Lecturer. English Department, University of Tennessee at Chattanooga, Chattanooga, TN. 1/12 to Present.
- Freelance Writer. *Fieldandstream.com*. 2/16 to Present.
- Adjunct Lecturer. English Department, University of Tennessee at Chattanooga, Chattanooga, TN. 8/7 to 5/9 & 1/10 to 12/11.
- Marketing Coordinator. Saf-T-Cart, Inc., Clarksdale, MS. 5/9 to 5/10.

Publications

- “Thawing Out the Whiskey Stones.” *Southern Culture on the Fly* May 2016: 86-97. Web
- “Evening Rises in the South.” *Revive*. April 2016: 134-53. Web.
- “The Swordsmith.” “The Big Gamers.” *Field and Stream*. Dec/Jan 2016: 90. Print.
- “Law of the Land.” “This Land Was Your Land.” *Field and Stream*. May 2017: 43. Print.
- “Mud-Stained Knees.” *Southern Culture on the Fly*. May 2017: 68-80. Web.
- “Z for Zebco.” *Men’s Journal*. July 2018: 77. Print.

Teaching Experience **NUMBER OF SECTIONS EACH**

- English 1010: Rhetoric and Composition I
- English 1011: Rhetoric and Composition I with Writing Tutorial
- English 1020: Rhetoric and Composition II
- English 1130: Western Humanities I
- English 1150: Western Humanities II
- English 1330: Introduction to Literature

Service

- Mosaic Program mentor and tutor (2013-2015)
- Young Southern Student Writers judge (2012-2017)
- Contingent Faculty Committee (2014-2016)
- Technology and Media Relations Committee (2013-2014)
- Sequoia and Softball Committee (2012-2013, 2016-2017)
- One-Year Review Committee (2017-2018)

James K Pickard II

3115 Lockwood Drive
Chattanooga, TN 37415
803-920-0087
James-Pickard@utc.edu

Current Research

My current research interest lies in Twentieth and Nineteenth Century American Literature with special attention to writers who blend the genres of journalism and fiction. My dissertation centers on the works of Stephen Crane, Willa Cather, Hunter S. Thompson, and Art Spiegelman and their examination of personal and cultural trauma. I am particularly interested in the way journalism and other forms of mass media express and affect American identity. My master's thesis studies the writing of Vladimir Nabokov with a focus upon psychoanalysis as well as his notions of memory and subjectively perceived reality.

My teaching method works to infuse the English classroom and composition with a special attention to visual text and mass culture, especially advertisement, television, and film. My goal is to present ideas and modes of critical inquiry which connect my students with a larger identity outside the classroom and academic realms.

Education

University of South Carolina
Columbia, SC 29208

Currently working on Ph.D. in
20th Century American Literature and
19th Century American Literature

University of South Carolina
Columbia, SC 29208

M.A in English Literature
Completed 2004

Villanova University
800 Lancaster Ave
Villanova, PA 19085

B.A. English
Completed 1999

Teaching Experience

Full Time Lectureship

University of Tennessee at Chattanooga

August 2012- Present

Position requires teaching a full 4/4 course load of ENGL Composition classes, as well as participating in all additional duties of fulltime faculty, such as student advisement and other departmental procedures.

Teaching Assistantships and Adjunct Positions

Chattanooga State Community College

August 2011- May 2012

Position requires teaching several sections of ENGL 1010 Composition I which instructs students in all elements of the writing process, with a focus on formal academic writing.

University of Tennessee at Chattanooga

August 2009- May 2012

Position requires teaching several sections of ENGL 1010 and ENGL 1020 Rhetoric and Composition, the instruction of basic composition and research skills, to college undergraduates.

University of South Carolina

August 2003- May 2009

Position requires teaching first year ENGL 101 Composition and ENGL 102 Composition and Literature courses while earning M.A. degree and completing Ph.D. requirements.

Writing Tutor

University of South Carolina

August 2008-May 2009

Position required meeting with students of all levels and helping with the writing process, from brainstorming and drafting, all the way through revising.

Villanova University

August 1997-May 1999

Position required meeting with college students, editing papers, explaining the rules of composition and style.

Research Assistantships

Dr. Mindy Fenske

May 2007-August 2007

Assisted in editing and indexing her book *Tattoos in American Visual Culture*.

Dr. Matthew J. Brucoli

August 2002-May 2003

Assisted in general research and fact-checking many articles made ready for publication.

Dr. Cynthia Davis

August 2002-May 2003

Assisted in editing and researching for her book *Charlotte Perkins Gilman: A Biography*.

Special Certifications and Awards

American Literature Colloquium Co-Chair

August 2004- May 2006

Trained in Business and Technical Writing

May 2004

Trained in Visual Argument Instruction

November 2003

Publications

Second Printing of "Critical Thinking: Using the Force." *University of South Carolina English 101 Reader*. New York: Pearson Custom Publishing, 2007.

"Psychiatry's Butterflies: Nabokov's Parody of Patterns." Columbia: UP of South Carolina, 2004.

Conferences

Moderator, "Fact and Fiction: Bruno Latour and the Representation of Nature" at the Association for the Study of Literature and Environment 2009 biennial conference.

Presenter, "*Diamonds Are Forever*, but Identities Aren't: Exploring the Transformation of James Bond" at 2008 Popular Culture Association in the South annual conference.

Presenter, “Willa Cather and Mother Eve: Reconfiguring the Primal Myth” at 2006 University of South Carolina American Literature Colloquium Lecture Series.

Presenter, “Farce and Lying in Las Vegas: Thompson’s Savage Journey into the Heart of Journalism” at 2005 University of South Carolina Annual 20th Century Interdisciplinary and International Conference: “Communities in Crisis: Isolation, Transformation, and Desolation.”

Presenter, “Spiegelman’s Legacy: Masking Trauma and Survival in *Maus*” at 2004 University of South Carolina Annual 20th Century Interdisciplinary and International Conference: “(Dis)Location Identities.”

Academic References

Dr. David Cowart
Louise Fry Scudder Professor and
Board of Trustees Professor
University of South Carolina
cowartd@mailbox.sc.edu

Dr. Cynthia Davis
Associate Professor and Undergraduate
Director
University of South Carolina
cjdavis@sc.edu

Teaching References

Dr. Christy Friend
Head of First-Year Writing
University of South Carolina
chfriend@mailbox.sc.edu

Dr. Susan North
Director of Composition
University of Tennessee at Chattanooga
susan-north@utc.edu

CURRICULUM VITAE

CONTACT INFORMATION

Tracye L. Pool
1836 Auburndale Avenue
Chattanooga, TN 37405
423-503-2942
tracyep@aol.com

PERSONAL INFORMATION

Date of Birth: March 6, 1961
Place of Birth: San Jacinto, TX; Citizenship: US
Sex: F

OPTIONAL PERSONAL INFORMATION

Marital Status: M; Children: 1

EMPLOYMENT HISTORY

College Board AP Reader scoring the AP English Language Exam in Kansas City, MO, June 2016 and scheduled for June 2017

Coursera, Course Designer and Instructor, Designed and taught pilot Massive Open Online Course at University of Tennessee at Chattanooga, Fall

Senior Lecturer of English, University of Tennessee at Chattanooga, Chattanooga, TN, August 2003-present

- Teaching English 1020, Rhetoric and Composition II; English 2830, Writing for the Social Sciences; and WSTU 2000, Introduction to Women's Studies. Taught USTU 1250, First Year Studies: The UTC Experience; English 1010, Rhetoric and Composition I, English 1011, Rhetoric and Composition I with Writing Tutorial; Women's Studies 4550, The Real Skinny: Anorexia in Medieval Saints and Contemporary Women; and English 4998, The Rhetoric of Rape Myths on College Campuses; and English 106, Remedial Composition. Academic Advisor, 2006-2013.

Adjunct English Instructor, University of Tennessee at Chattanooga, Chattanooga, TN, Spring 1992-Spring 2003

- Taught English 121 and 122, Rhetoric and Composition; English 277, Professional Writing; and English 279, Writing in the Human and Social Sciences

Adjunct English Instructor, Northwestern Technical College, Rock Spring, GA, August 2002

- Taught dual enrollment program at Gordon Lee High School (English 191)

Director and Instructor, "Preparing for the ACT," University of Tennessee at Chattanooga, Chattanooga, TN, August 1988-May 1991

- Designed curriculum with Dean of Continuing Education
- Wrote course materials and exercises
- Taught critical thinking and test taking skills, English, and Social Studies segments of course

- Hired and supervised course instructors
- Presented segment on test taking skills for Critical Thinking Seminar for Chattanooga Secondary Educators (sponsored by UTC, Spring 1989)

EDUCATION

Master of Arts, English: Literary Study, May 1991, University of Tennessee at Chattanooga

Bachelor of Arts, English: American Language and Literature, May 1988, University of Tennessee at Chattanooga

Additional Classes:

English 0556 Practice of Teaching Writing, Fall 2004 (UTC)

English 0375 Creative Writing: Poetry, Fall 2007 (UTC)

Writing Technical Reports and White Papers, Spring 2008 (Chattanooga State)

English 0374 Creative Nonfiction Writing, Fall 2008 (UTC)

English 0549 Fiction Writing, Spring, 2009 (UTC)

English 0375 Creative Writing: Poetry, Spring 2010 (UTC)

Currently Enrolled, University of the South:

Sewanee School of Letters, MFA, Creative Writing, University of the South.

Courses Completed:

English 510A Fiction Writing, Summer 2017, Jaime Quattro

English 598, Dickens, Summer 2017, Barbara Black

English 510A Fiction Writing, Summer 2018, Michael Griffith

English 589, Forms of Fiction, Summer 2018, Michael Griffith

AWARDS

University of Tennessee at Chattanooga 10-Year Service Award, 2014

University Honors Graduate Assistantship Recipient, Fall 2011

Exceeds Expectations, Spring 2010

PUBLICATIONS

- *HealthScope Magazine*: (co-authored with Dr. Tom Cory) "When Love Becomes an Obsession," Spring 2001; "A Compatible Partner: The Key to a Healthy Relationship," Summer 2000; "Starving for Attention," Spring 2000
- *Confession*: "Counting Bleeps" and "Mourning" (Poems), Fall 1992
- Contributions to Newsletters: Arts and Education Council, Health House, and Executive Compensation Associates
- NCTE Writer's Gallery: "The Collector" (Short Story), Fall 2010
- *Apollo's Lyre*: "New Orleans in Blue," "After Church on Sundays," "The Man in the Khaki Suit Seeks Absolution" (Poems), Summer 2010
- *Trends in Training*, Cambridge Scholars Publishing, Co-authored chapter, "Massive Open Online Courses: The Future of Training or MOOC Ado about Nothing?" (2015)

PRESENTATIONS

- "Lights, Camera, Learning! Creating Effective Video Lectures in a Blended Learning Environment," paper presented at Conference on College Composition and Communication, Tampa, FL 3-20-2015

GRANTS

- **Activist-Enhanced Classroom Grant, SP 17.** (Grant member). In collaboration with Women's Studies faculty, grant provided sexual assault hotline training for

students, faculty, and employees through Chattanooga's Partnership for Families, Children, and Adults.

- **Walker Teaching Resource Center High Impact Grant, SP 17.** (Grant member). "Lemonade Week," SP 17
- **Walker Teaching Resource Center High Impact Grant, SP 18.** (Grant member). In collaboration with Women's Studies faculty, grant provided sexual assault hotline training for students, faculty, and employees through Chattanooga's Partnership for Families, Children, and Adults.

PROFESSIONAL AND COMMITTEE MEMBERSHIPS

Chattanooga Council of Teachers of English, Past President and Treasurer

Tennessee Council of Teachers of English

National Council of Teachers of English

Secretary, Contingent Faculty Committee (Faculty Senate, 2012)

Member, Women's Studies Advisory Council (2014-2018)

Member, Women's Studies Speakers and Special Events Committee (2014-2018)

Member, Composition Committee (2014-15)

First Year Experience (FYE) Advisory Committee and Peer Mentor Task Force, UTC (2016-2017)

Ad Hoc Committee for Campus Climate Change (Equity for women and minorities)

Contingent Faculty Committee, English Dept. (2016-17 and 2017-2018)

Public Occasions Committee, English Dept. (2017-2018)

COMMUNITY, PROFESSIONAL, AND SOCIAL SERVICE

- Member, Turning Leaves Book Group, Member (1995 to present)
- Anti-Defamation League (Co-chair and Host, Chattanooga fundraiser (1989-90)
- Chattanooga Jewish Congregational Religious School, Steering Committee (1992)
Assistant Instructor, Pre-K (1993-1995)
- Chattanooga Writers Guild, Member (2010 to present)
- Tennessee Ornithological Society, Member (2009-2011)
- Sacred Studies Committee: Church of the Good Shepherd
- Atlanta Jung Society
- Young Southern Writers Contest Judge
- "Save Our Parks" Campaign (Green Corps/Spring 2017)
- Tennessee River Gorge Trust and Women's Studies Service Learning Project (Spring 2017)
- QPR Training for WSTU Students (2017)
- Partnership for Children, Families, and Adults, Rape Crisis Hotline Training for WSTU Students (Spring 2017)
- Tutor MOSAIC students (for UTC Disability Resource Center (Fall 2015-Spring 2017)
- Instructor Participant, "Teaching College Writing" graduate student course observation and ethnography, directed by Dr. Jenn Stewart (Spring 2017)
- League of Women Voters, Chattanooga, TN (Fall 2018 to present)

PROFESSIONAL DEVELOPMENT

- **Walker Teaching Resource Center (2016-17):**
Map Your Mind and Google Workshops, SU16

UTC Learn Grade Center and UTC Learn Tool Group, FA16
Teaching Millennials and Gen Z Students, SP 17

- **College Board AP Reader: English Language, Kansas City, MO, SU 16** (52 professional development hours, 5.2 CEU)

Stephanie Todd

516 Occonechee Circle
Chattanooga, TN 37415
423-827-6856
stephanie-todd@utc.edu

University of TN at Chattanooga
Department of English, # 2703
615 McCallie Ave
Chattanooga, TN 37403

Education

Ph.D. Candidate. American Literature. University of South Carolina. 2006-. GPA: 3.94
M.A. English. University of Tennessee at Chattanooga. Dec. 2005. GPA: 3.96
B.S. Secondary Education, English. University of Tennessee at Chattanooga. Dec. 2003 GPA 3.0

Teaching Experience

Lecturer of English. University of Tennessee at Chattanooga. 2009-present.
Position requires teaching first-year composition courses, humanities courses, and literature courses at the 1000 level.

Teaching Assistant, University of South Carolina. August 2006-09.
Position requires teaching first year composition courses while working on doctorate studies.

Lecturer of English. University of Tennessee at Chattanooga. 2005-06.
Position required teaching first-year composition courses and Western Humanities survey courses at the 100 level, which allowed me to design courses on world literature spanning large periods of time.

Adjunct Professor of English. University of Tennessee at Chattanooga. Spring 2005.
Position required teaching first-year composition courses.

Long-Term Substitute Teacher. Hamilton County Department of Education. Spring and Fall 2004.

Position was per request of instructors on extended leave and included teaching sophomore, junior, and senior English at Red Bank High school for two quarters.

Student Teaching. Red Bank High School and Tyner Middle Academy. Fall 2003.
This position was held as the final semester of my Bachelor's degree in Education at the University of Tennessee at Chattanooga and required teaching English at both the high school and middle school levels.

Courses Taught

Rhetoric and Composition (1010). University of Tennessee at Chattanooga. Course Description: "The principles and practice of effective reading and writing. Frequent themes, exercises, selected readings. Attention to individual problems of grammar and usage."

Rhetoric and Composition (1020). University of Tennessee at Chattanooga. Course Description: "Review of competencies stressed in first semester composition with emphasis on the extended essay; use of research matter in writing; attention to diction, figurative and symbolic language, relationship of style and meaning."

Western Humanities I (1130). University of Tennessee at Chattanooga. Course Description: "A historical approach to the pivotal ideas, systems of thought, and creations of the Western world from antiquity to approximately 1600 C.E. Emphasis on matters of literary structure, style, and content."

Western Humanities II (1150). University of Tennessee at Chattanooga. Course Description: “A historical approach to the pivotal ideas, systems of thought, and creations of the Western world from approximately 1600 C.E. to the present. Emphasis on matters of literary structure, style, and content.”

Values in 20th Century American Fiction (1310). University of Tennessee at Chattanooga. Course Description: “A study of contemporary values as reflected in selected twentieth century American novels and short stories from World War I to the present.”

Introduction to Literature (1330). University of Tennessee at Chattanooga. Course Description: “Readings from poetry, fiction, and drama to demonstrate how the writer selects from ideas, experience, and language and combines these elements to speak of and to the human condition.”

Composition and Rhetoric (101). University of South Carolina. Course Description: “English 101 is designed to help make you a better, more effective writer and a more critical thinker and reader. Toward this end, you will spend the semester learning theories of argumentation and analysis, and you will practice generating and developing your own ideas. Through drafting and revision, you will construct reasoned, well-supported written arguments on a variety of academic and public topics that you will explore with your classmates and me. This course will also prepare you to enter public debate about important civic and social issues by teaching you to read critically, do research and document source materials correctly, and develop a clean, effective writing style that is free of major errors.”

Literature and Composition (102). University of South Carolina. Course Description: “English 102, the second half of the First-Year English program, is designed to help you learn to read literature with insight and write about it with skill and understanding. To that end, I’ll ask you to apply the skills in argumentative writing, as well as research and documentation, that you learned in English 101 to literature and to become familiar with a handful interpretive approaches to texts. I’ll also provide you with instruction and feedback to help you advance as an effective writer and as a thoughtful reader and researcher. This kind of study can awaken you to the uses of language, the structure of texts, the ideas that shape our culture, and the interrelationship between ideas and language. In short, I hope this course will help you learn to think critically and creatively and to express those thoughts clearly.”

Environmental Literature and Composition (102*). University of South Carolina. Course Description: “This environmentally-themed section of English 102 will teach all of the same skills as a traditional 102 course. This course, while it will explore some environmental texts about wilderness will ask you to think about the environment in new ways. We will explore the local environment and address issues that focus on both rural and urban settings; you will learn that many national economic issues such as oil production and farming vs. importation can be linked to the environment; and you will consider how global problems such as war and AIDS are also directly linked to the environment. This class will provide background on the environmental movement by reading authors such as Henry David Thoreau and Susan Fenimore Cooper, and it will address the ways in which the movement is constantly changing and evolving by addressing modern problems of our state, nation, and world.

Publications

Edited Collections:

New Essays in Life Writing and the Body, co-edited with Christopher Stuart. Cambridge Scholars Press, 2009.

Articles and Essays:

"The Broken Mirror of Identity in Lucy Grealy's *Autobiography of a Face*." *New Essays in Life Writing and the Body*. Ed. Christopher Stuart and Stephanie Todd. Cambridge Scholars Press, 2009.

Anthology and Encyclopedia Entries:

"Edith Wharton." *Encyclopedia of American Literature*, Vol. III: Into the Modern, 1896-1945. Eds. Susan Clair Imbarrato and Carol Berkin. Detroit: Manly, Inc., 2008.

Conference Papers

"Exploring at Home: The Domestic Nature Writing of Susan Fenimore Cooper and Emma Bell Miles." Fact and Fiction: Bruno Latour and the Representation of Nature Panel at the June 2009 Association for the Study of Literature and Environment (ASLE) conference.

"Feminine Conservation in Emma Bell Miles' *The Spirit of the Mountains*." Society for the Study of American Women Writers (SSAWW) Panel at the May 2009 American Literature Association (ALA) conference.

"Lucy Grealy: The Woman Evading the Text" at the 2006 Northeastern Modern Language Association (NEMLA) Annual Conference.

"Quilting Appalachian Culture with Emma Bell Miles" at the 2005 Tennessee Philological Association (TPA) Annual Conference.

Awards, Fellowships, and Grants

Outstanding Lecturer, English Department. University of Tennessee at Chattanooga. 2017-18
Outstanding Scholarship, English Department. University of Tennessee at Chattanooga. 2010.
Rhude M. Patterson Trustee Fellowship. University of South Carolina. 2009.
Nominee for Irene D. Elliott Teaching Award. University of South Carolina. 2006-07.
Member: Sigma Tau Delta International English Honor Society. 2005.
Outstanding Graduate Student of the Year. University of Tennessee at Chattanooga. 2005.
Dean's List. University of Tennessee at Chattanooga. 2002.

Professional Certificates and Licenses

South Carolina Teaching Licensure in Secondary Education, English. Received 2009.
Tennessee Teacher Licensure in Secondary Education, English. Received 2004.

Professional Memberships

Society for the Study of American Women Writers.
American Society for Literature and Environment.
American Literature Association.

Professional Service

Faculty Senator: University of Tennessee at Chattanooga. 2018-19.

Chair: Non-Tenure-Track Committee. University of Tennessee at Chattanooga. 2018-19.

Chair: Non-Tenure-Track Committee, Department of English. University of Tennessee at Chattanooga. 2018-19.

Member: Advisory Committee, Department of English. University of Tennessee at Chattanooga. 2018-19.

Chair: Non-Tenure-Track Committee. University of Tennessee at Chattanooga. Spring 2018.

Member: One Year Review Committee, Department of English. University of Tennessee at Chattanooga. 2017-18.

Member: Executive Committee, College of Arts and Sciences. University of Tennessee at Chattanooga. Spring 2018.

Member: English Department Advisory Committee. University of Tennessee at Chattanooga. 2014-2015. Committee Description: “The Advisory Committee advises the Department Head and fields faculty concerns within the Department—especially concerns regarding Departmental policy and procedure. This committee is charged with drafting and updating both policy and procedure relevant to the Department’s bylaws.”

Member: English Department Committee for Contingent Faculty Issues. University of Tennessee at Chattanooga. 2013-2014. Committee Description: “The Contingent Faculty Committee addresses issues related to the effective teaching and professional development of English department faculty who work in non-permanent positions.”

Instructor. Leading annual workshops for the English Department faculty on using the Safe Assignment feature of Blackboard in the courses. 2009-present.

Co-Chair. Committee on Integrating Theme Sections in FYE Curriculum. The University of South Carolina, 2008-2009.

Responsibilities include organizing meetings with other member, attending planning meetings with Director of First Year English, designing a themed section of English 101, and overseeing other members’ designs of their own themed sections.

Member: First Year Composition Committee. University of Tennessee at Chattanooga. 2005-06. Responsibilities of the committee included evaluating texts for the program, reading writing samples for an assessment study conducted during the fall of 2005, and examining particular guidelines and requirements for the program.

Curriculum Vitae

Jean Paul Vaudreuil

7864 Tranquility Dr.

Ooltewah, TN 37363

(423) 902-5211

jean-vaudreuil@utc.edu

jpvaud@comcast.net

EDUCATION

M.A. Rhetoric and Composition, University of Tennessee at Chattanooga: 2012

B.S. Journalism, University of Tennessee at Chattanooga: 1990

B.S. English, University of Tennessee at Chattanooga: 1990

RELEVANT SKILLS

- ♦ Rhetoric and Composition, Professional/Technical Writing
- ♦ Over twenty years in Marketing and Corporate Communications
- ♦ Feature Writer

EXPERIENCE

Professor: Rhetoric/Composition, and Professional Writing University of Tennessee at Chattanooga, Chattanooga, TN 2013-Present

Writing Workshop Coordinator/Presenter Tennessee Valley Authority, Chattanooga, TN 2016/2017

Adjunct Instructor: Rhetoric/Composition, and Professional Writing, University of Tennessee at Chattanooga, Chattanooga, TN: 2011 – 2013

Adjunct Instructor: Composition II, Chattanooga State Community College, Chattanooga, TN: January 2013-May 2013

Guest Speaker, Electric Power Board Marketing Department, Chattanooga, TN: Jan. 2012

Guest Lecturer, Teaching College Writing, University of Tennessee at Chattanooga, Chattanooga, TN: 2011

Feature Writer, The Pulse, Chattanooga, TN: 2011

Proposal Specialist (Contracted), ARCADIS, Chattanooga, TN: June 2011-August 2011

Marketing Copywriter, Chattanooga Group, Chattanooga, TN: Jan. 2007-June, 2009

Marketing Communications Coordinator, American Bicycle Group, Ooltewah, TN: Jan. 2004 – Aug. 2004

Editor and Publisher, Advocate Publications, Thomasville, GA: May 1995- Dec. 2003

Technical Writer/Corporate Photographer, McKee Foods Corporation, Collegedale, TN: 1990 – 1995

Feature Writer, COMBO Magazine, 1995-1996

Photography Instructor, Southern Adventist University, 1990-1991

English as a Second Language Instructor, Port au Prince, Haiti: 1983-84

PUBLICATIONS

Blue Ridge Country Magazine, “Cycling the Blue Ridge Parkway,” May/June 2012
The Pulse, “Five Things You Didn’t Know About Cyclists,” July 7, 2011
Triathlete Magazine, “Breaking In,” May 2004
COMBO Magazine, “Batman Master Series,” March 1996
COMBO Magazine, “Empire in Widevision,” August 1995
COMBO Magazine, “Batman Forever,” June 1995
COMBO Magazine, “Creature Creation: The Fantasy Art of Brom,” May 1995
COMBO Magazine, “The Wizard of Wisconsin,” April 1995
COMBO Magazine, “High Tech Artistry,” March 1995
Toyshop Magazine “Exploring Star Trek Ornaments,” May 1996
Toyshop Magazine, “The Women of Star Trek,” December 1998
Toyshop Magazine, “Star Trek Hits it Big,” September 1997
Toyshop Magazine, “Playmates Production Irks Collectors,” October 1997
Card Collector’s Price Guide, “Turning Back the Clock,” Jan. 1995
Card Collector’s Price Guide, “Original Art,” Nov. 1994
Card Collector’s Price Guide, “A New Look at an Old Friend,” Oct. 1994
Card Collector’s Price Guide, “The Inspirations of William Stout,” August 1994
Card Collector’s Price Guide, “Owning A Card Shop: A Look at What it Takes,” March 1994
Card Collector’s Price Guide, “The Paper Chase,” September 1994
Card Collector’s Price Guide, “From Idea to Reality,” May 1994
Chattanooga Life and Leisure, “Turning Trash Into Playgrounds,” August 1990

PRESENTATIONS

“Milton’s Heroic Satan: A Better Understanding Through *Star Trek’s* Kahn Character” Sigma Tau Delta Student Conference. UTC, May 2012.
 “Mark Twain’s Spiritual Dichotomies: Formal Religion, Informal Faith” Sigma Tau Delta Student Conference. UTC, May 2012.
 “Plagiarism and Copyright: A Two-fold Approach to a Better Understanding” Sigma Tau Delta Student Conference. UTC May, 2012.

**HONORS
and AWARDS**

Magna Cum Laude, University of Tennessee at Chattanooga, Chattanooga, TN 2012
First Place Writing, United Way Communications Contest, 1994
First Place Writing, United Way Communications Contest, 1993
First Place Photography, United Way Communications Contest, 1994
Grand Prize Photography, Riverbend Festival Contest, 1994

**COMMUNITY
SERVICE**

Ironman Chattanooga Volunteer Captain, Chattanooga, TN 2017/2018
Disaster Volunteer, American Red Cross, Chattanooga, TN 2010 – 2012

REFERENCES
(Academic)

Joe Wilferth, UC Foundation Professor and Interim Dean College of Arts and Sciences, University of Tennessee at Chattanooga. 423-425-4635

Dr. Joel Henderson, Humanities Department Head and Professor of English, Chattanooga State Community College. 423-697-4403

Allison Fetters, Associate Professor, English, Chattanooga State Community College. 423-697-2658

Oren A. Whightsel, Ph.D.
110 Tremont Street, Apt. #309
Chattanooga, TN 37405
941-545-4036
oren-whightsel@utc.edu

Appointments

Lecturer in Rhetoric and Composition: English Department, University of Tennessee at Chattanooga, 2015-Present

Adjunct English Faculty: Humanities & Fine Arts Division, Chattanooga State Community College, Chattanooga, TN, 2016-Present

Adjunct English Faculty: Humanities & Fine Arts Division, Heartland Community College, Normal, IL, 2014-2015

Adjunct English Faculty in Developmental Writing, Reading, and First Year Composition: General Education Program, Lincoln College, Normal, IL, 2011-2015

Instructor and Instructional Assistant Professor: Women's and Gender Studies Program, Illinois State University, 2006-2013

Instructor, Ph.D. Program: English Studies Department, Illinois State University, 2004-2012

Education

Ph.D., English Studies, December 2012

Illinois State University

Dissertation: "Hearing the Voice First, Later the Name: Queer(ed) Poetics, the Rhetorics of Failure, and the Reparative Practices of Feminism(s)."

Committee: Susan Kim, Chair (Old English Language and Literature; Medieval Literature and Culture), Amy Robillard (Rhetoric and Composition), Katherine Ellison (18th-Century British Literature and Culture), Kristin Dykstra (Literatures and Cultures of the United States; Latino/a Cultural Studies)

M.L.A., Master of Liberal Arts, American Studies/Cultural Studies, August 2004

University of South Florida

Thesis: "Queering within Already Queer(ed) Communities in the United States, 1964-1972: Feminist Theoretical Discourse and the Other(ed) Body; a Rhetorical Analysis Across Various Texts and Their Contexts."

Committee: Daniel Belgrad, Chair (American Studies), Carolyn DiPalma (Women's Studies), Lynn Worsham (Rhetoric)

Graduate Certificate in Women's Studies, December 2003

University of South Florida

BA, Music Therapy, December 1993
The Florida State University College of Music

Professional Appointments

Student Essay Judge, National Council of Teachers of English, June 2006-2011

Writing Program Assistant, August 2005 through August 2007
This position equals one course assignment

Editorial Assistant, *JAC: A Journal of Rhetoric, Writing, Culture, Politics*, August 2004-May 2006

Teaching Experience

English Department, University of Tennessee at Chattanooga, 2015-Present

Topics in Literature (ENGL 2060R): *Toni Morrison's Literary Archeology*. A sophomore level class that will center on selected literary and theoretical texts by Toni Morrison.

Feminist Literary Theory (WSTU 4710) "...not caring whether or not she was a poem": *L'écriture Féminine as a Rhetorics of Reparative Practice in Feminist Literary Theory*: A theoretical, historical look at the development of women's writing, its importance to our lived experiences and its empowering and intersectional influence as a reparative practice that takes its shape from and is deeply rooted in Hélène Cixous' notion of *l'écriture féminine* (feminine writing). This is an upper level (Junior/Senior) seminar taught in the Women's Studies Program (Fall 2018)

Rhetoric and Composition I (with writing tutorial) (ENGL 1011) A one month summer course taught in July through the BRIDGE Program: An accelerated for-credit first-year first-semester rhetoric and composition class with an additional tutorial for those students who self-selected or were advised to take this intensely focused writing course (on-going course I teach every semester).

Queer Theory (ENGL/WSTU 4885): *Reading Intersectional Bodies Through the Lens of Queer Theory*: theoretical, historical, and textual look at the intersection of discourses of race, sexuality, and literary, and rhetorical analysis. Emphasis will be placed on understanding a broad history and narrative of queer politics and culture. We will also be including intersectionality as a way to read (particularly raced) bodies through a lens of queer theory. This is an upper (Junior/Senior) level undergraduate seminar that is cross-listed with English. May be registered as ENGL 4885 or WSTU 4885 (Fall 2017/Spring 2018)

Writing Beyond the Academy (ENGL 3830): *Writing Chattanooga*: This is an upper division (Junior and Senior level) Rhetoric and Writing class. Using the work of cultural geographer Yi-Fu Tuan students critically engaged and wrote about the ways in which Chattanooga "writes/rights" itself into the diverse and ever-changing cultural landscape within the United States (Spring 2016)

Rhetoric and Composition I (with writing tutorial) (ENGL 1011): A for-credit first-year first-semester rhetoric and composition class with an additional tutorial for those students who self-selected or were advised to take this intensely focused writing course (on-going course I teach every semester)

Writing Tutorial Labs: coordinated and taught four 75-minute writing labs for my ENGL 1011 classes as well as supervising graduate students running those tutorials as well (on-going labs that I either teach or coordinate with graduate students every semester)

Rhetoric and Composition I (ENGL 1010): First-semester first-year writing course (periodically teach per department need)

Humanities & Fine Arts Division, Chattanooga State Community College, 2016-Present

Rhetoric and Composition I: First-semester first-year writing course

Learning Support Writing: Developmental writing class taught as a co-requisite for first-year first-semester writing

Humanities & Fine Arts Division, Heartland Community College, 2014-2015

English Composition I: First-semester first-year writing course

General Education and Liberal Arts Program, Lincoln College-Normal, 2011-2015

College Reading 101: Developmental reading course

Writing Fundamentals: Developmental writing course

English Composition I: First-semester first-year writing course, (writing as critical inquiry)

English Composition II: First-year writing course, second semester (writing and research)

Independent Study: ENG 175: Contemporary African-American Women Writers (Spring 2014)

Writing Center, Lincoln College-Normal, 2013-2015

Writing Center, Heartland Community College, 2015

Women's and Gender Studies Program at ISU 2004-2013:

Women, Gender, and Society: Introductory course for the Women's and Gender Studies Program

Gender in the Humanities (Cross listed with Communication, Languages and Literatures, and English)

Feminist Approaches to Queering Gender in the Humanities: (Cross listed with Communication, Languages and Literatures, and English)

"The Subversion of Gender within the Japanese Punk Rock Scene," Honors project direction for Women's and Gender Studies student Samantha Thomas, fall 2008

The Department of English at ISU 2004-2012:

Literary Narrative: Queer Knowledge Geographies: Rhetorical Tropes of Race, Gender, and Sexuality in the Works of Audre Lorde and Toni Morrison

Advanced Exposition, Writing (With) In the Margins: Grief, Cancer, and the Body in Life Writing within Space and Place

Composition as Critical Inquiry 101.10: First year composition class for students who self-selected this 5-day-a-week class. This class required me to mentor a new master's level teaching assistant

Composition as Critical Inquiry 101 and 101 honors: Standard and Honors First-year writing

Professional Development: Facilitated Workshops & Conference Organization

Graduate Assistant to Dr. Claire Lamonica: The Illinois State University 11th Annual Teaching and Learning Symposium: "State Your Passion for Teaching and Learning" sponsored through the Center for Teaching, Learning & Technology at the Marriott Hotel in Normal, IL on January 5, 2011.

Facilitated an ISU faculty and staff reading group for the book: *The Ecology of Learning: Sustainability, Lifelong Learning and Everyday Life* by John Blewitt. Sponsored through the Center for Teaching, Learning & Technology February 11-April 1, 2010.

Graduate Assistant to Dr. Claire Lamonica: The Illinois State University 10th Annual Teaching and Learning Symposium: "Sustainable Teaching, Learning, and Living" sponsored through the Center for Teaching, Learning & Technology at the Marriott Hotel in Normal, Illinois on January 6, 2010.

Co-Facilitator with Dr. Claire Lamonica: "Future Professors" a graduate student workshop organized by the Center for Teaching, Learning & Technology at ISU: Given July 6-10, 2009.

Organized and presented a professional development event sponsored by ISU's Writing Program: "Cultural Geographies and the First Year Writing Course": Given October 2007.

Organized and presented a professional development event for all first year writing instructors in ISU's Writing Program entitled, "The Teaching of Writing in Theory and Practice: A Conversation": Given March 2007.

Co-organized a Professional Development Event with ISU's Writing Program Administrator Bob Broad, a portfolio grading workshop for all first year writing instructors: Given February 2007.

Teaching-Related Conference Presentations

- “She was Spinning: Rhetorical Listening and Queer Disidentification” Invited reader for the panel *Listening Strategies for Feminist and Queer Action: Encountering an Erotic Ethics* given at the Conference on College Composition and Communication (4C’s) in Houston, TX April 6-9, 2016.
- “Feminism and the Critical Engagement of Queer Studies: Teaching Coco Fusco’s *The Couple in the Cage*. Presented to Illinois State University RSO: Feminist Led Activist Movement to Empower or F.L.A.M.E. on September 21, 2011.
- “Coco Fusco’s *The Couple in the Cage*: Teaching and Writing about the Discursive Formations of Race and Embodiment in the Classroom” invited speaker on March 24, 2011 during Illinois State University’s “Diversity Week” held March 21-25, 2011.
- “The Rhetorics of Failure and Reparative Practices: Teaching the Discursive Formations of Race through Embodiment as Critically and Unapologetically Queer” at the Conference on College Composition and Communication (4C’s) in Louisville, KY, March 17-20, 2010.
- “The Malaise of Middle Management: Rhetorical Violence, Power Myths, and the Subject Positions of Graduate Student WPAs [Writing Program Assistants]” Midwest Association for Writing Program Administration Regional Conference, Southeast Missouri State University in Cape Girardeau, MO October 23, 2007.

Publications and Research

- Ralston, Devon and Oren Whightsel. “(Re) Locating Queerness: Techne, Identity, and the Hegemonic Fantasy” Special Queer Theory Issue of *Pre/Text: A Journal of Rhetorical Theory*, forthcoming in Spring 2019.
- Whightsel, Oren. “Introduction.” *The Redbird Reader*. Ed. Oren Whightsel, Marcea Seible, and Marie Moeller, Urbana-Champaign: Pearson, 2006 and 2007. Print.
- “The Difference Between Poetry and Rhetoric: Queering Rhetoric and Composition at the Intersections of the Body Through Dissimilarity and Disidentification.” In progress article to be submitted to *College English* in September of 2019.

Formal Conferences

- “Flesh that Weeps in Dark Places: Middle Passage, the Visual and the Textual Representation of Women’s Bodies within the Transnational Gothic as the Subversion of Normative Rhetorics” given at the 2014 Midwest Modern Language Association Conference in Detroit, MI, November 13-16, 2014.
- “Memetic Epidemiology and Rhetorical Presence: Female Monstrosity as the Expression of Grief through the Disorder of the text in *Beowulf* and Dodie Bellamy’s *Letters of Mina Harker*” given at the 2013 Midwest Modern Language Association Conference (MMLA) in Milwaukee, WI, November 7-10, 2013.
- “Forgiveness, Reconciliation, and the Cultural Work of Lamentation in Toni Morrison’s *Beloved*” given at the 2012 Midwest Modern Language Association Conference (MMLA) in Cincinnati, OH, November 8-11, 2012.

“‘She was spinning’: The Rhetorical Work of Feminist Literary Narrative and Reparative Practice in Toni Morrison’s *Beloved*” given at the Midwest Modern Language Association Conference (MMLA) in St. Louis, MO, November 2011.

“The Rhetorics of Failure and Reparative Practices: Teaching the Discursive Formations of Race through Embodiment as Critically and Unapologetically Queer” given at the National Conference on College Composition and Communication in Louisville, KY March 17-20.

“Toni Morrison’s Baby Suggs, holy: A Doubly Queer(ed) Subject Rhetorically Constructed in Literature through Place(ment) and Space,” given at the American Literature Association National Conference (The Toni Morrison Society) in Boston, MA May 30, 2007.

“Queer(ed) Poetics: A Reading of Francesca Lia Block’s Weetzie Bat Books” given at the American Culture Association/Pop Culture Association National Conference in Boston, MA March 23, 2007.

“Double Queer(ness) and Character Development in Toni Morrison’s *Beloved*” given at The Society for Women in Philosophy Mid-West Conference in Normal, IL at Illinois State University November 16, 2005.

“Mourning the Movement of an Echo: Reading the Absent Presence of Fatherhood(ness) and the Possibility of the Object(ed) in *Six Feet Under*” given at the American Culture/Pop Culture Association National Conference in San Antonio, TX April 16, 2004.

“*Six Feet Under* and Six Degrees Away: Ruth Fisher as Postmodern Mother” given at the American Culture/Pop Culture Association’s South Regional Conference in Jacksonville, Florida October 18, 2003.

“The Move(ability) of Masculinity: A Reading of the Movie *Bound*” given at the American Culture/Pop Culture Association National Conference in New Orleans, LA April 23, 2003.

Service to the University (University of Tennessee at Chattanooga)

Read2Achieve University committee August 2018-Present

Piloting three first-year first-semester writing class using *Immigration Essays* by Sybil Baker. This text was chosen by the University of Tennessee at Chattanooga’s Read2Achieve committee for all in-coming freshmen during the 2018-2019 academic year. Pilot courses taught during the spring semester of 2018

Invited speaker: “Between the University and Me: A Panel Discussion on UTC’s Role in Black History” at the UTC Library on Tuesday February 27, 2018

Piloting four first-year first-semester writing classes using *Between the World and Me* by Ta-Nehisi Coates. This text was chosen by the University of Tennessee at Chattanooga’s Read2Achieve committee for all in-coming freshmen during the 2017-2018 academic year. Pilot courses taught during the spring semester of 2017

Served as a judge for the Young Southern Student Writers Competition spring semester 2017-Present

Service to the English Department (University of Tennessee at Chattanooga)

Read2Achieve University committee August 2018-Present

Summer writing program assessment team 2018

Advisory Committee: August 2018-Present

Composition Committee: August 2016-Present.

Service to the Department of English (Illinois State)

Ph.D. student rep.: Graduate Faculty Committee August 2006-May 2007 (elected position)

Graduate Student Ombudsman August 2005-May 2006 (elected position)

Diversity Committee (two consecutive terms) August 2004-May 2006 (elected position)

Service to the College of Arts and Sciences (Illinois State)

Women's and Gender Studies Curriculum Committee May 2007-May 2010

Ph.D. student rep., Chair Search Committee: English Department September 2007-April 2008

Interdisciplinary Committee that brought to ISU creative writer and LGBTQI activist Achy Obejas, August-November 2007

Professional Memberships

National Council of Teachers of English

Modern Language Association

American Studies Association

Working Class Studies Association

Toni Morrison Society

Kristine Kay Whorton

4715 Michigan Ave, Chattanooga, TN 37409 kriswhorton@gmail.com 423-779-6043

EDUCATION:

<i>Master of Fine Arts in Creative Writing</i>	<i>Rainier Writing Workshop</i>	
	<i>Pacific Lutheran University, Tacoma</i>	2016
<i>Master of Arts in English Literature</i>	<i>University of Alabama, Huntsville</i>	2001
<i>General Course Completion – Literature and Grammar</i>	<i>Centro Linguistic Italiano Dante Alighieri, Florence, Italy</i>	1987
<i>Bachelor of Arts in English, Cum Laude</i>	<i>University of Colorado, Boulder</i>	1986
<i>Bachelor of Art in History</i>	<i>University of Colorado, Boulder</i>	1986

RELATED EXPERIENCE

Creative Writing, Literature, and Composition:

University of Tennessee – Chattanooga, Chattanooga, Tennessee 08/05-present

Senior Lecturer

(Adjunct position January through April 2005, Lecturer August 2005-July 2005, Senior Lecturer August 2015-present). Designed Creative Writing, Humanities I and II, Scientific Writing, Freshmen Rhetoric and Composition I and II and various additional literature courses to meet student interest, University curriculum requirements and department needs. Presented lecture material and led workshops and class discussions. Utilized course lecture, class discussion, and one-on-one conferencing for focused writing development from sentence construction through essay completion. Emphasized analysis/explication of reading material/literature. Incorporated research and various citation formats (MLA, APA, CSE, etc).

University of Alabama – Huntsville, Huntsville, Alabama 08/01-05/02

Instructor

Developed, organized, and presented lecture material and led class discussions for Freshmen Literature and Composition. Introduced a variety of non-traditional authors, and utilized course lecture, class work, and one-on-one conferencing for focused writing development from sentence construction through essay completion. Emphasized analysis/explication of reading material/literature. Included lectures on proper essay format, research techniques, and MLA citations.

Instructor – Academy of Lifelong Learning (UAH) 08/01-05/02

Created and taught an American literary topic lecture series for Senior Citizens.

Calhoun Community College, Huntsville, Alabama 08/01-05/02

Instructor

Developed, organized, and led class discussions and presented lecture material for Basic English and Freshmen Composition courses. Guided students through essay writing basics from word choice to sentence construction to essay development. Focused on language mechanics, and explication and analysis of non-fiction texts. Included lectures on proper essay format, research techniques, and MLA citations.

Freelance Writing and Tutoring:

Freelance Writer/Editor 1995-present

Created poetry, fiction, personal essays, book reviews. Publications listed below. Primary reader/editor of over 15 published novels and 100+ short stories, poems and essays. Guest editor for journals.

Self-employed Tutor 1985-2000

Guided students through Spanish and Italian grammar and conversation exercises as well as English and American Literature analysis and essay composition.

Corporate Teaching:*NuMarkets, Etowah, Tennessee**08/02-04/05***Director of Training**

Designed and implemented formal training plan for new hires as well as Franchise owners, managers and staff. Instruction included auction writing fundamentals (with an emphasis on accuracy of information), correct grammar and punctuation, and utilization of on-line research tools and resources. Ensured auction and grammar content. Taught one-on-one, and in group, and on-line environments. Developed, organized, and created an automatic auction writing program, and contributed daily to the development of numerous policies, procedures, and tools which led to the implementation of business strategy and process software.

PUBLICATIONS, READINGS, CONFERENCE PRESENTATIONS:

<i>Meacham Writers Conference Reading</i>	<i>(each October and March)</i>	<i>October 2014-present</i>
<i>Get Out Magazine</i>	freelance	<i>2017-present</i>
<i>Scarlet Leaf Press</i>	“Three Greek Words”	<i>October 2016</i>
<i>Studies in Popular Culture</i>	—book review Lynette Porter’s <i>Van Gogh in Popular Culture</i>	<i>August 2016</i>
<i>Rainier Writers Workshop Reading</i>		<i>August 2016</i>
RootsRated.com	Chattanooga writer and editor	<i>March 2014-October 2015</i>
<i>Driftwood Press</i>	“Rise”	<i>April 2015</i>
<i>Ultrarunning</i>	<i>(average 4 articles/year)</i>	<i>1998-2014</i>
“Somewhere in the Black Hills”	— <i>Bearers of Distance</i> (anthology)	<i>September 2013</i>
<i>Studies in Popular Culture</i>	—book review <i>A Comic Studies Reader</i>	<i>Fall 2009</i>
“Geography as a Metaphor in James Joyce’s <i>Dubliners</i> ”		<i>March 2009</i>
Third place “Novel in Progress”	Sandhills Writer’s Conference	<i>March 2006</i>
Additional literary poems published in journals, magazines, and websites		
	<i>(The Invisible Sun, The American Muse, Facets, Ultrarunning, eye-rhyme),</i>	
	and Honorable Mention in <i>Byline</i> and various chapbook contests.	<i>1998-2002</i>
“On Running 100 Miles in Virginia”	— <i>Women’s Runners: Stories of Transformation</i> (anthology)	<i>Spring 2001</i>

PROFESSIONAL ACTIVITIES:

<i>Completion of Quality Matters training</i>		<i>July 2018</i>
<i>Fiction Reader Indianola Review</i>		<i>September 2016-October 2017</i>
<i>Guest Editor Driftwood Press</i>		<i>Oct-Nov 2015</i>
<i>Faculty Advisor Chattanooga Writers Society</i>		<i>2014-2017</i>
<i>AWP Member</i>		<i>2011-present</i>
<i>Judge Young Southern Student Writers competition</i>		<i>2007-present</i>
<i>CCTE Member</i>		<i>2010-2015</i>
<i>NCTE Member</i>		<i>2000-2012</i>
<i>ETS Advanced Placement Language Exam Reader</i>		<i>2006-2010</i>

AWARDS and HONORS:

Best Graduate Thesis, University of Alabama, Huntsville	<i>2001</i>
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Dean's List, University of Alabama, Huntsville

1999-2001

Sigma Tau Delta Member, University of Alabama, Huntsville

1999-2001

PERSONAL ACCOMPLISHMENTS and INTERESTS:

Avid traveler and reader, Master Gardner, participant in over 100 running races of marathon distance or longer, including nine 100 milers; dedicated volunteer for Wild Trails (a non-profit I co-founded), completion of Yoga Teacher Training 200 hours Oct 2018.

Appendix E: Library Information

UTC Library Program Review Report

College of Arts and Sciences, English Department

Review completed August 3, 2018

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UTC Library General Information

Mission

The mission of the UTC Library is to support the teaching and research of faculty and students of the University of Tennessee at Chattanooga through the development of collections and services to promote and enhance the university’s curriculum and research endeavors. Information about the UTC Library is available at <http://www.utc.edu/library>

Personnel, Budget, and General Overview

The UTC Library has 21 faculty librarians, 14 staff specialists, and over 700 hours of student help to support the UTC community. The total library budget for 2018 was approximately \$4.1 million.

UTC opened a new library facility in January 2015. This new 184,725 square foot facility is open 125 hours per week during the academic semester and provides students, faculty, and staff with access to state-of-the-art technology, spaces, and services. The Library boasts access to 37 group study rooms, 2 practice presentation rooms, 8 conference rooms, a theater classroom, and 3 computer classrooms. Furthermore, both group and individual instruction and consultation are provided to students, faculty, and staff at service points throughout the Library including, [Library Instruction](#), Information Commons, [Studio](#), [Special Collections](#), and the [Writing and Communication Center](#). Finally, co-located in the Library are important student and faculty service points including [The Center for Advisement](#) that offers advising, supplemental instruction, and tutoring and the [Walker Center for Teaching and Learning](#) providing UTC Faculty with instruction and consultation in the areas of teaching, learning, and technology integration.

UTC Library Collections

Databases, Serials, and Ongoing Expenditures

The Library makes available 103,530 serial titles, including open access titles, through subscriptions to full-text resources, databases, journal packages, and individual journals. Of those, 17,878 are direct subscriptions in print and digital forms. The Library has identified 1,097 print and electronic journals that support research and curriculum associated with the the English Department. Of these 1,097 journal titles and databases, the English Department is currently responsible for \$17,811 of the total \$1,212,145 spent toward ongoing serial and database subscriptions. An additional \$167,283 is expended on behalf of the College of Arts and Sciences for multi-disciplinary resources—many of which support the English curriculum.

The majority of journal content is current and online via journal packages from publishers including Springer/Nature, Wiley, Taylor and Francis, Elsevier, Sage, Ovid, and Oxford University Press. These packages provide access to online journal content across the many disciplines associated with English in particular, the study of literature, rhetoric and composition, and creative writing. Titles available online with full text coverage include, but are not limited to: *New Literary History*, *Narrative*, *Modern Fiction Studies*, *South Atlantic Quarterly*, *American Literature*, *American Literary History*, *Comparative Literature and Culture*, *Poetics Today*, *English Literary History Textual Practice*, *Style*, *Parallax*, *Victorian Periodicals Review*, *Written Communication*, *College Composition and Communication*, *Rhetoric Review*, *European Journal of English Studies*, and *Modern Language Quarterly*. See the [supplemental list of full-text journals](#) for the entire listing of applicable titles.

A review of current UTC Library database subscriptions finds the following that support English: [JSTOR](#), [MLA International Bibliography](#), [Gale Literary Sources](#), [Project Muse](#), [Arts and Humanities Database](#), [Humanities and Social Sciences Full Text](#), [Loeb Classical Library](#), [Oxford English Dictionary](#), [Dictionary of American Regional English](#), [Linguistics and Language Behavior Abstracts](#), [Lit Finder](#), [LGBT Thought and Culture](#), [Black Thought and Culture](#), [Latino Literature](#), [Early English Books Online](#), [Early American Imprints](#), [Gale Primary Sources](#), [Shakespeare Plays \(BBC\)](#), and [Digital Theatre Plus](#). In addition, the Library makes available numerous multidisciplinary databases such as [ProQuest Central](#), [Academic OneFile](#), [Web of Science](#), and [Omnifile Full Text Mega Edition](#) to complement subject-specific resources.

Monographs, Audio-Visuals, and One-Time Expenditures

The Library's print and electronic book collection consists of 727,541 unique titles. 57,586 fall within the subject classifications AP2, CT, P, PB, PE, PG-PZ, and Z1-Z659, which are applicable to the study of English. The Library's collection of physical A/V consists of 23,012 items of which, 726 are appropriate to the study of English. Additionally, the library provides access to over 150,000 streaming music and video files through various service providers like Alexander Street Press, Kanopy, and Naxos Music. Each year, a portion of the Library's

materials budget is allocated to purchase books, audio-visual materials, and other one-time resources. In 2017-2018, the Library expended \$33,300 out of a total amount of \$169,000 towards the acquisition of monographs and A/V materials in support of the English Department.

UTC Library Services

Interlibrary Loan and Course Reserves

The Library offers interlibrary loan (ILL) and Document Delivery services at no cost to students and faculty who need to acquire materials that are not owned or accessible by the Library.

Patrons can submit and track progress of requests, receive email notification of materials that have arrived, and obtain articles electronically through the electronic ILL management system, ILLiad. The Library also participates in a nationwide program, Rapid ILL, that expedites article delivery to the patron. In 2017-2018, 6284 ILL borrowing and document delivery requests were filled for the UTC community; of those, 554 were filled for faculty and students in the English.

The Library offers a well-utilized Course Reserve service for faculty and students allowing faculty to place high-demand materials on reserve to ensure they are available to students. In 2017-2018, 119 items were placed on reserve for 20 English courses. In addition to course reserves, the Library also offers a scanning service for faculty--ensuring access to high-quality and accessible scans of materials related to research and courses.

Circulation of Physical Materials

The Library has generous circulation policies and allows semester-long borrowing of monographs for students and year-long borrowing for faculty members. In 2017-2018, monographs and audio-visual materials circulated 19,955 times. In addition, the Library circulates laptop computers, other tech equipment (cameras, calculators, digital recorders, external hard drives, and more), and group study rooms to patrons. Last year, these items circulated 78,626 times.

Research and Instructional Services

The Library boasts a busy, well-respected, and growing instruction program that combines traditional information literacy and research skills instruction sessions with skills-based workshops on topics ranging from preparing powerful presentations to improving skills with Microsoft Office, Adobe, and statistical software. Course-specific instruction sessions are tailored specifically to the curriculum and include information literacy and research skills tied to assignment objectives. Workshops are open to any UTC student, faculty, or staff member and are developed and taught by skilled librarians and technology trainers.

Instruction

The [Library Instruction](#) Team develops and teaches both general and course-specific instructional sessions tailored to specific research needs or library resources. Partnering with UTC Faculty, the Instruction Team teaches students information seeking and evaluation skills necessary to be effective 21st Century researchers. In 2017-2018, Instruction Librarians taught 364 instruction sessions and workshops that reached 11,506 participants across all academic disciplines. Of those 364 instruction sessions and workshops, 168 were conducted for the English Department with 2,667 students participating. Instruction Librarians also dedicate time to providing one-on-one individualized attention to students, faculty, and staff seeking research assistance in a particular area. Over the past year, Instruction Librarians participated in 299 individual research consultations.

Studio

The [UTC Library Studio](#) provides a creative space for the campus community to learn innovative technology and media creation. Located on the 3rd floor, the space provides access to 24 work stations with specialized software including the Adobe Creative Suite, the AutoDesk Suite, Camtasia, and other digital design programs. In addition, the space circulates cameras and other production equipment for students to use as they put their projects together. Last year, these items circulated 9,212 times.

The Studio is staffed by expert Librarians and Staff who provide one-on-one consultations, small group and course-specific instruction, curriculum development, as well as a fully-staffed service point to answer point-of-need questions. In addition to the instructional sessions mentioned below, the Studio taught 25 workshops covering everything from 3D Modeling and Photography to Brainstorming for Creative Assignments and Audio Editing. These workshops were attended by 200 participants.

In 2017-2018, the Studio taught 205 classes across campus that reached 3,537 students. For English in particular, there were 65 classes attended by 1,065 students. Of those 65 classes, 45 were for ENGL 1020: Rhetoric and Composition II as part of a partnership to introduce multimodal projects to first-year students. The Studio also conducted 114 one-on-one appointments. Of those, 24 were requested to help with a project for English, and nine were specifically to help English Faculty with instructional design of multimodal projects.

Writing and Communication Center

The [Writing & Communication Center](#) (WCC) is a free service that supports writers of all backgrounds and proficiency levels with any kind of writing or communication project at any stage in the process. The WCC's goals are for writers to leave with improved confidence and a plan for revising their work. Peer consultants help writers brainstorm, organize ideas, develop or revise arguments, practice speeches, learn citation styles, become better self-editors, and more.

In addition to in-person and online consultations, the WCC also offer workshops, a library of writers' resources, and a supportive environment for working independently. In 2017-2018, the WCC conducted a total of 2,737 individual consultations and 99 workshops and presentations. 31 of these presentations were for English classes. The WCC also conducted 1,169 consultations with students for assignments from English courses; 842 were from the first year composition. Additionally, 30 English majors participated in 84 consultations.

Information Commons

The Information Commons provides students, faculty, staff, and community users with the tools and services needed to complete assignments and research. The Information Commons is open 92 hours per week and fields over 12,000 research questions by phone, chat, e-mail, and in-person each year. Within the Information Commons patrons can get individualized research help at the Information Desk, complete research and assignments by utilizing one of 142 Windows and 36 Macintosh computers loaded with [tons of software](#), scan important documents, or simply print out an assignment. Comfortable open seating at tables and loungers also makes the Information Commons a popular spot to complete work within the Library.

Special Collections

[Special Collections](#) acquires, preserves, and provides open access to rich and inclusive cultural heritage resources that document Chattanooga, the state of Tennessee, and the South as well as the history of the University. In the past year, Special Collections has continued to support the English Department through a scholarly communication partnership related to the ongoing collection and preservation of the [Sequoyah Review](#) and [Catalpa](#), both of which are literary journals managed by and comprised of contributions by undergraduate and graduate students at UTC respectively. Both journals are openly accessible and downloadable in [UTC Scholar](#), the University of Tennessee at Chattanooga's institutional repository.

Although no specific instructional sessions were requested by the English Department in 2017-2018, Special Collections' staff conducted 13 instructional sessions that reached 233 UTC students across many departments. Most of these sessions focus on the use of specific collections or primary-source materials available through Special Collections.

Departmental Liaisons

A Library Liaison program is in place where a librarian is assigned to each academic department to enhance communication, collection development, and general support. Librarians are matched with departments based on educational background, work experience, and subject expertise. Typical library liaison activities involve attending departmental meetings, distributing information about new services or resources, organizing one-time purchase requests, teaching classes, maintaining the [English Subject Guide](#), creating course guides, meeting with students and faculty, and more. The Library liaison for English is [Brittany Richardson](#).

Library Technology and Spaces

Classrooms, Meeting Spaces, and Instructional/Learning Technologies

As previously mentioned, the UTC Library maintains a state of the art facility that provides students, faculty, and staff with access to 37 group study rooms, 2 practice presentation rooms, 8 conference rooms, a theater classroom, and 3 computer classrooms. Each room is equipped slightly differently, but all have access to overhead projection, podiums with Windows computers and HDMI cables for use with laptops, and white boards. All study rooms contain LCD monitors (HDMI and other cables are available for check out) and whiteboards to aid in group assignments and quiet study. Classrooms contain desktop or laptop computers, presentation podiums, and built in speakers. Conference rooms are set up for hosting and attending online events. Outside of these reservable spaces, students, faculty, and staff have access to a computer lounge with 142 Windows and 36 Macintosh computers and the Studio where high-spec PC's and Macs are available. Printers, b&w and color, as well as scanners and micro format readers are available at various points throughout the Library. Additionally, students, faculty, and staff can check out Windows laptops, Chromebooks, high-end A/V equipment, scientific calculators, and an assortment of cables, chargers, and computer accessories at either the main check-out desk or the Studio.

All computers in the Library (including circulating laptops) are loaded with a variety of programs needed by students across the University. A current list of software loaded on Library computers can be found here: <https://www.utc.edu/library/services/technology/computers-software.php>

Appendix F: Library English Journal Subscriptions

UTC Library Print and Online Journals for the English Department Program Review August 2018

Title	Coverage	Print or Online	Online Interface
ACM SIGLASH newsletter	Available from 1976 volume: 10 issue: 1 until 1981 volume: 14 issue: 2;	online	ACM Digital Library
Acta antiqua Academiae Scientiarum Hungaricae	Available from 2013;	online	Galegroup
Acta classica : proceedings of the Classical Association of South Africa	Available from 2007 until 2013;	online	Galegroup
Acta linguistica hafniensia	Available from 1998 volume: 30 issue: 1;	online	Taylor and Francis Online
Acta linguistica Hungarica	Available from 2013 until 2016;	online	Galegroup
Acta orientalia	Available from 2008 until 2010;	online	Galegroup
Advances in the history of rhetoric	Available from 1998 volume: 1 issue: 1;	online	Taylor and Francis Online
Africa	Available from 1928 volume: 1 issue: 1;	online	JSTOR
African languages and cultures	Available from 1988 volume: 1 issue: 1 until 1997 volume: 10 issue: 2;	online	JSTOR
Afro-Hispanic review : publication of the Afro-Hispanic Institute	Available from 1982 volume: 1 issue: 1;	online	JSTOR
Agni	Available from 1988 issue: 26;	online	JSTOR
AILA review	Available from 2013 until 2015;	online	IngentaConnect
Akroterion : journal for the classics in South Africa = Tydskrif vir die Klassieke in Suid-Afrika	Available from 2008 until 2016;	online	Galegroup
American drama	Available from 2001 until 2007;	online	EBSCOhost
American humor	Available from 1974 volume: 1 issue: 1 until 1983 volume: 10 issue: 2;	online	JSTOR
American journal of Italian studies	Available from 1999 until 2000;	online	Galegroup
American journal of philology	Available from 1880 volume: 1 issue: 1;	online	JSTOR
American journal of semiotics	Available from 1981 until 2009;	online	ProQuest
American literary history	Available from 1989 volume: 1 issue: 1;	online	JSTOR
American literary realism	Available from 1999 volume: 32 issue: 1;	online	JSTOR
American literary realism, 1870-1910	v.12(1979)-v.39(2006/07)	Print	
American literary scholarship	Available from 1998 volume: 98 issue: 1;	online	Project Muse
American literature : a journal of literary history, criticism and bibliography	v.72(2000)-v.77(2005)	Print	
American literature : a journal of literary history, criticism and bibliography	Available from 1929 volume: 1 issue: 1 until 1999 volume: 71 issue: 4;	online	JSTOR
American printer	Available from 1987 until 2011;	online	ProQuest
American quarterly	v.21(1969)-v.58(2006)	Print	
American quarterly	Available from 1949 volume: 1 issue: 1;	online	JSTOR
American quarterly review	v.1(1827)-v.7(1830),v.9(1831)-v.16(1834),v.22(1837)	Print	
American speech	v.75(2000)-v.80(2005)	Print	
American speech	Available from 1925 volume: 1 issue: 1 until 1999 volume: 74 issue: 4;	online	JSTOR
American studies international	Available from 1975 volume: 14 issue: 1 until 2004 volume: 42;	online	JSTOR
American transcendental quarterly	Available from 1997 until 2008;	online	ProQuest
Anales de la literatura española contemporánea	Available from 1981 volume: 6;	online	JSTOR
Anales de la narrativa española contemporánea	Available from 1979 volume: 4 until 1980 volume: 5;	online	JSTOR
Anales de la novela de posguerra	Available from 1976 volume: 1 until 1978 volume: 3;	online	JSTOR
Analog science fiction & fact	Available from 1997;	online	ProQuest
Ancient narrative	Available from 2002 until 2003; Available from 2005 until 2005; Available from 2007 until 2008; Available from 2010 until 2013; Available from 2015;	online	Galegroup
Angelaki : journal of theoretical humanities	Available from 1998 volume: 3 issue: 1;	online	Taylor and Francis Online
Angol filológiai tanulmányok = Hungarian studies in English	Available from 1936 volume: 1 until 1990 volume: 21;	online	JSTOR
Annals of the Bhandarkar Oriental Research Institute, Poona	Available from 1918 volume: 1 issue: 1;	online	JSTOR
Annual report of the Dante Society	Available from 1882 issue: 1 until 1954;	online	JSTOR

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Title	Coverage	Print or Online	Online Interface
Annual report of the Dante Society, with accompanying papers	Available from 1955 issue: 73 until 1965 issue: 83;	online	JSTOR
Annual review of applied linguistics	Available from 2001;	online	ProQuest
Annual review of cognitive linguistics	Available from 2003 until 2009;	online	EBSCOhost
Annual review of language acquisition	Available from 2003 until 2003;	online	EBSCOhost
ANQ	Available from 1988 until 2011;	online	EBSCOhost
Antæus	no.36(1980)-no.76(1994)	Print	
Anthropological linguistics	Available from 1959 volume: 1 issue: 1;	online	JSTOR
Antichthon	Available from 2001 until 2014;	online	ProQuest
Antipodes : a North American journal of Australian literature : the publication of the American Association of Australian Literary Studies	Available from 1987 volume: 1 issue: 1;	online	JSTOR
Appalachian heritage	Available from 2008 until 2016;	online	Galegroup
Applied linguistics	v.9(1988)-v.16(1995)	Print	
Applied linguistics	Available from 1996;	online	Oxford University Press
Applied psycholinguistics	v.9(1988)-v.16(1995)	Print	
Applied psycholinguistics	Available from 2001;	online	ProQuest
Applied semiotics = Sémiotique appliquée	Available from 2008 until 2010;	online	Galegroup
Arabic and Middle Eastern literatures	Available from 1998 volume: 1 issue: 1 until 2001 volume: 4 issue: 2;	online	Taylor and Francis Online
Arabica	Available from 1954 volume: 1 issue: 1;	online	JSTOR
Arc poetry magazine	Available from 2010 until 2010; Available from 2012 until 2012;	online	Galegroup
Arcadia	Available from 1996 until 2012;	online	ProQuest
Arethusa	Available from 1996 volume: 29 issue: 1;	online	Project Muse
Argumentation and advocacy : the journal of the American Forensic Association	Available from 1990;	online	EBSCOhost
Ariel	v.3(1972)-v.38(2007),v.40(2009)	Print	
Ariel	Available from 2002;	online	Galegroup
Arizona quarterly	Available from 1988 volume: 44 issue: 3;	online	Project Muse
Arthurian interpretations	Available from 1986 volume: 1 issue: 1 until 1990 volume: 4 issue: 2;	online	JSTOR
Arthuriana	Available from 1994 volume: 4 issue: 1;	online	JSTOR
Artichoke	Available from 2004 until 2005;	online	EBSCOhost
Asian Englishes	Available from 1998 volume: 1 issue: 1;	online	Taylor and Francis Online
Assessing writing	Available from 1995 volume: 2 issue: 1;	online	Elsevier ScienceDirect AutoLoad
Atlanta review : AR	Available from 2007;	online	EBSCOhost
ATQ	Available from 1999 until 2008;	online	EBSCOhost
AUMLA journal of the Australasian Universities Modern Language Association	Available from 1998 volume: 89 issue: 1 until 2012 volume: 2012 issue: 118;	online	Taylor and Francis Online
Australian humanities review	Available from 2009;	online	ProQuest
Australian journal of French studies	Available from 2009;	online	ProQuest
Australian journal of linguistics	Available from 1998 volume: 18 issue: 1;	online	Taylor and Francis Online
Australian literary studies	Available from 1997 until 2009;	online	Galegroup
Australian review of applied linguistics /	Available from 2006 until 2009;	online	Galegroup
Auto/biography : bulletin of the British Sociological Association Study Group on Auto/Biography	Available from 2004 until 2006;	online	ProQuest
Auto/biography studies : a/b	Available from 1998 volume: 13 issue: 1;	online	Taylor and Francis Online
Azalea	Available from 2015;	online	Galegroup
Babel	Available from 2007;	online	Galegroup

UTC Library Print and Online Journals for the English Department Program Review August 2018

Title	Coverage	Print or Online	Online Interface
Bamboo ridge : the Hawaii writers quarterly	Available from 2008 until 2008; Available from 2010 until 2011;	online	Galegroup
Basic writing	Available from 1975 volume: 1 issue: 1;	online	JSTOR
Belles lettres : a review of books by women	Available from 1986 until 1996;	online	ProQuest
Best poems		Print	
Bilingualism : language and cognition	Available from 2001;	online	ProQuest
Biography	Available from 1978 volume: 1 issue: 1;	online	JSTOR
Black renaissance = Renaissance noire	Available from 1999;	online	Galegroup
Book business	Available from 1999 until 2015;	online	ProQuest
Book history	Available from 1998 volume: 1 issue: 1;	online	Project Muse
Bookbird	Available from 1998;	online	ProQuest
Books & culture : a Christian review	Available from 2000 until 2016;	online	Galegroup
Boston review : a political and literary forum	Available from 2006;	online	EBSCOhost
Boulevard	Available from 1997 until 2001; Available from 2003 until 2003; Available from 2006 until 2006; Available from 2016;	online	Galegroup
Boundary 2	v.27(2000)-v.32(2005)	Print	
Boundary 2	Available from 1972 volume: 1 issue: 1 until 1999 volume: 26 issue: 3;	online	JSTOR
Brontë Society transactions	Available from 1998 volume: 23 issue: 1 until 2001 volume: 26 issue: 2;	online	Taylor and Francis Online
Brontë studies : journal of the Brontë Society	Available from 2002 volume: 27 issue: 1;	online	Taylor and Francis Online
Bulletin - Linguistic Society of America	Available from 1926 issue: 1 until 1969 issue: 42;	online	JSTOR
Bulletin /	Available from 1997 volume: 28 issue: 1 until 2008 volume: 51 issue: 1;	online	Taylor and Francis Online
Bulletin /	Available from 1951 issue: 1 until 1958 volume: 2 issue: 6;	online	JSTOR
Bulletin of the American Association of Teachers of Slavic and East European Languages	Available from 1947 volume: 4 issue: 3 until 1953 volume: 11 issue: 2;	online	JSTOR
Bulletin of the American Association of Teachers of Slavonic and East European Languages	Available from 1945 volume: 3 issue: 2 until 1946 volume: 4 issue: 2;	online	JSTOR
Bulletin of the Comediantes	Available from 2004;	online	ProQuest
Bulletin of the Institute of Classical Studies of the University of London	Available from 1954 issue: 1;	online	JSTOR
Bulletin of the School of Oriental Studies, London Institution	Available from 1917 volume: 1 issue: 1 until 1940 volume: 10 issue: 2;	online	JSTOR
Bunyan studies	Available from 1988 until 2015;	online	ProQuest
Cahiers élisabéthains	Available from 1984 volume: 25 issue: 1 until 1998 volume: 54 issue: 1;	online	SAGE
CALICO journal	Available from 1983 volume: 1 issue: 1;	online	JSTOR
California studies in classical antiquity	Available from 1968 volume: 1 until 1979 volume: 12;	online	JSTOR
Canadian fiction	Available from 1999 until 2000;	online	ProQuest
Canadian fiction magazine	Available from 1997 until 1997; Available from 1999 until 2000;	online	Galegroup
Canadian journal of linguistics La revue canadienne de linguistique	v.15(1969)-v.25(1980)	Print	
Canadian journal of linguistics Revue canadienne de linguistique	Available from 2003 volume: 48 issue: 1;	online	Project Muse
Canadian literature	Available from 2001;	online	ProQuest
Canadian review of comparative literature = Revue canadienne de littérature comparée	Available from 2014 volume: 41 issue: 1;	online	Project Muse
Canadian Slavonic papers	Available from 1956 volume: 1 until 2011 volume: 53;	online	JSTOR
CEA critic	Available from 2013 volume: 75 issue: 1;	online	Project Muse
CEA forum	v.5(1974)-v.10(1980),v.12(1981)-v.13(1983),v.16(1986)-v.27(1994)	Print	
Cervantes bulletin of the Cervantes Society of America	Available from 2001;	online	Galegroup
Changing English	Available from 1998 volume: 5 issue: 1;	online	Taylor and Francis Online
Chasqui	Available from 1972 volume: 1 issue: 1;	online	JSTOR
Chelsea	no.39(1981)-no.75(2003)	Print	

UTC Library Print and Online Journals for the English Department Program Review August 2018

Title	Coverage	Print or Online	Online Interface
Chicago review	v.21(1969/70)-v.50(2004)	Print	
Chicago review	Available from 1946 volume: 1 issue: 1;	online	JSTOR
Children's literature	v.1(1972)-v.31(2003)	Print	
Children's literature	Available from 1972 volume: 1 issue: 1;	online	Project Muse
Children's literature review	v.1(1976)-v.184(2013)	Print	
Chinese journal of applied linguistics	Available from 2013;	online	ProQuest
Chinese literature, essays, articles, reviews = Chung-kuo wen hsüeh	Available from 1979 volume: 1;	online	JSTOR
CHINOPERL papers	Available from 2000 volume: 23 issue: 1;	online	Taylor and Francis Online
Christianity and literature	v.31(1981)-v.43(1993/94),v.46(1996/97)-v.52(2002/03)	Print	
Christianity and literature	Available from 1950 volume: 1 issue: 1 until 1998 volume: 48 issue: 1;	online	SAGE
Cicada	Available from 2008;	online	Galegroup
Classical philology	Available from 1906 volume: 1 issue: 1;	online	JSTOR
Clio	v.8(1978/79)-v.34(2005)	Print	
Clio	Available from 1983 until 2011;	online	EBSCOhost
Clues	Available from 2004;	online	ProQuest
College composition and communication	Available from 1950 volume: 1 issue: 1;	online	JSTOR
College literature	Available from 1974 volume: 1 issue: 1;	online	JSTOR
Color publishing	Available from 1995 until 1996;	online	EBSCOhost
Colorado review	Available from 2009 until 2013;	online	Galegroup
Columbia : a magazine of poetry and prose	Available from 1977 issue: 1;	online	JSTOR
Commonweal	Available from 1988;	online	ProQuest
Commonwealth	Available from 2001;	online	ProQuest
Communication education	v.25(1976)-v.52(2003)	Print	
Communication education	Available from 1976;	online	EBSCOhost
Communication quarterly	Available from 1976;	online	EBSCOhost
Communication studies	Available from 1992 until 2005;	online	ProQuest
Communication teacher	Available from 1999;	online	EBSCOhost
Comparative literature	v.60(2008)-v.61(2009)	Print	
Comparative literature	Available from 1949 volume: 1 issue: 1;	online	JSTOR
Comparative literature studies : CLS	Available from 1963;	online	JSTOR
Complutense journal of English studies	Available from 2005;	online	ProQuest
Computer assisted language learning	Available from 1998 volume: 11 issue: 1;	online	Taylor and Francis Online
Computers and translation	Available from 1986 volume: 1 issue: 1 until 1988 volume: 3 issue: 1;	online	JSTOR
Configurations	Available from 1993 volume: 1 issue: 1;	online	Project Muse
Confluencia	Available from 1985 volume: 1 issue: 1;	online	JSTOR
Confrontation	Available from 2004;	online	EBSCOhost
Conjunctions	Available from 1981 issue: 1;	online	JSTOR
Connotations	Available from 1991 until 2015;	online	Galegroup
Conradiana	v.6(1974)-v.35(2003)	Print	
Conradiana	Available from 1998 until 2015;	online	ProQuest
Constructions and frames	Available from 2009;	online	EBSCOhost
Contemporary argumentation and debate : the journal of the Cross Examination Debate Association	Available from 2001;	online	EBSCOhost
Contemporary authors autobiography series	v.1(1984)-v.30(1999)	Print	

UTC Library Print and Online Journals for the English Department Program Review August 2018

Title	Coverage	Print or Online	Online Interface
Contemporary authors; a bio-bibliographical guide to current writers in fiction, general nonfiction, poetry, journalism, drama, motion pictures, television and other fields	v.1-v.184,v.186-v.233	Print	
Contemporary literary criticism		Print	
Contemporary literature	Available from 1968 volume: 9 issue: 1;	online	JSTOR
Crazy horse	Available from 2009;	online	Galegroup
Creative forum	Available from 2007 until 2008;	online	Galegroup
Creative kids	Available from 2002 until 2011;	online	Galegroup
Cricket	Available from 2008;	online	Galegroup
Critical discourse studies	Available from 2004 volume: 1 issue: 1;	online	Taylor and Francis Online
Critical inquiry	v.1(1974/75)-v.14(1987/88)	Print	
Critical inquiry in language studies	Available from 2004 volume: 1 issue: 1;	online	Taylor and Francis Online
Critical quarterly	Available from 1959 volume: 1 issue: 1 until 1996 volume: 38 issue: 4;	online	Wiley Online Library
Critique : studies in contemporary fiction	Available from 1992 until 2010;	online	ProQuest
Cultural intertexts	Available from 2015;	online	ProQuest
Current issues in language planning	Available from 2000 volume: 1 issue: 1;	online	Taylor and Francis Online
Current trends in linguistics	v.1; v.2; v.3; v.4; v.5; v.6; v.7; v.8,pt.1; v.8,pt.2; v.9,INDEX; v.9,pt.1; v.9,pt.2; v.10,pt.1; v.10,pt.2; v.11; v.12,pt.1; v.12,pt.2; v.12,pt.3; v.12,pt.4; v.13,pt.1; v.13,pt.2; v.14	Print	
Current writing : text and reception in Southern Africa	Available from 1998 volume: 10 issue: 1;	online	Taylor and Francis Online
Dalhousie French studies	Available from 1979 volume: 1;	online	JSTOR
Dante studies, with the annual report of the Dante Society	Available from 1966 issue: 84;	online	JSTOR
Descant : the Texas Christian University literary journal	v.12(1967/68)-v.31(1986/87)	Print	
Diacritics	Available from 1971 volume: 1 issue: 1;	online	JSTOR
Dialect notes	v.1(1890/96)-v.6(1928/39)	Print	
Dickens quarterly	Available from 2006 until 2014;	online	EBSCOhost
Dickens studies annual	v.1 1970; v.2 1972; v.3 1974; v.4 1975; v.5 1976; v.6 1977	Print	
Dictionary of literary biography yearbook	1980-2002	Print	
Diesis : footnotes on literary identities	Available from 2011 until 2012;	online	Galegroup
Digital scholarship in the humanities	Available from 2015;	online	Oxford University Press
Discourse & society	Available from 1990 volume: 1 issue: 1 until 1998 volume: 9 issue: 4;	online	SAGE
Discourse processes	Available from 1998 volume: 25 issue: 1;	online	Taylor and Francis Online
Discourse studies	Available from 1999 volume: 1 issue: 1;	online	JSTOR
Discourse, context & media	Available from 2012-03- volume: 1 issue: 1;	online	Elsevier ScienceDirect AutoLoad
Dispositio	Available from 1976 volume: 1 issue: 1 until 2005 volume: 25 issue: 52;	online	JSTOR
Dix-neuf	Available from 2003 volume: 1 issue: 1;	online	Taylor and Francis Online
Early American literature	Available from 1968 volume: 3 issue: 2;	online	JSTOR
Early American literature newsletter	Available from 1966 volume: 1 issue: 1 until 1968 volume: 3 issue: 1;	online	JSTOR
Early modern literary studies	Available from 1999 until 2015;	online	Galegroup
Early theatre	Available from 1998 volume: 1;	online	JSTOR
Ebony	Available from 1988 until 2008;	online	ProQuest
Edebiyât : the journal of Middle Eastern literatures	Available from 2001 volume: 12 issue: 2 until 2003 volume: 14;	online	Taylor and Francis Online
Edith Wharton newsletter	Available from 1984 volume: 1 issue: 1 until 1989 volume: 6 issue: 2;	online	JSTOR
Edith Wharton review	Available from 1990 volume: 7 issue: 1;	online	JSTOR

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Title	Coverage	Print or Online	Online Interface
Eighteenth-century fiction	Available from 1988 volume: 1 issue: 1;	online	Project Muse
ELH : English literary history	Available from 1934 volume: 1 issue: 1;	online	JSTOR
ELOPE	Available from 2007;	online	ProQuest
ELT journal	Available from 1996;	online	Oxford University Press
Emigre	Unknown	online	Project Gutenberg
English	Available from 1996;	online	Oxford University Press
English fiction in transition, 1880-1920	v.1(1957)-v.7(1964)	Print	
English for specific purposes	Available from 1995 volume: 14 issue: 1;	online	Elsevier ScienceDirect AutoLoad
English in Africa	v.2(1975)-v.4(1977),v.8(1981)-v.17(1990)	Print	
English in Africa	Available from 1974 volume: 1 issue: 1;	online	JSTOR
English in Australia	Available from 2015;	online	Galegroup
English in education	Available from 1964 volume: 1 issue: 1 until 1996 volume: 30 issue: 3;	online	Wiley Online Library
English journal	Available from 1912 volume: 1 issue: 1;	online	JSTOR
English language and linguistics	Available from 2001;	online	ProQuest
English language notes	v.1(1963/64)-v.53(2015)	Print	
English literary renaissance	v.1(1971)-v.26(1996)	Print	
English literature in transition, 1880-1920	v.8(1965)-v.46(2003)	Print	
English literature in transition, 1880-1920	Available from 1957 volume: 1 issue: 1;	online	Project Muse
English studies	v.31(1950)-v.87(2006)	Print	
English Studies	Available from 1998 volume: 79 issue: 1;	online	Taylor and Francis Online
English studies in Africa	Available from 1996 until 2010;	online	ProQuest
English studies in Canada ESC	Available from 2003;	online	Galegroup
English today	Available from 2001;	online	ProQuest
Epoch	v.18(1968/69)-v.33(1983/84)	Print	
Erato : news and views of the Woodberry Poetry Room and the Farnsworth Room in the Harvard College Library	Available from 1986 issue: 1 until 1988;	online	JSTOR
ESL magazine	Available from 2008 until 2010;	online	Galegroup
ESQ	no.54(1969)-no.65(1971),v.18(1972)-v.47(2001)	Print	
ESQ	Available from 2003 volume: 49 until 2003 volume: 49; Available from 2005 volume: 51 until 2005 volume: 51; Available from 2007 volume: 53 issue: 1;	online	Project Muse
Essays and studies : being volume of the new series of essays and studies collected for the English Association	Available from 2001 until 2016;	online	Galegroup
Essays in criticism	v.20(1970)-v.55(2005)	Print	
Essays in criticism	Available from 1996;	online	Oxford University Press
Essays in French literature		Print	
Essays in French literature and culture	Available from 2012;	online	ProQuest
Essays in literature	Available from 1988 until 1996;	online	EBSCOhost
Essays on Canadian writing	Available from 1988 until 2004;	online	EBSCOhost
European comic art	Available from 2008;	online	EBSCOhost
European journal of English studies	Available from 1998 volume: 2 issue: 1;	online	Taylor and Francis Online
European journal of language policy	Available from 2009;	online	Galegroup
European romantic review	Available from 1998 volume: 9 issue: 1;	online	Taylor and Francis Online
Evelyn Waugh newsletter and studies	Available from 2009 until 2011;	online	Galegroup
Exercise exchange : a journal for teachers of English in high schools and colleges	Available from 1998 until 2001;	online	ProQuest

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Title	Coverage	Print or Online	Online Interface
Extrapolation	v.1(1959)-v.13(1972),v.19(1977)-v.32(1991),v.41(2000)-44(2003)	Print	
Extrapolation	Available from 1997 until 2011;	online	ProQuest
Fairy tale review	Available from 2005 volume: 1;	online	JSTOR
Fantasy & science fiction	Available from 1993 until 2015;	online	Galegroup
Fellowship of Southern Writers' conference	1989,pt.1; 1989,pt.2; 1989,pt.4; 1991,pt.1; 1991,pt.2; 1991,pt.3; 1991,pt.4; 1991,pt.5; 1991,pt.6; 1991,pt.7; 1997,pt.1; 1997,pt.2; 1997,pt.3; 1997,pt.4; 1997,pt.5; 1997,pt.6; 1997,pt.7; 1997,pt.8; 1997,pt.9	Print	
Femspec	Available from 1999;	online	ProQuest
Field	no.22(1980)-no.81(2009)	Print	
First language	Available from 1980 volume: 1 issue: 1 until 1998 volume: 18 issue: 54;	online	SAGE
Fitzgerald/Hemingway annual	1969; 1970; 1971; 1972; 1973; 1974; 1975; 1976; 1978; 1979	Print	
Five points	Available from 2007 until 2009; Available from 2011;	online	Galegroup
Flyway	v.1(1995)-v.8(2003/04)	Print	
Folia linguistica	v.1(1967)-v.11(1978)	Print	
Foreign language annals	v.2(1966)-v.29(1996)	Print	
ForeWord	Available from 2006;	online	Galegroup
Forum for modern language studies	v.1(1965),v.4(1968)-v.41(2005)	Print	
Forum for modern language studies	Available from 1996;	online	Oxford University Press
Forum Italicum	v.5(1971)-v.46(2012)	Print	
Foundation	Available from 2010;	online	ProQuest
Foundations of language	Available from 1965 volume: 1 issue: 1 until 1976 volume: 14 issue: 4;	online	JSTOR
Four quarters	v.17(1967/68)-v.34(1984/85);n.s.v.1(1987)-v.9(1995)	Print	
Fourth genre	Available from 1999 volume: 1 issue: 1;	online	JSTOR
Foxfire	v.6(1972)-v.8(1974),v.10(1976)-v.42(2008)	Print	
French forum	Available from 1976 volume: 1 issue: 1;	online	JSTOR
French studies	Available from 1996;	online	Oxford University Press
French studies bulletin	Available from 1996;	online	Oxford University Press
Freshman English news	Available from 1972 volume: 1 issue: 1 until 1991 volume: 19 issue: 3;	online	JSTOR
Frontiers of literary studies in China	Available from 2007 until 2009;	online	EBSCOhost
Fu jen studies:	Available from 2004 until 2006; Available from 2008 until 2015;	online	Galegroup
Fun for kidz	Available from 2003;	online	Galegroup
Genre	v.1(1968)-v.44(2011)	Print	
Genre : forms of discourse and culture	Available from 2000;	online	Duke University Press
George Eliot-George Henry Lewes studies	Available from 1992;	online	JSTOR
George Herbert journal	Available from 1977 until 2015;	online	Galegroup
Germano-slavica	Available from 2000 until 2000; Available from 2002 until 2003; Available from 2005 until 2005; Available from 2007 until 2007; Available from 2009 until 2009;	online	Galegroup
Global business languages	Available from 2009;	online	EBSCOhost
Glossos	Available from 2011;	online	EBSCOhost
Glyph	v.1 1977; v.2 1977; v.3 1978; v.4 1978; v.5 1979; v.6 1979; v.8 1981	Print	
Gothic studies	Available from 2004 until 2014;	online	ProQuest
Grand street	Available from 1981 volume: 1 issue: 1 until 2004 issue: 73;	online	JSTOR
Grub street	Available from 2016;	online	Galegroup
Hanging loose	Available from 2004 until 2011;	online	EBSCOhost
Harper's	v.254(1977)-v.257(1978),v.259(1979)-v.273(1986),v.275(1987)-v.276(1988),v.278(1989)-current	Print	

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Title	Coverage	Print or Online	Online Interface
Harper's	Available from 1988;	online	ProQuest
Harper's magazine	v.127(1913)-v.139(1919),v.141(1920)-v.233(1966),v.236(1968)-v.253(1976)	Print	
Harper's monthly magazine		Print	
Harper's new monthly magazine	v.1(1850)-v.29(1864), v.31(1865)-v.102(1900)	Print	
Harper's weekly : journal of civilization	Available from 1857 volume: 1 until 1912 volume: 56;	online	Alexander Street Press
Harvard book review	Available from 1989 until 1991;	online	JSTOR
Harvard review	Available from 1992 issue: 1;	online	JSTOR
Harvard studies in classical philology	Available from 1890 volume: 1;	online	JSTOR
Hebraica	Available from 1884 volume: 1 issue: 1 until 1895 volume: 11;	online	JSTOR
Hebrew studies	Available from 1986 until 2013;	online	Galegroup
Helios journal of the Classical Association of the Southwest	Available from 1999 until 2016;	online	Galegroup
Hermes	Available from 1866 volume: 1 issue: 1;	online	JSTOR
Hispanic research journal	Available from 2000 volume: 1 issue: 1;	online	Taylor and Francis Online
Hispanófila	Available from 2005;	online	Galegroup
Hopscotch	Available from 1993;	online	Galegroup
Hotel Amerika	Available from 2002 until 2006;	online	ProQuest
Humanities research /	Available from 2009 until 2013;	online	ProQuest
Hungarian journal of English and American studies : HJEAS	Available from 1995 volume: 1 issue: 1;	online	JSTOR
Hungarian studies in English : HSE	Available from 1991 volume: 22 until 1992 volume: 23;	online	JSTOR
Ibsen studies	Available from 2000 volume: 1 issue: 1;	online	Taylor and Francis Online
Illinois Classical Studies	v.7(1982)-v.29(2004)	Print	
Illinois classical studies	Available from 1976 volume: 1;	online	JSTOR
Illuminations	Available from 2008;	online	ProQuest
Independent publisher	Available from 1999 until 1999;	online	EBSCOhost
Indian journal of applied linguistics	Available from 2007 until 2009;	online	Galegroup
Indian literature	Available from 1957 volume: 1 issue: 1;	online	JSTOR
Indiana review	Available from 2004;	online	ProQuest
Indo-Iranian journal	Available from 1972 until 2011;	online	EBSCOhost
Innovation in language learning and teaching	Available from 2007 volume: 1 issue: 1;	online	Taylor and Francis Online
Interdisciplinary literary studies : a journal of criticism and theory	Available from 1999 volume: 1 issue: 1;	online	JSTOR
Interdisciplinary studies in literature and environment	Available from 1996;	online	Oxford University Press
Interim	Available from 2009;	online	Galegroup
Interlanguage studies bulletin - Utrecht	Available from 1976 volume: 1 issue: 1 until 1984 volume: 8 issue: 2;	online	JSTOR
International forum of teaching and studies	Available from 2007;	online	EBSCOhost
International journal of American linguistics	Available from 1917 volume: 1 issue: 1;	online	JSTOR
International journal of applied linguistics	Available from 1991 volume: 1 issue: 1 until 1996 volume: 6 issue: 2;	online	Wiley Online Library
International Journal of bilingual & multilingual teachers of English (IJBMT) /	Available from 2013 until 2013;	online	Galegroup
International journal of comic art	Available from 2005 until 2010;	online	EBSCOhost
International journal of lexicography	Available from 1996;	online	Oxford University Press
International journal of multilingualism	Available from 2004 volume: 1 issue: 1;	online	Taylor and Francis Online
International journal of the classical tradition : IJCT : the official journal of the International Society for the Classical Tradition	Available from 1994 volume: 1 issue: 1;	online	JSTOR

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Title	Coverage	Print or Online	Online Interface
International journal of the Linguistic Association of the Southwest	Available from 2013 until 2013;	online	Galegroup
International journal of translation	Available from 2008 until 2009;	online	Galegroup
International multilingual research journal	Available from 2007 volume: 1 issue: 1;	online	Taylor and Francis Online
International review of applied linguistics in language teaching : IRAL	Available from 1997 until 2013;	online	ProQuest
International review of applied linguistics in language teaching; IRAL	v.7(1969)-v.33(1995)	Print	
International review of pragmatics	Available from 2010;	online	EBSCOhost
Interpretations	Available from 1968 volume: 1 issue: 1 until 1985 volume: 16 issue: 1;	online	JSTOR
Inti : revista de cultura hispánica	Available from 1974 issue: 1;	online	JSTOR
Iowa State journal of business and technical communication : JBTC	Available from 1987 volume: 1 issue: 1 until 1988 volume: 2 issue: 2;	online	SAGE
Iranian journal of language studies	Available from 2009 volume: 3 issue: 1 until 2009 volume: 3 issue: 3;	online	EBSCOhost
Irish pages	Available from 2002 until 2007; Available from 2013 until 2015;	online	Galegroup
Irish university review	Available from 2002;	online	Galegroup
Issues in writing	Available from 2001 until 2012;	online	EBSCOhost
Italian studies	Available from 1998 volume: 53 issue: 1;	online	Taylor and Francis Online
J journal	Available from 2008;	online	ProQuest
J19 the journal of nineteenth-century Americanists	Available from 2013 until 2015;	online	ProQuest
JAC : a journal of composition theory	Available from 1995 volume: 15 issue: 1;	online	JSTOR
James Dickey review	Available from 2011 until 2014;	online	Galegroup
James Joyce quarterly	v.1(1963/64)-v.38(2000/01), v.40(2002/03)-v.41(2003/04), v.44(2006/07)	Print	
James Joyce quarterly	Available from 2006 volume: 44 issue: 1;	online	Project Muse
Japanese language and literature	Available from 2001 volume: 35 issue: 1;	online	JSTOR
Japanese literature today	1993; 1994; 1995; 1996; 1997; 1998; 2000	Print	
Jeunesse : young people, texts, cultures	Available from 2009;	online	Galegroup
Jim Kobak's Kirkus reviews	Available from 1991;	online	Lexis Nexis
Jordan journal of modern languages and literature /	Available from 2010 until 2014;	online	Galegroup
Journal of advanced composition : JAC	v.23(2003)-current	Print	
Journal of African children's literature : JAACL	Available from 2004 until 2004; Available from 2007 until 2007; Available from 2010 until 2010;	online	Galegroup
Journal of African cultural studies	Available from 1998 volume: 11 issue: 1;	online	JSTOR
Journal of applied linguistics	Available from 2004 until 2009;	online	EBSCOhost
Journal of Arabic literature	Available from 1970 volume: 1;	online	JSTOR
Journal of Asian Pacific communication	Available from 1990 until 1996;	online	EBSCOhost
Journal of Austrian studies	Available from 2012 volume: 45;	online	JSTOR
Journal of basic writing	v.3(1980/84)-v.27(2008)	Print	
Journal of Caribbean literatures : JCLs	Available from 1997 volume: 1 issue: 1;	online	JSTOR
Journal of commonwealth and postcolonial studies		Print	
Journal of commonwealth and postcolonial studies	Available from 2006;	online	EBSCOhost
Journal of comparative literature & aesthetics	Available from 2000 until 2000; Available from 2002;	online	Galegroup
Journal of Contemporary Drama in English	Available from 2015;	online	Galegroup
Journal of cuneiform studies	Available from 1947 volume: 1 issue: 1;	online	JSTOR
Journal of English as a lingua franca	Available from 2013;	online	ProQuest
Journal of English for academic purposes	Available from 2002 volume: 1 issue: 1;	online	Elsevier ScienceDirect AutoLoad
Journal of English linguistics	Available from 1967 volume: 1 issue: 1 until 1998 volume: 26 issue: 4;	online	SAGE
Journal of evolutionary psychology		Print	

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Title	Coverage	Print or Online	Online Interface
Journal of evolutionary psychology	Available from 2001 until 2006;	online	Galegroup
Journal of Iberian and Latin American studies	Available from 1998 volume: 4 issue: 1;	online	Taylor and Francis Online
Journal of King Saud University	Available from 2011-01- volume: 23 issue: 1 until 2013-01- volume: 25 issue: 1;	online	Elsevier ScienceDirect AutoLoad
Journal of language and politics	Available from 2003;	online	EBSCOhost
Journal of language and social psychology	Available from 1982 volume: 1 issue: 1 until 1998 volume: 17 issue: 4;	online	SAGE
Journal of language teaching and research	Available from 2010;	online	ProQuest
Journal of language, identity, and education	Available from 2002 volume: 1 issue: 1;	online	Taylor and Francis Online
Journal of language, literature and culture	Available from 2000 until 2012;	online	ProQuest
Journal of Latin linguistics	Available from 2015;	online	Galegroup
Journal of linguistic anthropology	Available from 1991 volume: 1 issue: 1;	online	JSTOR
Journal of linguistics	Available from 1965 volume: 1 issue: 1;	online	JSTOR
Journal of logic, language, and information	Available from 1992 volume: 1 issue: 1;	online	JSTOR
Journal of modern literature	Available from 1970 volume: 1 issue: 1;	online	JSTOR
Journal of multicultural discourses	Available from 2006 volume: 1 issue: 1;	online	Taylor and Francis Online
Journal of multilingual and multicultural development	Available from 1998 volume: 19 issue: 1;	online	Taylor and Francis Online
Journal of narrative theory : JNT	v.32(2002)-v.34(2004),v.36(2006)-v.38(2008)	Print	
Journal of narrative theory : JNT	Available from 1999 volume: 29 issue: 1;	online	JSTOR
Journal of New Jersey poets	Available from 2009 until 2010;	online	Galegroup
Journal of New Zealand literature : JNZL	Available from 1983 issue: 1;	online	JSTOR
Journal of phonetics	Available from 1995-01- volume: 23 issue: 1;	online	Elsevier ScienceDirect AutoLoad
Journal of postcolonial writing	Available from 2005 volume: 41 issue: 1;	online	Taylor and Francis Online
Journal of pragmatics	Available from 1995-01- volume: 23 issue: 1;	online	Elsevier ScienceDirect AutoLoad
Journal of psycholinguistic research	Available from 1971 volume: 1 until 1996 volume: 25;	online	Springer Link
Journal of quantitative linguistics	Available from 1998 volume: 5;	online	Taylor and Francis Online
Journal of second language writing	Available from 1995-01- volume: 4 issue: 1;	online	Elsevier ScienceDirect AutoLoad
Journal of semantics	Available from 1996;	online	Oxford University Press
Journal of Semitic studies	Available from 1996 until 2015;	online	EBSCOhost
Journal of sociolinguistics	Available from 1997 volume: 1 issue: 1;	online	Wiley Online Library
Journal of South Asian literature	Available from 1973 volume: 9 issue: 1 until 2000 volume: 35;	online	JSTOR
Journal of Spanish studies	Available from 1973 volume: 1 issue: 1 until 1980 volume: 8 issue: 3;	online	JSTOR
Journal of the American Oriental Society	Available from 1843 volume: 1 issue: 1;	online	JSTOR
Journal of the Association for the Study of Australian Literature : JASAL	Available from 2009;	online	ProQuest
Journal of the Central Mississippi Valley American Studies Association	Available from 1960 volume: 1 issue: 1 until 1961 volume: 2 issue: 2;	online	JSTOR
Journal of the Early Book Society for the study of manuscripts and printing history /	Available from 2008 until 2015;	online	Galegroup
Journal of the fantastic in the arts	Available from 1988 volume: 1;	online	JSTOR
Journal of the International Arthur Schnitzler Research Association	Available from 1963 volume: 2 issue: 1 until 1967 volume: 6 issue: 4;	online	JSTOR
Journal of the International Phonetic Association	Available from 2001;	online	ProQuest
Journal of West Indian literature	Available from 1986 volume: 1 issue: 1;	online	JSTOR

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Title	Coverage	Print or Online	Online Interface
Journal of world languages	Available from 2014 volume: 1 issue: 1;	online	Taylor and Francis Online
Ka Ho'oilina = The legacy	Available from 2002 volume: 1 issue: 1 until 2006 volume: 5 issue: 1;	online	Project Muse
Ka mate ka ora : a New Zealand journal of poetry and poetics	Available from 2005;	online	ProQuest
Kansas quarterly	Available from 1997;	online	EBSCOhost
Kashmir journal of language research	Available from 2008 until 2013;	online	Lexis Nexis
Keats-Shelley journal	v.1(1952)-v.52(2003)	Print	
Keats-Shelley journal	Available from 1952 volume: 1;	online	JSTOR
Keats-Shelley Memorial bulletin, Rome	i.1(1910)-i.36(1985)	Print	
Keats-Shelley review	Available from 1998 volume: 12 issue: 1;	online	Taylor and Francis Online
Kentucky foreign language quarterly	v.8(1961)-v.13(1966)	Print	
Kentucky romance quarterly : KRQ	v.14(1967)-v.32(1985)	Print	
Kirkus reviews	Available from 1991;	online	ProQuest
Kola : a black literary magazine	Available from 1999;	online	Galegroup
L'Esprit créateur	v.1(1961)-v.14(1974),v.22(1982)-v.46(2006)	Print	
L'esprit créateur	Available from 1986 volume: 26 issue: 1;	online	Project Muse
LACUS forum	Available from 2000 until 2009;	online	Galegroup
Ladybug	Available from 2015 until 2016;	online	ProQuest
Lambda book report	Available from 1990 until 2009;	online	ProQuest
Language	Available from 1925 volume: 1 issue: 1;	online	JSTOR
Language acquisition	Available from 1990 volume: 1 issue: 1;	online	JSTOR
Language and cognitive processes	Available from 1998 volume: 13 issue: 1 until 2013 volume: 28 issue: 10;	online	Taylor and Francis Online
Language and education	Available from 1998 volume: 12 issue: 1;	online	Taylor and Francis Online
Language and intercultural communication	Available from 2001 volume: 1 issue: 1;	online	Taylor and Francis Online
Language and linguistics compass	Available from 2007 volume: 1 issue: 1;	online	Wiley Online Library
Language and literature	Available from 1992 volume: 1 issue: 1 until 1998 volume: 7 issue: 3;	online	SAGE
Language and literature	Available from 2003 until 2004;	online	ProQuest
Language and speech	v.11(1968)-v.30(1987)	Print	
Language and speech	Available from 1958 until 2016;	online	EBSCOhost
Language assessment quarterly	Available from 2004 volume: 1 issue: 1;	online	Taylor and Francis Online
Language awareness	Available from 1998 volume: 7 issue: 1;	online	Taylor and Francis Online
Language forum	Available from 2007 until 2009;	online	Galegroup
Language in India	Available from 2006;	online	EBSCOhost
Language in society	Available from 1972 volume: 1 issue: 1;	online	JSTOR
Language issues	Available from 2013 until 2014;	online	IngentaConnect
Language learning /	Available from 1948 volume: 1 issue: 1 until 1996 volume: 46 issue: 4;	online	Wiley Online Library
Language learning and development	Available from 2005 volume: 1 issue: 1;	online	Taylor and Francis Online
Language learning in higher education : journal of the European Confederation of Language Centres in Higher Education (CercleS)	Available from 2012;	online	ProQuest
Language learning journal : journal of the Association for Language Learning	Available from 1998 volume: 17 issue: 1;	online	Taylor and Francis Online
Language matters : studies in the languages of Africa	Available from 1998 volume: 29 issue: 1;	online	Taylor and Francis Online
Language policy	Available from 2002 volume: 1 issue: 1;	online	Springer Link

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Title	Coverage	Print or Online	Online Interface
Language sciences	Available from 1995-01- volume: 17 issue: 1;	online	Elsevier ScienceDirect AutoLoad
Language teaching	Available from 1997 volume: 30 issue: 1;	online	Cambridge University Press
Language teaching & linguistics	1975,v.8; 1976,v.9; 1977,v.10; 1978,v.11; 1979,v.12; 1980,v.13; 1981,v.14	Print	
Language teaching research	Available from 1997 volume: 1 issue: 1 until 1998 volume: 2 issue: 3;	online	SAGE
Language testing	Available from 1984 volume: 1 issue: 1 until 1998 volume: 15 issue: 3;	online	SAGE
Language variation and change	Available from 2001;	online	ProQuest
Language-teaching abstracts /	1968,v.1; 1970,v.3; 1971,v.4; 1972,v.5; 1973,v.6; 1974,v.7	Print	
Language, cognition and neuroscience	Available from 2014 volume: 29 issue: 1;	online	Taylor and Francis Online
Language, culture and curriculum	Available from 1998 volume: 11 issue: 1;	online	Taylor and Francis Online
Latin American Indian literatures journal	Available from 1985 until 2014;	online	EBSCOhost
Latin American literary review	Available from 1972 volume: 1 issue: 1;	online	JSTOR
Learned publishing	Available from 1997 volume: 10 issue: 1 until 2014 volume: 27 issue: 4;	online	Wiley Online Library
Legacy	Available from 1984 volume: 1 issue: 1;	online	JSTOR
Lessing yearbook	v.2(1970)-v.34(2002)	Print	
Letter arts review	Available from 1997;	online	EBSCOhost
Leviathan : a journal of Melville studies	Available from 1999 volume: 1 issue: 1 until 2012 volume: 14 issue: 3;	online	Wiley Online Library
Line	Available from 1997 until 2013;	online	ProQuest
Lingua	Available from 1995-03- volume: 95 issue: 1;	online	Elsevier ScienceDirect AutoLoad
Linguistic and philosophical investigations	Available from 2008;	online	EBSCOhost
Linguistic discovery	Available from 2004;	online	EBSCOhost
Linguistic inquiry	Available from 1970 volume: 1 issue: 1;	online	JSTOR
Linguistic variation	Available from 2011;	online	EBSCOhost
Linguistic variation yearbook	Available from 2002 until 2010;	online	EBSCOhost
Linguistics	no.47(1969)-no.214(1978)	Print	
Linguistics and education	Available from 1995 volume: 7 issue: 1;	online	Elsevier ScienceDirect AutoLoad
Linguistics and philosophy	Available from 1977 volume: 1 issue: 1;	online	JSTOR
Linguistics in the Netherlands	Available from 1991;	online	IngentaConnect
Literary & linguistic computing	Available from 1996 until 2014;	online	Oxford University Press
Literary cavalcade	Available from 1998 until 2005;	online	ProQuest
Literary imagination	Available from 1999;	online	Oxford University Press
Literature		Print	
Literature & history	Available from 1992 volume: 1 issue: 1 until 1998 volume: 7 issue: 2;	online	SAGE
Literature and belief /	v.2(1982)-v.35(2015)	Print	
Literature and medicine	Available from 1982 volume: 1 issue: 1;	online	Project Muse
Literature and psychology	Available from 1998 until 2004;	online	ProQuest
Literature and theology	Available from 1987 volume: 1 issue: 1;	online	JSTOR
Literature compass	Available from 2004 volume: 1 issue: 1;	online	Wiley Online Library
Literature in performance	Available from 1980 until 1988;	online	EBSCOhost
Literature, interpretation, theory : Lit	Available from 1998 volume: 8;	online	Taylor and Francis Online
Lodz papers in pragmatics	Available from 2015;	online	ProQuest

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Title	Coverage	Print or Online	Online Interface
Logos	Available from 1990 until 2011;	online	EBSCOhost
London magazine	v.7(1967)-v.35(1995/96)	Print	
LSA bulletin	Available from 1970 issue: 45 until 2005 issue: 188;	online	JSTOR
Machine translation	Available from 1986 volume: 1 until 1996 volume: 11;	online	Springer Link
Magill's literary annual	1977-1997,1999-2003	Print	
Mahfil : a quarterly of South Asian literature	Available from 1963 volume: 1 issue: 1 until 1972 volume: 8 issue: 4;	online	JSTOR
Mānoa	Available from 1989 volume: 1;	online	JSTOR
Mark Twain circular	Available from 2002 until 2014;	online	Galegroup
Mark Twain journal	Available from 1954 volume: 9 issue: 4;	online	JSTOR
Mark Twain quarterly	Available from 1936 volume: 1 issue: 2 until 1953 volume: 9 issue: 3;	online	JSTOR
Masterplots annual	1957,1964,1966-1976	Print	
Meanjin	Available from 2001 until 2007;	online	Galegroup
Medieval & Renaissance drama in England	Available from 1984 volume: 1;	online	JSTOR
Mediterranean language review	Available from 1983 volume: 1;	online	JSTOR
Medium aevum	v.1(1932)-v.21(1952), v.23(1954)-v.34(1965)	Print	
Medium aevum	Available from 1992;	online	Galegroup
MELUS /	Available from 1974 volume: 1 issue: 1;	online	JSTOR
Melville Society extracts	Available from 2002 until 2005;	online	Galegroup
Metaphor and symbol	Available from 1998 volume: 13 issue: 1;	online	Taylor and Francis Online
Metaphor and the social world	Available from 2011;	online	EBSCOhost
Midcontinent American studies journal	Available from 1962 volume: 3 issue: 1 until 1970 volume: 11 issue: 2;	online	JSTOR
Middle Eastern literatures	Available from 2002 volume: 5 issue: 1;	online	Taylor and Francis Online
Milton quarterly	Available from 1967 volume: 1 issue: 1 until 1996 volume: 30 issue: 4;	online	Wiley Online Library
Milton studies	v.1(1969)-v.59(2018)	Print	
Mind & language	Available from 1986 volume: 1 issue: 1 until 1996 volume: 11 issue: 4;	online	Wiley Online Library
Minos	Available from 2002 until 2002;	online	ProQuest
Mississippi review	Available from 1972 volume: 1 issue: 1;	online	JSTOR
MLN	Available from 1962 volume: 77 issue: 1;	online	JSTOR
Mnemosyne	Available from 1852 volume: 1;	online	JSTOR
Modern Austrian literature	Available from 1968 volume: 1 issue: 1 until 2011 volume: 44;	online	JSTOR
Modern Chinese literature = Zhongguo xian dai wen xue	Available from 1984 volume: 1 issue: 1 until 1998 volume: 10;	online	JSTOR
Modern Chinese literature and culture = Zhongguo xian dai wen xue	Available from 1999 volume: 11 issue: 1;	online	JSTOR
Modern Chinese literature newsletter	Available from 1975 volume: 1 issue: 1 until 1981 volume: 7;	online	JSTOR
Modern English teacher	Available from 2008 until 2010;	online	Galegroup
Modern fiction studies	v.1(1955)-v.13(1967/68),v.15(1969/70)-v.38(1992),v.40(1994)-v.52(2006)	Print	
Modern fiction studies	Available from 1985 volume: 31 issue: 1;	online	Project Muse
Modern language notes	Available from 1886 volume: 1 issue: 1 until 1961 volume: 76 issue: 8;	online	JSTOR
Modern language quarterly	v.1(1940)-v.26(1965),v.28(1967)-v.47(1986),v.49(1988)-v.66(2005)	Print	
Modern language quarterly	Available from 1940;	online	Duke University Press
Modern language studies	Available from 1971 volume: 1 issue: 1;	online	JSTOR
Modern languages	v.53(1972)-v.59(1978)	Print	
Modern philology	Available from 1903 volume: 1 issue: 1;	online	JSTOR
Morphology	Available from 2006 volume: 16 issue: 1;	online	Springer Link
Mosaic : a journal for the comparative study of literature	v.13(1979/80)-v.36(2003)	Print	

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Title	Coverage	Print or Online	Online Interface
Mosaic: an Interdisciplinary Critical Journal	Available from 1994;	online	ProQuest
Mythlore	Available from 2002 until 2004; Available from 2006;	online	Galegroup
Nabokov studies	Available from 1994 volume: 1 issue: 1;	online	Project Muse
Names : a journal of onomastics	Available from 1998 volume: 46 issue: 1;	online	Taylor and Francis Online
Narrative	Available from 1993 volume: 1 issue: 1;	online	JSTOR
Narrative culture	Available from 2014 volume: 1 issue: 1;	online	JSTOR
National forensic journal	Available from 2010;	online	EBSCOhost
Natural language & linguistic theory	Available from 1983 volume: 1 issue: 1;	online	JSTOR
Natural language semantics	Available from 1992 volume: 1 issue: 1;	online	JSTOR
Nebula	Available from 2007 until 2011;	online	Galegroup
NEMLA newsletter	Available from 1969 volume: 1 issue: 1 until 1970 volume: 2 issue: 4;	online	JSTOR
Neohelicon	Available from 1973 volume: 1 until 1996 volume: 23;	online	Springer Link
Neophilologus	Available from 1916 volume: 1 until 1996 volume: 80;	online	Springer Link
Neuphilologische Mitteilungen	Available from 1899 volume: 1;	online	JSTOR
New coin	Available from 2002 until 2016;	online	Galegroup
New England review	v.3(1980)-v.4(1981/82)	Print	
New England review	Available from 1990 volume: 13 issue: 1;	online	JSTOR
New England review and Bread Loaf quarterly	Available from 1982 volume: 5 until 1990 volume: 12 issue: 4;	online	JSTOR
New England review and bread loaf quarterly : NER/BLQ	v.5(1982)-v.12(1989/90)	Print	
New German critique : NGC	Available from 1973 issue: 1;	online	JSTOR
New literary history	Available from 1969 volume: 1 issue: 1;	online	JSTOR
New stories from the South	1986-2011	Print	
New writing : the international journal for the practice and theory of creative writing	Available from 2004 volume: 1 issue: 1;	online	Taylor and Francis Online
New York	Available from 2005;	online	EBSCOhost
New Zealand journal of French studies	Available from 2010 until 2015;	online	ProQuest
New Zealand Slavonic journal	Available from 1974 issue: 1;	online	JSTOR
New Zealand studies in applied linguistics /	Available from 2005;	online	EBSCOhost
Newsletter /	Available from 1968 volume: 1 issue: 1 until 1975 volume: 5 issue: 4;	online	JSTOR
Newsletter /	Available from 1973 volume: 1 issue: 1 until 1978 volume: 6 issue: 1;	online	JSTOR
Newsletter of the Association for Study of American Indian Literatures	Available from 1977 volume: 1 issue: 1 until 1979 volume: 3 issue: 4;	online	JSTOR
Newsletter of the Conference on Christianity and Literature	Available from 1967 until 1972;	online	EBSCOhost
Newsletter of the Victorian Studies Association of Western Canada	Available from 1972 volume: 1 issue: 1 until 1988 volume: 14 issue: 2;	online	JSTOR
Nexus : the international Henry Miller journal	Available from 2010 until 2013; Available from 2016 until 2016;	online	Galegroup
Nineteenth century prose	Available from 1988;	online	Galegroup
Nineteenth-century contexts	Available from 1999 volume: 20 issue: 4;	online	Taylor and Francis Online
Nineteenth-century fiction	Available from 1949 volume: 4 issue: 1 until 1986 volume: 40 issue: 4;	online	JSTOR
Nineteenth-century French studies	Available from 1972 volume: 1 issue: 1;	online	JSTOR
Nineteenth-century literature	Available from 1986 volume: 41 issue: 1;	online	JSTOR
Nineteenth-century literature criticism	V.1; V.2; v.3; v.4; v.5; v.6; v.7; v.8; v.9; V.10; V.11; V.12; V.13	Print	
Nordic journal of English studies : NJES	Available from 2002;	online	Galegroup
Nordic journal of linguistics	Available from 1999 until 2002;	online	EBSCOhost
Northwest review	Available from 2005 until 2011;	online	Galegroup
Notes on contemporary literature	Available from 2006 until 2014;	online	Galegroup
Notre Dame English journal	Available from 1965 volume: 1 issue: 1 until 1983 volume: 15 issue: 3;	online	JSTOR

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Title	Coverage	Print or Online	Online Interface
Novel : a forum on fiction	Available from 1967 volume: 1 issue: 1;	online	JSTOR
NUML journal of critical inquiry	Available from 2010;	online	ProQuest
Obsidian	Available from 2004;	online	ProQuest
Obsidian II	Available from 1992 until 1998;	online	Galegroup
Obsidian III	Available from 1999 until 2002;	online	Galegroup
Ohio communication journal	Available from 2006;	online	EBSCOhost
Ometeca	Available from 2006 until 2016;	online	Galegroup
Omni	Available from 1988 until 1995;	online	ProQuest
Open letter	Available from 2011 until 2011;	online	Lexis Nexis
Opportunities for research in Renaissance drama (exclusive of Shakespeare)	Available from 1955 issue: 1 until 1955 issue: 1;	online	JSTOR
Orientalia	Available from 1920 issue: 1;	online	JSTOR
Pacific Coast philology	Available from 1966 volume: 1;	online	JSTOR
Palapala	Available from 2017;	online	Galegroup
Papers	Available from 2004 until 2008;	online	Galegroup
Papers in linguistics	v.6(1973)-v.19(1986)	Print	
Papers on French seventeenth century literature	Available from 2007 until 2014;	online	Galegroup
Papers on language & literature : PLL	Available from 1983;	online	EBSCOhost
Paragraph : the journal of the Modern Critical Theory Group	Available from 1983 volume: 1;	online	JSTOR
Parnassus: poetry in review	v.5(1976/77)-v.16(1990/91),v.18(1994)-v.31(2009)	Print	
Partisan review	Available from 1987 until 1987;	online	Galegroup
Pedagogy	Available from 2001 volume: 1 issue: 1;	online	Project Muse
Pennsylvania literary journal	Available from 2010;	online	ProQuest
Persuasions	Available from 2000 until 2015;	online	Galegroup
Philip Roth studies	Available from 2005 volume: 1 issue: 1;	online	JSTOR
Philological papers	Available from 2000 until 2006; Available from 2011 until 2012;	online	Galegroup
Philological quarterly	v.45(1966)-v.80(2001)	Print	
Philological quarterly	Available from 1993;	online	Galegroup
Philosophy and literature	v.4(1980)-v.11(1987),v.13(1989)-v.30(2006)	Print	
Philosophy and literature	Available from 1976 volume: 1 issue: 1;	online	Project Muse
Phonology	Available from 1988 volume: 5 issue: 1;	online	JSTOR
Phonology yearbook	Available from 1984 volume: 1 until 1987 volume: 4;	online	JSTOR
Poe studies : history, theory, interpretation	Available from 2008 volume: 41 issue: 1 until 2012 volume: 45 issue: 1;	online	Wiley Online Library
Poe studies/dark romanticism : history, theory, interpretation	Available from 1997 volume: 30 issue: 1 until 2006 volume: 40 issue: 2;	online	Wiley Online Library
Poem : international English language quarterly	Available from 2013 volume: 1 issue: 1;	online	Taylor and Francis Online
Poet and critic	v.1(1964/65)-v.25(1993/94)	Print	
Poetics	Available from 1995-01- volume: 23 issue: 1;	online	Elsevier ScienceDirect AutoLoad
Poetics today	v.21(2000)-v.26(2005)	Print	
Poetics today	Available from 1979 volume: 1 until 1999 volume: 20 issue: 4;	online	JSTOR
Poetry	Available from 1912 volume: 1 issue: 1;	online	JSTOR
Poetry : a Magazine of Verse	v.67(1945)-v.177(2000/01)	Print	
Poetry Canada	Available from 1993 until 1997;	online	ProQuest
Poetry criticism : Criticism of the works of the most significant and widely studied poets of world literature	V.1; V.2; v.3; v.4; v.5; v.6; v.7; v.8; v.9; V.10	Print	
Poetry nation	Available from 2004;	online	ProQuest

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Title	Coverage	Print or Online	Online Interface
Poetry northwest	v.18(1977/78)-v.42(2001/02)	Print	
Poets & writers	Available from 2004;	online	ProQuest
Popular narrative media	Available from 2008 until 2009;	online	Galegroup
Poroi	Available from 2011;	online	EBSCOhost
Portuguese studies	Available from 1985 volume: 1;	online	JSTOR
Postmodern culture : PMC	Available from 1990 volume: 1 issue: 1;	online	Project Muse
Poznań studies in contemporary linguistics : PSiCL /	Available from 2013;	online	ProQuest
Prairie schooner	Available from 1927 volume: 1 issue: 1;	online	JSTOR
Precursors & aftermaths : literature in English, 1914-1945	Available from 2000 until 2004;	online	EBSCOhost
Print	v.31(1977)-v.34(1980),v.36(1982)-v.63(2009)	Print	
Print	Available from 1994 until 2015;	online	Galegroup
Printing history	Available from 2007;	online	Galegroup
Printing world	Available from 1998 until 2006;	online	Galegroup
Proceedings /	Available from 1884 volume: 1 until 1885 volume: 2;	online	JSTOR
Proceedings of the Philological Society	Available from 1842 volume: 1 issue: 1 until 1853 volume: 6 issue: 140;	online	Wiley Online Library
Profession	Available from 1977;	online	JSTOR
Prooftexts	Available from 1981 volume: 1 issue: 1;	online	JSTOR
Prose studies	Available from 1998 volume: 21 issue: 1;	online	Taylor and Francis Online
PSA newsletter	Available from 1978 volume: 6 issue: 2 until 1999 volume: 27 issue: 2;	online	JSTOR
Publications of the English Goethe Society	Available from 1998 volume: 68 issue: 1;	online	Taylor and Francis Online
Publications of the Modern Language Association of America	v.123(2008)-v.127(2012)	Print	
Publishing research quarterly	Available from 1985 volume: 1 until 1996 volume: 12;	online	Springer Link
Punch historical archive, 1841-1992	Available from 1841 until 1992;	online	Galegroup
Pynchon notes	Available from 1999 until 2000; Available from 2002 until 2003; Available from 2008 until 2008;	online	Galegroup
Quadrant	Available from 1997 until 2009;	online	Galegroup
Qualitative research reports in communication	Available from 2000;	online	EBSCOhost
Quarry	Available from 1993 until 2001;	online	ProQuest
Quarterly journal of public speaking	Available from 1915 until 1917;	online	EBSCOhost
Quarterly journal of speech education	Available from 1918 until 1927;	online	EBSCOhost
Quarterly review of doublespeak /	Available from 1998 until 2000;	online	ProQuest
Quarterly review of literature	v.21(1978)-v.23(1982)	Print	
Queen's quarterly	Available from 1996;	online	Galegroup
Qui parle : critical humanities and social sciences	Available from 1987 volume: 1 issue: 2;	online	JSTOR
Quill & quire	Available from 1994 until 2001;	online	ProQuest
Quondam et futurus : newsletter for Arthurian studies	Available from 1980 volume: 1 issue: 1 until 1993 volume: 3 issue: 3;	online	JSTOR
Quote	Available from 1996;	online	Lexis Nexis
Ramparts	v.5(1966/67), v.7(1968/69)-v.13(1974/75)	Print	
Reading in a foreign language	Available from 2002;	online	ProQuest
ReCALL	Available from 2001;	online	ProQuest
Reception texts, readers, audiences, history	Available from 2008 volume: 1 issue: 1;	online	JSTOR
Records of early English drama : [newsletter]	Available from 1976 volume: 1 issue: 1 until 1997 volume: 22 issue: 2;	online	JSTOR
Red cedar review	Available from 2003 volume: 38 until 2012 volume: 47;	online	Project Muse
RELC journal	Available from 1970 volume: 1 issue: 1 until 1998 volume: 29 issue: 2;	online	SAGE
Religion & literature	Available from 1984 volume: 16 issue: 1;	online	JSTOR

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Title	Coverage	Print or Online	Online Interface
Renaissance and modern studies	Available from 1998 volume: 41 issue: 1 until 1999 volume: 42 issue: 1;	online	Taylor and Francis Online
Renaissance and Reformation	Available from 1964 volume: 1 issue: 1;	online	JSTOR
Renaissance drama : the report of Conference of the Meeting of the Modern Language Association	Available from 1956 issue: 2 until 1957 issue: 3;	online	JSTOR
Renascence	Available from 1983;	online	EBSCOhost
Research in African literatures	Available from 1970 volume: 1 issue: 1;	online	JSTOR
Research in the teaching of English	Available from 1967 volume: 1 issue: 1;	online	JSTOR
Research on language and social interaction	v.20(1987)-v.22(1988/89),v.24(1990)-v.40(2007)	Print	
Research on language and social interaction	Available from 1998 volume: 31 issue: 1;	online	Taylor and Francis Online
Research papers in language teaching and learning	Available from 2011;	online	ProQuest
Resource links	Available from 1996;	online	Galegroup
Restoration	Available from 1977 volume: 1 issue: 1;	online	JSTOR
Review americana	Available from 2012;	online	Galegroup
Review of cognitive linguistics	Available from 2010;	online	EBSCOhost
Review of contemporary fiction	Available from 1993 until 2013;	online	Galegroup
Review of national literatures	v.1(1970)-v.5(1974),v.7(1975)-v.13(1984)	Print	
Revista de estudios Norteamericanos	Available from 2013 until 2014;	online	ProQuest
Rhetoric & public affairs R & PA	Available from 1998 volume: 1 issue: 1;	online	JSTOR
Rhetoric review	Available from 1982 volume: 1 issue: 1;	online	JSTOR
Rhetoric Society quarterly	Available from 1976 volume: 6 issue: 1;	online	JSTOR
Rhetorica	Available from 1983 volume: 1 issue: 1;	online	JSTOR
River Styx	Available from 2004;	online	EBSCOhost
River teeth : a journal of nonfiction narrative	Available from 2003 volume: 5 issue: 1;	online	Project Muse
Rocky Mountain e-review of language and literature	Available from 1975 volume: 29 issue: 1 until 2007 volume: 61 issue: 2;	online	JSTOR
Rocky Mountain review	Available from 2008 volume: 62 issue: 1;	online	JSTOR
Romance quarterly	v.33(1986)-v.55(2008)	Print	
Romance quarterly	Available from 1997 until 2010;	online	ProQuest
Romance studies : a journal of the University of Wales	Available from 1998 volume: 16 issue: 1;	online	Taylor and Francis Online
Romantic textualities : literature and print culture, 1780-1840	Available from 2005;	online	ProQuest
Russian literature	Available from 1995-01-01 volume: 37 issue: 1;	online	Elsevier ScienceDirect AutoLoad
Russian studies in literature	Available from 1998 volume: 34 issue: 2;	online	Taylor and Francis Online
SA journal of linguistics = SA tydskrif vir taalkunde	Available from 1995 until 1999;	online	EBSCOhost
Salmagundi : a quarterly of the humanities & social sciences	no.47(1980)-no.165(2010)	Print	
Samuel Beckett today/aujourd'hui	Available from 1992 volume: 1;	online	JSTOR
Scando-slavica	Available from 1998 volume: 44 issue: 1;	online	Taylor and Francis Online
Scholia : Natal studies in classical antiquity	Available from 1992 until 2011;	online	ProQuest
Science-fiction studies	Available from 1973 volume: 1 issue: 1;	online	JSTOR
Scottish language	Available from 1995;	online	EBSCOhost
Scottish literary review	Available from 2009;	online	EBSCOhost
Scottish studies review	Available from 2005 until 2008;	online	Galegroup
Scribner's Magazine	v.1(1887)-v.15(1894),v.17(1895)-v.20(1896),v.23(1898)-v.27(1900),v.29(1901)-v.40(1906),v.42(1907)-v.48(1910),v.50(1911)-v.55(1914),v.57(1915)-v.68(1920),v.75(1924)-v.105(1939)	Print	
Scribners monthly	v.1(1870/71)-v.9(1874/75),v.14(1877),v.16(1878)-v.22(1881)	Print	
Second language research	Available from 1985 volume: 1 issue: 1;	online	JSTOR

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Title	Coverage	Print or Online	Online Interface
Seventeenth century news	v.27(1969)-v.37(1979),v.39(1981)-v.64(2006)	Print	
Seventeenth century news	Available from 2004 until 2006;	online	ProQuest
Shakespeare	Available from 2005 volume: 1;	online	Taylor and Francis Online
Shakespeare bulletin	Available from 2004 until 2009;	online	Galegroup
Shakespeare in Southern Africa : journal of the Shakespeare Society of Southern Africa	Available from 2001 until 2003; Available from 2005 until 2005; Available from 2007 until 2009; Available from 2011;	online	Galegroup
Shakespeare quarterly	Available from 1950 volume: 1 issue: 1;	online	JSTOR
Shakespeare studies	Available from 1995;	online	EBSCOhost
Shakespeare survey	v.1(1948)-v.67(2014)	Print	
Shaw : the annual of Bernard Shaw studies	Available from 1981 volume: 1;	online	JSTOR
Shenandoah	v.18(1966/67)-v.53(2003)	Print	
Shenandoah	Available from 1988 until 2006; Available from 2008 until 2010;	online	Galegroup
Sign systems studies /	Available from 2004;	online	EBSCOhost
Signs international journal of semiotics /	Available from 2010;	online	EBSCOhost
Sirena	Available from 2005 volume: 2005 issue: 1 until 2010 volume: 2010 issue: 2;	online	Project Muse
SKASE journal of theoretical linguistics	Available from 2007;	online	EBSCOhost
Skipping stones	Available from 1994;	online	Galegroup
SKY journal of linguistics	Available from 2007;	online	EBSCOhost
Slovenski jezik = Slovene linguistic studies	Available from 2009;	online	EBSCOhost
Social semiotics	Available from 1998 volume: 8 issue: 1;	online	Taylor and Francis Online
Something about the author		Print	
South : a scholarly journal	Available from 1997;	online	ProQuest
South African journal of African languages	Available from 1995 until 2010;	online	EBSCOhost
South Atlantic bulletin	Available from 1935 volume: 1 issue: 1 until 1980 volume: 45 issue: 4;	online	JSTOR
South Atlantic review : the publication of the South Atlantic Modern Language Association	v.37(1972)-v.45(1980),v.75(2010)-v.77(2012)	Print	
South Atlantic review : the publication of the South Atlantic Modern Language Association	Available from 1981 volume: 46 issue: 1;	online	JSTOR
South Central review	Available from 1984 volume: 1;	online	JSTOR
South Dakota review	v.27(1989)-v.34(1996),v.37(1999),v.40(2002)-current	Print	
Southerly the magazine of the Australian English Association, Sydney	Available from 1998 until 2009;	online	Galegroup
Southern African journal of applied language studies	Available from 1997 volume: 5 issue: 1 until 1999 volume: 7 issue: 1;	online	Taylor and Francis Online
Southern African linguistics and applied language studies	Available from 2000;	online	EBSCOhost
Southern humanities review	v.1(1967)-v.49(2015/16)	Print	
Southern journal of linguistics	Available from 2010;	online	EBSCOhost
Southern poetry review	v.13(1973)-v.53(2016)	Print	
Southwest journal of linguistics	Available from 2002 until 2011;	online	Galegroup
Southwest review	Available from 1924 volume: 10 issue: 1;	online	JSTOR
Southwestern American literature	Available from 2001 until 2014;	online	Galegroup
Spectra : a bi-monthly publication of the Speech Association of America	Available from 1965 until 2011;	online	EBSCOhost
Speculum	v.83(2008)-v.87(2012)	Print	
Speculum	Available from 1926 volume: 1 issue: 1;	online	JSTOR
Spy	Available from 1998 until 1998;	online	ProQuest
Steinbeck studies	Available from 2004 volume: 15 issue: 1 until 2005 volume: 16 issue: 1;	online	Project Muse
Stone soup	Available from 1995;	online	Galegroup
Story	Available from 1998 until 1999;	online	ProQuest

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Title	Coverage	Print or Online	Online Interface
StoryQuarterly	Available from 2004;	online	EBSCOhost
StoryWorlds	Available from 2009 volume: 1;	online	JSTOR
Studia etymologica Cracoviensia	Available from 2011 until 2015;	online	ProQuest
Studia linguistica	Available from 1947 volume: 1 issue: 1 until 1996 volume: 50 issue: 3;	online	Wiley Online Library
Studia neophilologica	Available from 1998 volume: 70 issue: 1;	online	Taylor and Francis Online
Studies	Available from 1973 volume: 1 until 1990 volume: 18;	online	JSTOR
Studies in 20th century literature	Available from 2000 until 2003;	online	EBSCOhost
Studies in American fiction	v.8(1980)-v.31(2003)	Print	
Studies in American fiction	Available from 1973 volume: 1 issue: 2;	online	Project Muse
Studies in American humor	Available from 1974 volume: 1 issue: 1;	online	JSTOR
Studies in American Indian literatures	Available from 1980 volume: 4 issue: 1;	online	JSTOR
Studies in American Jewish literature	Available from 1981 issue: 1;	online	JSTOR
Studies in American naturalism	Available from 2006 volume: 1;	online	JSTOR
Studies in Canadian literature	Available from 1995 until 2002;	online	ProQuest
Studies in English	Available from 1911 issue: 1 until 1948 volume: 27 issue: 1;	online	JSTOR
Studies in English literature, 1500-1900	Available from 1961 volume: 1 issue: 1;	online	JSTOR
Studies in philology	Available from 1906 volume: 1;	online	JSTOR
Studies in Scottish literature	v.7(1969/70)-v.36(2007)	Print	
Studies in second language acquisition	Available from 2001;	online	ProQuest
Studies in short fiction	v.1(1963/64)-v.6(1968/69),v.8(1971)-v.36(1999)	Print	
Studies in short fiction	Available from 1983 until 2012;	online	EBSCOhost
Studies in Slavic and general linguistics	Available from 1980 volume: 1;	online	JSTOR
Studies in Slavic literature and poetics	Available from 2009 until 2013;	online	ProQuest
Studies in the American renaissance	Available from 1977 until 1996;	online	JSTOR
Studies in the literary imagination	Available from 1983;	online	EBSCOhost
Studies in the novel	v.1(1969)-v.35(2003)	Print	
Studies in the novel	Available from 1969 volume: 1 issue: 1 until 2015 volume: 47 issue: 1;	online	JSTOR
Style	Available from 1967 volume: 1 issue: 1;	online	JSTOR
SubStance	Available from 1971 volume: 1;	online	JSTOR
Subtropics	Available from 2016;	online	Galegroup
Sulfur	Available from 1998 until 1998;	online	Galegroup
Symbolae Osloenses /	Available from 1998 volume: 73 issue: 1;	online	Taylor and Francis Online
Symplokē	Available from 1993 volume: 1 issue: 1;	online	JSTOR
Symposium	Available from 1990 until 2010;	online	ProQuest
Syntax	Available from 1998 volume: 1 issue: 1;	online	Wiley Online Library
System	Available from 1995-02- volume: 23 issue: 1;	online	Elsevier ScienceDirect AutoLoad
Tamkang review	Available from 2011 until 2015;	online	Galegroup
TAPA	Available from 2015 volume: 145 issue: 1;	online	Project Muse
Te Reo	Available from 1994;	online	EBSCOhost
Teaching English in the two-year college	Available from 1997;	online	ProQuest
TEFLIN journal	Available from 2010;	online	ProQuest
Tennessee philological bulletin	v.9(1972)-v.22(1985),v.26(1989)-v.39(2002)	Print	
Tennessee studies in literature	v.1(1956)-v.26(1981)	Print	
TESL-EJ : teaching English as a second or foreign language	Available from 2011;	online	EBSCOhost

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Title	Coverage	Print or Online	Online Interface
TESOL journal	Available from 1999 volume: 8 issue: 1;	online	Wiley Online Library
Texas quarterly	v.8(1965)-v.21(1978)	Print	
Texas speech communication journal	Available from 2004;	online	EBSCOhost
Text : transactions of the Society for Textual Scholarship	Available from 1994 volume: 7 until 2006 volume: 16;	online	JSTOR
Text and performance quarterly	Available from 1989;	online	EBSCOhost
Textual cultures : text, contexts, interpretation	Available from 2006 until 2013;	online	EBSCOhost
Textual practice	Available from 1998 volume: 12 issue: 1;	online	Taylor and Francis Online
Textual studies in Canada	Available from 2001 until 2002; Available from 2004 until 2004;	online	Galegroup
The AATSEEL journal	Available from 1954 volume: 12 issue: 1 until 1956 volume: 14 issue: 4;	online	JSTOR
The Agni review	Available from 1972 issue: 1;	online	JSTOR
The ALAN review	Available from 2002 until 2010;	online	ProQuest
The American dissident	Available from 1999 until 2013; Available from 2015;	online	Galegroup
The American journal of Semitic languages and literatures	Available from 1895 volume: 12 until 1941 volume: 58 issue: 4;	online	JSTOR
The American mercury	v.73(1951),v.84(1957)-v.87(1958)	Print	
The American mercury	v.1(1924)-v.3(1924),v.7(1926)-v.38(1936),v.40(1937)-v.57(1943),v.59(1944)-v.71(1950)	Print	
The American poetry review	Available from 1972 volume: 1 issue: 1;	online	JSTOR
The American review	v.1(1933)-v.8(1937)	Print	
The American scholar	v.1(1932)-v.78(2009)	Print	
The American scholar	Available from 1932 volume: 1 issue: 1;	online	JSTOR
The AnaChronist	Available from 2003 until 2007; Available from 2009 until 2012;	online	Galegroup
The Anglo-Welsh review	v.16(1967/68)-v.27(1978);no.64(1979)-no.88(1988)	Print	
The Annual of language & politics and politics of identity	Available from 2010;	online	EBSCOhost
The Antigonish review	Available from 2004 until 2009;	online	ProQuest
The Antioch review	Available from 1941 volume: 1 issue: 1;	online	JSTOR
The Apalachee quarterly	Available from 2007 until 2014;	online	Galegroup
The Arizona quarterly	v.21(1965)-v.25(1970), v.27(1971)-v.62(2006)	Print	
The Arthur Miller journal	Available from 2006 volume: 1 issue: 1;	online	JSTOR
The Arthur Miller Society newsletter : in association with The Arthur Miller Centre, University of East Anglia	Available from 1999 volume: 1 until 2005 volume: 12;	online	JSTOR
The Atlantic	v.151(1933)-v.203(1959),v.205(1960)-v.215(1965),v.217(1966)-v.227(1971)	Print	
The Atlantic	v.247(1981)-v.269(1992), v.272(1993)	Print	
The Atlantic	Available from 1984 until 1993; Available from 1995 until 1995;	online	Galegroup
The Atlantic monthly	v.228(1971)-v.246(1980)	Print	
The Atlantic monthly	v.273(1994)-current	Print	
The Atlantic monthly	Available from 1983;	online	Galegroup
The Atlantic monthly	Available from 1971 until 1981;	online	ProQuest
The Beckett circle : newsletter of the Samuel Beckett Society = Le Cercle de Beckett	Available from 2008;	online	ProQuest
The Beloit poetry journal	v.30(1979/80)-v.55(2004/05)	Print	
The Best British short stories of	1922; 1925; 1927; 1935; 1936; 1938; 1939	Print	
The Best poems of	1923; 1926; 1927; 1931; 1932; 1934; 1936; 1939	Print	
The Bilingual review : La Revista bilingüe	Available from 1974 volume: 1 issue: 1;	online	JSTOR
The bookman	v.54(1922)-v.76(1933)	Print	
The Bucknell review	Available from 1998 until 2004;	online	ProQuest
The bulletin of the Midwest Modern Language Association	Available from 1968 volume: 1 issue: 1 until 1983 volume: 16 issue: 2;	online	JSTOR
The bulletin of the Rocky Mountain Modern Language Association	Available from 1963 volume: 16 until 1974 volume: 28 issue: 4;	online	JSTOR

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Title	Coverage	Print or Online	Online Interface
The Byron journal /	Available from 2000;	online	Galegroup
The Cambridge quarterly	v.6(1972/75)-v.32(2003)	Print	
The Canadian modern language review = La Revue canadienne des langues vivantes	Available from 1996 until 2002;	online	EBSCOhost
The Carleton miscellany	v.8(1967)-v.18(1979/80)	Print	
The CEA critic	v.34(1971/72)-v.67(2005)	Print	
The century illustrated monthly magazine	v.89(1926)-v.98(1930)	Print	
The Century magazine Scribner's monthly	v.2(1882)-v.45(1903-04),v.47(1904-05)-v.51(1906-07),v.53(1908)-v.89(1925)	Print	
The Chariton review	Available from 2010 until 2010; Available from 2013; Available from 1997 until 2003;	online	Galegroup
The Chaucer review	Available from 1966 volume: 1 issue: 1;	online	JSTOR
The Classical bulletin	Available from 1996 until 2010;	online	ProQuest
The classical journal	v.106(1910/11)-v.107(2011/12)	Print	
The Classical outlook	v.44(1966/67)-v.90(2013/15)	Print	
The classical quarterly	Available from 1907 volume: 1 issue: 1;	online	JSTOR
The classical review	Available from 1887 volume: 1 issue: 1;	online	JSTOR
The classical weekly	Available from 1907 volume: 1 issue: 1 until 1957 volume: 50 issue: 16;	online	JSTOR
The Classical world	Available from 1957 volume: 51 issue: 1;	online	JSTOR
The comics grid	Available from 2013;	online	Galegroup
The comparatist	Available from 2005;	online	Galegroup
The Concord saunterer	Available from 1966 volume: 1 issue: 1;	online	JSTOR
The contemporary review	v.43(1883),v.45(1884)-v.67(1895),v.118(1920),v.120(1921)-v.124(1923),v.173(1948)-v.291(2009)	Print	
The contemporary review	Available from 1992 until 2012;	online	Galegroup
The Cormac McCarthy journal	Available from 2001 volume: 1 issue: 1;	online	JSTOR
The Criterion : a quarterly review	v.1(1922/23)-v.3(1924/25)	Print	
The Criterion : a quarterly review	v.8(1928/29)-v.18(1938/39)	Print	
The Critical quarterly	v.1(1959)-v.45(2003)	Print	
The critical survey : the journal of the Critical Quarterly Society	Available from 1962 volume: 1 issue: 1;	online	JSTOR
The Dalhousie review	v.59(1979/80)-v.70(1990/91)	Print	
The Dalhousie review	Available from 2008 until 2011;	online	EBSCOhost
The DH Lawrence review	v.7(1974)-v.30(2002)	Print	
The DH Lawrence review	Available from 2010 until 2013;	online	Galegroup
The Dickensian	v.1(1905)-v.49(1953),v.53(1957)-84(1988),v.88(1992)-v.99(2003)	Print	
The Dickensian	Available from 2001;	online	ProQuest
The Edgar Allan Poe review	Available from 2000 volume: 1 issue: 1;	online	JSTOR
The Emerson Society quarterly	no.38(1965)-no.53(1968)	Print	
The Emily Dickinson journal	Available from 1992 volume: 1 issue: 1;	online	Project Muse
The English Academy review	Available from 1998 volume: 15 issue: 1;	online	Taylor and Francis Online
The English review	Available from 1999 until 2011;	online	Galegroup
The Eugene O'Neill review	Available from 1989 volume: 13 issue: 1;	online	JSTOR
The European English messenger	Available from 2012 until 2015;	online	Galegroup
The Explicator	Available from 1988 until 2010;	online	ProQuest
The F Scott Fitzgerald review	Available from 2002 volume: 1 issue: 1 until 2012 volume: 10 issue: 1;	online	Wiley Online Library
The Faulkner journal	Available from 1997 until 2015;	online	ProQuest
The Fiddlehead	Available from 1993 until 1999;	online	ProQuest
The Florida communication journal	Available from 1973;	online	EBSCOhost

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Title	Coverage	Print or Online	Online Interface
The Forensic of Pi Kappa Delta	Available from 1998;	online	EBSCOhost
The French review	Available from 1970 volume: 43 issue: 1 until 1982 volume: 55 issue: 7;	online	JSTOR
The Gaskell journal	Available from 2006;	online	ProQuest
The George Eliot review : journal of the George Eliot Fellowship	Available from 2007;	online	ProQuest
The George Eliot, George Henry Lewes newsletter	Available from 1983 issue: 2 until 1991;	online	JSTOR
The Georgia review	v.1(1947)-v.63(2009)	Print	
The Georgia review	Available from 1947 volume: 1 issue: 1;	online	JSTOR
The Gettysburg review	Available from 1998 until 1998;	online	Galegroup
The Great Lakes review	Available from 1974 volume: 1 issue: 1 until 1985 volume: 11 issue: 2;	online	JSTOR
The Hemingway review	Available from 1994;	online	Galegroup
The Henry James review	Available from 1979 volume: 1 issue: 1;	online	Project Muse
The Hollins critic	Available from 1964;	online	Galegroup
The Hudson review	v.19(1966/67)-v.62(2009/10)	Print	
The Hudson review	Available from 1948 volume: 1 issue: 1;	online	JSTOR
The International fiction review	v.21(1994)-v.34(2007)	Print	
The International fiction review	Available from 2001 until 2007;	online	Galegroup
The international journal of bilingualism	Available from 1997 volume: 1 issue: 1 until 1998 volume: 2 issue: 3;	online	SAGE
The international journal of forensics	Available from 2002 until 2012;	online	Galegroup
The Interpreter and translator trainer	Available from 2007 volume: 1 issue: 1;	online	Taylor and Francis Online
The Iowa review	v.39(2009/10)	Print	
The Iowa review	Available from 1970 volume: 1 issue: 1;	online	JSTOR
The Irish journal of gothic and horror studies	Available from 2006;	online	ProQuest
The Italianist : journal of the departments of Italian Studies, University of Reading, University College Dublin	Available from 1998 volume: 18 issue: 1;	online	Taylor and Francis Online
The John Clare Society journal	Available from 2006;	online	ProQuest
The Joseph Conrad Society (UK) newsletter	Available from 1973 volume: 1 issue: 1 until 1975 volume: 1 issue: 6;	online	JSTOR
The journal of Ayn Rand studies	Available from 1999 volume: 1 issue: 1;	online	JSTOR
The Journal of Commonwealth literature	Available from 1971 volume: 6 issue: 1 until 1998 volume: 33 issue: 3;	online	SAGE
The Journal of Irish literature	v.6(1977)-v.22(1993)	Print	
The Journal of language for international business	Available from 2005 until 2006;	online	ProQuest
The Journal of narrative technique	v.7(1977)-v.10(1980)	Print	
The journal of narrative technique	Available from 1971 volume: 1 issue: 1 until 1998 volume: 28 issue: 3;	online	JSTOR
The journal of popular culture	Available from 1967 volume: 1 issue: 1 until 1996 volume: 30 issue: 3;	online	Wiley Online Library
The journal of the American Forensic Association	Available from 1998 volume: 35 issue: 1;	online	Taylor and Francis Online
The journal of the Association of Teachers of Japanese	Available from 1972 volume: 8 issue: 1 until 2000 volume: 34 issue: 2;	online	JSTOR
The journal of the Joseph Conrad Society (UK)	Available from 1975 volume: 2 issue: 1 until 1980 volume: 5 issue: 4;	online	JSTOR
The journal of the Midwest Modern Language Association	Available from 1984 volume: 17 issue: 1;	online	JSTOR
The journal of Wyndham Lewis studies	Available from 2010;	online	ProQuest
The journal-newsletter of the Association of Teachers of Japanese	Available from 1963 volume: 1 issue: 1 until 1972 volume: 7;	online	JSTOR
The Keats-Shelley review	i.1(1986)-i.17(2003)	Print	
The Kenyon review	v.1(1939)-v.31(1969), n.s.v.1(1979)-n.s.v.29(2007), n.s.v.31(2009)	Print	
The Kenyon review	Available from 1939 volume: 1 issue: 1;	online	JSTOR
The Kipling journal : the organ of the Kipling Society	v.40(1973)-v.49(1982),v.56(1982)-v.77(2003)	Print	
The Langston Hughes review : official publication of the Langston Hughes Society	Available from 2009 until 2010;	online	Galegroup
The linguistics journal	Available from 2007;	online	EBSCOhost

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Title	Coverage	Print or Online	Online Interface
The lion and the unicorn	Available from 1977 volume: 1 issue: 1;	online	Project Muse
The Literary review	Available from 1983;	online	EBSCOhost
The Little magazine	v.4(1970/71)-v.15(1986/87)v.15(1986-1988)	Print	
The Lyric	v.47(1967)-v.76(1996)	Print	
The Mailer review	Available from 2007 until 2009; Available from 2011 until 2016;	online	Galegroup
The Mark Twain annual	Available from 2003 issue: 1;	online	JSTOR
The mental lexicon	Available from 2006;	online	EBSCOhost
The Minnesota review	v.7(1967)-v.10(1970);no.1(1971)-no.4(1973);n.s.no.1(1973)-n.s.no.13(1979),n.s.no.18(1982)-n.s.no.60(2003)	Print	
The Missouri review	Available from 1978 volume: 1 issue: 1;	online	Project Muse
The modern language journal	Available from 1916 volume: 1 issue: 1;	online	JSTOR
The modern language quarterly	Available from 1900 volume: 3 issue: 1 until 1904 volume: 7 issue: 3;	online	JSTOR
The modern language quarterly	Available from 1897 volume: 1 issue: 1 until 1897 volume: 1 issue: 2;	online	JSTOR
The Modern languages forum	v.14(1929)-v.17(1932),v.19(1934),v.21(1936)-v.42(1957)	Print	
The modern quarterly of language and literature	Available from 1898 volume: 1 issue: 1 until 1899 volume: 2 issue: 5;	online	JSTOR
The Monthly criterion : a literary review	v.6(1927)-v.7(1928)	Print	
The Nathaniel Hawthorne review : the official publication of the Nathaniel Hawthorne Society	Available from 2006;	online	Galegroup
The New American mercury	v.72(1951)	Print	
The New criterion : a quarterly review	v.4(1926)-v.5(1927)	Print	
The New Orleans review	v.7(1980)-v.31(2005),v.33(2007),v.35(2009)	Print	
The New Orleans review	Available from 2005;	online	EBSCOhost
The New York Latin leaflet	Available from 1900 volume: 1 issue: 1 until 1907 volume: 7 issue: 174;	online	JSTOR
The New York Times	Available from 1857 until 1922;	online	ProQuest
The New York times magazine	Available from 1985;	online	Galegroup
The New Yorker	v.30(1954)-v.54(1979),v.85(2009)-current	Print	
The news bulletin of the Rocky Mountain Modern Language Association	Available from 1948 volume: 1 issue: 1 until 1962 volume: 15;	online	JSTOR
The North American review	Available from 1821 volume: 13 issue: 32;	online	JSTOR
The North-American review and miscellaneous journal	v.1(1815)-v.13(1821)	Print	
The North-American review and miscellaneous journal	Available from 1815 volume: 1 issue: 1 until 1821 volume: 12 issue: 31;	online	JSTOR
The ORTESOL journal	Available from 2003;	online	ProQuest
The Oxfordian	Available from 1999 until 2007; Available from 2009;	online	Galegroup
The Paradoxist movement	Available from 2004 until 2004; Available from 2006 until 2006; Available from 2011 until 2013;	online	Galegroup
The phoenix	Available from 1946 volume: 1 issue: 1;	online	JSTOR
The Poetry miscellany	1979-1985,1988-1989	Print	
The Powys journal	Available from 2013;	online	ProQuest
The Pushcart prize : best of the small presses	v.4,1979; v.7,1982-1983; v.9,1984; v.19,1994-1995; v.20,1996; v.22,1998; v.23,1999; v.24,2000; v.25,2001; v.26,2002; v.27,2003; v.29,2005; v.30,2006; v.31,2007; v.32,2008; v.33,2009; v.35,2011; v.36,2012	Print	
The quarterly journal of speech	v.24(1938)-v.48(1962),v.50(1964)-v.93(2007)	Print	
The quarterly journal of speech	Available from 1928;	online	EBSCOhost
The Quarterly review	v.1(1809)-v.100(1858)	Print	
The review of English studies	Available from 1925 volume: 1 issue: 1;	online	JSTOR
The Romantic movement	1979; 1980; 1981; 1982; 1983; 1984; 1985; 1987; 1988; 1989; 1990; 1991; 1992; 1993; 1994; 1995	Print	
The Scriblerian	v.1(1968)-v.5(1973)	Print	
The Scriblerian and the Kit-Cats	v.6(1973)-v.45(2012/13)	Print	

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Title	Coverage	Print or Online	Online Interface
The Sewanee review	v.32(1924)-v.35(1927),v.37(1929)-v.46(1938),v.48(1940)-v.53(1945),v.55(1947)-v.115(2007)	Print	
The Sewanee review	Available from 1892 volume: 1 issue: 1;	online	JSTOR
The Shakespeare Association bulletin	Available from 1924 volume: 1 issue: 1 until 1949 volume: 24 issue: 4;	online	JSTOR
The Shakespeare newsletter	Available from 2001;	online	Galegroup
The Shakespeare Oxford newsletter	Available from 1999;	online	Galegroup
The Shaw review	v.14(1971)-v.23(1980)	Print	
The Shaw review	Available from 1959 volume: 2 issue: 7 until 1980 volume: 23 issue: 3;	online	JSTOR
The Sou'wester	Available from 2007 until 2010;	online	Galegroup
The South Atlantic quarterly	v.38(1939)-v.104(2005)	Print	
The South Carolina review	Available from 2004 until 2006;	online	ProQuest
The South Central bulletin	Available from 1940 volume: 1 issue: 1 until 1983 volume: 43 issue: 4;	online	JSTOR
The Southern communication journal	Available from 1991 until 2006;	online	ProQuest
The Southern literary journal	Available from 1968 volume: 1 issue: 1 until 2015 volume: 47 issue: 2;	online	JSTOR
The Southern review	1935-1942,1965-2009	Print	
The Southern review	Available from 1990;	online	EBSCOhost
The Southern speech communication journal	v.38(1972/73)-v.51(1985/86)	Print	
The space between : literature and culture	Available from 2005;	online	EBSCOhost
The spectator	v.216(1966)-v.236(1976)	Print	
The Spectator	v. 1; v. 2; v. 3; v. 4; v. 5	Print	
The spectator	Available from 1996;	online	ProQuest
The Speech teacher	v.23(1974)-v.24(1975)	Print	
The Speech teacher	Available from 1952 until 1975;	online	EBSCOhost
The Steinbeck review	Available from 2004 volume: 1 issue: 1 until 2012 volume: 9 issue: 2;	online	Wiley Online Library
The Sunday times magazine	Available from 2010 until 2014;	online	ProQuest
The Texas review	Available from 1915 volume: 1 issue: 1 until 1924 volume: 9 issue: 4;	online	JSTOR
The Texas review	Available from 2003;	online	EBSCOhost
The Thomas Hardy journal	Available from 2009;	online	ProQuest
The Thomas Hardy year book	Available from 2008 until 2015;	online	ProQuest
The Thomas Wolfe review	Available from 2006 until 2015;	online	Galegroup
The Thoreau Society bulletin	Available from 1941 issue: 1;	online	JSTOR
The Threepenny review	Available from 1980 issue: 1;	online	JSTOR
The Transatlantic review	Available from 1959 issue: 1 until 1977 issue: 60;	online	JSTOR
The translator	Available from 1998 volume: 4 issue: 2;	online	Taylor and Francis Online
The Trollopian	Available from 1945 volume: 1 issue: 1 until 1949 volume: 3 issue: 4;	online	JSTOR
The University of Texas studies in English	Available from 1949 volume: 28 until 1956 volume: 35;	online	JSTOR
The Upstart Crow	Available from 2001 until 2012;	online	ProQuest
The Vergilian digest	Available from 1958 issue: 4 until 1958 issue: 4;	online	JSTOR
The Victorian newsletter	no.41(1972)-no.116(2009)	Print	
The Victorian newsletter	Available from 2002 until 2010;	online	Galegroup
The Virginia quarterly review	v.1(1925)-v.19(1943),v.25(1949)-v.79(2003)	Print	
The Virginia quarterly review	Available from 1990;	online	EBSCOhost
The Washington post	Available from 1977;	online	Lexis Nexis
The Western humanities review	v.21(1967)-v.63(2009)	Print	
The Western humanities review	Available from 2006;	online	EBSCOhost
The Worcester review	Available from 2011 until 2014;	online	Galegroup

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Title	Coverage	Print or Online	Online Interface
The Wordsworth circle	v.8(1977)-v.34(2003)	Print	
The Wordsworth circle	Available from 1970 volume: 1;	online	JSTOR
The World & I	Available from 1997;	online	Galegroup
The Writer	v.79(1966)-v.116(2003)	Print	
The Writer	Available from 1988;	online	ProQuest
The Writer's digest	Available from 1992 until 2001;	online	ProQuest
The Writing center journal	Available from 1980 volume: 1 issue: 1;	online	JSTOR
The Writing instructor	v.1(1981)-v.9(1989/90),v.11(1991/92)-v.16(1997)	Print	
The Writing instructor	Available from 1996 until 1997;	online	EBSCOhost
The Yale review	v.6(1917)-v.7(1918), v.10(1921)-v.20(1931), v.22(1932)-v.79(1989/90), v.85(1997)-v.88(2000)	Print	
The Yale review	Available from 1997 volume: 85 issue: 1;	online	Wiley Online Library
The year's work in English studies	v.1(1919/20)-v.45(1964),v.47(1966),v.49(1969)-v.73(1992),v.77(1996)-v.78(1997),v.81(2000)-v.85(2004)	Print	
The year's work in English studies	Available from 1996;	online	Oxford University Press
The yearbook of English studies	Available from 1971 volume: 1;	online	JSTOR
Theory and practice in language studies	Available from 2012;	online	ProQuest
Title	Coverage	online	Interface
TLS, Times Literary Supplement Historical Archive	Available from 1902;	online	Galegroup
Today's speech	Available from 1953 until 1975;	online	EBSCOhost
Tolkien studies	Available from 2004 volume: 1 issue: 1;	online	Project Muse
Tolstoy studies journal	Available from 2008 until 2014;	online	Galegroup
Trace	no.48(1963)-no.73(1970)	Print	
Transactions and proceedings of the American Philological Association	Available from 1897 volume: 28 until 1972 volume: 103;	online	JSTOR
Transactions and proceedings of the Modern Language Association of America	Available from 1886 volume: 2 until 1887 volume: 3;	online	JSTOR
Transactions of the American Philological Association	Available from 1869 volume: 1 until 1896 volume: 27;	online	JSTOR
Transactions of the American Philological Association	Available from 1974 volume: 104;	online	JSTOR
Transactions of the International Conference of Eastern Studies = Kokusai Tōhō Gakusha Kaigi kiyō	no.41(1996)-no.44(1998),no.46(2001)-no.51(2006),no.53(2008),no.55(2010),no.57(2012)-no.59(2014)	Print	
Transactions of the Modern Language Association of America	Available from 1884 volume: 1 until 1884 volume: 1;	online	JSTOR
Transactions of the Philological Society	Available from 1854 volume: 1 issue: 1 until 1996 volume: 94 issue: 2;	online	Wiley Online Library
Transition	Available from 1961 issue: 1;	online	JSTOR
Translation and interpreting studies	Available from 2009;	online	EBSCOhost
Translation and literature	Available from 1992 volume: 1;	online	JSTOR
Translation review	Available from 1998 volume: 54 issue: 1;	online	Taylor and Francis Online
Translation studies	Available from 2008 volume: 1 issue: 1;	online	Taylor and Francis Online
Tri-quarterly /	no.1(1965)-no.42(1978),no.44(1979)-no.78(1990),no.81(1991)-no.115(2003)	Print	
Tulane studies in English	v.1(1949)-v.23(1978)	Print	
Tulsa studies in women's literature	Available from 1982 volume: 1 issue: 1;	online	JSTOR
Twentieth century literature	Available from 1955 volume: 1 issue: 1;	online	JSTOR
Twentieth-century literary criticism		Print	
Ulbandus review	Available from 1977 volume: 1 issue: 1;	online	JSTOR
Verbatim	Available from 2002 until 2006; Available from 2008 until 2008;	online	Galegroup
Vergilius	Available from 1959 issue: 5;	online	JSTOR
Victorian literature and culture	Available from 1997 volume: 25 issue: 1;	online	JSTOR

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Title	Coverage	Print or Online	Online Interface
Victorian poetry	Available from 1963 volume: 1 issue: 1;	online	JSTOR
Victorian review	Available from 1989 volume: 15 issue: 1 until 2014 volume: 40 issue: 2;	online	JSTOR
Victorian studies	Available from 1957 volume: 1 issue: 1;	online	JSTOR
Virginia Woolf miscellany	Available from 2003;	online	Galegroup
Visible language	Available from 2000;	online	EBSCOhost
Voice & speech review	Available from 2000 volume: 1 issue: 1;	online	Taylor and Francis Online
Walt Whitman newsletter		Print	
Walt Whitman quarterly review	Available from 2008;	online	Galegroup
Walt Whitman review		Print	
War, literature, and the arts	Available from 1998;	online	EBSCOhost
Wasafiri	Available from 1998 volume: 13 issue: 27;	online	Taylor and Francis Online
West branch	Available from 2007 until 2016;	online	Galegroup
Western American literature	Available from 1966 volume: 1 issue: 1;	online	JSTOR
Western journal of communication	Available from 1992;	online	EBSCOhost
Western journal of speech communication : WJSC	Available from 1977 until 1991;	online	EBSCOhost
Western speech	Available from 1937 until 1975;	online	EBSCOhost
Western speech communication	Available from 1975 until 1976;	online	EBSCOhost
Windsor review	Available from 1993 until 2015;	online	ProQuest
Wisconsin studies in contemporary literature	Available from 1960 volume: 1 issue: 1 until 1967 volume: 8 issue: 4;	online	JSTOR
Witness	Available from 2007 until 2007; Available from 2009;	online	Galegroup
Women and language : WL	Available from 1986 until 2007;	online	ProQuest
Women's writing	Available from 1998 volume: 5 issue: 1;	online	Taylor and Francis Online
Woolf studies annual	Available from 2005 until 2016;	online	Galegroup
Word : journal of the International Linguistic Association	Available from 1998 volume: 49 issue: 1;	online	Taylor and Francis Online
Word : journal of the Linguistic Circle of New York	v.23(1967)-v.59(2008)	Print	
World Englishes	Available from 1981 volume: 1 issue: 1 until 1996 volume: 15 issue: 3;	online	Wiley Online Library
World literature written in English	Available from 1998 volume: 37 until 2004 volume: 40 issue: 2;	online	Taylor and Francis Online
WPA, writing program administration	Available from 2006 until 2015;	online	Galegroup
WPLC : working papers of the Linguistics Circle of the University of Victoria	Available from 2011;	online	ProQuest
Writers' journal	Available from 2010 until 2011;	online	Galegroup
Writing on the edge	Available from 1989 volume: 1 issue: 1;	online	JSTOR
Writing systems research	Available from 2009 volume: 1 issue: 1;	online	Taylor and Francis Online
Written communication	Available from 1984 volume: 1 issue: 1 until 1998 volume: 15 issue: 4;	online	SAGE
WSJ : the Magazine from the Wall Street Journal	Available from 2011 until 2013;	online	ProQuest
Yale classical studies /	v.1(1928)-v.14(1955),v.17(1961)-v.19(1966),v.22(1972)	Print	
Yale journal of criticism	Available from 1996 volume: 9 issue: 1 until 2005 volume: 18 issue: 2;	online	Project Muse
Yearbook for European Jewish literature studies	Unknown	online	Galegroup
Yearbook of comparative and general literature	Available from 2008 volume: 54 issue: 1 until 2008 volume: 54 issue: 1;	online	Project Muse
Yearbook of Conrad studies (Poland)	Available from 2010 until 2015;	online	ProQuest
Yearbook of the German Cognitive Linguistics Association	Available from 2014;	online	ProQuest
Zeitschrift für Anglistik und Amerikanistik	Available from 2015;	online	ProQuest