

## **ANN M. PENROSE**

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North Carolina State University, Raleigh, NC 27695  
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### **EDUCATION**

Ph.D. Rhetoric	Carnegie Mellon University, 1987
M.A. English	Georgetown University, 1980
B.A. English	Franklin & Marshall College, 1977

### **TEACHING AND RESEARCH APPOINTMENTS**

Professor Emerita of English, North Carolina State University, 2019-  
Professor of English, NCSU, 2004-2019  
Associate Professor, NCSU, 1993-2004  
Assistant Professor, NCSU, 1987-93  
Researcher, Center for the Study of Writing, Carnegie Mellon University, 1985-87  
Research Assistant, Carnegie Mellon University, 1983-85  
Composition Instructor: Carnegie Mellon University, GTA 1982-83  
Providence College, Adjunct Faculty 1981-82  
Rhode Island College, Adjunct Faculty 1980-82  
Document Analyst, Ofc of the Solicitor, U.S. Dept. of Labor, Wash. D.C., 1979-80  
Language Arts Teacher, R.M.Teitelman Junior High School, Cape May NJ, 1977-78

### **ADMINISTRATIVE APPOINTMENTS**

Director of Graduate Programs, Department of English, NCSU, 2012-2018  
*Admissions, recruiting, enrollment management, advising and student support, GTA hiring, curriculum management, program assessment; oversight of three departmental masters programs with ~125 students annually.*

Director of First-Year Writing, NCSU 2001-2007  
*Faculty hiring and professional development, personnel review, GTA training and evaluation, curriculum development, enrollment management; oversight of 30-35 faculty and 25 GTAs annually.*

Chair, NCSU Writing Work Group, Council on Undergraduate Education 1994-97

*Led campus-wide review of writing instruction and resources in nine undergraduate colleges, culminating in successful proposal to expand institutional support for writing initiatives across disciplines.*

## **PROGRAM DEVELOPMENT INITIATIVES**

As Director of Graduate Programs in English, NCSU 2012-2018

- Instituted professional development support for masters students. Broadened program objectives to encompass careers beyond the academy; instituted annual alumni panels on career directions; proposed and implemented professional development colloquium series; created Guest Teaching program for non-GTAs; formalized expectations for GTA mentoring across disciplinary areas; advocated for continued staffing of graduate internship course.
- Led curriculum diversification in MA English. Under my leadership, the English Graduate Studies Committee created an interdisciplinary special topics course shell to encourage course development beyond traditional categories; enhanced curricular focus on research methods in disciplinary subspecialties; replaced a universal language requirement with concentration-specific mechanisms for integrating global perspectives into the curriculum.
- Facilitated transition to paperless office. Initiated and supervised redesign of student-facing program guidelines and forms for online access; transfer of student and program records online; redesign of record-keeping processes for digital maintenance.

As Director of First-Year Writing, NCSU 2001-2007

- Professionalized instructor hiring, personnel review, professional development support and paths for faculty program engagement and advancement
- Developed and implemented expanded model for GTA preparation, including foundational coursework in the discipline, an intensive mentoring semester with a practicing instructor, a week-long summer pedagogy workshop, a practicum course during the first semester of teaching, classroom observations and intensive mentoring.
- Proposed and implemented restructuring of first-year writing curriculum to enhance curricular coherence and improve quality of instruction; reduced student/faculty ratio from 92/1 to 66/1.

## **RESEARCH INTERESTS**

Writing pedagogy; writing program administration; cognitive processes in writing and reading; socialization in disciplinary communities; discourse conventions in the sciences

## PUBLICATIONS

### Books

Penrose, A.M. and S. B. Katz. *Writing in the Sciences: Exploring Conventions of Scientific Discourse*. Third Edition (2010), Open Access Version: Parlor Press. [parlorpress.com](http://parlorpress.com). PDF, free download. Creative Commons © 2020 by Ann M. Penrose and Steven B. Katz. 326 pages with illustrations, notes, bibliography, index, activities, and assignments.

Third Edition, print version (2010). NY: PearsonLongman/The Allyn & Bacon Series in Technical Communication. [Revised, with three new chapters; 408 pages]  
Second Edition (2004). NY: Longman. [Revised, with two new chapters; 448 pages].  
First Edition (1998). NY: Bedford/St. Martin's. 321 pages

Penrose, A.M. and S.B. Katz. (2010) *Instructor's Guide for Writing in the Sciences: Exploring Conventions of Scientific Discourse, 3e*. NY: PearsonLongman. 74 pages [not refereed]  
Second Edition (2004). NY: Longman. 100 pages  
First Edition (1998). NY: Bedford/St. Martin's. 63 pages

Penrose, A.M. and B.M. Sitko, Eds. (1993). *Hearing Ourselves Think: Cognitive Research in the College Writing Classroom*. NY: Oxford University Press. 214 pages

### Refereed Journal Articles and Chapters

Penrose, A.M. and Gwendolynne Reid. (2018). Learning about Learning: Composition's Renewed Engagement with Cognition. *Composition Studies*, 46.2: 96-115.

Penrose, A.M. (2016). Student Ambitions and Alumni Career Paths: Expectations of the MA English Degree. In M. Strain and R. Potter (eds.) *Degree of Change: The MA in English Studies*. Urbana, IL: National Council of Teachers of English, 179-196.

Penrose, A.M. (2012). Professional Identity in a Contingent-Labor Profession: Expertise, Autonomy, Community in Composition Teaching. *Writing Program Administration: Journal of the Council of Writing Program Administrators*, 35.2: 108-126.

Penrose, A.M. (2002). Academic Literacy Perceptions and Performance: Comparing First-Generation and Continuing-Generation College Students. *Research in the Teaching of English*, 36, 437-461.

Penrose, A.M. and C. Geisler (1994). Reading and Writing Without Authority. *College Composition and Communication*, 44(4), 505-520.

Reprinted in *Writing About Writing: A College Reader*. Elizabeth Wardle and Doug Downs (eds.). New York: Bedford/St. Martin's (2011): 602-617.

Penrose, A.M. and B.M. Sitko (1993). Studying Cognitive Processes in the Classroom. In Penrose and Sitko, Eds. *Hearing Ourselves Think: Cognitive Research in the College Writing Classroom*. NY: Oxford University Press, 3-15.

Penrose, A.M. (1993) Writing and Learning: Exploring the Consequences of Task Interpretation. In Penrose and Sitko, Eds. *Hearing Ourselves Think: Cognitive Research in the College Writing Classroom*. NY: Oxford University Press, 52-69.

Penrose, A.M. (1993) Conducting Process Research. In Penrose and Sitko, Eds. *Hearing Ourselves Think: Cognitive Research in the College Writing Classroom*. NY: Oxford University Press, 201-205.

Penrose, A.M. (1992). To Write or Not to Write: Effects of Task and Task Interpretation on Learning through Writing. *Written Communication*, 9(4), 465-500.

Penrose, A.M. (1989). Strategic Differences in Composing: Consequences for Learning through Writing. Technical Report No.31, Center for the Study of Writing, Berkeley, CA. 18 pages.

Rosebery, A., L. Flower, B. Warren, B. Bowen, B. Bruce, M. Kantz, & A. Penrose (1989). The Problem-Solving Processes of Writers and Readers. In A.H. Dyson (Ed.), *Collaboration through Writing and Reading: Exploring Possibilities*. Urbana, IL: National Council of Teachers of English, 136-163.

Evans, D.A., M.R. Block, E.R. Steinberg, A.M. Penrose (1986). Frames and heuristics in doctor-patient discourse. *Social Science and Medicine*, 22(10), 1027-1034.

### **Reviews, responses, shorter publications**

Penrose, A.M. (1999). Review of *On Beyond Living: Rhetorical Transformations of the Life Sciences*, by Richard Doyle. *Configurations: A Journal of Literature, Science and Technology*, 7(2), 291-293.

Penrose, A.M. (1998). Review of *Genre Knowledge in Disciplinary Communication: Cognition/Culture/Power*, by Carol Berkenkotter and Thomas N. Huckin. *J. Technical Writing and Communication*, 28(3), 287-290.

Penrose, A.M. (1995). Review of *Professional Writing in the Humanities and Social Sciences*, by Susan Peck MacDonald. *J. Technical Writing and Communication*, 25(2), 221-224.

Penrose, A.M. and B.M. Sitko (1995). Authors' Response to Review of *Hearing Ourselves Think: Cognitive Research in the College Writing Classroom*. In *Dialogue: A Journal for Writing Specialists*, 2(1), 80-81.

U.S. Department of Education (1987). *What Works: Research About Teaching and Learning* (second edition). Contributing author: "Purposeful Writing." p. 43.

Penrose, A.M. (1986). What Do We Know About Writing as a Way to Learn? *The English Record*, 37(3), 10-13. Invited paper for special issue on writing and learning. This issue also released as an NCTE handbook: R. Pollard (Ed.) *Writing/Reading/Thinking/Learning*, 1986.

### **CONFERENCE PRESENTATIONS (NATIONAL)**

Panel chair and convener: "Student Perceptions of Placement and Testing: Implications for Academic Identity and Success." Panel of NCSU master's students presenting their work at the annual meeting of the Conference on College Composition and Communication, Portland OR, March 17, 2017.

"Student Ambitions and Alumni Career Paths: Expectations of the MA English Degree." Paper presented at the annual meeting of the College English Association, Indianapolis IN, March 26, 2015.

"Learning Styles, Teaching Styles: Comparing Composition Students and Teachers." Paper presented at the annual meeting of the Conference on College Composition and Communication, Las Vegas NV, March 14, 2013.

"Contingent Jobs, Contingent Selves? Exploring Professional Identity in Composition Teaching." Paper presented at the annual meeting of the National Council of Teachers of English, Chicago, Nov 2011. Panel convener: Exploring Professional Identity in Today's Higher Education Landscape: Contingent Faculty, Teaching Assistants, and Second-Career Students.

"Studying Scientific Communication from Within: New Researchers' Perceptions of Discourse in Their Fields." Paper presented at the annual meeting of the Conference on College Composition and Communication, Louisville KY, March 2010.

"Professional Identity in the Contingent-Labor University." Paper presented at the annual meeting of the Conference on College Composition and Communication, New Orleans, March 2008. Panel convener and chair: Perceptions of the Profession: New Members, "Contingent" Members, Outside Observers.

"Are We Teaching What We Think We Are? Generative Assessment of a First-Year Writing Program." With R. T. Stamper. Paper presented at the annual meeting of the Conference

on College Composition and Communication, New York, March 2007. Panel convener: Generative Assessment: Three Models for Learning from our Programs.

"Rhetoric and Composition Out of Sync? A Call for More Attention to Academic Discourse." Paper presented at the annual meeting of the Conference on College Composition and Communication, Chicago, March 2006.

"Standard Operating Procedures and the Value of Applied Genres." Paper presented at the annual meeting of the Conference on College Composition and Communication, San Antonio, March 2004. Panel convener: Teaching Scientific Writing: Beyond the Research Article.

"Exploring Disciplinary Difference in the Writing Classroom." Paper presented at the annual meeting of the Conference on College Composition and Communication, Chicago, March 2002. Panel convener and chair: Exploring the Nature of Academic Disciplines.

"Academic, Professional, and Critical Literacies: Curriculum Debates in Context." Paper presented at the annual meeting of the Conference on College Composition and Communication, Denver, March 2001. Panel convener: The Idea of the University: Writing Programs in Institutional Context.

"First-Generation College Students: A Quantitative Profile of Perceptions and Performance." Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April 2000.

"Perceptions and Performance of First-Generation Students at a Land-Grant University." Paper presented at the annual Conference on College Composition and Communication, Chicago, April 1998.

"What We Know and Don't Know About Writing and the Material World: Comparing the Case of the Sciences." (Panel Respondent: "Language and the Material Contexts of Composing: Writing Across Multiple Worlds.") American Educational Research Association, San Francisco, April 1995.

"Text, Talk, and Other Language Practices: Techniques for the Analysis of Verbal Data." With C. Geisler and C. Haas. Preconvention workshop presented at the Conference on College Composition and Communication, Washington, D.C., March 1995.

"Discourse Conventions and the Making of Knowledge: Linguistic Socialization in Academic Disciplines." With B.A. Fennell. Conference on College Composition and Communication, San Diego, April 1993.

"Agency and Proof in Scientific Prose: Tracing Socialization via Semantic Feature Analysis." With B.A. Fennell. American Educational Research Association, San Francisco, April 1992.

"How Agency and Proof Index Professionalization in Scientific Prose." With B.A. Fennell. National Reading Conference, Palm Springs CA, December 1991.

"Distinguishing Science from Scientists: Agency and Attribution in College Students' Science Writing." With B.A. Fennell. Conference on College Composition and Communication, Boston, March 1991.

"Activating Prior Knowledge: Effects on Writing Performance and Task Engagement for Two Ability Groups." With H.A. Spires and J. Donley. American Educational Research Association, Boston, April 1990.

"Reading and Writing Without Authority: Cognitive Consequences of a Student Writer's Stance." With C. Geisler. Conference on College Composition and Communication, Chicago, March 1990.

"Effects of Writing on Students' Comprehension of Reading Material." Conference on College Composition and Communication, Seattle, March 1989.

"Effects of Writing and Studying on Elaboration during Reading." National Reading Conference, Tucson, December 1988.

"Examining the Role of Writing in Learning Factual vs. Abstract Material." American Educational Research Association, New Orleans, April 1988.

"Learning Goals and Writing Goals: What Can Writing Help Us Learn?" Conference on College Composition and Communication, St. Louis, March 1988.

"Individual Differences in Composing: Consequences for Learning through Writing." National Reading Conference, St. Petersburg FL, December 1987.

"Writing and Studying: A Cross-Task Comparison of Learning Strategies." American Educational Research Association, Washington, D.C., April 1987.

"Studying Cognitive Processes in the Classroom." Chair and presenter, pre-convention workshop sponsored by the Center for the Study of Writing, Research-for-Teaching Seminar Series. Conference on College Composition and Communication, Atlanta, March 1987.

"Studying Writing as a Way to Learn: A Report from the Center for the Study of Writing at UC-Berkeley and at Carnegie Mellon." National Council of Teachers of English, San Antonio, November 1986.

"Representing Writing Tasks: Effects on Learning Through Writing." American Educational Research Association, San Francisco, April 1986.

"Individual Differences in Composing: Exploring Consequences for Learning Through Writing." Conference on College Composition and Communication, New Orleans, March 1986. ERIC document #ED 270 758.

"Curriculum as a Bridge between Expert and Novice Behavior." National Council of Teachers of English, Assembly on Research Workshop, Philadelphia, November 25, 1985.

"Learning a Lot or a Little: An Examination of Writing as a Way to Learn." Penn State Conference on Rhetoric & Composition, July 10, 1985.

"Will Students Write Better if We Ask Them To? Implications for Writing Across the Curriculum." Conference on College Composition & Communication, New York, April 1984.

### **REGIONAL CONFERENCES**

"Supporting Professional Identities and Communities." Keynote speaker, Carolinas Writing Program Administrators semi-annual meeting, May 23, 2014, Charlotte NC. Conference theme: Working Conditions and Writing Instruction.

"Professional Identities and Contingent Appointments: Examining Composition Teaching as a Profession." North Carolina Symposium on Teaching Writing, NCSU Feb 10, 2012.

"Professional Identity in a Contingent Labor Profession." North Carolina Symposium on Teaching Writing, NCSU Oct 18, 2008.

"First-Year Composition: How Many Courses, Hours, Semesters, Years?" With D. James. Workshop session, annual meeting of Carolinas Affiliate, Council of Writing Program Administrators. Wildacres, Little Switzerland NC, Sep 2006.

"Using Writing as a Way to Learn: Effects on Learning Strategies and Comprehension Outcomes." North Carolina Association for Research in Education, Research Triangle Park, March 1989.

### **ENGAGEMENT, CONSULTING and FACULTY DEVELOPMENT SEMINARS**

Member, College Transfer Advisory Committee. Robeson Community College, Lumberton NC. 2012-2019

"'Creating a Space' for Research in Sport, Leisure & Business Journals." Workshop on writing research arguments for the CARNIVAL consortium of students and faculty from NCSU, Clemson, Coventry University (UK) and Munich University of Technology (Germany). International PhD school hosted by NCSU Department of Parks, Rec, Tourism Management. Oct 4, 2017.



“Supporting Student Writing in STEM Disciplines.” One-day professional development workshop for faculty in the Department of Engineering, Mathematics, and Physics, Texas A&M International University. Oct 27, 2012.

“Writing About Math and Science: A Workshop for Teachers in STEM Disciplines.” One-day professional development workshop for high school teachers in Laredo TX, hosted by Texas A&M International University. Sep 22, 2012.

“Supporting Student Writing in Scientific Disciplines.” Professional development workshop for Science Department Faculty, Maggie L. Walker Governor’s School, Richmond VA, Aug 2009.

“Supporting Student Writing in Academic Disciplines.” Faculty development workshop for Writing Across the Curriculum Consortium: Worcester Polytechnic Institute, Holy Cross College, Clark University. WPI, May 2005.

“What Makes Learning Last?” Faculty development seminar. Durham Technical Community College, Aug 2004.

“Academic Conversations: Giving Credit Where Credit is Due.” Workshop for new graduate students. University of North Carolina at Pembroke, School of Graduate Studies, Oct 2003 and Jan 2004.

"Examining the Language of Science." Workshop for high school teachers. AAUW Sonya Kovalevski Day for girls in science and math. University of North Carolina at Pembroke, Oct 1999.

"Research on Writing and Learning: Implications for Teaching" and "Interpeting Writing Assignments: What Do Students Really Learn?" Bucknell University Writing Across the Curriculum Program, Feb 1989.

"Teacher Research: Exploring Reading, Writing and Learning in the Classroom." With S. Greene and L. Higgins. Workshop presented at the third Miami University Conference on the Teaching of Writing: "The Writing Teacher as Researcher," Oxford, OH, Oct 1988.

"Writing and Learning in College Classrooms." Faculty development seminar, Writing Across the Curriculum Program, Colby College, Mar 1988.

"Individual Differences in Composing: Implications for Writing- to-Learn." Workshop presented at the Chicago Institute on Interpretive Communities and the Undergraduate Writer, May 1987.

"Research on Writing and Learning: Implications for Teaching and Classroom Research." West Virginia University Composition Workshop, Feb 1987.

"Process Research on Writing and Learning: Implications for Teaching." Chicago Institute on Cognitive Strategies and Writing, May 1986.

"Evaluating Process-Oriented Writing Across the Curriculum Programs." Faculty Development Resource Association, Duquesne University, February 1986.

Robert Morris College, Pittsburgh PA. Program evaluation consultant: Writing across the business disciplines. Jan-Jun 1986.

York University, North York, Ontario. Faculty development consultant: Workshops on writing and critical thinking across the curriculum. Jun 1985.

"Variables in Student Interpretations of Writing Assignments: Some Preliminary Research." Pittsburgh (PA) Schools Study Council Workshop. Nov 1984.

**NC STATE PANELS, WORKSHOPS, GUEST LECTURES (excluding workshops developed for First-Year Writing and English graduate programs)**

Panelist, Academic Packways: Gearing up for Faculty, professional development program for postdocs and late-stage PhD candidates interested in pursuing a faculty career. NCSU Graduate School 5-17-18 and 5-15-19

Panelist, Mentoring workshop for junior faculty, NCSU Graduate School 10-18-18

Panelist, Preparing the Professoriate workshop on academic job search, the Graduate School, 9-28-18

Panelist, Informational session on academic job search for joint meeting of NCSU and Duke PTP/PFF cohorts, 2-9-17 and 2-9-18

"Writing Introductions: 'Creating a Space' for Research in Civil Engineering Journals." Guest lecture in CE 610: Research Methods in Civil & Environmental Engineering. Nov 2015

"Writing Introductions: 'Creating a Space' for Research in PRT Journals." Guest lecture in PRT 801: Graduate Colloquium in Parks, Recreation and Tourism, Oct 2011; Oct 2013.

"Writing in a Discipline: Conventions of Language and Logic in Research Introductions." NCSU Libraries Graduate Workshop Series. Nov 2010; Mar 2012.

"Language and Logic in Statistics Research Articles." Guest lecture in ST 810: Preparation for Statistical Research, Mar 2009.

Panelist. "How to Review a Paper." NCSU Assistant Professors Learning Community. March 2009.

"What Makes Learning Last?" Guest lecture in ENG 624: Teaching College Composition, August 2008.

"Teaching Communication for Science and Research." Two-day faculty development workshop for the Professional Writing Program, Dec 2000.

"Introducing Freshmen to the Discourse of Academic Disciplines." Faculty development workshop for the Freshman Writing Program. Oct 1999.

Consultant, Writing in Textiles portfolio evaluation project, NCSU Center for Communication in Science, Technology, and Management. May 1997; May 1998; May 1999.

"Writing to Learn." Teaching Effectiveness Workshop, NCSU College of Physical and Mathematical Sciences, May 1996 and 1997 (with M.P. Carter); May 1999.

"Assigning and Evaluating Writing in the Major." With M.P. Carter and C.R. Miller. NCSU Writing Work Group faculty development workshops, Nov 1996 and Apr 1997.

"Learning to Write in Academic Research Communities." With G. Blank. NCSU Graduate Colloquium, Preparing the Professoriate Program, Mar 1995.

"Student-Centered Learning in the Professional Writing Classroom." With M.P. Carter. NCSU Department of English, Mar 1995.

## **AWARDS and RECOGNITIONS**

*Editor's Citation for Excellence in Reviewing, 2013.*

*Written Communication: An International Quarterly of Research, Theory, and Application*

*CCCC Writing Program Certificate of Excellence, 2009*

Conference on College Composition and Communication. The NCSU First-Year Writing Program was awarded this recognition in 2009 under the leadership of Director Susan Miller-Cochran, citing several program features introduced under my directorship (2001-2007), including improvements in class size, instructor workload, and TA preparation.

*Citation of Appreciation for Leadership to NC State's Writing Work Group, 1995-97*  
NCSU Division of Undergraduate Studies

*Outstanding Adviser Award*

NCSU College of Humanities and Social Sciences, 1996

*Outstanding Dissertation Award for Empirical Research, 1988. American Educational Research Association*

### **RESEARCH FUNDING (INTERNAL)**

Research assistance funding, NCSU Division of Undergraduate Studies. First-generation students' attitudes and expectations. Summer 1995 (\$500); Summer 1998 (\$500).

Research Mini-Grant, NCSU College of Humanities and Social Sciences. First-generation students' perceptions of academic literacy (\$255). Spring 1997.

Faculty Development Award, NCSU Office of the Provost. Exploring socio-cultural influences on academic literacy (\$4000). Spring 1995.

Summer Research Stipend, NCSU College of Humanities and Social Sciences. Socio-cultural influences on academic literacy (\$5000). Summer 1994.

Associate Investigator, "Effects of a Prior Knowledge Activation Strategy on Reading and Writing Processes." NCSU Organized Research Fund (\$20,000). Principal investigator: H.A. Spires, College of Education and Psychology. 1989-90.

### **TEACHING & ADMINISTRATIVE GRANTS (INTERNAL)**

*Course Enhancement Package, 2009-10*

NCSU Distance Education and Learning Technologies Assistance (DELTA). Consulting support for technology enhancements in ENG 626: Advanced Writing for Empirical Research.

*Instructional Grant: First-Year Writing Program Faculty Development Series (\$2897)*  
(Departmental proposal on behalf of the First-Year Writing Program)  
NCSU Faculty Center for Teaching and Learning, 2006-07

*Instructional Grant: Professional Travel Support for Composition Lecturers (\$2076)*  
(Departmental proposal on behalf of the First-Year Writing Program)  
NCSU Faculty Center for Teaching and Learning, 2005-06

*Instructional Grant: Faculty Institute on Computer-Assisted Instruction in Freshman Writing Courses (\$5500)* (Departmental proposal on behalf of the First-Year Writing Program)  
NCSU Faculty Center for Teaching and Learning, 2001-02

*Participant, BRIDGES: Academic Leadership for Women.* Leadership development program sponsored by UNC-Chapel Hill; participation supported by NCSU College of Humanities and Social Sciences September 14-November 28, 2001

*Instructional Grant: Expanding Computer-Assisted Instruction in Freshman Writing Courses* (\$3850) (Departmental proposal on behalf of the First-Year Writing Program)  
NCSU Faculty Center for Teaching and Learning, 2000-01

*Teaching Excellence Initiative Awards: Support for campus writing program leadership*  
NCSU Division of Undergraduate Studies, 1995-96; 96-97

## **TEACHING and ADVISING at NC STATE**

*Graduate Faculty, Department of English*

*Graduate Faculty, Doctoral Program in Communication, Rhetoric, and Digital Media*

### *Undergraduate Teaching*

ENG 111 Composition and Rhetoric

ENG 101 Academic Writing and Research

ENG 323 Writing in the Rhetorical Tradition

ENG 333 Communication for Science and Research

ENG 422 Writing Theory and the Writing Process

ENG 425 Analysis of Technical and Scientific Writing

ENG 495 Senior Seminar in Writing and Editing

### *Graduate Courses*

ENG 511 Theory and Research in Composition

ENG 513/798 Empirical Research in Writing

ENG 624 Teaching College Composition

ENG 626 Advanced Writing for Empirical Research

CRD 790 Doctoral Capstone Seminar: Exploring Expertise and Enculturation in  
Interdisciplinary Contexts

### *Graduate Directed Readings and Research*

ENG 636 Master's Directed Readings

Composition Theory and Pedagogy (S. Olson 2014)

Writing Center Theory and Administration (D. Sawyer 2013)

Feminist Rhetoric and Women Writers (T. George-East 2013)

African-American Student-Athletes: Attitudes Toward Higher Education (W.  
Anderson 2011)

Approaches to Secondary Writing Instruction (S. Massengill 2008)

ENG 810 Doctoral Directed Readings

Literacy, Technology, and Materiality (R. Oswald 2011)

Qualitative Methods (K. Lyles 2010)  
CRD 893 Doctoral Supervised Research  
Students' Understanding of Rhetorical Concepts (K. Fargo 2010)

*M.A. English Capstone Projects Directed*

- "Some of my Best Friends are Villains: Reading Identity Politics in Evil Fictions."  
P.C. Meshaw, 2019
- "Assessing Directed Self-Placement in the University Writing Program:  
A Study of Student Perceptions of their Role as the Decision-Maker in the  
Placement Process." M.A. Owens, 2017
- "Student Perceptions of Standardized Assessment and the Sat."  
C.N. Barba, 2016
- "Peer Review in ENG 101 & its Influence on Students' Attitudes, Beliefs and  
Feedback- Seeking Behavior." J.L. Bedard, 2015 (co-chair)
- "Using Multimedia Technologies to Meet the Goals of Universal Design for Learning  
in Composition Courses: A Curricular Unit." C. Curtis, 2015
- "Teaching Writing to All: Teaching Strategies for Students with Learning Disabilities  
and Basic Writers." L. Taylor, 2014
- "Understanding Information Literacy in the Digital Age: A Review of the Research on  
Students' Research Process." N. Elhertani, 2014
- "A Peer-Centered Approach: A Case Study on the Experiences of Early College High  
School Writing Tutors." D. Sawyer, 2014 (co-chair)
- "Male African- American Student Athletes: Participation and Preparation in Higher  
Education." W. Anderson, 2012
- "Preparing Students Across Ability Levels for College-Level Writing: An Application  
of the Toulmin Model to Arguments About Literature." S. Massengill, 2010
- "A Curriculum Proposal for 12<sup>th</sup> Grade English in the District of Columbia's Public  
School System." A.G. Mizelle, 2009

*M.A. English Theses Directed*

- "What's Research Got to Do With It? Writing Research and K-5 Classroom  
Practice." M. Geathers, 2000.
- "Examining assumptions about Freshman Composition: Implications of Advanced  
Placement testing." C.L. Christopher, 1999
- "Teachers responding to student writing: A conceptual framework for exploring a  
communicative process." C.R. Roberts, 1998
- "Theory and practice in college writing centers: Where have we been, where are we  
now, where are we going?" J.McIver, 1996
- "In search of legitimacy: Nineteenth-century American discourse on bird  
taxidermy." L.B. Campbell, 1996
- "Personality type and writing processes." M.B. Williams, 1995
- "Collaboration, focus, and content: Comparing peer-tutor and teacher writing  
conferences." A. Coburn, 1994
- "Effects of procedural facilitation on the revision behavior of college freshmen."

I. Byker, 1994

"Composition conventions across the disciplines: An examination of teacher expectations." I.P. Pleasants, 1991

"Freshman writers and socioeconomic status: A sociolinguistic perspective on academic writing." K. Evans, 1991

"Revision behavior demonstrated by twelfth graders in advanced English classes." K.P.Roe, 1990

*M.S. Technical Communication Capstone Projects Co-directed*

D. Burns 2012; K. Rhodes, 2012; A. Kosiner 2006; M. Mebust 2006; B. Walker 2006; J. Mosier 2001; K. Horn 2000

*M.S. Technical Communication Theses Directed*

"Finding information online: An empirical study of searching versus browsing." M.A. Blackwelder, 1998

"The role of experience: A study of professional writers entering an academic discourse community." C. Davidson, 1994

*Doctoral Committees (member)*

REED, MERIDITH. 2018. Practicing What We Know: Graduate Writing Instructors Navigating the First-Year Writing Classroom. PhD Communication, Rhetoric and Digital Media

MASSENGILL, SONYA AMMONS. 2015. High School Writing Experiences, Writing Self-efficacy, and Composing from Multiple Sources: A Mixed Methods Study. PhD Curriculum & Instruction.

KELLY, ASHLEY ROSE. 2014. Hacking Science: Emerging Parascientific Genres and Public Participation in Scientific Research. PhD Communication, Rhetoric and Digital Media

KITTLE AUTRY, MEAGAN ALEXANDRA. 2013. Genre Change Online: Open Access and the Scholarly Research Article Genre. PhD Communication, Rhetoric and Digital Media

**PROFESSIONAL AFFILIATIONS**

Conference on College Composition and Communication

American Educational Research Association

AERA Special Interest Group on Writing and Literacies

AERA Special Interest Group on Women and Education

Association of Teachers of Technical Writing

Council of Writing Program Administrators

Carolinas WPA Affiliate  
National Council of Teachers of English  
Consortium on Graduate Communication

## **PROFESSIONAL SERVICE**

Editorial Board: *Written Communication*

Selection Committee: John R. Hayes Award for Best Article, 2008, 2013

Consulting Reader: Editor's Choice Award for New Scholar, 2010

Manuscript reviews: *College English, Journal of Advanced Composition, Cognition and Instruction, American Journal of Education, J. Business and Technical Communication, Research in the Teaching of English, Written Communication, Pedagogy, Journal of Writing Research, PLOS ONE (Public Library of Science)*

Proposal reviews, annual meetings: Conference on College Composition and Communication (2012), Computers and Writing (2012), AERA SIG on Writing and Literacies (1988-2001), National Reading Conference (1989, 1992).

Promotion/tenure reviews: Old Dominion University, University of Memphis, Kent State University, York College/CUNY, Carnegie Mellon University, University of Louisville, University of Minnesota, Colorado State University, University of Texas-San Antonio, Fordham University

External program reviews: PhD English, Old Dominion University (2013); MA English, College of Charleston (2015)

## **UNIVERSITY SERVICE**

*North Carolina State University*

Judge, Graduate Research Symposium, 2018, 2019

Member, Cluster Hire Search Committee: Leadership in Public Science, 2015-16

Member, Faculty Senate, 2012-2014

Senate Academic Policy Committee 2012-14

Member, University Admissions Committee 2013-14

Member, Search Committees, University Tutorial Center/Writing and Speaking Tutorial Services, 2005, 2010, 2016

Member, Task Force on First-Year Undergraduate Transition,

Division of Undergraduate Academic Programs, 2007-08

Mentor, Career Exploration Program for Campus Employees, 1998-99

Member, Campus Writing and Speaking Board, 1997-99

Chair, NCSU Writing Work Group, Council on Undergraduate Education, 1994-97

Member, Council on Undergraduate Education, 1994-97



Chair, Dean's Task Force on Writing, Division of Undergraduate Studies, 1993-4  
*NCSU College of Humanities and Social Sciences*

CHASS Graduate Directors Committee, 2012-2018

CHASS Dean's Review Survey Committee, 2013-14

CHASS RPT Committee, 2007-2009

CHASS Student Grievance Panel, 2000-01

Member, Academy of Outstanding Advisers, 1996-

Advisory Board, Center for Communication in Science, Technology, and  
Management 1995-98

*NCSU Department of English*

Director of Graduate Programs, 2012-2018

Graduate Council, Member 2001-02; Chair 2012-2018

Budget Advisory Committee, 2013-15

Chair, Task Force on Science Communication Initiatives, Spring 2013

First-Year Writing Program Director, 2001-07

TA Coordinator, 2000-01, 2003-07, 2009, 2011

Acting Program Director, Spring 2000; Associate Director, 1997-99

First-Year Writing Council, 1987-89; 91-93; 97-01; Chair 2001-07;  
member 2009-2011

Composition Personnel Committee, Spring 2008, 2010, 2011, 2013, 2014, 2016

Search Committees in Rhetoric and Composition: Chair 2016-17, 2005-06,  
2004-05, 1997-98; member 2010-11, 1996-97

Head's Advisory Committee, 2006-08; 1997-98

Post-Tenure Review Committee, 2006-08

Undergraduate Studies Committee, 2011-2012; 2007-2009; 1989-91

Ad Hoc Task Force on Professional Writing Program, 2007-08

Chair, Rhetoric & Composition Disciplinary Group, 2001-02

Ad Hoc Governance Committee, 1996-97

Professional Writing Committee, 1994-96

Advisory Committee, M.S. Technical Communication, 1987-90

Advisor, undergraduate majors in Language, Writing, and Rhetoric, 1987-2011

*Feb 2021*