

1

December 23, 2016

Office of Human Resources
Bowie State University
14000 Jericho Park Road
Bowie, MD 20715

Dear Members of the Search Committee,

I am writing to apply for the position of Assistant Professor of English at Bowie State University, as listed on the *Chronicle of Higher Education* website. I am a PhD candidate in the Composition and Rhetoric Program at the University of Wisconsin-Madison, writing my dissertation, *Authorship: Intention and Responsibility in Networks*, under the direction of Michael Bernard-Donals. I have three of my four chapters written and I will complete my dissertation and graduate in May 2017.

In *Authorship: Intention and Responsibility in Networks*, I investigate network technologies' ability to disrupt our notions of agency and authorship, in part by forcing us to reconsider the relationship between writing and ethics. Recent work on networks has suggested that our notions of agency need to be re-thought, and possibly discarded in favor of object-oriented epistemologies. I argue that Bruno Latour's Actor Network Theory provides us with a framework to reconcile what has traditionally been understood as authorial intention with non-autonomous authorship by locating the author as an ethical actor, an actor who is responsible for highlighting connections in an actor network. I go on to examine what this responsibility looks like through a qualitative study of writers in a digital network -- clients and consultants from UW Madison's DesignLab, a digital media studio. I contend that writing created in digital environments can be considered a kind of textual curation, the assembly and evaluation of texts. Specifically, I apply Actor Network Theory as a method, and "follow the actors" in this environment in order to understand how the writers in the network interact within textual or citational chains. I focus specifically on how an author's intention interacts with the other elements in the network in which they write, considering how texts are more or less traceable to their authors within the more visible connections to sources within a network that digital texts provide. I ultimately argue that citations give us a way to trace the network and the choices that we make as authors -- that is, citationality is authorship. It is in our ability to trace the judgements we make as we write that gives us our ethical agency as writers, which in turn has consequences for the ways in which we view authorial intention, plagiarism, individual voice, and rhetoric.

My research questions regarding authorship and networks heavily influence my teaching practice; one of my key goals is for my students to become curators, or critical evaluators of new media texts and genres as well as content producers. I am prepared to teach courses that focus on digital content and to integrate new media into the substance of other courses. In my current intermediate composition course, "Writing in a Network," my aim is to raise my students' critical consciousness regarding network technologies and writing. We use their personal experiences to consider how digital rhetoric shapes their everyday lives through journaling and reflection. In

writing. And through continuing critical analysis of online networks, we examine how digital media both amplifies and silences voices. In sum, we study how the affordances of digital technology profoundly change what it means to read and write well as educated citizens, examining digital rhetoric in terms of both very old and very new issues.

In all my teaching, I am focused on helping my students at all levels become proficient with new genres and transition from novices to experts. I tutored undergraduate and graduate students during nine semesters in UW-Madison's Writing Center, assisting writers across the disciplines with writing tasks ranging from first-year papers to dissertations. In both my first-year and intermediate composition courses, I work to demystify academic writing and to empower my students through scaffolding and revision activities. Other courses have I taught include three semesters of English 403, an Honors Seminar in Writing Across the Curriculum for undergraduate writing tutors, focusing on effective commenting on student papers, writing conventions from diverse disciplines, and literacy and social justice. I am particularly passionate about mentoring undergraduate researchers. In 403, each student completed an original research project in writing studies, and I worked closely with them to propose and present their work at campus events as well as at several conferences, such as the National Conference on Peer Tutoring in Writing. More recently, I served as an instructor for the Wisconsin Louis Stokes Alliance for Minority Participation Excel Program, assisting 21 future scholars in various STEM fields as they developed proposals and poster presentations in their respective areas. Through this work, my students were able to situate themselves in their fields and make meaningful scholarly contributions.

I have held a series of administrative positions which have aligned with my commitments to mentoring and writing across the curriculum. As Assistant Director of Intermediate Composition at UW-Madison, I developed a training sequence for instructors that provided them with professional development as well as support for syllabi, assignments, and assessment. In three years as the Assistant Director for the Writing Fellows Program, I supervised 50-60 undergraduate writing tutors each semester. In this role, I worked to recruit and select new fellows and coordinated placements with faculty. I collaborated with faculty across the university on writing assignments that effectively communicated their priorities for student papers, leading to reflection regarding their teaching goals and more effective writing assignments. In my work with the College of Letters and Science Dean's Office, I facilitated interdisciplinary TA training workshops and designed and led professional development events for underrepresented minority graduate students. These experiences, combined with my teaching, have given me a better understanding of the influences that shape student learning in the context of a larger university community and have allowed me to successfully collaborate with other stakeholders.

I am excited by the prospect of joining the English Department at Bowie State and contributing to a vibrant culture of writing through strong teaching and mentoring, as well as research and curriculum development. I will be at the MLA conference in Philadelphia and would welcome the opportunity to meet there, or at another time convenient for you.

Sincerely,

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2

February 24, 2017

Faculty Search Committee
Department of English
Washington University
1 Brookings Dr.
Campus Box 1122
St. Louis, MO 63130

Dear Members of the Search Committee,

I am writing to apply for the position of Lecturer in English Composition at Washington University, as listed on this year's MLA Job Information List. I am a PhD candidate in the Composition and Rhetoric Program at the University of Wisconsin-Madison, writing my dissertation, *Authorship: Intention and Responsibility in Networks*, under the direction of Michael Bernard-Donals. I have three of my four chapters written and I will complete my dissertation and graduate in May 2017.

My teaching experiences have given me practical experience in course design and in effective teaching strategies for both new and experienced college writers. I tutored undergraduate and graduate students during nine semesters in UW-Madison's Writing Center, assisting writers across the disciplines with writing tasks ranging from first-year papers to dissertations. In both first-year and intermediate composition courses, I aim to demystify academic writing and to empower my students through scaffolding and revision activities. One of my key goals is for my students to become critical evaluators of texts and genres. For example, in my current composition course, "Writing in a Network," my aim is to raise my students' critical consciousness regarding network technologies and writing. We use their personal experiences to consider how digital media affects their everyday lives through journaling and reflection. In producing their own digital and hybrid projects, they are able to evaluate the impact of digital intertextuality on writing. And through continuing critical analysis of online networks, we examine how digital media both amplifies and silences voices. In sum, we study how the affordances of digital technology profoundly change what it means to read and write well as educated citizens, examining digital rhetoric in terms of both very old and very new issues.

In all my teaching, I am focused on helping my students at all levels become proficient with new genres and transition from novices to experts. Other courses I have taught include English 403, an Honors Seminar in Writing Across the Curriculum for undergraduate writing tutors, in which students learned about responding to student writing, working with multilingual writers, writing conventions across the disciplines, and literacy and social justice. I am particularly passionate about mentoring undergraduate

researchers. In 403, each student completed an original research project in writing studies, and I worked closely with several of them to propose and present their work at campus events as well as at multiple conferences, such as the National Conference of Peer Tutoring of Writing. More recently, I served as an instructor for the Wisconsin Louis Stokes Alliance for Minority Participation Excel Program, assisting students in various STEM fields as they developed proposals and poster presentations in their respective areas. Through this work, my students were able to situate themselves in their fields and make meaningful scholarly contributions.

I have held a series of leadership positions that aligned closely with my commitments to mentoring and supporting writing across the curriculum. In three years as the Assistant Director for the Writing Fellows Program, I supervised 50-60 undergraduate writing tutors each semester, providing ongoing education and support for their teaching. In this role, I worked to recruit and select new fellows and coordinated placements with faculty. I consulted with faculty across campus on communicating their priorities for student papers, leading to reflection regarding their teaching goals and more effective writing assignments. In my work with the College of Letters and Science Dean's Office, I facilitated interdisciplinary teaching assistant training workshops and I helped to design and lead professional development events for underrepresented minority graduate students. As Assistant Director of Intermediate Composition at UW-Madison, I developed a training sequence for instructors that provided them with professional development as well as support for syllabi, assignments, and assessment. These administrative experiences have allowed me to engage with the writing classroom from both faculty and student perspectives and have helped me to successfully collaborate with other stakeholders.

In both research and teaching, I seek to understand how writers can enact agency, and my dissertation, *Authorship: Intention and Responsibility in Networks*, examines our responsibility as writers in digital networks through an empirical study of students and consultants in a digital media studio. I contend that digital genres reveal that much of the work that writers do is in textual curation, or in assembling and evaluating texts. To this end, I look at how an author's intention interacts with the other elements in the network in which they write. My interviews ask subjects to reflect on their own sense of agency and authorship, revealing how they see their roles in creating new media projects and make choices as writers. I argue that it is in ethical judgements in which we can locate our agency in a network, with consequences for the ways in which we view authorial intention, plagiarism, individual voice, and rhetoric. This project demonstrates how distributed theories of agency intersect with the lived experiences of writers, providing insight on how we compose in networks.

I am enthusiastic at the prospect of teaching in the English Department at Washington University and contributing to a vibrant culture of teaching and learning. I am submitting my CV and teaching materials, along with my letters of recommendation. I would welcome the opportunity to meet with you at your convenience.

Sincerely,

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Logo here

Department A

Jon Snow, Ph.D.
Tormund Giantsbane
Postdoctoral Fellow

Address 1
Address 2
Location USA 00000
000-000-0000
jon.snow@email.edu

Department of Bioengineering
R1 University Y
Address 1
Address 2
Location USA 00000

October 13, 2017

Dear Search Committee,

I am writing to apply to the tenure-track position of Assistant Professor in the Department of Bioengineering at the R1 University Y (RUY). I am currently a Tormund Giantsbane Postdoctoral Fellow in the lab of Dr. Robert Baratheon at the R1 University Z (RUZ). Previously, I earned my Ph.D. with Dr. Jaime Lannister at the R1 University X.

My research vision is to understand how cells perceive signals that vary in ABC, BCD, CDE, and how this perception regulates process A. My lab will leverage my experience pioneering technique A – technique explanation here – to uncover how the cell decodes information within complex and combinatorial signals. We will apply this approach to quantitatively understand cellular decisions in cell type A, cell type B, and model type A. Since we will study fundamental principles regulating all cellular function, the insights gained will have broad biomedical impact and application. I believe my lab would fit well in the vibrant research environment in the department and at RUY, and the tools and insights we mutually develop would foster numerous productive collaborations.

My training has laid the foundation for these goals. I earned my doctorate at R1 University X under Dr. Jaime Lannister, where I developed the first technique A allowing inducible protein clustering. I engineered this tool to regulate protein A signaling (Snow et al, *Nature Methods*, 2014) as well as other signaling pathways (Snow et al, *Nature Communications*, 2016), and I further used these methods to show that differential protein A timing can specify fates in cell type C. On the basis of this work, I received an internal training grant award, was named a runner up in the nationwide Prestigious Prize competition, and Dr. Lannister received an NIH R01 award. In total, my graduate work resulted in six publications with one in preparation for submission.

For postdoctoral training, I joined the lab of Dr. Robert Baratheon at RUZ to obtain training in DEF, EFG, and FGH. In collaboration with Dr. Viserys Targaryen, I used technique A protein B activation to show that FGH signaling networks can cause cells to “misperceive” their environment and respond in a manner potentially contributing to disease. Specifically, I showed that FGH mutations and select drugs can impair the cell’s ability to properly filter dynamic protein B

signals, resulting in hyperproliferation. This work may establish a new disease paradigm in FGH, and a first-author manuscript is currently in submission for review. I also developed new quantitative technique A, including 1) scalable high-throughput technique A devices for experiments (patent pending), as well as 2) multi-pathway control using orthogonal technique A systems. The above work was the basis for public (grant here) and private (Tormund Giantsbane Postdoctoral Fellowship) funding.

I believe my lab would contribute to and draw strength from the diverse research environment in the Bioengineering department and at RUY, and I would be excited to form collaborations with several groups throughout the University.

I thank you for your consideration of my application, and please contact me if I can provide any further information. I have attached my CV, research statement, and 3 references. I will also be presenting my work at the Upcoming National Conference (Talk: UNC – date – time, room. Poster: date, #0000). I appreciate being considered for this position, and I look forward to hearing from you.

Best Regards,

Jon Snow, Ph.D.
Tormund Giantsbane Postdoctoral Fellow
R1 University Z
Jon.Snow@email.edu

4

Chuck Norris, Ph.D.

Very Excellent Research Foundation Postdoctoral Fellow

Department of Biochemistry and Biophysics

Prestigious University

City, USA

Phone: (000) 000-0000

Agreatemail.address@email.edu

September 15, 2017

Dear State College Department of Biology search committee,

I am writing to express my interest for the position of Assistant Professor of Biochemistry. My career goal is to teach at a liberal arts college where I can continue to conduct high-quality research while teaching and mentoring undergraduates. I am excited about the prospect of being a part of State College's diverse community.

I received my Ph.D. in Molecular and Cell Biology from University of Anywhere in 2013, where my doctoral work focused on structural and biochemical studies of telomeres in the lab of Prof. C.D. Parker. As a Very Excellent Research Foundation postdoctoral fellow in the lab of Prof. Alex Cahill at Prestigious University (PU), I study the structure and function of membrane calcium channels. My proposed research program is explicitly designed to be performed by undergraduates at a liberal arts college, combining elements of structural biology, biochemistry, and genetics to probe the structure and function of membrane transporters. I am a strong supporter of a broad liberal arts education and the creative thought it fosters, having earned my B.A. in History in addition to my B.S. in Biochemistry from James Trivette University. I am prepared to teach Introduction to Biological Chemistry, as well as introductory biology and advanced electives such as Molecular Biology and Advanced Cell Biology. Additionally, I would be excited to participate in State's tutorial course, given that close interaction with students is a major reason I am pursuing faculty positions exclusively at liberal arts colleges.

I am passionate about teaching science to students from all backgrounds, and I have continuously developed my teaching skills from the time I was an undergraduate. My interest in teaching undergraduates extends back over a decade: as an undergraduate at James Trivette University, I served as a Teaching Assistant in introductory chemistry lab courses. As a graduate student at University of Anywhere, I twice taught Anywhere's diverse student population as a teaching assistant, once in a lecture course designed for those majoring in biochemistry, and once for a lecture course designed for those outside the biochemistry concentration. On the basis of student evaluations and professor nominations, I received Anywhere's Outstanding Graduate Student Instructor award. As a postdoc at PU, I continued to develop my teaching skills by attending the Coastal City Postdoc Workshop on Scientific Teaching at Firewalker University. Additionally, I participated in the Teaching preparation program at PU. These courses and workshops have taught me strategies based on education research that are designed to accommodate all learners. Because of my training, I am prepared to create a classroom environment in which students from all backgrounds can achieve their potential and learn to think as scientists. In particular, I adopt teaching strategies that are conducive to active learning, which has been shown by research to result in superior outcomes for students from underrepresented backgrounds.

Chuck Norris - Cover Letter

I am excited to involve undergraduate students in my research program as I investigate the structure and function of calcium channels. At University of Anywhere, I developed my background in structural biology and biochemistry through X-ray crystallographic studies and biochemical assays of telomeres. My work yielded new insights into the conserved mechanism of XYZ, and resulted in two first-author publications published in *Nature* and *Nature Structural & Molecular Biology*. At PU, I proposed to take my structural biology expertise and apply it to a new challenge of calcium channels in the lab of Alex Cahill. I study protein ABC that is essential for plant growth, and determined its first crystal structure. Structural comparisons with related proteins DEF, the most abundant membrane protein in my favorite cell type and a key driver of an important process, allowed me to propose a transport mechanism for ABC, DEF, and several related families. A manuscript reporting these results has been published in *Proceedings of the National Academy of Sciences*. I entered the Cahill lab with the intention of determining the structure of a calcium channel, and then leveraging that structural data into a research program designed to be performed by undergraduates. Thus, I have used the structure of ABC as a platform to develop simple yet informative biochemical and genetic assays that test aspects of the ABC transport model, using experiments that are well-suited to being performed by undergraduates at State. My work in the Cahill lab was funded by a fellowship from the Very Excellent Research Foundation, which includes a research stipend that I partly placed into a fund to be disbursed upon starting my independent research career as a professor. As a result, I have accrued \$10,000 to serve as a mini-grant and supplement start-up funds as I set up my new lab. My expertise in structural biology and biochemistry, development of experiments well-suited to undergraduates, and acquisition of external funding have placed me in a strong position to launch my independent research career at a liberal arts college.

I look forward to continuing to mentor undergraduate students. I have had the opportunity to mentor undergraduate and first-year graduate students during my training. I developed individual research projects for them, tailoring my guidance based on student experience and work habits. The students I mentored have gone on to further scientific accomplishments. A project I devised for a first-year rotation student developed into a paper we wrote together in which he assumed first authorship. I am keenly aware of the value of undergraduates performing research that leads to publications. Work I performed while I was an undergraduate researcher at Cordell Walker University led to my inclusion as an author on a paper. That experience helped start my career, and is an experience that I want to give back to undergraduates under my guidance. I would relish the opportunity to do so as member of the State College community. Thank you for your consideration.

Sincerely,

Chuck Norris, Ph.D.

Teaching Statement - Statistics

The pivotal role that the practice of statistics plays in scientific discovery presents statistics teachers with many unique challenges. As with most disciplines, teachers of statistics often instruct standard courses designed for students who want to gain a general better understanding of the subject. The widespread use of statistics in all scientific disciplines often causes statistics instructors to be called upon to also educate practicing scientists of all levels in statistical ideas and practices relevant to their fields through both formal lectures and collaborative work. Although challenging, this diverse set of responsibilities can give statistics teachers a poignant insight into the cliché that the key to teaching is communication. It forces one to see that this communication is more than a developed set of gimmicks which enables an instructor to be able to eloquently make a point, but also involves listening to and understanding the desires and learning styles of the students.

I am sure that anyone who has not properly prepared for a lecture only to encounter an uncomfortable sea of blank looks can attest that a key component to good teaching is the clear development of goals and preparation for pathways for their achievement. However, these goals should merely form a structure for the overall outcome of a class and the planned pathways should only serve as possible directions. The intended pathways should be pliable so that they may be modified if they are not effectively leading the class towards its goals. One of my first successful realizations of the power of allowing students to communicate their needs occurred when I was running a series of lectures designed to introduce first year biostatistics doctoral students to the use of SAS in the analysis of survival data. My initial idea was to use small simulated data sets in an introduction of various procedures which would be explored in depth later through case studies of real data. The immediate questions and comments made by the students directed towards practical applications of the various procedures made it clear that my intended plan would not be effective. After a discussion with the class, we decided that the material would best be introduced directly through case studies. I was elated two weeks later while grading the class' homework assignments to find that every student had successfully gained an elegant understanding of uses of SAS in survival analysis.

Building an environment where it is possible for the class to express its needs is an important part of being a good teacher. I believe that part of this task includes framing all aspects of the material without losing perspective of the overall big picture. Although it is important to learn the form of a t-test and what the Gauss-Markov Theorem states, it is also important to understand their place in the material as a whole and not to get lost in numbers and formulas. A clear discussion of the formulations, uses, and limitations of concepts not only makes it easier to apply them, but it also enables students to express their understanding and provide new insight for the rest of the class rather than blindly memorizing presented material.

Over the past seven years I have served as a tutor, recitation leader, lecturer, and lab instructor in courses for statisticians and non-statisticians, both at the undergraduate and graduate levels. For my work I was awarded the University of Pennsylvania's Award for Outstanding Teaching by a Graduate Student. I am interested in and able to teach statistics at a wide spectrum of levels to either statisticians or non-statisticians. In terms advanced graduate courses, I am well prepared to teach theory/methods courses in mathematical statistics, longitudinal, multivariate, functional, and time series data analysis and applied courses in the analysis of gene expression and image data.

Aside from my interests in the formal classroom setting, I am also interested in mentoring statistics students and serving as a statistical advisor to students in other disciplines. I have served as a statistical advisor under the supervision of senior biostatistics faculty members for several practicing physicians working towards a master's degree in clinical epidemiology. In addition I have experience with and knowledge of current methods in longitudinal, functional, multivariate, and time series data analysis which can be used to help develop thesis and dissertation work for statistics students at various levels. My experience as a teacher both in and outside of the standard classroom has been rewarding and enjoyable and I look forward to continuing my work.

Job Candidate

Teaching Philosophy

Today's society demands that good citizens make good decisions. The Internet has opened a new arena for information gathering and it is imperative that as good citizens we understand that there is good information and bad information. No longer are we as a society dependent upon one source for our information and we are rapidly becoming a society that questions authorities, be the doctors, lawyers, journalists or politicians. This new society that is emerging needs to think for themselves and question what they read and become true critical thinkers. It is my philosophy to help create critical thinkers in any class I have the privilege of teaching.

Make them think. That simple statement sums up what my courses strive for and what I strive for as an instructor. There is a time and place for memorization and it is certainly the underlayment of a solid education in the sciences but we must also make sure our students understand. One way to do this is by putting the facts in front of the students then asking them, "how can we understand this?". Interactive lectures are my trademark, no matter how large or small the class. I like to hear that the class is thinking with me and that although the "right" answer may appear elusive, we can come to it through many different routes. I often pause in the delivery of materials to have students work problems in small groups, often I have found that their peers are better teachers than I for certain concepts. I have learned to listen to what the students say to each other in these moments and use these comments or tips in future classes.

Inquiry based labs are another way of making theory come alive for a student and to ensure that they get a chance to use what they learn in lecture in the laboratory. From doing their own stoichiometry to developing their own approach to the experiment, they are utilizing the memorized theory and applying it to see first hand what happens. The utilization of case studies where the student must become the expert and write an opinion is empowering. While these kinds of labs require more of the instructor, student satisfaction is a definite driving force.

Finally, without good communication skills students are simply not marketable either to medical schools, graduate schools or industry. In all my classes I have a writing and oral communication assignment. In General Chemistry the written assignments are formal laboratory reports where the students not only are expected to present the results of their labs but also to include opinions about the found results. I have them write in the context that they are the experts and are giving advice to a client. They are instructed to include outside research and to comment on the available information on the Internet. Their oral communication project is a year-end poster session, where they present their research on a chemical topic of interest to them. These projects have gotten better and better over the past several years with many students taking the cue from lab and wanting to carryout experiments based on their research. Everyone benefits from this type of oral work not just those that have done the research. My latest adventure has been the introduction of proposal writing to my Advanced Inorganic Chemistry class, which is a mix of undergraduate and graduate students. The jury is still out, but I am already finding this to be

a worthwhile activity as it has made them realize that chemistry doesn't just happen it needs to be planned, researched and executed. And probably most importantly, it requires MONEY!

Overall, I believe I am a patient, demanding and fair instructor. I try to engage my students in lecture and present them with life skills in addition to chemistry facts. If I can give them a solid foundation in the subject I am teaching and teach them one thing that transcends the sciences, then I have been successful. I love to teach and am always looking for new and more advanced ways of challenging my students to think outside the box and become good citizens.

Teaching Statement, Music Sample:

My goal as an educator is to provide students with resources to take ownership over their musical development, both during their time in college and continuing into their professional careers. I want for them to develop critical thinking skills, so they can ultimately become their own teachers.

I believe in teaching fundamental principles of technique that can be applied universally, and I encourage students to focus on one basic idea at a time. Scales, arpeggios, etudes and other exercises are an important part of daily practice, reinforced by weekly technique classes. The emphasis of these classes is to learn how to use the body's natural resources in order to achieve fluidity of movement that is free from tension. Utilizing forces such as gravity and momentum allows us to relax muscles and prevent injury. In the study of technique, it is critical that students set attainable goals for themselves, and I help them to organize their practice time with this in mind. Positive reinforcement is of primary importance, in order for students to have the confidence to trust and believe in their own ability to grow.

Learning how to bridge the gap between technique and musicianship is a crucial process. The purpose of technical proficiency is to be able to express musical ideas to their fullest potential. Every student has his or her own unique voice and point of view, and my job is to help them understand what they want and how to execute their musical vision. Having a clear idea of phrasing is the first step, and I teach my students that every note they play is either going towards a destination, or coming away from one. Learning how to tell a story through music is my favorite part of being a cellist, and I enjoy working with my students to create different colors and characters within their music.

Another focus to my pedagogy is allowing students to be teachers as well as learners. Students learn as much from each other as they do their teacher, and weekly performance classes can foster this type of learning. Studio class provides students with an opportunity not only to perform for their peers, but also to listen. Knowing how to give constructive criticism is an important skill, and I encourage students to make comments in class. I believe that learning how to be your own teacher begins with understanding how to listen critically. Experimentation is key to musical development, and I teach my students not to be afraid of trial and error. In addition, it is important to have chamber music experience and knowledge of orchestral excerpt repertoire.

Finally, public speaking skills, knowing how to write a convincing grant application, and teaching ability are as important to building a musical career as being able to play the cello. By ensuring their well-rounded education, my hope is that students leave my studio equipped with resources for the future.

Statement of Teaching Philosophy - English

As a teacher, I work to help my students understand how writers can enact agency and act ethically in the world. Following from Paulo Freire, I see the teaching of writing as the teaching of critical consciousness, and whether I am teaching a class on to cite sources in APA, or helping a graduate student integrate critical theory into a dissertation chapter, I encourage students to develop their own goals for writing and to ask questions about genre and writing conventions. Topics such as online writing, consumer ethics, generational differences, and writing and literacy studies allow me to find spaces where my students' interests and experiences intersect with the course and start from what they know. To help students articulate their ideas, I create assignments that help them reflect on and then make sense of their own experiences in meaningful ways; I seek to empower my students by putting them in positions of expertise whenever possible. I build connections with my students by drawing on their perspectives and validating their contributions in class discussions and in one-on-one meetings. With this foundation of respect and trust, I am able to work with them to build critical thinking skills to help them situate themselves in their professional and educational networks, and to consider their responsibility as citizen-writers.

With this responsibility in mind, I offer writing courses that prepare students for the increasing demands on their literacy. I design first-year and upper-level writing courses that expose students to both academic and non-academic writing, including assignments for research papers, blog posts, visual presentations, annotated bibliographies, literacy autobiographies, manifestos, analysis, and reflection. By defining texts broadly and providing opportunities for digital and multimodal composition, students can explore creative, public, personal, and professional writing in challenging ways, and expand what counts as academic writing and research. I aim to have students learn to produce content as well as respond critically to new media. For example, in the course, "Writing in a Network," the students created BuzzFeed-style lists with images and hyperlinks, and then they wrote annotated bibliographies to analyze how the images, texts, and links worked together to support their messages. This hybrid assignment asked them to practice academic citation and to learn WordPress to create their posts, and to also think about ethos, pathos and logos in visual and textual arguments. The students produced work ranging from a meta-analysis of new media ("The World's Greatest GIFs"), to reasons that their university was the best, to an obscure picture history of World War II, reflecting their personal interests and writing styles. These projects also helped students think about not only how to cite sources properly, but how sources work rhetorically. In another assignment in this course, a research project, students conducted interviews or analyzed online writing and conducted their own research on digital media based on case studies, on topics including the impact of filter bubbles, race and technology, and why students interact with technology the way that they do. This kind of supported research experience, in which we learn how to start with questions rather than answers, has students participating in the production of knowledge; instead of limiting them to quoting scholars, it allows them to be scholars.

As a teacher and a scholar, I view it as my obligation to teach for social justice, and I accept the challenge of getting students to question with me those institutions which have rewarded us, or those institutions from which we seek to be rewarded. I am committed to a teaching practice that

engages with the ethical aspects of literacy, including questions about language and power, what counts as good writing, and whose voices are the loudest and why. I am prepared to offer courses that explore how digital media impacts what we value about writing and whose writing we value, considering how technologies can give voice to people or ideas that might not have otherwise been heard, while silencing others. Writing, digital or otherwise, is inseparable from the political. In my teaching, I have explored issues with my students regarding access, education equality, labor and writing, and writing and difference through challenging readings, in-depth discussion, and mentoring. In my Honors Seminar in Writing Across the Curriculum for undergraduate writing tutors, my students worked to not only develop their tutoring skills, but to develop their values as tutors, making their tutoring practice a reflection of their own deliberation. And in my writing course, "Consumers and Ethics," students thought about how their role as consumers and then wrote critical reflections of their own consumer habits and their race, class and other identities. My goal in all of these discussions is never to tell my students what to think, but to teach them how to think carefully and critically, ask difficult questions, and to never be satisfied with easy answers. Because we treat answering social justice questions as inherent to answering our intellectual questions, students are induced to think more deeply about these issues and are able to make more nuanced connections.

I consider my students as writers not only in my classroom, but throughout the university and well beyond it. For me, the teaching of writing is an orientation towards critical thinking, empathy, and curiosity. By starting here, I am able to teach my students how writing works and what it does in context - the necessary skills to analyze writing and genre in order to master future writing tasks.

Teaching philosophy - Psychology

As a teacher I strive to engage, challenge, and inspire growth in my students. It is my belief that every student is capable of tasting the passion that I feel for psychology by becoming collaborators in the exploration of psychological theory, research, and practice. To engage my students in the study of psychology, I begin by crafting stories that draw them into the thick of the learning experience. Behind every statistical technique, clinical intervention, and theoretical argument is a vivid anecdote, and I believe that it is my job, in part, to share these tales with my students. I prefer to teach through demonstrations: by conducting mini-experiments and analyzing data in the classroom, by participating in small group debates and role-plays, by observing and chronicling behaviors from “the real world,” and by discussing clinical case studies. I aim to immerse my students in the topics that I love. I believe that psychology, like a foreign language, is best learned by immersion -immersion in the context that led the researcher, teacher, or clinician to ask her question about the human mind.

To challenge and be challenged by my students is my second goal. I begin with the belief that every student possesses unique capabilities that can be shared with others if given the appropriate supports. I challenge my students to share opinions with and to mentor one another. I encourage brainstorming sessions, group projects, and group presentations. It is my hope that students leave my classroom knowing what it means to be a collaborator. I also expect to be challenged by my students—an expectation I hope to communicate to the class early on. I encourage my students to ask questions, and I am straightforward about not having all of the answers. When I become “stuck” I seek the input of my colleagues, my books, and the endless array of resources that can be found on the Internet. When I next return to the classroom, I share not only the answer that I’ve found, but also the process I went through to discover it. Above all else, I challenge my students to understand that I am open to their thoughts, eager to hear their opinions, and thrilled to learn with and through them.

Finally, I attempt to inspire growth in my students by giving them tools to take into other disciplines and into other domains of their life. Among these tools are a sense of curiosity, open-mindedness, and a thirst for knowledge. I would like my students to observe and begin to question the purpose and meaning of human thought, behavior, and emotions. After becoming skilled observers, I would like my students to use their tools to ask a few good questions, to creatively design a way of answering these questions, and to openly share their new knowledge with others. One of the beauties of psychology is its ability to translate across many disciplines and across many areas of life. Although my passion is for psychology in particular, one of the greatest goals I have is to teach my students to become motivated, insightful, and enthusiastic thinkers.