

Matthew M. Howard

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Curriculum Vitae

Education:

MA in English Language and Literature, University of Washington, 2014-2015.

Subjects: American Literature (19th & 20th Cent.), Ethnography, Cultural Studies.

BA in English, University of Texas at Austin, 2011- 2012.

Subjects: American Literature (19th Cent.-20th Cent.), Autobiography, Kinesthetic Studies in American Fiction

AA in English, Houston Community College, 2009-2011.

Publications:

“Better Off,” Hothouse Literary Journal (University of Texas at Austin), Spring, 2012.

“Gradient,” Hothouse Literary Journal (University of Texas at Austin), Spring, 2013.

Projects/Presentations:

2018 – Praxis 2018, “Making the Case for Mobility: ENGL 121 & Service Learning”

2017 – Participant, UW Seattle Libraries, “How I Work Openly Campaign”

2017 – Recipient, Digital Storytelling Fellowship, “The Story OF Tory”

2017 – Praxis 2017, “Riding and Writing: Engaging Students in Field Work and Analysis”

2016 – UW Scholar’s Studio, “Race and Mobility: Equity Unreached”

2015 – (Master’s Essay) “Planting Cultural Tolerance in Rabbit’s Garden: Re-Educating of Middle America.”

2012 – Undergraduate Research Seminar Essay: “The Black Experience During the 1900s: Expose of James Weldon Johnson’s Ex-Coloured Folk and Nella Larsen’s Quicksand”

Employment History:

University of Washington, Seattle, Autumn 2017

Instructor of Record: ENG 121 E – Service Learning and Writing

- Entitled “Mobility and Accessibility in Seattle,” this course tasks students with grappling with how the concepts of mobility and accessibility affect their understanding of the numerous communities present in Seattle. They contextualize what they learn during their volunteering hours and write in different genres.

University of Washington, Seattle, Spring 2017

Instructor of Record: ENG 131 B7 – Expository Writing

- Titled “Contexts,” this ENG 131 course was my approach to teaching students about their agency in critically analyzing various situations. The culmination of looking at different writing genres and contextual analyses, I used the four outcomes of the Expository Writing Program (EWP), course to explore genre conventions.

University of Washington, Seattle, Winter 2017

Teaching Assistant: AES 212AA - Comparative American Ethnic Literature

- Responsible for teaching one section for a 200-level course in the American Ethnic Studies Department. Created quizzes and surveys that gauged students’ engagement with texts and ideas surrounding what it means to be “American” and “ethnic.”

University of Washington, Seattle, Autumn 2016

Instructor of Record: ENG 131 A3 – Expository Writing

- Titled “Riding and Writing: Public and Private Transportation in Seattle,” this ENG 131 course was my approach to teaching students about their agency in critically analyzing space. Via the four outcomes of the Expository Writing Program (EWP), course was geared toward exploring how to write contextually for different audiences, genre-awareness, and rhetorical analysis of space.

Honors, Awards, & Involvement:

Recipient of Summer Fellowships for Public Projects in the Humanities, 2018.

Co-Presented at Tacoma Greater Convention Center, Tacoma Links, 2016.

Co-Presenter, “King’s Dream is Alive” Harrison Prep Academy, Lakewood, WA, 2015.

GO-MAP Student Diversity Scholarship, University of Washington, 2014-2015.

Co-Emcee and hosted poetry reading event at the University of Texas at Austin, 2012.

Member, English Council, University of Texas at Austin, Fall 2012.

Nominated for President’s Leadership Award, at the University of Texas at Austin, 2012.

Member, National Society of Collegiate Scholars, Houston Community College, 2011.

Member, Phi Theta Kappa, Houston Community College, 2011.

Organized writing Workshops at Houston Community College, 2010-11.

Fiction Editor, Midtown Journal, Houston Community College, Spring 2010.

Member, Creative Writing Club, Houston Community College, 2010.