

# Anis S. Bawarshi

---

Department of English • University of Washington • Seattle, Washington 98195-4330 • (206) 543-9400  
2323 NE 117th St. • Seattle, Washington 98125 • (206) 440-7432  
bawarshi@uw.edu

## EDUCATION

### University of Kansas

Degree: Ph.D. in English (June 1999; conferred with Honors)  
Specialization: Rhetoric and Composition Studies  
Dissertation: *Genre and Identity: Reconsidering the Role of the Writer in Written Communication*  
Director: Amy J. Devitt

### University of Kansas

Degree: M.A. in English (May 1995; conferred with Honors)  
Emphasis: Composition Studies and Nineteenth-Century British Literature

### California State University, Northridge

Degree: B.A. in English (June 1992; conferred with Honors)  
Thesis: *The Evolution of Creative Evolution in Selected Plays of Bernard Shaw*

## ACADEMIC APPOINTMENTS

**Professor**, University of Washington (2011 to present)  
**Associate Professor**, University of Washington (2004 to 2011)  
**Assistant Professor**, University of Washington (1999 to 2004)  
**Graduate Teaching Assistant**, University of Kansas (1992 to 1999)

## AWARDS and HONORS

### University of Washington

- Simpson Center Interdisciplinary Research Cluster Grant, “Writing Across Difference” (2016, 2017)
- Grant, “English Composition Advancement for Low-Income Students,” College Spark Washington (2015 to 2017) [\$149,995]
- Simpson Center Interdisciplinary Research Cluster Grant, “Palestine and the Public Sphere” (2014, 2015, 2016)
- Nominated, University Distinguished Teaching Award, UW Teaching Academy (2012)
- Department nominee, Marsha L. Landolt Distinguished Graduate Mentor Award, The Graduate School (2012)
- Department nominee, Marsha L. Landolt Distinguished Graduate Mentor Award, The Graduate School (2011)
- Chair, Mina P. Shaughnessy Prize Selection Committee, Modern Language Association (2010 to present)
- Department nominee, Marsha L. Landolt Distinguished Graduate Mentor Award, The Graduate School (2010)
- Grant, “Accessing Academic Discourse: The Influence of First-Year Composition Students’ Prior Genre Knowledge,” Council of Writing Program Administrators Research Grant (2007) [\$2,000]
- Leadership Fellow, Office of the Dean, College of Arts and Sciences (Spring 2006)
- Karen Shabetai Distinguished Undergraduate Teaching Award, Department of English (2003)
- Nominee, Marsha L. Landolt Distinguished Graduate Mentor Award, The Graduate School (2003)

### University of Kansas

- Merrill Award for Excellence in Teaching and Research, Department of English (1998)
- Department of English Nominee for the University Graduate Student Award for Distinguished Service, 1997-98 (1998)
- Department of English Nominee for a Graduate School Summer Fellowship (1998)
- University Outstanding Graduate Teaching Assistant Award (1997)
- Honors, Ph.D. Comprehensive Examination, Department of English (1997)
- James A. Gowen Memorial Award, Department of English (1997)  
Awarded to graduate student who demonstrates a serious concern for and achievement in the theory and practice of written English.
- Department of English Outstanding Instructor Award (1996)
- Selden Lincoln Whitcomb Fellowship, Department of English (1996)  
Awarded to graduate student teachers who demonstrate excellence in scholastic research and promise in the field of teaching.

### California State University, Northridge

- Robert apRoberts Award for the Best Undergraduate Honors Thesis in English (1992)
- Sigma Tau Delta (1991)

## PUBLICATIONS

### Books

- *Genre and the Performance of Publics*. Logan: Utah State University Press/University of Colorado Press, 2016. Co-edited with Mary Jo Reiff. [refereed]
- *Ecologies of Writing Programs: Profiles of Writing Programs in Context*. West Lafayette, Indiana: Parlor Press, 2015. Co-edited with Christian Weisser, Michelle Ballif, and Mary Jo Reiff. [refereed]
- *Genre: An Introduction to History, Theory, Research, and Pedagogy*. West Lafayette, Indiana: Parlor Press, 2010. Co-authored with Mary Jo Reiff. [refereed]
- *Scenes of Writing: Strategies for Writing with Genres*. New York: Addison Wesley Longman, 2004. Co-authored with Amy J. Devitt and Mary Jo Reiff. [refereed]
- *Genre and the Invention of the Writer: Reconsidering the Place of Invention in Composition*. Logan: Utah State University Press, 2003. [refereed]
- *A Closer Look: The Writer's Reader*. Boston: McGraw Hill, 2003. Co-edited with Sidney I. Dobrin. [refereed]

### Custom-Published Textbooks

- *Contexts for Inquiry: A Guide to Research and Writing at the University of Washington*. New York: Bedford St. Martin's Custom Books, 2013. Co-edited with Amanda Hobmeier, Kirin-Wachter-Grene, Taylor Boulware, Lilly Campbell, Leaane Day, Kimberlee Gillis-Bridges, Jeffery Janosik,
- *Acts of Inquiry: A Guide to Reading, Research, and Writing at the University of Washington*. New York: Bedford St. Martin's Custom Books, 2010. Co-edited with Allison Gross, Annie Dwyer, and David Holmberg.

- *Situating Inquiry: An Introduction to Reading, Research, and Writing at the University of Washington*. New York: Bedford St. Martin's Custom Books, 2007. Co-edited with Angela Rounsaville, Rachel Goldberg, Keith Feldman, and Cathryn Cabral.

### Articles and Chapters in Books

- "Antiracist Translingual Praxis in Writing Ecologies." In *Writing Across Difference: Theory and Intervention*. Eds. James Rushing Daniel, Katie Malcolm, and Candice Rai. Utah State UP. Accepted. (co-authored with Sumyat Thu, Katie Malcolm, and Candice Rai). [refereed]
- "'How to Turn Accumulated Knowledge into Action': Uptake, Public Petitions, and the Climate Change Debate." In *Genres of the Climate Debate*. Eds Sune Auken and Christel Sunesen. de Gruyter. In Press. [refereed]
- "The Work of Mobility." In *Mobility Work in Composition: Translation, Migration, Transformation*. Eds. Bruce Horner, Megan Faver Hartline, Ashanka Kumari, and Laura Sceniak Matravers. Logan: Utah State UP/University of Colorado Press, 2019. In press. [refereed]
- "Economies of Knowledge Transfer and the Use-Value of First-Year Composition." *Economies of Writing: Revaluations in Rhetoric and Composition*. Eds. Bruce Horner, Brice Nordquist, and Susan M. Ryan. Logan: Utah State University Press/University of Colorado Press, 2017. 87-98. [refereed]
- "Between Genres: Uptake, Memory, and U.S. Public Discourse on Israel-Palestine." *Genre and the Performance of Publics*. Eds. Mary Jo Reiff and Anis Bawarshi. Logan: Utah State University Press/University of Colorado Press, 2016. 43-59. [refereed]
- "Beyond the Genre Fixation: A Translingual Perspective on Genre." *College English* 78.3 (Spring 2016): 243-249. [refereed]
- "Accounting for Genre Performances: Why Uptake Matters." *Genre Studies Around the Globe: Beyond the Three Traditions*. Eds. Natasha Artemeva and Aviva Freedman. Bloomington, IN: Trafford Publishing, 2015. [refereed]
- "Discourse on the Israel-Palestine Conflict: Rhetorical Memory and Uptake." *Toward a Critical Rhetoric on the Israel-Palestine Conflict*. Ed. Matthew Abraham. West Lafayette, Indiana: Parlor Press, 2015. 7-20. [refereed]
- "Materiality." *Keywords in Writing Studies*. Eds. Peter Vandenberg and Paul Heilker. Utah State UP, 2015. 108-113. [refereed]
- "'Held Together by Memories and Archives': A Retrospective on an Interview with Susan Miller." *Composition Forum* 28 (Fall 2013): np. Co-authored with Mary Jo Reiff. [invited]
- "Tracing Discursive Resources: How Students Use Prior Genre Knowledge to Negotiate New Writing Contexts in First-Year Composition." *Written Communication* 28.3 (July 2011): 312-337. Co-authored with Mary Jo Reiff. [refereed]
- "Genres as Sites of Narrative (Inter)Action: Exploring the Uptake of Professional, Public, and Popular Genres." *Narrative Acts: Rhetoric, Race and Identity, Knowledge*. Eds. Beth A. Boehm and Debra S. Journet. Hampton Press, 2011. 239-263. Co-authored with Angela Jones and Mary Jo Reiff. (Sole author for section: "Taking up Narratives as Expressions of Authenticity: The Genre of the Memoir.") [refereed]
- "The Challenges and Possibilities of Taking-Up Multiple Discursive Resources in U.S. College Composition." *Cross-Language Relations in Composition*. Eds. Bruce Horner, Min-zhan Lu, and Paul Kei Matsuda. Southern Illinois UP, 2010. 196-203.

[refereed] **Winner: 2012 Conference on College Composition and Communication Outstanding Book Award**

- “From Incomes to Outcomes: FYW Students’ Prior Genre Knowledge, Meta-Cognition, and the Question of Transfer.” *WPA: Writing Program Administration* 32.1 (Fall/Winter 2008): 97-112. Co-authored with Angela Rounsaville and Rachel Goldberg. [refereed]
- “Genres as Forms of In[ter]vention.” *Originality, Imitation, Plagiarism: Teaching Writing in the Digital Age*. Eds. Caroline Eisner and Martha Vicinus. U of Michigan P, 2008. 79-89. [refereed]
- Contributor, “Crossing the Boundaries of Genre Studies: Commentaries by Experts.” Ed. Ann Johns. *Journal of Second Language Writing* 15 (2006): 234-249. [invited]
- “Response: Taking Up Language Differences in Composition.” *College English* 68.6 (July 2006): 652-656. [invited]
- “Managing Transitions: Re-Orienting Perceptions in a Practicum Course.” *Don’t Call it That: The Composition Practicum*. Ed. Sidney I. Dobrin. NCTE, 2005. 43-66. Co-authored with Juan Guerra. [refereed]
- “Materiality and Genre in the Study of Discourse Communities.” *College English* 65.5 (May 2003): 541-558. Co-authored with Amy Devitt and Mary Jo Reiff. (Sole author for section: “Using Genre to Access Community: The Personal Medical History Genre as ‘Form of Life.’”) [refereed]
- “Composition and the Cultural Imaginary: A Conversation with Susan Miller.” *Composition Forum* 13.1-2 (2002): 1-22. Co-conducted with Mary Jo Reiff. [invited]
- “The Ecology of Genre.” *Ecocomposition: Theoretical and Pedagogical Approaches*. Eds. Sidney I. Dobrin and Christian R. Weisser. New York: State University of New York Press, 2001. 69-80. [refereed]
- “The Genre Function.” *College English* 62.3 (January 2000): 335-60. [refereed]
- “Postcolonialism and the Idea of a Writing Center.” *The Writing Center Journal* 19.2 (Spring/Summer 1999): 41-58. Co-authored with Stephanie Pelkowski. [refereed]
- “On the Border Between Disciplines: A Conversation with Carolyn R. Miller.” *Issues in Writing* 9 (Spring/Summer 1999): 110-138. Co-conducted with Mary Jo Reiff. [invited]
- “Behind the Scenes of Writing: A Conversation with Min-Zhan Lu.” *Writing on the Edge* 9.1 (1998): 89-104. Co-conducted with Mary Jo Reiff. [invited]
- “Writing Post-Process: Agency and the Teaching of Writing.” *Kansas English* 83.1 (Winter 1997-98): 68-76. [refereed]
- “Beyond Dichotomy: Toward a Theory of Divergence in Composition Studies.” *JAC: A Journal of Composition Theory* 17.1 (1997): 69-82. [refereed]

**Book Reviews and Editorial Contributions**

- Special Issue Co-Editor, *College English*, “Translingual Work in Composition.” *College English* 78.3 (Spring 2016). [refereed].
- Series Editor’s Preface, *Style: An Introduction to History, Theory, Research, and Pedagogy*, by Brian Ray. West Lafayette, Indiana: Parlor Press, 2014.
- Series Editor’s Preface, *Reconnecting Reading and Writing*, Eds. Alice Horning and Beth Kraemer, West Lafayette, Indiana: Parlor Press, 2013.
- Contributor, *The Bedford Bibliography of Basic Writing*. New York: St Martin’s Press, 2002. Contributed entries for “From the Margins to the Mainstream: Reconceiving Remediation” and “Cognitive Development and the Basic Writer.” [invited]

- Review of *Women Writing Culture*, Eds. Gary A. Olson and Elizabeth Hirsh. *Composition Studies* 24.1-2 (Spring-Fall 1996): 170-73. [invited]

### Work Reprinted/Translated

- “The Genre Function.” *Landmark Essays in Genre Theory*. Eds Carolyn Miller and Amy Devitt. Routledge, 2019. 162-184.
- “The Genre Function.” *Literature, Television, and Film: Genre and Beyond*. Anarka University.
- *Genre: An Introduction to History, Theory, Research, and Pedagogy*. Portuguese Translation. Parábola Editorial Press, 2013.
- “Genre in Literary Traditions.” Chinese Translation. *Social Science Frontier* 2 (2012).
- “Materiality and Genre in the Study of Discourse Communities.” *St. Martin’s Guide to Teaching Writing*. 7<sup>th</sup> Edition. Eds. Cheryl Glenn and Melissa A. Goldthwaite. Boston: Bedford St. Martin’s, 2013. Co-authored with Amy Devitt and Mary Jo Reiff.
- “Sites of Invention: Genre and the Enactment of First-Year Writing.” *Relations, Locations, Positions: Composition Theory for Writing Teachers*. Eds. Peter Vandenberg, Sue Hum, and Jennifer Clary-Lemon. NCTE, 2006. 103-137.
- “Sites of Invention: Genre and the Enactment of First-Year Writing.” *Concepts in Composition: Theory and Practice in the Teaching of Writing*. Irene Clark. Routledge, 2012. 208-226.
- “Postcolonialism and the Idea of a Writing Center.” *The St. Martin’s Sourcebook for Writing Tutors*. 2<sup>nd</sup> Edition. Eds. Christina Murphy and Steve Sherwood. Boston: Bedford/St. Martin’s, 2003. 80-95. Co-authored with Stephanie Pelkowski.

### Public Scholarship

- “The Breakdown: A Guide for Managing Controversial Debates.” Co-authored with members of the Simpson Center for the Humanities Palestine and the Public Sphere Interdisciplinary Research Cluster. April 2018.  
<https://thebreakdownguide.wordpress.com/>

### Work Accepted/Under Contract

- “Transdisciplinary Intersections in Composition Studies and Technical/Professional Communication.” Special Issue of *College English*, co-edited with Laura Gonzales and Ann Shivers-McNair.

### Work in Progress

- Revised edition of 2004 co-authored textbook *Scenes of Writing: Strategies for Composing with Genres*.
- “Intervening Spaces: Developing Collaborative Curricula between High School and College English Departments.” (article in progress documenting grant-supported partnership with low income high schools.)
- *Representation and Rhetorical Memory in the Israel-Palestine Conflict* (book manuscript in early stages of development).
- *Genres for Social Action* (edited collection in proposal stage).

## INVITED LECTURES and PRESENTATIONS

- Keynote Speaker and Workshop Leader, University of Tennessee, “Trans Work in Composition: Challenges and Opportunities,” Knoxville, TN (August 17-18, 2017). [invited]
- Conference Moderator and Opening and Closing Speaker, Thomas R. Watson pre-Conference: “Mobility Work in Composition,” University of Louisville, Louisville, KY (October 2017) [invited]
- Symposium Moderator, Thomas R. Watson pre-Conference Symposium: “Mobility Work in Composition,” University of Louisville, Louisville, KY (March 2016) [invited]
- Keynote Speaker, University of Washington Praxis Conference on Multilingual Learning, “Knowledge Transfer, Genre, and the Teaching of Writing: Challenges and Opportunities,” Seattle (May 29, 2015) [invited]
- Invited Speaker, International English Language Programs In-Service Conference, “Preparing Students for College Writing,” University of Washington (April 20, 2015) [invited]
- Keynote Speaker, Philadelphia Writing Program Administrators Conference, “Genre, Knowledge Transfer, and the Teaching of Writing,” Philadelphia (September 19, 2014) [invited]
- Invited Speaker, Seattle Pacific University. “Writing and Knowledge Transfer: What we Know” Seattle, WA (February 2014) [invited]
- Invited Speaker, Brigham Young University: “Transferring Writing Skills and Knowledge Across Disciplinary Boundaries: Challenges and Opportunities,” Provo, UT (November 2013) [invited]
- Invited Speaker and Workshop Leader, Illinois State University, Normal IL (October 2013) [invited]
- Invited Speaker and Workshop Leader, Communication Colloquium Speaker Series/Freshman-Sophomore English Program, University of Kansas, Lawrence, KS (August 2013) [invited]
- Invited Speaker, Pomona College Department of English Lecture Series: “Materiality and the Performance of Uptake,” Pomona College, Pomona, CA (February 25, 2013) [invited]
- Featured Speaker, 2012 Thomas R. Watson Conference: “Economies of Writing and the Rhetoric of Knowledge Transfer-ability,” University of Louisville, Louisville, KY (October 2012) [invited]
- Invited Special Session Speaker, 2012 International Conference on Genre Studies: “Rethinking Genre—Twenty Years Later,” “Accounting for Genre Performances,” Carleton University, Ontario, Canada (forthcoming June 26-29, 2012) [invited]
- Plenary Speaker and Seminar Leader, International Symposium on Genre Studies, Natal, Brazil (August 2011) [invited]
- Invited Speaker, Edward P.J. Corbett Lecture and Workshop, Ohio State University, Columbus, Ohio (May 2011) [invited]
- Invited Speaker, University Writing Program, University of Denver, Denver (November 18, 2010) [invited]
- Keynote Speaker, “Genre in Real World Spaces,” Graduate Student Conference on Making Meaning: Language and Rhetoric in Real World Spaces, University of Michigan, Ann Arbor (September 25-26, 2009) [invited]
- Seminar Leader, Sweetland Writing Center Faculty Development Seminar, University of Michigan, Ann Arbor (September 25, 2009) [invited]

- Invited Speaker: “Taking-up Genres in Context: Using Ethnographic Strategies to Study and Teach Genre Uptake,” International Symposium on Genre Studies, Brazil (August 2007) [Invited; not able to attend]
- Plenary Speaker: “Genres as Forms of In(ter)vention,” Conference on Originality, Imitation, Plagiarism, University of Michigan (September 2005) [invited]
- Keynote presenter, “Making Readers Writers: Teaching Reading in the Service of Writing,” Stokely Conference for Teachers of Writing, University of Tennessee (July 2003) [invited]

## **LECTURES and CONFERENCE PRESENTATIONS**

- “Translating Commonplaces: Reflecting on our Academic Lives and Practices from Uncommon Places.” Conference on College Composition and Communication, Milwaukee, WI (March 2020—accepted but cancelled) [refereed]
- “Mobilizing Mindfulness: New Frameworks for Thinking about Writing Knowledge Transfer.” Western States Rhetoric and Literacy Conference, Bozeman, MO (October 2019) [refereed]
- “Performing Genres for Social Action: Genre Uptakes and ‘Disruptakes.’” Conference on College Composition and Communication, Pittsburgh, PA (March 2019) [refereed]
- “En[Acting] Translingualism: Dramatizing Dialogues and Debates.” Conference on College Composition and Communication, Kansas City, MO (March 2018) [refereed]
- “Writing Across Difference: Translating to Racial Equity.” Praxis Conference, University of Washington (February 2018) [refereed]
- “Intervening Spaces: Developing Collaborative Curricula between High School and College English Departments.” Pave the Way Conference, Washington State Achievement Council, Ellensburg, WA (October 2017) [refereed]
- “Intervening Spaces: Developing Collaborative Curricula between High School and College English Departments.” Council of Writing Program Administrators Conference, Knoxville, TN (July 2017) [refereed]
- “Connecting Spaces: Developing Collaborative Curricula between High School and College English Teachers.” National Alliance of Concurrent Enrollment Partnerships (NACEP) webinar (September 21, 2017) [invited]
- “Knowing That, Knowing How, and Knowing With: Challenges for Studying Knowledge Transfer.” Conference on College Composition and Communication, Portland, OR (March 2017) [refereed]
- Respondent, “Multimodality & Social Justice: Re-Composing the First-Year Writing Classroom through Pedagogy, Assessment, and Aurality.” Conference on College Composition and Communication, Portland, OR (March 2017) [refereed]
- “Emerging Methods for Researching Mobility Across Contexts.” Thomas R. Watson Conference on Rhetoric and Composition, University of Louisville (October 2016) [refereed]
- “Building MLL Support on Campus: The Relational Nature of Program Innovation.” Conference on College Composition and Communication, Tampa, FL (March 2015) [refereed]
- “Responsivity as Translation Practice: Dispositions, Strategies, and Practices for Working Across Boundaries.” Thomas R. Watson Conference on Rhetoric and Composition, University of Louisville (October 2014) [refereed]

- “Beyond the Genre Fixation: Teaching Genres as Performances Rather Than Objects.” Conference on College Composition and Communication, Indianapolis, IN (March 2014) [refereed]
- Co-Leader, “Genres in Action Workshop,” Conference on College Composition and Communication, Las Vegas (March 2013) [refereed]
- “Using Genres to Facilitate High Road Transfer,” Featured Session, Conference on College Composition and Communication, St. Louis (March 2012) [refereed]
- “Genres as Rhizome: Mapping the Performances of Genre,” Conference on College Composition and Communication, Atlanta (March 2011) [refereed]
- “Converging Streams? Rhetorical and textual Approaches to Genre Research and Pedagogy,” Writing Research Across Borders II, George Mason University, D.C. (February 2011) [refereed]
- Chair and respondent, “Genre and the Invention of the Rhet-Comp Profession(al),” Conference on College Composition and Communication, Louisville (March 2010) [refereed]
- “Toward a Visible Curriculum: Making Our Work Visible through Outcomes-Based Assessment,” Conference on the Future of English Studies, University of Illinois, Springfield (October 2009) [refereed]
- Co-Leader, “Research in Genre Workshop,” Conference on College Composition and Communication, San Francisco (March 2009) [invited]
- “Discourse on Israel-Palestine: Rhetorical Patterns and Uptakes,” Conference on College Composition and Communication, San Francisco (March 2009) [refereed]
- “The Challenges of Intervening in Dominant Cultural Rhetorics: The Case of the Israel-Palestine Conflict,” Western States Rhetoric and Literacy Conference, Montana State University (October 2008) [refereed]
- “The Israel-Palestine Conflict and the Limits of Rhetoric,” Rhetoric Society of America, Seattle, WA (May 2008) [refereed]
- “Negotiating Writing Realities: How Students' Use of Prior Genre Knowledge Reveals their Histories and Shapes their Encounters with New Realities.” Conference on College Composition and Communication, New Orleans (March 2008) [refereed]
- “Why Uptake Matters,” Conference on College Composition and Communication, New Orleans (March 2008) [refereed]
- “Traversing the Borders between High School and College Writing: The influence of Prior Genre Knowledge on Students' Acquisition of New Genres,” 3rd International Santa Barbara Conference on Writing Research: Writing Research Across Borders, University of California, Santa Barbara (February 2008) [refereed]
- “Researching Transfer of Writing Across Situation, Time, Medium, and Genre,” 3rd International Santa Barbara Conference on Writing Research: Writing Research Across Borders, University of California, Santa Barbara (February 2008) [refereed]
- “Researching FYC Programs: Investigating Student Readiness, Program Relevance, and Relationships between Writing Programs,” Writing Program Administrators' Conference, Tempe, Arizona (July 2007) [refereed]
- “Keeping Time in Words: Representation and Rhetorical Memory,” Conference on College Composition and Communication, New York (March 2007) [refereed]

- “Genre within Linguistic and Contextual Perspectives: Implications for Studying and Teaching Genre Performance,” Conference on College Composition and Communication, New York (March 2007) [refereed]
- “Current Debates in the Teaching of Writing,” Teachers as Scholars seminar, Seattle Arts and Lecturers and Simpson Center for the Humanities, University of Washington (February 2007) [invited]
- “Genres as Sites of Narrative (Inter)Action,” Thomas R. Watson Conference on Rhetoric and Composition, University of Louisville (October 2006) [refereed]
- “Writing Program Administrators at the Crossroads: Connecting High School and College Writing,” Writing Program Administrator’s Conference, Chattanooga, Tennessee (July 2006) [refereed]
- Moderator, “Bringing Rhetoric Back on Board: Toward an Inquiry-Based FYC Curricula,” Writing Program Administrators’ Conference, Chattanooga, Tennessee (July 2006) [invited]
- “Rhetoric and the ‘Israel-Palestine’ Conflict: Incommensurability and the Rhetoric of ‘Sizing Up,’” Rhetoric Society of America, Memphis, Tennessee (May 2006) [refereed]
- “Uptake as Mediating Discursive-Ideological Space between Genres,” Conference on College Composition and Communication, Chicago (March 2006) [refereed]
- Respondent to Panel: “Rhetoric and the Question of Palestine,” Conference on College Composition and Communication, Chicago (March 2006) [invited]
- “Taking Up Media Discourses in Times of War,” Language and Rhetoric Colloquium, University of Washington (November 2005) [invited]
- “Expanding Our Professional Communication Communities: Creating Clients and Communities Beyond the Classroom,” Rocky Mountain Modern Language Association, Coeur d’Alene, Idaho (October 2005) [refereed]
- “Genre Analysis as Ethnography and Invention,” American Association of Applied Linguistics, Madison, Wisconsin (July 2005) [refereed]
- Respondent to Panel: “Media and Public Discourse in Times of War,” American Association of Applied Linguistics, Madison, Wisconsin (July 2005) [invited]
- “‘When the Center Cannot Hold’: The Perils and Possibilities of Developing Campus-Wide Writing Initiatives,” Thomas R. Watson Conference on Rhetoric and Composition, University of Louisville (October 2004) [refereed]
- “Transforming Writing: Final Report of the Undergraduate Curriculum Writing Committee,” Composition in the New Millennium Retreat, Leavenworth, Washington (April 2004) [invited]
- “Genres as Sites of Invention,” Conference on College Composition and Communication, San Antonio (March 2004) [refereed]
- “Using Portfolios,” Guest lecture for English 576: Testing and Evaluation in TESL, University of Washington (February 2004) [invited]
- “Transforming Literacies: Genres as Sites of Critique and Change,” Western States Rhetoric and Literacy Conference, University of Utah (October 2003) [refereed]
- “Bridging the Vocational and the Humanistic in Technical Writing Instruction: A Genre Analysis Approach,” Association of Teachers of Technical Communication Conference, New York (March 2003) [refereed]

- “Genre, Materiality, and Disciplinarity: Frames for Understanding Writing in the Academy,” Western States Composition Conference, University of Washington (October 2002) [refereed]
- “The First Day (and other Teaching Moments),” Orientation for New Graduate Teaching Assistants, University of Washington (September 2002) [invited]
- “Locating First-Year Composition at the Nexus between Text and Street,” Conference on College Composition and Communication, Chicago (March 2002) [refereed]
- “Making Readers Writers: Teaching Reading in the Service of Writing,” Writing Arts for Teachers and Writers Annual Conference, Puget Sound Writing Project, Seattle (March 2002) [invited]
- “Trajectories of Inquiry: Reflections on Register and Genre,” Language and Rhetoric/Language Use and Acquisition Colloquium, Department of English, University of Washington (February 2002) [invited]
- “Reconnecting Writing Instruction in School and College through Service Learning and Ethnography,” National Council of Teachers of English Annual Convention, Baltimore (November 2001) [refereed]
- “The Rhetoric of Writing Programs: Definitions of Writing and their Implications for Writing Instruction and Administration,” Western States Composition Conference, Arizona State University (October 2001) [refereed]
- “Teaching Invention in a Post-Process Age: Repositioning the Writer Across the Curriculum,” 5<sup>th</sup> Annual National Writing Across the Curriculum Conference, Bloomington, Indiana (May-June 2001) [refereed]
- “Using Portfolios,” Guest lecture for English 576: Testing and Evaluation in TESL, University of Washington (April 2001) [invited]
- “Genre and the Composing of/in Community,” Conference on College Composition and Communication, Denver (March 2001) [refereed]
- “Are We Really Teaching Writing in Our Writing Classes?” Teaching in the Profession Discussion Series, University of Washington (November 2000) [invited]
- “The Writer as Double Agent: Diversity and Rhetorical Performance,” Western States Composition Conference, University of Utah (October 2000) [refereed]
- “Beyond Process: Re-Imagining Rhetoric in Composition,” Conference on College Composition and Communication, Minneapolis (April 2000) [refereed]
- “Genre and the Invention of the Writer,” Language and Rhetoric/LUA Colloquium, Department of English, University of Washington (February 2000) [invited]
- “Writing and the Politics of Identity,” Western States Composition Conference, Arizona State University (October 1999) [refereed]
- “Genre and Invention: Revisiting *Invention as a Social Act*,” Conference on College Composition and Communication, Atlanta (March 1999) [refereed]
- “(Un)Familiar Stories: Genre Literacies as Critical Literacies,” Conference on College Composition and Communication, Chicago (April 1998) [refereed]
- “The Idea of a Postcolonial Writing Center: Acculturation, Critical Consciousness, and their Ethical Implications,” Midwest Writing Centers Association Conference, Kansas City (November 1997) [refereed]
- “Post-Process Theories, Agency, and Radical Pedagogy,” Conference on College Composition and Communication, Phoenix (March 1997) [refereed]

- “Toward a Theory of Divergence in Composition Studies,” University of Kansas Conference on Composition and Literature (October 1996) [refereed]
- “Using Boundaries to Transcend Boundaries: Genre and the Creative Process,” Conference on College Composition and Communication, Milwaukee (March 1996) [refereed]
- “The French Revolution and *Pride and Prejudice*: A Contextual Reading,” The Greater Kansas City Chapter of the Jane Austen Society of North America (March 1996) [invited]
- “The Art of Empire/The Empire of Art: The Role of the Female Body in 19th Century British Literature and Imperialism,” University of Missouri-Columbia English Graduate Student Conference (February 1996) [refereed]
- “Genre and Creativity: How Genre Allows us to Study the Creative Process,” Conference on College Composition and Communication, Washington D.C. (March 1995) [refereed]
- “Multiple Perspectives on the Explicit Teaching of Genre in the Writing Classroom,” University of Kansas Conference on Composition and Literature (October 1994) [refereed]
- “Tradition and the Individual Woman: George Eliot’s Response to ‘Life’s Empty Pack,’” University of Missouri-Columbia English Graduate Student Conference (February 1994) [refereed]
- “Redefining the Personal in Composition Studies: Perspectives on the Cognitivist/Social-Constructionist Debate,” University of Kansas Conference on Composition and Literature (October 1993) [refereed]

## ADMINISTRATIVE APPOINTMENTS

### **Department Chair, Department of English**

University of Washington (Summer 2019 to present)

### **Acting Chair, Department of English**

University of Washington (Summer 2018 to Spring 2019)

### **Associate Chair, Department of English**

University of Washington (2014 to 2018)

### **Acting Chair, Department of English**

University of Washington (Fall 2016)

### **Director, Expository Writing Program**

University of Washington (2004 to 2014)

Administering all aspects of the first-year composition program: training, mentoring, and supervising teaching assistants; developing and maintaining curriculum and teaching materials; advising and counseling students; scheduling courses; managing budget; representing program to the department, university, and public; coordinating the UW in the High School English program.

### **Director, English Department Writing Center**

University of Washington (2000 to 2009)

Develop and maintain the Writing Center philosophy; serve as an advisor and supervisor to the assistant director; assist in the training and professional development of tutors; write

annual report and budget; represent and promote the Writing Center in the English department and across the university.

**Leadership Fellow, College of Arts and Sciences Dean's Office**

University of Washington (Spring 2006)

Selected for quarter-long internship in the Dean's office: attended Dean's Executive Council meetings and department chairs' meetings, participated on various College committees and projects.

**Administrative Intern, Freshman-Sophomore English Program**

University of Kansas (1996 to 1999)

Assisted the writing program administrator in all aspects of writing program administration, including course development, teacher training, textbook selection, grant writing, workshop organization, and program website management.

**Coordinator, Minority Writers Program**

(formerly, Minority Tutoring in Writing Program)

University of Kansas (1996 to 1999)

Coordinated the hiring, training, and supervision of tutors. Represented the program at various university meetings and organizations. Supervised enrollment of students, budget and payroll, and day-to-day operations of the program.

**Intern, Minority Tutoring in Writing Program**

University of Kansas (1995 to 1996)

Assisted coordinator in the administration of the program.

**President, Student Association of Graduates in English**

University of Kansas (1995 to 1996)

Acted as liaison between graduate students and faculty, organized new student orientation as well as professional and social activities, served *ex officio* as graduate student representative to most departmental committees.

**EDITORIAL  
EXPERIENCE**

**Co-Managing Editor, *Composition Forum* (2015 to 2018)**

Receive, solicit reviewers for, make publications decisions on, and edit article submissions for *Composition Forum*, a national scholarly journal.

**Editorial Board, *College Composition and Communication* (2012 to 2015)**

**Co-Series Editor, Reference Guides to Rhetoric and Composition, Parlor Press (2010 to present)**

Serve as co-editor of book series that covers key topics in the field of rhetoric and composition. Each volume in the series provides a comprehensive survey of history, theory, research, and practice. Responsible for soliciting and reviewing proposals, providing feedback on manuscripts, and making final editorial decisions.

**Editor, Program Profiles Section, *Composition Forum* (2013 to 2015)**

Review, select, and edit two to three article-length Program Profiles per issue of *Composition Forum*, a national scholarly journal. Program Profiles present theories, research, and pedagogies that shape individual writing programs as well as program-based research studies; as such, they provide authors a unique opportunity to treat writing program and curriculum development as scholarly work and to share it with a national audience.

**Co-Editor, Program Profiles Section, *Composition Forum* (2008 to 2013)**

**Advisory Board, CCCC Studies in Writing and Rhetoric (SWR) book series, Southern Illinois UP (2008 to 2012)**

Serve on Advisory Board that assists series editor, Joseph Harris, with proposal and manuscript reviews, and attend annual meeting.

**Senior Editor, *JAC: A Journal of Composition Theory* (1998 to 1999)**

Managed daily operations of a national scholarly journal; corresponded with authors, editors, and publishers; assisted in selecting and editing articles for publication; oversaw solicitation and contract negotiations with advertisers; and represented *JAC* at national conferences.

**Assistant Editor, *JAC: A Journal of Composition Theory* (1996 to 1998)**

Assisted co-editor with day-to-day operations; managed peer review process; wrote acknowledgment and rejection letters; and copy-edited accepted manuscripts.

**Editorial Assistant, *JAC: A Journal of Composition Theory* (1995 to 1996)**

Assisted managing editor with designing page layout and typeface of camera-ready copy using Pagemaker and WordPerfect software, final editing of all manuscripts, and researching bibliographic citations.

## RESEARCH and GRANTS

**Grant, “English Composition Advancement for Low-Income Students,” College Spark Washington (2015 to 2017) [\$149,995]**

Two year grant to support a collaborative effort between University of Washington faculty and high school English teachers at Franklin, Othello, Granger, and Manson high schools to develop and implement a supplemental curriculum for 10th and 11th grade students to improve their readiness for a UW in the High School English class. Project goal is to prepare a more diverse range of students for success in a UW in the High School English course and increase the rate of students earning their first college credit in high school.

**Principal Investigator, Research Study, “Accessing Academic Discourse: The Influence of First-Year Composition Students’ Prior Genre Knowledge” (2006 to 2008)**

**Grant, “Accessing Academic Discourse: The Influence of First-Year Composition Students’ Prior Genre Knowledge,” Council of Writing Program Administrators Research Grant (2007) [\$2000.00]**

**Grant, “Technology and the Teaching of Reading and Writing,” Joyce and Elizabeth Hall Center for the Humanities, Fund for the Improvement of Teaching, University of Kansas (1998 FY) [\$3000.00]**

Co-wrote successful proposal to fund a workshop for teaching teachers how to make more effective use of technology in reading- and writing-based courses.

**Grant, “A Training Program for Teacher Mentors,” Joyce and Elizabeth Hall Center for the Humanities, Fund for the Improvement of Teaching, University of Kansas (1997 FY) [\$3000.00]**

Co-wrote successful proposal to fund a summer teacher mentor workshop led by Andrea Lunsford, Ohio State University.

**Research Assistant**, KU Writing Consulting: Faculty Resources, University of Kansas (Spring 1996)

Conducted individual interviews with faculty volunteers in a WPA grant-supported project to determine what academic writing goes on among undergraduates and graduates at the University of Kansas, and participated in interpreting the findings.

**Research Assistant**, *Langston Hughes and the Chicago Defender: Essays on Race, Politics, and Culture, 1942-62*, ed. Christopher C. De Santis (Urbana: U of Illinois P, 1995)

## TEACHING EXPERIENCE

### **University of Washington** (1999 to present)

Undergraduate Courses Designed and Taught:

- English 375: Rhetorical Genre Theory and Practice (1 section)
- English 381: Advanced Composition (3 section)
- English 471: Composition Process (15 sections)
- English 474: Writing Center Research and Practice (1 section)
- English 478: Language and Social Policy (1 section)
- English 492: Poetry and Place (1 section)
- English 497/8: Senior Seminar: "Invention and Creativity" (1 section)
- English 499: Independent Study (4 sections; 16 credits)

Graduate Courses Designed and Taught:

- English 562: Discourse Analysis (2 sections)
- English 564: Current Rhetorical Theory: Genre Theory (5 sections)
- English 567: Approaches to Teaching Composition (15 sections)
- English 568: Knowledge Transfer and Composition (1 section)
- English 569: Research Methods in Composition (1 section)
- English 600: Independent Study: "Genre Theory and ESL" (5 credits)
- English 600: Independent Study: "Composition and Globalization" (10 credits)
- English 600: Independent Study: "Genre Theory" (20 credits)
- English 600: Independent Study: "Genre Theory and Creativity" (5 credits)
- English 600: Independent Study: "Marxism and Genre" (5 credits)
- English 600: Independent Study: "Writing Center Theory and Practice" (5 credits)
- English 600: Independent Study: "Classical Rhetoric" (10 credits)
- English 600: Independent Study: "Approaches to Tutor Training" (5 credits)
- English 600: Independent Study: "Rhetoric and U.S. Media Coverage of the Middle East" (5 credits)
- English 600: Independent Study: "Activity Theory and Social Cognition" (5 credits)
- English 600: Independent Study: "Composition and Social Class" (7 credits)
- English 600: Independent Study: "Researching Feedback on Student Writing" (5 credits)
- English 600: Independent Study: "Researching Knowledge Transfer in Third Spaces" (5 credits; 4 students)
- English 600: Independent Study: "Writing Knowledge Transfer" (5 credits)
- English 600: Independent Study: "Genre Theory and Uptake" (10 credits)
- English 600: Independent Study: "Publishing in Composition Studies" (5 credits)
- English 600: Independent Study: "Mobility and Composition Studies" (5 credits)

**University of Kansas (1992 to 1999)**

Courses Designed and Taught:

- English 101: First-year Composition (9 sections)
- English 102: Composition and Literature (4)
- English 203: Composition and Literature (Topic: Literature and Creativity) (2)
- English 209: Introduction to Fiction (4)
- English 360: Advanced Composition (Topic: Writing Communities) (2)

**Tutor, Minority Student Tutoring in Writing Program,**  
University of Kansas (1993 to 1996)

**Tutor, Developmental Writing Center,**  
California State University, Northridge (1991 to 1992)

**STUDENT  
MENTORSHIP**

**Ph.D. Dissertation Committee Chair,** University of Washington.

- Sumyat Thu (current)
- Holly Shelton (current)
- Sergio Casillas (co-chair, current)
- Joseph Telegen, “Empathy Passage: Toward a Presentational Genealogy of the Rhetorics of Antisemitism and Israel/Palestine” (co-chair, Winter 2020)
- Judy Baker, “Intellectuals stan intellectuals: 아미\* translanguality as motile learning” (Fall 2019)
- Mandy Macklin, “Lost in Uptake Translation: Examining Genre Negotiations in Students’ Writing Performances” (Spring 2019)
- Alison Cardinal, “How Literacy Flows and Comes to Matter: A Participatory Video Study” (Spring 2019)
- Jacki Fiscus, “Reflection in Motion: A Case Study of Reflective Practice in the Composition Classroom” (Spring 2018)
- Dylan Medina, “A Transfer Subject: Tracing Micro-transfer and Boundary-Work in First-Year Composition” (Summer 2018)
- Shane McCoy, “Texts that Teach: Curriculum, Affect, and Critical Pedagogy in the Neoliberal University” (co-chair, Spring 2017)
- Ann Shivers-McNair, “Making, Marking, Mattering: What We Can Learn about Writing, Rhetoric, and Technology from a Makerspace” (Spring 2017)
- Jennifer Zinchuk, “Tracing Pedagogical Memory: The Role of Teaching Metacognition and Learning Concepts in Student Writing Development” (Spring 2015)
- Amanda Hobmeier, “The Ecology of Peer Response Interactions: Mapping the Relationship Between Context and Experience in Multilingual College Composition Environments” (Summer 2014)
- Lindsay Russell, “Women in the English Language Dictionary” (Spring 2012) [*Awarded RSA Dissertation of the Year Award*]
- Heather Hill, Telling What they Know; Performing What they Say: Genre Awareness and the Transferability of Writing,” (Co-chair, Spring 2012)
- Angela Rounsaville, “Figuring Transnational Literacies: Rhetorical Negotiations in a Global Paradigm” (Summer 2010)

- Jason Jones, “Constructing the Iranian Nuclear Threat: Rhetoric, Governmentality, and the Press” (Spring 2010)
- Yu-jung Chang, “Nonnative-English-Speaking Doctoral Students’ Enculturation Across Disciplines: Investment in Language, Identity, and Imagined Communities” (co-chair, Summer 2009)
- Rachel Goldberg, “Counter(ing) Publics and Media Policing: Atheism and the Challenge to Public Sphere Boundaries” (Spring 2009)
- Steven Corbett, “Rhetorics of Close Collaboration: Four Case Studies of Classroom-Based Writing Tutoring and One-to-One Conferencing” (Spring 2008)
- Melanie Kill, “Challenging Communication: A Genre Theory of Innovative Uptake” (Spring 2008)
- Meredith Lee, “Writing as Cultural Action: Student Writing at a Culturally-Based School” (Summer 2007)
- Amy Reddinger, “Domestic Inversions, Domestic Interventions: Mapping the Post-war Formation of Home, School, and Family” (co-chair, Spring 2007)
- Catherine McDonald, “The Question of Transferability: What Students Take Away from Writing Instruction” (Spring 2006)
- Teresa Thonney, “Writing in the Disciplines and Beyond” (Fall 2005)

**Ph.D. Dissertation Committee Member**, University of Washington.

- Shauna Searcy (current)
- Shane Peterson (current)
- Caitlin Palo (current)
- Julie Myers (current)
- Vincent Oliveri (current)
- Nancy Fox (Spring 2020)
- Jacqui Pratt (Spring 2019)
- Tait Bergstrom (Spring 2019)
- Kathleen Campana (Fall 2018)
- Keri Mathis, “Pens, Print, and Pixels: Gendered Writing and the Epistolary Genre in Transitional Eras” (Spring 2018; University of Louisville)
- Alexandra Lotas, “Reverberating Words and ‘Becoming Other than the Other’ in Adult Literacy: Bakhtinian Reflections on a Powerful Literacy-Influenced GED Academic Writing Framework (College of Education) (Spring 2018)
- Justina Rompogren, “Identity Positioning in Mainstream and Multilingual First-Year Composition Courses” (Spring 2017)
- Taylor Boulware, “Fascination/Frustration: Slash Fandom, Genre, and Queer Uptake” (Spring 2017)
- Leonard Alvarez, “Writing Assignments and Student Responses: Uptake in a Fifth-grade Class” (College of Education, Fall 2016)
- Misty Anne Winzenried, “Negotiation in Entering Spaces: Teaching and Learning in Disciplinary Writing Courses” (College of Education, Fall 2016)
- Cornelia A. Kirking, “Teaching College Writing in a High School Setting: The Impact of ‘Concurrent Enrollment on Teachers and Schools’” (College of Education, Spring 2016)
- Lillian Campbell, “Simulating Nursing: Rhetoric, Materiality, and Disciplinary Learning” (Spring 2016)

- Jennifer Lin LeMesurier, “Bodies that Move You: The Rhetorical Force of the Dancing Body” (Spring 2014)
- Shon Meckfessel, “Title” (Winter 2014)
- Xuan Zheng, “Translingual Identity-as-Pedagogy: The Identity Construction and Practices of International Teaching Assistants (ITAs) of English in the College Composition” Classroom (Spring 2013)
- Hee-Seung Kang, “Exploring Second Language Development and Academic Socialization of Second Language Learners in both a Traditional First-Year Composition Class and a Linked English Language Support Class” (Spring 2011)
- Allison Gross, “Between Student Writing and Teacher Feedback: The Role of Uptake in Writing Performance” (Spring 2011)
- Sarah Read, “The Rhetoric of Childcare and Early Childhood Education,” (Spring 2011)
- Heather Bastian, “Disrupting Convention: When and Why Writers Take Up Innovation” (Fall 2010; University of Kansas)
- Hidy Basta, “Ideological Uptakes: Discourses on Raising Bilingual Children” (Spring 2010)
- Pam Nagasawa, “Writing in Scientific Inquiry: Epistemic Practices Afforded Through Multiple Genre Engagement in a Sixth-Grade Classroom” (College of Education, Winter 2010)
- Shawna Shapiro, “From Isolated Remediation to Collaborative Mediation: Confronting Institutional Isolation in University ESL Programs” (Spring 2009)
- Lisa Thornhill, “Racial Literacy as Antidote to Color-Blind Racism: Counter-Hegemonic Responses and Critical Community Engagement” (Spring 2009)
- Peter Clements, “Teachers’ Feedback in Context: A Longitudinal Study of L2 Writing Classrooms” (Winter 2006)
- Amy Vidali, “Disabling Discourses: Disability Identity in Institutional Texts” (Spring 2006)
- Steve Johnson, “Re-enacting the Civil War: Everydayness, Genre, and American Memories,” (Spring 2006)
- Spencer Schaffner, “Texturation in Everyday Life: American Field Guides to Birds and Their Use” (Spring 2005)
- Katherine Hogan, “Student Subjectivity and the Study of Literature: The Possibility of Free Space” (Winter 2005)
- Kimberly Emmons, “More Than Blue: Discourses of/on Women and Depression” (Spring 2003)
- Gail Kluepfel, “Differences that Matter in the Composition of Popular and Academic Texts: Reading the Grammars, Rhetorics, and Ideologies of Their Subjects” (Spring 2002)
- Steven Browning, “Webwriting 281: Coding, Compromise and Considerations in Teaching Writing for the World Wide Web” (Winter 2002)
- Deborah Ann Miranda, “‘In My Subversive Country’: Searching for American Indian Women’s Love Poetry and Erotics” (Spring 2001)
- Arlene Plevin, “Writing, Self, and Community: The Ethical Rhetoric of Place” (Fall 2000)

**Ph.D. Exam Committee Chair, University of Washington.**

- Judy Baker (Fall 2018)
- Sumyat Thu (Spring 2018)
- Mandy Macklin (Winter 2017)
- Alison Cardinal (Winter 2017)

- Jacki Fiscus (Fall 2016)
- Ann Shivers McNair (Fall 2015)
- Dylan Medina (Winter 2015)
- Joseph Telegan (Winter 2015)
- Amanda Hobmier (Fall 2012)
- Heather Hill (Fall 2010)
- Lindsay Russell (Winter 2010)
- Megan Kelly (Winter 2009)
- Jennifer Halpin (Winter 2009)
- Shannon Mondor (Fall 2007)
- Rachel Goldberg (Spring 2007)
- Angela Rounsaville (Spring 2007)
- Steven Corbett (Fall 2006)
- Melanie Kill (Winter 2005)
- Teresa Thonney (Fall 2004)
- Amy Reddinger (Winter 2004)

**Ph.D. Exam Committee Member**, University of Washington.

- Dan Sears (current)
- Holly Gillman (current)
- Shauna Searcy (Spring 2019)
- Shane Peterson (Winter 2019)
- Jacqui Pratt (Winter 2018)
- Tait Bergstrom (Spring 2017)
- Holly Shelton (Winter 2017)
- Julie Myers (Spring 2015)
- Justina Rompogren (Winter 2015)
- Nancy Fox (Winter 2015)
- Cornelia A. Kirking (Spring 2014) (Education)
- Misty Anne Winzenried (Fall 2013) (Education)
- Lilly Campbell (Fall 2013)
- Sasha Lotas (Spring 2013) (Education)
- Jennifer LeMesurier (Fall 2011)
- Shon Meckfessel (Spring 2011)
- Xuan Zheng (Fall 2010)
- Leonard Alvarez (College of Education, Spring 2010)
- Allison Gross (Spring 2009)
- Vincent Oliveri (Spring 2009)
- Sarah Read (Fall 2008)
- Sergio Casillas (Spring 2008)
- Jason Jones (Winter 2008)
- Cathryn Cabral (Fall 2006)
- Shawna Shapiro (Fall 2006)
- Yu-jung Chang (Spring 2006)

- Lisa Thornhill (Winter 2005)
- Riki Thompson (Fall 2004)
- Pam Nagasawa (School of Education, Spring 2004)
- Meredith Lee (Spring 2004)
- Spencer Schaffner (Fall 2003)
- Peter Clements (Fall 2003)
- Tanya Lenz (Fall 2003)
- Catherine McDonald (Spring 2003)
- Amy Vidali (Spring 2003))
- Terri Major (Winter 2003)
- Steve Johnson (Winter 2003)
- Kimberly Emmons (Winter 2001)

**M.A. Thesis Supervisor**, University of Washington.

- Judy Baker, “What the L?” (Fall 2017)
- Sumyat Thu, “Enacting Third Space Writing Centers and the Role of Genre Awareness” (Fall 2015)
- Roger Chao, “Crossing the Bridge: Connecting First-Year Composition to Disciplinary Writing through Rhetorical Awareness” (Winter 2013)
- Jennifer Halpin, “Title” (Fall 2005)
- Steven Corbett, “Preparing New and Advanced Tutors for In-Class Roles: Are We doing Enough?” (Spring 2004)
- Melanie Kill, “Living in Genres, Passing for Selves: Negotiating Uptakes and Identities in the Classroom” (Spring 2003)
- Amy Reddinger, “Pinapple Glaze and Backyard Luaus: The Emergence of Hawaiian Food in Cookbooks from the 1950s and 1960s” (Spring 2002)
- Holly Gilman, “Writing Classroom Syllabi: Behavior Instruction and the Construction of Identity” (Spring 2002)
- Derek Little, “On the Very Idea of Genre and Externalism” (Spring 2000)
- Catherine McDonald, “Returning Women’s Writing” (Winter 2000)

**M.A. Thesis Reader**, University of Washington.

- Ahmed Al Awadhi (Winter 2019)
- Jacki Fiscus (Fall 2014)
- Kristina Chiapella (Spring 2013)
- Lindsay Russell, “Title” (Spring 2008)
- Leslie Olson, “A Genre of its Own: Training Tutors for Asynchronous Online Conferencing” (Spring 2002)
- Steve Johnson, “Toward a Rhetoro-Literary Theory of Genre” (Spring 2001)

## SERVICE

### Professional

Scientific Committee Member, Writing Research Across Borders Conference in Xi’an, China, International Society for the Advancement of Writing Research (2020)

University of Washington Representative, Consortium of Doctoral Programs in Rhetoric and Composition.

Promotion/Tenure External Reviewer, University of Massachusetts, Amherst (Summer 2017)

Manuscript Reviewer: *Written Communication, College Composition and Communication* (2016-17)

Manuscript Reviewer, Utah State University Press (Fall 2015)

Manuscript Reviewer, Parlor Press (Summer 2014)

Member, CCCC Advancement of Knowledge Award Selection Committee, College Composition and Communication Conference (2013-14)

Promotion/Tenure External Reviewer, University of Maine (Summer 2013)

Chair, Braddock Award for best article published in *College Composition and Communication* during 2012 (Winter 2013)

Stage I reviewer, Conference on College Composition and Communication (Spring 2012)

Promotion/Tenure External Reviewer, Montana State University (Summer 2012)

Promotion/Tenure External Reviewer, University of Central Florida (Summer 2012)

Promotion/Tenure External Reviewer, Marquette University (Summer 2010)

Chair, Mina P. Shaughnessy Prize Selection Committee, Modern Language Association (2010)

Member, Mina P. Shaughnessy Prize Selection Committee, Modern Language Association (2009-2011)

Advisory Board, Studies in Writing and Rhetoric book series (2008 to 2011)

Consultant, *The Bedford Bibliography for Teachers of Writing* (Fall 2009)

Manuscript Reviewer, Studies in Writing and Rhetoric series, Southern Illinois UP (Fall 2009)

Reviewer, Special Issue on Future of Rhetoric and Composition, *College Composition and Communication* (Fall 2009)

Manuscript Reviewer, Parlor Press (January 2009)

Stage I reviewer, Conference on College Composition and Communication (Spring 2008)

Referee, *JAC: Rhetoric, Writing, Culture, Politics* (2005)

Referee, *Written Communication* (2010 to present)

Advisory Board, *Harbrace Guide to Writing* by Cheryl Glenn, Cengage Learning (Fall 2007)

Stage I reviewer, Conference on College Composition and Communication (Spring 2007)

Steering Committee, Progressive Special Interest Groups and Caucuses Coalition, College Composition and Communication Conference (2007 to 2009)

Co-chair, Rachel Corrie Award for Courage in the Teaching of Writing (2006 to 2007)

Referee, *Journal of Applied Linguistics* (March 2006)

Manuscript Reviewer, Utah State University Press (March 2005)

Keynote Speaker and Workshop Leader, Stokely Conference for Teachers of Writing, University of Tennessee (July 2003)

Conference Chair, 6<sup>th</sup> Annual Western States Composition Conference. Theme: "Writing and Disciplinarity: Rhetorics, Discourses, Literacies." University of Washington (October 2002)

Referee, *JAC: A Journal of Composition Theory* (September 2002)

Organizing Committee, Western States Rhetoric and Literacy Conference (formerly Western States Composition Conference) (2001 to 2005)

Referee, *College English* (1999 to present)

Referee, *College Composition and Communication* (2002 to present)

Referee, *Composition Forum* (2001 to 2008)

Referee, *JAC: A Journal of Composition Theory* (September 2001)

Manuscript Reviewer, State University of New York Press (September 2000)

Manuscript Reviewer, State University of New York Press (September 1999)

Referee, *Signs: Journal of Women in Culture and Society* (August 1999)

Participant, Second International Symposium on Genre: Literacy and Literature, Vancouver, Canada (January 1998)

Member, W. Ross Winterowd Award Selection Committee.

Sponsored by the Association of Teachers of Advanced Composition for the most outstanding book on composition theory published in 1996 (Spring 1997)

Manuscript Reviewer, *Everything Is an Argument*. By Andrea Lunsford and John Ruszkiewicz. St. Martin's Press (1997)

Manuscript Reviewer, *Literature: An Introduction to Fiction, Poetry, and Drama*. 7th ed. By X.J. Kennedy. Harper-Collins (1997)

Manuscript Reviewer, *LITERATURE: Reading and Responding to Fiction, Poetry, Drama, and the Essay*. By Joel Wingard. Harper-Collins (1993)

### University

Participant, Catalyzing Collaboration Summer Institute, Simpson Center for the Humanities (Summer 2020)

Member, Odegaard Research and Writing Center Director Search Committee (Spring 2019)

Member, College of Arts and Sciences Writing Task force (2018 to present)

Member, Odegaard Research and Writing Center Director Search Committee (Winter 2016)

Selection Committee, Simpson Center Mellon Fellowships (Winter 2016)

Member, Odegaard Research and Writing Center Board of Directors (Winter 2015 to present)

Presenter, Graduate School Dialogic Seminars Series (April 21, 2015)

Selection Committee, Huckabay Fellowship, Graduate School (Spring 2012)

Workshop leader, Voices in Academia luncheon, GO-MAP, Graduate School (May 2011)

Portfolio Advisor, Graduate Certificate in Public Scholarship Program, Simpson Center for the Humanities, University of Washington (2010 to 2012)

Member, UW Common Book Selection and Implementation Committee (2010 to 2011)

Member, UW Common Book Selection and Implementation Committee (2009 to 2010)

Interview Committee, UW in the High School Program Manager Search, UW Educational Outreach (Fall 2009)

Presenter, “Exploring Diversity Through Writing,” Faculty Workshops on Teaching and Learning, UW Teaching Academy (Winter 2009)

Member, UW Common Book Selection and Implementation Committee (2008-2009)

Member, UW Common Book Selection and Implementation Committee (2007-2008)

Workshop Co-leader (with John Webster), “Doing Writing Differently: How the Right Kinds of Writing Assignments Can Create More Active, Engaged, and Happy Students,” Provost’s Workshops on Teaching and Learning, University of Washington (April 5, 2007)

Member, Faculty Senate Interdisciplinary Research Committee. University of Washington (Winter 2007)

Presenter, “Training Graduate Students to Teach,” Teachers for a New Era luncheon, College of Arts and Sciences, University of Washington (Winter 2007)

Member, Leadership, Communities, and Values/ADVANCE Leadership Team (Cohort B). University of Washington (Fall 2006 to 2008)

Curriculum designer and facilitator (with John Webster), GIS 140: Writing Ready, Early Fall Start course, Office of Extension, University of Washington (Summer 2005 to 2009)

Member, College Writing Council. University of Washington (2004 to present)

Participant, Teachers for a New Era Study Group on English/Language Arts. University of Washington (Winter and Spring 2005)

Member, Writing Administrators Advisory Committee. University of Washington (2004 to present)

Representative from English Department, Faculty Senate. University of Washington (2002 to 2004)

Member, Advisory Committee on Intercollegiate Athletics. University of Washington (Fall 2002 to 2004)

Member, English Department Chair Search Committee. University of Washington (2003)

Co-Facilitator, Institute on Writing in the Major. University of Washington (February 2001)

Academic Sponsor, General Studies 350 (Independent Fieldwork). University of Washington (Spring 2000)

Academic Sponsor, General Studies 350 (Independent Fieldwork). University of Washington (Winter 2000)

Session Leader, Orientation for New Graduate Teaching Assistants, Center for Teaching Excellence. University of Kansas (Fall 1997)

### **Department of English**

Member, Diversity Plan subcommittee (Spring 2019)

Ex Officio member, Executive Committee. University of Washington (2014 to present)

Project Leader, Mary and Allan Kollar Professional Learning Communities Project. University of Washington (2015 to 2016)

Member, Undergraduate Education Committee, University of Washington (2015 to 2016)

Member, Nancy Bou-Ayash Third-Year Re-Appointment Committee. University of Washington (Winter 2015)

Member, Interdisciplinary Writing Program Lecturer Search Committee. University of Washington (Winter 2015)

Chair, Juan Guerra Promotion Committee, University of Washington (Fall 2014)

Member and chair, Executive Committee. University of Washington (2013)

Chair, Rhetoric and Composition Faculty Search Committee. University of Washington (Fall 2012 to Winter 2013)

Supervisor, Critical Classrooms Endorsement (2011 to 2014)

Member, Executive Committee. University of Washington (2009 to 2011)

Member, English Language Programs/Expository Writing Program Coordination Group (2007 to 2012)

Member, TESOL/Applied Linguistics Senior Position Search Committee, English Department (Winter/Spring 2008)

Member, Diversity Committee, English Department (Winter 2008-Spring 2008)

Chair, Rhetoric and Composition Search Committee. University of Washington (Fall 2006 to Winter 2007)

Member, Ad hoc Working Group to Explore Common Purposes. University of Washington (Fall 2005 to Winter 2006)

Member, Development Committee. University of Washington (2005 to 2006)

Member, Expository Writing Committee. University of Washington (2004 to 2014)

Member, Graduate Studies Committee. University of Washington (2004 to 2014)

Member, Undergraduate Education Committee. University of Washington (2003 to 2004)

Member, Gateway Course Subcommittee. University of Washington (2003 to 2004)

Faculty Mentor, 200-level English Department Teaching Assistants. University of Washington (2003 to 2004)

Participant, Orientation for New Graduate Teaching Assistants. University of Washington (Summer 2003)

Member, Executive Committee. University of Washington (2001 to 2003)

Member, Committee to Re-Structure the Undergraduate Major. University of Washington (2002 to 2003)

Member, Placement Committee. University of Washington (2001-2002)

Participant, Orientation for New Graduate Teaching Assistants. University of Washington (Summer 2001)

Session Chair, "Composing the Representative Subject," 9<sup>th</sup> Annual Conference of the American Studies Colloquium. University of Washington (April 2001)

Panelist, Publishing Symposium. University of Washington (April 2001)

Member, Placement Committee. University of Washington (2000-2001)

Member, Expository Writing Committee. University of Washington (2000 to 2001)

Participant, Orientation for New Graduate Teaching Assistants. University of Washington (Summer 2000)

Member, Expository Writing Committee. University of Washington (1999 to 2000)

Participant, Orientation for New Graduate Teaching Assistants. University of Washington (Summer 1999)

Participant, Technology and the Teaching of Reading and Writing Workshop. University of Kansas (Fall 1998)

Guest Presenter, Summer Orientation for New Graduate Teaching Assistants. University of Kansas (1995 to 1998)

Member, Faculty Search Committee, University of Kansas.

Graduate student representative to search committee organized to hire an assistant director of Freshman-Sophomore English (Summer 1997)

Panelist, Workshop on Pedagogical Applications for the Internet, Freshman-Sophomore English Program. University of Kansas (Spring 1997)

Member, Freshman-Sophomore English Committee. University of Kansas (1994 to 1995)

### Outreach

Homeless Media Study Group Report, "Media Analysis of Homeless Encampment 'Sweeps,'" Available at: [faculty.washington.edu/stygall/homelessmediacoveragegroup/](http://faculty.washington.edu/stygall/homelessmediacoveragegroup/)

Seminar Leader, Teachers as Scholars Program, Seattle Arts and Lectures; Simpson Center for the Humanities (Winter 2007)

Consultant, Bellevue School District Senior Writing Course (Summer 2006)

Participant, HECB College Readiness Project Review Team Working Session (Spring 2006)

Participant, "Big Ideas Workshop," Washington State Board for Community and Technical Colleges (Spring 2005)

Speaker, Bellevue School District Workshop on College Writing, Bellevue, Washington (April 2004)

Expository Writing Program Representative, Higher Education Coordinating Board Writing Assessment Project (Summer 2001)

Participant, 2001 Faculty Field Tour (June 11-15, 2001)

Guest Speaker, Puget Sound Writing Project. University of Washington (December 2000)

## REVIEWS

### *Genre and the Performance of Publics*

- Reviewed by Matthew Falconer, *Canadian Journal for Studies in Discourse and Writing* 27 (2017): 106-113.
- Reviewed by Charles N. Lesh, *Reflections* 17.2 (Fall 2017): 98-104.
- Reviewed by Rachel Dorton, *Computers and Composition* 45 (Sept 2017): 21-24.

### *Genre: An Introduction to History, Theory, Research, and Pedagogy*

- Reviewed by Kara Poe Alexander, *Teaching English in the Two Year College* (March 2013): 312-313.
- Reviewed by Zhiying Xin, *Discourse and Society* 24 (2013): 833-835.
- Reviewed by Kelly Kinney, *Composition Studies* 39.2 (Fall 2011).
- Reviewed by Forough Rahimi, *International Journal of Language Studies* 5.3 (2011): 143-147.
- Reviewed by JoAnne Neff van Aertselaar, *Atlantis: Journal of the Spanish Association of Anglo-American Studies* 33.1 (June 2011).

### *Genre and the Invention of the Writer: Reconsidering the Place of Invention in Composition*

- Reviewed by Cynthia R. Haller, *Issues in Writing* 14.1 (Fall 2003).

- Reviewed by Peter Vandenberg in “Animated Categories: Genre, Action, and Composition,” *College English* 67.5 (May 2005): 532-545.
- Reviewed by Clay Arnold, *Composition Forum* 14.2 (Fall 2005).
- Reviewed by Peter Clements, *Composition Studies* 33.1 (Spring 2005): 121-123.

*Scenes of Writing: Strategies for Composing with Genres*

- Reviewed by Shawna Shapiro, *Journal of English for Academic Purposes* 5.1 (2006): 87-92.

**PROFESSIONAL  
AFFILIATIONS  
(past and present)**

Association of Teachers of Advanced Composition  
Association of Teachers of Technical Writing  
Conference on College Composition and Communication  
Council of Writing Program Administrators  
Modern Language Association  
National Council of Teachers of English  
Rhetoric Society of America