

Curriculum Vitae
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EDUCATION:

University of Washington, Seattle, WA
Ph.D in English Language and Culture (in progress)

University of Washington, Seattle, WA
Masters of Arts in English Language and Culture
Graduated May 2019

University of Southern Maine, Portland, ME
Bachelor of Arts in English, Minor in Creative Writing
Summa Cum Laude, Graduated May 2017

COURSES TAUGHT:

English 101 English Composition I: English 101 is a first-year writing course at Seattle Central College that emphasizes academic writing and major strategies of reading and writing analytically. Writing assignments focus on engaging with and responding to a variety of texts. Instruction encourages students to develop, through revision and reflection, as readers, writers, and critical thinkers.

English 109 & 110 Introductory Composition: A two-quarter course sequence that stretches the timeline of a typical one-quarter First-Year Composition Course. The same skills are taught over two quarters rather than one in order to provide students more time and resources to acquire skills. In this course, instructors collaborate closely with the Office of Minority and Diversity Affairs and Student-Athlete Academic Services to provide holistic support during their first two quarters at the University of Washington. By creating these cross-institutional connections, English 109/110 seeks to create more space for students marginalized within the university on the basis of income, race, language and disability to learn and thrive. (Fall 2018-Spring 2020)

English 108 Preparing for College Writing: Preparation course for first-year composition courses. This course builds writing confidence through frequent informal writing, and introductions to key learning strategies. Includes user-friendly orientation to library and research documents, revision skills, and peer review work. (Summer 2019, 2020, 2021)

College Preparation for University of Washington Upward Bound, Department of Education: Upward Bound is initiative led by the U.S. Department of Education to expand access to college education for low-income, first-generation college students. This college prep course introduces students to the basics of applying to college. Chief among these tasks is helping students draft a personal statement for their application. (Summer 2022)

English 131 and English 111 Expository Writing: A First-Year Composition course that guides the student's writing by accessing the rhetorical situation, performing research, developing an argument, and revising multiple drafts. The course teaches these skills through metacognitive awareness of the rhetorical choices the writer makes. The English 111 version of this course pursues these same learning outcomes but uses literary works as the course's primary texts. (Fall 2017-Spring 2018)

English 298 Interdisciplinary Writing: In this class, students dual-enrolled with the course "Introduction to Law, Societies, and Justice" (LSJ) in order to learn the basics of sociological and legal writing necessary for success in this pre-law major. Students focused on learning applicable skills to the LSJ major such as research, argumentation, and analytical reading. (Fall 2021-Winter 2022)

English 202 Introduction to the Study of English Language and Literature: This course introduces students to the English major and begins developing skills for critical analysis of literature and culture. This course also provides an introduction to a range of historical contexts that have defined literature as an object of analysis and organized literary study as an approach to that object. (Fall 2020)

Interdisciplinary Studies 370 Nineteenth-Century U.S. Literature: This course surveyed nineteenth-century U.S. literature; students focused on practicing close reading and putting course texts into a larger historical context. Class assignments asked students to connect course texts to the broad theme of U.S. "empire." Course texts included: Frederick Douglass's *Narrative*, Harriet Jacobs' *Incidents*, poems by Emily Dickinson, and short stories by Sui Sin Far and Zitkala-Sa. (Winter 2023)

Gender, Women, and Sexuality Studies 200 Introduction to Women Studies: This course teaches feminist analysis of the construction and enforcement of gender differences and gender inequalities in various contexts. This course emphasizes the intersection of race, class, sexuality, and nationality in the lives of women. Topics include feminist theory, motherhood, popular culture, sexual autonomy, racism, and activism. (Fall 2022)

TEACHING CERTIFICATES:

Teaching English as a Second Language Certificate: Advanced Practitioner, TESOL International Association. This program is designed for practicing English composition instructors who want to build their expertise in TESOL. (in progress)

Critical Classrooms Teaching Endorsement, Expository Writing Program, Department of English, University of Washington. A certificate program in anti-racist and equity-based pedagogies to use in the writing classroom. This endorsement concludes with the creation of a teaching portfolio made up of equity-based syllabi, assignments, and class plans.

Queer and Sexuality Studies Certificate, Department of Gender, Women, and Sexuality Studies, University of Washington. This graduate certificate provides training in queer methods of social and cultural inquiry and teaching to develop theoretically innovative and socially engaged

projects that produce institutional change for gender and sexual minorities within the university.
(in progress)

TEACHING AWARDS:

Honorable Mention, The Joan Webber Award for Outstanding Teaching by Graduate Students in English Department Writing Programs, University of Washington, Department of English, 2022.

Nomination, Excellence in Teaching Award, University of Washington, December 2018.

TEACHING WORKSHOPS AND PANELS:

Panel Participant, “Responding to Student Precarity and Marginalization in the ‘Stretch-Model’ Classroom: Student Retention and Curriculum Design,” *Stories and Praxes of Writing Program Transformation: Towards Linguistic/Racial Justice, Culturally Sustaining Pedagogies, and Equitable Classrooms*, Conference on College Composition and Communication, 2022.

Workshop Facilitator (with Alexandra Meany), “Teaching Racial Capitalism in the Composition Classroom,” *Teacher Talk Series on Equity in the Classroom*, University of Washington, Fall 2019.

Workshop Participant, “Reflecting on ‘Hot Moments’ and Race in the Classroom,” *Teacher Talk Series on Equity in the Classroom*, Department of English, University of Washington, 2019.

Workshop Participant, “Materializing Translingualism in the Writing Classroom,” *Teacher Talk Series on Equity in the Classroom*, Department of English, University of Washington, 2019.

Panel Participant, “Person Narrative Assignments and Audre Lorde’s ‘Mutual Stretching,’” *Access in Education: Making Space, Changing Spaces*, University of Washington Praxis Conference, 2020.

TUTORING EXPERIENCE:

Odegaard Writing and Research Center, University of Washington: The Odegaard Writing and Research Center is an interdisciplinary writing and research center that aims to support UW students, staff, and faculty on their diverse writing and research projects through one-to-one tutoring sessions, group tutoring sessions, workshops, and other programs. Tutors support writers’ ongoing writing and research development using a non-directive, conversational tutoring approach. (Fall & Winter 2022)

Student-Athlete Academic Services, University of Washington: Each quarter, Student-Athlete Academic Services hires writing tutors to help student-athletes gain self-efficacy in order to meet the demands of academic and athletic achievement. Tutors assist this diverse student population in creating strategies and plans of action to meet their own writing goals. (Fall 2018-Spring 2021)

Learning Commons, University of Southern Maine: Peer writing tutors in the University of Southern Maine’s Learning Commons use a collaborative approach for helping the college’s diverse

student population engage the writing process across various disciplines. (Fall 2016-Spring 2017)

DIVERSITY, EQUITY, AND INCLUSION AWARDS:

Graduate Student Labor Research Grant, “Locating Sex Work within the History of U.S. Prison Labor: Washington State Penitentiary’s Sex Worker Organizing and Working-Class Culture,” Harry Bridges Center for Labor Studies, University of Washington, 2022.

Abe Osheroff and Gunnell Clark Endowed Fellowship, “[Care Not Incarceration: Ending Psychiatric Incarceration in Washington](#),” University of Washington Center for Human Rights, University of Washington, 2021.

Mellon Summer Fellowship for Public Projects in the Humanities, [\(Re\)Imagining Home in the Crisis of the Prison Fix](#), Walter Chapman Simpson Center for the Humanities, University of Washington, 2020.

Diversity, Equity, Inclusion, and Collaboration Grant Award, “[Responding to Student Precarity and Marginalization in the English 109/110 Classroom](#),” Department of English, University of Washington, 2020.

Diversity, Equity, Inclusion, and Collaboration Grant Award for “[Collective Pedagogy for Teaching Poetics in the EWP Classroom](#),” Department of English, University of Washington, 2019.

SERVICE:

University-Faculty Liaison, UW in the High School. The duties of this administrative position include leading and developing new-instructor orientations, creating opportunities for developing instructor pedagogy, gathers and creates teaching resources for these courses, and helps coordinate work between the UW in the High School Program and the English Department. (Fall 2020-Spring 2022)

Co-Organizer, Collective for the Study of Racial Capitalism, University of Washington. Arranges collective reading, writing workshops, public lectures, pedagogy workshops as part of the collective pursuit of an analysis of racial capitalism. (May 2019-Present)