
HUNTER C. LITTLE

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EDUCATION

Doctor of Philosophy, English, University of Washington, June 2025

Specialization: Rhetoric and composition studies

Dissertation: *Students' Engagement with Mental Disability Knowledge and Theory in the Writing Classroom: Implications for Transfer Research*

Committee: Anis Bawarshi (director), Stephanie Kerschbaum, and Candice Rai

Master of Fine Arts, Creative Writing, Western Kentucky University, May 2019

Specialization: Poetry, rhetoric, and composition studies

Thesis: *When Sidestreets Become Snakes*

Committee: Tom Hunley (director), Dale Rigby, and David LeNoir

Bachelor of Arts, University of Indianapolis, May 2017

Major: Creative Writing

ACADEMIC APPOINTMENTS

University of Washington

Assistant Teaching Professor, Department of English, present

Predoctoral Instructor, Department of English, 2020–2025

Western Kentucky University

Graduate Instructor, Department of English, 2018–2019

Graduate Teaching Assistant, Department of English, 2018

Graduate Tutor, Writing Center, 2017–2019

RESEARCH INTERESTS

Composition studies, theory, and pedagogy; rhetoric; disability studies; knowledge transfer studies; and genre theory

AWARDS

Joan Webber Award for Outstanding Teaching in English Department Writing Programs, University of Washington, 2024

Summer Dissertation Fellowship, Department of English, University of Washington, 2024

Top Scholar Award, Department of English, University of Washington, 2020

PRESENTATIONS

National Conferences

Little, Hunter. “Engaging Writing Students with Mental Disability Knowledge and Theory as a B-Side to Writing Pedagogy,” Conference on College Composition and Communication, Baltimore, Maryland, April 2025

Little, Hunter. “Facilitating Transfer of Mental Disability Discourses in Writing Classrooms,” Writing Innovation Symposium, Milwaukee, Wisconsin, February 2024

Little, Hunter. “The ‘Arts of Presencing’ Student Mental Health Issues on University Counseling Center Websites,” Rhetoric Society of America Conference, Baltimore, Maryland, May 2022

Little, Hunter. “Linguistic Reciprocity: An Examination of how Social Attitudes Influence Lexical and Semantic Change in Psychiatry’s “bible”—the *DSM*,” Studies in the History of the English Language Conference, Seattle, Washington, May 2022

Regional Conferences

Little, Hunter. Knowledge Transfer from Multiplicities: A Micro-Level Approach to Embracing Student Difference in Transfer Research” Praxis Conference, Seattle, Washington, May 2025

Little, Hunter. ““What to do in a Thunderstorm’: Selected Poems from a Master’s Thesis,” The Kentucky Philological Association Conference, Pikeville, Kentucky, March 2019

College/University Presentations

Callow, Megan and **Hunter Little.** “Writing@UW: An Asset-Based Approach to Working With Multilingual Student Writing,” Teaching@UW Workshops, University of Washington, March 2025

Little, Hunter. Panelist and presenter on student mental health and adapting to student needs, Program for Writing Across Campus teacher orientation, University of Washington, September 2024

Little, Hunter. Conversation lead on addressing mental health and disclosure in the classroom, Writing Programs Teaching Café Series, University of Washington, May 2024

Little, Hunter. “What Students Do with Mental Disability Discourses in Writing Classrooms,” Works in Progress Colloquium, Department of English, University of Washington, February 2024

Little, Hunter. “Composing Proactive Approaches: Discussing Student Mental Health in First-Year Composition Courses,” Western Kentucky University’s 49th Annual Student Research Conference, March 2019

Little, Hunter. “Addressing Mental Health in the Classroom using Young Adult Literature and Narrative Writing,” Writing Program Conference, Western Kentucky University, June 2018

Creative Presentations

End of Poetry, Season Event, Bowling Green, Kentucky, May 2019

Spoken Poetry Public Reading Event, Bowling Green, Kentucky, April 2019

Café Night: Modeling Literacy for Young Adults, Warren Central High School, Bowling Green, Kentucky, October 2018

PUBLICATIONS

Reviews

Little, Hunter. “A Transdisciplinary Approach to Writing Knowledge Transfer: Applications in Teaching and Research.” Review of *Writing Knowledge Transfer: Theory, Research, and Pedagogy* written by Rebecca Nowacek, Rebecca Lorimer Leonard, and Angela Rounsaville. *WPA: Writing Program Administration*, vol. 48, no. 1, 2024, pp. 130–137.

Creative Writing

Poetry

Little, Hunter. “What to do in a Thunderstorm.” *The Kentucky Philological Review*, The Kentucky Philological Association, 2020.

Little, Hunter. “With My Brother Alex Outside The Hospital, 2018.” *The Kentucky Philological Review*, The Kentucky Philological Association, 2020.

Little, Hunter. “and who’s to say that napkins aren’t also towels?” *The Kentucky Philological Review*, The Kentucky Philological Association, 2020.

Little, Hunter. “‘Sitting Female Nude with Yellow Blanket’—Egon Schiele, 1910.” *The Poetry Gymnasium: 110 Proven Exercises to Shape Your Best Verse*, edited by Tom C. Hunley, 2nd Ed., McFarland, 2019.

Little, Hunter. “The Rest Stop at Lizton, IN.” *Kansas City Voices: A Periodical of Writing and Art*, Whispering Prairie Press, 2017.

Little, Hunter. “I am Yellow.” *Etchings Literary Journal*, vol. 29.2, University of Indianapolis, 2017.

Little, Hunter. “Ursa Minor.” *Etchings Literary Journal*, vol. 29.2, University of Indianapolis, 2017.

Little, Hunter. “Robby’s Pub.” *Etchings Literary Journal*, vol. 28.2, University of Indianapolis, 2016.

Little, Hunter. "Saturn." *Etchings Literary Journal*, vol. 28.2, University of Indianapolis, 2016.

Little, Hunter. "Magic and Madness." *Etchings Literary Journal*, vol. 28.2, University of Indianapolis, 2016.

Little, Hunter. "Psalm 39." *Lions-on-Line*, Mount St. Joseph University, Spring Issue, 2015.

Little, Hunter. "One Night." *Lions-on-Line*, Mount St. Joseph University, Fall Issue, 2014.

Essays

Little, Hunter. "Sleep Dread." *Zephyrus*, Western Kentucky University, 2018.

Little, Hunter. "Rosfeld Road." *Lions-on-Line*, Mount St. Joseph University, Spring 2014.

TEACHING EXPERIENCE

University of Washington

Average overall instructor rating in student evaluations: 4.75 (out of 5)

English 109, Critical Composition: I (2 sections)

Part one of a two-part stretch course partnered with the Educational Opportunity Program, Student Support Services, and Student Athlete Academic Services in which we examined discourse and literacy as embedded in complex power relations, centering linguistic justice and counterstory while developing rhetorical skills for ethical and critical composing across contexts.

English 110, Critical Composition: II (3 sections)

Part two of a two-part stretch course partnered with the Educational Opportunity Program, Student Support Services, and Student Athlete Academic Services which expands on rhetorical awareness gained in English 109 to teach analytical research skills through critical discussions of standard research processes that lead to a self-reflexive research project attuned to students' unique composing goals.

English 131, Composition: Exposition (3 sections)

A first-year course that provides practical analytical and research tools to support rhetorical and metacognitive awareness. With a focus on composition choices as reifications of or counters to standard writing and research practices and through exercises of critical reading and thinking skills, this course offers a deeply rhetorical and self-reflexive approach to inquiry and research.

English 199, Interdisciplinary Writing/Natural Science (5 sections)

An interdisciplinary writing course linked with introductory biology lectures that offers students space to practice the rhetorical skills necessary to conform to effective scientific writing standards. This course presents these standards, such as objectivity, as rhetorical choices that students then adapt and apply to compose a variety of scientific genres consistent with work in the biological sciences.

English 281, Intermediate Expository Writing (1 section)

A writing-intensive course that teaches writing as process and rhetoric and research as social and political while composing in genres consistent with students' majors. This course offers students practical research skills and tools

for analyzing how we construct collective knowledge through discourse which supports an intentional and informed process of selection for their research projects and beyond.

Western Kentucky University

English 100, Introduction to College Writing (2 sections as instructor of record, 1 section as TA)

A first-year writing course that provides opportunities to write for a variety of audiences and purposes, developing rhetorical awareness while introducing practical invention, inquiry, and research skills.

English 105, Supplemental Writing Lab (1 section)

A first-year writing course linked with English 100 that supports students' writing projects for English 100 therefore providing additional guidance for developing, organizing, editing, and adapting writing for various purposes and situations.

SERVICE

University of Washington

Officer-at-Large, English Graduate Student Organization, Department of English, 2024–present

Graduate Student Representative, Graduate Studies Committee, Department of English, 2024–present

General Member, English Graduate Student Organization, 2022–2023

Graduate Student Representative, Hybrid Teaching Working Group, Department of English, 2022–2023

Collaborated with faculty to design schedule, activity, and lesson templates incorporating programmatic guidelines for designated hybrid courses that accommodate instructor and student needs. Specifically, I proposed options and contributed to templates for approaching large lecture hybrid courses.

Co-facilitator, English 109/110 Research Symposium, Program in Writing and Rhetoric, 2021–2022

With the director and two assistant directors of the Program in Writing and Rhetoric, I helped design, organize, and secure funds for a quarterly research symposium where students enrolled in English 110 share their research projects with other English 110 students and the larger UW community.

Graduate Student Representative, Undergraduate Education Committee, Department of English, 2020–2022

Attended regular meetings with faculty on the Undergraduate Education Committee to design the English Undergraduate Major. This involved contributing to the program and course catalog description revisions, renaming or removing course numbers, and determining the best overarching categories under which each required and elective course is placed.

Co-facilitator, English Graduate Student Creative Writing Workshop, Department of English, 2020–2021

Western Kentucky University

Panelist, “Surviving and Thriving in Graduate School,” August 2018

Community

Judge, PressPoint Publication Poetry Contest, Hopkins County Schools, Madisonville, Kentucky, 2019

Volunteer, Ideafestival Bowling Green, Poetry Booth, Bowling Green, Kentucky, 2018–2019

Volunteer, Potter College Fall Festival, Poetry Booth, Bowling Green, Kentucky, 2017–2018

Facilitator, Weekly Poetry Workshop, English Department, Western Kentucky University, 2017

INDUSTRY AND EDITORIAL EXPERIENCE

Editorial Board Member, *Penned to Pin on Bowling Green*, 2022–present

Editorial Board Member, *The Kentucky Philological Review*, 2020

Simpao, Tony and **Hunter Little**, editors. *Understanding the Schrödinger Equation: Some [Non]Linear Perspectives*. Nova Science Publishers, Inc., 2019–2020

Publicist, *Kellogg Writers Series and Etching Press*, 2016–2017