

## COURSES TAUGHT

### **English for New Media, Professional and Technical Communication**, Dakota State University

- Writing for the Web (ENGL 408 online)  
Students critically study the practice of web writing and digital content development best suited for the nonlinear environment of the web. Students work with community partners as real clients.
- Technical Writing in Engineering (ENGL 577 online)  
I am currently designing a course in scientific and technical writing for graduate students in the STEM disciplines. Topics will include grant writing, grammar and style, dissertation and thesis writing, methods, and writing for new media and journals.
- Contemporary Rhetoric (ENGL 480 online)  
Students examined how rhetoric based in classical rhetorical theory applied to contemporary rhetorical discussions. The course focused on the impact and applications of computer technology and current rhetorical theory and pedagogy.
- Visual Rhetoric (MCOM 457 online)  
In this production-intensive course, students explored how text, graphics, and video work within different types of technical and professional documents and analyzed the effects of these visual elements have on different readers/viewers/users.
- Text Markup and Processing (ENGL 466 online)  
An introduction to text markup using tags or entity references and the kinds of computer processing that can be performed with marked up text. Students use InDesign, Framemaker, and Dreamweaver to explore and apply markup languages.
- Portfolio and Professional Development (MCOM 389 online on-campus)  
This class was designed to help students assess their own skills and career interests, compile job-search documents, develop an effective, targeted professional portfolio, and develop effective job interviewing skills.
- Technical Publishing (MCOM 360 online)  
This course prepares students to publish a variety of documents from start to finish. They compose, format, and design several projects for publication using computer software programs, specifically Adobe's InDesign and Photoshop, for a community-based non-profit client.
- Principles of Usability Testing (MCOM 358 online on-campus)  
This course is designed to provide students with a critical understanding of principles and guidelines for good new media interface design, usability evaluation based on user centered design principles, and human factors in design. Students experience all stages of a formal web usability evaluation by using accepted procedures and learn the process of analyzing and reporting results.
- Intercultural Communication (MCOM 318 online)  
Students study and apply current theories and practices of professional communicating with culturally diverse workplace situations.
- Computer-Supported Collaborative Writing (ENGL 309 online)  
Students practiced skills in the principles and practices of successful collaborative composition using a variety of computer applications and online tools. They reflected on the purpose, process, and product.

- Composition II (ENGL 201 online on-campus)  
This transactional writing course helped student persuade and inform a reasonably well-educated audience, conduct business, evaluate, review, or explain a complex process, procedure, or event.

**Department of English, Arizona State University.**

- Business Writing (ENG 302)  
Students with professional and pre-professional background take this interdisciplinary writing course that emphasizes on workplace and technical communication and editing appropriate to business professions.
- Writing in the Professions (ENG 301)  
Students examined rhetorical issues related to documents found in their chosen professions and articulated on how differing rhetorical situations alter purpose, audience, writer, and text.
- First-year composition (ENG 102 online and on-campus)  
Students developed sophisticated, situation-sensitive reading and writing strategies. Themes for research and discussion were student-generated in order to make the course relevant to the academic needs of the student beyond the writing course.
- Composition for Future Teachers (COMP 102)  
I participated in developing this pilot curriculum as an "Education and Society" course with all the usual skills and assignments required of a composition course, but with a focus on future teachers. The course involved service learning project.

**Graduate Teaching Assistant, Writing, Rhetoric, & American Culture, Michigan State University, East Lansing, MI.** Responsibilities: Selected texts, created syllabi and policies, course assignments, and evaluated student papers.

- Rhetoric & American Culture (WRA 260)  
In this course, students engaged in rhetorical analysis of corporate, organizational and popular cultures appropriate to professional settings. The course was loosely themed around the 2008-9 presidential election. Discussions and assignments facilitated critical and multi-perspectival thinking, rhetorical analysis, and contextual analysis.
- Introduction to Professional Writing (WRA 202)  
In this course for majors in Professional Writing, students were introduced both to the rhetorical principles and professional practices that they will need as a professional writer. The principles and practices of this class aimed at helping them understand and respond effectively to professional and workplace writing scenarios.
- Evolution of American Thought (WRA 150 hybrid)  
In this first-year writing course, students generated sophisticated ideas and shaped them coherently for a college level audience, effectively write and edit the work they will be called upon to produce academically, professionally and personally.
- Writing, Science & Technology (WRA 110 online, on-campus, hybrid)  
Students were asked to explore critical questions related to the use of and culture surrounding computers. Designed a first-year writing class with a focus on the teaching of rhetorical theory within the contexts of science and technology.
- Preparation for College Writing (WRA 1002/04)  
Students were provided tools to assess and work within multiple rhetorical genres, modes, and situations and to gain experience as participants in academic communities.