

Rebecca M. Gerdes-McClain

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Education

Ph.D. English, University of Oklahoma, 2012–2017

Primary Area: Composition, Rhetoric, and Literacy

M.A. English, Indiana University South Bend, 2006–2009

Area of Specialty: Eighteenth-Century British Literature

B.A. English, Honors Certificate, Indiana University South Bend, 2002–2006

Dual Focus: English Literature and English Writing

Minor: Film Studies

Dissertation

Pivotal Moments: Personal Histories of Labor in First Year Composition

Committee Members: Susan Kates (chair), Michele Eodice, Roxanne Mountford, Sandra Tarabochia, and Benjamin Alpers (history)

My dissertation infuses contemporary conversations about labor in First Year Composition (FYC) with historical examples of individual composition teachers who responded strategically to situated employment conditions. Understanding and investigating such responses can help writing scholars more effectively address current labor challenges. In my project, the history of FYC is refracted through the lens of labor by considering the role of working conditions on the life and work of four scholars: Barrett Wendell, Edwin Hopkins, George Wykoff, and Mina Shaughnessy. I complicate the field's understanding of these scholars and their contributions by paying special attention to their labor conditions. Finally, I make specific recommendations for contemporary labor interventions based on insights gleaned from this research.

Relevant Employment

Assistant Professor of English, Director of First Year Composition, Columbus State University (August 2017-Present)

- Responsibilities include teaching a 2-2 load and directing the FYC program and a month-long summer appointment for training and program development. Hires, trains, and oversees visiting lecturers and adjunct faculty. Collaborates with the Writing Center and others on campus to support first-year writing.

Senior Assistant Director of First Year Composition, University of Oklahoma (May 2015–May 2016).

- Responsibilities included overseeing the daily operations of the FYC program, which included approximately 75 instructors and 150–200 sections per semester of developmental writing, composition 1 & 2, health writing, and technical

writing. Daily responsibilities included managing, observing, and evaluating graduate teaching assistants, renewable term faculty, and adjuncts; overseeing a pilot curriculum for Comp 1 & 2; assisting in design and collection of curricular assessment materials; scoring and administering placement exams; revising pilot curriculum; administering training and professional development workshops; managing course permissions; mentoring instructors; and monitoring enrollment in writing courses.

Assistant Director of First Year Composition, University of Oklahoma (August 2014–May 2015).

- Assisted managing daily operations. Facilitated grade appeals, mediations, and communication between instructors and students; observed and evaluated writing instructors; collaborated on designing a new curriculum for composition 1 & 2, scored placement exams; led regular training and professional development workshops. Special projects included collaborating on a Sourcebook of teaching activities for incoming instructors, revising the FYC grade appeal policy, and working with University College on an early alert program for reporting struggling students to be used by FYC instructors.

Graduate Assistant to Dr. Kathleen Welch, University of Oklahoma (August 2013–May 2015).

- Responsible for organizing the biennial Symposia and biennial Forums hosted by the Institute for Writing, Rhetoric, and Technology. Contacted and corresponded with invited speakers, prepared flyers and advertisements in local media, scheduled videographers and photographers, prepared programs, and booked and coordinated catering. Other responsibilities included compiling and organizing course packets, collecting preliminary research materials for projects on digital rhetoric and Sappho, and collecting and organizing documents for annual tenure review.

Graduate Instructor, Department of English, University of Oklahoma (August 2012–May 2014).

- Taught 2-2 loads of writing courses; curricular outcomes privileged revision, transfer of writing and rhetorical skills learned in composition to other university contexts, reflection, critical awareness of academic discourses, and a rhetorical understanding of writing (purpose, audience, context, and writer).

First-Year Writing Instructor/Basic Writing Instructor

- Indiana University South Bend
- Ivy Tech State College

Publications under Review

“Rhetorical Listening and Strategic Contemplation as Research Tools: Learning from Edwin Hopkins and Early Attempts at Composition Labor Reform.” *JAC*

Teaching Experience

University of Oklahoma

English 5113: Teaching College Composition (co-taught with Dr. Sandra Tarabochia, 1 section, Fall 2015)

- Graduate course using theoretical as well as practice-based research to introduce new graduate teaching assistants to the theory and practice of composition pedagogy. Shared all planning, grading, and instructional duties. Course projects included a collaborative inquiry assignment incorporating secondary and primary research and teaching philosophy statements. Student-teachers produced texts in both traditional and multimodal/digital formats.

English 3153: Technical Writing (online, 1 section, Summer 2014)

- Online course which introduced students to composing in multiple professional genres with a focus on strategies for understanding and responding to new writing situations. Projects included formal emails, resumes, cover letters, memos, process descriptions, instructions, proposals, and reports.

English 1213: Principles of Composition II (3 sections, Spring 2013— Spring 2014)

- Introduced students to advanced argumentation strategies. Students learned Toulmin's model of argumentation and composed definition arguments, ethical arguments, and a proposal based on an extended research project including an annotated bibliography. Class was themed around "good work" in fields, professions, or disciplines chosen by students.

English 1113: Principles of English Composition I (4 sections, Fall 2012–Fall 2013)

- Introduced students to college-level writing. One semester used a genre-based approach with emphasis on disciplinary writing and rhetorical principles. The other semester introduced students to Writing Studies in order to help them develop meta-knowledge about writing and rhetoric. Projects included reflective, research-based, and ethnographic writing and generally focused on themes surrounding either language and power or academic discourse conventions as exemplified by a specific fields chosen by students.

Indiana University South Bend

English W 131: Elementary Composition (15 sections Spring 2009—Summer 2012)

- Developed student writing and research skills to prepare them to do college-level research and analysis. Class focused on rhetorical choices surrounding argumentation, as well as incorporating sources, synthesis, and analysis. Students wrote four major papers and an annotated bibliography on themes of language, power, and work.

English W 130: Principles of Composition (13 sections Fall 2008—Summer 2012)

- Introduced students to college-level writing by developing synthesis, analysis, and argumentation skills. Students wrote four essays themed around popular culture or language and power. In addition to regular courses, I also taught

sections linked with learning communities and piloted 4-credit sections designed as an alternative for students who had tested into basic writing.

English T 390: Literary and Intellectual Traditions: The (Not So) Subtle Art of Adaptation (1 section Spring 2010, 1 section Summer 2011)

- Interdisciplinary course blending film and literary studies to better understand and analyze filmic adaptations of literary works. Students read several source texts and viewed multiple adaptations of each text. Projects included reading and viewing responses as well as two major papers analyzing the ethics and effectiveness of specific adaptations.

English T 190: Literary and Intellectual Traditions: What it Means to Work in the Movies (2 sections Spring 2011–Fall 2011)

- Interdisciplinary course blending film and labor studies to investigate portrayals of work in modern American cinema. Introduced students to theories of labor as a lens for understanding and analyzing of work and workers in American films. Projects included reading and viewing responses, a group project, and a final writing project considering the significance of a specific film's depiction of work.

English W 350: Advanced Expository Writing (1 section Fall 2010)

- Advanced writing course in the major introducing students to various forms of academic non-fiction writing. Class focused on revision, reflection, and developing new strategies for approaching essayistic writing. Students read and composed in a variety of genres from the personal essay to journal reviews to exploratory essays.

English A 190: Arts, Aesthetics, and Creativity: "Just" A Genre (1 section, Fall 2009)

- Interdisciplinary course blending film and literary studies around the concept of genre. Introduced students to genre theory generally and two genres in particular as a lens for analyzing novels and films. Projects included reading and viewing responses, a group project, and a creative project.

Ivy Tech State College

English L093: Introduction to College Writing (2 sections Fall 2011-Spring 2012)

- This basic writing course prepared students for Comp I using a genre-based approach. Students completed grammar exercises and readings as they worked on four major writing assignments.

Writing Program Administration

Facilitator, New Instructor Summer Workshop, Department of English, University of Oklahoma (August 8-18 2016).

Facilitator, Returning Instructor Summer Workshop: New Curriculum, Department of English, University of Oklahoma (August 2-4 2016).

Co-author, New FYC curriculum based on Rhetorical Education and results of Pilot Curriculum, Department of English, University of Oklahoma (January-June 2016).

Facilitator, Introducing the Pilot Curriculum. FYC Returning Instructor Workshop, Department of English, University of Oklahoma (August 22 2015).

Co-author, English 1113 and English 1213 Pilot Curriculum, Department of English, University of Oklahoma (Academic Year 2015–2016).

Lead Facilitator, Summer Workshop for Incoming Instructors, Department of English, University of Oklahoma (August 6–18 2015).

Facilitator, Training at the Center for English as Second Language (CESL) to teach International Sections, University of Oklahoma (May 14, 15, and 22 2015).

Lead Facilitator, Training to score the Composition Portion of College-Level Examination Program (CLEP) Exams. (March 2–4 2015).

Facilitator, Transitioning from Comp 1 to Comp 2. FYC Returning Instructor Workshop, Department of English, University Oklahoma (January 10 2015).

Facilitator, Early-Interventions: OU Map-Works. FYC Returning Instructor Workshop, Department of English, University of Oklahoma (August 16 2014).

Facilitator, Summer Workshop for Incoming Instructors, Department of English, University of Oklahoma (July 31–August 12 2014).

Facilitator, New Instructor Training. Department of English, Indiana University South Bend (August 2011).

Member, Writing Program Placement Committee. Department of English, Indiana University South Bend (Academic Years 2009–2012).

Member, Developing Linked Courses Committee. Department of English, Indiana University South Bend (Academic Years 2009–2011).

Member, First Year Writing Committee. Department of English, Indiana University South Bend (Academic Year 2011–2012).

Facilitator, New Instructor Training. Department of English, Indiana University South Bend (August 2010).

Member, First Year Writing Textbook Adoption Committee. Department of English, Indiana University South Bend (Academic Year 2011–2010).

Research and Teaching Interests

Labor in First Year Composition

Writing Program Administration

History and Historiography in Writing Studies

Feminist Rhetorics

Assessment

Visual/Film Rhetoric

Honors, Awards, and Research Grants

Dissertation Fellowship, Department of English, University of Oklahoma, 2016-2017 academic year.

Competitively awarded to ABD graduate students.

Teaching Release, Department of English, University of Oklahoma, Spring 2016.

Competitively awarded to ABD graduate students.

Robberson Research Grant (\$1000), Graduate College, University of Oklahoma, Academic Year 2015—2016.

Awarded based on proposal for dissertation-related research study.

Robberson Travel Grant (\$1000), Graduate College, University of Oklahoma, Academic Year 2014-2015.

Awarded based on proposal to present original research.

Roy and Florena Hadsell Scholarship for Superior Research by an English Graduate Student (\$1000), University of Oklahoma, 2013.

Awarded annually to one graduate student in English (out of roughly 50).

Robberson Travel Grant (\$500), Graduate College, University of Oklahoma, Academic Year 2013—2014.

Awarded based on proposal to present original research.

Excellence in English Award, Indiana University South Bend, 2006

Awarded by English Department Faculty, one award per year.

Conferences, Presentations, and Speaking Engagements

National/International

“Cultivating Meaningful WPA Experience for Graduate Students.” *Council of Writing Program Administrators*. Knoxville, TN (July 2017).

Panel Chair, “Literacies, Identities, and Locations.” *Conference on College Composition and Communication*, Special Topic: Cultivating Capacity, Creating Change. Portland, OR (March 2017).

“Change in Revisionist Historiography: Making Explicit Contemporary Connections.” *Rhetoric Society of America*, Special Topic: Rhetoric and Change. Atlanta, GA (July 2016).

Panel Chair and presenter, “Acting from History: Edwin Hopkins and Labor Reform,” *Conference on College Composition and Communication*, Special Topic: Writing Strategies for Action. Houston, Texas (April 2016).

“Work in the American Movies After the Great Depression: The Rise of the Individual and the Fall of the Community,” *Popular Culture Association/ American Culture Association*, New Orleans LA (April 2015).

“Just Fix All My Grammar’: Negotiating Expertise when Responding to Student Writing,” *Thomas R. Watson Conference*, Louisville KY (October 2014).

“Women, Work, and Risk: Working Women in the Movies,” *Popular Culture Association/ American Culture Association*, Chicago IL (April 2014).

“In Defense of Paper: Comments Sans Technology,” *Conference on College Composition and Communication*, Special Topic: Writing Gateways. Saint Louis, MO (March 2012).

Local/Regional/University

Invited Speaker, “Women Mentors in Composition and Rhetoric.” 4th Biennial Symposium, *Institute for Writing, Rhetoric, and Technology*, University of Oklahoma. Norman, OK (November 2014).

- Invited Speaker, "Archival Research." *ENGL 5433 18th and 19th Century Rhetoric* with Professor Susan Kates, University of Oklahoma. Norman, OK (September 2014).
- "Ideal Pedagogies and Our Material Conditions," *Midwest Modern Language Association*. Special Topic: Art and Artifice. Milwaukee, WI (November 2013).
- Invited Speaker: "Teaching MLA Style 'Green.'" Returning Instructor Workshop for First Year Composition, University of Oklahoma. Norman, OK (August 2013).
- "Contradictions in Commentary," *SAGES Graduate Conference*, Special Topic: Dissonant Discourses. Student Associate of Graduate English Students, University of Oklahoma. Norman OK (January 2013).
- Invited Speaker, "Commenting on Student Essays." Returning Instructor Workshop for FYC, University of Oklahoma. Norman, OK (January 2013).
- "To Be Perfectly Clear: An Argument for Consistently Applying the Conceptual Models of Participation and Acquisition Metaphors to Composition Studies," *Emergence(s): A Rhetoric Symposium*. The Rhetoric Society of Old Dominion University. Virginia Beach, VA (July 2011).
- "Inspiration vs Adaptation: Cultural Values and Jane in the 21st Century," *Notre Dame Graduate Student Conference*, Special Topic: The Sincerest Form: Literary Imitation, Adaptation, and Parody. University of Notre Dame. Notre Dame, IN (March 2011).
- "Miscegenation in *Jane Eyre* and *The Wide Sargasso Sea*," *Battleground States Conference*, Special Topic: Imaginations in Disorder. Bowling Green University. Bowling Green, OH (February 2011).
- Invited Speaker, "Feminist Readings of *Twilight*?" *Feminist Student Union*, Indiana University South Bend. South Bend, IN (September 2010).

Workshops and Professional Training

- Participant, Moving Labor Advocacy from Conversation to Action. Facilitated by Dr. Sarah Austin. *Conference of College Composition and Communication*. Portland, OR (March 2017).
- Participant, Speech Pedagogy. Facilitated by Dr. Bill Keith, University of Oklahoma. Norman, OK (August 2016).
- Participant, Inclusive Teaching Workshop. Facilitated by Dr. Kami Day, University of Oklahoma. Norman, OK (April 2014).
- Participant, Evocative Objects: Re-imagining the Possibilities of Material Objects and Multimodal Composing. Facilitated by Dr. Jody Shipka. University of Oklahoma. Norman, OK (March 2014).
- Participant, Writing about Writing. Facilitated by Dr. Doug Downs, Office of First Year Composition, University of Oklahoma. Norman, OK (September 2013).
- Participant, College Level Examination Program (CLEP) scoring training, Office of First Year Composition, University of Oklahoma. Norman, OK (Spring 2013).
- Participant, Computer-Mediated Classroom Training, Office of First Year Composition, University of Oklahoma. Norman, OK (Spring 2013).
- Participant, Professional Ethics Training. Graduate College of Arts and Sciences, University of Oklahoma. Norman, OK (August 2013).

- Participant, Arts and Humanities Grant Writing Seminar. Graduate College of Arts and Sciences. University of Oklahoma. Norman, OK (October 2012)
- Participant, Faculty Ally Training to Create LGBTQ-Inclusive Classrooms. Women's Outreach Center, University of Oklahoma. Norman, OK (September 2012).
- Participant, General Grant Writing Seminar. Graduate College of Arts of Sciences, University of Oklahoma. Norman, OK (September 2012).
- Participant, Essential Moves in College Writing: Aligning Values, Expectations, and Outcomes facilitated by Ivy Tech Community College and Indiana University. Indianapolis, IN (October 2011).
- Participant, Symposium on Assessment and Student Writing facilitated by Dr. Nancy Sommers. Chicago, IL (2010).

Professional Service

- Gen Ed Winter Assessment Workshop, Columbus State University, Gen Ed Committee (Spring 2018).
- Dual Enrollment Orientation, Columbus State University (Spring 2018).
- Student Course Evaluation Committee, Columbus State University, Faculty Senate (2017-present).
- FYC Committee Chair, English Department, Columbus State University (2017-present).
- Graduate Student Representative, Search Committee for Renewable-Term Faculty 7 positions, English Department, University of Oklahoma (2015–2016).
- Graduate Student Representative, Search Committee for Full Professor and Director of FYC, English Department, University of Oklahoma (2014–2015).
- FYC Representative, Academic Labor Committee, Department of English, University of Oklahoma (2014–2015).
- Associate Director, 4th biennial Symposium, Institute for Writing, Rhetoric, and Technology, University of Oklahoma (Nov. 2014)
- Grader, College Level Placement Examinations, Office of Admission, University of Oklahoma (2013–present).
- Member, Inaugural Academic Labor Committee, Department of English, University of Oklahoma (2013–2014).
- Member, University Libraries Student Advisory Council, University of Oklahoma (2013–2014).
- Vice President, Student Association of Graduate English Scholars, University of Oklahoma (2013–2014).
- Member, Student Association of Graduate English Scholars, University of Oklahoma (2012–2013).
- Assistant Director, 3rd biennial Forum, Institute for Writing, Rhetoric, and Technology, University of Oklahoma (Oct. 2013).
- Member, Faculty Ally (LGBTQ), University of Oklahoma (2012–present).
- Senator, Graduate Student Senate, University of Oklahoma (2012–2013).
- Member, Developing Learning Community Courses Committee, English Department, Indiana University South Bend (2009–2012).

Member, Supplemental Handbook Committee, English Department, Indiana University
South Bend (2007–2008).

Professional Memberships

Member, Rhetoric Society of America (2015–present).
Member, Popular Culture Association (2013–present).
Member, Modern Language Association (2012–2017).
Member, Midwest Modern Language Association (2012–2014).
Member, National Council of Teachers of English (2011–present).

References

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