MAKING THE GRADE: USING LEARNING MODELS IN FIRST-YEAR WRITING CURRICULA TO DECREASE UNDERREPRESENTED STUDENT ATTRITION RATES ACROSS THE UNIVERSITY

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517-355-9859

June 2007
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Overview</td>
<td>4</td>
</tr>
<tr>
<td>Statement of Significance</td>
<td>5</td>
</tr>
<tr>
<td>Specific Aims</td>
<td>6</td>
</tr>
<tr>
<td>Literature Review</td>
<td>6</td>
</tr>
<tr>
<td>Methods</td>
<td>7</td>
</tr>
<tr>
<td>Research Hypothesis</td>
<td>8</td>
</tr>
<tr>
<td>Conceptualization</td>
<td>8</td>
</tr>
<tr>
<td>Operationalization</td>
<td>9</td>
</tr>
<tr>
<td>Measurement</td>
<td>9</td>
</tr>
<tr>
<td>Methods</td>
<td>9</td>
</tr>
<tr>
<td>Data Collection Methods and Sampling</td>
<td>10</td>
</tr>
<tr>
<td>Data Analysis Plan</td>
<td>10</td>
</tr>
<tr>
<td>Goals, Objectives, Tasks and Timeline</td>
<td>11</td>
</tr>
<tr>
<td>Personnel, Resources, Facilities</td>
<td>11</td>
</tr>
<tr>
<td>Budget</td>
<td>12</td>
</tr>
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<td>Personnel</td>
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</tr>
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<tr>
<td>Indirects (MSU)</td>
<td></td>
</tr>
<tr>
<td>Evaluation Plan</td>
<td>13</td>
</tr>
<tr>
<td>Appendices</td>
<td>13</td>
</tr>
<tr>
<td>A Budget</td>
<td></td>
</tr>
<tr>
<td>B Curriculum Vitae,</td>
<td></td>
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<tr>
<td>1 Suzanne Webb</td>
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<td>2 Nancy C. DeJoy, PhD</td>
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<td>3 William Hart-Davidson, PhD</td>
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<td>C National McNair Scholars Program</td>
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<tr>
<td>1 Program Overview</td>
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<td>2 National Funding Report</td>
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<tr>
<td>D McNair Scholars Program, Wichita State University</td>
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<tr>
<td>1 Program Overview</td>
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<td>E Letters of Intent</td>
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<td>1 Nancy C. DeJoy, Assistant Professor Rhetoric &amp; Writing,</td>
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<td>Director, First-Year Writing, Michigan State University</td>
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<td>2 William Hart-Davidson, Assistant Professor, Co-Director, WIDE</td>
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<td>Rhetoric &amp; Writing, Michigan State University</td>
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</tr>
</tbody>
</table>
3 Lawanda Holt-Fields, Director, McNair Scholar’s Program
Wichita State University
4 Doug Noverr, Teaching Assistant Program, MSU
5 Dave Sheridan, Director, Writing Center, MSU

F Letter of Matching Funds
G Works Cited
H Works Consulted
PROJECT OVERVIEW

Attrition rates of underrepresented students are lower than the general population, and we must create an objective way to intervene. What activities can we employ? What access can we provide? How can we help? Based on these questions, our research seeks to discover: Are there model programs can we look to and borrow from in first-year writing classrooms that will help to 1) improve quality of writing, 2) create stronger peer/mentor relationships, and 3) increase retention rates. If we can help students meet these three goals, we build a stronger, more prepared person—both in and beyond academe.

To McNair participants “learning is a process that takes place in a participation framework. It is the community, or at least those participating in the learning context, who ‘learn’ under this definition (Hanks in Lave & Wenger 15), giving researchers “not merely a condition for membership, but … an evolving form of membership” (Lave & Wenger 53). We look to the McNair Scholars Program as a model that assists underrepresented undergraduate students by giving them access to academic activities and techniques such as scholarly research, providing peer/mentor networking, advanced PowerPoint skills, oral presentations, and writing vitas helping these students understand and contribute to higher education in America. Using the McNair Program at Wichita State as a case study, we will gather analyzable data and design curricula for a 2-semester first-year writing experience aimed at increasing retention among the underrepresented undergraduate population. We will also design assessment measurements for understanding effectiveness of the new curriculum and instituting revisions as needed. Focus on McNair as a model offers the potential for a transformative impact on first-year writing programs throughout the country.
This project will facilitate a better way to support underrepresented undergraduate students throughout their college careers by creating new curricula for the courses most commonly required in general education curricula: First Year Writing courses. The research also crosses new theoretic territory as it transforms a learning model into an academic one.

**STATEMENT OF SIGNIFICANCE**

This study chooses to investigate the McNair Scholars Program because it stands out as a model program as it prepares underrepresented college juniors and seniors for graduate school by providing them professionalization as undergrads and boosting their acculturation rates within the academy. This study focuses on ways to translate McNair’s successes to first-year writing curricula. Modeling McNair will serve as a guide for sculpting curriculum redesign in first-year writing programs as the tools and techniques McNair utilizes appear well-matched with the writing classroom. A first-year writing course is the ultimate place for this curriculum since first-year writing serves the majority of the student body at most institutions of higher learning and at Michigan State University in particular.

**McNair Programmatic:**
- Target underrepresented groups of students
- Start professionalization/graduate preparedness early
- Offer socialization and acculturation skills to the university community
- Involve undergraduates in scholarly work as a way to boost graduate enrollment
  - Research proposals
  - Journal articles
  - Conference participation
- Offer tutoring
- Help find summer internships
- Help find financial aid

**McNair Successes:**
- 70% of students into graduate programs
- 12% of students into doctoral programs vs. national rates of 7%
  - 100% of students completion of intensive summer research experience

**SPECIFIC AIMS**

- Improve the means by which instruction in first-year writing courses increase retention of underrepresented undergraduate student populations
- Study the existing materials and the current participants in the McNair Scholars Program to create a first-year writing curricula that helps undergraduates acculturate into the academy.

**LITERATURE REVIEW**

Kenneth Burke knew that we, the human animal, master whatever speech we find in our particular symbolic environments (53). If students are exposed to the ways of the academy as first-year students, they can master “our particular symbolic environments”—the peculiarities of academia—with increased success rates. Marilyn Cooper said in 1986, “the perspective allowed by the dominant [writing process] model has again become too confining,” but education has yet to reach around and beyond that dominant model to new models of learning in order to better serve our students.

In her text *Process This*, Nancy C. DeJoy reinforces today’s need for a McNair-like curriculum. Implementing activities as those offered by McNair, students can “pursue goals that [are] rich and complex in nature, goals that include improving the conditions of life for oneself and others in inter-related ways” (DeJoy 1). This study will illustrate the ways that this inter-relatedness—this enculturation—stems from student exposure to tools and techniques like those McNair employs.

As David Bartholomae wrote in “Inventing the University,” to be successful, students have to “learn to speak our language, to speak as we do … [and] this understandably causes problems” (61). This study will illustrate to fellow educators an explicit plan to help students
understand the university. Students’ “initial progress will be marked by their abilities to take on the role of privilege, by their abilities to establish authority” (Bartholomae 83)—by their abilities to be acculturated into the university. Designing a curriculum using Legitimate Peripheral Participation (LPP), using McNair programmatics as our model, students will see and do what we as educators do. “[E]ngaging in practice, rather than being its object, may well be a condition for the effectiveness of learning” (Lave & Wenger 93). McNair does what Bartholomae and Burke, Cooper and DeJoy call for. Therefore we must look to McNair so that we can help students invent the university.

The McNair Scholars Program is committed to improving the matriculation rates of underrepresented students in PhD programs. “This program prepares participants for doctoral studies through involvement in research and other scholarly activities. Participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with participants as they complete their undergraduate requirements. Institutions encourage participants to enroll in graduate programs and then track their progress through to the successful completion of advanced degrees. The goal is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society” (www.ed.gov/programs/triomenair). Projects in the McNair program provide “academic counseling, financial aid assistance, mentoring, research opportunities, seminars, summer internships, and tutoring. Guidance for students seeking admission and financial aid for graduate programs also is supported” (www.ed.gov/programs/triomenair).

METHODS

Some programs utilize Legitimate Peripheral Participation (LPP) (Lave & Wenger. 2002) in order to help professionalize their participants, or apprentices. LPP, “provides a way to speak
about activities, identities, artifacts, and communities of knowledge and practice. … Learning is configured to the process of becoming a full participant in a sociocultural practice (Lave & Wenger 20). Peripheral activities situate novices to become a full member of the community. The McNair Scholars Program employs this theory as it situates underrepresented students to the university community.

**HYPOTHESIS**

We hypothesize by utilizing LPP as a lens to look at the McNair Scholar’s Program, this study will find tasks and tools used by McNair which we can implement in our first-year writing program curriculum. Based on our findings in Phase I, we intend to design a new curriculum for a 2-semester first-year writing experience in which students will develop increased writing abilities, stronger peer/mentor relationships, and increased graduation rates that exceed those of underrepresented undergraduates not involved in this type of first-year writing program.

**CONCEPTUALIZATION**

Using LPP theory as a framework, Phase I of this study will look at the McNair Scholars Program (through analysis of existing McNair documents, narrative essays and surveys from the McNair scholars themselves) as a potential frame for the creation of first-year writing programs (Phase II). Using Social Network Analysis (SNA), we will assess (Phase III) if having access to McNair-like activities in first-year writing classrooms increases writing ability, helps to form stronger peer/mentor relationships, and helps to increase graduation rates by comparing students in the pilot program to underrepresented students not in the pilot.
OPERATIONALIZATION

Phase I of this study will target current McNair Scholars as a sample population and McNair materials as analyzable data. In Phase II, we will teach the pilot courses and measure students who participate in the new curriculum against underrepresented students who don’t take the new curriculum, against the undergraduate population in general at Michigan State. We will also be able to draw correlations to undergraduate graduation rates nationally. We will measure success of the new curriculum (Phase III) by gauging improved writing ability (as shown by grades), by testing the strength of peer/mentor relationships (SNA), and by comparing program participants’ retention rates to retention rates in other underrepresented groups.

MEASUREMENT

- Writing quality as measured by essay grades at 4 times in the first-year writing
  4 essays in the first-year program
  1 essay in student’s major
- Change in peer/mentoring networks as assessed by SNA

METHODS

The overall study will use a mixed methods approach. In Phase I most of the data will be collected from McNair participants and qualitative methods will be used to help determine their perceptions of the effectiveness of the McNair Program they participate in at Wichita State. Participants will be offered incentives in the form of $25 gift certificates. We will create a scale of effectiveness to analyze the existing McNair materials. During Phase II, we will teach pilot sections of the new curriculum, collect assignments and sample papers, interview teachers, and conduct focus groups. In Phase III of the project, both qualitative (coding and analysis of reflective essays) and quantitative (student grades) data will help to determine the effectiveness of the new curriculum and SNA will measure peer/mentor relationship strengths. SNA based on
Social Learning Theory, states that people learn by observing others (College of Education, University of Illinois).

**DATA COLLECTION**

<table>
<thead>
<tr>
<th>CASE STUDY</th>
<th>SUMMATIVE</th>
<th>FORMATIVE</th>
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<tbody>
<tr>
<td>QUANTITATIVE</td>
<td>• Grades</td>
<td>• Development of assessment rubric for tracking retention</td>
</tr>
<tr>
<td></td>
<td>• Tracking progress toward degree and toward retention</td>
<td></td>
</tr>
<tr>
<td>QUALITATIVE</td>
<td>• Analysis of student writing</td>
<td>• Implementation of successful practices</td>
</tr>
<tr>
<td></td>
<td>• Focus groups</td>
<td></td>
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<td></td>
<td>• SNA analysis</td>
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</table>

**Phase I**

We will analyze existing McNair materials, ask McNair participants at Wichita State for a reflective narrative essay, and survey (currently under development) the WSU “McNairians” to discover the tasks and tools utilized by McNair which could be incorporated into first-year writing curricula. Access approval to the sample population is pending.

**Phase II**

Field testing the project will be conducted in 3 separate MSU first-year writing classrooms over a 2-semester experience. Students will write four academic papers and a reflective essay for evaluation for this study. During and after the pilot sections, we will collect assignments, interview teachers, and conduct focus groups.

**Phase III**

Assessment of grades received, and analysis through SNA to show peer/mentor relationships will measure:

- Improvements in writing ability
- Strength of peer/mentor relationships (as assessed by SNA)
- Effect on retention rates in undergraduate programs

**DATA ANALYSIS**

Using qualitative and quantitative data and analyzing existing McNair participants and materials will show which practices can be successfully implemented into first-year writing course curricula and pedagogies. Results of the success of the subsequent pilot classes will be analyzed qualitatively and quantitatively during Phase III of the study by 1) analyzing grades on
student papers, 2) measuring networking strengths (using SNA), and 3) tracking matriculation rates (compared to non-participating student groups).
## GOALS & OBJECTIVES

<table>
<thead>
<tr>
<th>Overarching aim of study: To increase matriculation rates in 1st-generation graduate students</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
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<tbody>
<tr>
<td><strong>GOAL 1:</strong> To study the McNair program at WSU and create a first-year writing curriculum</td>
<td><strong>GOAL 2:</strong> Teach the pilot courses</td>
<td><strong>GOAL 3:</strong> Assessment of the new curriculum</td>
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### Objectives

- Case study of existing McNair materials and interview participants and have them write narrative essays about their McNair experience
- Develop materials
  (These materials are to train the tutors and teachers for this program once implemented in first-year writing classrooms at Michigan State)
- Teach courses: 3 first-year writing courses over a full year.
- Assess student performance and compare to students who 1) are underrepresented but did not take the new curriculum, 2) non-participating MSU students in general, 3) undergraduates across the nation

### Tasks

- Gather data on the attrition/matriculation rates of graduate-level first-generation college students
- Study McNair program at Wichita State University
- Study McNair program at Michigan State University
- Develop training materials and train staff to teach the pilot
- Implement new curricula into the first-year writing program at Michigan State University
- Collect assignments and sample papers, interview teachers, conduct focus groups
- Develop analysis tools for:
  - Improved writing ability
  - Increased retention rates in underrepresented undergrads
  - Build strong relationship in peer and mentor groups (as measured by SNA)

## PERSONNEL RESOURCES, & FACILITIES

### STEERING COMMITTEE

Suzanne Webb, PI, Graduate Student, Rhetoric & Writing, Michigan State University
Nancy C. DeJoy, Co-PI, Associate Professor of Rhetoric & Writing, Director First-Year Writing Program, Michigan State University

William Hart-Davidson, Assistant Professor, Co-Director WIDE, Michigan State University, Master’s thesis committee chair for Suzanne Webb

Lawanda Holt-Fields, Director, McNair Scholars Program, Wichita State University

RESOURCES & FACILITIES

Any needed resources are noted in the budget (appendix A), and facilities are available through the Rhetoric & Writing department and the First-Year Writing program at Michigan State University.

BUDGET  See appendix for full budget.

We are requesting funding for three years. This funding will support two PIs, three graduate students, three writing center tutors, and travel costs connected to research at Wichita State University. Funding requests also include steering committee, staff, support staff, consultants, online materials (newsletter and website), instruction and equipment, supplies, communication, materials, release time for preparation, and indirect costs.

Co-PI, and director of first-year writing at Michigan State will match her buy-out, equipment costs and travel expenses—an additional $63,400 in available funds (see appendix F).

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<td>Conferences</td>
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<td>Indirects MSU</td>
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Total projected budget: ………………… $400,905
EVALUATION PLAN

Summative analysis will show that this learning model can be successfully implemented in the writing classroom and its effect on students from underrepresented population attrition rates. We will be able to measure the success rate by examining the students’ increased writing abilities, the strength of their peer and mentor networks, and by comparing retention and graduation rates in this program to other sectors. We will make our data available to other researchers via the web, through conference presentations, and by means of scholarly publications.

Formative analysis, beginning in Phase III, the evaluation and assessment of

- Improved writing ability (as measured by 4 separate essay grades)
- Stronger relationships in peer and mentor groups (as measured by SNA)
- Increased retention rates in undergraduates (as measured against undergrads who do not participate and against undergrads nationally)
- Creation of an implementation plan in the MSU first-year writing program

APPENDICES

A Budget
B Curriculum Vitae
  1 Suzanne Webb
  2 Nancy C. DeJoy, PhD
  3 William Hart-Davidson, PhD
C National McNair Scholars Program
  1 Program Overview
  2 National Funding Report
D McNair Scholars Program, Wichita State University
  1 Program Overview
E Letters of Intent
  1 Nancy C. DeJoy, Assistant Professor Rhetoric & Writing, Director first-year Writing, Michigan State University
  2 William Hart-Davidson, Assistant Professor, Co-Director, WIDE Rhetoric & Writing, Michigan State University
  3 LaVonda Holt-Fields, Director, McNair Scholar’s Program Wichita State University
  4 Doug Noverr, Teaching Assistant Program, MSU
  5 Dave Sheridan, Director, Writing Center, MSU
F Letter of Matching Funds
G Works Cited
H Works Consulted
# APPENDIX A

## BUDGET

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<td>1500/mo/TA</td>
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<td><strong>$400,905</strong></td>
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APPENDIX B
CURRICULUM VITAE

June 2007

Suzanne Webb
1622D Spartan Village • East Lansing, Michigan 48823
phone: 517/355-9859
e-mail: websuza@msu.edu
portfolio: http://www.msu.edu/~webbsuza

Education & Degrees
Michigan State University
   Master of Arts, Digital Rhetoric and Professional Writing, May 2008
   (applying to PhD programs summer 2007)
Wichita State University
   Bachelor of Arts, Creative Writing, May 2005
   Bachelor of Arts, Psychology, Field Major, May 2005
   Magna Cum Laude
Butler Community College
   Associate of Science, Computer Science/Multimedia, May 2002

Area of Study
I situate myself at the crossroads of class studies, digital
rhetoric, visual design, professional writing, multi-media, and first-year
composition as I study “Making the Grade with Learning Models:
Presenting Ourselves Visually, Ethically, and Orally (The Rhetoric
of Entering Graduate School through the McNair Scholars Program).”

Teaching Experience
FACE-TO-FACE CLASSROOMS
Michigan State University
   Graduate Teaching Assistant
   WRA 002/0104: Preparation for College Writing, fall 2006
   WRA 150: Evolution of American Thought: Consider Literacy, spring 2006
Wichita State University
   Graduate Teaching Assistant
   English Composition 101, fall 2005
   Deep Water Aerobics, spring 2004
Butler Community College
   Adjunct Instructor
   IN 124 Introduction to Multimedia Design, fall 2002-fall 2005
IN 115 Web Graphics
ONLINE CLASSROOMS
Butler Community College
IN 124 Introduction to Multimedia Design, fall 2002-fall 2005

Teaching Portfolio
Teaching Philosophy

Course Design & Curriculum Development
Michigan State University
WRA115 American Law & Justice: The Rhetoric of Drug & Alcohol Laws

From Concept to Conference:
A Malleable Practicum on Designing Writing and Designing Ourselves

Publications
Computers and Composition, special issue on Media Convergence (forthcoming),
"Grand Theft Audio: Media Convergence and Copyright
WIDE Paper Series (under review),
“Folksonomies: It’s Time to Reach for a Information Cloud, not a Card Catalog when Conducting Scholarly Research”
Computers & Composition Online, Fall 2006 Issue (forthcoming),
“Designing Writing: A Book Review”
McNair Scholars’ National Research Journal 2005,
“Social Alienation and The American Dream,” executive summary

Presentations
2007
Computers & Writing 2007, Detroit, MI, May 2007
Show And Tell: Multimedia Composition As
A New Writing Space For Pedagogy And Research
Computers & Writing 2007, Detroit, MI, May 2007
Folksonomies: It’s Time to Reach for an Information Cloud, not
A Card Catalog When Conducting Scholarly Research
Computers & Writing 2007, Detroit, MI, May 2007
Negotiating Textual Appropriation in the Remix Culture:
Voices from the Copyright Food Chain
National Popular Culture Association Conference, Boston, MA
Where’s Roger Waters’ Pulitzer Prize?” Panel Chair, April 2007
Young Authors Conference, Infinity Project, East Lansing, MI
Writing Non-Fiction: The Memoir, February 2007

2006
Guest Lecturer, WRA1004, Michigan State University, Fall 2006
Type, Color, and that kind of C.R.A.P.

Typography, color theory and the 4 principles of graphic design


Interactivity, Design and Implementation of Organizational Web Writing

WIDE Research Center Panel, October 2006


Interactivity, Design and Implementation of Organizational Web Writing

WIDE Research Center Panel, October 2006

Mid-Atlantic Popular/American Culture Association Conference, Baltimore, MD

“Where’s Roger Waters’ Pulitzer Prize?” October 2006

2005

Wichita State University, McNair Scholars Program

“Personal Statement Writing,” October 2005

Wichita State University Undergraduate Forum, April 2004 and 2005

“Social Alienation and The American Dream”

Oklahoma State University National Graduate Research Week, February 2005,

“Social Alienation and The American Dream”

Editorial Activities

Michigan State University

SAIL Assistant Editor, Rhetoric & Writing, 2007-2008

Internships & Appointments

Michigan State University

Research Assistantships

WIDE Research Center

Sustainable Agriculture Grant, spring 2006-present

LonCAPA, copy editor, summer 2006

Learning and Resource Center (LARC), 2006-2007

Wichita State University

Publicity Campaign: The Salt Palace, a novel by Darren DeFrain, fall 2005

Service & Outreach

Young Author’s Conference, February 2007

Writing Non-Fiction—The Memoir


Commonground Fest, Lansing, Michigan, July 2006

Project Green, International Community Service Fair, MSU, April 22, 2006

Debate Judge, Andover High School Open Debate Tournament,

Andover, Kansas, 2004, 2005

Wichita Radio Reading Service (WRRS), on-air reader,

November 2001-December 2005

YMCA Strong Kids Campaign, Wichita, Kansas, 2000
Student Associations
Graduate Employee’s Union: Publicity Committee, spring 2007-present
DigiRhet.org, Exploring Writing in Digital Places, fall 2006-present
Writing, Rhetoric and Praxis (WRAP), MSU, spring 2006-present
English Graduate Student Association, Wichita State University, fall 2005

Professional & Academic Affiliations
National Popular Culture Association, March 2007-present
Mid-Atlantic Popular Culture Association, October 2006-present
Society for Technical Communicators (STC), October 2006-present
National College Teachers of English (NCTE), March 2006-present

Committees
Michigan State University
Rhetoric & Writing Graduate Admissions Committee, 2007-2008
Graduate Employees Union, Publicity Committee, February 2007-present
Conference on Cultural Rhetorics, Conference Organizing Committee, fall 2006, spring 2007
Butler Community College
Business, Technology and Workforce Development Advisory Board, spring 2004-fall 2005

Honors and Achievements
Outstanding Faculty Member, BCC Order of the Purple, May 2006
Magna cum Laude, WSU, May 2005
Dean’s Honor Roll, WSU, spring 2005
McNair Scholar, WSU, 2003-May 2005
Dean’s Honor Roll, WSU, spring 2004
Outstanding Faculty Member Award, BCC Order of the Purple, May 2004
WSU, Research & Creative Forum, Second Place, Performance, April 2004
Sigma Tau Delta, WSU, 2003-2004
Academic Commendation, WSU, spring 2003
Dean’s Honor Roll, WSU, fall 2002
The National Dean’s List, 2001-2002
President’s Honor Roll, BCC, fall 2001, spring 2002
Phi Theta Kappa, BCC

Scholarships, Grants, and Fellowships
Travel Grant, Graduate Research Network, Computers & Writing, May 2007
Office Fellowship, Graduate School, MSU, fall 2006
Education Opportunity Fellowship, MSU, 2005-06, 2006-07
PEO Continuing Education Grant Recipient, WSU, fall 2004
HALA Scholarship, WSU, fall 2004
Irving Cook Scholarship, BCC, 2001-2002
Richard B. Miller, Presidential Scholarship, BCC, 2001-2002

Professional Development: Courses, Conferences, & Seminars

**Michigan State University**

**Spring 2007**
- Assessment, a GPBB, Nancy DeJoy, April 27, 2007
- QuickStart, a GPBB, Quickstart Team, April 13, 2007
- Televised Rhetorics, National Popular Culture Association, April 2007
- Professional Writing Portfolio Workshop, March 30, 2007
- Managing Work & Family, ncsue@msu.edu, March 20, 2007
- “I found this website!:” Online Document Evaluation & First Year Writing, A GPBB, Jim Ridolfo, March 16, 2007
- From CV to Resume: Developing Written Credentials for Nonacademic Positions, graduate school, March 15, 2007
- *Voices from the Field*, Cynthia Vagnetti, a GPBB, March 2007
- Invention: part II, Leonora Smith, a GPBB, February 2007
- Dundee Lackey & Sue Webb, cross-class collaboration, Jan-May 2007

**Fall 2006**
- Speak Up! Own Up! Identify Yourself: Using Cultural Knowledge & Identity to Create Learning Opportunities, Rhea Latham, November 2006
- Using Blogs & WIKIs in the Writing Classroom, November 2006
- Time Management Skills, October 2006
- MAPACA Conference: Presenter/Attendee, October 2006
- Dreamweaver, part I, October 2006
- Minimalist Teaching, a GPBB, Jeff Grabill, October 2006
- Transitioning from Grad Student to Professor, October 2006
- Cover Letter & Resume Writing, graduate school, October 2006
- The Authority of Aurality in first-year Writing, a GPBB, Bump Halbritter, October 2006
- Assessment, a GPBB, Nancy DeJoy, September 2006
- Invention, a GPBB, Leonora Smith, September 2006

**Spring 2006**
- WIDE Conference, April 2006
- PWAC: E-Portfolio Workshop, March 2006
- WIDE: Research Opportunities at WIDE, March 2006
- Conflict Resolution Workshop, February 2006
- Formatting the Thesis, February 2006
- Identifying Obstacles to the Thesis & Dissertation, January 2006
- Plagiarism: Understanding, preventing, Addressing, January 2006
- PWAC: What is Professional Writing? January 2006:
- MC: Technology in the Classroom, Workshop, January 2006

**Butler Community College**

- Introduction to Online Teaching using WebCT, 2003
Professional Experience

**Data Transcriptionist**
Freelance, 2007

**Typographer/Graphic Designer**
Media Management Services, Owner, 1998-2005
Studio 1, 1987-1990
Setter & Associates, 1987
Wichita Press & Lithography, 1985-1986
Koch Industries, 1983-1985

Professional & Technical Skills

**Web Design**
HTML, XHTML, CSS
3 sample sites:
- Speaking Out: For Drug Law Reform
- From Concept to Conference
- Teaching to Learn

**Visual Design**
Macromedia Dreamweaver
Adobe Photoshop
Microsoft PowerPoint slideshows (automated, including soundtracks)

**Microsoft Word**
Callouts, pullouts, and text boxes
Creative use of tables

**Advanced Editing**
Rhetorical style: invention, arrangement, style, delivery, memory
Content and grammar
Effective introductions & conclusions

**Presentation**
Presentation software (advanced PowerPoint)
Presenting yourself: *How will you be read?*
Principles of graphic design

References

Dr. William Hart-Davidson, Co-Director WIDE Research Center,
Associate Professor, Writing & Rhetoric,
7 Olds Hall, Michigan State University, email: hartdav2@msu.edu

Dr. Danielle DeVoss, Director, Associate Professor, Associate Chair
Professional Writing Program, 235 Bessey Hall, Michigan State University,
email: devossda@msu.edu

Dr. Dean Rehberger, Associate Director, MATRIX, Associate Professor
WRAC, Michigan State University, 310 Auditorium, email:
rehberger@mail.matrix.msu.edu
APPENDIX B
CURRICULUM VITAE

Nancy C. DeJoy, Ph.D.

15922 Short Street
East Lansing, MI
517-641-6764
dejoy@msu.edu

CURRENT POSITION:
Michigan State University  2006-Present
• Associate Professor, Writing, Rhetoric, and American Cultures

PREVIOUS POSITIONS:
Binghamton University (SUNY), PO BOX 6000, Binghamton, NY 13902-6000  2005-2006
• Associate Professor of English
• Director of Writing Programs

Millikin University, 1184 West Main Street, Decatur, Illinois, 62522  1996-2005
• Associate Professor of English
• Director of First-Year Writing Programs
• Coordinator of Gender Studies

Nazareth College of Rochester  1992-1996
• Assistant Professor of English
• Director of Writing Programs
• Director, The Summer Seminar in Rhetoric and Composition

ACADEMIC BACKGROUND:
• Ph.D. Purdue University, May, 1993
• M.A. Purdue University, May, 1989
• Full Fellow, The School of Criticism and Theory, Summer, 1991
• Nazareth College of Rochester, May 1987

AREAS OF SPECIALIZATION:
Composition Studies; First-Year Writing; Writing Assessment; Graduate Student Training; Alternative Rhetorics; and Critical Pedagogy; Service Learning and Composition

PUBLICATIONS:
Books

Articles and Book Chapters


Book Reviews:


In Progress

Composition Studies for First-Year Writing Classrooms. (Proposal submitted, Pearson/Longman, October 2006)

GRANTS (selected):


Consultant. School of Education and Human Development; internal grant support to support graduate student writing, Binghamton University, March 2006.

Nyberg Summer Research Grant for Composition Faculty Development, Grant Leader, 2004.

Title III Grant Member. Assessment Committee. 2003-present.

Teagle Grant Member. Community Literacy Committee. 2002-present

Sabbatical Grant awarded for the 2002/2003 academic year.


Summer Undergraduate Research Fellowship (with student Amanda Landacre). Millikin University, Summer, 1999.

Illinois Campus Compact: Learn and Serve Faculty Fellow. “Composing a Literate America: Learning and Serving in a Community-Based Literacy Program.” 1997-98.


PROFESSIONAL ACTIVITIES

Conference Planning


Chair. The Third Biennial Feminism(s) and Rhetoric(s) Conference. October 18-20, 2001. Millikin University: Decatur, IL.


**Workshops (selected)**


Various workshops on grading, style, and research in departments outside of English (4); Binghamton University; 2005-2006.

“Stepping Out and Into Community: Community-Based Literacy Work in First-Year Composition.” Northern University, October 28, 2001.

“Invention, Arrangement and Revision in First-Year Writing Classrooms.” Boise State University. Spring 2000.


**Review Activities (selected)**


PRESENTATIONS (selected):

Invention, Arrangement, Revision: Reintegrating Reading and Writing in First-Year Composition and Beyond. SUNY Writing Conference, Oswego, April 7-8 2006.

“Recentering Students in Composition Studies: From Audience Addressed to Addressing Audiences.” Conference on College Composition and Communication. Chicago, IL March 2006.


“From Consumer to Participant: Recomposing Undergraduate Composition.” Conference on College Composition and Communication. San Antonio, TX, March 2004.


“Breaking the Composition/Consumption Chain: The Importance of Feminist Pedagogy in the Context of Composition Studies.” The Third Biennial Rhetoric(s) and Feminism(s) Conference, Ohio State University, October 2003.


"Let's Put on a Show: How to Plan and Deliver Regional and National Seminars and Conferences.” *Conference on College Composition and Communication.* Chicago. April, 1998


“A Non-Didactic Polemic of Compassion: Pulling on the Threads of Western Feminism” *NEH Seminar on Compassion.* Millikin University. Decatur, IL. August, 1997


“Critical and/or Disciplinary Literacy: Defending the Future of Composition Studies.” *Conference on College Composition and Communications.* San Diego, California, April, 1993.


“Reconstructing Relations Among Members of the Writing Classes: From Domination to Dialogics.” *Indiana College English Association.* Purdue University, West Lafayette, Indiana, October, 1990.


“I Dare You to Cross These Lines: Introducing Issues of gender in the First Year Composition Classroom.” *National Council of Teachers of English.* Baltimore, Maryland, November, 1989.


**AWARDS:**

**Millikin University**
- Alpha Lambda Delta Outstanding Teacher Award (2004)
- American Association of University Women Named Grant Award (2004).
- Distinguished Service to Students Award (2003)
- Professorship For Excellence in Teaching (1999-2001)
- Faculty Friend to Students (1997).

**Nazareth College of Rochester**
- Student Elected Faculty Speaker for Baccalaureate, May 1996.

**Purdue University**
- Academic Achievement grant, Spring, 1991

**The School of Criticism and Theory**
- Full Fellowship, 1991

**TEACHING EXPERIENCE:**

**Michigan State University**
WRA 150: First-Year Writing
Current Issues in Composition Theory and Research

**Binghamton University**
- Teaching College English
- Writing Resistance
- Mentor Group for English 115 Teaching Assistants
- Graduate-level independent studies in research design and the philosophy of composition teaching

**Millikin University**
• Critical Reading, Writing and Researching I and II (Honors and Non-Honors)
• Writing Seminar: Critical Discursive Practices
• Writing Seminar: Feminist Writing
• Writing Seminar: Resisting Writing
• Popular Culture and Rhetorics of Critique
• Persuasive Writing
• Senior Writing Portfolio
• Editing and Publication Design
• Advanced Production and Publication Design
• Applying Writing Theory
• A Literary Introduction to Feminism
• Contemporary Critical Literary Theory
• Research Writing for Professional Comprehensive Adult Education Program
• Honors’ thesis advisor (multiple projects)
• Mentor group for new faculty teaching first-year writing

**Nazareth College of Rochester**
• Contemporary Issues in Composition
• Medieval Women’s Rhetorics
• Contemporary Critical Theory
• Seminar in Critical Literary Theory
• Modern Theories of Grammar and Composing
• Rhetoric I
• Rhetoric II
• Introduction to Drama
• Women in Literature
• Science Fiction
• Introduction to Women’s’ Studies
• First-Year Composition I
• First-Year Composition II
• Writing Lab Tutorial Preparation
• Honors’ Thesis Advisor (multiple projects)

**Purdue University**
• Practicum in Teaching Composition
• Introduction to Drama
• Composition 101
• Composition 102
• Composition 103
• Business Writing
• Writing Lab Tutor

**Administrative Experience:**
**Binghamton University**
• Director of Writing Programs

**Millikin University**
• Director of First-Year Writing Programs (1996-present)
• Professor of Excellence in Teaching (1998-2001)
• Director of Gender Studies
• Director, The Summer Seminar In Rhetoric and Composition

**Nazareth College of Rochester**
• Director of Writing Programs
• Director, The Summer Seminar In Rhetoric and Composition
• Chair, Writing Across the Curriculum

**Purdue University**
• Research Coordinator “Calculus, Computers, and Cooperative Learning,” a National *Science Foundation* Grant Project
• Director, Business Writing Peer Tutoring Program
• Assistant Director, Business Writing Peer Tutoring Program

**UNIVERSITY SERVICE** (selected):
**Binghamton University**
• Experiential Education Committee
• Critical Research Library Committee
• Learn and Serve Grant Committee

**Millikin University**
• Council on Faculty
• Faculty Welfare Committee
• Steering Committee, Symposium on Undergraduate Education
• Oversight Committee on Service-Learning
• Honors Council
• Gender Studies Committee
• Council on Students and Academic Standards
• Faculty Advisor, GLAMM (organization for gay and lesbian community members and their allies)

**Nazareth College of Rochester**
• Strategic Planning Task Force on Quality
• Women’s Studies Committee
• Faculty Associates
• Faculty Advisor, Sigma Tau Delta (English Honor Society)
• Co-Faculty Advisor, LAMBDA
• Faculty Advisor, Women’s Rape Awareness Program
• Coordinator, Literary Awards Committee
• Elections Committee Chair

**Purdue University**
• Elected Graduate Student Representative, Experimental Courses Committee
• Elected Graduate Student Representative, Professional Preparation Committee

**COMMUNITY SERVICE** (selected):
• Co-President, American Association of University Women, Decatur Branch
• Membership Co-Vice President, American Association of University Women, Decatur Branch
• Grant Reviewer, Partners in Education
• Project READ: Instructor, Workshop Presenter, Student Tutor Organizer
• Interviewer for Girl Scouts of America Scholarship Awards
• Essay Contest Judge for the Optimist Club and Project READ

PROFESSIONAL MEMBERSHIPS:
• American Association of University Women
• National Council of Teachers of English
• Women’s Coalition for the Study of Rhetoric

REFERENCES:

Dr. Bonnie J. Gunzenhauser, Chair
Department of English
Roosevelt University
430 Michigan Avenue
Chicago, IL 60605
(312) 341-2074
bgunzenhauser@roosevelt.edu

Nan Johnson
457 Denney Hall
164 West 17th Avenue
Columbus, OH 43210
(614) 292-5774
johnson112@osu.edu

Irwin Weiser, Chair
Department of English
Purdue University
500 Oval Drive
West Lafayette, IN 47907-2038
(937) 494-6478
iweiser@purdue.edu

Letters of reference from students and faculty mentees available upon request
APPENDIX B
CURRICULUM VITAE

William Hart-Davidson

WIDE Research Center
Olds Hall Suite 7
Michigan State University
East Lansing, MI 48824
517-353-9184
hartdav2@msu.edu

Academic Appointments

Assistant Professor
Department of Writing, Rhetoric, and American Cultures
College of Arts & Letters, Michigan State University
August 2004-present

Co-Director, Writing in Digital Environments Research Center
August 2004-present

Assistant Professor of Technical Communication & Human-Computer Interaction,
Reappointed after 3rd year review, August, 2002.


Teaching Assistant, Department of English. Purdue University. 1994-99

Teaching Assistant, Department of English. Bowling Green State University. 1993-94.

Research Assistant, Department of Student Services. Bowling Green State University, 1992-94.

Education

Ph.D. English, Purdue University, Dept. of English, West Lafayette, IN 8/99
Primary Area: Rhetoric and Composition
Secondary Areas: Professional Writing, Cultural Studies

Dissertation: Writing Networks: A Participatory Design Initiative for Preparing Teachers of Professional Writing for Networked Environments

Committee: Patricia Sullivan, chair; James Porter; Shirley Rose; Johndan Johnson-Eilola

M.A. English, Bowling Green State University, Dept. of English, Bowling Green, OH 8/94
Primary Area: Rhetoric and Writing

Master's Thesis: Towards a “Virtual” Rhetoric: Implications for Literacy and Pedagogy

Committee: Alice Calderonello, chair; Kathleen Farber; Bruce Edwards
**B.S. Education**, Bowling Green State University, College of Education & Allied Professions
Bowling Green, OH 5/92
Primary Area: English Secondary Education

Graduated Cum Laude

**Teaching Experience**

(courses with a (D) taught at a distance as well as on-campus)

**Michigan State University** East Lansing, MI 2004-present.
*Assistant Professor, Department of Writing, Rhetoric, and American Cultures*

<table>
<thead>
<tr>
<th>MSU Courses Taught</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>WRA 210 Introduction to Web Authoring</td>
<td>Fall, 2006</td>
</tr>
<tr>
<td>AL 885 Research Colloquium</td>
<td>Fall, 2006</td>
</tr>
<tr>
<td>WRA 491 Information and Interaction Design</td>
<td>Fall, 2005</td>
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<tr>
<td>WRA 420 Advanced Technical Writing</td>
<td>Spring, 2005, 2006</td>
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<tr>
<td>WRA 320 Technical Writing</td>
<td>Fall, 2004</td>
</tr>
<tr>
<td>WRA 453 Grant &amp; Proposal Writing</td>
<td>Fall, 2004, 2005</td>
</tr>
</tbody>
</table>

*Assistant Professor, Department of Language, Literature, & Communication*

<table>
<thead>
<tr>
<th>RPI Courses taught, w/ Overall Student Evaluation Score (5pt scale)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6810 Studio Design in HCI (D)</td>
<td>Spring 2004</td>
</tr>
<tr>
<td>WRIT 4961 Advanced Content Development for the WWW (D)</td>
<td>Fall 2004</td>
</tr>
<tr>
<td>COMM 6960 Theory &amp; Research in Tech Comm &amp; HCI</td>
<td>Fall 2003</td>
</tr>
<tr>
<td>WRIT 2510 Writing to the World Wide Web</td>
<td>Fall 2003</td>
</tr>
<tr>
<td>COMM 6750 Communication Design for the World Wide Web (D)</td>
<td>Fall 2002</td>
</tr>
<tr>
<td>WRIT 4961 Advanced Content Development for the WWW (D)</td>
<td>Fall 2002</td>
</tr>
<tr>
<td>COMM 6960 Theory &amp; Research in Tech Comm &amp; HCI (D)</td>
<td>Spring 2002</td>
</tr>
<tr>
<td>ITEC 4961 Information Technology Capstone Experience</td>
<td>Fall 2001</td>
</tr>
<tr>
<td>WRIT 4961 Advanced Content Development for the WWW (D)</td>
<td>Fall 2001</td>
</tr>
<tr>
<td>COMM 6810 Studio Design in HCI (D)</td>
<td>Spring 2001</td>
</tr>
<tr>
<td>COMM 2962 Creating Electronic Portfolios</td>
<td>Spring 2001</td>
</tr>
<tr>
<td>COMM 6750 Communication Design for the World Wide Web (D)</td>
<td>Fall 2000</td>
</tr>
<tr>
<td>WRIT 4960 Advanced Content Development for the WWW (D)</td>
<td>Fall 2000</td>
</tr>
<tr>
<td>COMM 6962 Technical Communication Theory &amp; Research (D)</td>
<td>Spring 2000</td>
</tr>
<tr>
<td>WRIT 2510 Writing to the World Wide Web</td>
<td>Fall 1999</td>
</tr>
</tbody>
</table>

**Independent Studies Courses**

Managing Dynamic Web Content, Fall 2003 (Matt Iacavone, M.S. TC/HCI)
Analysis of Texts, Interaction, and Communication Spring, 2003 (Kofi Ampomsah, Ph.D. student)
Research in Communication Design, Spring, 2003 (Shaun Slattery, Ph.D. student)
Analysis and Design of Web Content, Fall 2002 (Jackie Lutz, M.S. TC/HCI)
Modeling Document Structures Through User Performance, Spring 2002 (Ashley Williams, Ph.D. student)
User-centered design and online user communities, Spring 2002 (Mike Delprute M.S. Tech Comm./HCI)
IT-Comm Research Capstone Project, Spring 2002 (Brian Leong, Skyla Loomis, Ryan Rossier)
Rhetoric and Politics of Public Discourse, Fall 2001 (Virginia Martin & Pat Nugent, Ph.D. students)
Participatory Design, Fall 2001 (Kellie Carter, Ph.D. student)
Readings in Visual Communication, Fall 2001 (Jessica DePalma, EMAC)
Readings in Technical Communication & Database Design, Spring 2001 (Tiffany Winman, Ph.D. student)
Readings in Technology and Culture, Spring 2001 (Jennifer Estava, Ph.D. student)
Master’s Project in Information Technology Spring, 2001 (Joshua Porter, MSIT w/ HCI app. area)
Design & Analysis of Web Content, Fall 2000 (Joshua Porter, CS undergraduate)

Researching Electronic Portfolios, Spring 2000 (Ray Lutzky, EMAC undergraduate)
Critical Theory & Technology, Spring 2000 (Kellie Carter)
New Media Studies, Spring 2000 (Christine Lapham)

Doctoral Student Committee Chair for
Michigan State University
Martine Courant-Rife
Douglas Walls

Rensselaer Polytechnic Institute

• Winner of Localization Research Centre (UK) Best Thesis Award, 9/2004
• Winner of NCTE Outstanding Dissertation in Technical Communication, 2/2005


Doctoral Student Committee Member for

Michigan State University
Shreelina Ghosh
Stacey Pigg
Jim Ridolfo
Mary Rosalez
Stewart Whittemore
Jay Steichmann

Rensselaer Polytechnic Institute

Johel Brown (Ph.D. awarded August, 2002). The Use of Descriptive and Prescriptive Content for the Design of Dialog Boxes as a Determining Factor in the Usability of GUI Style Guides.

Angela Eaton (Ph.D awarded August, 2003). Effectiveness of a New Method in Reducing Student Formal Error

Kevin Hunt (Ph.D. awarded August, 2004).
Ashley Williams (Ph.D. awarded August, 2004).

Sandy Rios, (Ph.D. awarded August, 2004). *The Practice of Environmental Rhetoric in Puerto Rico and the United States*

Jennifer Estava-Davis (Ph.D. awarded December, 2005)

Christine Lapham (Ph.D. awarded May 2005)

Andreas Karatsolis (Ph.D. awarded August, 2005)

Debopriyo Roy (Ph.D. awarded August, 2005)

Mosumi Chatterjee (Ph.D. awarded August, 2005)

Debopriyo Roy (Ph.D. awarded August, 2006)

Michael Sharp (Ph.D. awarded December, 2006)

Shaun Slattery (Ph.D. awarded December, 2006)

**M.A. Committee Chair for**

*Michigan State University*

Felicia Berryman

Mike McLeod

Sue Webb

Casey Wright

Lara Zielen

**M.A. Committee Member for**

*Michigan State University*

Grace Bernhardt

Kristin Flory

**External Committee Member for**

*Rensselaer Polytechnic Institute*

Jeremy Vorhees (M.S. Architecture awarded August, 2002).

*Mapping Differences: Information in Formation.*

**Michigan State University**

Vishal Iyer (M.S. DMAT awarded August, 2006)

**Electronic Media, Arts, & Communication Capstone Mentor (RPI) for**

Danielle Sheffler (2003-04)

Shannon Bauman (2001-02)

Andrea Catenero (2001-02)

Chuck Dollard (2001-02)

Tom Patros (2001-02).

Maureen Tedford (2001-02)

Rocco Balsalmo (2002)

**Purdue University** West Lafayette, IN 1994-1999

*Graduate Instructor, Department of English*
English 502M, Teaching Business & Technical Writing  Spring 1998,
English 502B, Teaching Business Writing  Spring 1997, w/ Tim Krause
English 421d, Technical Writing -Distance Pilot  Spring 1998
English 421, Technical Writing  Spring 1997; Fall 1998
Fall 1995; Spring 1996; Maymester 1996; Fall 1996,

English 102 Introductory Composition II  Spring 1995
English 101c Introductory Composition I  Spring 1996
English 101, Introductory Composition I  Fall 1994

Bowling Green State University, Bowling Green OH 1993-94
Graduate Instructor, Department of English

English 111, Introductory Writing  Fall, 1993
English 112, Varieties of Writing  Spring, 1994

Graduate Assistant, Department of Academic Enhancement

*Student Support Services English 112 Seminar  Spring, 1992

Graduate Tutor, Bowling Green State University Writing Lab
20 hrs/wk; worked with graduate ESL students as well as undergraduates

Administrative Experience

Michigan State University
Co-Director, Writing in Digital Environments Research Center
Consult with research teams on methodology
Supervise technical staff
Oversee website architecture and content management
Pursue external funding

Rensselaer Polytechnic Institute, Troy, NY
Chair, Graduate Affairs Committee Fall 2003-Present
Chair responsibilities include coordinating graduate student advising, planning annual research colloquium for orientation week, reviewing plans of study and academic progress of current students, setting policy agenda for graduate programs. Committee deliberates on policy changes, handles requests for transfer credit and course waivers, and deals with requests by students and faculty to address matters of graduate program policy.

Acting Director of M.S. Programs, Summer & Fall, 2002
Assembled M.S. programs evaluation portfolio for internal self-study
Contact for new M.S. in Human-Computer Interaction program proposal
Advised incoming students for Fall, 2002; reviewed student plans of study, transfer & waiver requests

Faculty Coordinator, Writing to the World Wide Web, 1999-present
Mentor new instructors & advise veteran instructors
Oversee curricular review, catalogue descriptions, and course requirements
Convene staff meetings and orientations

Purdue University, West Lafayette IN
Assistant Director of Professional Writing, 1997-98
Mentored instructors in computer-assisted business and technical writing  
Created standard syllabi & day-by-day schedules for staff use  
Observed and wrote evaluation reports for new instructors  
Created new course projects and teaching materials for staff  
Coordinated new staff orientation and monthly staff meetings  
Maintained staff information, syllabus, and schedule pages on program website

Participated in “Special Instructional Project: Improvement of Undergraduate Instruction in Workplace Writing,” September 1997

*Acting Co-Director of Business Writing*, Spring 1997  
Mentored instructors in computer-assisted business writing  
Interviewed and hired new instructors  
Handled student grade appeals and complaints  
Oversaw revisions to and publication of *English 420 Coursepack*

**Bowling Green State University**, Bowling Green OH  
*Assistant to the Director of the Writing Lab*, 1992-94  
Maintained Macintosh computer lab  
Created and revised computer documentation for lab users  
Assisted in collecting and compiling data for the Lab’s TRIO federal grant  
Assisted in training undergraduate peer tutors  
Assisted the Basic Writing Specialist w/ Student Support Services workshops

**Bowling Green Migrant Head Start**, Bowling Green OH 1993  
*Education Coordinator*  
Implemented bilingual English/Spanish, culturally appropriate curriculum  
Interviewed, hired, and oversaw staff of 12 teachers and teacher assistants  
Administered Denver Developmental Tests to all participating children  
Participated in 3 comprehensive state and federal reviews

**Publications**

**Books**


*Writing is IT: How Writing and Rhetoric Make Information Technology (IT) and Systems Work.*  
*Status*: Contract pending with Texas Tech University Press.

**Journal Articles**

Hart-Davidson, W., Carter, K.R., & Sun, H. “Not Merely to Do, also to Be: Lifestyle Interfaces and the Expanding Scope of Usability.” *Technical Communication Quarterly*  
*Status*: under review

*Finalist for Kairos Best Webtext of 2005*


**Book Chapters**


**Papers in Proceedings**


Reviews & Minor Articles/Refereed


**Reviews & Minor Articles/ Non-Refereed**


**Computer software or systems**

WIDE Research Center. The Literacy Resource Exchange. (2006), [http://tne.wide.msu.edu](http://tne.wide.msu.edu). A system allows teachers to share teaching materials – syllabi, lesson plans, etc. – while making the links between specific sections of these materials and teacher knowledge standards explicit. The system enacts theories of writing that view written genres as social action with recoverable traces of community knowledge and values embedded in the texts that are the physical instances of these genres.


Hart-Davidson, W. Lester 1.0. (2004). A tool for making writing practices visible and intelligible. Flash-based demonstration of a method for visualizing writing activity as a series of linked communication events, permitting users to sort the resulting visualizations in various ways in order to reason about writing process and practices.


A product of the Quality Assurance Collaborative research project, this application was created as a proof-of-concept demonstration. The application allows users to prepare documents for dynamic transformation in accordance with guidelines specified by future readers or users of a document. Users do not have to know XML syntax in order to use the application, freeing them to make strategic decisions about the transformations they want to prepare the text to undergo.

Porter, J.E., Sullivan, P.A., & Johnson-Eilola, J. *Professional Writing Online*
In addition to authoring original content for the site, my work on this project included early design and prototyping of the user interface and information architecture for the site and usability testing of the site. All of this work was done by contract agreement with the publisher and authors of the site: James E. Porter, Patricia A. Sullivan, and Johndan Johnson-Eilola.

**Research Grants Funded**

2006  
TNE Phase 3: Literacy Resource Exchange Testing, Expansion of Resource Hub Capacity  
Sub-Contract on TNE Grant from The Carnegie Foundation of New York  
$36,500 awarded June 2006.  
Co-PI: Jim Porter

Building an Online Information Resource: the Resource Hub for the Teacher Knowledge Standards (Phase 2)  
Sub-Contract on TNE Grant from The Carnegie Foundation of New York  
$27,000 awarded June 2006.  
Co-PI: Jim Porter

2005  
Teachers for a New Era Study of The Role of Standards in The Intellectual Work of Teaching (Phase 1)  
$13,650  
Sub-Contract on TNE Grant from The Carnegie Foundation of New York  
Co-PI: Jim Porter

Modeling Communicative and Mediational Work in Proposal Writing: A Multisite Participatory Study  
Society for Technical Communication Research Grant Competition Finalist  
$10,000 awarded October 2005  
Co-PIs: Clay Spinuzzi, University of Texas, Austin; Mark Zachry, University of Washington

2004  
“Visualizing Composition”  
NCTE Research Initiative Grant  
$5,000, awarded August 2004  
Co-PIs: Jeff Grabill & Julie Lindquist

RPI  
“The Quality Assurance Collaborative: Portfolios Across the Curriculum”  

“Fostering Critical Inquiry of Network-Based Writing Instruction: An Action-Oriented Study of Inservice Teacher Training” Dissertation Research Grant, Purdue Research Foundation.  

**Presentations**
Keynotes


National Academic and Professional Conferences


Hart-Davidson, W., & Williams, A. "Modeling document structures in use: Capturing reflections of user performances." Concurrent session at the International Professional Communication Conference. Portland, OR. September, 2002

"Turning reflections into technology: Leveraging theory and research in the design of communication software. Concurrent session at the International Professional Communication Conference. Portland, OR. September, 2002

“Using activity analysis to study invention at the point of delivery.” Short paper and demonstration for IText Special Interest Group at Conference on College Composition and Communication Annual Convention. Chicago, Il. March, 2002.


“‘We’re just writing teachers…’ Articulating an agenda for the design of writing technologies.” Concurrent Session at Conference on College Composition and Communication Annual Convention. Phoenix, March 1997.

“Defining our commitments to teaching visual representation in the professional writing class.” Concurrent Session at Canada/East/Midwest Association for Business Communication Conference. Toronto, April 1996.


“Itching for change: The need to review the first year (dis)course in writing.” Concurrent Session at Conference on College Composition and Communication Annual Convention. Washington, D.C., March 1995.


**Invited Lectures & Presentations**


“Moving Rensselaer Beyond the GPA”

“Teacher Subjectivity and a Crisis of Expertise in Networked Environments.”
Purdue Research Foundation Lecture for the faculty of the Dept. of English, Purdue University, Spring 1999.

Awards & Recognition

2006 Community & Economic Development (MSU) Award for Outstanding Scholarship in Community & Economic Development. Presented to the WIDE research center, co-Directors.

Visiting Researcher “Knowledge Communication & Digital Writing,” Aarhus School of Business, Aarhus, Denmark
I was the guest of the Aarhus School of Business Department of Communication for 21 days during the Summer of 2006 as a visiting researcher. I lead two research colloquia while at Aarhus, one for the faculty and one for graduate students. I also met with Ph.D. students working on topics related to digital writing and knowledge communication, consulted with the faculty concerning their current research projects, and worked on several articles for publication during my stay. Though not an official part of the visiting researcher role, I also met with staff members at Aarhus to lay plans for an undergraduate study abroad option for MSU PW majors and a possible joint ASB-MSU Master’s program.

Professional Service

Curriculum Development (RPI)

New Graduate Program Proposal for Dept. of LL&C: Master of Science in Human-Computer Interaction

In response to changes in the field and industry, the department of Language Literature and Communication proposed a new Masters of Science degree in Human-Computer Interaction to build upon curricular offerings in HCI, including the four course graduate certificate offered at a distance. The proposal was approved by the department and school-level curriculum committees in Spring 2002. With the approval of the faculty of Humanities and Social Sciences, the proposal is now before the Faculty Senate for institute approval. I have been involved in drafting and arguing in favor of the proposal at each stage including, this Fall, as Acting Coordinator of Masters Programs.
Proposed MSIT Application area in Web Application Design and Development

Along with a faculty member from Rensselaer Hartford, I developed a proposal for an MSIT application area in Web Application Design and Development. This proposal had been solicited by the Acting Dean of IT in the Spring of 2001. The application area proposal included a rationale, course and “culminating experience” requirements, and information about how all requirements could be met by both Troy and Hartford campus students as well as those enrolled via distance education.

MSIT Capstone Planning
The MSIT committee charged a small subcommittee with proposing a Masters level capstone course as an alternative to the current MSIT culminating experience. Recommendations included policies for capstone projects, project supervision by faculty, and assessment. In addition, I provided the committee with some initial guidelines for a groupware tool that might facilitate participation in such a course by on campus as well as distance students.

Courses Developed & Adapted

Michigan State University
WRA 320 & 420 for Hybrid (adapted for face-to-face and online delivery)
WRA 453 Grant and Proposal Writing (new course)
WRA 491 Information & Interaction Design (new course proposed for catalogue)

Rensselaer Polytechnic Institute

WRIT 4960 Creating Electronic Portfolios - With Karen Lefevre, I created this course in conjunction with the Quality Assurance Collaborative grant from the Pew Charitable Trusts.
http://www.rpi.edu/~hartdw/cep.html

ITEC 4961 – Information Technology Capstone Experience
http://www.rpi.edu/~hartdw/itcap.html

COMM – Studio Design in Human-Computer Interaction
Using Cheryl Geisler’s course design as a template, I added a User-Centered Design focus to the development process taught in this course and required all teams to produce a User Interface Specification and Prototype as the final product deliverable.
http://www.rpi.edu/~hartdw/studio.html

COMM 6962, Theory & Research in Technical Communication and HCI

Spring, 2002
New course for Master’s Concentration in HCI
http://www.rpi.edu/~hartdw/theory2.html
WRIT 4962, Advanced Content Development for the WWW

http://www.rpi.edu/~hartdw/acd4.html

Industry/Academy Cooperation & Consulting


Based on my initial report in 2002 related to the UNLV Business Writing Program site, K-H wanted to explore the development of a consumer product for building course web sites. The WIDE research center won the contract to evaluate an in-house prototype of the product called “WebCom.” The recommendations of this report, delivered in Summer 2005, helped to convince K-H to launch a major new initiative, now a new company separate from K-H called Great River Technologies. I served as a consultant during their strategic planning phase for the company in Fall ‘05, and later, as a consultant on interaction and interface design for the new company’s Extreme Learning System product.

**Business Writing Program, University of Nevada - Las Vegas**

Usability evaluation and curriculum assessment for the UNLV Business Writing Web Site. I was asked to assess the initial development efforts of a grant-funded project to create an interactive, web-based teaching and learning environment consistent with the curricular goals of the UNLV Business Writing Program. The study involved on-site usability testing with UNLV students, an instructor focus group, and a heuristic evaluation of the web site culminating in a recommendation report meant to guide the next phase of site development. Report submitted August, 2002.

**NY State Dept. of Taxation and Finance Workshop** – “Designing Effective Communication for the Web” October, 2001

A six hour workshop designed to assist the transition to web-based publishing of both internal and external documents. See workshop materials at [http://www.rpi.edu/~hartdw/nydtf.html](http://www.rpi.edu/~hartdw/nydtf.html). The workshop was held twice, with approximately 50 total participants from a variety of groups in the Taxation and Finance Dept.

**IBM Faculty Partners Program** — User-Centered Design: Interface Design & Evaluation IBM’s Silicon Valley Laboratory (SVL), Data Management User Technology Division

Contacts:  
  Lindsay Bennion. bennion@us.ibm.com (Summer, 2000)  
  Russell Lee lee@us.ibm.com (Summer, 2001)

For six weeks in the Summer of 2000, I worked and observed on-site at SVL as part of a User-Centered Design team member. SVL specializes in the design of database software and related products. I returned to SVL in the Summer of 2001 for two months, where I worked with a project team developing web-based (i.e. “thin”) client applications for IBM’s Content Management family of electronic document management products. In addition to working on my own research toward *Writing is IT: Rhetorical Expertise in a Networked Age*, I was able to take the lead on several initiatives in the design and specification phase of one of the teams development projects.

Reviews of Manuscripts, Books, and Research Proposals


June, 2002. Referee for *Technical Communication*


Reviewed conference proposals for IEEE International Professional Communication Society Conference held 10/2001 in Santa Fe, NM.


Ms. reviewer for *Computers & Composition*. Fall, 1997.

Contributing bibliographer for *1996 CCCC Bibliography of Composition and Rhetoric*.

**Participation on Committees**

**Program/Department Level Committees (MSU)**

Assessment & Placement Search Committee Chair

RWGAC
  Assessment Subcommittee
  WRAC Merit Review Committee

**University Level Committees (MSU)**

HRPP Advisory Committee

Chair, Computers in Writing Committee, CCSAC Fall 2004-present

Strategic Visioning for Cyberinfrastructure, Computing, and Information Symposium Represented WRAC, WIDE & CAL Spring, 2005

**Institute Level Committees (RPI)**

Institute Alcohol Policy and Safety Committee, Spring 2003.

Graduate IT Curriculum Committee, School of H&SS representative,
core-area: Human-Computer Interaction (Spring 2001 - present)

**Department Level Committees (RPI)**
Chair, Graduate Affairs Committee
Undergrad HCI Curriculum Committee (Fall 2002)
Ad-Hoc Committee on Writing Programs (Fall 2001-present)
M.S. Policy Committee (Fall, 2001 - present; Acting Chair, Fall 2002).
Doctoral Policy Committee (Fall 1999-present)
Graduate Financial Aid Committee (Fall 2001-Spring 2002).

**Department-Level Committees (Purdue)**
Professional Writing Search Committee, Department of English, Purdue University (elected)
Introductory Writing Committee Department of English, Purdue University (appointed)
Chair, Website Subcommittee
Advanced Writing Committee, Department of English, Purdue University (elected)

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**Selected Graduate Coursework**

**Ph.D. Primary Area, Purdue University**
- Postmodernism in/and Rhetoric/Composition
- Modern Rhetoric
- Classical Rhetoric
- Introduction to Composition Theory
- Interdisciplinary Studies in Rhetoric and Composition

**Ph.D. Secondary Areas: Professional Writing & Cultural Studies, Purdue University**
- Qualitative Research in Writing
- Professional Writing Theory
- Computers and Writing Instruction
- Seminar in Writing Across the Curriculum
- PostCritical Research Methodologies
- Seminar in Rhetoric, Ethics, & Writing
- Readings in Technology & Culture

**M.A. Primary Area, Bowling Green State University**
- Empirical Research in Rhetoric and Writing
- The Rhetoric of Written Discourse
- The Teaching of Writing
- Hypertext and Hypermedia
- Foundations of Literacy
- The Teaching of Literature
- Seminar in Jewish-American Fiction

**Teaching Practica**
- Practicum in Teaching Technical Writing (Purdue)
- Practicum in Teaching Business Writing (Purdue)
- Practicum in Teaching Composition (Purdue)
- Computer-Assisted Writing Instruction (Bowling Green)
- Writing Lab Practicum (Bowling Green)
- Composition Instruction Workshop (Bowling Green)

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**Professional Affiliations**
Positions

SIGDOC 2007 Communications & Publicity Chair (website)

ATTW Executive Committee At-Large Member (elected)

Program Committee, ATTW 04, 05, 06

Program Committee, ACM SIGDOC 2003 & 2004 Annual Conference on Documentation


Memberships

ACM SIGDOC
Association of Teachers of Technical Writing
Conference on College Composition and Communication
National Council of Teachers of English
Society for Technical Communication
APPENDIX E
LETTERS OF INTENT

May 18, 2007

Suzanne Webb
Rhetoric & Writing
Michigan State University
3D Olds Hall
East Lansing, Michigan 48823

Dear Ms. Webb,

It is with great pleasure that I write this letter of commitment to act as Co-PI for your funding proposal, “Making the Grade: Using Learning Models in First-Year Writing Curricula to Decrease Underrepresented Student Attrition Rates Across the University”. Specifically, I agree to be a part of your proposed grant and act as Co-PI, and as a researcher in the field of assessment, and I am also eager to participate in defining and assessing this exciting study. Attrition rates for underrepresented populations are a significant social problem which stifles the variety of voices we hear within the halls of academe. Anything we can do to reduce the drop out rates of students will be a significant benefit to the academy and to our world. Please do not hesitate to contact me if we may be of further assistance.

Sincerely,

Nancy C. DeJoy, PhD.
Associate Professor, Rhetoric & Writing
Director, First-Year Writing
Michigan State University
235 Bessey Hall
East Lansing, Michigan 48823
DeJoy@msu.edu
APPENDIX E
LETTERS OF INTENT

May 18, 2007

Suzanne Webb  
Rhetoric & Writing  
Michigan State University  
3D Olds Hall  
East Lansing, Michigan 48823

Dear Ms. Webb,

It is with great pleasure that I write this letter of commitment for your funding proposal, “Making the Grade: Using Learning Models in First-Year Writing Curricula to Decrease Underrepresented Student Attrition Rates Across the University”. Specifically, I agree to be a part of your proposed steering committee and I am also eager to participate in defining this exciting study. Attrition rates are a significant social problem which stifles the variety of voices we hear within the halls of academe. Anything we can do to reduce the drop out rates of students will be a significant benefit to the academy and to our world. Please do not hesitate to contact me if we may be of further assistance.

Sincerely,

William Hart-Davidson, Ph.D.  
Assistant Professor, Co-Director Wide  
Department of Rhetoric & Writing  
Michigan State University  
5 Olds Hall  
East Lansing, Michigan 48823  
Hart-dav2@msu.edu
APPENDIX E
LETTERS OF INTENT

May 18, 2007

Suzanne Webb
Rhetoric & Writing
Michigan State University
3D Olds Hall
East Lansing, Michigan 48823

Dear Ms. Webb,

It is with great pleasure that I write this letter of commitment for your funding proposal, “Making the Grade: Using Learning Models in First-Year Writing Curricula to Decrease Underrepresented Student Attrition Rates Across the University”. Specifically, I agree to allow your research team to come into the office of the McNair Scholar’s Program at Wichita State University to conduct surveys and focus group activities. Furthermore, as we agree to the research activities, we’d like you to know we are also eager to participate in this exciting study. Attrition rates are a significant social problem which stifles the variety of voices we hear within the halls of academe. Anything we can do to reduce the drop out rates of students will be a significant benefit to the academy and to our world. Please do not hesitate to contact me if we may be of further assistance.

Sincerely,

Lawanda Holt-Fields, Ph.D.
Director, McNair Scholars Program
Wichita State University
APPENDIX E
LETTERS OF INTENT

May 18, 2007

Suzanne Webb
Rhetoric & Writing
Michigan State University
3D Olds Hall
East Lansing, Michigan 48823

Dear Ms. Webb,

It is with great pleasure that I write this letter of commitment to assist you’re your funding proposal, "Making the Grade: How First Generation Graduate Students Attain Their PhDs." Specifically, I agree to have three teaching assistants available to you for your Phase II, teaching the plan. With attrition rates being a significant social problem which stifles the variety of voices we hear within the halls of academe, anything we can do to reduce the drop out rates of students will be a significant benefit to the academy and to our world. Please do not hesitate to contact me if we may be of further assistance.

Sincerely,

Doug Noverr
Writing, Rhetoric & American Culture
Chair, Writing, Rhetoric and American Culture
Acting Chair, Spanish & Portuguese
235 Bessey Hall
Michigan State University
noverr@msu.edu
APPENDIX E
LETTERS OF INTENT

May 18, 2007

Suzanne Webb
Rhetoric & Writing
Michigan State University
3D Olds Hall
East Lansing, Michigan 48823

Dear Ms. Webb,

It is with great pleasure that I write this letter of commitment to assist your funding proposal, “Making the Grade: Using Learning Models in First-Year Writing Curricula to Decrease Underrepresented Student Attrition Rates Across the University”. Specifically, I agree to have three writing tutors available to you for training. With attrition rates being a significant social problem which stifles the variety of voices we hear within the halls of academe, anything I can do to reduce the drop out rates of students will be a significant benefit to the academy and to our world. Please do not hesitate to contact me if I may be of further assistance.

Sincerely,

David Sheridan, PhD.
Writing Center Director
Michigan State University
300 Bessey Hall
East Lansing, Michigan 48823
writing@msu.edu
APPENDIX F
LETTERS OF MATCHING FUNDS

June 11, 2007

Suzanne Webb
Rhetoric & Writing
Michigan State University
3D Olds Hall
East Lansing, Michigan 48823

Dear Ms. Webb,

It is with great pleasure that I write this letter of commitment to assist you’re your funding proposal, “Making the Grade: Using Learning Models in First-Year Writing Curricula to Decrease Underrepresented Student Attrition Rates Across the University”.

Specifically, I agree to match funding for 1) the Co-PI buyout, a 3-year course release at the amount of $60,000.00, 2) $400.00 for Equipment and supplies, and 3) I will “even-split” the costs associated with conference presentation of the findings at the amount of $3000.00.

With attrition rates being a significant social problem which stifles the variety of voices we hear within the halls of academe, anything we can do to reduce the drop out rates of students will be a significant benefit to the academy and to our world. Please do not hesitate to contact me if we may be of further assistance.

Sincerely,

Nancy C. DeJoy, PhD.
Associate Professor, Rhetoric & Writing
Director, First-Year Writing
Michigan State University
235 Bessey Hall
East Lansing, Michigan 48823
DeJoy@msu.edu
APPENDIX G
WORKS CITED


Co-Principal Investigators: Brian Pentland, Accounting and Information Systems, Michigan State University; Jeff Grabill, Writing, Rhetoric and American Culture, Michigan State University; William Hart-Davidson, Writing, Rhetoric and American Culture, Michigan State University; Juyang Weng, Computer Science and Engineering, Michigan State University; Elaine Yakura, Labor and Industrial Relations, Michigan State University

APPENDIX H
WORKS CONSULTED

McNAIR RESOURCES

National McNair Scholars Program

McNair Scholars Program :: Wichita State University
http://webs.wichita.edu/?u=holtfields&p=/index

REVIEW OF SCHOLARLY WORK SIMILAR TO McNAIR IN IDEALS

Hayes, Kevin G., Ed.D.
From “types of presentations,” through “early planning” stages, developing the message, visual and graphic support, to attention to “the arena” and “closing the presentation,” Hayes covers many of the oh-so-important factors that encompass presenting. This guide is the most comprehensive I’ve found yet.

Educators: take a close read of this essay long before August; think about it’s call for ethics in our lives and how we must help our students situate ethics in theirs. This article serves two purposes--at the very least. 1) As a framework for laying the foundation for an ethical classroom. 2) As an essay to share with students directly. This piece is both scholarly and understandable at a freshman level, making the work priceless.

“This supplement offers guidelines and strategies for adapting … written research … for oral presentations” (1). This 86-page booklet is perfect for the oral component in my classroom. Borrowing from the back cover: “this supplement was produced for the composition classroom; it focuses on how to create oral presentation from a written work and maps out the similarities between writing and speaking. The focus is refreshing and informative, and the supplement would be a great addition to any composition student’s assigned reading.”—Julie M. Barst, Purdue University.

SCHOLARLY WORK ON COMPLETION RATES OF UNDERREPRESENTED STUDENTS


RESEARCH DESIGN