

SHANNON MADDEN, PH.D.

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ACADEMIC EMPLOYMENT

Sept. 2018 – Mar. 2020 Director of Graduate Writing
Graduate School Dean’s Office, North Carolina State University

Jan. 2016 – Aug. 2018 Assistant Professor
Department of Writing and Rhetoric, University of Rhode Island

May 2015 – Dec. 2015 Associate Director
Office of First Year Composition, University of Oklahoma

Aug. 2014 – Dec. 2014 Online Writing Consultant and Research Assistant
OU Writing Center, University of Oklahoma

Aug. 2012 – May 2014 Assistant Director
Office of First Year Composition, University of Oklahoma

Aug. 2010 – May 2015 Graduate Instructor
Department of English, University of Oklahoma

Aug. 2009 – May 2010 Teaching Fellow
Department of English, College of Charleston

EDUCATION

2010 – 2015 **Ph.D. in English (Composition, Rhetoric, and Literacy)**
University of Oklahoma, Norman, OK
Dissertation: “Materialist circuitry: Digital writing technology, planned
obsolescence, and ecological impact”
Dissertation committee: Christopher S. Carter (chair), Catherine Hobbs, Katherine
Pandora, Sandra Tarabochia, James Zeigler

2007 – 2009 **M.A. in English**
College of Charleston & The Citadel (joint degree), Charleston, SC

2001 – 2005 **B.A. in English**
College of Charleston, Charleston, SC
Minor: Creative Writing
Minor: Spanish

TEACHING AND PROGRAM DEVELOPMENT EXPERIENCE

2018 – 2020 **Director of Graduate Writing**

Graduate School Dean's Office, North Carolina State University

- Lead and provide strategic vision for writing programming for roughly 10,000 graduate students and postdoctoral scholars across the disciplines.
- Teach writing workshops and non-credit courses.
- Design and lead writing retreats and professional development events, including event planning, budgeting, and marketing.
- Work with faculty to deliver in-class workshops and develop discipline-specific writing instruction for their graduate-level courses.
- Mentor graduate students' research writing, dissertations/theses, capstone papers, job application materials, grant applications, and other writing projects individually and in small groups.
- Collaborate with other units on campus including Counseling Center, Writing Center, Office of Institutional Equity and Diversity, Office for Student Success in the College of Education to provide holistic support for graduate students.
- Founding director, Writing Certificate program (non-credit).

Courses Taught

Introduction to Grant Writing (non-credit) (4 sections)

Four-week workshop series designed to help participants locate and apply for grant or fellowship funding to support their research and scholarly activity. Open to graduate students and postdoctoral scholars in any discipline.

Writing for Journal Article Publication (non-credit) (2 sections)

Eight-week workshop series designed to help participants revise a dissertation chapter, seminar paper, or conference presentation into a submittable article appropriate for a target journal in their field. Open to graduate students and postdoctoral scholars in any discipline.

Workshops Developed and Facilitated

Composing Cover Letters for Academic Jobs

Workshop for graduate students and postdocs on locating and applying for academic jobs.

Creating Effective Research Posters

Workshop for graduate students and postdocs about creating research posters, including principles of visual layout/design and strategies for writing about data.

Designing CVs and Résumés

Workshop for graduate students and postdocs on composing curriculum vitae and résumés for web audiences and target positions in their fields.

Developing a Personal/Professional Brand

Workshop for graduate students and postdocs on developing and communicating a personal and professional identity online.

Introduction to Grant Writing for Education Researchers

Workshop for graduate students and postdocs in the College of Education on seeking and applying for research grants, fellowships, and awards.

Literature Reviews and Systematic Searches

Workshop for graduate students and postdocs on systematically searching, coding, and reviewing literature for research articles and dissertations/theses.

Managing the Impostor Phenomenon

Workshop for graduate students and postdocs on mitigating feelings of impostorship as they arise in academic and writing-related situations.

Presenting Research: Oral and Poster Presentations

Workshop for graduate students and postdocs on designing empirical presentations for oral talks and research posters.

Processing and Utilizing Writing Feedback

Workshop for graduate students and postdocs on incorporating writing feedback into meaningful revisions and soliciting targeted feedback from faculty advisors.

Professional Networking for Emerging Professionals

Workshop for graduate students and postdocs on career development and networking strategies.

Project Management for Researchers

Workshop for graduate students and postdocs on tools and strategies for managing and accomplishing large research projects.

Reading and Responding to Job Ads

Workshop for graduate students and postdocs on identifying key features of job ads and creating effective application materials for target positions.

Results, Figures, Tables, and Graphs

Workshop for graduate students and postdocs on writing results sections and chapters of dissertations, theses, and articles.

Strategies for Self-Editing

Workshop for graduate students and postdocs on editing your own writing at various levels of concern and using editing software critically.

Writing Compelling Abstracts and Titles

Workshop for graduate students and postdocs on creating titles and abstracts for conference proposals, research articles, and dissertations.

Writing Cover Letters

Workshop for graduate students and postdocs on composing effective cover letters for academic jobs and graduate school applications.

Writing Discussions and Conclusions

Workshop for graduate students and postdocs on writing discussion and conclusion chapters or sections of dissertations and research articles.

Writing Effective Literature Reviews

Workshop for graduate students and postdocs on systematically reviewing and writing about disciplinary literature.

Writing in the IMRaD Format (Intro, Methods, Results, Discussion)

Workshop for graduate students and postdocs on the IMRaD (introduction, methods, results, discussion) format for theses and research articles.

Writing Introductions

Workshop for graduate students and postdocs on crafting introduction chapters/sections by introducing a question and building from scholarship.

Writing Methods Sections

Workshop for graduate students and postdocs on describing materials and methods in research articles, dissertations, and theses.

Writing Personal Statements

Workshop for graduate students and postdocs on identifying crafting personal statements that showcase personal strengths and long-term trajectory.

Outreach and Invited Workshops

Avoiding the Perfection Trap: Special Session for Writers (co-facilitated with Kate Hibbard-Gibbons, NC State Counseling Center)

Workshop for graduate students and postdocs on developing productive strategies for countering writing perfectionism.

Conflict Resolution for Academic Professionals (co-facilitated with Kate Hibbard-Gibbons, NC State Counseling Center)

Workshop for graduate students and postdocs on developing productive strategies for managing conflict with peers, faculty, and in research labs.

Diversity Statements for Inclusive Faculty Searches

Invited workshop for the Office of Institutional Equity and Diversity to discuss the role of the Diversity Statement in recruiting diverse faculty.

Graduate Writing, Professional Development, and Literature Reviews

In-class workshop and presentation in *MIS 601: Graduate Colloquium in International Studies* on writing literature reviews in international studies and professional development opportunities for graduate students.

Professional Development for Graduate Student Writers

In-class workshop in *FOR 603/803: Graduate Seminar in Forest Research* on career advancement and professional trajectories for forestry graduate students.

Research Methods for GLAM Thesis Writers (co-facilitated with Shaun Bennett).

In-class workshop in Global Luxury and Management program on research and writing strategies for business plans and literature reviews.

Support for Graduate Student Communicators: Current Status and Future Opportunities

Faculty development workshop for the NC State Campus Writing and Speaking Program on developments and opportunities for supporting graduate students' communication needs.

Supporting Graduate Student Writers

Faculty development workshop for the NC State Campus Writing and Speaking Program on supporting graduate students' learning and development as researchers and writers.

2016 – 2018 **Assistant Professor**

Department of Writing and Rhetoric, University of Rhode Island

- Conducted independent and collaborative research projects.
- Taught 5 courses per year of business writing, technical writing, and introduction to rhetorical writing.
- Mentored students on individual research and internship projects.
- Participated in service activity at the department and college level.

Courses Taught

WRT 201: Writing Argumentative & Persuasive Texts (1 section)

Introduction to genre with an emphasis on information literacy and qualitative research methods. Students read and apply theories of genre; perform secondary research; conduct interviews, survey, and ethnographic observation; write research reports on a genre in their field; create multimodal tutorials for how to compose in a genre relevant to their disciplines.

WRT 227: Business Writing (4 sections)

Introduction to writing for business and professional contexts. Students create professional presentations; compose cover letters and resumes; perform usability analyses of business communications; research and report on business genres; compose online tutorials (YouTube videos and instructables.com pages).

WRT 332: Technical Writing (6 sections)

Introduction to writing for technical contexts. Students write job application portfolios (cover letters, resumes, inquiry emails); deliver Ignite Talks that communicate technical expertise to non-technical audiences; compose grant proposals in response to specific RFPs.

WRT 484: Internship in Writing Center Studies (1 student)

One-with-one practicum on writing center studies, writing in disciplines, and genre theory. Mentored the student on developing research questions, identifying and reviewing relevant literature, and writing for presentation and publication.

Workshops Facilitated & Cross-Campus Teaching

Grant Writing for Graduate Students (May 2017)

Two-hour professional development workshop for graduate students across the disciplines. Practical strategies for locating grant funding opportunities and tailoring proposals to RFP guidelines.

ATL Conversation: Working with Graduate Student Writers (March 2017)

Two-hour professional development workshop for faculty across the disciplines.

Research based discussion of the learning needs and development of graduate student writers, the challenges that faculty face in mentoring graduate students, and strategies for improving writing support for graduate students.

2015 (Fall)

Associate Director of First Year Composition

Office of First Year Composition, University of Oklahoma

- Assisted in administering 150–200 sections per semester of composition I and II, developmental writing, and technical writing.
- Designed and facilitated regular professional development workshops for graduate student, renewable term faculty, and adjunct instructors of composition.
- Conducted classroom observations and mentoring of composition instructors.
- Facilitated the development of original lesson plans, writing assignments, and curricular structure for *English 1213* pilot curriculum.
- Designed and helped to launch mixed-methods curricular assessment.
- Acted as liaison between students and instructors as well as other on-campus entities that serve first year students (e.g. Athletics advising, OU Writing Center).
- Handled policy disputes and ensured the program met Title IX, FERPA, & ADA standards.

Courses Taught*ENGL 1213: Principles of Composition II* (1 section)

Introduction to research writing, design thinking, and collaborative problem-solving for first year students. Students performed semester-long sustained research and inquiry around a particular written artifact, produced audience analyses, usability analyses, and (multi)modal redesign of that artifact.

Workshops Facilitated & Cross-Campus Teaching*Summer Workshop for Incoming FYC Instructors* (6–18 August 2015)

(Co-facilitator) Two-week workshop designed to introduce new graduate teachers, adjuncts, and renewable term faculty to theory and practice of writing pedagogy, OU First Year Composition, and campus resources.

Teaching the Pilot Curriculum for English 1213 (Fall 2015)

(Lead facilitator) Monthly professional development meetings (5 per semester) with graduate and renewable term instructors who were teaching the pilot curriculum for *English 1213* (Composition II).

- 2014 (Fall) **Research Assistant to Dr. Michele Eodice**
OU Writing Center, University of Oklahoma
- Assisted in ongoing efforts to assess Writing Center services and collect documentation of Writing Center effectiveness.
 - Writing Center student outreach and presentations across campus.
 - Conducted research and developed web content for *The Meaningful Writing Project* (Eodice, Geller, & Lerner, 2016) <meaningfulwritingproject.net>.
 - Assisted with ongoing research projects by collecting, synthesizing, and analyzing secondary literature; composing annotated bibliographies; writing white papers.
- 2014 (Fall) **Online Writing Consultant**
OU Writing Center, University of Oklahoma
- Monitored online (asynchronous) writing feedback forum.
 - Provided written feedback to undergraduates, graduate students, faculty, and community members.
 - Offered substantive, formative commentary geared toward writers' self-identified concerns.
 - Maintained standards of quality, quantity, and timeliness of writing feedback.
- 2012 – 2014 **Assistant Director of First Year Composition**
Office of First Year Composition, University of Oklahoma
- Assisted the co-directors of First Year Composition in administering 150–200 sections per semester of composition I and II, developmental writing, and technical writing.
 - Developed original lesson plans, writing assignments, and curricular structure for *English 1113* pilot curriculum.
 - Conducted classroom observations and instructor evaluations.
 - Designed and facilitated regular professional development opportunities for composition instructors.
 - Designed and implemented policy in collaboration with Co-Directors of First Year Composition.
 - Assisted in training and oversight of Office of First Year Composition staff.
 - Handled policy disputes and ensured the program met Title IX, FERPA, & ADA standards.
 - Conducted research on composition programs, general education writing, faculty development, policies, and other program development issues.
 - Monitored enrollment and managed course permissions.

- Scored placement exams.

Courses Taught

ENGL 5113: Teaching College Composition (1 section, co-taught with Dr. Christopher Carter)

Practicum on theory and practice of composition pedagogy for new graduate instructors (TAs). Introduced TAs to significant historical and ongoing conversations in composition studies as well as strategies for responding to student writing, scaffolding classroom activities, addressing student learning needs, and designing lesson plans that achieve programmatic outcomes.

Honors ENGL 1113: Principles of English Composition I (1 section)

Introduction to college-level composition for Honors students. Students investigated disciplinary communities of practice; wrote literature reviews, research proposals, and synthetic analyses of research findings.

Workshops Facilitated & Cross-Campus Teaching

Training to Score College Level Examination Program Exams (27–30 May 2014)
(Lead facilitator) Four day training workshop on scoring composition portion of College Level Examination Program (CLEP) exams using standardized rubric.

“Writing Across the University”: FYC Spring Workshop (11 January 2014)
(Co-facilitator) Half-day mandatory professional development workshop for all composition instructors on working with other on-campus entities (e.g. Athletics tutoring, OU Writing Center) to support student success and retention.

Teaching the Pilot Curriculum for English 1113 (2013–2014)
(Lead designer & facilitator) Monthly professional development meetings (10 per academic year) with graduate and adjunct instructors who were teaching the “writing about writing” pilot curriculum for *English 1113 (Composition I)*.

“Teaching Green”: FYC Fall Workshop (17 August 2013)
(Co-facilitator) Half-day mandatory professional development workshop to introduce all composition instructors to OU’s “Go Green” environmental initiative as well as context-appropriate instructional strategies.

Summer Workshop for Incoming FYC Instructors (1–13 August 2013)
(Lead designer & facilitator) Nine day orientation workshop designed to introduce incoming composition instructors to the theory and practice of composition pedagogy, OU First Year Composition, and campus resources.

Training to Teach in Computer-Mediated Classrooms (16–20 May 2013)
(Lead facilitator) Three-day introduction to theory and practice of writing instruction in digital environments.

“Clarity & Transparency in Pedagogy”: FYC Spring Workshop (12 January 2013)
(Co-facilitator) Half-day mandatory professional development workshop for all composition instructors on developing clear, assessable objectives for student

learning and making those objectives visible to students.

“Teaching the Core Objectives”: FYC Fall Workshop (18 August 2012)
(Co-facilitator) Half-day mandatory professional development workshop for all composition instructors in response to assessment data on curricular outcomes and areas for instructional improvement.

Summer Workshop for Incoming FYC Instructors (2–14 August 2012)
(Co-facilitator) Nine day orientation workshop to introduce incoming composition instructors to theory and practice of composition pedagogy, OU First Year Composition, and campus resources.

Training to Teach in Computer-Mediated Classrooms (17–22 May 2012)
(Co-facilitator) Four-day introduction to theory and practice of writing instruction in digital environments.

2010 – 2015 **Graduate Instructor**

Office of First Year Composition, University of Oklahoma

- Taught 4 sections per year of first year writing.

ENGL 1113: Principles of Composition I (6 sections)

Introduction to principles of college-level writing for first year students. Projects included case study analyses of disciplinary writing practices, auto-ethnographies, discourse community analyses, and multimodal compositions.

ENGL 1213: Principles of Composition II (4 sections)

Introduction to research writing for first year students. Students composed extended research projects using primary and secondary research methods. Projects included literature reviews, archival research projects, research proposals, and synthetic analyses of research findings.

2009 – 2010 **Teaching Fellow**

Department of English, College of Charleston

- Taught 4 sections per year of first year writing.

ENGL 110: Introduction to Academic Writing (4 sections)

One-semester, four-hour course required for all first-year students. Projects included visual analyses, rhetorical analyses, and extended researched syntheses.

RESEARCH PUBLICATIONS

Edited Collections

Madden, S., Eodice, M., Edwards, K. T., & Lockett, A. (Eds.) (2020). [*Learning from the lived experiences of graduate student writers*](#). Logan, UT: Utah State University Press.

Madden, S., & Eodice, M. (Eds.) (2016). [*Access and equity in graduate writing support \[Special issue\]*](#). *Praxis: A Writing Center Journal*, 14(1), 71,000 words.

Articles and Chapters (*peer reviewed unless otherwise noted*)

Madden, S. (2020). Introduction: Valuing lived experiences and community mentorship. In S. Madden, M. Eodice, K. T. Edwards, & A. Lockett (Eds.), [*Learning from the lived experiences of graduate student writers*](#). Logan, UT: Utah State University Press.

Madden, S., & Tarabochia, S. (2020). [*Mentorship, emotional labor, and equity for doctoral student and faculty writers*](#). In L. Bartlett, S. Tarabochia, A. Olinger, & M. Marshall (Eds.), *Diverse approaches to teaching, learning, and writing across the curriculum*. Fort Collins, CO: WAC Clearinghouse.

Tarabochia, S. & **Madden, S.** (2018). [*In transition: Researching the writing development of graduate students and faculty*](#). In C. Bazerman (ed.), *Writing Development Across the Lifespan [Special issue]*. *Writing and Pedagogy* 10(3), 423–452.

Madden, S. (2016). [*Access as praxis for graduate writing*](#). *Praxis: A Writing Center Journal*, 14(1), 1–8. (Editor reviewed.)

Madden, S., & Stinnett, J. (2016). [*Empowering graduate student writers and rejecting outsourced mentorship*](#). *Community: The Writing Center Journal Blog*. 9,400 words. Retrieved from: <http://www.writingcenterjournal.org/community/> (Editor reviewed.)

Madden, S. (2014). [*Obsolescence in/of digital writing studies*](#). In J. Alexander & J. R. Lupton (eds.) *Designing/Writing [Special issue]*. *Computers and Composition* 33, 29–39.

Wood, T. K., & **Madden, S.** (2013). [*Suggested practices for syllabus accessibility statements*](#). *Kairos Praxis Wiki* 18(1). Retrieved from <http://technorhetoric.net/praxis/tiki-index.php>

Madden, S. (2011). Transforming rhetorics: Autism-spectrum students and the composition classroom. *Proceedings for Oklahoma State University Graduate Conference*. (Not peer reviewed.)

RESEARCH PRESENTATIONS

Invited Presentations

Madden, S. (2020, March). Navigating impostor syndrome. Invited panel presentation at *American Nuclear Society Conference on Diversity and Inclusion*. Raleigh, NC. (Conference canceled.)

- Madden, S.** (2018, June). Pathways to inclusion: Identity, difference, and institutional innovation. Invited keynote at *Summer Institute of the Consortium on Graduate Communication*. Ann Arbor, MI.
- Madden, S.,** & Tarabochia, S. (2018, May). Inventing the parallax approach: Reflections on an alternative to longitudinal methods in lifespan writing research. Invited plenary at *Writing through the Lifespan Conference*. Athens, OH. (Honorarium: \$500)
- Madden, S.** (2017, March). Designing for access in graduate communication support. Invited keynote at *Spring Colloquium of the Consortium on Graduate Communication*. Portland, OR.

Conference Presentations (National/International)

- Madden, S.** (2020, March). Emotional responses to the work of writing: Three empirical studies of faculty and graduate student writers. *Conference on College Composition and Communication*. Milwaukee, WI. (Conference canceled.)
- Denson, S. T., Green, N–A. S., & **Madden, S.** (2019, June). Inclusion and equity in programming, policy, and pedagogy for graduate student communicators. Workshop at *Summer Institute of the Consortium on Graduate Communication*. Arlington, VA.
- Madden, S.,** & Tarabochia, S. (2019, March). Emotional labor and professional identity development for doctoral student and faculty writers. *Conference on College Composition and Communication*. Pittsburgh, PA.
- Madden, S.,** & Tarabochia, S. (2018, June). Learning trajectories of graduate student and faculty writers: Investigating connections and disjunctures. *International Writing Across the Curriculum Conference*. Auburn, AL.
- Bommarito, D., Cox, M., Driscoll, D. L., Epps-Robertson, C., Lannin, A., **Madden, S.,** Tarabochia, S., & Zamin, N. F. (2018, March). Research-based support for graduate and faculty writers. Half-day workshop at the *Conference on College Composition and Communication*. Kansas City, MO.
- Llamas Senese, M., **Madden, S.,** & Stinnett, J. (2018, March). Improving student labor conditions to support learning transfer through “expert service” pedagogy. *Conference on College Composition and Communication*. Kansas City, MO.
- Madden, S.,** & Tarabochia, S. (2017, March). Cultivating capacity: Developing research-based support for graduate and faculty writers. *Conference on College Composition and Communication*. Portland, OR.
- Madden, S.,** Eodice, M., Burris, A., Ozbolt, I., Ozias, M. (2016, June). Dissertation writing across disciplines and differences: The Doctoral Student Writing study. *International Writing Across the Curriculum Conference*. Ann Arbor, MI.
- Madden, S.** (2015, March). Digital writing pedagogy and the risks of rapid obsolescence. *Conference on College Composition and Communication*. Tampa, FL.
- Madden, S.** (2014, October). Curricular change in a culture of contingent labor. *Thomas R. Watson Conference*. Louisville, KY.
- Madden, S.** (2014, March). E-waste, ecologies of wireless writing, and open futures for ecocomposition. *Conference on College Composition and Communication*. Indianapolis, IN.

- Madden, S.,** Rifenburg, M., Stinnett, J., & Wood, T. K. (2013, March). Expanding the conversation: Graduate students, contingent faculty, and the future of Basic Writing. Half day workshop presented at the *Conference on College Composition and Communication*. Las Vegas, NV.
- Madden, S.** (2012, June). "I don't need this class": Economies of transfer and perceptions of value in first year composition. *Thomas R. Watson Conference*. October 18–20. Louisville, KY.
- Madden, S.** (2012). Multimodality across the curriculum: Using digital tech to foster critical disciplinary literacy. *International Writing Across the Curriculum Conference*. Savannah, GA.
- Madden, S.** (2012, March). Gateways for critical pedagogy: A disability studies perspective on the student-centered multimodal classroom. *Conference on College Composition and Communication*. St. Louis, MO.
- Madden, S.** (2008, April). Mumbo Jumbo: Rewriting the Uncle Tom's Cabin conception of Black identity. *College Language Association Conference*. Charleston, SC.

Conference Presentations (Regional/Local)

- Madden, S.** (2018, October). Inclusive mentoring for graduate student writers. *NC State Diversity Education Week Conference*. Raleigh, NC.
- Madden, S.** (2013, January). Problem-posing and the pedagogy of personal behavior in Cold War classroom films. *Student Association of Graduate English Studies Conference*. Norman, OK.
- Madden, S.** (2011, October). Resocializing composition: Assessment practices, institutional constraints, and collaborative writing. *Teaching Scholars Initiative Conference*. Norman, OK.
- Madden, S.** (2011, October). "Basically all humans can use it": (Re)Designing writing tools in first-year composition. *Student Association of Graduate English Studies Conference*. Norman, OK.
- Madden, S.** (2009, October). "Women in male habiliments": Externalized identities in "Circe." *South Central Modern Language Association Convention*. Baton Rouge, LA.
- Madden, S.** (2009, April). Kafka's Metamorphosis and the body problem. *South Carolina Graduate Spring Literature Conference*. Columbia, SC.
- Madden, S.** (2008, March). "You're a Man, Jack": Gender identity modeling in White Noise. *Philological Association of the Carolinas Conference*. Asheville, NC.

Guest Lectures (not refereed)

- Madden, S.** (2019, November). Innovating research methods in writing studies. Invited presenter in Dr. Daniel Bommarito's *ENGL 7260: Research in Writing and Rhetoric* graduate course, Bowling Green State University.
- Madden, S.** (2014, November). Research across the disciplines. Invited speaker on *Writing Great Research Papers* panel. OU Writing Center, University of Oklahoma.
- Madden, S.** (2014, October). Writing (as) Social Work. Guest facilitator in Dr. Cynthia McPherson's *SWK 3103 Generalist Practice with Individuals and Families* undergraduate course. School of Social Work, University of Oklahoma.

- Madden, S.** (2014, August). Using reflective writing to facilitate transfer. Invited speaker in *Summer Workshop for Incoming FYC Instructors*. Office of First Year Composition, University of Oklahoma.
- Madden, S.** (2014, November). Ginsberg's "Howl" and Cold War rhetorics of sexuality. Guest lecture in Dr. James Zeigler's *ENGL 2883 American Literature* Class. Department of English, University of Oklahoma.
- Madden, S.** (2014, November). The Napalm Girl and U.S. attitudes about Vietnam. Guest lecture in Dr. Christopher Carter's *ENGL 3103 Visual Rhetoric* Class. Department of English, University of Oklahoma.
- Madden, S.** (2012, October). Neurorhetoric and evolutionary science in the study of language. Invited speaker in Dr. Ronald Schleifer's *ENGL 4463 Speech-Act Theory* Class. Department of English, University of Oklahoma.
- Madden, S.** (2012, August). Differentiating composition through multimodality. Invited speaker in *FYC Spring Workshop*. Office of First Year Composition, University of Oklahoma.
- Madden, S.** (2011, August). Strategies for preventing plagiarism. Invited speaker in *Summer Workshop for Incoming Instructors*. Office of First Year Composition, University of Oklahoma.

GRANTS, HONORS, AND AWARDS

2017	NCTE/CCCC Emergent Research Grant National Council of Teachers of English (with co-PI Sandra Tarabochia)	\$10,000
2015	Dissertation Fellowship Department of English, University of Oklahoma	\$18,700
2015	Roy and Florena Hadsell Award for Superior Research Department of English, University of Oklahoma	\$2,500
2015	NCTE/CCCC Chairs' Memorial Scholarship National Council of Teachers of English	\$750
2014	Honorable Mention, Accessibility and Digital Composition Award Computers and Composition Digital Press (with Tara K. Wood, for "Suggested Practices for Syllabus Accessibility Statements" [2013])	
2014	Teaching Release Fellowship Department of English, University of Oklahoma	\$5,350

2013	Robberson Research Grant Graduate College, University of Oklahoma	\$1,000
2013	Distinction on Ph.D. Comprehensive Exams Department of English, University of Oklahoma	
2012	Roy and Florena Hadsell Scholarship for Superior Teaching Department of English, University of Oklahoma	\$1,000
2011	Outstanding Paper Award Graduate Humanities Conference, Oklahoma State University	
2009	Study Abroad Scholarship Center for International Education, College of Charleston	\$1,500

SERVICE AND PROFESSIONAL OUTREACH

National

2019 – pres.	Board Member at Large, Executive Committee, Consortium on Graduate Communication (elected).
2019 – pres.	Member, Book Series Committee, Consortium on Graduate Communication
2018 – pres.	Member, Outreach Committee, Consortium on Graduate Communication
2015 – pres.	Member, Editorial Board, <i>Kairos Praxis Wiki</i>
2019 Fall	Journal Peer Reviewer, <i>Canadian Journal for Studies in Discourse and Writing/Rédactologie</i>
2019 Fall	Journal Peer Reviewer, <i>Writers: Craft and Context</i>
2017 – 2018	Faculty mentor, Writing Program Administration Graduate Organization (WPA-GO)
2014 – 2015	Associate Editor, <i>The Writing Center Journal</i>
2012 Spring	Textbook Peer Reviewer, <i>Writing Situations</i> by Sidney Dobrin (Pearson)

University

2019 – 2020	Member, Graduate diversity, equity, and inclusion committee. North Carolina State University.
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- 2017 – 2018 Member, Ad-hoc committee on mission, vision, and strategic plan for the Harrington School of Communication & Media. College of Arts & Sciences. University of Rhode Island.
- 2017 Summer Writing pedagogy consultant. Education Ph.D. Program, University of Rhode Island and Rhode Island College.
- 2012 – 2014 Ph.D. representative, *TEACH Test* proficiency evaluation committee. Graduate College, University of Oklahoma.
- 2012 – 2014 Grader, College Level Placement (CLEP) Examinations. Office of Admissions, University of Oklahoma.
- 2012 – 2013 Department liaison for English, Alt-Ac graduate student group. Graduate College, University of Oklahoma.
- 2011 – 2012 Graduate student panelist, Academic appeals and misconduct committee. Graduate College, University of Oklahoma.

Department

- 2018 – 2019 Travel awards selection committee. Graduate School Dean's Office. North Carolina State University.
- 2017 – 2018 Member, Dissertation committee for Eileen James. Department of Writing & Rhetoric, University of Rhode Island.
- 2016 – 2017 Member, Ad-hoc new faculty search committee. Department of Writing & Rhetoric, University of Rhode Island.
- 2016 – 2017 Member, Ad-hoc curriculum committee. Department of Writing & Rhetoric, University of Rhode Island.
- 2015 Fall Member, Ad-hoc assessment design committee for English 1213. Office of First Year Composition, University of Oklahoma.
- 2012 – 2014 Ph.D. representative, Student advisory board to the faculty graduate committee. Department of English, University of Oklahoma.
- 2013 – 2014 Chair, Ad-hoc curriculum assessment design committee for English 1213. Office of First Year Composition, University of Oklahoma.
- 2013 – 2014 Chair, Ad-hoc curriculum development committee for English 1113. Office of First Year Composition, University of Oklahoma.
- 2012 – 2013 Member, Ad-hoc curriculum assessment design committee for English 1213. Office of First Year Composition, University of Oklahoma.
- 2011 – 2012 Member, Ad-hoc curriculum assessment scoring committee for English 1113. Office of First Year Composition, University of Oklahoma.

- 2011 – 2012 Member, Conference host committee for *Student Association of Graduate English Studies (SAGES) Conference*. Department of English, University of Oklahoma.
- 2009 – 2010 Member, New course assessment scoring committee for English 110. Department of English, College of Charleston.

PROFESSIONAL DEVELOPMENT

- 2017 All access, all in(clusive): Teaching writing with Universal Design for Learning and WAT [writing across technology]. Workshop facilitated by Brenda Jo Brueggemann. Department of Writing & Rhetoric, University of Rhode Island (Aug. 31).
- 2016 Learning from diversity: Grow your students' intercultural competence. Workshop facilitated by the Office of the Advancement of Teaching and Learning, University of Rhode Island (Nov. 17).
- 2016 Designing rapid feedback cycles: Let learning indicators lead with *Eli Review*. Workshop facilitated by Bill Hart-Davidson & Melissa Meeks. Department of Writing & Rhetoric, University of Rhode Island (Sept. 1).
- 2014 Digital Media and Composition Institute. Facilitated by Cynthia Selfe & Scott Lloyd DeWitt. Columbus, OH (May 12–23).
- 2014 Evocative objects: Re-imagining the possibilities of material objects and multimodal composing. Workshop facilitated by Jody Shipka. Norman, OK (Mar. 28).
- 2013 Teaching for transfer with *Writing about Writing*. Half-day workshop facilitated by Dr. Doug Downs. Norman, OK (Sept. 7).
- 2013 Creating LGBTQ-inclusive classroom spaces. Women's Outreach Center, University of Oklahoma (Feb. 12–19).
- 2012 Enacting WEC: Writing-enriched curriculum. Workshop facilitated by Pamela Flash. OU Writing Center, University of Oklahoma (Dec. 10).
- 2012 Best practices in online writing instruction. Half-day workshop facilitated by Beth Hewett, Sushil Oswal, Jason Snart, Christa Ehmann Powers, & Web Newbold. *Conference on College Composition and Communication*. St. Louis, MO (Mar. 21).
- 2010 Safe Zone Awareness Training. Multicultural Student Programs and Services, College of Charleston (Jan. 11–13).

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

Consortium on Graduate Communication, 2016–present

National Council for Teachers of English (NCTE & CCCC), 2012–present

Modern Language Association, 2010–2015

AREAS OF SCHOLARLY INTEREST

Writing center studies

Writing across the curriculum &
writing in disciplines (WAC/WID)

Lifelong learning development

Educational equity & justice

Disability & inclusion

Writing program administration

Assessment

PROFESSIONAL REFERENCES

[Available upon request]