

Jennifer Falcón
Assistant Director
Rhetoric and Writing Studies-Undergraduate Program
Department of English
The University of Texas at El Paso
Hudspeth Hall
500 W. University Ave.
El Paso, TX 79968



Dear Search Committee:

I am writing to apply for a full-time lecturer position in the Analytical Writing Program for the 2018-2019 academic year. Currently, I am a Ph.D. candidate in Rhetoric and Composition at the University of Texas at El Paso (UTEP) graduating in May 2018. My experience as a teacher, at the administrative level, and my research make me a candidate that can help sustain, grow and immediately contribute to the Analytical Writing Program at the University of California, San Diego.

My teaching experience in the Rhetoric and Writing Studies-Undergraduate Program (RWS-UP) at UTEP has prepared me to teach a diverse group of students. Teaching composition at a Hispanic Serving Institution (HSI) helped me to understand that it is important to not only teach a curriculum, but also to implement student centered learning by negotiating learning goals. This creates an active and engaged learning environment where students reflect and make stronger connections between the coursework and their field of study. I encourage students to view the knowledge and skills they bring to the class as beneficial to their writing.

Teaching is at the core of my career goals. I continually strive to be a better teacher so that I can help my students meet their academic goals. Part of improving as a teacher is the ability to critically assess what it is I teach and why. For this reason I chose to focus my dissertation on how a first-year composition curriculum is developed. Specifically, my dissertation researches how multimodal composition assignments are implemented in first-year composition curriculums. I am researching what counts as a multimodal assignment, whether these are digital assignments, major or minor assignments, and what theories inform the learning outcomes. I also investigate how these assignments may be used in composition classes to the benefit of multilingual writers.

I conducted an analysis of survey responses from WPAs and first-year composition instructors, with 55 participants from universities and community colleges, and nine follow-up interviews. My dissertation benefits the field of rhetoric and composition and its students by using the wealth of knowledge of scholarship in digital rhetoric, procedural rhetoric, and electracy to

improve composition practices in digital spaces both inside and outside the classroom for all levels of writers.

As a graduate instructor I taught 13 sections of first-year composition, in a variety of environments, including hybrid, online, and face-to-face settings. I believe this prepared me to develop assignments specific to the learning environments the students and myself occupied through the duration of a semester. I teach a first-year composition curriculum that focuses on writing in discourse communities, analyzing genres, and building digital multiliteracies. In my first-year composition courses I aim to help students develop digital multiliteracies by introducing them to elements of digital rhetoric theory, multimodal composition, and technical communication to reflect the demands of a 21st century education.

In addition to teaching first-year composition, I taught four sections of RWS 3355 - Workplace Writing. Guided by industry practices I aim to assist students as they begin to transition from academic writing to workplace writing. I challenge students to reflect on their writing process and continuously facilitate a conversation on how their academic and industry goals intersect, which also helps to highlight the assets each student brings to the class. By focusing on the foundational concepts of workplace writing, students begin constructing messages specific to their intended audience by first selecting the appropriate medium, and then composing a clear, succinct, and often times collaborative piece of communication.

My administrative experience at the undergraduate and graduate level allows me to immediately contribute to your department. From 2015 - 2017 I served as Assistant Director of the Rhetoric and Writing Studies Graduate Program. In this position I had the opportunity to help PhD students transition into the program through a mentorship role, and lead workshops with the Frontera Retorica, the UTEP chapter of the Rhetoric Society of America, to help students develop research skills, write conference proposals, and apply for travel funding throughout the academic year. Currently, I am the Assistant Director of the Rhetoric and Writing Studies-Undergraduate Program where I have the opportunity to assist in continuing to develop the first-year composition curriculum and training graduate assistant instructors, which includes providing opportunities for professional development and continuing mentorship of new instructors.

I have included my curriculum vitae with this letter, and will provide additional documents at your request. I welcome the opportunity to speak to you about how I can contribute to the success of students through teaching and research in the Analytical Writing Program at the University of California, San Diego.

Sincerely,

Jennifer Falcón