

Jennifer Falcón

Department of English
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Education

Ph.D., Rhetoric and Composition **2014 - Present**
University of Texas at El Paso
El Paso, Texas

Dissertation: Rethinking Multimodality in First-Year Composition: Applying Theories of Digital Rhetoric, Procedural Rhetoric and Electracy to Multimodal Assignments

Committee: Beth Brunk-Chavez (chair), Gustav Verhulsdonck, William Robertson

M.F.A., Creative Writing **2013**
University of Texas at El Paso
El Paso, Texas

B.A., English **2008**
The Ohio State University
Columbus, Ohio

Research Interests

Multimodal composition, digital rhetoric, digital literacies, visual rhetoric, composition studies, professional writing, and technical communication.

Teaching

Assistant Instructor **2014 - Present**
University of Texas at El Paso
Courses Taught:
Rhetoric and Writing Studies 3355: Workplace Writing (f2f and online)
Rhetoric and Writing Studies 1302: Rhetoric and Composition II (hybrid)

Teaching Assistant **2011 – 2014**
University of Texas at El Paso
Courses Taught:
Rhetoric and Writing Studies 1302: Rhetoric and Composition II (hybrid)
Rhetoric and Writing Studies 1301: Rhetoric and Composition I

University Writing Center Experience

University Writing Center Consultant

University of Texas at El Paso

2011 - 2012

Publications

(Under review) Villa, J., Falcon, J., and Aravelo, M. Cultural Technique and Digital Content management. In Baca, I. Del Hierro, V., and Gonzales, L. (Eds.), *Community Action for Social Change: A Digital Archive*. Anderson, SC: Parlor Press.

Conference Presentations

"Teaching Composition at a Hispanic Serving Institution: Linking Linguistic Practices to Multimodal Writing" *Conference on College Composition and Communication Midwest Summer Conference*, Clermont, Ohio, June 9, 2017

"Social Media/Microblogging: Identity in Digital Spaces" (with Jasmine Villa, Sarah Bartlett Large) *Cultural Rhetorics*, East Lansing, Michigan, October 3, 2016

"Blurring the Lines of Theory and Application: Building Digital Rhetoric and Digital Literacies in the Composition Classroom." *South Central Modern Language Association*, Dallas, Texas November 3, 2016

"The Digital Self-Reflection: Metacognitive Practices through Multimodality." *South Central Modern Language Association*, Nashville, Tennessee, November 3, 2015

"Continuing the Conversation: Empowering Students through Self-Reflective Multimodal Assignments." (with Jasmine Villa) *WIDE-EMU '15*, East Lansing, Michigan, October 10, 2015

Poster Presentations

"Cultivating Wonder through Multiliteracies: Using digital multimodal assignments to enhance student engagement" (with Jasmine Villa) Poster Session at Computers and Writing Conference, Findlay, Ohio, June 3, 2017

"Using digital multimodal assignments to enhance student agency." (with Jasmine Villa) Digital Praxis Poster Session at Conference on College Composition and Communication, Portland, Oregon, March 16, 2017

Invited Talks

"UTEP Teaching Assistant Success Panel" Invited to talk for UTEP Graduate School Orientation, El Paso, Texas, August 23, 2017

Service

Assistant Director Rhetoric and Writing Studies-Undergraduate Program University of Texas at El Paso	2017 - Present
Assistant Director Rhetoric and Writing Studies Graduate Program University of Texas at El Paso	2015 - 2017
Stage 1 Reviewer, CCCC 2018	2017
Symposium Chair Frontera Retórica	2016 - 2017
Secretary Frontera Retórica	2015 - 2016
Review Committee for The Best of Rhetoric and Composition Review content and submit report for edited collection with Dr. Isabel Baca and a group of PhD students	2015

Honors and Awards

Rhetoric and Writing Studies Nuestra Gente Award English Department University of Texas at El Paso	\$750	2017
Student Government Travel Grant University of Texas at El Paso	\$578	2017
Liberal Arts Dodson Travel Grant University of Texas at El Paso	\$500	2017
Baker-Hernandez Travel Grant University of Texas at El Paso	\$430	2017
Baker-Hernandez Travel Grant University of Texas at El Paso	\$692	2016

Liberal Arts Dodson Travel Grant University of Texas at El Paso	\$200	2016
Baker-Hernandez Travel Grant University of Texas at El Paso	\$1200	2015
Baker-Hernandez Travel Grant University of Texas at El Paso	\$990	2015
Liberal Arts Dodson Travel Grant University of Texas at El Paso	\$500	2015

Affiliations

National Council of Teachers of English	2017 - Present
South Central Modern Language Association	2015 - Present
Society of Technical Communication University of Texas at El Paso Chapter	2015 - Present
Frontera Retorica University of Texas at El Paso chapter of Rhetoric Society of America	2014 - Present

REFERENCES

Available upon request.

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 the full-time faculty position of Assistant Professor in the English Department at Arizona State University. 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 Writing, Rhetorics and Literacies program in the English Department at the undergraduate and graduate level at Arizona State University.

My dissertation researches how multimodal composition assignments are implemented in first-year composition curriculums. By researching what counts as a multimodal assignment, whether it is a digital assignment, major or minor assignment, and theories that inform the learning outcomes I can better understand what scholarship programs use when designing and introducing multimodal assignments. To research this topic I trace the overlap between multiliteracies, digital multiliteracies or digital literacies, multimodal composition, digital rhetoric, procedural rhetoric, and electracy. 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. I plan to expand this to a larger quantitative study of universities and community colleges to better understand how WPAs and first-year composition instructors approach multimodality and how this influences writing in digital spaces.

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. As a result, I implement student-centered learning by negotiating learning goals to create an active and engaged learning environment where students reflect and make stronger connections between the coursework and their field of study. My approach to teaching is a direct result of my research, which aims to fill the gap between theory and practice in digital rhetoric, procedural rhetoric, and electracy. Drawing from theories and practices associated with these three I am able to help students better

understand digital composition by exploring their relationship with technology, the use of digital platforms, and digital collaboration.

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 students digital multiliteracies by introducing them to digital rhetoric theories and concepts, multimodal composition, electracy 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 participate in conversations on how their academic and industry goals intersect, which also helps to highlight the assets each student brings to the class. By focusing on 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 Ph.D. students transition into the program through a mentorship role. As a member of Frontera Retorica, the UTEP chapter of the Rhetoric Society of America, I helped students develop research skills, write conference proposals, and apply for travel funding. Currently, I am the Assistant Director of the Rhetoric and Writing Studies-Undergraduate Program where I assist in continuing to develop the first-year composition curriculum and training graduate instructors, where I provide opportunities for professional development and continuing mentorship of new and returning 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 Writing, Rhetorics, and Literacies program at Arizona State University.

Sincerely,

Jennifer Falcon