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Dear Search Committee:

I am writing to apply for the Lecturer position in the Writing Program at the University of California, Santa Cruz (UCSC). 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 Program at UCSC.

My teaching experience in the Rhetoric and Writing Studies-Undergraduate Program (RWS-UP) at UTEP, a Hispanic Serving Institution, 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.

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

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, social networking sties, 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 can submit any additional requirements 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 at the University of California, Santa Cruz.

Sincerely,

Jennifer Falcón