

KRISTEN A. RUCCIO

Kristen A. Ruccio
2004 Edgewood St
Jonesboro AR 72401
kruccio@astate.edu
[Website](#)

Arkansas State University
Department of English,
Philosophy, and World Languages
PO Box 1890
State University AR 72467

EDUCATION

Georgia State University in Atlanta, GA

PhD in English Rhetoric and Composition

Dissertation: *Integrating Disability Studies into the English Department* August 2019

Committee: Drs. Lynée Lewis Gaillet (chair), George Pullman,
and Elizabeth Sanders Lopez

University of Alabama in Huntsville, Huntsville AL

MA in English

2009

Oral Defense: *Secret Gardens: Secrets as an Ecofeminist Technique*

Committee: Drs. David Neff (chair), Laurel Bollinger, and Eric
Smith

University of Alabama in Huntsville, Huntsville AL

B.A. in Sociology and Philosophy

2006

Areas of Concentration: Class Stratification and Feminist Philosophy

AWARDS

Best Reference Book of 2018 (for *Misogyny in American Culture*) 2019

WPA-GO Service Award 2018

Advanced Teaching Fellowship, Georgia State University 2017-2019

Graduate Teaching Assistantship, Georgia State University 2014-2017

SWCA Travel Grant 2015

Undergraduate of the Year in Sociology 2006

Undergraduate of the Year in Philosophy 2006

PUBLICATIONS

Composing in Four Acts: Readings for Writers

(with Lynée Lewis Gaillet, Kristeen Cherney, and Nathan Wagner). Fountainhead, 2019.

"Intersectional Anger and Disability: A Way Forward."
(with Dale Katherine Ireland). Statement representing the Disability Studies Standing Group of the College Communication and Composition Conference for the All-Conference Social Justice All-Convention, 2018.

"Education, Higher." *Misogyny in American Culture: Causes, Trends, Solutions*.
(Ruccio, Kristen, et. al.). Letizia Guglielmo, ed. ABC-CLIO, 2018.

"Watch This Space.... for Ableism."
Guest Post, Georgia State University Rhetoric and Composition blog. 8 November 2018.
<http://sites.gsu.edu/rhetcomp/2017/11/08/watch-this-space-for-ableism-guest-post-by-kristen-ruccio/>

The GSU Guide to First-Year Writing, 4th, 5th, and 6th editions.
Production and Contributing Editor. Fountainhead P, 2015-2017.

Rev. of *Women's Irony: Rewriting Feminist Rhetorical Histories*.
Tarez Samra Graban. *Rhetoric Review* 2017 (36.1), 108-109.

"Writing with World Englishes: The Complexities of Language Use."
(with Sarah Kegley, Hae Sung Yang, and Mary Helen O'Connor) *The GSU Guide to First-Year Writing*, 5th, 6th, and 7th editions. Eds. Elizabeth Sanders Lopez, Angela Marie Christie, and Kristen A. Ruccio. Fountainhead P, 2016.

"[Heraclitus of Ephesus](http://8170.pbworks.com/w/page/88044946/Heraclitus%20of%20Ephesus)"
<http://8170.pbworks.com/w/page/88044946/Heraclitus%20of%20Ephesus>
8170 PB Works, 2015.

TEACHING EXPERIENCE

Arkansas State University

Assistant Professor, English Department

2019-Present

ENG 3063: Writing for STEM

This class focuses on teaching audience awareness as a core writing and *ethos*-building value. The students begin with a sample writing, which simply asks them to describe their journey to becoming a scientist. They then move onto a more rigorous narrative assignment in which they chronicle specific influences on their development as a researcher—not only do they critically evaluate their own development—the process helps them identify mentors and potential advisors. They then undertake the main project, which is a research proposal, annotated bibliography, literature review, methods section, presentation, and final project (a paper, slideshow, or other multimodal artifact.) For smaller-stakes work, the students respond to *Braiding Sweetgrass* and weekly reflections on readings regarding

topics of current relevance to STEM and the humanities research. This course development requires collaboration and working with members of the STEM faculty.

ENG 3003: Advanced Composition

The course assignments are scaffolded in a way that students could choose to engage in a semester-long project or they could explore a variety of modes and topics. We began with an Annotated Bibliography of 5 sources; this led into the Literature Review project, which required 10 sources. After that, the students engaged in primary research for their Space, Place, and Time project (which could be ethnographic or archival), the Community Literacy Project (students interviewed members of a specific community about its literacy practices), and the course reflection. All of the projects support the learning outcome for the course. For the Spring and Fall 2020 semesters, I significantly revised the assignments so that students could safely undertake them without risking Covid-19 exposure and I reworked the syllabus for online delivery.

ENG 1013: English Composition II

Since Spring 2020 was the last opportunity to teach outside the standard curriculum, I decided to teach my Primary Research Comp II course one more time. I describe it below as ENGL 1102, although I adapted the class considerably so that students could successfully navigate the primary research safely during the pandemic.

ENG 1003: English Composition I

I first taught within the pilot program at Arkansas State, although we have since moved the pilot curriculum to a standard curriculum. I modeled my assignments on the pilot program while keeping important elements of my own pedagogy. The students engaged in a Literacy Narrative, a Comparative Analysis, a Changing Genres/Changing Minds project, as well as doing formal reflections on each of these projects. The reflections fed into the Meta-Reflection at the end of the semester, which the students added as part of their final portfolios. A focus on primary research methods, as well as the choice to collaborate on their projects and present the work in the mode that best expressed the project all support the learning outcomes of the pilot curriculum. Additionally, I continued to use modified contract grading in these courses and I am pleased that the practice works well at A-State. For Summer I, I adapted the course for online delivery and the compressed time schedule.

Georgia State University

Graduate Teaching Assistant, English Department

2014-2019

ENGL 3100: Composition History, Theory, and Practice

Co-taught with Nathan Wanger. We developed the course curriculum with a significant balance of classical works of composition and the theoretical works, such as Foucault, Heidegger, Merleau-Ponty, that have informed the history of the discipline. The students began with a

keyword analysis, took a midterm exam, developed a class lead (which included in-class activities), and then developed final projects that were tailored to their research interest and needs.

ENGL 3130: Business Writing

This scaffolded class focused on maximizing the students' own business interests, and in addition to developing expertise with various genres of business writing, the students also worked on their own positionality as an emergent member of a field they planned to enter. They began by analyzing a website of a business or graduate school they were interested in researching for future employment or enrollment application. They then did research involving a case study of an ethics breach or issue in their field and proposed an intervention that could solve the problem or suggestion legislation that could prevent future occurrence of an ethics breach. They then developed a CV or resumé and the students engaged in peer review of each other's work. Finally, they developed a web presence for themselves as emergent members of a profession or graduate program. The students made the choice of whether to make their presence public or password-protected.

English 1102 (5 sections): Primary and Secondary Research and Writing

In this course, the students always chose their own topic, within a broadly-defined project area of primary research. Ethnography, community literacy, archival work, and persuasive rhetoric centered this course. Students engaged in primary research such as observation, interview, and archival research, while bolstering their findings with secondary research. The students chose the mode of delivery for each project and always had the option of collaborating on their projects.

English 1101 (5 sections): Writing Across Culture

This course focused on introducing students not only to academic writing, but also to the culture of the university. Many of Georgia State's students are Gen1 college students, so the introduction to university culture eased their transition. The students began with a reflective piece, wrote a literacy narrative, a media analysis, and I switched between an ethnography and an ideology identification and cultural effect project for the final project. In the latest iteration of this class, students chose their mode of delivery for projects and I introduced modified contract grading to the course.

English 1101 (1 section): Success Academy

Success Academy is a nationally-acclaimed retention initiative at Georgia State. I developed the curriculum for the ENGL 1101 and ENGL 1102 Success Academy courses, so I was pleased to be able to teach a section of the course. The students worked on the same assignments as any other ENGL 1102, but there was more in-class drafting, workshopping, and peer review involved.

Research Assistant, ENGL 8174, 20th and 21st Century Rhetorics: Feminist Rhetoric

2018

I co-created the first assignment for the course, which was a research project on a variety of topics in the history of feminist rhetoric. I gave feedback to graduate students on that assignment, led class discussion for two partial sessions (the class was 3 hours long), and sat in for the first third of the semester, in addition to meeting with students to help with the assignment I helped design. I also consulted with Dr. Lynée Lewis Gaillet, the instructor of the course, about the syllabus, course schedule, and other aspects of the course.

Calhoun Community College

Adjunct Instructor, English 092, 093, 101, 102 and 261

2008-2014

I taught an array of classes at Calhoun, including Basic Writing I and II, First-Year Writing I and II, and British Literature I: Literature and Society. I taught a full adjunct load of 4 courses per term, including summer, from 2008-2010; in 2010, the adjunct load was dropped to 2 courses per term.

University of Alabama in Huntsville

Adjunct Instructor, English 101 and 102 (3 sections of each)

2009-2010

I was able to develop unique courses at UAH. The 101 courses were based on sociological, editorial, and other current-event-based readings. The 102 was literature-based at that time and I taught a variety of literary genres and short novels, such as Sherman Alexie's *Flight* and Mary Shelley's *Frankenstein*.

University of Alabama in Huntsville

Graduate Teaching Assistant

2006-2009

I taught sections of Intensive Writing Studio for English 100 and English 096 and helped develop course lessons for English 100 Intensive Writing Studios. I also served as an in-class teaching assistant for English 100 class sections.

ADMINISTRATIVE EXPERIENCE

Writing Across the Curriculum Writing Consultant for the WomenLead program, BUSA 3400, WomenLead in Business 2018

I worked alongside the two directors of the [WomenLead program](#), Drs. Nancy Reeves Mansfield and Pam Scholder Ellen and Elizabeth Topping, another WAC consultant, in revising the course for Fall 2018, which included selecting readings, working on rubrics for major assignments, coordinating workshops, and providing writing support. I also graded and provided feedback for the students in Dr. Reeves Mansfield's course section. I created and co-facilitated two workshops for the students in WomenLead in Business. One was a workshop, coordinated with The Writing Studio @GSU involving creating resumes and LinkedIn profiles. The other was a Web Presence Seminar which covered having a positive online presence, website creation, and social media branding.

Georgia State University

Assistant Director, Lower-Division Studies in English 2015-2017

I was the Junior WPA during this time, alongside the Directors, Dr. Lynée Lewis Gaillet hired me, initially, but Dr. Elizabeth Sanders Lopez took over after Dr. Gaillet became chair, and Associate Director, Dr. Angela Christie; we served the 7000 students enrolled in Lower-Division (first- and second-year students) English courses. I served as primary for the processing of grade appeals, transfer credit applications, and CLEP exams. I worked as the Production and Contributing Editor for our in-house textbook, *The Guide to First-Year Writing* (4th-6th editions), which entailed managing committees of other graduate students, placing the artwork and student essays, as well as copyediting and working closely with the publisher, Fountainhead Press. I coordinated annual reviews for 100 graduate teaching assistants, which involved pulling their teaching evaluations, their annual review materials, and scheduling their meetings with the Director and Associate Director of Lower-Division Studies. I worked with Fountainhead Press on matters relating to the publication of the *GSU Guide to First-Year Writing*. I maintained and created new content for lds.gsu.edu and guidetowriting.gsu.edu websites using WordPress, including curricular materials. I was the lead for training and meetings for GTAs and faculty, as well as the initial point of contact for incoming members of the GTA cohort, which included distributing welcome materials and contracts. I created and collated data from surveys relating to Lower-Division Studies using both Survey Monkey and Qualtrics. I handled confidential materials such as teaching evaluations and plagiarism reports, and fulfilled Associate Director's duties, in addition to my own, during summer of 2016 when Dr. Christie was on maternity leave.

Georgia State University

Tutor, Writing Studio

2014

I tutored both undergraduate and graduate students at the Studio, both in-person and as one of the tutors working in the then-piloted online tutoring program, WriteChat. Students brought in classwork, but I also helped students with graduate school materials, CVs, and job applications. The scholarly project I worked on as a tutor focused on creating an archive of materials from the Studio dating back to the 1970s. The archive is still in use.

University of Alabama in Huntsville

Graduate Research Assistant

2007-2008

I developed all the teaching materials for ENG 100W (Writing Studio). These materials were used by all the graduate teaching assistants in the program. I also created the WriteLab component of the course, which was consisted of online grammar instruction. I also served as an assistant to the four professors who taught ENGL 100.

CONFERENCE PRESENTATIONS

“Teaching First-Year Writing—Access Fits All.”

College Composition and Communication Conference in Spokane, WA. April 2021. (The conference may be virtual this year; the board is still discussing modalities.)

“Complicating Ideas and Approaches to ‘Teaching the Controversy.’”

College Composition and Communication Conference in Milwaukee, WI. March 2020. (The conference was cancelled due to the pandemic, but my presentation materials were uploaded to the CCCC’s presenter zone.)

“Performing Transactions as AntiRacist Assessment.”

College Composition and Communication Conference in Pittsburgh, PA. March 2019.

“Workshop in Accessible Instruction: Crippling Performance in the Writing Intensive Classroom.” College Composition and Communication Conference in Pittsburgh, PA as co-facilitator of a half-day workshop. March 2019.

“Crafting Community: A Yarn Crafts Workshop”

Cultural Rhetorics Biennial Conference in East Lansing, MI as co-facilitator of a pre-conference workshop with Elizabeth Topping, my mother, my grandmother, and Elizabeth’s mother. November 2018.

“Transforming Learning Outcomes from the Arborescent to the Rhizomatic”

College Composition and Communication Conference in Kansas City, MO. May 2018.

“Creating Bridges for Activism and Equality”

Writing Program Administrators Conference in Knoxville, TN. July 2017.

“The Case for Buddhist Rhetoric”

Cultural Rhetorics Biennial Conference in East Lansing, MI. October 2016.

“Ableist Rhetoric in Foundational Works of Rhetoric and Composition”

Rhetoric Society of America Biennial Conference in Atlanta, GA. May 2016.

“Death, Suffering, and Power: Persuasions of Marcus Aurelius and the 14th Dalai Lama”

Rhetoric Society of America Biennial Conference in Atlanta, GA. May 2016.

“Taking Action about Ableist Language in Composition Studies”

College Composition and Communication Conference in Houston, TX. April 2016.

“Seamless Inclusivity: Imagining Designs for Inclusive Writing Centers”

This was an interactive roundtable I co-facilitated with Dr. Mary Hocks.

Southeastern Writing Centers Association (SWCA) Conference in Columbus, GA. February 2016.

“Romantic Underpinnings: Using a Shared History of Romantic Ideology to Teach FYC”

South Atlantic MLA Conference in Raleigh, NC. November 2015.

“Facilitating Access, Enacting Democracy”

Collaborative symposium session presented at the WLU Literacies for All Summer Institute in Decatur, GA. July 2015.

“Writing and Listening: The Experience of Seven Japanese Men in EH100”

Southeastern Writing Centers Association Georgia in Decatur, GA. March 2016.

“The Living Haunt the Dead: Eruptions of Phantasm in *Our Mutual Friend*”

Precarious Subjects Graduate Conference, in Huntsville, AL May 2011.

GUEST LECTURES

“Reading *Frankenstein* with Disability Studies”

2020

English 6133: Methods of Literary Study, Arkansas State University

“Ethos-Mapping and Development as a Researcher”

ENG 6613: Graduate Seminar (STEM Writing), Arkansas State University

2020

“Indigenous Rhetorics as Critical Lens ”

2020

English 4015: Cultural Rhetorics, Clayton State University

"(Dis)Ability"	2020
English 4015: Cultural Rhetorics, Clayton State University	
"Ecofeminist Rhetorics as Dominance-Busting Activism"	2018
English 8174: Feminist Rhetorics, Georgia State University	
"Disability as Culture: Rhetorics of Resistance and Repression"	2017
Language, Rhetoric, and Writing 360, Kansas State University	
"Two Cultures in Opposition: Ableist and Disability Rights"	2016
Applied Linguistics 415: Communication Across Cultures, Georgia State University	
"Essay Organization and Topic Development"	2014
KH3000 Kinesthesiology class, Georgia State University	

INVITED SPEAKING ENGAGEMENTS

Arkansas State University

Workshop on WordPress 2020

I will lead a workshop about the basics of WordPress blogs. Participants will learn how to set up their own blogs, as well as learning ways to tie them into their classroom pedagogy and practice, which I have developed through my own use of WordPress professionally and as a teacher.

Workshop on Creating Inclusive Classrooms 2019

On Wednesday, October 2, I led a workshop about creating inclusive classrooms. I approached the topic from a disability studies perspective. The participants engaged in a variety of activities (attached) and Dr. Chamberlain suggested I offer an inclusivity workshop every semester.

Georgia State University

"Introduction to Contract Grading" 2018

GTA Mentoring Session

"Creating Inclusive Classrooms" 2017

GTA Orientation

"Author Roundtable: Using the New Chapters in *The GSU Guide to* 2016

First-Year Writing"

GTA Mentoring Session

"Teaching the Literacy Narrative across English 1101" GTA Mentoring Session	2016
"Using the DALN to Teach the Literacy Narrative in English 1101" GTA Mentoring Session	2015
"What is English 1101?" GTA Orientation	2015
"Primary Research: Writing about Contact Zones, Incongruities, and Communities" Collaborative mentoring session for GTAs	2015
"Using Freewriting as Community-Builder in FYC" GTA Mentoring Session	2015
"Practical Pedagogy for Engaging the Basic Writer" GTA Mentoring Session	2014
"The Feedback Dilemma" GTA Mentoring Session	2014

SERVICE

Local

Arkansas State University

Chair, Summer Masters Comprehensive Exams Committee	2020
Member, Spring Masters Comprehensive Exams Committee	2020
Student Research and Creativity Committee	2019-Present
College Recruitment and Retention Committee	2019-Present
Department Graduate Program Committee	2019-Present
Department Recruitment Committee	2019-Present
Composition Faculty Meetings and Reading Group The composition faculty meets biweekly to discuss innovations in pedagogy (we did several activities that we could share in our classrooms, as well as being introduced to Adobe Spark and Blackboard). The Writing Program Administrator, Dr. Elizabeth Chamberlain, sets the agenda, but the meetings involve	2019-Present

discussions surrounding course development, the pilot program for curriculum development, and other matters of pedagogical interest. We also read and discussed books related to composition pedagogy, theory, and practice.

Georgia State University

Mentor for Internship Program, English Department 2018-2019

Worked with the intern on pedagogy, professional development, course design, data gathering, observation techniques, and admissions materials for graduate school.

Admissions Ambassador for GSU English 2015-2018

Contacted potential members of the program and met with prospects to discuss the program, living in Atlanta, and other aspects of graduate school

Mentor for Lower-Division Studies' New GTA Mentoring Program 2017-2018

For this program, I mentored two members of the incoming cohort of graduate teaching assistants. For fall term, they shadowed my class once a week, I observed their classes twice in the semester and wrote an observation report. I met with each mentee once per month, in addition to being available to answer their questions as they arose. We engaged in a grade-norming session, and I wrote a final, evaluative report about their progress at the end of the semester for the director of the program. For Spring term, we met once per month and I observed their classes once.

Secretary 2017-2018

Rhetoric Society of America
Georgia State University Chapter
(elected position)

The GSU-Guide to First-Year Writing Art Committee 2017

Created fliers and other promotional materials for the art contest, selected art for inclusion in the 6th edition, decided on placement of art within the text, coordinated release forms for art, worked with Fountainhead Press designers on technical issues relating to submission quality, and notified student contest winners.

The GSU-Guide to First-Year Writing Essay Committee 2017

Created fliers and other promotional materials for the essay contest, elected essays for inclusion in the 6th edition of the text

and the guidetowriting.gsu.edu website, decided on placement of essays within the text and as supplemental materials on the website, coordinated release forms for submissions, and notified student contest winners.

Social Media Coordinator and New Voices Conference Officer 2015-2016

The GSU-Guide to First-Year Writing Survey Committee 2015-2016
Developed, implemented, and collated data from surveys of graduate teaching assistants, faculty, and FYC students.

First-Year Book Committee 2015
Helped select the First-Year Book for 2016 and planned events for the 2015 common reader, *The Ghost Map*.

Georgia State University New Graduate Student Orientation Panel Member 2015

Lower Division Studies Committee 2015
Developed curriculum, textbook choices, and mentoring sessions

National

Member, Social Justice at the Convention (SJAC) Committee 2019-2022
Conference on College Composition and Communication

Member, SJAC Local Activist Subcommittee 2020

Co-Chair, SJAC Slam Poetry Event Subcommittee 2018-2021

Member, SJAC Cross-Caucus Panel and Event Subcommittee 2019-2020

Co-Chair, SJAC I'll Go with You Subcommittee 2018-2019

Co-Chair, SJAC Partnership with ACLU Subcommittee 2018-2019

Reviewer, Cultural Rhetorics Conference Proposals 2018

Discussion Facilitator 2018
Social Justice Action Committee All-Attendees Event
College Composition and Communication Conference, Kansas City, MO

Volunteer with the Digital Archive of Literacy Narratives (DALN)

2015-2019

Solicited and recorded digital literacy narratives at the DALN table at the College Composition and Communications Conference.

2018 College Composition and Communications Conference Task

2017-2018

Force on Social Justice and Activism

Representative for CCCCs Disability Studies Standing Group with Dr. Brenda Brueggemann, University of Connecticut and Chad Iwertz, Ohio State University

Member, Review Board

2017-Present

Journal of Multimodal Rhetorics

WPA-GO

Accessibility Task Force, Co-Chair

2017-2018

Coordinated the creation of an accessibility guide for WPA and WPA-GO—both for conferences and for websites, prepared a panel for both CWPA and a workshop as part of the SJAC events at CCCCs. Created and filed quarterly reports for the WPA Council and the Chairs of WPA-GO. Coordinated a task force of six members, with my co-chairs.

WPA-GO

AntiRacist Assessment Task Force, Co-Chair

2017-2018

Coordinated a task force of ten members, along with my co-chair, in the creation of a position statement on AntiRacist Assessment, a guide to AntiRacist Assessment, a workshop on AntiRacist Assessment for CWPA 2017, and coordinated workshops on AntiRacist Assessment at each of the task force member's institutions. Created and filed quarterly reports for the WPA Council and the chairs of WPA-GO.

WPA-GO

CWPA Mentoring Strands Committee, Chair

2016-2017

With committee members, created three panels for WPA Conference 2017 (in Knoxville, TN), found panelists, and proposed the panels, which all featuring mentoring themes, for the conference. All three were accepted. Created, distributed, and collated data from a survey of attendees. As Chair, I filled out quarterly reports for the WPA Council and the Chairs of WPA-GO.

WPA-GO

2015-2018

Council Member (elected position)

WPA-GO

2015-2016

Member of CWPA Mentoring Strands Committee

Helped create three panels for WPA 2016 and a survey for attendees to those panels.

PROFESSIONAL MEMBERSHIPS

Rhetoric Society of America

National Council of Teachers of English

Council of Writing Program Administrators

Coalition of Feminist Scholars in the History of Rhetoric and Composition

Writing Program Administrators Graduate Organization

TECHNOLOGY

WordPress

SPSS

Qualtrics

SurveyMonkey

Adobe Suite

Lucid Press

Adobe Spark

LANGUAGES

English—native language

French—read and write with moderate proficiency, speak with low proficiency

Latin and Italian—read with basic competence