Jennifer Falcon

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Dear Dr. Denecker:

I am writing to apply for the full-time faculty position of Assistant Professor in the English Department at the University of Findlay. 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 teaching and administrative experience will contribute to the Rhetoric and Composition program at the undergraduate and graduate level at the University of Findlay.

My experience teaching in the Rhetoric and Writing Studies-Undergraduate Program (RWS-UP) at UTEP has prepared me to teach a diverse group of students. I believe it is important to not only teach my 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.

My dissertation researches how multimodal composition assignments are implemented in first-year composition curriculums. Specifically, I am researching what counts as a multimodal or multimedia assignment, whether these are major or minor assignments, and what theories inform the learning outcomes. To research this topic I begin by tracing the overlap between multiliteracies, digital multiliteracies or digital literacies, multimodal composition, and digital rhetoric, procedural rhetoric, and electracy. As I see it there exist many similar goals or learning outcomes in the application of theories intended to develop students’ digital literacies. By distributing a survey among first-year composition instructors, and Writing Program Administrators I was able to gain insight as to how each program approaches multimodality, and how instructors teach these assignments.

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 introduce 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.

In addition to teaching, 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 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.

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 Rhetoric and Composition program at the University of Findlay.

Sincerely,

Jennifer Falcon