*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 Dr. \_\_\_\_\_\_ and Search Committee:

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 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 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 an effort to . (this needs a goal or clear connection)

My dissertation researches how multimodal composition assignments are implemented in first-year composition curriculums. By researching what counts as a multimodal assignment, whether these are major or minor assignments, and what theories inform the learning outcomes I can better understand what scholarship influences pedagogy. To research this topic I begin by tracing the overlap between multiliteracies, digital multiliteracies or digital literacies, multimodal composition, 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 approached multimodality, and how instructors teach these assignments. In interviews I found patterns in approaches to implementing, introducing, and assessing multimodal assignments.

While my dissertation focuses on first-year composition curriculum my research interests include digital rhetoric, digital composition, composition pedagogy, multimodal composition, and the concept of electracy.(research plan?)

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 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 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 Rhetoric and Composition program at the\_\_\_\_\_\_\_.

Sincerely,

Jennifer Falcon