

Elisabeth H. Buck, PhD

ebuck@umassd.edu

<https://elisabethbuck.net>

CURRENT ACADEMIC APPOINTMENT

Assistant Professor of English

Director, Multiliteracy & Communication Center

University of Massachusetts
Dartmouth

EDUCATION

Ball State University
PhD in English, Rhetoric and Writing 2016

Dissertation: "Archives, Access, and Authorial Agency: The Visibility of Digital Inquiry in Writing Center Scholarship."

Committee: Jennifer Grouling (chair), Jackie Grutsch McKinney, Rory Lee, Paul Gestwicki

University of Nevada, Reno
MA in English Literature 2012

Professional Paper: "Reading Shakespeare(s): Pedagogical Approaches to Textual Variants Through Application of Revision Theory"

Committee: James Mardock (chair), Eric Rasmussen, Kevin Stevens

Loyola Marymount University
BA in English, magna cum laude 2010

Area of emphasis: Literature
Minor: Theater Arts

Publications

MONOGRAPH

Buck, Elisabeth H. *Open-Access, Multimodality, and Writing Center Studies*, Palgrave Macmillan, 2017

JOURNAL ARTICLES

Buck, Elisabeth H. "From CRLA to For-Credit Course: The New Director's Guide to Assessing Tutor Education." *How We Teach Writing Tutors: A WLN Digital Edited Collection*, edited by Karen G. Johnson and Ted Roggenbuck, 2018, <https://wlnjournal.org/digitaleditedcollection1/Buck.html>

Grouling, Jennifer and Elisabeth H. Buck. "Colleagues, Classmates, and Friends: Graduate Versus Undergraduate Tutor Identities and Professionalization." *Praxis: A Writing Center Journal*, vol. 14, no. 2, 2017, pp. 50-60, <http://www.praxisuwc.com/grouling-and-buck-142>

Buck, Elisabeth H. "Facebook, Instagram, and Twitter—Oh My!: Assessing the Efficacy of the Rhetorical Composing Situation with FYC Students as Advanced Social Media Practitioners." *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, vol. 19, no. 3, 2015, <http://technorhetoric.net/19.3/praxis/buck/>

BOOK CHAPTERS

Baker, Nicki Litherland and Elisabeth H. Buck. "Conducting Programmatic Assessments of Online Writing Instruction: CCCC's OWI Principles in Practice." *Writing and Composing in the Age of MOOCs*, edited by Elizabeth A. Monske and Kristine L. Blair, IGI-Global, 2017, pp. 385-405.

Buck, Elisabeth H. "Slacktivism, Supervision, and #Selfies: Illuminating Social Media Composition Through Reception Theory." *Engaging 21st Century Writers with Social Media*, edited by Kendra Bryant, IGI-Global, 2016, pp. 163-178.

Buck, Elisabeth H. "The Average Piece of Junk is Probably More Meaningful than Our Criticism Designating it So": Reading (Rhetorically) the Restaurant Review in Disney/Pixar's *Ratatouille*." *Food on Film: Bringing Something New to the Table*, edited by Tom Hertweck, Rowman & Littlefield, 2015, pp. 3-17.

SOLICITED REVIEWS

Buck, Elisabeth H. Review, *The Working Lives of New Writing Center Directors* (Caswell, Grutsch McKinney, and Jackson), *The Peer Review: A Journal for Writing Center Practitioners*, vol. 1, 2017, <http://thepeerreview-iwca.org/issues/issue-1/book-review-the-working-lives-of-new-writing-center-directors/>

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Conference Presentations

“Shifting Expectations in ‘The Room Where it Happens’: Performing Administrative Work without Power,” *Conference on College Composition and Communication*, Pittsburgh, PA, 13-16 March, 2019

“Interdisciplinary Conversations on Emotional Labor: Heuristics for Engagement,” *International Writing Center Association Conference*, Atlanta, GA, 11-13 October, 2018.

“Innovation in Limitation: ‘Making Do’ on Regional Campuses” New Media, New Messages: 2018 *Conference on the Teaching of Writing*, Hartford, CT, 6 April, 2018.

“Live and Let Die?: Navigating Institutional Challenges to Classroom-Based Tutoring” *International Writing Center Association Conference*, Chicago, IL, 10-13 November, 2017.

“Gauging Best Practices: The New Writing Center Director’s Guide to Assessing Tutor Training.” *New England Summer Conference on College Composition and Communication*, Boston, MA, 24-25 May, 2017.

“Rhetoric and Composition Scholars on the Status of Academic Publications: Cultivating Digital Future(s).” *Conference on College Composition and Communication*, Portland, OR, 15-17 March, 2017.

“Fostering Inclusivity Through Social Media: One Writing Center’s Story.” *National Conference on Peer Tutoring in Writing*, Puget Sound, WA, 4 November, 2016.

“Crossing (Digital) Frontiers: Conversations With Writing Center Scholars on the Status of Publication in the 21st Century.” *International Writing Center Association*, Denver, CO, 13-16 October, 2016.

“De(Centering) Stories about Teaching and Tutoring.” *National Conference on Peer Tutoring in Writing*, Salt Lake City, UT, 5-8 November, 2015.

“Rhetorically Re-Configuring Disney’s California: Nostalgic Interventions in Theme Park Iconography.” *Western Literature Association Conference*, Reno, NV, 14-17 October, 2015.

“Unearthing Digital r(Evolutions) in the Archives of *The Writing Lab Newsletter*, *Writing Center Journal*, and *Praxis: A Writing Center Journal*.” *International Writing Center Association*, Pittsburgh, PA, 8-10 October, 2015.

“Evaluating Online Writing Instruction Programs: Whose Risks? Whose Rewards?” *Conference on College Composition and Communication*, Tampa, FL, 18-21 March, 2015.

“RAD Research Methods and Undergraduate Consultants: Developing a Heuristic Model.” *IWCA Collaborative at the Conference on College Composition and Communication*, Tampa, FL, 18 March, 2015.

“Imagining Others’ Roles: Writing Center Collaboration in Support of Interdisciplinary Writing Courses.” *International Writing Center Association/National Conference on Peer Tutoring in Writing Joint Conference*, Orlando, FL, 30 October-1 November 2014.

“Examining the Intersections of Critical Pedagogy and Popular Culture in the Composition Classroom: A Necessarily ‘Radical’ Practice?” *Popular Culture Association/American Culture Association National Conference*, Chicago, IL, 16-19 April 2014.

AWARDS AND HONORS

Nominee, International Writing Centers Association Outstanding Book or Major Work Award 2018

For *Open-Access, Multimodality, and Writing Center Studies*

Doctoral Level Excellence in Teaching Award Ball State University 2015-2016

University-wide award presented to one PhD student per academic year; application required two letters of recommendation, department sponsorship, and submission of teaching portfolio

Nominee, Midwestern Association of Graduate Schools Excellence in Teaching Award 2015-2016

Singular nominee selected from all PhD students at Ball State University

Outstanding Graduate Student Teaching Award, Ball State Writing Program 2014

Ball State Writing Program Research Fellowship 2015

Competitive \$1,500 award for project, “E-Journals, Free Journals, Key Journals: Promoting Critical Engagement in Digital Writing Research”

Graduate Merit Fellowship, Ball State University 2012

Competitive merit-based fellowship for entering BSU graduate students; \$2,000 award added to assistantship stipend

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ADMINISTRATIVE EXPERIENCE

University of Massachusetts Dartmouth

Director, Multiliteracy
and Communication Center
Fall 2018-Present

Faculty Director, Writing and Reading
Center
2016-2018

Ball State University

Assistant Director of the Writing
Center
2015-2016

Assistant Director of the Writing
Program
2013-2015

University of Nevada, Reno

Graduate Assistant, University Writing
Center
2011-2012

COMMITTEE MEMBERSHIP

University of Massachusetts Dartmouth

Member, English Department
University Studies Writing Committee
2016-Present

Member, English Department
Curriculum Committee
2016-2018

Ball State University

Grad Rep., Teaching Evaluation
Committee
2014-15

Grad Rep., Freshman Common Reader
Committee
2013-15

Grad Rep., TA Annual Review
Committee
2015

Conference Presentations (Continued)

“Social Media Pedagogy 2.0: Reassessing Boundaries, Reconceptualizing Literacies.” *Conference on College Composition and Communication*, Indianapolis, IN, 19-22 March 2014.

“A Risk Worth Taking: Social Media as Rhetorical Access Point.” *On the Brink: An Interdisciplinary Graduate Student Conference on the Cultural, Social, and Material Implications of Risk*, Reno, NV, 7-8 March 2014.

“Hedonism, Hoarders, and *Honey Boo Boo*: Constructing Discourses of Alterity on TLC.” *Popular Culture Association/American Culture Association National Conference*, Washington, D.C., 27-30 March 2013.

“‘An Extraordinary Meal from a Singularly Unexpected Source’: Nostalgia, Writing, and *Ratatouille* (2007).” *Film and History Conference*, Milwaukee, WI, 26-30 September 2012.

“The Disney Princess Rhetoric: Analyzing the Connections Between Gender and Language in Female Disney Royalty.” *Popular Culture Association/American Culture Association Annual National Conference*, Boston, MA, 11-14 April 2012.

“Using Course Assessment Tools in the Context of Writing Center Development.” *Northern Nevada Assessment Conference*, Truckee Meadows Community College, Reno, NV, 3 February 2012.

“Tutoring Like a Teacher: Two Perspectives from the University of Nevada, Reno Writing Center.” *National Conference on Peer Tutoring in Writing*, Miami, FL, 4-6 November 2011.

Teaching Experience

UNIVERSITY OF MASSACHUSETTS DARTMOUTH

English 642: Public Relations Techniques (1 section)

ENL 642: Public Relations Techniques will provide in-depth exploration into the major genres of public relations writing, including press releases, pitches, feature articles, and PR on/in social media. Students will also have the opportunity to research and analyze PR strategies and develop skills attentive to emerging trends in the field

English 352: Public Relations Writing (2 sections)

Development of a comprehensive understanding of the principles and purposes of public relations. This writing-intensive course explores rhetorical strategies used by individuals, agencies, corporations, and governments to reach intended audiences. Students gain experience in public speaking and writing press releases, brochures, speeches, and audio-visual press releases.

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Teaching Experience (Continued)

English 359: Tutoring Writing (4 sections)

Theories and dynamics of writing consultation and course-based tutoring. Readings theorize the writing process, conflicting ideas about writing itself, as well as writing center history, theory, and practice. The course is highly interactive, calling on students to use readings as the grounding for the critical examination of writing consultant practices, as well as the co-construction of classroom discussions and activities. Field work (one hour per week) as a writing consultant is required.

English 265: Business Communication (online, 1 section)

Introduction to the communication skills required in business and industry. Students will learn how to prepare, produce, revise, and deliver business reports, professional communications, computer-supported presentations, and oral presentations.

English 101: Critical Writing and Reading I (1 section)

Course Theme: Writing In/As Pop Culture: From *Harry Potter* and Disney to *Game of Thrones* and *Hamilton*, the fandoms that we claim affiliation to shape significantly our identities. The ways in which we publicly voice or perform these affiliations—through Facebook/Tumblr groups, fanfic, cosplay, or simply via binging an entire series on Netflix—ultimately alter our literacies and ways of interacting with others. As such, this section will explore the extent to which pop culture affects your communication, using various contemporary cultural artifacts as starting points for critical analysis and discussion.

BALL STATE UNIVERSITY

English 213: Introduction to Digital Literacies (Fall 2015)

ENG 213 investigates the complexities of what it means to be digitally literate by examining an important aspect of contemporary communicative practice: social media. By exploring how we read (and write) using digital technologies, this course considers how social media specifically shapes discourse in the twenty-first century. ENG 213 thus asks students to compose in, research, analyze, and, above all, think critically about social media and its impact on how we engage with the digital landscape.

English 605: Teaching in English Studies (Co-taught with Dr. Jennifer Grouling, Spring 2015 & Spring 2016)

This course is the second of the two required graduate seminars for new Writing Program teaching assistants. It asks students to read extensively within the field of composition, and complete an IRB-approved research study that engages with first-year writing. In this course, I delivered multiple lectures and helped to plan and facilitate course content

ADVISING

MA/Thesis Project Chair

Amber Shimkus, MA in Professional Writing
U Mass Dartmouth

Kelsey Cestodio, MA in Professional Writing
U Mass Dartmouth

MA/Thesis Project Committee Member

Alexandra Solari, Honors Thesis
U Mass Dartmouth

INVITED LECTURES

"Introducing the Multiliteracy & Communication Center," Office of Faculty Development. University of Massachusetts, Dartmouth, October 2018.

"Writing Tips and Strategies." Invited lecture. Art History 200. University of Massachusetts, Dartmouth, February 2018

"Essential Grant Writing Skills." Invited lecture. Office of Undergraduate Research. University of Massachusetts Dartmouth. Dartmouth, MA. March 2017.

PROFESSIONAL MEMBERSHIPS

National Council of Teachers of English

Conference on College Composition and Communication

International Writing Center Association

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Teaching Experience (Continued)

English 104: Composing Research (4 sections, 2013-2015)

Applies the fundamentals of rhetoric to the research process: methods of research; the rhetorical nature of research; elements, strategies, and conventions common to research writing, including multi-modal presentations of new knowledge

English 103: Rhetoric and Writing (3 Sections, 2012-2014)

Rhetoric and Writing introduces and develops understanding of principles of rhetoric; basic research methods; elements, strategies, & conventions of persuasion used in constructing written and multimodal texts

English 114: Honors Composing Research (TA to Dr. Jennifer Grouling, Fall 2012)

ENG 114 fulfills the ENG 104 requirement for honors students, with extensive emphasis on critical thinking, reading, and writing in response to literary texts. It includes instruction and practice in research methods and presentation of formal research paper.

UNIVERSITY OF NEVADA, RENO

English 102: Core Writing II—Deconstructing Disney: The Myth of the Mouse

Research-based writing course focused through investigations of Disney culture and its relationship to representations of gender, ethnicity, and consumerism; assignments culminated in an argumentative research paper on a topic of the student's choosing related to an aspect of Disney

English 101: Core Writing I

Genre-based writing course that explored writing assignments that interact with students' lived experiences, including a narrative composition, an argument essay about a pertinent local or personal issue, a rhetorical analysis assignment, and a film evaluation; heavy emphasis on daily reflective writing and self-evaluation over three-draft sequences

Service to the Profession

INTERNATIONAL WRITING CENTER ASSOCIATION

Digital Content Team Member (2018-present)

One of three members of the IWCA Digital Content Team charged with redesigning/updating the IWCA website and managing the IWCA's social media presence

IWCA 2018 Atlanta Conference Travel Grant Reviewer

REFERENCES

Dr. Jennifer Grouling
Associate Professor
Ball State University
765-717-9219
jgrouling@bsu.edu

Dr. Jackie Grutsch McKinney
Professor
Ball State University
765-285-8381
jrmckinney@bsu.edu

Dr. Rory Lee
Assistant Professor
Ball State University
765-285-8377
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Dr. Michael Donnelly
Associate Professor
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765-285-8411
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Dr. Katherine DeLuca
Assistant Professor
University of Massachusetts
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508-910-6644
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