

Elisabeth H. Buck

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CURRENT ACADEMIC APPOINTMENT

University of Massachusetts Dartmouth
Associate Professor of English and Communication
Founding Director, Writing and Multiliteracy Center

EDUCATION

Ball State University - *PhD in Rhetoric and Writing*

May 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*

August 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*

May 2010

Magna cum laude

Area of emphasis: Literature

Minor: Theater Arts

PUBLICATIONS

Monograph

Open-Access, Multimodality, and Writing Center Studies, Palgrave Macmillan, 2017.

Nominated for the 2018 International Writing Centers Association's Outstanding Book or Major Work Award.

Journal Articles

With Jennifer Grouling, "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>

"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,
<https://kairos.technorhetoric.net/19.3/praxis/buck/index.html>

Book Chapters

"From CRLA to For-Credit Course: The New Director's Guide to Assessing Tutor Education," edited by Karen G. Johnson and Ted Roggenbuck, *How We Teach Writing Tutors: A WLN Digital Edited Collection*, 2019,
<https://wlnjournal.org/digitaleditedcollection1/Buck.html>

With Nicki Litherland Baker, "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

"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

"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

Invited Contributions

Textbook chapter, "Multimodality," *Digitally Mediated Composing and You: A Beginner's Guide to Understanding Rhetoric and Writing in an Interconnected World*, Stephanie Hedge and Courtney Cox, eds., Kendall Hunt, 2021

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,

AWARDS & 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, 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, 2016

- Singular nominee selected from all Ball State graduate student teaching assistants

Outstanding Graduate Student Teaching Award, Ball State Writing Program, 2014

- Selected from all English department graduate teaching assistants

CONFERENCE PRESENTATIONS

"Preliminary Findings from a Study Exploring the Performative Dimensions and Identity Politics of Reviewing for Writing Center Journals" with Candis Bond. *International Writing Centers Association Conference*, Vancouver, Canada, 26-29 October 2022.

"Who Are You, When You Review? Identity Politics and Reviewing for Writing Center Journals" with Candis Bond. *International Writing Centers Association Conference*, 23 October 2021 (virtual conference).

"Navigating a Blank Canvas: Building a Writing, Multiliteracy, and Communication Center." with Josh Botvin. *International Writing Center Association/National Conference on Peer Tutoring in Writing* Joint Conference, Columbus, OH, 16-19 October 2019.

"Shifting Expectations in 'The Room Where it Happens': Performing Administrative Work without Power," with Alexis Teagarden. *Conference on College Composition and Communication*, Pittsburgh, PA, 13-16 March, 2019.

"Interdisciplinary Conversations on Emotional Labor: Heuristics for Engagement," with Karen Moroski-Rigney. *International Writing Center Association Conference*, Atlanta, GA, 11-13 October, 2018.

"Innovation in Limitation: 'Making Do' on Regional Campuses" New Media, New Messages: with Katie DeLuca and Lauren Obermark. 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." with Tom Hertweck and Kyle Bladow. *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." with Tom Hertweck and Jessica Ross. *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.

"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.

INVITED TALKS

"Multimodality and Multiliteracy in Writing Centers." Invited Lecture, Dr. Tom Deans & the University of Connecticut Writing Center. University of Connecticut, 8 March 2019.

"Strategies for Professional Development as an LMU Alumnus." Invited Lecture, Dr. Morgan Gross's ENL 1115 course. Loyola Marymount University, 19 and 22 February 2019.

ADMINISTRATIVE EXPERIENCE

University of Massachusetts Dartmouth

Founding Director, Writing and Multiliteracy Center (2018-Present)

The Writing & Multiliteracy Center (WMC) is a free tutoring service available to all members of the UMassD community. The WMC can help

students interpret, draft, and revise communications assignments of all types, including written texts, presentations, and multimodal projects. The WMC's goal is to help all UMassD students grow as independent and confident communicators—on the written page and across a variety of current and emerging platforms and technologies.

As Director, I supervise all of the WMC's operations, including hiring staff, maintaining the center's schedule, and teaching the tutor-training course, ENL 359: Tutoring Writing. I also perform outreach across campus and engage with faculty on student support initiatives.

Faculty Director, Writing and Reading Center (2016-2018)

I was hired at UMass Dartmouth to serve as Faculty Director of the Writing and Reading Center. My primary responsibility in this role was to bring disciplinary expertise to a long-standing student resource center by revitalizing the tutor training program and working with staff to develop and integrate writing center research.

Ball State University

Graduate Assistant Director of the Writing Center (2015-2016)

In this role I operated in a supervisory capacity by leading trainings and on-campus workshops, while also serving as a graduate-level tutor. I mentored new staff members and spearheaded the "Writers of Ball State" social media initiative, where I interviewed writers across campus and showcased their stories.

Graduate Assistant Director of the Writing Program (2013-2015)

As graduate assistant director of Ball State's Writing Program, I served under the writing program administrator to support programmatic needs for first-year English courses. Notable initiatives included transforming the program's textbook, *Ball Point*, into an interactive webtext; facilitating the writing program's annual contest; assessing online first-year course modules; and serving as a teaching mentor to new graduate students.

University of Nevada, Reno

Graduate Assistant, University Writing Center (2011-2012)

This role required significant leadership as a graduate-student tutor and supervisor at the University Writing Center. The UWC supported the entire campus of 20,000+ students. I provided mentorship by observing tutoring sessions and offering feedback. I also developed and facilitated multiple interdisciplinary workshops.

TEACHING EXPERIENCE

University of Massachusetts Dartmouth

ENL 650: Topics in Professional Writing (Strategic Communication)

This special topics course will provide an introduction to strategic communication. Strategic communication is a rhetorical effort by which organizations, companies, and individuals engage publics in varied media environments. In this course, students will broadly explore several modes of strategic communication, including both qualitative and quantitative approaches.

English 642: Public Relations Techniques

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

ENL 453: Advanced Writing Workshop

This capstone will encourage in-depth understanding of the question: who am I as an English/Comm major or minor, and what have I been prepared to do? We will explore various ways to represent and make legible your professional online identity, as well as examine the larger significance and value of pursuing a humanities degree. The class will culminate with the development of a multimodal portfolio that synthesizes your skill set(s) as a future Liberal Arts graduate of UMass Dartmouth.

English 367: Multimodal Writing

Exploration of the intersections of multimodal writing theory and practice. Students produce and analyze multimodal texts – documents that variously employ writing, images, audio, and video, often in combination. Students will use and critically examine a variety of digital capture and editing technologies. No previous technology experience required.

English 359: Tutoring Writing

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 352: Public Relations Writing

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.

English 265: Business Communication

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 237: Introduction to Strategic Communication

The introduction to principles and theories of strategic communication. Students will develop practices for researching, defining, and engaging strategic communication as a rhetorical effort to persuade and identify audiences in/through various media environments.

ENL 102: Critical Writing and Reading II

Course Theme: What makes something magical? What factors cause us to believe or disbelieve? What role might magic play in contemporary contexts? This class will examine these questions as related to specific magical artifacts (e.g., *Harry Potter*) but will also encourage an exploration of magic as a lens and mechanism for evaluating what is real.

English 101: Critical Writing and Reading I

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

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)

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

English 104: Composing Research

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

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)

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 papers.

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

EDITORIAL AND REVIEW BOARD EXPERIENCE

Praxis: A Writing Center Journal

Editorial Review Board Member

2018-Present

The Peer Review Journal

Editorial Review Board Member

2019-Present

Other Review Work

Composition Studies

Peer Reviewer, 2022-Present

Writing Center Journal

Peer Reviewer, 2021-Present

Prompt: A Journal of Academic Writing Assignments

Peer Reviewer, 2017-2021

Currents in Teaching and Learning

Peer Reviewer, 2020

Palgrave Press

Monograph reviewer, 2020

ADVISING

MA Thesis or Honors Project Chair

- [Ghenwa Elkhoury](#), MA in Professional Writing & Communication, Spring 2023
- Aurora Barrett, MA in Professional Writing & Communication, Spring 2023
- [Busola Awobode](#), Honors Thesis, "Digital Literacy and the Digital Native: Language, Attitudes, and Proficiencies," Spring 2022
- Sarah Weisberg, MA in Professional Writing & Communication, Spring 2022

- Nicole O'Connell, MA in Professional Writing & Communication, Spring 2021
- Gabriella Barthe, MA in Professional Writing & Communication, Spring 2020
- Amber Shimkus, MA in Professional Writing & Communication, Spring 2019
- Kelsey Cestodio, MA in Professional Writing & Communication, Spring 2019

MA Thesis or Honors Project Committee Member

- Barbara Shaddix, MA in Professional Writing and Communication, Spring 2023
- Amanda Beres, MA in Professional Writing and Communication, Spring 2023
- Sharon Gannon, MA in Professional Writing and Communication, Spring 2022
- Amanda Rioux, MA in Professional Writing and Communication, Spring 2022
- Samantha Perry, MA in Professional Writing and Communication, Fall 2021
- Leesa Prescod, MA in Professional Writing and Communication, Spring 2021
- Ariana Leo, MA in Professional Writing and Communication, Spring 2020
- Nicole Belair, MA in Professional Writing and Communication, Spring 2020
- Erin Fay, MA in Professional Writing and Communication, Spring 2019
- Dan Simcock, MA in Professional Writing and Communication, Spring 2019
- Alexandra Solari, Honors Thesis, Spring 2018 UMass Dartmouth

SERVICE TO THE PROFESSION

International Writing Centers Association

2022 IWCA Summer Institute Mentor

2018-2020 IWCA Digital Content Team Member

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

2019 IWCA Outstanding Book Award Committee Chair

2018 IWCA Atlanta Conference Travel Grant Reviewer

SERVICE TO THE DEPARTMENT AND UNIVERSITY

University Service

2022-Present Elected At-large Faculty Senator for College of Arts and Sciences

English and Communication Department Service

Rotating Membership

Faculty Evaluation Committee

Assessment Committee

Curriculum Committee