

Adam Webb

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Education

Ph.D. in English, Concentration in Rhetoric & Composition, University of Texas at El Paso, 2013

M.A. English, Concentration in Rhetoric and Composition, Texas A&M University-Corpus Christi, 2007

B.A. English Literature, Texas A&M University-Corpus Christi, 2005

Dissertation:

[The service-learning writing classroom: A \(safe\) haven for articulating difficult stories about whiteness and race](#) Director: Isabel Baca, Ph.D.

Theses:

[Creating authentic experiences: Using collaborative writing teams in a service-learning composition classroom](#) (Defended thesis for Curriculum & Instruction, 2009)

[Rhizomatic literacies: Restructuring pedagogy and practice within the freshmen composition classroom](#) (MA in English, Rhetoric & Composition, 2007)

Research Areas

First-year writing, rhetoric, service-learning, technology, multimodality

Teaching Experience

Instructor, Business Writing 302 & English 107 at Arizona State University, 2013-Present

Responsibilities: Teaching sophomores, juniors, and seniors rhetorical, technical and literary strategies and techniques, writing styles, formats and conventions, research strategies using various technologies such as wikis, blogs and social networking sites

Adjunct Instructor, English Composition 101 at Gateway Community College, 2014-Present

Responsibilities: Teaching freshmen and sophomores rhetorical and technical strategies and techniques, writing styles, formats and conventions, research strategies using various technologies such as wikis, blogs and social networking sites.

Adjunct Instructor, English Composition 1301, 1302, Introduction to Literature 2341 & Technical Writing 2311 at El Paso Community College, Valle Verde campus, 2010-2013

Responsibilities: Teaching freshmen and sophomores rhetorical, technical and literary strategies and techniques, writing styles, formats and conventions, research strategies using various technologies such as wikis, blogs and social networking sites such as Google+ & Drive, Facebook, Twitter and Reddit

Assistant Instructor, English Composition 1311, 1312 (hybrid) & Workplace Writing 3355 at the University of Texas at El Paso, 2009-2013

Responsibilities: Teaching freshmen, sophomores, juniors, and seniors rhetorical strategies and techniques, writing styles, formats and conventions, research strategies using various technologies such as wikis, blogs and social networking sites such as Google+ & Drive, Facebook, Twitter and Reddit, as well as service-learning projects with local non-profit organizations

Adjunct Instructor, English Composition 1301 & 1302 in the First-Year Writing Program at Texas A&M University—Corpus Christi, 2007-2009

Responsibilities: Teaching freshmen students rhetorical strategies and techniques, writing styles, formats and conventions, research strategies using various technologies such as wikis, blogs and social networking sites such as Google+ & Drive, Facebook, Twitter and Reddit, as well as service-learning projects with local non-profit organizations

Teaching Assistant, English Composition 1301 & 1302 in the First-Year Writing Program at Texas A&M University—Corpus Christi, 2006-2007

Responsibilities: Teaching freshmen students rhetorical strategies and techniques, writing styles, formats and conventions, research strategies using various technologies such as wikis and blogs

Substitute Teacher, Corpus Christi Independent School District (Alternative High School Center), Corpus Christi, TX, 2001-2006

Responsibilities: Working with at-risk students from grades 6-12, tutoring students for the state exam in writing, reading, science and math, lesson planning and classroom teaching

Professional Experience & Development

Coordinator of Online and Hybrid Instruction 2013-Present

As coordinator of online and hybrid instruction at Arizona State University, I feel as if it is my job to help instructors learn how to transition into online and hybrid environments as well as experiment and learn from their teaching techniques and use of technologies. I have been developing and leading best practice workshops to help instructors transition into online environments. The workshops have included learning and exploring how to use web-based programs, as well as designing online and hybrid writing assignments and effective online teaching practices.

Teaching Innovations

I have continued to make innovations in three main areas in my teaching. These three areas are in technologies, communities and in collaborating with instructors at the University of Texas at El Paso and at Texas A&M University-Corpus Christi. During this time, I have assisted instructors create and develop activities and assignments for their seminar courses in the teaching of research and writing projects.

I have collected most of the activities and assignment designs on my PBworks wiki site, which I use as a storage space and as an electronic “textbook/work,” called the “rhizomal paradigm,” which can be located at <http://therhizomalparadigm.pbworks.com>.

I have also been incorporating community and service-learning projects into my writing courses since 2007. Some examples of the service-learning composition courses I have designed include these semesters [spring 2007 course 1 and course 2](#), spring 2008 [course 1](#) and [course 2](#), [spring 2009 course 1 and course 2](#), spring 2010 [course 1](#) and [course 2](#). The outcome of using service-learning in my composition courses have led to two chapters published in texts on service-learning and the writing classroom and a presentation at the Conference on College Composition and Communication.

Gear Up/STAR Programs

I was a Faculty Fellow in the College of Education at Texas A & M University-Corpus Christi, 2008, 2009 & 2010. My responsibilities included teaching writing, reading and research strategies using technologies such as wikis, databases and Microsoft Word to local area middle and high school students in Texas GEAR-UP and STAR (Students Training for Academic Readiness) early college preparation programs, archivist in compiling students’ work and recording activities and projects designed by fellow teachers in the GEAR-UP/STAR program.

The main goal of the learning institutes within this program was to provide high school students with the opportunity to experience university courses.

- [Gear Up & STAR Summer Bridge Program](#) at Texas A&M University-Corpus Christi, June 15-25, 2010, taught PBworks wiki and writing to rising ninth graders from Alice, Corpus Christi, Falfurrias, Kingsville, Mathis, and Odem and played the role of archivist
- [Gear Up & STAR Summer Bridge Program](#) at Texas A&M University-Corpus Christi, June 15-26, 2009, taught English/Writing/PBworks wiki to rising ninth graders from Alice, Corpus Christi, Falfurrias, Kingsville, Mathis, and Odem
- [High School Summer Bridge Program](#) at Texas A&M University-Corpus Christi, July 7- August 5, 2008, taught English/Composition/PBworks wiki to juniors and seniors from Alice, Mathis, Odem, and West Oso Independent School District

Writing Consultant, Texas A&M University—Corpus Christi’s Writing Center, 2007

Courses Taught

Workplace Writing 3355 Face-to-Face/Partial Hybrid Course (University of Texas at El Paso)

Course Description: The purpose of this course is to introduce students to various scenarios that reflect real-life situations, formats and conventions of writing within business and professional contexts. The scenarios, formats, conventions and contexts encompass local and global communities. The readings, discussions and assignments address a variety of workplace issues and scenarios. The textbook(s) and additional readings can be chosen by the instructor and the activities and assignments are supposed to reflect business and professional situations.

Technical and Business Writing 2311- Face-to-Face/Partial Hybrid Course (El Paso Community College)

Course Description: The goal of this course is to teach students how to choose and develop various styles, formats and conventions when creating a professional document. The instructor can choose the textbook and additional readings. The classroom activities and major assignments reflect real-life situations and scenarios within a discipline or a professional setting.

Research & Critical Writing 1312 – Hybrid Course (University of Texas at El Paso)

Course Description (from the University of Texas at El Paso's official course description): The primary goal of English 1312 is to develop students' critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on an awareness of and appreciation for discourse communities as well as knowledge specific to subject matters, genres, rhetorical strategies, and writing processes. The class presents an approach to communication that helps students determine the most effective strategies, arrangements, and media to use in different rhetorical contexts (Compose). It teaches students a systematic approach for analyzing rhetorical situations and then producing a variety of documents and presentations while gaining more confidence and fluency in visual, oral, and written communication (Design). In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy (Advocate). English 1312 is taught as a hybrid class--with one face-to-face meeting for lecture and discussion, and the rest of the course utilizing Blackboard software and/or other online tools.

English Expository Writing 1311 Face-to-Face/Partial Hybrid Course (University of Texas at El Paso)

Course Description (from the University of Texas at El Paso's official course description): The goal of English 1311 is to develop students' critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on an awareness of and appreciation for discourse communities as well as knowledge specific to subject matter, genre, rhetorical strategy, and writing process. English 1311 is designed to prepare students for the writing they will do throughout their university experience as well as in professional and civic

environments. The course emphasizes the use of technology through a variety of assignments and activities.

English Composition 1301 Face-to-Face/Partial Hybrid Course (El Paso Community College)

Course Description: The purpose of this course is to introduce students to various research and writing methods, rhetorical choices in “texts,” various modes of writing, and to understand and practice the means of argumentation and persuasion. The main goal of this course is to build an atmosphere of learning where students can develop their critical thinking abilities within a constructive environment. Students will be encouraged to question and analyze what a “text” is and how it “performs,” such as how the reading and writing of a text acts within various contexts. Students are also required to learn how to utilize technology in presenting their research and writing. Students are taught how to use various web-based technologies, such as wikis, blogs, and website building programs to collaborate and communicate with one another, as well as how to present their writing in a digital environment.

Multilingual Composition 107 – (Arizona State University)

Course Description: English 107 is the first-semester writing course for students for whom English is a second language. It aims to increase students' ability to develop ideas, to express ideas effectively, and to engage different literacies. It gives special attention to expository and persuasive writing. Critical reading of articles, speeches, and other non-literary texts helps students to understand the rhetorical process, to analyze audience and its cultural contexts, and to foresee the audience's response. During the 16-week semester students will complete three formal written projects. Combined the final drafts of these three projects should result in approximately 5,000 words (this is equivalent to about 20 pages using standard academic format). Additionally, a final reflection is required.

Courses Designed & Taught

Business Writing 302 – Exploring, developing, and re-shaping our digital presence (2014)

Course Description: To have students explore the importance of technologies in our everyday life, especially how it affects us personally, professionally and academically in developing and maintaining an online/web presence.

Business Writing 302 – Global, regional and local communities (2013)

Course Description: To introduce students to various ways of composing, research methods, strategies and problem solving approaches within local, national and international professional and business discourse communities and contexts. I designed this course emphasizing the Problem & Solution Sequence of Scenario assignment that I had been developing over the years. The assignments were sequenced to encourage collaboration between students in writing, researching, and presenting.

Workplace Writing 3355 – Globally networked communities (2011 & 2012)

Course Description: Helen Foster's (2007) text *Networked processes: Dissolving boundaries of process and post-process* inspired this course. I incorporated Internet

programs, such as wikis, web-building programs and social networking sites to emphasize how writing is a connective act. Using an assignment sequence that addressed real-life academic and professional scenarios, students explored from a critical perspective how individuals and communities physically and linguistically connect and use the languages, discourses, pieces of information, images and symbols and ideas, which helps to create new pathways and networks between individuals and their communities, ultimately re-designing, and re-shaping the linguistic and discursal landscapes in which they exist.

English 1311 – Service-learning, community, volunteerism and technologies (2010)

Course Description: I designed this course based on Isabel Baca (the University of Texas at El Paso) and Susan Garza's (Texas A&M University-Corpus Christi) incorporation of service-learning in their writing classrooms. The focus of this course was to introduce students to the concepts of service-learning, community and volunteerism through reading scholarship on each of these topics, participation within various community-based programs sponsored by service-learning center on campus and to how they can use technologies, such as wikis, blogs, and survey-generating tools to write with and collect and analyze data. This course design resulted in a publication.

English 1311 – Career and professionalism (2009)

Course Description: This course was a product of three years development at two major universities (TAMU-CC & UTEP) in which I required students to engage in writing and research activities and assignments that emphasized a career and professional focus. I collaborated with composition instructors and seminar leaders in the First-year Learning Communities Program at TAMU-CC during the three years I was developing this assignment sequence and approach. The assignments required students recognizing the importance of a resume, conducting semi-formal interviews with individuals within discipline and/or profession in order to learn more about their discipline and/or profession, creating a website, and a formal presentation over their research.

English 1301 variations – New media literacy writing (2006-Present)

Course Description: I have been teaching writing courses that use technologies such as wikis, websites & blogs and social networking sites since 2006. By teaching writing this way, I have been able to introduce my students to new technologies and their various writing and researching purposes, as well as how to effectively and efficiently create and organize their writing and research in a digital environment. I have also been teaching students how to use web 2.0 tools to present their writing and research.

Scholarship

"I/We/Us/Them online: Analyzing, connecting and applying technical and rhetorical strategies in creating and maintaining an online/web presence" (article in-progress)

"[Something to write about: Service-learning as transitional rhetoric in composition.](#)" Chapter in *Adding to the conversation on service-learning in composition: Taking a closer look* (pp.69-80). Ed. Susan Garza, 2013. Southlake, TX, Fountainhead Press.

[“Bridging classroom and community: An approach to doing service-learning in the writing classroom.”](#) Chapter in *Service-learning and writing: Paving the way for literacy(ies) through community engagement* (pp. 1-24). Ed. Isabel Baca, 2012. Netherlands, BRILL Publishers.

[“Rhizomatics: Following the roots in writing and research heuristics.”](#) Online Publication, 2011. ERIC Database. ([ERIC# ED517052](#)).

[“\(Inter\)Views: Engaging freshmen in primary research in the composition classroom.”](#) Online Publication, 2010. ERIC Database. ([ERIC# ED511846](#)).

[“Rhizomatic literacies: Restructuring pedagogy and practice within the freshman composition classroom”](#) (Master thesis). Online Publication, 2009. ERIC database. ([ERIC# ED510705](#)).

Presentations

Arizona State University’s Composition Conference – Keynote Presenter

Presented [“Influx: Describing our place within the cyber age”](#)

Tempe, Arizona, Arizona State University-Tempe Campus, February 15, 2014

Arizona State University’s Composition Conference – Presenter with Dr. Adelheid Thieme and Dr. Heather Hoyt

Presented “Challenges in workplace writing: Shaping an online presence, solving business-specific problems and promoting innovative ideas,” panel

Presentation [“Using problem-based progressive scenarios in business writing”](#)

Tempe, Arizona, Arizona State University-Tempe Campus, February 15, 2014

Conference on College Composition and Communication – Presenter with Isabel Baca, Melody Bowdon, Jo Ann Bamdas, Liliana Gonzalez, and Stefanie Johnson

Presented “Becoming ‘Literate’ about Communities: Lessons Learned in the Field,” roundtable

Presentation “Learning beyond workplace writing and rhetoric: Becoming literate about community”

Las Vegas, Nevada, March 16, 2013

First-year Writing Program Workshop – Presenter

Presented “Engaging research”

El Paso, Texas, University of Texas of El Paso, April 6, 2012

Race, Ethnicity and Community Engagement in Higher Education Conference – Presenter with Isabel Baca and Arturo Muro

Presented “Living literacy through service-learning,” concurrent session

Texas Tech, October 17-20, 2010

The Community Internship Course – Presenter

Presented “Writing, research, service, & methods”

University of Texas at El Paso, May 5, 2010

International Literacy Coaching Summit – Presenter

Presented “Tiering: Creating the framework for reading and writing intervention”
roundtable discussion

Texas A&M University—Corpus Christi, April 17, 2010

English Graduate Student Conference – Presenter

Presented “Rhetoric, identity, and presentation in the first year composition classroom”
University of Texas at El Paso, February 19, 2010

Literacy Coaching Summit – Presenter

Presented “Crossing over: Transitioning between high school and college writing
instruction” roundtable discussion

Texas A&M University-Corpus Christi, April 4, 2009

Graduate Student Association Research Symposium – Presenter

Presented “Rhizomatic literacies: Restructuring pedagogy and practice within the
freshmen composition classroom”

Texas A&M University-Corpus Christi, March 29, 2008

12th Annual Reading Conference—Catch the Wave of Literacy – Presenter

Virtual Presentation “Re-conceiving writing assignments through activity theory”

Texas A&M University- Corpus Christi & the Education Service Center #2, at 209 North
Water Street, Corpus Christi, April 4-5, 2008

27th Annual Conference on the First-Year Experience – Presenter with Jen Bray and Kellie Jarvis

Presented “Leading first-year students into the deep waters of academic research”
San Francisco, California, February 15-19, 2008

CEDER Conference: Education for Changing World – Presenter

Presented “Tactics in teaching reading and writing”

Texas A&M University—Corpus Christi, December 1, 2007

Graduate Student Association Research Symposium – Presenter

Presented “Literacy and pedagogy”

Texas A&M University-Corpus Christi, April 21, 2007

11th Annual Reading Conference: Once Upon a Time: Literacy for All Ages – Presenter with Olaf Fors

Presented “Understanding multiple literacies”

Texas A&M University-Corpus Christi, March 30 & 31, 2007

Workshops

“[Measuring success – Measurement, assessment, and peer review strategies](#)” on November 4 & 5, 2014 at Arizona State University

Workshop content: Strategies for choosing and using web-based survey programs to collect students' feedback on the structure of the class and projects, 2) using the collected data as a way to evaluate teaching practices and project designs, and 3) engaging students in hybrid and online environments in a variety of peer review activities, such as anonymous, and using web-based technologies such as PBworks and Google Drive

["Negotiating boundaries – Discussions and conferencing"](#) on October 28 & 29, 2014 at Arizona State University

Workshop content: Strategies for designing and preparing hybrid and online discussion forums, such as choosing technologies, creating prompts and criteria to make the discussion engaging, and layering multiple discussions, 2) using discussion prompts to help the students understand and ask questions about the concepts addressed in the class and projects, and 3) using online conferencing programs, such as AnyMeeting.com and Google Hangouts

["Creating a network of ethos – Integrating Web-Based Technologies in Project Designs"](#) on October 7 & 8, 2014 at Arizona State University

Workshop content: 1) Strategies for creating and maintaining communities in hybrid and online environments, 2) Choosing and using various web-based technologies in project designs, and 3) using web-based technologies, such as wikis, and discussion boards, to engage students in hybrid and online environments

["Establishing an online presence - Syllabus and preparation"](#) on September 23 & October 1, 2014 at Arizona State University

Workshop content: 1) Strategies for developing syllabi for hybrid and online classes, 2) addressing teacher efficacy in teaching practices, and 3) developing a repertoire of teaching materials, such as instructional videos, using web-based technologies for project designs, and developing class plans

["End of the Semester Follow-Up Workshop"](#) and ["Creating and Using Groups in Online and Hybrid Environments"](#) on April 22 & 23, 2014 at Arizona State University

Workshop content: 1) Wrap-up discussion over topics covered in the workshops, peer-to-peer strategies, designing syllabi and assignments and integrating web-based technologies into the classroom, 2) strategies for using various social media, such as Facebook, and learning management systems, such as DigiCation, as platform to create groups and 3) using free, online video and audio conferencing programs, such as anymeeting.com

["Creating the Multidimensional Classroom in Online and Hybrid Environments"](#) on March 4, 2014 at Arizona State University

Workshop content: 1) Strategies for creating collaborative projects for online classes, 2) creating groups in an online environment and 3) designing class plans that support collaborative projects

["Peer-to-Peer Activities in Online and Hybrid Environments"](#) on February 12, 2014 at Arizona State University

Workshop content: 1) Strategies for designing and conducting peer review activities in an online or hybrid class, 2) structured and non-structured peer review examples and 3) using web-based technologies to create opportunities for students to collaborate on writing assignments

[“Designing Class Plans and Writing Assignments in an Online or Hybrid Environment”](#) on January 21, 2014 at Arizona State University

Workshop content: 1) Strategies for designing and presenting class plans in an online or hybrid environment, 2) using web-based technologies to design and present assignments and activities to students and 3) integrating web-based technologies into writing assignments and class plans

[“Syllabus Designs and Presentations for Online and Hybrid Environments”](#) on January 14 & 15, 2014 at Arizona State University

Workshop content: 1) Strategies for designing a syllabus for an online or hybrid writing course, 2) introducing and using various web-based technologies in the teaching of writing and 3) using PBWorks wiki as a learning management system, storage and collaborative space

[“Syllabus Design for Online Environments”](#) on December 3 & 4, 2013 at Arizona State University

Workshop content: 1) Strategies for designing a syllabus for an online writing course, 2) designing and sequencing writing activities and assignments and 3) integrating various web-based technologies into teaching writing in an online course

[“Creating the Multidimensional Classroom in Online and Hybrid Environments”](#) on November 14, 2013 at Arizona State University

Workshop content: 1) Strategies for using social media, 2) creating online social spaces for students to communicate and 3) developing students’ critical awareness of how they communicate on social websites

[“Peer-to-Peer Activities in Online and Hybrid Environments”](#) on October 17, 2013 at Arizona State University

Workshop content: 1) Strategies for conducting peer review sessions, 2) anonymous peer review strategies and 3) using web-based technologies to create opportunities for students to collaborate on writing assignments

[“Designing Class Plans and Writing Assignments in an Online or Hybrid Environment”](#) on October 10, 2013 at Arizona State University

Workshop content: 1) Strategies for designing class plans, 2) designing assignments and activities and 3) using web-based technologies to create dynamic and engaging class plans, assignments and activities

[“Introduction to Teaching Online, Hybrid and Distance Courses”](#) on September 19, 2013 at Arizona State University

Workshop content: 1) Strategies and ideas for teaching students in hybrid, online and distance learning environments, 2) using PBWorks as a platform for teaching and learning, & 3) introduction and explanation of our ASU Writing Programs PBWorks workspace

Professional Memberships

National Conference of Teachers of English, 2011

College Composition and Communication, 2013

Rhetoric Society of America, 2012

Modern Language Association, 2012

Golden Key International Honour Society, 2007-2008

Student Association of Graduate English Scholars (SAGES), Texas A&M University-Corpus Christi, 2005-2007

Sigma Tau Delta, Texas A&M University-Corpus Christi, 2005-2007

Related Volunteer Services

Writer for the Child Crisis Center of El Paso, El Paso, 2011

Tutor in the Writing Center, University of Texas at El Paso, 2009

Teacher and Discussion Leader, University Author's Day at Texas A&M University—Corpus Christi, 2007

Teacher and tutor, General Education, Literacy, Texas Assessment of Knowledge and Skills (TAKS test) Preparation at Solomon Coles High School Center, Corpus Christi, TX, 2006-2008

Award

Outstanding Ph.D. Candidate in English Rhetoric & Composition, 2013

References

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