

Dr. Keith L Harms

3614 E Bellevue St.
Tucson, AZ 85716
504 460-5707
keithharms@email.arizona.edu

1423 E. University Blvd. Rm. 445
Modern Languages Building
PO Box 210067
Tucson, AZ 85721

EDUCATION

PhD Rhetoric and Scientific and Technical Communication, Department of Writing Studies, University of Minnesota, 2014.

Dissertation Title: *Maybe Also a Colony: And Yet Another Critique of the Assessment Community*

Committee: Thomas Reynolds, Patrick Bruch, Lee-Ann Kastman Breuch, Donald Ross

MA English, Creative Writing, University of Southern Mississippi, 2008.

Thesis Title: *Our Lives in Other Cities*

Committee: Frederick Barthelme, Steven Barthelme, Julia Johnson, Linda Pierce-Allen

BA English, Creative Writing, University of New Orleans, 2000.

Major Fields: Writing Assessment, History of Composition, Enlightenment Rhetoric, Postcolonial and Feminist Rhetorics

PROFESSIONAL EXPERIENCE

APPOINTMENTS

2016-present Assistant Professor CT, Writing Program, University of Arizona.

2014-2016 Postdoctoral Research Associate, Writing Program, University of Arizona.

2011-2012 Research Assistant to Lee-Ann Kastman Breuch, Department of Writing Studies, University of Minnesota

2009-2014 Graduate Teaching Assistant, Department of Writing Studies, University of Minnesota.

2007-2009 Graduate Teaching Assistant, Department of English, University of Southern Mississippi.

2007-2009 Writing Center Consultant, University of Southern Mississippi.

ADMINISTRATION

Current Chair, Writing Program Assessment Committee

2016-present Assistant Director, Professional and Technical Writing, University of Arizona.

2015-2016 Course Director, English 102, University Writing Program, University of Arizona.

2014-present Curriculum and Assessment Committee, University Writing Program, University of Arizona.

Fall 2014 L2 Placement Committee, University Writing Program, University of Arizona.

2015 English 101/107 Curriculum Redesign Subcommittee, Curriculum and Assessment

2014-2015 Portfolio Assessment Pilot Lead, University Writing Program, University of Arizona.

- 2008-2009 Co-designer with WPA Sheldon Walcher, English 333, Writing in Academic and Professional Contexts, Online/Live Lecture Hybrid.
- Spring 2008 Online Coordinator, English 203, World Literature, Online/Live Lecture Hybrid,
- Spring 2007 Associate Editor, *Product*, Center for Writers, University of Southern Mississippi.
- 2006-2009 Administrative Assistant, Department of English, University of Southern Mississippi.

RESEARCH, PUBLICATIONS AND PRESENTATIONS

Publications:

"Border Dwelling, Assessment and Language Policy." In *Writing Assessment, Social Justice and Advancement of Opportunity*. Mya Poe, Asao Inoue and Norbert Elliot eds. University Press of Colorado. March 2018

"Assessment's Word Work: Early 20th Century American Imperialism and the Monolingual Writing Construct." In *Writing Assessment, Social Justice and Advancement of Opportunity*. Mya Poe, Asao Inoue and Norbert Elliot eds. University Press of Colorado. March, 2018

"Review of *Going Wireless: A Critical Exploration of Wireless and Mobile Technologies for Composition Teachers and Researchers*." *Kairos* 15:1. 2009.

Presentations:

"Writing Assessment and Social Justice: Methodological and Applied Insights in the Advancement of Opportunity." Conference on College Composition and Communication, Kansas City, MO, March 2018.

"The Rules Revision Process for Women's Flat Track Roller Derby as Feminist Technical Writing Process." Association of Teachers of Technical Writing, Portland, OR, March 2017.

"English Only and Rhetorical Education in the Colonial Philippines and Current US Composition." Rhetoric Society of America Biennial Conference, Atlanta, GA, May 2016.

"From Crisis-Oriented to Mission-Driven: Deploying Research Praxis as a Means to Create a Sustainable Writing Program." CWPA Annual Conference, Boise, ID, July 2015.

"Maybe Another Colony: And Yet Another Critique of the Assessment Community." Conference on College Composition and Communication, Tampa, FL, March 2015.

"The Prompt as Mediator in Student-Centered Evaluation." Conference on College Composition and Communication, Indianapolis, IN, March 2014.

"Opposing Cultures of Assessment: Why the Concepts of Reliability and Validity Matter." Minnesota Writing and English Conference, Bloomington, MN, April 2013.

"Shared Decision Making in the Hybrid Writing Classroom." Great Plains Association for Computers and Writing, November 2012.

"Social Presence in the Hybrid Writing Classroom." Computers and Writing, Raleigh, NC, May 2012.

"This Might Be Difficult." Minnesota Colleges and Universities English and Writing, Minneapolis, MN, March 2012.

"Cooperative Grading and One Teacher's Attempt to Resist Privilege," Conference on College Composition and Communication, Atlanta, GA, April 2011.

"The Hybrid Writing Classroom as Space for Open Reflexivity." Minnesota Colleges and Universities English and Writing, March 2011.

"Emergence in the Hybrid Writing Classroom." Council of Writing Program Administration Annual Conference, Philadelphia, PA, July 2010.

"Analyzing the Arguments in Public Documents." Minnesota State Colleges and Universities English and Writing, St Paul, MN, April, 2010.

"A Displacement of Force: Non-Linguistic Gender Negotiations as the Discourse of Resistance in Chang-Rae Lee's *Native Speaker*." Mississippi Philological Association Annual Conference, Clinton, MS, January, 2009.

"Othering the Self: Regie Cabico's 'Check One' and the Politics of Form(s)." Guest Lecture, Survey of Multiethnic Literature, University of Southern Mississippi, July, 2007.

"The Imperial Rhetoric of Science and Exploration in the Eighteenth Century: The Case of William Anderson." Faculty Graduate Research Colloquium, University of Southern Mississippi, April, 2007.

WORKSHOPS/PROFESSIONAL DEVELOPMENT

"The Teacher as Technical Writer: Document Design and Usability in the FYW Classroom." University of Arizona Writing Program Professional Development Series, Fall 2016. (Facilitator)

Research Network Forum, Conference on College Composition and Communication, Las Vegas, NV, March 2013. (Participant)

AWARDS

James I Brown Summer Research Fellowship in Rhetoric. Summer 2013

Graduate Research Professionalization Partnership with Lee-Ann Kastman Breuch. Summer 2010.

English Graduate Organization Professionalization Grant. Fall 2008.

RESEARCH AND TEACHING INTERESTS

Writing Program Administration, writing assessment, history of rhetoric and composition, postcolonial theory, translanguaging and language ideologies in FYW, feminist pedagogies, feminist technical communication.

TEACHING AND TUTORING EXPERIENCE

GRADUATE LEVEL COURSES

English 591: Composition Preceptorship. University of Arizona, 2014-present

Prepare new graduate instructors to teach first year writing by introducing them to composition theory and rhetorical theory, discussing strategies for application and pedagogical praxis, conducting and discussing class visits, and providing space for peer mentoring.

ADVANCED UNDERGRADUATE LEVEL COURSES

English 340, The Everyday Practice of Technical Communication

Using empirical research methods and drawing on Kimball's concept of tactical technical communication, this course seeks to locate and make critical interventions into the ubiquity of technical communication in our everyday lives.

English 308, Technical Writing, AY 2016-2017

Introductory course covering the production of technical documents, focusing mostly on teamwork, document design, and ethical professional practice.

Writing Studies 3562, Professional and Technical Communication, University of Minnesota, Fall 2011-Spring 2014.

Double Writing Intensive course focused on the rhetorical, ethical and methodological aspects of professional and technical communication, including the role of composing technologies and document design. Major projects covered a wide range of professional and technical genres from letters to instructions and technical reports.

English 333, Writing in Academic and Professional Contexts, University of Southern Mississippi, Spring 2009.

Online/live lecture hybrid course focused on moving students between writing in academic and professional contexts, with a focus on rhetorical situations. Major projects asked students to produce written and visual arguments in a variety of writing situations, both academic and professional.

FIRST-YEAR COMPOSITION COURSES

English 102, First-Year Composition, University of Arizona, Spring 2015.

Portfolio-based online/live lecture hybrid course focusing on rhetoric and argumentation in academic and public settings. Students were asked to examine the role of literacy technologies in their lives both inside and outside of school in order to understand the mediational means available for composing persuasive arguments in various contexts. Final portfolios included a required remediation of a previous assignment and an extensive self-assessment, both with an eye toward transfer and possible WAC/WID application.

English 101, First-Year Composition, University of Arizona, Fall 2014-present.

Portfolio-based course focusing on literacy and everyday composing practices. Students were additionally introduced to basic genre theory and multimodality. Major projects included literacy narrative, field research into literacy practices in public spaces, and analysis of these practices through critical literacy studies scholarship. Final portfolios included a required remediation of a previous assignment and an extensive self-assessment, both with an eye toward transfer and possible WAC/WID application.

Writing Studies 1301, University Writing, University of Minnesota, Fall 2009-Spring 2014.

Portfolio-based online/live lecture hybrid course focused on rhetorical theory, genre theory and academic writing. Major projects were all research based, and research was taught as a collaborative process through the use of wikis and social media. Grading of writing was withheld until the final portfolios were complete.

English 101, Composition One, University of Southern Mississippi, 2007-2009.

Portfolio-based course introducing students to writing as a process, critical thinking and reading, and evaluating texts with a heavy focus on invention activities.

English 102, Composition Two, University of Southern Mississippi, 2007-2009.

Portfolio-based course introducing students to academic argumentation. Courses were theme-based and students were asked to analyze writing in their chosen discipline. Major projects included genre analysis, rhetorical analysis and production of an academic argument.

TUTORING

Summer Writing Associate, Department of Writing Studies, University of Minnesota, 2009- 2011.

Tutor, Writing Center, University of Southern Mississippi, Tutored students across disciplines in academic, professional, and personal writing skills. Fall 2006-present.

SERVICE

Writing Program Assessment Committee, 2016-present.

Writing Program Advisory Committee, AY 2016-2017.

Mentor for incoming Graduate Teaching Assistants, 2014-present.

Facilitator, FYW Orientation for new Graduate Teaching Assistants, Fall 2016.

Assessment Lead for English 101 pilot curriculum, Spring 2016.

Co-designer and Facilitator, FYW Orientation for new Graduate Teaching Assistants, Fall 2015 and Spring 2016.

Voluntary System of Accountability Writing Assessment Project, Office of Instruction and Assessment, University of Arizona. Fall 2014-Spring 2015.

Graduate Student Chair, Literature, Language & Arts Program and Review Committee, University of Minnesota, December AY 2009-2010.

Department representative, Council of Graduate Students, University of Minnesota, September 2009-2011.

University Representative, National Association of Graduate and Professional Students National Conference, Lincoln, Nebraska, October 2009.

Treasurer, University of Southern Mississippi English Graduate Organization. Fall 2008-Spring 2009.

Student representative for the Community Literacy Outreach Initiative to the University of Southern Mississippi Center for Human Rights. Fall 2008-Spring 2009.

Classroom facilitator, Community Literacy Outreach Initiative. Fall 2007-Spring 2009.

Graduate representative to candidate recruitment interviews for the following department job searches: World Literature, American Literature, and Contemporary Literature. Fall 2007-Spring 2008.

Book group leader, First Year Experience. University of Southern Mississippi freshman orientation, Fall 2007-Fall 2008.

Bookfair representative, *The Mississippi Review*, AWP Annual conference, Atlanta, GA, March 2007.

PROFESSIONAL ASSOCIATION MEMBERSHIPS

National Council of Teachers of English

Conference on College Composition and Communication

Association of Teachers of Technical Writing

REFERENCES

Dr Amy C Kimme-Hea
Associate Dean of Instruction, College of Social and Behavioral Sciences
Associate Professor, English
PO Box 210028
Douglas 200w, 1100 E University Blvd
Tucson, AZ 85719
520-621-1112
kimmehea@email.arizona.edu

Dr Susan Miller-Cochran
Director, Writing Program
1423 E. University Blvd. Rm. 445
Modern Languages Building
PO Box 210067
Tucson, AZ 85721
520-621-1836
millercochran@email.arizona.edu

Dr Aimee Mapes
Associate Director, Writing Program
1423 E. University Blvd. Rm. 445
Modern Languages Building
PO Box 210067
Tucson, AZ 85721
520-621-7411
acmapes@email.arizona.edu

Dr Christine Tardy
Associate Director, Writing Program
1423 E. University Blvd. Rm. 445
Modern Languages Building
PO Box 210067
Tucson, AZ 85721
520-621-1836
ctardy@email.arizona.edu