



# GABE MORRISON

CV



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215 Glenbrook Rd. U-4025, Storrs, CT 06269

## Education

**PhD, English (Rhetoric and Composition)**

University of Connecticut | 2021

**MA, English (Creative Writing)**

Rhode Island College | 2016

**BA, English (Creative Writing)**

**Minor in Studio Art**

*Summa Cum Laude*

Rhode Island College | 2014

## Institutes and Certificates

**Preparing for Distance Education**

University of Connecticut | 2020

**Certificate in College Instruction**

University of Connecticut | 2019

**Writing Across Technology Institute**

University of Connecticut | 2019

**Dartmouth Summer Seminar for Composition Research**

Dartmouth College | 2018

**Digital Media and Composition Institute**

Ohio State University | 2017

## Research and Teaching Interests

Rhetoric and composition/writing studies; multimodal and digital composition; writing across the curriculum; graduate student writing; writing program administration; writing centers; qualitative research methods; rhetorical genre studies; community engagement; educational technology; studio pedagogy; creative nonfiction; digital humanities

## Experience

**Coordinator of Graduate Writing Support** 2020-2021

*University Writing Center*

*University of Connecticut*

Supervised the delivery of writing center services for graduate students through tutoring, meeting with graduate students, administering programs such as dissertation boot camps and writing retreats, and leading a three 5-week seminars per year on graduate-level writing.

**Assistant Director of First-Year Writing** 2018-2019

*Department of English*

*University of Connecticut*

Supported instructors teaching First-Year Writing courses by meeting with them, facilitating workshops, running trainings, and creating materials. Supported the First-Year Writing program by designing curriculum, coordinating a national writing conference, interfacing with students, and performing other administrative duties.

**Graduate Coordinator, ECE English**

2018-2019

*Early College Experience Program  
University of Connecticut*

With program coordinator and assistant coordinator, developed and supported the teaching of First-Year Writing by nearly 200 instructors in high schools across the state. Specific duties included designing and coordinating biannual teaching conferences, developing materials, and interfacing with instructors.

**Assistant Director, Writing Center**

2017-2018

*University Writing Center  
University of Connecticut*

Worked on administrative team directing a writing center serving over 4000 students each year; co-taught tutor practicum; facilitated staff meetings and orientations; coordinated writing fellows program; conducted research on tutoring and writing; and tutored students.

**Graduate Instructor**

2016-2017 | 2019-2020

*Department of English  
University of Connecticut*

Instructor of record for 2-3 courses per year, including full course design, teaching, and grading responsibilities.

**Graduate Assistant, Academic Development Center**

2015-2016

*Office of Academic Support and Information Services  
Rhode Island College*

Tutored students in a variety of subject areas as for well as standardized tests needed for teacher certification. Led workshops on center's services.

**Writing Coach**

2014-2016

*Master of Social Work Program  
Rhode Island College*

Co-taught a graduate course in professional writing; tutored MSW students; worked on writing placement for graduate students entering the program.

**Graduate Teaching Assistant**

2014-2015

*Department of English  
Rhode Island College*

Supported English department faculty teaching first-year and basic writing courses by grading papers, leading class sessions, and conferencing with students.

**Tutor**

2012-2016

*Writing Center  
Rhode Island College*

Consulted with writers on projects and literacy issues with students and facilitated peer review as a course-embedded fellow.

## Courses Taught

### **Grad 5900: Special Topics in Graduate Education**

Fall 2020

*Graduate School  
University of Connecticut*

This five-week seminar is designed to support graduate students from all fields to learn effective habits for academic writing. Through a combination of discussions, peer collaboration, assignments, and individual consultations, students are guided through the process of revising and reworking a writing project, such as a journal article, grant proposal, or dissertation chapter. Students investigate how genre, style, and social communities affect professional academic writing and learn strategies for finding effective writing processes, liaising with advisors, and troubleshooting writing problems.

### **English 3013: Media Publishing**

Fall 2019

*Department of English  
University of Connecticut*

Through discussions, readings, and regular assignments throughout the semester, this course focuses on how technologies and media environments work and helps students to develop skills for leveraging them to publish effective digital texts. Course topics include principles of digital rhetoric, analysis of new media genres, and the ethics and politics of digital media production.

### **English 1013: Technical Writing I**

Fall 2019

*Department of English  
University of Connecticut*

This course addresses big questions about context, audience, purpose, and ethics that should be asked in every writing situation and covers key topics in technical communication, including visual and document design, accessibility, usability testing, technical style, and the function and politics of writing technologies. Students practice workplace and scientific genres (reports, proposals, digital communications).

### **English 1010: Seminar in Academic Writing**

2016-2017 and Spring 2020

*Department of English  
University of Connecticut*

This seminar focuses on teaching rhetorical strategies and writing processes that prepare students to enter into academic conversations. Students learn through a series of workshops that feature drafting and revision, discussing rhetorical principles, and practicing metacognition about their own writing. There is an emphasis on multimodal composition, active learning, and community engagement. An attached digital composing studio

### **Social Work 580: Professional Writing**

Fall 2015

*Master of Social Work Program  
Rhode Island College*

This course helps students to meet the writing demands of professional social work as well as graduate study in social work. This course features a hybrid online/in-person structure. Students compose informal blog posts about writing for social work, analyze and become familiar with genres and conventions specific to the field, and both draft and revise writing within established disciplinary forms.

## **Courses Assisted**

### **English 5182: Practicum in the Teaching of Writing**

Fall 2018

*University of Connecticut*

Guided development of teaching in the First-Year Writing Program. Implementing theories of teaching and writing; meeting program goals and objectives; selecting texts; drafting writing assignment prompts; developing classroom work; guiding peer feedback; reading, responding to and evaluating student work.

### **English 3082: Writing Center Practicum**

Fall 2017

*University of Connecticut*

Introduction to Writing Center pedagogy, theory and research methods. Intended primarily for Writing Center staff.

### **First-Year Writing 100: Introduction to Academic Writing**

Spring 2015

*Rhode Island College*

Students are introduced to some of the genres of academic writing and to the writing process.

### **English 010: Basic Writing Skills**

Fall 2014

*Rhode Island College*

A basic writing seminar that helps students develop effective short essays, serving as preparation for First-Year Writing 100. Students are frequently multilingual, and course themes include composing process and literacy.

## **Awards and Grants**

### **CLAS Grant: Anti-Racist Scholarship, Pedagogy, and Workplace Climate**

2020

*University of Connecticut*

The margins of student papers are crucial spaces of interaction and learning. But they can also be spaces where the linguistic racism in our education becomes visible, something writing centers all too often bear witness to. This initiative works

to develop best practices for anti-racist writing instruction with faculty across disciplines.

**Aetna Graduate Teaching Award** 2020

*University of Connecticut*

The Aetna Graduate Teaching Award, sponsored by the Aetna Foundation, is an award that strives to recognize the dedication and innovation of graduate students who teach writing at the University of Connecticut. This award is open to any currently enrolled graduate student teaching a writing course (as instructor of record), regardless of departmental or programmatic affiliation.

**Francelia Butler Graduate Award for Teaching Innovation** 2020

*University of Connecticut*

Each year, the Francelia Butler Graduate Award for Teaching Innovation recognizes one English or Medieval Studies graduate student (MA/PhD or PhD) who demonstrates commitment to innovative teaching and reflective practice that supports student engagement and learning in a non-FYW course.

**Doctoral Dissertation Fellowship** 2020

*University of Connecticut*

**Doctoral Student Travel Fellowship** 2020

*University of Connecticut*

**Aetna Graduate Research and Travel Award** 2018, 2019, 2020

*University of Connecticut*

**Graduate Student Travel Grant** 2019

*Modern Language Association*

**Travel Grant** 2018

*International Writing Centers Association*

**English Department Conference Travel Award** 2018

*University of Connecticut*

**Eleanor McMahon Graduation Honors Award** 2014

*Rhode Island College*

**DeStefano Research Grant** 2013

*Rhode Island College*

**Amy A. Thompson Memorial Prize for Work in Children's Literature** 2013

*Rhode Island College*

**Ducey Award** 2013  
*Rhode Island College*

**Honors Foundation Scholarship** 2012  
*Rhode Island College*

## Research

### Publications

“Racism in the Margins” (with Kathleen Tonry). *WPA: Writing Program Administration* 44:1 (2021). Forthcoming.

“Writing Across Technology: Instructor Experiences of a Professional Development Institute in Multimodal Composition.” *Professionalizing Multimodal Composition: Faculty and Institutional Initiatives*. Shyam B. Pandey and Santosh Khadka, eds. Routledge. Forthcoming.

“The Cost of Ambiguity: How Students Experience the Graduate Seminar Paper Genre.” Co-authored with Tom Deans. *Making the Grade: Reimagining the Graduate Seminar Essay*. Kevin Morrison, ed. Rowman and Littlefield. Forthcoming.

[“The Writing Classroom as Studio.”](#) *That Wasn’t on the Syllabus*, 2019.

“dump truck.” *Long River Review*, 2017.

[“Digital Spaces and Designing for Access.”](#) *Brain Bytes: DHMS Blog*, 2017.

### Conference Presentations

“Writing Across Technology: Confronting the Challenges of Faculty Development in Multimodal Composition.” International Writing Across the Curriculum Conference. Fort Collins, CO. Accepted; postponed to 2021 due to the COVID-19 pandemic.

“Rewriting Roles in Social Work: Rhetorical Conflicts Across Educational and Professional Contexts” (with Lauren Griffith). Quinnipiac University’s 7th Biennial Critical Thinking and Writing Conference, Hamden, CT, June 2019.

- “The Writing Classroom as Studio: Negotiating Space in Multimodal Writing Program Redesign.” Poster. Conference on the Teaching of Writing, Hartford, CT, April 2019.
- “Set Pieces: Designing for Access, Ethos, and Action in the Multimodal Writing Classroom” (with Brenda Brueggemann, Lisa Blansett, and Ruth Book).  
Conference on College Composition and Communication, Pittsburgh, PA, March 2019.
- “The Future of Writing: Moving Composition toward Multimodal Literacies” (with Jason Courtmanche, James Shivers, Annemarie E. Hamline, and Arri Weeks).  
MLA Convention, Chicago, IL, January 2019.
- “Say WAT Does It Matter?: Triangulating the Spaces and Appeals of Multimodal Program Redesign” (with Brenda Brueggemann, Lisa Blansett, Ruth Book, and Kathryn Warrender-Hill). Thomas R. Watson Conference, Louisville, KY, October 2018.
- “Bolder Racisms: Citizenship, Literacy, and Economics” (with Kathleen Tonry).  
International Writing Centers Associations Conference, Atlanta, GA, October 2018.
- “Rewriting Roles in a Social Work Graduate Program.” Dartmouth Seminar for Composition Research, Hanover, NH, August 2018.
- “Reassessing Our Responses to the ‘Everyday Language of Oppression’” (with Kathleen Tonry). Northeast Writing Centers Association Conference, Worcester, MA, March 2018.
- “Accessing Writing: Reframing the Work of Composition in the Classroom” (with Christopher Iverson and Kathryn Warrender). Conference on College Composition and Communication Summer Conference, Boston, MA, May 2017.
- “Making Space for Multimodal Composing Across the Disciplines.” Annual Conference on the Teaching of Writing, Storrs, CT, April 2017.
- “Invisible Reflections: Queer Erasure and the Monstrous Visibility of Vampires in Comics.” Northeast Popular Culture Association, New London, NH, October 2015.

## Invited Lectures and Presentations

“Case Study Research Methods.” Invited lecture. Salisbury University, ENGL 566 (Methods for Research in Rhetoric and Composition), February 2018.

“Composing Assemblages” (with Ruth Book). University of Connecticut Early College Experience Conference, October 2017.

## Curriculum and Instructional Resources

[Writing Across Technology Curriculum](#). UConn First-Year Writing Program. (with Lisa Blansett Remé Bohlin, Brenda Brueggemann, and Aelx Gatten)

[Studio Pedagogy](#). UConn First-Year Writing website.

*University of Connecticut First-Year Writing Program Instructor Resource Book 2018-2019* (with New Cohort Development Team)

*UConn Writing Center Tutor Handbook 2018-2019* (with Christopher Iverson)

## Workshops

“Contingency Plans” (with Paula Weinman and Wei-Hao Huang). UConn English Graduate Student Association Pedagogy Committee, March 2020.

“Writing is (Also Always) a Cognitive Activity” (with Emily Kilbourn). University of Connecticut Early College Experience Conference, March 2019.

“Soundwriting” (with Alex Gatten and Réme Bohlin). University of Connecticut First-Year Writing Program, March 2019.

“Threshold Concepts in the Classroom: How Metacognition Can Improve Teaching and Learning” (with Alex Gatten). University of Connecticut First-Year Writing Program, January 2019.

“Remixing Multimodal Assignments” (with Alex Gatten). University of Connecticut First-Year Writing Program, September 2018.

“Accessibility and Universal Design” (with Kathryn Warrender-Hill). University of Connecticut First-Year Writing Program, August 2018.



“What to Do if...” (with Brenda Brueggemann, Lisa Blansett, and Alex Gatten).  
University of Connecticut First-Year Writing Program, August 2018.

“Assignments: Scaffolding, Implementing, Adapting.” (with Amy Fehr and Roxanne Gentry). University of Connecticut First-Year Writing Program, August 2018.

“Designing Writing Assignments” (with Tom Deans). University of Connecticut,  
Center for Excellence in Teaching and Learning, January 2018.

“Multimodal Assignment Design.” University of Connecticut, First-Year Writing  
Program, August 2017.

“Engaging with Texts” (with Lisa Blansett and Amy Fehr). University of Connecticut  
First-Year Writing Program, August 2017.

## **Conference Leadership**

New England Rhetoric and Composition Consortium Research Workshop.  
Providence, RI, June 2019.

Annual Conference on the Teaching of Writing, Hartford, CT, April 2019.

University of Connecticut Early College Experience English Spring Conference,  
Storrs, CT, March 2019.

## **Service and Additional Experience**

**Chair, English Graduate Association Pedagogy Committee** 2019-2020  
*University of Connecticut*

**Coordinator, New England Rhetoric and Composition Consortium** 2018-2019

**Webmaster, English Graduate Student Association** 2018-2019  
*University of Connecticut*

**Member, Committee on Undergraduate Writing and Instruction** 2017-2018  
*University of Connecticut*

**Writing Across Technology Curriculum Development Team** 2017  
*University of Connecticut*

<b>Leader, First-Year Writing Instructor Welcome Week</b> <i>University of Connecticut</i>	2017 and 2018
<b>Planning Committee, Conference on the Teaching of Writing</b> <i>University of Connecticut</i>	2017-2019
<b>Representative, Aetna Chair of Writing Advisory Board</b> <i>University of Connecticut</i>	2016-2017
<b>Member, Tutorial Services Committee</b> <i>Rhode Island College</i>	2015
<b>Staff Editor, <i>Shoreline</i> Literary and Arts Magazine</b> <i>Rhode Island College</i>	2013-2014

## **Professional Memberships**

Association of Writing Across the Curriculum (AWAC)  
 Conference on College Composition and Communication (CCCC)  
 Consortium on Graduate Communication (CGC)  
 Council of Writing Program Administrators (CWPA)  
 Global Society of Online Literacy Educators (GSOLE)  
 International Writing Centers Association (IWCA)  
 National Council of Teachers of English (NCTE)