

GABRIEL MORRISON

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Research and Teaching Interests

Rhetoric and composition/writing studies; multimodal and digital composition; writing centers; writing in the disciplines; writing program administration; community engagement; social justice pedagogies; studio pedagogy; creative nonfiction; educational technology

Education

PhD, English (Rhetoric and Composition)

Dissertation: "Composing Across"
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

Dartmouth Summer Seminar for Composition Research
Dartmouth College | 2018

Digital Media and Composition Institute
Ohio State University | 2017

Experience

Interim Assistant Director, Center for Writing 2021-2022

Center for Writing, College of the Holy Cross

Directed the Holy Cross Writer's Workshop peer tutoring center, including hiring, consultant professional development, and writing fellows program. Supported faculty development and outreach through the Center for Writing.

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 5-week seminars 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, Dual Enrollment 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

2016-17 and 2019-20

Department of English, University of Connecticut

Instructor of record for 2-3 courses per year, including full course design, teaching, and assessment 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 leading class sessions, conferencing with students, and responding to writing.

Tutor

2012-2016

Writing Center, Rhode Island College

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

Courses Taught**Grad 5900: Special Topics in Graduate Education (Graduate Seminar in Writing)***Graduate School, University of Connecticut*

This five-week graduate seminar is designed to support graduate students from all fields to learn effective habits for academic writing. Students investigate how genre, style, and social communities shape professional academic writing and learn strategies for finding effective writing processes as they rework a writing project, such as a journal article, grant proposal, or dissertation chapter.

English 3013: Media Publishing*Department of English, University of Connecticut*

Through discussions, readings, and regular assignments throughout the semester, students apply theories of technology and media to develop more effective multimodal digital texts. Course topics include principles of digital rhetoric, analysis of new media genres, and the politics of digital technologies.

English 1013: Technical Writing I

Department of English, University of Connecticut

This course covers key topics in technical communication, including audience, ethics, 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

Department of English, University of Connecticut

This first-year composition seminar focuses on rhetorical strategies and writing processes that prepare students to enter into academic conversations. There is an emphasis on multimodal composition, active learning, and community engagement.

Social Work 580: Professional Writing

Master of Social Work Program, Rhode Island College

Preparation for 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, practice revision, and become familiar with genres and conventions specific to the field.

Courses Assisted

English 5182: Practicum in the Teaching of Writing

Department of English, University of Connecticut

Graduate seminar focused on implementing theories of writing pedagogy, instructional design, and responding to student writing.

English 3082: Writing Center Practicum

University Writing Center, University of Connecticut

Introduction to writing center pedagogy, theory, and research methods for new tutors.

First-Year Writing 100: Introduction to Academic Writing

Department of English, Rhode Island College

Introduction to some genres of academic writing and the writing process.

English 010: Basic Writing Skills

Department of English, Rhode Island College

A basic writing seminar keyed to themes of composing process and literacy.

Research

Publications

“Instructor Experiences of a Professional Development Institute in Multimodal Composition.” *Multimodal Composition: Faculty Development Programs and*

Institutional Change. Shyam B. Pandey and Santosh Khadka, eds. Routledge, in press (September 2021).

“Racism in the Margins” (with Kathleen Tonry). *WPA: Writing Program Administration* 44.3 (summer 2021; *Special Issue: Black Lives Matter and Anti-Racist Projects in Writing Program Administration*).

“The Cost of Ambiguity: How Students Experience the Graduate Seminar Paper Genre” (with Tom Deans). *Making the Grade: Reimagining the Graduate Seminar Essay in Literary Studies*. Kevin Morrison, ed. Rowman and Littlefield, 2021. 27-40.

Digital Publications, Creative Publications, Invited Blog Posts

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

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

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

Conference Presentations

“Writing Across Technology: Confronting the Challenges of Faculty Development in Multimodal Composition.” International Writing Across the Curriculum Conference, online. August 2021.

“Crossing Rhetorics.” Radical Futures—Imagining the Media of Tomorrow Symposium, online. Invited presentation. March 2021.

“Cultivating Community in Virtual Graduate Writing Retreats.” Global Society of Online Literacy Educators Annual Conference, online. January 2021.

“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.

Curriculum and Instructional Resources

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

Awards, Fellowships, and Grants

- Anti-Racist Scholarship, Pedagogy, and Workplace Climate Grant** 2020
University of Connecticut | \$9,500
 Co-leader of an internally funded faculty development initiative to develop best practices for anti-racist writing instruction with faculty across disciplines.
- Aetna Graduate Teaching Award** 2020
University of Connecticut | \$500
 Recognizes one graduate instructor per year in any discipline for teaching dedication and innovation in the teaching of writing.
- Francelia Butler Graduate Award for Teaching Innovation** 2020
University of Connecticut | \$500
 Departmental award recognizing one graduate student who demonstrates commitment to innovative teaching in a non-composition course.

Research Awards

- Doctoral Dissertation Fellowship UConn | 2020
- Aetna Graduate Research and Travel Award UConn | 2018, '19, '20
- Dean’s Summer Funds UConn | 2018

Travel Awards

- Doctoral Student Travel Fellowship UConn | 2020
- MLA Graduate Student Travel Grant MLA | 2019

IWCA Travel Grant IWCA | 2018
English Department Conference Travel Award UConn | 2018

Undergraduate Awards

Eleanor McMahon Graduation Honors Award Rhode Island College | 2014
DeStefano Research Grant Rhode Island College | 2013
Amy A. Thompson Memorial Prize Rhode Island College | 2013
Ducey Award Rhode Island College | 2013
Honors Foundation Scholarship Rhode Island College | 2012

Service and Other Professional Experience

Chair, English Graduate Association Pedagogy Committee (UConn) 2019-2020
Coordinator, New England Rhetoric and Composition Consortium 2018-2019
Co-Leader, NERCC Summer Research Workshop 2019
Co-Organizer, Annual Conference on the Teaching of Writing 2019
Co-Organizer, UConn Dual Enrollment (ECE) English Spring Conference 2019
Webmaster, English Graduate Association (UConn) 2018-2019
Member, Committee on Undergraduate Writing and Instruction (UConn) 2017-2018
Writing Across Technology Curriculum FYW Development Team (UConn) 2017
Facilitator, First-Year Writing Instructor Welcome Week (UConn) 2017 and 2018
Planning Committee, Conference on the Teaching of Writing 2017-2019
Representative, Aetna Chair of Writing Advisory Board (UConn) 2016-2017
Member, Tutorial Services Committee (Rhode Island College) 2015
Staff Editor, *Shoreline* Literary and Arts Magazine (Rhode Island College) 2013-2014

Selected Workshops and Invited Lectures

“Antiracist Approaches to Writing Instruction.” Invited presentation. Center for Excellence in Teaching and Learning, April 2021.
“Storyboarding Writing Projects.” University of Connecticut Writing Center, November 2020.
“Soundwriting” (with Alex Gatten and Réme Bohlin). University of Connecticut First-Year Writing Program, March 2019.
“Accessibility and Universal Design” (with Kathryn Warrender-Hill). University of Connecticut, First-Year Writing Welcome Week, August 2018.
“Case Study Research Methods.” Invited lecture. Salisbury University, ENGL 566 (Methods for Research in Rhetoric and Composition), February 2018.
“Designing Writing Assignments” (with Tom Deans). University of Connecticut, Center for Excellence in Teaching and Learning, January 2018.
“Composing Assemblages” (with Ruth Book). Invited lecture. University of Connecticut Early College Experience Conference, October 2017.
“Multimodal Assignment Design.” University of Connecticut, First-Year Writing Welcome Week, August 2017.

Professional Affiliations

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

References

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