

# Brent Lucia

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## EDUCATION

**Ph.D. in English – Composition and Applied Linguistics**, Indiana University of Pennsylvania, (May 2018). Specialty Areas: Rhetorical theory, composition pedagogy

**Dissertation:** *The Posthuman Turn in Composition: Critical Regionalists Inquiry and its Pedagogical Implications*

**Master of Arts in English Literature**, The City University of New York: City College (May 2008)

**Bachelor of Science in Business Administration**, Fordham University. (May 2005).

**Minor:** Marketing and Philosophy.

## ACADEMIC PUBLICATIONS

A Self-Model Under Quarantine. *Textshop Experiments*, vol. 8, 2020.

Walking in Jamaica: Exploring the Boundaries and Bridges of Rhetorical Agency. *Reflections: A Journal of Community-Engaged Writing and Rhetoric*, 19(2), 81-105, 2020.

Other Agents in Comparative Rhetoric: Posthumanism and its Applicability to Comparative Approaches. *China Media Research*, 15(1), 34-40, 2019

A Hybrid Discourse: Where Confucius Meets Booth in Rhetorical Borderlands. *Enculturation*, 2017

School Readiness in the Context of Inner City Head Start Centers. *Early Child Development and Care*, 1-14, 2017

L2 Learners Find the South Bronx: Hip-Hop, Globalization and Identity Construction. *Spectra Journal*, 5(1). 2016.

## **Forthcoming**

Posthumanists Performativity: Rethinking Argumentation in Composition Pedagogy. *The Master of Practice: New Literacies and New Materialisms in Linguistic Classrooms*, 2020.

## **ACADEMIC PRESENTATIONS & WORKSHOPS**

### **Presentations**

"Search committee, interrupted': The COVID-19 Pandemic's Impact and Influence on the Faculty Recruitment Process," *Association of Business Communication Conference*, San Diego, CA, October 2020.

"Making Global Rhetorical Scholarship Hospitable for Emerging Scholars through the International Rhetoric Workshop," *Rhetoric Society of America Conference*, Portland, OR, May 2020. Conference subsequently canceled due to COVID-19 pandemic.

"Metacognition and its Benefits: Reflective Practices for the Business Professional," *ABC Southwestern U.S. Conference*, San Antonio, TX, March 2020. Conference subsequently canceled due to COVID-19 pandemic.

"Rhetorical Ontology and Tech: New Rhetorical Criticism for Locative Media," Digital Praxis Poster Session, *Conference on College Composition and Communication*, Pittsburgh, PA, May 2019

"Posthuman Futures for Rhetoric, Composition, and Pedagogy," Thomas R. Watson Conference, Louisville, KY, October 2018

"Other Agents in Comparative Rhetoric: Rhetorical Ontology and Its Influence on Comparative Approaches," *Conference on College Composition and Communication*, Kansas City, MO, May 2018

"Visual Rhetorics Across Borders, Media and Society," Rhetoric Society of Europe Conference, Norwich, UK, July 2017

"An Embedded Island: Posthumanism and the Research Writer," College English Association Conference, Hilton Head, SC, March 2017

"Teaching Argument to Promote Critical Literacy & Civic Engagement," TYCA-NE Conference, Hartford, CT, October 2016

"Americanism in Today's Composition Classroom: Censorship within the Borderlands," Dean Hopper New Scholars Conference, Madison, NJ June 2016

"Promoting Civil Engagement in College Composition: Report from a Pilot Course Focused on Argumentation and Research," CUNY CUE Conference, New York, New York, May 2016

“L2 Learners Find the South Bronx: Identity Construction and the Globalization of Hip Hop.” Literature and Journalism Pedagogies in Community Colleges Conference, New York, NY April 2016

“Revisiting Historical Narrative: Co-Constructing our histories while listening to The Native Voice.” UTK NEXUS Interdisciplinary Conference, Knoxville, Tennessee, March 2016

“From outside the Machine: Confucian Discourse and its connections to the West.” AHLiST Conference, Coimbra, Portugal, November 2015

“Confucian Discourse: Comparative Rhetoric and its relation to Critical Multiculturalism.” TCYA-SW Conference, Salt Lake City, Utah, October 2015.

### **Workshops**

“Critical Regionalist Inquiry: The Importance of Place in the Composition Classroom,” Rhetoric Society of America Biennial Institute, Bloomington, IN, May 2017

“A Hybrid Discourse: Where Confucius Meets Booth in Rhetorical Borderlands,” *International Rhetoric Workshop*, Stockholm, Sweden, August 2016.

## **ADMINISTRATIVE EXPERIENCE AND KNOWLEDGE**

### **International Rhetoric Workshop (IRW) Chair, Advisory Board, 2020-Present**

As chair of the Advisory Board I am responsible for creating objectives that fit the scope and mission of the IRW. These include promoting the workshop and it's community finding long-term funding solutions for the IRW and keeping the Advisory Board updated on our progress.

### **International Rhetoric Workshop (IRW) Co-Chair, Advisory Board, 2018-2020.**

As co-chair of the Advisory Board I am responsible for communications between the Advisory Board and the Organization Committee of the IRW. My service includes finding logistical support for the Organization Committee, updating the Advisory Board on their progress and helping to market the IRW brand.

### **International Rhetoric Workshop (IRW) Organization Committee, 2016-2018**

I helped developed and implement the IRW workshop that took place in July 2018 at Ghent University. This included designing promotional materials, scheduling the conference, budgeting, and organizing the logistical layout of the conference.

### **Program in Writing and Rhetoric Committee, William Paterson University, 2017-present**

As a member of this committee I helped design course objectives for upcoming freshman composition classes. I've also co-developed both the Living Writers Series and professional

development sessions for adjunct faculty. I've written observation reports and examined syllabuses of adjunct faculty for the committee's review.

### **Writing Program Administration-GO Co-Chair, 2016-2017**

As Co-chair I kept track of the work hours for our committee members. My work included updating our work log document, establishing communication between different groups within the committee and presenting my material weekly to our Chair.

## **TEACHING**

### **Assistant Professor In-Residence, The University of Connecticut, fall 2019-present**

Business Writing Courses:

**3004w Business Communications, Summer 2020.** This course focuses on enhancing students multimodal (e.g written, oral visual) professional communication skills. Students learn to improve their professional writing style and presentation approaches, while also obtaining the interpersonal communication skills they'll need as a business professional.

**3002w Effective Business Writing, fall 2019, spring 2020, summer 2020.** This course focuses on plain style and its deployment in various professional writing contexts. The course works through a series of professional writing genres (the memo, the bad news message, etc.) to have students practice clear and concise messaging. Students are also reflecting-in-action, responding to reflective prompts online in order to improve their future, rhetorical approaches.

### **Lecturer, Department of English, William Paterson University, fall 2017-spring 2019**

First-Year Composition Courses:

**ENG 1100: College Writing, fall 2017, fall 2018 (honors).** This is a first-year writing course that emphasizes the writing process and rhetorical awareness. Students' learn to manage the writing process through various genres. Students also learn about their rhetorical context and how writing is a mediated process within their environment. Eventually students develop a research project on a WordPress website, educating them on self-publishing and digital writing.

Literature Courses:

**ENG 2000: Methods of Literary Analysis, fall 2018.** A writing-intensive, upper level English course in which students undertake an in-depth study of selected short stories, poems, and/or novels with a focus on analytical and evaluative techniques of interpretation. Students eventual apply the literary methodologies they learn in a final research paper.

**ENG 1500: Experiences in Literature, spring 2018.** This course focused on reading various literary genres including poetry, novels and scholarly articles. Students engaged with these texts

through various writing assignments, performing literary and rhetorical analysis assignments that eventually became part of a writing portfolio.

**Adjunct English Lecturer, Department of English, The City College of New York, fall 2008-spring 2017**

First-Year Composition Courses:

**ENGL FIQWS (Freshman Inquiry Writing Seminar): Writing for Engineers, Fall 2008-fall 2009.** FIQWS is a writing across the curriculum program for first-semester freshman at The City College of New York. The program pairs a first-year composition course with a topic course selected by the student. I was chosen to be part of the program's pilot year in the fall of 2008 as a writing instructor for an Engineering topic course.

**ENGL FIQWS 10044, Music: From Kerouac To Tupac (writing instructor), fall 2009, fall 2013.** This freshman composition course taught students basic academic writing and research skills needed to begin their college careers. The course was paired with a topic course that discussed the connections between hip-hop artists and writers from the Beat Generation. I constructed a syllabus that utilized texts within this topic while educating students on academic writing genres, the editing process, and approaches to research.

**ENG FIQWS 10108, Physiology and Environmental Issues (writing instructor), fall 2013.** A first-year composition course that taught students basic academic writing and research skills through various writing genres such as the compare and contrast essay and the argumentative essay. The assignments centered around the topic of sustainability and the human impact on our environment.

**ENGL 1100: First-Year English Composition, fall 2014.** A four-credit course that emphasized the connection between rhetoric and academic writing. The course introduced students to concepts such audience, genre, context, and purpose. Students were instructed to complete three essays, one being a small research paper near the end of the semester.

Literature Courses:

**ENGL 10100: World Humanities I, spring 2014-spring 2015** I taught a series of texts that moved chronologically from ancient Greece to the Renaissance period. I developed a curriculum that asked students to think and write critically about each text while getting them to draw connections between the various authors and their time periods.

**ENGL 10200: World Humanities II, spring 2012, fall 2012, fall 2013** The course centered around a group of short stories and novels within the romantic, modern and postmodern periods, focusing on American and English authors. My lectures discussed the texts and their connections to the historical period while creating pedagogical practices that got students to write and think critically.

Technical Writing Courses:

**ENGL 21007: Writing For Engineers, fall 2009-spring 2012.** I taught students' technical writing skills needed to create professional writing genres such as product specifications, memos and lab reports. Students' learned writing techniques that could be implemented in their engineering courses while also learning how to approach professional writing genres such as the resume, cover letter and personal statement.

**ENGL 21002, Writing for the Social Sciences, fall 2015-spring 2017** A pilot course which teaches argumentation as inquiry in order to provide students with writing and research tools for their social science courses. The course was created to train students in reading and developing rhetorical analysis in order to strengthen their writing skills within the social sciences.

**Adjunct English Lecturer, Department of English, York College (CUNY), fall 2013-Spring 2017**

First-Year Composition Course:

**ENG 125 Composition 1: Introduction to College Writing, fall 2015, fall 2016** This course improves students reading comprehension and academic writing skills through a series of writing assignments that center around global and local issues. Students practice basic writing and research skills that prepare them for future research-centered courses at York College (CUNY).

Upper-Level Composition Courses:

**ENG 126: Composition II: Writing about Literature, spring 2015** This course follows students introduction to college writing in ENG 125, building on their research practices through an analysis of various literary texts. Students work through multiple essay genres such as the argumentative essay and the compare and contrast essay, eventually leading towards a research project at the end of the semester.

Research Writing Courses:

**WRIT 303: Research and Writing Professional Programs, fall 2013-spring 2016** An upper-level composition course which facilitates student research and teaches research writing skills. Students are taught how to approach the research process such as learning about academic databases and evaluating sources. Students are taught how to write and organize a research paper while drafting and editing their work over the course of the semester.

**Instructor, School of New Resources, College of new Rochelle, John Cardinal O'Connor Campus, Spring 2011-Spring 2014**

First-Year Composition Course:

**LES115: Logic and Argumentation, spring 2010** This course is designed to provide a foundation to constructing sound arguments. Students examined various models of arguments seen within both literary and scholarly texts in order to understand and utilize such techniques within their own writing.

Literature Courses:

**ENG755: Modes of Analysis, spring 2010-spring 2011.** An advanced-level course focusing on literary theory as it applies to the analysis and interpretation of literary genres such as fiction, poetry, drama and the essay. Students' established methods of literary analysis and literary critical research, responding to readings through various expository and interpretive modes. Students learned to read analytically, in addition to conducting critical research.

Research Writing Courses:

**LES138: Writing Research Papers, fall 2010-fall 2013** This course provided the opportunity for students to link research to the process of thinking and writing. Students learned and implemented the skills necessary to self-initiate their own research projects. I developed the curriculum for this course which looked to research as both a product and a process, eventually leading students to a final research paper.

## **TEACHING WITH TECHNOLOGY**

I have experience teaching with the following programs:

**Open Source Content/Course Management Software:** Moodle, Blackboard,

**Graphic Design and Page Layout:** Adobe Photoshop, Adobe Illustrator, Adobe Indesign, Adobe Acrobat.

**Publishing Software:** Wordpress.

**Operating Systems:** MacOS, Windows.

**Marketing Automation Platform:** MailChimp.

**Programs:** Excel, PowerPoint Word, Pages.

**CUNY Program for Online/Hybrid Instruction, winter 2017** Successfully completed a two-week, instructor-facilitated workshop designed to improve instructor skills related to teaching online and/or hybrid courses. The workshop addressed design issues, pedagogical approaches to teaching online as well as organization and management of an online class.

## **CURRICULUM DEVELOPMENT**

**ENG 126: Composition II: Writing about Literature, spring 2017** I developed a literature course centered on Michelle Alexander's *A New Jim Crow*. The course implemented various writing assignments associated with the text including a final research project on the prison-industrial complex in the United States.

**English FIQWS 10027: Us and The Machine: Humanity's Relationship with Technology, fall 2010-spring 2013** I developed and implemented a FIQWS topic course starting in the fall, 2010. The course discussed the benefits and drawbacks of technological progress through the analysis of historical essays and dystopian fiction. The course offered a critical look at technology through the eyes of essayists, novelists and political figures while providing students with an extensive topic to research and practice their writing skills.

## **WRITING CONSULTANT WORK**

**Educational Writing Consultant, Annie G. Newsome Head Start Center, summer 2012.**

Coordinated a writers' workshop aimed at strengthening instructors' writing skills. Developed my own curriculum for a four-course workshop that focused on rhetorical context, grammar and elements of style. Teachers learned how to improve their writing skills for their professional context which improved their communication to outside administration and parents.

**Educational Writing Consultant, NYC, ACS: Division of Early Care and Education, fall 2013**

Implemented a three-hour, professional development course that focused on employees' program reports. The course presented strategies for summarization, reading comprehension and observation analysis for employees working for The Department of Education.

**Educational Writing Consultant, The School of Education at The City College of New York, fall 2014**

Designed and implemented an eight-session workshop for The School of Education at CCNY geared towards improving graduate students' writing and reading comprehension skills. The workshop sessions focused on sentence structure and grammar as well as expanding students' knowledge of rhetorical modes within academic writing.

**Educational Writing Consultant, The Learning and Technology Resource Center at The City College of New York, winter 2015**

Constructed a four-session workshop to prepare education students for the New York State Certification Examinations. The workshop assisted students with the written portion of the ALST test by stressing the importance of organization, argumentation and time management skills when constructing a well-developed essay.

**Learning specialist, The New York City Early Childhood Professional Development Institute, summer 2015-Spring 2019.**

Developed test-prep courses for the New York State Certification Examinations which were offered to teachers in the New York City area. I conducted an eight-course workshop that prepared teachers for both the ALST and edTPA exams while also providing online support for teachers between workshop sessions.

**Private English Composition Tutor, The City College of New York, fall 2012,  
spring 2012.**

## **AWARDS & GRANTS**

### **Grants**

Institutional Review Board approval for my qualitative study on reflective practices at William Paterson University, Spring 2019

Institutional Review Board approval for my quantitative research study on Narrative Engagement at The City College of New York. Fall 2015.

Institutional Review Board approval of a three-year research study on New York City Head Start. The study is currently under the guidance of Professor Amita Gupta at the School of Education, The City College of New York. 2011-2013.

Professional Development Funding from PSC CUNY to participate in a Doctoral Course at The CUNY Graduate Center, Urban Education Program. Fall 2011.

Professional Development Funding from PSC CUNY to present at the AHLiST conference. Fall 2015.

### **Awards**

Indiana University of Pennsylvania Travel Grant Award, Spring 2018

Indiana University of Pennsylvania Travel Grant Award. Fall 2015

Indiana University of Pennsylvania Travel Grant Award. Summer 2016.

Member of the Delta Epsilon Iota Academic Honor Society.

### **SERVICE**

Member, International Rhetoric Workshop (IRW), fall 2016-present.

Creator, Professional Development Workshop Sessions for graduate students, William Paterson University, fall 2018

Member, English Department Winter 2013 Teaching Intensive, The City College of New York, fall 2012.

Member, FIQWS Assessment Team, Office of General Education, The City College of New York, fall 2011.

Member, Writing for Engineers Development Committee, Department of English, The City College of New York, fall 2011.

Member, Graduate Student Council, The City College of New York, 2008.

## **SELECTED GRADUATE COURSEWORK**

### **Indian University of Pennsylvania: Composition and TESOL PhD**

Research Methods in Composition and TESOL	Ben Rafoth
Second Language Acquisition	Usree Bhattacharya
Second Language Literacy	Gloria Park
Theories of Composition	Michael M. Williamson
Teaching Writing	Patrick Bizzaro
Digital Literacy	Gian Pagnucci
Language and Social Context	Curt Porter
Quantitative Research	David Hanauer
Qualitative Research	Sharon Deckert
Research Design	Dana Driscoll

### **Dissertation Committee**

Curt Porter (chair)

Matthew Vetter

Mary Stewart

### **CUNY Graduate Center: Urban Education Program**

Early Childhood Education and Post Colonial Theory	Amita Gupta
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### **City College of New York: Masters In Literature**

Thesis Research	Harold Veaser (Mentor)
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The Political Novel	Richard Braverman
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Medieval Romance and Epic

Paul Oppenheimer

American Women's Experimental Writing

Laura Hinton

Fin De Siècle Literature

Renata Miller

Caribbean Spirits and Colonial Ghosts

Lyn Di Iorio

Melville

Carla Cappetti

Fiction Workshop

Frederic Tuten

Translation Workshop

David Unger

## **PROFESSIONAL MEMBERSHIPS**

College English Association

Modern Language Association

National Council of Teachers of English

Phi Kappa Phi Honor Society

Rhetoric Society of America