

Dana Lynn Driscoll

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EDUCATION

Ph.D. in English – Primary area: Rhetoric and Composition, Purdue University,
 May 2009

Secondary Concentrations in: Writing Program Administration,
 Empirical Research Methodology

Dissertation: *Pedagogy of Transfer: Impacts of Student and Instructor Attitudes*
 Committee: Linda Bergmann (chair), Irwin Weiser, Shirley Rose, and
 Anne Beaufort (University of Washington, Tacoma).

Master of Arts in Linguistics, State University of New York: Stony Brook
 (May 2005)

Bachelor of Arts in English, California University of Pennsylvania. (May 2003).
 Summa Cum Laude

Minor: Computer Information Systems

Certificate: Women's Studies

ACADEMIC PUBLICATIONS

“Writing lab accessibility: The user-centered approach and participatory design as collaborative methodologies.” With H. Allen Brizee and Morgan Sousa. Forthcoming in *Computers and Composition*.

“Introduction to primary research: Observations, surveys, and interviews.” *Writing Spaces: Readings for Writers*, Vol II. Eds. C. Lowe and P. Zemilansky, 2011.

“Praxis and allies: The WPA board game” *WPA Journal*. With T. Sura, J. Wells, M. Schoen, and C. Elder. (*Spring 2009* 32.3 2009)

“Composition studies, professional writing, and empirical research: A skeptical view” *Journal of Technical Writing and Communication* 39.2

“Usability and user-centered theory for 21st century OWLs.” *The Handbook of Research in the Virtual Workplace*. First author with H. Allen Brizee, Michael Salvo, and

Morgan Sousa. Edited by P. Zemilansky and K. St. Amant, K. Hershey, PA: Idea Group International, 2008. 614-631.

“Review of Moodle course management system” for *Computers and Composition Online*, Summer 2009 issue.

http://www.bgsu.edu/cconline/Web_2_0_Reviews/Moodle_Driscoll/index.html

“Review of *College Writing and Beyond: A New Framework for University Writing Instruction*.” *Across the Disciplines Journal*. March 29, 2008.

<http://wac.colostate.edu/atd/reviews/beaufort2007.cfm>

Under Review

“The pedagogy of transfer: impacts of student attitudes on the transfer of writing knowledge.”

“Research in the center: An analysis of research in the *Writing Center Journal*, 1980-2009.” With Sherry Wynn Perdue.

“Bridging the gap: Explicit teaching and the transfer of learning in first-year composition courses.”

In Preparation

“Exploring transfer in first-year writing courses and beyond: connections, reflections, and student experiences.” *Data collection currently taking place*.

“Students with disabilities transitioning from secondary to post-secondary learning environments: The examination of literacy, technology, and the transfer of knowledge.” *Data collection – Summer 2011*.

“Reflection, connection, and expectation: Transfer of learning in a peer tutoring course and beyond” with Sarah Harcourt.

“Undergraduate research in the writing center” with Sherry Wynn Perdue.

ACADEMIC PRESENTATIONS & WORKSHOPS (PEER REVIEWED)

“Exploring Transfer in First-Year Writing Courses and Beyond: Connections, Reflections, and Student Experiences.” *Research Network Forum, Conference on College Composition and Communication*, Atlanta, GA, 2011.

“Contributions Unseen: Undergraduate Tutors and RAD Research in the Writing Center.” *East Central Writing Center Association Conference*, Kalamazoo, MI, 2011.

“Theory, Lore, and More: An Analysis of RAD Research in the *Writing Center Journal*, 1980-2009.” *International Writing Center Association*, Baltimore, MD, 2010.

“Bridging the Gap: Transfer, Metacognitive Teaching Techniques and First-Year Writing.” *Writing Across the Curriculum*, Bloomington, IN 2010.

“Developing and Extending Methodologies for Studying Transfer”. *Conference on College Composition and Communication*. Lexington, KY, 2010.

“Transfer of Knowledge and Motivation in the First Year Writing Classroom: Connections, Perceptions, and Pedagogies” *Conference on College Composition and Communication* – San Francisco 2009.

“Writing Centers as Bridges to Engagement: Strategies for Fostering College-Community Partnerships” with Linda Bergmann, H. Allen Brizee, Danielle Cordaro, and Morgan Reitmeyer. *CCCC Writing Center Collaborative*, San Francisco, 2009.

“Student Perceptions of the Transfer of Knowledge about First-Year Composition” *Writing Across the Curriculum Conference*, Austin, TX, 2008.

“Looking Back and Looking Forward: 12 Years of OWL History” *East Central Writing Center Conference (ECWCA)*, Columbus, OH, 2008.

““Student Perceptions of Transfer of Knowledge from First Year Composition” *Research Network Forum at CCCC*, 2008.

“Researching Disability: Intersections Between Technology, Usability, and Persons with Blindness” *Conference on College Composition and Communication*, New Orleans, LA, 2008.

“Sustaining Writing Center Technologies Through User-Centered Design: Improving Websites and OWLs” *CCCC Pre-Conference Workshop*. With H. Allen Brizee, Tammy Conard-Salvo, and Morgan Sousa, 2008.

“Survey Research in the Writing Center: A Methodological Discussion” *International Writing Centers Association (IWCA)*, Houston, TX, 2007.

“OWL Usability Testing: Methods and Issues” *Conference on College Composition and Communication (CCCC)*, New York, NY, 2007.

“Purdue OWL Remote Testing Survey” *Conference on College Composition and Communication, Computer Connection*, 2007.

“Purdue OWL Usability Testing” *Teaching and Learning with Technology Conference*, Purdue University, 2007.

“Why Won't the Words Come Out? Linguistic Competence vs. Performance” *East Central Writing Centers Association Annual Conference*, 2003.

“Ascertaining the Academy: An Analysis of Language and Society in Gulliver's Travels”
English Association of Pennsylvania State Universities Annual Conference 2002.

“The Ubercool Morphology of Internet Gamers: A Linguistic Analysis”
Undergraduate Research Recognition Day at California University of Pennsylvania. 2002.

PRESENTATIONS AND WORKSHOPS (INVITED)

“Transfer of Learning in the Writing Classroom: Connection, Reflection, and Instruction” For the Meadowbrook Writing Project, Two sessions (2010 and 2011).

AWARDS & GRANTS

Grants

Elon Research Seminar: Critical Transitions: Writing and the Question of Transfer, 2011-2012. Application submitted with J. Wells and E. Jones.

Oakland University Faculty Research Fellowship, Summer 2011, \$9000

Oakland University Faculty Research Grant, February, 2010. \$1200

Purdue Research Foundation Summer Grant (for supporting dissertation research) Summer 2008. \$2700.

Purdue Research Foundation Grant (for supporting dissertation research). Fall 2007. Principal Investigator on record is Linda Bergmann. \$1000.

Purdue Writing Lab 2007 Travel Grant, \$500.

Awards

2008 Graduate Writing Award of the Council of Writing Program Administrators. With H. Bras, C. Elder, M. Schoen, T. Sura, and J. Wells.

Quintilian Award for Excellence in Teaching, Purdue Introductory Composition Program, Spring 2007

Quintilian Award for Excellence in Teaching, Purdue Introductory Composition Program, Spring 2006

Woman of the Year Award, California University of Pennsylvania. 2002-2003

English Department Faculty Award. California University of Pennsylvania. 2002-2003

Outstanding English Major- California University of Pennsylvania (English Association of Pennsylvania State Universities Award). 2002-2003

Literary Criticism Award, English Department of California University of Pennsylvania, 2003.

Literary Criticism Award, English Department of California University of Pennsylvania, 2002.

PA Women's Undergraduate Leadership Convention, sponsored by the PA Women's Consortium. One of five women chosen to attend. Summer 2002.

Sigma Tau Delta English Honor Fraternity

Grant Applications (Federal)

RESEARCH

Research Interest Areas

- Research methodologies and epistemologies
- Writing instruction and transfer of learning
- Student beliefs, attitudes, and perceptions
- First-year composition pedagogy
- Writing across the curriculum
- Rhetoric and technology
- Writing program administration and assessment
- Technology, usability and user-centered design in online environments

Student Mentoring

Tess, Jessica. "Attitudes on Writing in a Native Language: An Examination of Japanese College Students." Honors Thesis. Project has been awarded \$3000 in Oakland University and Honors College Grants.

Paz, Enrique. "Japanese Writers in Japan." Honors Thesis. Project has been awarded \$1500 in Oakland University and Honors College Grants.

Hyrns, Samantha. "Studies on the Rhetoric of Islam in America: Opinions and Perspectives on Media." Grant pending.

Matthews, Jacob. "Tutoring Writing Anxiety: A Case Study." *Presented at CCCC, 2011 and ECWCA 2011.*

TEACHING

New Course Design: WRT360: Global Rhetoric

WRT360: Global Rhetoric traces the contemporary and historical uses of rhetoric and written communication in non-Western cultures. Examines contemporary rhetorical contexts worldwide, including in education, professional writing, and political discourse.

Upper-Division Writing and Rhetoric Courses at Oakland University

WRT320: Peer Tutoring in Composition (Fall 2009, Winter 2010, Summer 2010, Winter 2011). WRT 320 focuses on providing students with a strong foundation in peer tutoring strategies, theories, pedagogies, and an introduction to writing center work. Students are given practical experience in tutoring at the college level and are encouraged to pursue individual interest areas that connect with peer tutoring.

WRT394: Literacy, Technology, Civic Engagement Exploration and application of technology in the discipline of Writing and Rhetoric. Examines the uneven shifts from oral to print to digital literacy and how those shifts affect the production of knowledge, social relationships, and opportunities for civic engagement. Prerequisite: completion of the university writing foundation requirement.

WRT370: Research Methods in Writing and Rhetoric is a course that focuses on understanding, evaluating, and conducting research within the field of writing and rhetoric. This course allows you to make the shift from consumer of knowledge to producer of knowledge and will be particularly useful for those students planning to continue their education into graduate school or those who anticipate having to read and write about research on the job (including the professional and technical professions).

WRT 497 Apprentice College Teaching: Assisting in teaching an undergraduate course in rhetoric. Includes discussions with the supervising faculty member on the principles, methods and problems of such teaching.

Upper-Division/Graduate Writing and Rhetoric Courses (Purdue, SUNY Stony Brook)

ENGL 515: Mentor Group for New Teachers (Fall 2008, Spring 2009). Served as a technology mentor for two semesters for eight sections of teachers in the Introductory Composition Program, including graduate students and lecturers. Topics included integrating technology into the composition classroom, effective teaching of visual media, software and curriculum instruction.

ENGL 419: Multimedia Writing (Winter 2008). Encouraged students to examine multimedia-based writing including podcasting, print-design, video, web, and multi-genre through rhetorical principles, visual rhetoric, and user-centered design. Focused on professional writing projects such as web portfolios and resume design along with exploratory multi-genre and multimedia projects.

ENGL 420: Business Writing (Fall 2007). Introduced students to professional and business communication genres through a rhetorical and user-centered approach in a computer classroom. Emphasized understanding of audience through rhetorical and audience analysis, assessing document needs, clarity and conciseness, developing professional ethos, document design, and presentation skills.

First Year Composition

Taught at: Oakland University, Purdue University and SUNY Stony Brook):

WRT 160 –Four-credit course emphasizing research and rhetorical techniques. Teaching fall 2009, Winter 2011.

WRT 150: Connections Section: Social Sciences –Four-credit course emphasizing research and rhetorical techniques for Social Science majors. Taught Fall 2010.

ENGL 106-L: Learning Community for Computer Graphics Technology (CGT) students. Course was part of Purdue’s Learning Community program and was linked with a web design course for first-year CGT students. Developed course content to compliment CGT coursework and focused on rhetoric, visual rhetoric, and professional writing genres such as documentation, instruction writing, and proposal writing.

ENGL 108: Accelerated First-Year Composition. Introduced and developed my “pedagogy of transfer” for FYC based on my dissertation research. Emphasized students’ explorations and understanding of writing in their majors/chosen professions and rhetorical awareness and encouraged positive attitudes about writing. Taught in a computer-lab classroom.

ENGL 106: First-Year Composition. Four-credit course emphasized the connection between rhetoric and real-life texts such as political speeches, advertising, and disciplinary writing. Introduced students to concepts of audience, genre, context, purpose, and visual document design. Prepared students for writing in diverse academic and professional situations and encouraged students to see writing as a process of discovery.

WRT101: Introductory Writing Workshop. Developed and piloted a discourse-community and rhetoric-based curriculum that Anne Beaufort and I developed for the mentoring program.

High School Literacy (2 sections, SUNY Stony Brook)

Instructor in Writing, C/Step Program. C/Step was a summer program at SUNY Stony Brook for minority and low-income high school students. Introduced students in the program to writing techniques, both academic and professional, with a rhetorical focus on audience, context, purpose, and proofs. Created a classroom that was educational and fun through student-centered learning and creative activities like a murder mystery, debates, music analysis, and more.

Linguistics (1 section instructor, 2 sections teaching assistant)

LIN 344: Language Acquisition and Literacy Development and Language Acquisition. Instructed pre-service teachers in a writing across the curriculum course focused on integrating writing and literacy-based assignments in content-area courses. Covered topics of language acquisition, written and spoken language development, reading development, and various types of literacies.

Writing Center Experience (11 semesters, Purdue, California University of Pennsylvania, Pennsylvania College of Technology)

Purdue – Purdue OWL Webmaster and Purdue OWL Coordinator (4 semesters).

California University of Pennsylvania - Writing Consultant / Tutor (6 semesters).

Learning Center, Pennsylvania College of Technology. English / writing tutor (1 semester).

ADMINISTRATIVE EXPERIENCE & KNOWLEDGE

Assessment Experience

Co-Chair, WRT 160 Assessment Committee. Winter 2010 – Present. Worked on a faculty committee designing and instituting an assessment of the WRT160 course at Oakland University.

Faculty Assessment Surveys, Purdue Writing Lab. Spring 2006.

I developed and conducted a university-wide faculty assessment of Purdue Writing Lab services through a survey instrument.

Purdue OWL Virtual Online Consultant Assessment. Fall 2007.

I developed an extensive assessment system for Purdue's new online tutoring service. The assessment included short-term and long-term assessments of tutoring services through surveys, analysis of student feedback, and direct examination of written texts. The assessment system is meant to collect a host of quantitative data that can be used internally to improve Purdue's online tutoring services and externally to demonstrate to administrators that the program is successful.

Purdue OWL Assessment/Usability Survey. Spring 2006-Spring 2008.

Collaborating with a team of four individuals, I helped develop a series of assessments and usability tests for the Purdue OWL. These included in-person usability tests on the functionality of OWL, working with blind and disabled individuals to assess the OWL's effectiveness, and conducting a large-scale remote survey on OWL's effectiveness and content. This work led to substantial improvements in the Purdue OWL's content and information design.

Experience in Writing Program Administration

Purdue OWL Coordinator and Purdue OWL Webmaster (Summer 2006-Summer 2008)

I worked for two years administrating the Purdue OWL, as both the OWL Coordinator and OWL Webmaster. The Purdue OWL is a source for writing-related and pedagogical materials from both English studies and across the disciplines. The OWL served 114,000,000 pages in the 2007-2008 and was visited by individuals worldwide including primary, secondary, and higher educators, corporate and government trainers, literacy educators, writing centers personnel and ESL students and instructors. The OWL Webmaster and OWL Coordinator positions were administrative, and included the following:

- Wrote successful internal grants for OWL funds (\$9,000 in received funds for OWL)
- Developed and facilitated survey on users' needs and demographics
- Budgeted for the upcoming academic year
- Wrote Annual Reports and other various internal documents
- Created long-term strategies for focus and direction of the OWL
- Developed extensive pedagogical materials
- Marketed and promoted the OWL locally at Purdue and worldwide
- Hired and managed undergraduate OWL workers
- Developed relationships between the Purdue OWL and other programs on campus
- Developed relationships between the Purdue OWL and other organizations such as the E-Granary Program (provides internet resources to developing nations)
- Communicated with OWL visitors at Purdue and worldwide about copyrights, fair use, and collaborations
- Oversaw extensive revisions to OWL functionality
- Conducted Accessibility and Usability testing
- Developed an online tutorial system

Technology and Writing

One of my strengths is my ability to teach with technology and use technology for administrative tasks. Additionally, I have advanced knowledge of the following programs/languages:

Web Development: HTML, CSS, PHP, Database-driven design, Dreamweaver, Frontpage.

Open Source Content/Course Management Software: Moodle, Mambo, Drupal, WebCT, Blackboard, Vbulletin.

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

Operating Systems: Linux, Unix, MacOS, Windows.

Program Curriculum Development

Anne Beaufort and I developed a complete First-Year Composition curriculum for use with the mentoring of new teachers in the SUNY Stony Brook Writing Program in 2004-2005. The curriculum was first used in Fall 2005 as is still being used. The curriculum focused the examination discourse community and comparison of genres. A portion of the curriculum also appears in Anne Beaufort's newest book *College Writing and Beyond: A New Framework for University Writing Instruction* (Utah State UP, 2007).

The complete curriculum can be found here:

<http://www.sunysb.edu/writrhet/instructortools.shtml#currentpracticum>

Purdue OWL Pedagogical Materials

The following materials were created for the Purdue Online Writing Lab (OWL). In the 2007-2008 school year, the Purdue OWL served over 114,000,000 pages to users worldwide. The materials I created for the OWL were created for use by a very diverse audience, including primary and secondary educators, government trainers, ESL students, college writing, and tutoring contexts.

“Conducting Primary Research” *Purdue OWL*

<http://owl.english.purdue.edu/owl/resource/559/01/>

“Writing in Psychology: The Experimental Report” *Purdue OWL*.

<http://owl.english.purdue.edu/owl/resource/670/01/>

Revisions and additions to pedagogical materials:

The following list of Purdue OWL materials required substantial expansion and revision. These materials were already existing on the OWL but were outdated or required substantial expansion (10 – 20 hours of revision per handout).

“Adding Emphasis in Writing” <http://owl.english.purdue.edu/owl/resource/609/01/>

“Annotated Bibliographies” <http://owl.english.purdue.edu/owl/resource/614/01/>

“Commas” <http://owl.english.purdue.edu/owl/resource/607/01/>

“Documenting Electronic Sources” <http://owl.english.purdue.edu/owl/resource/584/01/>

“Evaluating Sources of Information” <http://owl.english.purdue.edu/owl/resource/553/01/>

“Formatting in Sociology” <http://owl.english.purdue.edu/owl/resource/583/01/>

“Irregular Verbs” <http://owl.english.purdue.edu/owl/resource/605/01/>

“Paragraphs and Paragraphing” <http://owl.english.purdue.edu/owl/resource/606/01/>

“Quoting, Paraphrasing, & Summarizing”

<http://owl.english.purdue.edu/owl/resource/563/01/>

“Resources for Documenting Sources in the Disciplines”

<http://owl.english.purdue.edu/owl/resource/585/01/>

- “Research: Overview” <http://owl.english.purdue.edu/owl/resource/552/01/>
 “Searching the World Wide Web” <http://owl.english.purdue.edu/owl/resource/558/01/>
 “Sentence Clarity Presentation” <http://owl.english.purdue.edu/owl/resource/711/01/>
 “The Rhetorical Situation” <http://owl.english.purdue.edu/owl/resource/625/01/>
 “Using Appropriate Language” <http://owl.english.purdue.edu/owl/resource/608/01/>

PROFESSIONAL MEMBERSHIPS

Conference on College Composition and Communication
 Council of Writing Program Administrators
 National Council of Teachers of English
 Modern Language Association

SERVICE, COMMITTEES & PROFESSIONAL WORK

CCCC Connected Community Editor – September 2009 – Present. Served as the Connected Community Editor for the College Composition and Communication organization. This includes the following duties:

- Setting up Connected Community Editorial Board
- Accessibility and Usability testing on Connected Community System
- Working with CCCC Committees on Connected Community Initiatives
- Recruiting and training Community Leaders for Connected Community

Go for the Gold – Oakland University – October 2009. Served as a departmental representative for our major fall recruiting event.

Open Source Web Design Workshops. Purdue University, Fall 2008. A two-part workshop series open to Faculty, Students, and Staff in the English Department.

Purdue Writing Lab Space issues Committee, Purdue University, Spring 2007.

Grant writing Workshops for the College of Liberal Arts, Purdue University, Assistant to Richard Johnson-Sheehan, Spring 2006.

English 106 Showcase Planning Committee, Purdue University, Spring 2006.

Curriculum Development, SUNY Stony Brook Writing and Rhetoric Program, Spring-Summer, 2005. Development of new curriculum materials for Fall 2005 TAs. Included lesson plans, syllabus, new handouts, reading selection, assessment protocols.

Coordinator for Stony Brook Linguistics Colloquium Series. Recruitment of speakers for the spring series, coordination of speaker travel arrangements, coordination of after-talk dinners, reservation of rooms for talks, facilitation of technology and handouts for talks. Fall 2004.

Organizer for the North Eastern Linguistic Society (NELS) Conference at Stony Brook. Collection of abstracts, organization of abstracts, negotiating with printer for best prices, cover design and internal organization of the program booklet. Fall 2003.