

Morris Library, Room 236
Carbondale, IL 62901

Enrique Paz

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ACADEMIC APPOINTMENTS

Assistant Professor, Department of English August 2020 - Present
Southern Illinois University
Carbondale, IL

Visiting Assistant Professor, First Year Integrated Core August 2019 – May 2020
Visiting Instructor, First Year Integrated Core August 2018 - July 2019
Farmer School of Business
Miami University, Oxford, OH

EDUCATION

Ph.D. in English, Composition and Rhetoric August 2019
Miami University, Oxford, OH

- Dissertation: Toward Conceptual Change: Misconceptions, Activity, and Writing
Committee: Elizabeth Wardle (Chair), Jason Palmeri, Tim Lockridge, Michael Brudzinski.

M.A. in English, Composition and Rhetoric August 2014
Miami University, Oxford, OH
Miami University, Oxford, OH

- Thesis: Teaching Plagiarism: Discourse on Academic Integrity in First-year Composition.
Committee: James Porter (Chair), Jason Palmeri, Kate Ronald

B.A. in Writing and Rhetoric & Japanese Language and Literature April 2012
Oakland University, Rochester, MI
Magna cum Laude, Departmental Honors

- Graduate of the Honors College
- Study Abroad at Nanzan University, Nagoya, Japan

ACADEMIC PUBLICATIONS

Paz, Enrique. (2022). "Changing Conceptions of Writing through Situated Activity in a Geology Major." *Across the Disciplines* 18 (3/4). <https://doi.org/10.37514/ATD-I.2022.18.3-4.07>

Lockridge, Tim, Enrique Paz, and Cynthia Johnson. (2017). "The Kairos Preservation Project." *Computers & Composition* 46, 72-86.
<https://doi.org/10.1016/j.compcom.2017.09.002>

Edwards, Dustin and Enrique Paz. (2017). "You have to be a Genius to be a Writer." In Drew M. Loewe and Cheryl E. Ball (eds.), *Bad Ideas about Writing*. Morgantown, WV: Digital Publishing Institute. Available at <http://bit.ly/2vVK496>

Hixson-Bowles, Kelsey and Enrique Paz. (2015). "Perspectives on Collaborative Scholarship." *The Peer Review, Issue Zero*. Available at <http://bit.ly/2qFrZcy>

Driscoll, Dana, Sherry Wynn Perdue, Jacob Matthews, Enrique Paz, and Jessica Tess. (2014). "Negotiating the Sponsorship Continuum: Preparing Humanities Undergraduates to Conduct RAD Research." *Perspective on Undergraduate Research and Mentoring* 3.2. Available at <http://bit.ly/2eIX7jD>

In-process

Paz, Enrique and Elise Dixon. "Tracing Marginality: In Scholarship, in Training, and in Practice." Status: **Under Review**. *On the Writing Center Periphery: (Counter)Stories from the Margin and on Marginality by Writing Center Administrators*. Eds. Elizabeth Kleinfeld, Sohui Lee, and Julie Prebel.

Paz, Enrique. "Standardized Curricula and GTAs: Tensions and Transgressions." Status: **Under Review**. *(Un)Commonplaces in Graduate Teaching Assistantship Training & Experiences*. Eds. Dawn Shepherd, Zachary T. Singleton, Ti Macklin, Tracy Ann Morse, and Heidi Estrem.

Reviews

Denny, Harry, Enrique Paz, and Anna Sicari. (2018). "Review of *The Working Lives of New Writing Center Directors*." *Writing Center Journal* 36.2.

Editorial Work

Editor, *IWCA Update*. Semesterly membership newsletter published by the International Writing Centers Association. 3 issues. 2016-2018.

Assistant Editor, *Rhethawks* (2016-2017). Plymouth, MI: Hayden-McNeil. Annual publication of first-year student writing by composition program.

Guest Editor with Erin Brock and Heather Wintle. *ECWCA Newsletter* (Spring 2014), special issue highlighting 2014 ECWCA conference meeting.

ACADEMIC PRESENTATIONS

"Cultivating Writing Program Identities in Tumultuous Times." With Cynthia Johnson and Bridget Gelms. *Conference on College Composition and Communication*, Chicago, IL, February 2023.

"Writing the World: Encountering Student Work Reflecting Global Issues and Identities." *International Writing Center Association Annual Conference*, Vancouver, BC, October 2022.

"The Product of our Art?: Writers, Consultants, and Transformative Experiences." *International Writing Centers Association Annual Conference*, Columbus, OH, October 2019.

"From Periphery to Center: Legitimate Peripheral Participation." *International Writing Center Association Annual Conference*, Atlanta, GA, October 2018.

"Identities and Cultures of Writing: Impact on Institutions, Programs, and Students." *Conference on College Composition and Communication*, Kansas City, MO, March 2018.

"Deep Undercover: Writing Center Consultants and their Secret (non)Writer identities." *International Writing Center Association Annual Conference*, Chicago, IL, November 2017.

“Developing a Pedagogical Space through Web Scholarship Preservation.” With Cynthia Johnson and Tim Lockridge. *Computers and Composition*, Findlay, OH, June 2017.

“Points of Reference: Negotiating Writing Center Space.” *East Central Writing Center Association*, Dowagiac, MI, March 2017.

“Tracing Consultants' Histories of Writing: an Analysis and Coding Lab.” With Megan Schoettler, *IWCA Collaborative @ CCCC*, Portland, OR, March 2017.

“Writing Consulting, Writer-Consultant? Writer Identity and Dispositions of Writing Center Consultants.” With Megan Schoettler. *International Writing Center Association Annual Conference*, Denver, CO, October 2016.

“Where does *this* fit? Supporting Access to Coding Literacies in Composition.” With Cynthia Johnson. *Computers and Composition*, Rochester, NY, May 2016.

“Scaffolding Walls, Checking Papers: Border Rhetorics and Plagiarism.” *Conference on College Composition and Communication*, Houston, TX, April 2016.

“Mobilizing an American Idea: Taking the Cite Right Program into a Canadian Context.” With Kathy Block and Matthew Sanscartier. *International Writing Centers Association Annual Conference*, Pittsburgh, PA, October 2015.

“Welcome(,) Staff: Support Staff and Writing Center Community.” With Katherine Moody. *East Central Writing Centers Association Annual Meeting*, South Bend, IN, April 2015.

“Teaching Plagiarism in First-year Writing.” *Research Network Forum*, Tampa, FL, March 2015.

“Keeping the Magic Alive: Consultant Development from Beginning to End.” With Rebecca Hallman and Taylor Evans. *International Writing Centers Association Annual Conference*, Orlando, FL, October 2014.

“Out of the Sandbox, or How I Became an (Undergraduate) Researcher.” *Conference on College and Communication*, Indianapolis, IN, March 2014.

“Perspectives on (Unauthorized) Collaboration.” With Brenda R. Quaye. *International Center for Academic Integrity Annual Conference*, Jacksonville, FL, March 2014.

“The (Dis)Honest Student: Writing Centers, Student Identity, and Institutional Responses to Plagiarism.” With Sherry Wynn Perdue. *National Conference on Peer Tutoring in Writing*, Tampa, FL, November 2013.

“Closed Doors, Common Ground: Writing Centers as Common Space.” With Salvatore Papa. *East Central Writing Centers Association Annual Conference*, Clarion, PA, April 2013.

“Teaching Plagiarism: Addressing Academic Integrity in the Classroom.” *Research Network Forum*, Las Vegas, NV, March 2013.

“Coming to an Understanding: Writing Centers and Multi-cultural Views of Plagiarism.”
Conference on College Composition and Communication, St. Louis, MO, 2012.

“The Sponsorship Continuum: Preparing Undergraduate Students to Conduct Replicable, Aggregable, and Data-Supported Research in the Writing Center.” With Dana Driscoll, Sherry Wynn Perdue, Jessica Tess, and Jacob Matthews. *Michigan Writing Centers Association Conference*, Saginaw Valley State University, October 2011.

“Japanese ESL in the Writing Center: A Contrastive Rhetoric Approach.” With Jessica Tess. *Meeting of the Minds Undergraduate Research Conference*, University of Michigan-Flint, May 2010.

Invited Workshops

“Teaching Plagiarism: A workshop on Misconceptions, Source Use, and Plagiarism.”
Vincennes University, April 1, 2022.

TEACHING EXPERIENCE

Classroom Experience

Southern Illinois University

- ENGL502: Teaching College Composition (3 sections)
Graduate seminar for new graduate teaching assistants to explore theory, research and scholarship on writing instruction in support of their new teaching positions.
- ENGL489: Consulting for Professional and Academic Writing (2 sections)
Explores writing theory related to learning, genre, and discourse for application in developing writing support in academic and professional contexts; provides advanced preparation for students interested in work at the writing center.
- ENGL101: Writing about Writing (1 section)
First-year writing course introducing students to writing studies theory to change misconceptions about writing and develop strategies for diverse writing contexts.
- UNIV101: Saluki Success (4 sections)
Introduces first-year students to campus resources, other support services, and college success skills and strategies.

Miami University

- BUS215: FYIC Fellows Training (1 section):
Seminar for FYIC graduates to promote reflection on FYIC learning and create opportunities for explicit connection to other business courses students take in their majors and future careers.
- BUS102: Foundations of Professional Communication (13 sections):
Introductory course for new business majors to learn business writing genres and professional presentation skills. Includes a service project for a real professional client.
- ENG359: Writing Center Consulting (1 section):
Training course for new undergraduate consultants based on best practice from writing center and composition theory scholarship.
- ENG304: Composition Theory and Research (1 section):

Introduces students to composition and rhetoric as a scholarly field and to its scholarship and research methods. Includes a primary research project on the teaching of and/or learning of writing.

- ENG112: Composition and Literature (2 sections)
First-year writing course employing critical reading on a diverse body of literature and scholarship to promote students' ability to perform textual analysis.
- ENG111: Composition and Rhetoric (6 sections, including 1 hybrid, online section)
First-year writing course employing rhetorical theory to promote students ability to write persuasively in textual and multimodal genres.
- ENG104: Writing Studio (1 section)
Studio-style course designed to support first-year student writing though small class sizes and more individualized instruction. Serves mostly international students.

Oakland University

- WRT360: Global Rhetoric (Teaching Assistant, Fall 2011).
Upper-level elective in a writing major that introduced comparative and contrastive rhetorics and surveyed a variety of rhetorics from different cultures
- HC100: First Year Colloquium (Teaching Assistant, Fall 2010 and 2011).
First-year course for new Honors College students emphasizing inquiry, community, and hands-on learning based on works of literature and scholarship on current events.

Writing Center Experience

- *Consultant*, Howe Writing Center (Miami University) and Oakland University Writing Center, 2010-2017.
- *Lead Consultant*, Cite Right Program (plagiarism remediation program), Oakland University Writing Center, 2010-12.
- *Embedded Tutor*, WRT102: Basic Writing, Oakland University Writing Center, Fall 2010 and 2011.

ADMINISTRATIVE EXPERIENCE

Director, Southern Illinois University Writing Center. August 2020-Present.

- Design and administer all training for undergraduate and graduate writing tutors.
- Support faculty and departmental writing curricula with class-based workshops for students and professional development workshops for faculty on writing and writing instruction.
- Assess and revise center infrastructure, training, and tutoring services.
- Develop and execute plan for promoting writing center awareness and usage.

Graduate Assistant Director, Howe Center for Writing Excellence, Miami University. 2016-2017 (Supervised by Manager Kate Francis) & 2012-2013 (Supervised by Director Dr. Katharine Ronald).

- Designed, facilitated, and supervised all graduate and undergraduate consultant professional development in the writing center, including research opportunities, weekly seminars, and undergraduate consultant mentoring.

PROFESSIONAL MEMBERSHIPS

National Council of Teachers of English
 Conference on College Composition and Communication
 International Writing Center Association
 East Central Writing Center Association

AWARDS & GRANTS

Miami Graduate School Dissertation Research Support Award. Awarded by graduate school to support dissertation research. Received Spring 2016, \$600.

Graduate Student Scholar Fellowship, Graduate School, Miami University. One-year fellowship competitively awarded among new graduate student admissions.

Curricular Innovation Award, Composition Program, Miami University, Fall 2013, 2014. Awarded for exemplary design of first-year writing assignments and contribution to annual composition program's *Teacher's Guide* publication.

Honors College Thesis Grant, Honors College, Oakland University. Awarded for "Writing in Japanese: Japanese Universities and Composition Instruction," an Honors Thesis project proposal. Received December 2010, \$1500.

SERVICE, COMMITTEES & PROFESSIONAL WORK

National Service

Reviewer, *Composition Studies*, Winter 2021 – Present.

Reviewer, *WLN: A Journal of Writing Center Scholarship*, Spring 2019 – Present.

Reviewer, *The Peer Review*, Spring 2015 – Present.

Editorial Board Member, *The Peer Review*, Spring 2015-Spring 2018.

Member, Outreach Committee, International Writing Centers Association, 2014-2016.

Member, Graduate Student Committee, International Writing Center Association, Spring 2013-2014.

University Service

Member, Writing Studies Committee, School of Literature, Writing, and Digital Humanities, Southern Illinois University Carbondale, Spring 2022-Present.

Reviewer, Emma Smith Hough Library Scholarship, Morris Library, Southern Illinois University Carbondale, Spring 2021 & 2022.

Reader, Capstone Writing Assessment, Farmer School of Business, Miami University, Winter 2019.

Graduate Student Representative, Committee for Undergraduate Curriculum, Miami University, 2013-2016.

Graduate Student Representative, Howe Writing Center Local Advisory Board, Miami University, Fall 2012-Spring 2014.

Reader, Portfolio Writing Program, Miami University, Summer 2013 & 2015.

Reader, ENG111 Assessment, Dept. of English, Miami University, Summer 2013.

LANGUAGES

Fluent in Spanish

Conversational fluency in Japanese