

# Hillary Weiss<sup>i</sup>

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## EDUCATION

<b>Ph.D.</b> in Rhetoric and Composition <i>Wayne State University</i> Detroit, Michigan	<b>2020</b>
<b>MA</b> in Literary and Textual Studies <i>Bowling Green University</i> Bowling Green, Ohio	<b>2016</b>
<b>BA</b> in Secondary Education and <b>BA</b> in English <i>Siena Heights University</i> Adrian, Michigan	<b>2014</b>

## RESEARCH INTERESTS

- Placement, Departmental Assessment, and Grading Practices
- Composition Pedagogy
- Cultural Rhetorics
- Supporting students with disabilities and first-generation, multilingual/ELL, and adult learners
- Writing Across the Curriculum/Writing in the Disciplines

## COURSES TAUGHT

- **Basic Writing** (face-to-face), which consisted mainly of multilingual students who needed extra assistance with academic writing
- **First Year Writing** (online and face-to-face) at numerous institutions (see below), which emphasized WAC/WID principles and allowed me to create accessible materials for diverse students
- **Technical Writing**, online for Engineering Students

## PROFESSIONAL EXPERIENCE

<b>Visiting Assistant Professor, English and Writing</b> <i>University of Tampa</i>	<b>2023 Aug–Present</b>
<ul style="list-style-type: none"> <li>• Teaching 3 sections of first-year writing in Fall 2023</li> </ul>	
<b>Online Master Writing Advisor</b> <i>MedSchoolCoach</i>	<b>2021 Feb–Present</b>
<ul style="list-style-type: none"> <li>• Seasonally advise clients on application timeline and medical school personal statements, activities lists, secondary applications, and AMA citation style through messaging and video calls</li> <li>• Suggested structural, line, and copy edits to 20+ applicants each application cycle within 72 hours</li> <li>• Worked closely with multilingual applicants to improve writing skills</li> </ul>	

- Improved and developed the company's inclusive practices

**Assistant Professor of Writing****2022 Aug–2023 May***University of Minnesota Duluth*

- Communicated with departments, such as the American Indian Learning Resource Center, to help Indigenous students succeed
- Provided students with learning disabilities with supplementary accommodations and weekly e-mails
- Established and emphasized flexible, collaborative, and interdisciplinary writing processes
- Taught MLA, APA, Chicago, IEEE, and NLM citation styles
- Taught 3 sections of first-year writing in Fall 2022 (3 face-to-face sections; 73 students total)
- Taught 4 sections of first-year writing in Winter 2023 (1 online and 3 face-to-face courses; 99 students total)

**Online Composition and Communication Adjunct Instructor****2021 Nov–2022 Sept***Purdue University Global*

- Studied best practices for online adult learners through orientation and implemented these practices
- Created accessible materials for students with low vision, dyslexia, who have colour vision deficiency, or who use screen readers courses
- Taught 10-week, Online Composition I courses with 30+ students
- Taught Writing Across the Curriculum values, professional communication, and APA citation

**Online English Tutor****2018 Sept–2021 June***School Tutoring Academy/Independent Tutor/Aladdin Education*

- Tutored multilingual and international students from Malaysia and Qatar in TOEFL and IELTS
- Designed lesson plans for elementary, middle, and high school ELL students on various reading and writing skills

**Graduate Research Assistant****2018 Aug–2019 Aug***Wayne State University*

- Conceptualized and implemented changes to the English department through researched-based projects
- Collaboratively created a directed-self placement (DSP) pilot in Summer 2019, which resulted in the [implementation of DSP at Wayne State University](#)
- Served as Project Manager of a research project about reflective essays, which resulted in a 2021 publication
- Gathered, sorted, and wrote about data throughout the project

**Graduate Writing Center Assistant and Tutor****2017 Aug–2018 Aug***Wayne State University*

- Tutored undergraduate and graduate students in writing in different disciplines
- Worked collaboratively with the Kinesiology and Nursing departments to develop materials for students
- Trained and mentored graduate and undergraduate writing tutors
- Created and published online documents, PowerPoints, and presentations for student use on the university website

**Writing Instructor****2016 Aug–2020 July***Wayne State University*

- Designed curriculum, assignments, assessments, and online, multimodal writing resources for students
- Incorporated researched-based pedagogical techniques and departmental learning outcomes
- Taught introductory and advanced writing courses, including sections of ENG 1010: Basic Writing (mostly multilingual/ELL students), ENG 1020: Introductory College Writing, and ENG 3050: Technical Writing (Online)

**Graduate Administrative Assistant****2015 Aug–2016 May***Bowling Green State University*

- Recruited, communicated with, and organized meetings with potential master's students
- Conceptualized and implemented changes to the BGSU English Department website

**Writing Instructor****2015 Jan–2016 May***Bowling Green State University*

- Designed multimodal curriculum and resources for students
- Participated in portfolio assessment
- Taught first and second-year writing courses, including sections of GSW 1120: Academic Writing and GSW 1110: Introduction to Academic Writing

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## CONFERENCE PRESENTATIONS

“AI Tools and the Compassionate Writing Classroom.” Upcoming presentation at the *Writing in the Age of AI Conference*, Gainesville, FL. 2023. **Regional Conference.**

“The idealized LGBTQ+ writing group and the hierarchies within.” Pre-recorded presentation for the *Conference on Community Writing*. Oct 2019. **National Conference.**

“Transformative assessment through student inclusion: Students as collaborators in the explicit assessment of student writing.” Group presentation at the *Council of Writing Program Administrators Conference*, Baltimore, MD. July 2019. **National Conference.**

"Everything is sex, except sex, which is power": The idealized LGBTQ+ *writing* group and the hierarchies within." Presentation at *Conference on College Composition and Communication*, Pittsburgh, PA. Mar 2019. **National Conference.**

Facilitator of a Rushton Undergraduate Conference panel, Detroit, MI. Mar 2019. **Institutional Conference.**

"Queer(ing) pedagogy through self-care in the classroom." Presentation at the *Cultural Rhetorics Conference*, East Lansing, MI. Nov 2018. **Regional Conference.**

"Rewriting restoration: The Heidelberg Project and Detroit's identity." Presentation at the *Conference on College Composition and Communication*, Kansas City, MO. Mar 2018. **National Conference.**

Facilitator of a Wayne State Pop Culture Conference panel, Detroit, MI. Mar 2018. **Regional Conference.**

"Queer(ing) pedagogy through self-care in the classroom." Presentation in Philadelphia, PA. Nov 2017. **Regional Conference.**

"The controversial uncontroversial topic: Using preferred names and correct pronouns in the classroom." **Invited talk** at *Siena Heights University*, Adrian, MI. Nov 2017.

"The controversial uncontroversial topic: Using preferred names and correct pronouns in the classroom." Presentation at *21st Century Englishes*, Bowling Green, OH. Oct 2017. **Regional Conference.**

"Driving toward a rhetoric of collaborative space." Group presentation at *21st Century Englishes*, Bowling Green, OH. Oct 2017. **Regional Conference.**

"Multimodality in the FYC classroom and memes" Presentation at *Corridors*, Detroit, MI. Sept 2017. **Regional Conference.**

"The controversial uncontroversial topic: Using preferred names and correct pronouns in the classroom." **Workshop and Presentation** at *Wayne State University*, Detroit, MI. Sept 2017.

"Beyond the pass rate: A tale of exigence and action." Group presentation at the *Council of Writing Program Administrators Conference*, Knoxville, TN. July 2017. **National Conference.**

"Subverting Swanson's sexuality: The ambivalence of women's sexuality in *Parks and Recreation*." Presentation at *Popular Culture Association/American Culture Association Conference*, Seattle, WA. Mar 2016. **National Conference.**

"The AIWC: Feminist actions traditions and global feminism." Presentation at the *Women's, Gender, and Sexuality Studies Symposium*, Bowling Green, OH. Mar 2015. **Institutional Conference.**

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## PUBLICATIONS

### In Print:

Pruchnic, J., Barton, E., Thomas, T., Primeau, S., **Weiss, H.**, Varty, N.G., & Moore, T.F. (2021). The effects of student-fashioning and teacher-pleasing in the assessment of first-year writing reflective essays. *Journal of writing assessment*. **Available:** <https://escholarship.org/uc/item/3c26v2hh>

**Weiss, H.** (2020). Coming out as complex: Understanding LGBTQ+ Community Writing Groups. **Available:** [https://digitalcommons.wayne.edu/oa\\_dissertations/3414/](https://digitalcommons.wayne.edu/oa_dissertations/3414/)

Brehler, M., Latawicz, A., & **Weiss, H.** (2020). Age, ability, and self-expression: The question of purpose and the intersections of comfort in the classroom. *Journal of multimodal rhetorics*. **Available:** <http://journalofmultimodalrhetorics.com/3-2-issue-krupansky-latawicz-and-weiss>

**Weiss, H.** (2019). I don't always teach memes, but when I do, I use them to strengthen multiliteracies skills. *Digital English: A handbook for the 21st-century classroom*. **Available:** <https://www.digitalenglish.com.au/2019/02/13/i-dont-always-teach-memes-but-when-i-do-i-use-them-to-strengthen-multiliteracies-skills/>

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## SERVICE AND AWARDS

UMD Writing, Linguistics, and Writing Studies Assessment Member	<b>2022–2023</b>
First-Year Writing and Other Individual Curriculum and Syllabus Development	<b>Fall 2022</b>
Facilitator of the Affirmations LGBTQ+ Writing Group in Ferndale, MI	<b>2018–2020</b>
Communications Manager of the Wayne State Rhetoric Society	<b>2018–2019</b>
ACCUPLACER English Instructor for WSU Veterans	<b>2018–2019</b>
Mentor for WSU Graduate Writing Instructors	<b>2017–2019</b>
Secretary of the WSU Queer Graduate Student Group	<b>2017–2018</b>
Awardee of the WSU Graduate Employees' Organizing Committee Award for Excellence in Teaching in the Humanities	<b>2017</b>
Member of WSU Basic Writing Task Force	<b>2016–2019</b>
<ul style="list-style-type: none"> <li>Helped create and establish Stretch curriculum and courses, which helps students who are racially, ethnically, and linguistically diverse succeed</li> </ul>	

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<sup>i</sup> As you may have noticed, my CV looks slightly different than typical, black-and-white documents. I use Arial font to avoid character ambiguity, bold to emphasize wording, share PDFs in addition to Word documents, and use a cream-colored background and provide headings in purple for contrast. Taking these actions help accommodate individuals with low vision, dyslexia, have color vision deficiency, or who use screen readers.

For more information:

On dyslexia: <https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide>

On fonts and vision: <https://webaim.org/techniques/fonts/>

On color vision deficiency: <http://scdg.org.uk/wp-content/uploads/2019/02/Colour-information-with-header-sheet-2.pdf>