

Allison HUTCHISON

Rhetoric and Writing Researcher and Instructor

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Dissertation : “Assessing the Feasibility of Online Writing Support for Technical Writing Students”

Chair : Carlos Evia, Department of Communication

Member : Sheila Carter-Tod, Department of English

Member : Marie Paretti, Department of Engineering Education

Member : Kelly Pender, Department of English

Abstract : I aim to unite two seemingly unrelated fields, writing centers and technical communication, to study the feasibility of creating an online technical writing resource. In the first part of a two-part study, I researched how online writing resources can meet the needs of students and instructors in the Technical Writing service course at Virginia Tech. In particular, I focused on the online sections of the course. Using a service design methodology, I conducted surveys and interviews in order to design an online tutoring service for students enrolled in Technical Writing. For the second part of this project, I employed a case study approach to investigate how the service affects students’ perception of their course performance and how useful stakeholders find the service. This pilot project, the 360 Digital Studio, opened in Fall 2018 with myself as coordinator, another graduate student as assistant coordinator, and three undergraduate Professional and Technical Writing majors as interns.

EDUCATION

Expected 2019	Virginia Tech , Doctor of Philosophy, Rhetoric and Writing
2008	Naropa University , Master of Fine Arts, Creative Writing : Poetry
2005	Oglethorpe University , Bachelor of Arts, English

PUBLICATIONS & WORK IN PROGRESS

REVISION REQUESTED	Hutchison, A. “The Learning Management System : A Wicked Problem for On-line Writing Instruction.” <i>Computers and Composition</i> .
CONFERENCE PROCEEDING	Hutchison, A. (2018). “Writing Support for the Online Technical Writing Service Course : A Feasibility Study.” <i>IEEE ProComm 2018</i> .
BOOK REVIEW	Hutchison, A. (2016). “Talk About Writing : The Tutoring Strategies of Experienced Writing Center Tutors.” <i>Southern Discourse in the Center</i> .

TEACHING EXPERIENCE

Spring 2018	ENGL 4824 : Science Writing, Graduate Teaching Assistant as Instructor of Record, VIRGINIA TECH, Blacksburg, VA <ul style="list-style-type: none">➤ Students closely analyzed the structure and content of scientific journal articles in IMRAD format and traced connections between scientific writing and classical and current rhetoric. After exploring writing about primary scientific research, students interviewed VT science students and wrote spotlight stories about their research. The interviews highlighted the research of women and people of color in the sciences and were published by the Center for Communicating Science. Under my advisement and direction, students developed web content on strategies for effective science writing and communication for their final project.
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Fall 2017	<p>ENGL 3104 : Professional Writing, Graduate Teaching Assistant as Instructor of Record, VIRGINIA TECH, Blacksburg, VA</p> <ul style="list-style-type: none"> › I assigned texts that introduced students to rhetorical, feminist, postmodern, and other theories relevant to professional writing. Students created multiple assignments in professional writing genres, such as informational reports, user documents, recommendation reports, and job application packages. Not only did they learn about writing for workplace settings from readings, but they also interviewed professionals who write as either a main or or secondary component of their jobs. I emphasized that they compose documents intended to solve problems or help readers make decisions.
Jul. 2018	<p>ENGL 3764 : Technical Writing, Graduate Teaching Assistant as Instructor of Record, VIRGINIA TECH, Blacksburg, VA</p>
Dec. 2016	<ul style="list-style-type: none"> › Teaching this course online in 3 abbreviated semesters, I exposed students to technical genres such as research and goods and services proposals, progress reports, infographics, and instructions. I held online office hours and provided video feedback to students in an effort to create immediacy between them, the course content, and myself. Students could also contact me via Google chat with more urgent questions. Finally, I employed a user-centered approach by surveying and gathering feedback from students to ensure the online course used principles of visual and information design to make course content easily accessible and navigable.
Fall 2016	<p>MSE 2884 : Professional Development I, Graduate Teaching Assistant as Instructor of Record, VIRGINIA TECH, Blacksburg, VA</p> <ul style="list-style-type: none"> › Materials Science and Engineering 2884 is designed to prepare students to meet professional expectations for their job application packages, interviews, presentations, teamwork, and communication skills. For instance, I coached students to improve their ability to describe their interests in particular materials so that global, multidisciplinary audiences could understand the material's application. Students also gained experience using non-technical professional skills as well as communication skills important to engineering practice.
May 2017	<p>Graduate Teaching Assistant, ENGINEERING COMMUNICATIONS PROGRAM, Blacksburg, VA</p>
Aug. 2015	<ul style="list-style-type: none"> › Acted as Graduate Teaching Assistant for 3 sections of Materials Science and Engineering 2044 : Introduction to Materials Science and Engineering › Successfully advocated for transition from paper to digital poster presentations › Conferenced individually with students about writing assignments › Conducted in-class writing workshops to prepare students for a semester-long research report project
Summer 2016	<p>Teacher, KIDS ON CAMPUS, HOWARD COMMUNITY COLLEGE, Columbia, MD</p> <ul style="list-style-type: none"> › Developed curricula for reading, study skills, admissions essays, and college-level writing preparation classes for high school and middle school students
Dec. 2012	<p>Adjunct Faculty and Writing Center Tutor, MONTGOMERY COLLEGE, Germantown, MD</p>
Sept. 2011	<ul style="list-style-type: none"> › Basic English I (Fall 2011) – 5 credits › College Reading Skills I (Spring 2012) – 5 credits › Intro to College Writing (Fall 2012) – 5 credits
Aug. 2012	<p>Adjunct Faculty, HOWARD COMMUNITY COLLEGE, Columbia, MD</p>
Dec. 2012	<ul style="list-style-type: none"> › Fundamentals of Academic Reading (Fall 2012) – 4 credits › College Composition – (Fall 2012) - 9 credits

Mar. 2014	Faculty, UNIVERSITY OF PHOENIX, Online Learning System
Mar. 2011	<ul style="list-style-type: none"> › University Composition and Communication II – 27 credits

ACADEMIC EXPERIENCE

Present Aug. 2018	360 Digital Studio Coordinator, VIRGINIA TECH, Blacksburg, VA <ul style="list-style-type: none"> › Train interns to offer synchronous online tutoring sessions for Technical Writing students › Observe recorded tutoring sessions and provide feedback to interns on tutoring efficacy › Oversee development of website and resources on technical writing
Present Aug. 2017	Department of English Internship Program Co-Coordinator, VIRGINIA TECH, Blacksburg, VA <ul style="list-style-type: none"> › Act as a liaison to the internship coordinator by assisting with meeting preparation, evaluating student work, corresponding and maintaining relationships with high school and middle school supervisors, and advising students
Jul. 2015 Sept. 2014	Learning Specialist, ACADEMIC ACHIEVEMENT CENTER, TOWSON UNIVERSITY, Towson, MD <ul style="list-style-type: none"> › Supervised, hired, and met regularly with graduate assistants › Oversaw CRLA training program for 75 peer tutors › Managed study skills workshop series and launched online workshops using WebEx › Streamlined process of hiring tutors and completing onboarding paperwork
Aug. 2014 Jan. 2013	Instructional Associate, MONTGOMERY COLLEGE WRITING CENTER, Germantown, MD <ul style="list-style-type: none"> › Launched Facebook page and blog › Created instructional videos on outlines, thesis statements, and citation pages › Piloted highly successful and well-attended online workshops via Blackboard Collaborate › Developed materials and visual presentations for weekly workshop series
Dec. 2012 Sept. 2011	Professional Tutor, MONTGOMERY COLLEGE WRITING CENTER, Germantown, MD <ul style="list-style-type: none"> › Developed and delivered workshop series › Assisted multilingual writers from diverse backgrounds to articulate their thoughts, secondary research, and arguments in writing

Non-academic work history dating to 2000 furnished upon request

CONFERENCE PRESENTATIONS

OCTOBER 2018	International Writing Centers Association : “Activating Identities : What Does it Mean to be a Citizen of Disciplinary Writing Centers?,” Atlanta, GA
JULY 2018	IEEE ProComm : “Writing Support for the Online Technical Writing Course : A Feasibility Study,” Toronto, CAN
MAY 2018	Computers and Writing : “Bartholomae and Bogost in a Blender : Playing with New Definitions of Online Learning Environments,” Fairfax, VA
NOVEMBER 2017	International Writing Centers Association : “Spy vs. Spy vs. Spy : Perspectives on Traditional, Discipline-Specific, and Workplace Writing Centers,” Chicago, IL
JUNE 2017	Computers and Writing : “Techné/Logical : Redrawing Usability Boundaries in Digital and Physical Spaces,” Findlay, OH
MAY 2017	RSA Summer Institute : “Sonic Rhetorics” Workshop with Jason Alexander and Byron Hawk, Bloomington, IN
FEBRUARY 2017	Conference on Higher Education Pedagogy : “Breaking [Bad] Dichotomies : Bridging the Interdisciplinary Gap,” Blacksburg, VA
JUNE 2016	Great Writing : International Creative Writing : “Sign Space : Observing ASL Poetics in Hearing Poetry,” London, UK
MAY 2016	Computers and Writing : “Procedural Rhetoric in the Canvas App OR Please Don’t Take My Pandas Away,” Rochester, NY
MARCH 2016	Mid-Atlantic Writing Center Association : “Synergized Missions : Writing Centers and Their Institutions,” Philadelphia, PA
FEBRUARY 2016	Conference on Higher Education Pedagogy : “Implementing Instructional Technologies to Promote Student Engagement in Writing-Intensive Courses,” Blacksburg, VA
APRIL 2015	Mid-Atlantic Writing Center Association : “Writing Center Mission Statements and Discourse,” Harrisonburg, VA
APRIL 2015	Maryland Learning Center Network : “Peer Presentations for Peer Tutoring,” Towson, MD
OCTOBER 2014	Two-Year College English Association : “Beyond the Classroom : The Effect of Course-Embedded and Student-Elected Support,” Baltimore, MD
NOVEMBER 2013	The Emerging Classroom : “Games and Other Web-based Tools for Improving Student Learning,” Germantown, MD
NOVEMBER 2013	Maryland Distance Learning Association : “If You Click It, They Will Learn,” Hanover, MD

PROFESSIONAL ACTIVITIES AND SERVICE

Present 2017	Technical Writing Task Force, DEPARTMENT OF ENGLISH, Virginia Tech <ul style="list-style-type: none"> ➤ Collaborate with faculty and fellow graduate students to develop, revise, and design content for ENGL 3764 : Technical Writing’s online course shell in Canvas ➤ Ensure online course shell adheres to requirements on Quality Matters rubric
Present 2017	Co-President, RHETORIC CLUB, Rhetoric Society of America Student Chapter <ul style="list-style-type: none"> ➤ Planned for visiting scholar lecture in Spring 2018 ➤ Designed “Study Rhetoric” button for club fundraiser and developed online store ➤ Advocated using fundraiser money to purchase a domain name for the club, rhetoricclub.com

Present	Co-Chair, LABOR CENSUS TASK FORCE, Writing Program Administrators Graduate Organization
2017	<ul style="list-style-type: none"> › Developed and conducted national survey on graduate student instructor labor conditions with task force members › Organized meetings and create reports for Executive Board › Coded qualitative survey data results
Present	Member, ACADEMY FOR GRADUATE TEACHING ASSISTANT EXCELLENCE, Virginia Tech
2017	<ul style="list-style-type: none"> › Presented experiential learning strategies to faculty visiting from Universidad San Francisco de Quito › Attended various presentations and events focused on teaching techniques
Present	Participant, EL CENTRO, HISPANIC AND LATINO CULTURAL AND COMMUNITY CENTER, Virginia Tech
2018	<ul style="list-style-type: none"> › Compiled resources for resume and cover letter workshops and provided feedback to students on how to improve their job materials
2016	Treasurer, RHETORIC CLUB, Rhetoric Society of America Student Chapter
2015	<ul style="list-style-type: none"> › Assisted with organizing academic publishing workshop series › Secured funding for members to attend RSA Summer Institute
2014	Service Involvement, MONTGOMERY COLLEGE, Germantown, MD
2013	<ul style="list-style-type: none"> › Transfer and Scholarship Essay Working Group › Co-Chair, Montgomery College Young Professionals Association › Print Management Subcommittee Member › Stand Tall and Reach (STAR) Scholarship Evaluator
2014	Leadership Development Institute, MONTGOMERY COLLEGE, Germantown, MD
2013	<ul style="list-style-type: none"> › Class speaker, 21st cohort › Joyce Gray Award recipient

CERTIFICATIONS & SCHOLARSHIPS

- › **Certificate** : Teaching English as a Foreign Language, i-to-i, Leeds, UK
- › **Certificate** : Mastery of Blended/Flipped Teaching, Technology-enhanced Learning & Online Strategies
- › **Scholarship** : Computers and Writing Graduate Research Network 2018
- › **Scholarship** : Mid-Atlantic Writing Center Association Graduate Student Scholarship 2016
- › **Scholarship** : International Writing Centers Association Collaborative at CCCC 2016

PROFESSIONAL AFFILIATIONS

- › Conference on College Composition and Communication
- › Council of Writing Program Administrators
- › International Writing Centers Association
- › Rhetoric Society of America
- › Southeastern Writing Center Association