
David B. Bedsole

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Academic Appointments

Full-Time Appointments

Instructor of English, University of Alabama, Tuscaloosa, AL, 2015-present
Assistant Professor of Technical and Professional Communication, King University, 2008-2012.
Instructor of English and Communication, Southern Wesleyan University, 2007-2008.

Graduate Assistantships

Graduate Teaching Assistant, Florida State University, 2014-2015.
Graduate Writing and Digital Studio Consultant, Florida State University, 2013-2014.
Graduate Teaching Assistant, Florida State University, 2012-2013.
Graduate Teaching Assistant, Clemson University, 2006-2007.
MATRF (Multiliteracies lab) Associate, Clemson University, 2005-2006.

Education

Ph.D.	English Concentration in Rhetoric and Composition Major: Multimodality and response; Minor: Writing Assessment Florida State University, Fall 2019 Dissertation: "Striking a Chord: Teaching with Music in the College Writing Classroom." Areas of expertise: Multimodal composing; technical communication; design; digital multiliteracy centers; composition pedagogy; writing centers; rhetorical theory
M.A.	Professional Communication Clemson University, 2008
B.A.	English Huntingdon College, 2000

Awards and Grants

iFixit iTrip Award (Technical writing pedagogy conference) (2018).
American Reading Forum Graduate Student Scholarship (2014).
Harold A. Davis Award, Clemson University (2005).

Administrative Experience

Assistant Director of the FSU Digital Studio, Florida State University,
Tallahassee, FL, 2014- 2015.

The FSU Digital Studio is a multiliteracies space where undergraduate and graduate students come to author digital multimodal projects with the help of consultants. It offers rhetorical guidance as well as support in a variety of programs, software, and platforms such as Wix, Weebly, the Adobe suite, video editing, and audio editing. I developed and delivered a workshop on Wordpress for faculty, consulted with students and faculty on a variety of projects, designed visual aids for design processes, and oversaw the 2015 Digital Symposium, which is a showcase of scholarship, coursework, and pedagogy that takes seriously possibilities of researching, teaching, and composing with digital media and digital technologies.

Assistant Director of the RWC (Reading and Writing Center), Florida State University,
Tallahassee, FL, 2013-2014.

The Graduate Writing Center was a new initiative under the English department umbrella, designed to help graduate students in all fields to plan, draft, revise, and polish writing projects ranging from master's theses, dissertations, academic papers, and personal statements. As the Assistant Director and one of only three Graduate Writing Center tutors, I mentored developing writing tutors through targeted professional development opportunities, including discussion of writing center literature, strategies, and problem-solving. I also personally tutored undergraduate students and several graduate students, including ESL students in various fields from Sports Management to STEM.

Articles and Chapters

Article in Refereed Journal

"The FSU Digital Symposium: Origins, Revisions, and Reflections" (with Jacob Craig and Rory Lee).
Computers and Composition Online. 2018.

This webtext reflects on our combined three years of facilitating the FSU Digital Symposium. In it, we observe that the practices of collecting, curating, and showcasing digital teaching and research are key in the formation and continuing development of programs that legitimize and value multimodal work in changing institutional contexts.

Chapters in Edited Collections

"Jan Tschichold's Renunciation: The Anatomy and Ethics of a Typographic Reversal."

Type Matters: The Rhetoricity of Letterforms. Eds. C.S. Wyatt and Dànienne Nicole DeVoss. Anderson, SC: Parlor Press, 2017.

This chapter considers the case of typographer Jan Tschichold's apparent reversal, in 1964, of many of the theories he popularized in *Die Neue Typographie*. By arguing that type is a technology, it becomes possible to critique it through the apparatus of Katz's (1995) critique of instrumental rationality, suggesting implications for "invisible" design even in current-day Internet contexts.

"The Genome, the Meme, and the Teme Go Off the Map: Observing Naming, Metaphor, and Circulation in Three Contested Terms." *Rhetorics of Names and Naming*. Ed. Star Vanguri. New York: Routledge, 2016.

By considering "genetic" names such as the Musical Genome Project, this chapter "highlights the inextricable link between metaphor and naming, pointing out that disagreements about names are the direct results of challenging or stretching the conceptual metaphors that underlie the names." I argue that when the distributed, non-hierarchical character of the Internet comes into contact with scientific attempts at precision, naming conflicts occur that rhetoricians are uniquely positioned to help resolve.

Teaching Experience

University of Alabama, Instructor of English, 2015-present.

EN 101, English Composition I

Introduction to college-level expository writing, critical reading, and preliminary research techniques, and the rhetorical tools needed to participate successfully in the University of Alabama discourse community. I teach this course with an emphasis on writing style, stressing elements of readable writing including specific (concrete nouns), strong verbs, people language, and short words and sentences. I am piloting an ePortfolio project, along with several other faculty members, this semester.

EN 102, English Composition II

Intermediate college-level expository writing covering the principles of formal argumentation, advanced critical thinking and analysis, university-level research techniques, and research-paper writing. I taught this course with emphasis on research and careful argumentation, including a modified dissoi logoi assignment that requires students to argue their case from a different point of view.

EN 103, Advanced Composition

This is an accelerated freshman composition course that is open to students with minimum composite scores of 28 ACT or 1240 SAT, or minimum ACT English scores of 30 or SAT verbal scores of 720. I taught this course with a theme of "Are we Dumb? Anti-intellectualism and Public Discourse." The students and I grappled with Mark Bauerlein's *The Dumbest Generation* and Clive Thompson's *Smarter than you Think*, and researched topics related to education and anti-intellectualism.

EN 209, American Literature I

Survey of American literature from its beginnings to 1865, including work by Poe, Thoreau, Emerson, Melville, and Whitman. I taught this course with an emphasis on developing American thought, from the Puritan "City on a Hill" to Irving and Melville's new mythologies.

EN 319, Technical Writing

Focuses on principles and practices of technical writing, including audience analysis, organization and planning, information design and style, usability testing, and collaborative writing. Special emphasis placed on composing instructions, various kinds of reporting such as investigative and feasibility studies, document design for technical presentations, proposals and collaborative composition. In partnership with iFixit.com, I designed and deployed a course that allows students real-world work in technical communication, culminating in a professional ePortfolio.

Florida State University, Graduate Teaching Assistant, 2012-2015.

ENG 3416, WEPO (Writing and Editing in Print and Online)

WEPO aims to teach a meta-cognitive awareness of composing-editing processes, one that will help students to develop a language they can use to understand and describe the texts they create and the processes by which they create them, the interactions they invite through the media they employ, and the changes that emerge in their composing-editing processes as they work across different media. I taught this class using a modified WAW (Writing about Writing) framework, whereby writing was conceived as (multimodal) composing, and students profiled the processes of composers in various settings.

ENC 1102, Freshman Research and Writing

This course includes reading, research, drafting, and writing of essays and a journal for a total of 7,000 words. I taught it with an emphasis on multimodality and transfer.

ENC 1101, Freshman Rhetoric and Writing

This course includes drafting and writing of expository essays and a journal for a total of 7,000 words.

King University, Assistant Professor of Technical and Professional Communication, 2008-2012.

ENGL 1110, Composition: Writing and Speech

This course introduces and reinforces the conventions of ethical and excellent citizenship in the academic community. It demonstrates how to use the critical tools of academic exploration: careful reading, thoughtful listening, analytical writing, proper research techniques, and effective speaking.

ENGL 2920, Advanced Composition: Rhetorical and Narrative Patterns

A course in composition stressing the canons of rhetoric and the strategies of invention that writers and speakers use to make their arguments. Emphasis on the writing process, on understanding and defining audience, and on choosing the best strategies to accomplish the writer's purpose. Also practice on choosing appropriate narrative strategies for processes (instructions), events (journalism), and investigations (research).

ENGL 3010, Composition: Research and Writing

This course reinforces the conventions of ethical and excellent citizenship in the academic community: appropriate research methodologies, presentation formats both written and oral, and documentation. Students will study and practice writing and research within their major discipline(s). The course is a bridge to the student's major and career preparation. Students will join their disciplinary discourse communities through reading, research, conversation, and writing.

KING 2000, First Year/Transfer Year Seminar (Developed and taught intensive orientation course)

These two courses (student takes one or the other) assist students in their introduction to the academic, spiritual, and social community of King College. The courses equip them with skills and strategies for success in the areas of intellectual development, social growth, and vocational accomplishment.

TCOM 2400, Professional Communication (Developed and taught adult accelerated course)

Genres of technical and professional discourse and an introduction to written and oral communication in technical and professional environments; emphasizes audience, writing processes, visual communication, collaboration, professional responsibility, clear and correct expression. Students write and revise several cycles of documents and give oral reports.

TCOM 2610, Visual Communication I

Introduction to procedures to create, plan, and produce visual communication design. Emphasis is on acquiring and working with visual vocabulary to gain a mastery of conceptual and creative procedures by learning technical skills that translate ideas and concepts into visual design and graphic imagery

TCOM 2620, Visual Communication II

The core of this course will focus upon pragmatic aspects of graphic design. The objective is to apply acquired knowledge and skills from 2610 to a set of "real" problems based on a theme. Vehicles of information (pamphlets, brochures, programs, etc.) will be developed from concept to production. The course is intended to duplicate the actual working context of a professional studio.

TCOM 2200, Technical Communication

Genres of technical and professional discourse and an introduction to written and oral communication in technical and professional environments; emphasizes audience, writing processes, visual communication, collaboration, professional responsibility, and clear and correct expression. Students write and revise several cycles of documents and give oral reports. This is a foundational course in the major.

TCOM 3000, Communication Theory & Practice

Theory informs practice by showing us the larger context of our daily decisions. In the field of technical and professional communication, a working knowledge of theory that forms the basis of our decisions is what sets us apart as reflective practitioners. In this class, we will seek to develop phronesis (practical wisdom) by writing our way out of workplace problems with the careful application of communication theory.

TCOM 3010, Interpersonal and Small Group Communication

Analysis and comparison of approaches to the study of current problems in interpersonal behavior and relational communication. Contexts of varying person perception, interpersonal attraction, and the relationship of personal perception to behavior. Applications in interpersonal interactions and small group environments. Consideration of decision-making, communication channels, systems, and conflict.

Southern Wesleyan University, Instructor of Communication, 2006-2008.

ENGL 1003, Introductory Composition

Emphasis on composition requiring a command of the language with respect to grammar and usage, unified paragraphs, and well-organized, persuasive essays. Effective reading and research reporting are also stressed. Some attention is given to skills needed for effective oral and written communication.

ENGL 1013, Literature and Writing

Emphasis on refining and sharpening composition skills acquired in ENGL 1003. Introduction to literary analysis of short story, drama, film, and poetry.

ENGL 1703, Introduction to Mass Media

This course provides an introduction to various written venues of mass media. It covers the convergence of print, broadcast, and online media and focuses on writing style, appropriate techniques and procedures for various media, and professional ethics. Basic skills in editing and preparation for production are also covered.

ENGL 3123, Interpersonal Communication

Students will discover their personal communication patterns. Students will learn the process of interpreting messages of others within diverse contexts and initial steps toward resolving conflicts.

ENGL 3193, Writing for the Media

Emphasis on developing the skills of professional writers in all major areas of media, including the World Wide Web, broadcast, newspapers, magazines, advertising, and public relations. Covers AP style for print and broadcast.

Clemson University, Graduate Teaching Assistant, 2006-2007.

ENGL 103, Accelerated Composition

Training in composing correct and effective expository and argumentative essays, including writing documented essays.

Presentations at Refereed Conferences

Presentations

"Time Has Proved a Lot of Things: Songcraft, Social Need, and Multimodal Literacies."

With Dr. George Boggs. American Reading Forum, Sanibel, FL. 2014.

"The Ethics of Assessing Student Multimodal Compositions."

With Bruce Bowles, Jr., Joseph Cirio, and Michael Neal. CCCC, Indianapolis, IN. 2014.

"Who is Inventing Whom? Templates, Prescripts, and Agency."

With Bruce Bowles, Jr. SAMLA, Atlanta, GA. 2013.

Digital Pedagogy Posters

"Networking Pedagogy: Digital Collaboration and the New WPA Outcomes."

With Martha McKay Canter. CCCC, Tampa, FL. 2015.

"Lolcats and Writing: Teaching Rhetorical Circulation through Internet Memes."

Digital Pedagogy Poster. CCCC, Indianapolis, IN. 2014.

Invited Talks and Workshops

"Basic Principles of Design."

University of Alabama English faculty and students. Tuscaloosa, AL. 2018.

"Applying Design."

University of Alabama English faculty and students. Tuscaloosa, AL. 2018.

"Wordpress for Instructors."

FSU Digital Studio professional development workshop. Tallahassee, FL. 2014.

"Strategies for Workshopping Professional Writing: Resumes and Cover Letters."

FSU Reading and Writing Center professional development meeting. Tallahassee, FL. 2014.

"Visualizing the Development of the Internet Meme through the Meme Map."

FSU Digital Symposium. Tallahassee, FL. 2014.

"A Short Conversation About Using Technology in FYC."

FSU "Teacher Camp" for Incoming TA's. Tallahassee, FL. 2014.

"Workshopping: Problems and Strategies for New Teachers."

FSU "Teacher Camp" for Incoming TA's. Tallahassee, FL. 2013.

Service

Service to the Department

Florida State University

EDEPT Scorer and Administrator, Summer 2014, 2015.

Assisted with EDEPT (FSU directed self-placement program) by revising and administrating the test, scoring student essays, and communicating decisions to stakeholders, along with Bruce Bowles, Jr., and Erin Workman, under the supervision of Dr. Michael Neal.

Southern Wesleyan University

Course Re-Designer, 2007-2008.

Service to the College

University of Alabama

ePortfolio Pilot Teacher, 2018.

Helping to establish a new ePortfolio program for First-Year Writing at Alabama. Working with the committee to design assignments, deliver workshops to support students and teachers, model effective practices, and champion ePortfolios and electronic work to the department at large.

Mentor, Greek RISE Initiative, 2016.

Mentored Kappa Sigma pledges in Resilience, Initiative, Service, and Excellence.

Member, Portfolio Task Force, 2015.

Worked with WPA and other key faculty in the First-Year Writing program to establish and norm a portfolio assessment system for student writing, aimed at improving course outcomes across 100-level writing courses.

Florida State University

Grants for Engaged Learning (GEL) Mentor, February 2016 – April 2016.

Selected by Dr. George Boggs for the purpose of mentoring and assisting undergraduates in a literacies course. Assisted online with midterm and final projects, planning and feedback.

King University

Kaysean (College Newspaper) Advisor, 2009-2012.

Oversaw college newspaper staff of eight students as faculty advisor.

Graduate and Professional School (GPS) Admissions Faculty Reviewer, 2010-2011.

Helped decide borderline admissions cases for non-traditional undergraduate program.

Honor Council Appointee, 2009-2010.

Collaborated with council to decide guilt or innocence in academic dishonesty cases, as well as appropriate consequences for students convicted of academic dishonesty.

Dean of Faculty's Special Committee on Advising Appointee, 2009-2010.

Tasked with training full-time faculty members on best advising practices. Conducted primary research with students to determine advising problems, and developed instruction for faculty stakeholders.

Southern Wesleyan University

Core Curriculum Revision Committee Member, 2007-2008.

Met with Academic Dean to discuss proposed core curriculum revisions.

Service to the Profession

Session Chair

"Marginalized Identity, Civic Activity, and Data-Based Understanding."

Conference on College Composition and Communication (2015). Tampa, FL.

Editorial Appointment

Co-Editor, *Journal of Writing Assessment Reading List*, 2014-2017.

After being approached as a graduate student for this position, I solicited reviews of relevant publications related to assessment, and interacted with authors at substantive, copyediting, and proofreading levels, guiding them through several rounds of revision before deploying final publications. I also began moving the Reading List from a Blogger to a Wordpress platform, and instituted a graphic style guide for *JWA Reading List* and *JWA*.

Service to the State

Alabama Department of Education 21st Century Community Learning Centers (CCLC) Grant Reader, Summer 2017.

Read and scored ten grant proposals within the State of Alabama, advised stakeholders about funding.

Professional Organizations

National Council of Teachers of English

Phi Kappa Phi Honor Society