Teaching Statement

My teaching philosophy is informed by innovative course designed based on trends in topics and teaching styles, as well as my interactions with faculty and students from different disciplines. My approach to teaching aims to combine theory with practical applications to instruct students in technical communication and rhetorical theory. I view the classroom as a workshopping space where students can have experience crafting documents and media while critically thinking through the design, construction, and reception of these artifacts.

My approach to online teaching is built on a philosophy of access and collaboration. During my master's degree, I was inspired by the online courses I took with Dr. Rachel Spilka, who encouraged collaborative projects in professional writing with either other students or community partners. These courses involved developing project management skills in order to create quality content. In teaching online sections of "Communication for Science and Research," I scaffold assignments to make students aware of the iterative process of writing. Additionally, I encourage self-learning by providing a bevy of resources to guide students through the process. While students may not use all the resources provided, I believe giving students access to information will allow them to make the best choices for their individual or collaborative writing situations. I am continually impressed by the outside research interests that students bring to my class, and I structure the course so that assignments highlight this research in a variety of genres.

When designing a course, I consider current trends in media and technology, but approach them through a critical lens. In Spring 2019, I will be teaching a course I have designed for English and communication majors entitled "Popularizing Science Through Digital Media." The course seeks to rhetorically analyze the role that digital media enacts in the communication of science among popular and technical audiences and ultimately, help students become critical consumers and creators of popular media. The final project entails students creating a popular science piece using a medium of their choice, which could be added to a digital portfolio. My design of the course is informed by my interactions with scientists, many of whom desire more education in interacting with the public through digital media. This area of teaching enhances the professionalization of current students but could be an opportunity for the Department of Writing and Linguistics to attract students outside the major.

My course design is also informed by my knowledge of current desirable job market skills. For example, I expect students in their final project to craft a narrative of a technical process or finding which they will express through digital media. Narrative is an increasingly desired skill within technical and scientific communication jobs, with content management positions being referred to as "digital storytelling." Yet, the assignment is not solely a means of meeting market demands—narrative is also a means of critically engaging with theory. In my experience,

narrative and case study approaches work well for involving students in discussions of abstract concepts, particularly in relationship to rhetoric or science studies. When teaching “Introduction to Science, Technology, and Society,” this involved including real world examples and articles to draw to students’ interest in the material. My hope is that by critically analyzing and creating narratives, students will transfer these rhetorical skills into their everyday lives.