

Michael Healy

Florida State University  
600 W. College Avenue  
Tallahassee, FL 32306  
mhealy@fsu.edu

3909 Reserve Drive Apt #2933  
Tallahassee, FL 32311  
mhealy2011@gmail.com  
402-237-1777

## EDUCATION

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**PhD, English**, Expected Summer 2021

Florida State University, Tallahassee, Florida

Rhetoric and Composition

**Dissertation:** *Tracing Techne: Distributed Histories of Invention, Creativity, and Text-Technologies in Rhetoric and Composition Scholarship from the 1990s*

**Committee:** Tarez Samra Graban (director), Michael Neal, Kristie Fleckenstein, and Davis Houck (communications)

Specialization: Invention, Creativity, and New Media

Minor Area: Rhetoric and Writing Undergraduate Majors Curriculum and Assessment

**MA, English**, August 2016

University of Nebraska at Omaha, Omaha, Nebraska

Comprehensive Exam: Rhetoric and Composition, November 2015

Graduate Certificate, Advanced Writing (15 Hours): Theory, craft, pedagogy, and publication of Creative Nonfiction using video, digital texts, experimental genres, nature writing, and archival research.

**BA, English**, May 2010

Creighton University, Omaha, Nebraska

Specialization in Creative Writing

Wrote Feature Length Film Script, *Only in Dreams*, for Capstone Project

## FELLOWSHIPS AND AWARDS

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### Fellowships

Summer Research Fellow. Linked Women Pedagogues Project, FSU, Summer 2020. (\$750)

Phil Gates Award For Excellence In Written Communication, FSU, 2016-2020 (\$4000)

## TEACHING AND ACADEMIC POSITIONS

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Florida State University, Tallahassee, FL

**2016-Present:** Instructor of Record, Department of English

Graduate Teaching Assistant, English Department, 2016 - Present

Digital Studio Consultant, Fall 2017 - Spring 2018

Consulted students on digital projects across the university. Worked with a variety of digital composing tools with individual students and classrooms in workshop settings.

Johnston Digital Studio Coordinator, Fall 2018 - Spring 2019

Worked as a consultant and coordinator for the Johnston Digital Studio. Responsibilities included scheduling consultants, coordinating workshops, providing professional development opportunities, and developing the studio's digital presence. Worked closely with the Reading and Writing Center, instructors across campus, and student organizations.

**University of Nebraska at Omaha, Omaha, NE**

**2014-2016:** Instructor of Record, Department of English

Graduate Teaching Assistant, First-Year Writing Program, 2014-2016

Consultant, Writing Center, 2014-2015

Consulted students and faculty in the Writing Center. Worked with writers at all stages in the writing process through individual consultations of 30 or 60 minutes. Worked with a variety of writers, many of whom were English as Second Language students.

## **SERVICE AND PROFESSIONAL DEVELOPMENT**

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### **Institutional and Departmental Service**

Graduate Co-Administrator, Museum of Everyday Writing. FSU. Fall 2019-Fall 2020.

Graduate English Student Organization Executive Board. Administrative Liaison. FSU. Fall 2019-Summer 2020.

Graduate English Student Organization Executive Board. Rhetoric and Composition Liaison. FSU. Fall 2018-Summer 2019.

FSU-GAU Bargaining Committee. FSU. Summer 2018 and Summer 2019.

Rhetoric Society of America FSU Student Chapter. Member Fall 2016-present.

College Composition Committee. FSU. 2016-2019.

First-Year Writing Program Evaluation. UNO. Spring 2016.

First-Year Writing Committee. UNO. 2015-2016.

Subcommittee for Program Evaluation, First-Year Writing Committee. UNO. 2015-2016.

Writing Center Organizing Subcommittee, 2015 Nebraska Writing Center Consortium Meeting. UNO. Spring 2015.

"UNO NF Awareness Service-Learning Project 2015." UNO. Fall 2015.

Subcommittee for Professional Development, First-Year Writing Committee. UNO. Fall 2015.

Pedagogy and Theatre of the Oppressed, annual conference. Onsite logistics and Conference Support. UNO. Summer 2014.

### **Professional Development**

Online Writing Instructor Certification, Florida State University. Spring 2020.

Composition II Pedagogy Group, UNO. 2015-2016

Reading in the Composition Classroom Workshop. Spring 2015  
CV Workshop. UNO. Fall 2014 and Fall 2015  
Personal Statement Workshop. UNO. Fall 2014 and Fall 2015  
Grading and Feedback Workshop. UNO. Fall 2014

### Service to the Discipline

Session Chair, "She Blinded Me with Science (Pedagogy)." *Conference on College Composition and Communication*, Portland OR. 17 March 2017.

## PRESENTATIONS

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### National Conferences

- "Visualizing Historiography: A Data Curation Methodology." Panel Presentation. *Rhetoric Society of America Biennial Conference*, 21-24 Mar 2020, Portland OR. (Accepted)
- "Curating Advanced Composition: Challenging Commonplaces on Data and Writing." Panel Presentation. *Conference on College Composition and Communication*, 25-28 March 2020, Milwaukee WI. (Accepted)
- "Student Activism, Assemblage, and the History of Rhetoric." Panel Presentation. *Feminisms and Rhetorics*, 13-16 November 2019, James Madison University, Harrisonburg VA.
- "Graduate Teaching Assistants and Value Dispositions: Influences on Development as Composition Teachers." *Qualitative Research Network: Conference on College Composition and Communication*, 13-16 March 2019, Pittsburgh PA.
- "(Dis)Placed Invention: Chora, Creativity, and New Media." *Research Network Forum: Conferences on College Composition and Communication*, 13-16 March 2019, Pittsburgh PA.
- "The Efficacy of Play as an Organizational and Pedagogical Theory." Panel Presentation. *South Atlantic Modern Language Association*, 3-5 November 2017, Westin Peachtree Plaza, Atlanta GA.
- "Circulation, Narrative, and Human Rights: New Materialism meets Spectacular Rhetoric." Panel Presentation. *Feminisms and Rhetorics*, 4-7 October 2017, The University of Dayton, Dayton OH.
- "A Symbiotic (and Pedagogical) Relationship: Forging an Alliance between Creative Nonfiction and Composition." Panel Presentation. *Conference on College Composition and Communication*, 15-18 March 2017, Oregon Convention Center, Portland, OR.
- "A What/Who/What Pedagogy: Exploring Overlaps in the Teaching of Composition and Creative Writing." *Qualitative Research Forum: Conference on College Composition and Communication*, 6-9 April 2016, George R. Brown Convention Center, Houston, TX.
- "Celebrating Grandma: (Re)Making (or Appropriating?) Agency in the Archive." Panel presentation. *Feminisms and Rhetorics*, 28-31 October 2015, Arizona State University, Tempe, AZ.
- "Not the Center of the Universe: Displacing Genre in the Composition Classroom." *Research Network Forum: Conference on College Composition and Communication*, 18-21 March 2015, Tampa Convention Center, FL.

### University Presentation and Invited Speaker

- “Historiography, Hospitality, and Data.” Panelist, RSA Student Chapter Hospitality and Rhetoric Symposium. 28 May 2020.
- “Teaching Invention in College Composition.” Invited Speaker, New Teaching Assistant Summer Training, FSU., 2 July 2019.
- “Invention and Tutoring.” Invited Speaker, Reading and Writing Center, FSU. 24 October 2018.
- “IRB Application Process.” Invited Speaker, Research Methods Graduate Seminar, FSU. 2 April 2018
- “Rubrics and Scoring Guides.” Invited Speaker, New Teaching Assistant Summer Training, FSU. 11 July 2017.
- Panelist, Graduate Assistant Orientation Instructor of Record Panel, UNO. 17 August 2015.
- “Blackboard Assignments and Grading.” Invited Speaker, Teaching College Writing. UNO. 26 August 2015.
- “Teaching Reading in the Writing Center: Why and How.” UNO Writing Center, Presentation. UNO 3 April 2015

### PUBLICATIONS

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#### Peer Reviewed Publications

- “Institutional Matters: The Localized Conditions of WPA Labor.” Michael Neal, Katelyn Stark, Amy Cicchino, Michael Healy, and Kamila Albert. *Making Administrative Work Visible: Data-Driven Approaches to Understanding the Labor of Writing Program Administration*. Editors: Leigh Graziano, Kay Halasek, Susan Miller-Cochran, Frank Napolitano, and Natalie Szymanski. Forthcoming.

#### Digital Publications

- [“Session F.09: Making Spaces for Student Voices with ePortfolios and Grading Contracts.”](#) *Sweetland Digital Rhetoric Collaborative*. 8 April 2019.
- “Alice Bertha Hoberg.” *UNO Women’s Archive Project*. Video Profile. Editor. Tammie M. Kennedy. Spring 2015.
- “A Start of Something New: The University of Omaha gets a New Campus.” *UNO Women’s Archive Project*. Contextual Multi-modal Essay. Editor Tammie M. Kennedy. Spring 2015.

### COURSES TAUGHT

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- ENG 3803, History of Text Technologies: Summer 2020-Fall 2020: Core course for the concentration in Editing, Writing, and Media in the English major. This course offers an introductory survey of the history of various technologies that have been used to record and transmit cultural memory and experience across time and space. Focused primarily on a survey of past modes of textual creation. Challenged students to evaluate ways material form shapes rhetoric.

ENC 3021, Rhetoric; Spring 2018-Spring 2019, Spring 2020: Core course for the concentration in Editing, Writing, and Media in the English major. Covered rhetorical theory tracing the evolution and changes of the Western Rhetorical Tradition over its history.

ENC 3416, Writing and Editing in Print and Online: Fall 2019-Spring 2020: Core course for the concentration in Editing, Writing, and Media in the English major. A highly collaborative advanced composition course where students individually and collaboratively composed and edited a variety of texts across a variety of print and digital mediums. Students worked with a variety of genres and theories, working to articulate a theory of composing that accounts for the differences between writing for screens, networks, and physical mediums.

ENC 2135, Genre, Research, and Context: College composition course focused on teaching students research skills that allow them to effectively incorporate outside sources in their writing and to compose in a variety of genres for specific contexts. Utilized a teaching for transfer approach emphasizing keywords and relationships between the content of the class and students' experiences.

ENC 1101, Freshman Composition and Rhetoric: Introduction to college composition that focuses on writing process and rhetorical awareness. Emphasized discussion, critical thinking, critical reading, analysis, and writing processes. Also worked with a teaching for transfer approach through which students identified, defined, and worked with keywords for understanding and approaching writing.

Composition II: Teaching two sections of Composition II, focusing on rhetorical analysis and argumentation strategies. Working with students as they learn and practice close reading, analysis, and summary of texts. Assisting students with crafting well-researched and reasoned arguments; analyzing texts rhetorically; and developing appropriate responses, in various genres and modes, to a variety of rhetorical situations.

ENGL 1150, Composition I: Taught a combined four sections of Composition I, implementing critical pedagogy through topics such as technology, food, disability, and literacy to focus on close reading, critical thinking, and writing. Worked with students as they developed, drafted, and revised essays, focusing on clarity of thought and organization. Cultivated collaborative and process-focused classrooms by developing portfolios with an emphasis on peer revision, discussion, genre, and audience.

## PROFESSIONAL AFFILIATIONS

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Rhetoric Society of America, 2018-present

National Council of Teachers of English (NCTE), 2014-present

Coalition of Feminist Scholars in the History of Rhetoric and Composition, 2015-present

Conference on College Composition and Communication (CCCC), 2015-present

Association of Writers and Writing Programs (AWP), 2015-2016

Creative Writing Studies Organization, 2015-present

## References

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Dr. Tarez Samra Graban, Associate Professor of English  
Florida State University [tgraban@fsu.edu](mailto:tgraban@fsu.edu)  
[405 Williams, Mail Code 1580](#)  
[Tallahassee, FL 32306-1580](#)  
[1 \(812\) 325-6821 cell](#)

Dr. Michael Neal Associate Professor of English  
Florida State University [mrneal@fsu.edu](mailto:mrneal@fsu.edu)  
[405 Williams, Mail Code 1580](#)  
[Tallahassee, FL 32306-1580](#)  
850-766-1346 *cell*

Dr. Kathleen Yancey (Emeritus) Kellogg W. Hunt Professor of English  
Florida State University, [kyancey@fsu.edu](mailto:kyancey@fsu.edu)  
[405 Williams, Mail Code 1580](#)  
[Tallahassee, FL 32306-1580](#)

Dr. Kristie Fleckenstein, Professor of English  
Florida State University, [kfleckenstein@fsu.edu](mailto:kfleckenstein@fsu.edu)  
[405 Williams, Mail Code 1580](#)  
[Tallahassee, FL 32306-1580](#)