

Nicole Turnipseed

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EDUCATION

Ph.D. English, Concentration in Writing Studies. University of Illinois at Urbana Champaign. Champaign, IL. Planned May 2021.

Dissertation: *Supporting Liberatory Literate Praxis across Disciplines and Institutions*.

Committee: Paul Prior (Chair), Peter Mortensen, Anne Haas Dyson, Maisha Winn.

This project is a cross-institutional comparison of liberatory curricula. I employ discourse-based interviews with students, teachers, and administrators across sites to trace the complex entanglements between students' literate practice, teachers' praxis, and the institutional structures supporting and inhibiting that action. I draw on this broad set of situated strategies to build a heuristic for the design and sustenance of programs capable of supporting students' holistic literate development.

M.A. English: Composition. San Francisco State University. San Francisco, CA. May 2014.

B.A. History of Art and Visual Culture, & B.A. Anthropology. University of California at Santa Cruz. Santa Cruz, CA. June 2011.

A.A. Liberal Arts & A.S. Social Science/Anthropology. West Valley Community College. Saratoga, CA. May 2009.

RESEARCH AND TEACHING INTERESTS

Writing Studies

Holistic Development

Literate Activity

Ethnographic Methods

Sociocultural Theory

Writing Across the Curriculum

Multimodal Composition

Writing Program Administration

ADMINISTRATION

Assistant Director, Center for Writing Studies, University of Illinois at Urbana Champaign. January 2017 - August 2018.

Supported instructors of Writing Across Media; co-designed and facilitated WAC workshops and seminars for faculty and TAs teaching with writing across disciplines; planned and executed CWS programming from brownbags to symposia.

RESEARCH

Research Assistant/Co-PI: "Improving the writing skills of undergraduate engineering students: Identifying common challenges and scalable solutions," headed by Julie Zilles and grant funded by Strategic Instructional Innovations Program (SIIP), College of Engineering, University of Illinois. 2016-present.

Took lead roles in design, execution (teacher development and mentoring), analysis, presentation, and publication of transdisciplinary action research leading to and following from implementation of Writing Across Engineering and Sciences (WAES) faculty learning community model. Assisted in preparation of institutional and NSF grant proposals.

Research Assistant: Dr. Mary Soliday and Dr. Tara Lockhart's CCCC funded project "From Perception to Performance: A Study of Transfer in Student Writing." San Francisco State University. 2013-2014.

Assisted in interviewing and data analysis. Completed original research with the existing data and subsequent interviews I organized and co-facilitated to contributed to the larger set.

CURRICULUM AND TEACHER DEVELOPMENT

WAES team member. Facilitated occasional faculty learning community workshops. Mentored faculty and teaching assistants to help them implement new pedagogical practices. 2016-present.

Volunteer facilitator. WAC workshops for Education Justice Project teachers and tutors. 2017-2020.

Assistant Director. WAC faculty and graduate assistant development workshops and seminars. 2017-2018.

Team member and pilot teacher. SFSU English 214 Hybrid Curriculum Redesign. CSU-grant-funded. 2014-2015.

Collaborator and co-teacher. Redesign of WAC Curriculum for Hospitality and Tourism Management. 2014-2015.

PUBLICATIONS

Peer Reviewed

Kovanen, Bruce, Ryan Ware, Megan Mericle, Nicole Turnipseed, Paul Prior, Julie Zilles. (July 2020). Implementing writing-as-process in engineering education. Proceedings of the 127th *American Society for Engineering Education (ASEE) Annual Conference & Exposition*. <https://peer.asee.org/34786>

Gallagher, John R., Nicole Turnipseed, John Y. Yoritomo, Celia M. Elliott, S. Lance Cooper, John S. Popovics, Paul Prior, and Julie L. Zilles. (2020). A collaborative longitudinal design for supporting writing pedagogies of stem faculty. *Technical Communication Quarterly*. Online first version: January 2020. <https://www.tandfonline.com/doi/full/10.1080/10572252.2020.1713405>

- Ware, Ryan, Nicole Turnipseed, John Gallagher, S. Lance Cooper, Celia M. Elliott, John S. Popovics, Paul Prior, and Julie L. Zilles. (June 2019). Writing across engineering: A collaborative approach to support STEM faculty's integration of writing instruction in their classes. Proceedings of the 126th *American Society for Engineering Education (ASEE)* Conference and Exposition, Tampa, FL. <https://peer.asee.org/33671>
- Yoritomo, John Y., Nicole Turnipseed, Maxx Joseph Villotti, Aric Tate, Kelly Sears Smith, Matthias Grosse Perdekamp, Paul Prior, and Julie L. Zilles. (June 2019). A tale of two rubrics: Realignment genre instruction through improved response rubrics in a writing-intensive physics course. Proceedings of the 126th *American Society for Engineering Education (ASEE)* Annual Conference and Exposition. Tampa, FL. <https://peer.asee.org/32012>
- Yoritomo, John Y., Nicole Turnipseed, S. Lance Cooper, Celia M. Elliott, John R. Gallagher, John S. Popovics, Paul Prior, and Julie L. Zilles. (June 2018). Examining engineering writing instruction at a large research university through the lens of writing studies. Proceedings of the 125th *American Society for Engineering Education (ASEE)* Annual Conference & Exposition. Salt Lake City, UT. <https://peer.asee.org/30467>
- Roe, Susan J. and Nicole Turnipseed. Increasing hospitality and tourism management students' rhetorical awareness. (July 2015). Proceedings of the *International Council on Hotel, Restaurant, and Institutional Education (ICHRIE)* Annual Conference & Marketplace. Orlando, FL.

In Progress

- Byrd, Antonio, Jordan Hayes, and Nicole Turnipseed. (December 2020.) Against Autonomous Literacies: Extending the Work of Brian V. Street: Introduction to the Special Issue. *Literacy in Composition Studies*.
- Hengst, Julie, Bruce Kovanen, Larissa Mazuchelli, Paul Prior, Nicole Turnipseed, Ryan Ware. (Article in preparation for spring 2021 submission.) Perezhivanie: Theoretical Assumptions and Methodological Implications.
- Kovanen, Bruce, Megan Mericle, Kevin Roozen, Nicole Turnipseed. (Proposal accepted to ATD special issue. Manuscript in process.) Tracing Literate Activity across the Curriculum: Toward Embodied, Multimodal Perspectives of Disciplinary Knowing, Writing, and Becoming.
- Turnipseed, Nicole and Logan Middleton. (Accepted, in progress.) Administrative support for innovative multimodal pedagogy: A situated, institutional profile of multimodal curricula and graduate student professionalization In Shyam B. Pandey and Santosh Khadka (Eds.), *Professionalizing Multimodal Composition: Faculty and Institutional Initiatives*. (Routledge).
- Turnipseed, Nicole, Paul Prior and Julie Zilles. (Article in preparation for spring 2021 submission.) Fostering and sustaining a community of practice around the teaching of writing in a nuclear weapons and arms control course.

Other Publications

Kovanen, Bruce, Nicole Turnipseed, and Ryan Ware. (May 2019). What I'm working on: Cross-disciplinary intervention into engineering writing curriculum. *Writing Across the Curriculum Graduate Organization (WAC-GO) Newsletter*.

EDITORIAL WORK

With Jordan Hayes and Antonio Byrd. Proposed and guest editing special issue of *Literacy in Composition Studies*, "Against Autonomous Literacies: Extending the Work of Brian V. Street."

Proposal to guest edit accepted December 2018; call for submission proposal abstracts circulated May 2019; proposals reviewed and invitations to submit manuscripts sent July 2019; manuscripts submitted January 2020, double-blind review and editor comments returned April 2020; revised manuscripts submitted May 2020. Second round of editorial comments in June. Currently copyediting. Expected publication December 2020.

HONORS, AWARDS, AND GRANTS

National

National Science Foundation. Division of Undergraduate Education - Improving Undergraduate STEM Education—Engaged Student Learning: Level II. Advancing adaptation of writing pedagogies for undergraduate STEM education through transdisciplinary action research. Julie Zilles (PI). \$599,999. 10/1/2020 – 9/30/2023. (As a team member, I participated in preparation of the grant proposal.)

Writing Across the Curriculum Graduate Organization (WAC-GO) WAC Summer Institute Registration Scholarship. \$750. Awarded March 2020. Institute postponed until August 2021.

Campus

College of Engineering Strategic Instructional Innovations Program (SIIP) Implementation and Exploration Award for 2019-20. *Improving the Writing Skills of Undergraduate Engineering Students: Empowering Engineering Faculty and Teaching Assistants*. Julie Zilles (PI), Lance Cooper, Celia Elliott, John Gallagher, John Popovics, Paul Prior, Nicole Turnipseed, and Ryan Ware. \$52,650.

College of Engineering Strategic Instructional Innovations Program (SIIP) Implementation and Exploration Award for 2018-19. *Improving the Writing Skills of Undergraduate Engineering Students: Empowering Engineering Faculty and Teaching Assistants*. Julie Zilles (PI), Lance Cooper, Celia Elliott, John Gallagher, John Popovics, Paul Prior, Nicole Turnipseed, and John Yoritomo. \$45,510.

College of Engineering Strategic Instructional Innovations Program (SIIP) Implementation and Exploration Award for 2017-18. *Improving the Writing Skills of Undergraduate Engineering Students: Empowering Engineering Faculty and Teaching Assistants*. Julie Zilles (PI), Lance Cooper, Celia Elliott, John Gallagher, John Popovics, Paul Prior, Nicole Turnipseed, and John Yoritomo. \$30,500.

College of Engineering Strategic Instructional Innovations Project (SIIP) Start Up Award for 2017-18. *Improving the Writing Skills of Undergraduate Engineering Students: Identifying Common Challenges and Scalable Solutions*. Julie Zilles (PI), Lance Cooper, Celia Elliott, John Popovics, Paul Prior, and Nicole Turnipseed. \$20,842.

University of Illinois Graduate College Dissertation Travel Grant 2017-18. *Holistic development: Longitudinal case studies of literate identity construction in social justice education programs*. \$1,909.

Center for Writing Studies Conference Travel grants, \$100-\$125, 2016, 2017, 2018, 2019, 2020.

List of Teachers Ranked as Excellent by Their Students, University of Illinois at Champaign-Urbana, Fall 2016, Spring 2019, Fall 2019.

Graduate Distinguished Achievement Award, College of Liberal Arts Recipient. San Francisco State University, May 2014.

College honors, HAVC honors, senior seminar honors. University of California, Santa Cruz, June 2011.

Departmental

Dissertation Completion Fellowship, \$10,400, 2020-2021.

Gragg-Barr Fellowship, \$5,200, 2020-2021.

Smalley Fellowship, \$8,000, 2015-2016.

Conference Travel grants, \$200-\$350, 2015, 2016, 2017, 2018, 2019, 2020.

REFEREED CONFERENCE PRESENTATIONS

American Association of Applied Linguistics Conference

“Supporting literate development across disciplines: A case study of changing response practices in an engineering writing community of practice intervention.” Atlanta, GA. 2019.

American Society for Engineering Education Section Conference

“Cross-disciplinary exploration of engineering writing curriculum at a large university.” Poster. West Lafayette, IN. 2018.

College Composition and Communication Conference

“Made Not Only in Words (or Images or Sound or Video or...): Designing Multimodal Composition Curricula Across Institutions.” Co-facilitated workshop with Logan Middleton, Amber Buck, Hannah Bellwoar and Jon Stone. Milwaukee, WI. Accepted. March 2020 conference cancelled.

“Perspectives on Being and Becoming: Responses to Transfer Theory.” Co-facilitated roundtable with Bruce Kovanen, Caitlyn Martin, Joyce Walker and Cynthia Johnson. Pittsburgh, PA. 2019.

“Worlds-spanning literate activity and the socially just development of programs, pedagogies and people.” Panel: “Troubling the notion of transfer: Critical theory, research, and reflection on

becoming as laminated assemblages” with Bruce Kovanen, Paul Prior, Kevin Roozen (respondent). Kansas City, MO. 2018.

“Taking the High Road: Reflective Strategies for Conscious Teacher Collaboration.” Panel: “More than the Sum: Faculty Collaboration in Designing and Teaching a Hybrid Writing Course” with Kory Ching, John Holland, Ron Richardson, and Doreen Deicke. Houston, TX. 2016

“Genre Pedagogies in WID: How Rhetorical Situations Foster Student Engagement.” Panel: “Engaged Students, Engaging Writing” with Mary Soliday and Jennifer Trainor. Tampa, FL. 2015.

“Digital Portfolios in FYC.” Digital Poster for Bedford/St. Martin’s Multimodal Student Writing Showcase. Tampa, FL. 2015.

Conference on Community Writing

“Literate Activity, Embodying Activism: Cultivating Breath and Body Awareness to Grow a More Holistic Writing Praxis.” Workshop. Philadelphia, PA. 2019.

“Writing the Self, Righting our World: Holistic Literate Development and the Sustenance of Social Worlds.” Digital poster. Boulder, CO. 2017.

International Council on Hotel, Restaurant, and Institutional Education (ICHRIE) Annual Conference & Marketplace

“Increasing Hospitality Students’ Rhetorical Awareness” presented by collaborator Susan Roe. Orlando, FL. 2015.

International Society for Cultural-Historical Activity Research

“Methods for Studying Perezhivanie in Situated Activity: Analyses of Affect and Becoming.” With Bruce Kovanen and Ryan Ware. Natal, Brazil. Accepted. Conference rescheduled for August 2020.

“Exploring Cultural-Historical Methodological Approaches to Research on Discoursal Identity Construction of Student Writers Across Social Justice Education Programs.” Quebec, Canada. 2017.

International Writing Across the Curriculum Conference

“Writing Across Engineering: A Transdisciplinary Action Research Approach to STEM Writing.” Panel co-organized with Bruce Kovanen, Ryan Ware, and Megan Mericle. Fort Collins, CO. Accepted. Conference postponed to 2021.

Northern CA Writing Across the Curriculum Conference

“Effective Assignments: What Students Say from the SF State Study of Student Writing.” Co-presented. San Francisco, CA. 2014.

Sound Studies, Rhetoric, and Writing Conference

“Multimodal Listening for Social Change: Researching Sonic Experience and Uptake in the Classroom.” With Logan Middleton. Originally planned for Detroit, MI but held virtually. 2020. <https://loganpmiddleton.wixsite.com/ssrw2020>

Writing Research Without Walls: A Symposium on Interdisciplinary Writing and Collaboration

“Integrating Writing Instruction into Engineering and Science at the University of Illinois, Urbana-Champaign.” Team presentation. West Lafayette, IN. 2018.

CAMPUS PRESENTATIONS

Academy for Excellence in Engineering Education (AE3) Teaching Showcase

“Cross-disciplinary intervention into engineering writing curriculum.” Poster. 2019.

“Cross-disciplinary exploration of engineering writing curriculum at a large university.” Poster. 2018.

“Developing communication skills in engineering students at a large research university: an evaluation of current methods in the context of writing studies.” Poster. 2017.

Center for Writing Studies Graduate Research Forum

“Persisting and Resisting: What Educators Concerned with Liberation Can Learn from INVST Community Members’ Literate Practices of Power-With.” 2020

Center for Writing Studies Brownbag Series

“Researching Students and Teachers as Community Actors.” 2019.

“Approaches to Ethnographic Methods Across Disciplines.” 2018.

“Un/Packing Conference Experiences.” 2017.

Center for Writing Studies Kirsch Graduate Student Symposium

“Composing (with) the Bodymind.” 2019.

“Strategic Instructional Innovations in Engineering* Writing.” 2018.

“Breaking Down Boundaries: Deconstructing and Transforming the Ill-fitting Metaphors of Transfer Research.” 2017.

SFSU English Composition Spring Symposium

“This Paper is About Writing this Paper, not About what it’s About”: A Study of Business Students’ Rhetorical Awareness in Relation to Genre Pedagogies.” 2015.

SFSU Faculty Retreat

“Using Peer Response Effectively in GVAR Courses.” 2015.

CAMPUS WORKSHOPS

Center for Writing Studies Writing Across the Curriculum

“CWS Graduate Teaching Assistant Writing Across the Curriculum Seminar.” 2-day intensive seminar. Spring 2017, Fall 2017, Spring 2018.

“Response Workshop for Physics 280 Teaching Assistants.” Spring 2018.

“Structuring Response Systems for Student Writing.” 3-part seminar for faculty across disciplines. Fall 2017.

“Response Workshop for Material Science Teaching Assistants.” Fall 2017.

TEACHING

University of Illinois at Urbana Champaign. 2015-present

Informatics/Writing Studies 303: Writing Across Media.

Four semesters and one summer session, ≈18 students per semester.

Rhetoric 105: Writing and Research.

Three semesters, ≈18 students per semester.

San Francisco State University. 2012-2015

Business 300 GVAR (Graduate Writing Assessment Requirement): Business Communication for Professionals.

One semester, two sections, ≈26 students per section.

Hospitality and Tourism Management 531 GVAR: Hospitality Services Management.

Co-taught three sections of ≈26 students, one semester.

English 214: Second Year Written Composition.

One semester, two sections, ≈26 students per section.

English 214 Hybrid Pilot.

One semester, ≈26 students.

English 214 Metro Academy of Child and Adolescent Development.

One semester, ≈26 students.

English 114: First Year Written Composition.

One semester, ≈20 students.

Early Start English 99: Introduction to College Reading and Writing (online and F2F).

One summer term, four sections (3 online, 1 f2f), ≈17 students each.

WRITING CENTER EXPERIENCE

San Francisco State University, English Tutoring Center. Tutor. Fall 2012

One-on-one tutoring with SFSU students in first year writing courses.

COMMUNITY TEACHING EXPERIENCE

Yoga Instructor.

Yoga Alliance Registered Yoga Teacher (200 hour) Amara Yoga and Arts, Urbana IL. 2019.

Certified to teach children's yoga. Om Slice Yoga, Chicago IL. 2019.

Certified Accessible Yoga Ambassador. Accessible Yoga International. 2019.

Danville Correctional Center, Education Justice Project. 2017-2019

“Responding to Student Writing.” Pre-semester workshop for EJP for-credit instructors. Fall 2019. Spring 2020.

“Writing for Publication 2.0.” 4-part series for EJP students at DCC. Spring 2019.

“Topics in Writing Series: Multimodal Genre Sets and Systems; Giving and Receiving Effective Responses to Writing; and Writing for Publication.” 3-part series for EJP students at DCC. Fall 2018.

CWS Seminar for Writing and Math Partners EJP Volunteers. Spring 2017, Spring 2018, Fall 2018.

“Topics in Writing Series: Understanding Academic and Disciplinary Expectations for Writing Assignments; and “Writing Process Strategies.” 2-part series for EJP students at DCC. Fall 2017.

826 Valencia, San Francisco. K-12 tutor. 2011-2013.

After-school tutoring with children ages 8-18.

In-school group tutoring projects with middle and high school students.

SERVICE

National

Reviewer. Best of the Journals in Rhetoric and Composition. Parlor Press. Fall 2017.

University of Illinois

Co-organizer. CHAT Chat Reading Group. Summer 2016 – present.

Co-organizer. Social Justice Praxis Working Group. Fall 2016 – present.

Member. Gesa E. Kirsch and Center for Writing Studies Graduate Student Symposium Planning Committee. 2019-2020.

Member. CWS Graduate Programs Committee 2017-2018.

Member. English Graduate Student Association Adjuncts to Advisory Committee. 2016-2017.

PROFESSIONAL AFFILIATIONS

National Council of Teachers of English (NCTE)

College Composition and Communication (CCC)

Association of Writing Across the Curriculum (AWAC)

Writing Across the Curriculum Graduate Organization (WAC-GO)

International Society for Cultural-Historical Activity Research (ISCAR)

Coalition for Community Writing (CCW)

Yoga Alliance

REFERENCES

Paul Prior

Professor of English, Director of the Center for Writing Studies
University of Illinois, Urbana-Champaign
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Chancellor's Leadership Professor of Education, and Co-Director of Transformative Justice in
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Research Assistant Professor of Crop Sciences
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