**2021**

**Curriculum Vita**

**Rebekah Reneè Grado**

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**Education**

M.A., English and American Literature, University of Texas at El Paso

Concentration in Multicultural Literature

Completed May 2015

B.A., English and American Literature, University of Texas at El Paso

Minor in Inter-American Jewish Studies

*Summa Cum Laude* | Completed December 2012

**Extended Seminar Paper**

“Rubbing our dirt on to them”: Mimicking the English Culture of Hygiene in George *Orwell’s Burmese Days*

Directed By Dr. Maryse Jayasuriya

Successfully defended 11 May 2015

Liberal Arts Award for Outstanding Extended Seminar Paper | April 2016

**Research Interests**

Cultural Studies. Multicultural Literature. English Literature from the 18th century to the present.

Postcolonialism Medieval Studies. Religious Studies. Historicism. Physiology. Jewish American Literature.

**Teaching Experience**

**Faculty Lecturer, Department of English, University of Texas at El Paso, Fall 2018 - Present**

**Spring 2022**

**Spring 2021**

RWS 1302, Synchronous & ONLINE CRN 23358 & 23356

I applied the former RWS 1302 curriculum for the 16 week term. Week 7 Network Outage amendments made.

RWS 1301, Synchronous & ONLINE CRN 24554 & 24549

This was my first attempt at the new 1301 curriculum. Choosing a familiar course theme (Food Studies) grounded me as I created new assignments and course content. The course introduction I developed can be found below:

[“*Kenneth Burke, “Dinner Party” excerpt*.] For us, this is a particularly apt quote because we will be studying the more specific academic discourse community of Food Studies. Let’s consider, for a moment, Burke’s choice to use a dinner party as a parallel. Are there very many contexts where you would eavesdrop and then interject? What about a table and chairs, with place settings, food, and guests make this (eavesdropping and interjecting) okay? Can you remember witnessing something similar at a cookout, barbeque, kickback, get-together, family reunion or holiday dinner? If it is a good memory, what feelings do you have when thinking about sitting around the dinner table or standing around the grill with friends, family and loved ones? Something about the setting—invitations, anticipation, preparation, guest contribution, cooking, food, drink—is inviting. Still, would people come without the promise of food and drinks? Would party-wide conversations begin is food and drink weren’t readily flowing?

These are some of the questions that the academic discourse community of Food Studies is pursuing because these dinner parties, or feasts, are something that is a part of our ancient history. Feasting seems to have always been the premiere way that we as humans celebrate victories and deaths, uphold annual tradition, and welcome guests or repay debts. Additionally, we continue versions of this practice when we get together to make a time-intensive or cultural food, when we pass down family recipes, when we share our comfort foods with future generations, and when we “fuse” our own preferences and cultural influence on traditional dishes. In this way, food is not just essential to our survival, but it is also a cornerstone of our culture—another way we can communicate.

These are the areas of study in which you will immerse yourself. You will also use your subjectivity to create connections between expert material and your own knowledge/ experience. Your subjectivity is valuable to academia. Synthesizing and sharing your subjectivity is the only way we progress this “dinner party conversation” of which we are all a part.”

**Summer 2021**

RWS 1302, ONLINE, CRN 32412

The standard RWS 1302 curriculum was used. With about 20 days in the Summer semester, the 16 week calendar was converted into a daily schedule.

**Fall 2021**

RWS 1301, ONLINE,CRN 16049, 14964

Food Studies. Previously recorded Spring 2021 Zoom meetings made available to Fall students as an instructional aid.

RWS 1301, Face-to-Face,CRN 13549, 13548

Food Studies. Update to Spring syllabus/lesson plans: During each class meeting, a new close-reading strategy, pre-writing, drafting, and/or editing/revising strategy was introduced as a tool to understand and discuss course material, while developing their reading & writing processes

RWS 1302, F-2-F & ONLINE CRN 26260, 23828, 23823, 23822

I applied the standard RWS 1302 curriculum, with some mid-semester amendments made for the transition to a 100% online format. The largest adaptation was dropping the final assignments, and allocating the points to create more scaffolding exercises for the Literature Review capstone project. This gave students more time and greater opportunity to earn an A on this essay, in accordance with the standards established by the rubric.

**Summer 2020**

RWS 1302, ONLINE, CRN 23652

The standard RWS 1302 curriculum was used. With about 20 days in the Summer semester, the 16 week calendar was converted into a daily schedule

**Fall 2020**

RWS 1302, ONLINE,CRN 15548, 14460, 15480, 14459

A theme of “Equality, Equity and Justice” was applied to the standard FYC curriculum in an effort to address current events and to better focus the scope of research within the Literature Review. The course theme can be found below, as it was displayed in the first Blackboard module that was assigned during Fall 2020:

*Hello, and welcome to 2020’s Summer Session II. This is the second and final component to RWS 1301: Rhetoric and Writing Studies 1302. This term’s will build on and challenge your knowledge of rhetorical concepts and composition.*

*In light of our present situation—amid pandemic and social unrest—we will continue to pursue rhetorical concepts through composition activities, but with a critical focus on the philosophies of equality, equity and justice.*

*What does that mean for you? It means that you may bring your topic and research that you started in 1301, and use our time together as an opportunity to deepen your expertise, while using a lens to add dimension to your understanding. If your topic focused on a global or community problem, then you might want to use a lens of equality to look more closely at the levels that exists (if any) in that field—are they actually equal in all cases? You could also use a lens of justice to critique current responses to global/ community problems, or the lens of equity to think about what barriers bar the path to resolution.*

*Many of us have degree-specific topics—like the feasibility of man-made black-holes—that don’t easily present a global/communal issue, if at all. That’s alright. You don’t have to force a lens over your research. Just know that more of our class discussions will ask you to think critically about philosophical concepts, which will become more clear as this week goes on.*

Scaffolding presentations can be found under the following links:

* <https://sway.office.com/8zTD5tOpsgOibIFH?ref=Link>
* <https://sway.office.com/rBLplQjZ0yH5YHDH?ref=Link>
* <https://sway.office.com/aOUXENUVtSLpCCLS?ref=Link>
* <https://sway.office.com/049xWp3vEURYGbCD?ref=Link>
* <https://sway.office.com/rhxXWrZtzBejKJS1?ref=Link>

I had an 86% or higher evaluation response rate in three out of the four assigned 2020 Fall classes. I believed this was achieved in part by taking students to the UTEP Faculty Directory and showing them how to access previous student evaluations for any professor. I explained to the students who has access to this information and when, as well as ways in which this information is used. Emphasizing that their voices are heard and taken seriously seems to have resonated positively with the students.

\*The student comments from the 2020 Electronic Course Evaluations are available

Rhetoric and Composition II, University of Texas at El Paso, Spring 2019. (4 sections)

Rhetoric and Composition II, University of Texas at El Paso, Fall 2018. (3 sections)

Rhetoric and Composition I, University of Texas at El Paso, Fall 2018. (1 section)

**Adjunct Lecturer**

Rhetoric and Composition II, University of Texas at El Paso, Spring 2018. (4 sections)

Rhetoric and Composition II, University of Texas at El Paso, Fall 2017. (2 sections)

Rhetoric and Composition I, University of Texas at El Paso, Fall 2017. (2 sections)

Business Communication, Department of Allied Health, Southwest University, El Paso, TX, Summer 2017.

Technical Writing, Department of Allied Health, Southwest University, El Paso, TX, Summer 2017. (2 sections)

Reading Comprehension, Department of Allied Health, Southwest University, El Paso, TX, Summer 2017. (2 sections)

Rhetoric and Composition II [Special Topic: The Animal Turn], (24 students), University of Texas at El Paso, Spring 2017. (3 sections)

Rhetoric and Composition II, (19 students), University of Texas at El Paso, Fall 2016.

Rhetoric and Composition I, (23 students), University of Texas at El Paso, Fall 2016.

Introduction to American Literature, (20 students), University of Texas at El Paso, Fall 2016.

British Literature, from 1700 to the Present, (21 students), University of Texas at El Paso, Fall 2016.

Rhetoric and Composition II, 2 sections taught (23 and 20 students respectively), University of Texas at El Paso, Spring 2016. (2 sections)

British Literature, from 1700 to the Present, (34 students), University of Texas at El Paso, Fall 2015.

*Create UTEP and department compliant syllabi, with 16 week calendar. Seek and assign appropriate course material to promote learning and foster critical conversation.*

* Plan and instruct a sophomore British literature survey for students of all disciplines.
* Taught literature with an emphasis on close reading, critical analysis and explication.
* Covered a range of popular and important literary and artistic works, with a focus on colonialism, Marxism and gender issues.
* Instituted a multimodal pedagogy through the use of various web sources, comparative readings, graphic novels, films and the option to complete the final research project in the form of a modern film adaptation, documentary or public service announcement.

Developmental Reading & Writing, 2 sections taught (24 and 21 students respectively), University of Texas at El Paso, Fall 2015.

* Instruct students in the basics involved in the reading and writing processes.
* Equip students with the tools to read closely, think critically and write effectively.
* Introduce students to discussion, flipped-class and group based class meetings.
* Extensive instruction in writing grammar and mechanics.
* Worked one-on-one with students in the Writing Lab to help students negotiate reading, writing or campus-life related issues.
* Used a combination of focused free writing, reading projects, exams, essays and reflections to reinforce student learning.

Rhetoric and Composition I, 2 sections taught (23 and 24 students respectively), University of Texas at El Paso, Fall 2015. (2 sections)

* Introduced students to key rhetorical terms and effective composition in various genres.
* Followed programmatic course structure; taught composition strategies by utilizing essay and multimodal assignments.
* Introduced students to interdisciplinary topics and concepts; guided them through developing a proposal, annotated bibliography and research paper on their chosen topic; and encouraged students to seek out complicating, opposing and counter perspectives.
* Guided students in conducting primary research

**Instructor on Record**

Rhetoric and Composition II, 2 hybrid sections taught (13 and 20 students respectively), University of

Texas at El Paso, Spring 2015.

* Held face-to-face and virtual class meetings.
* Personalized the programmatic curriculum and planned lessons and led discussions with an emphasis on alternate narratives and/or opposing viewpoints.
* Organized conference-style presentations.
* Used technology in the classroom to scaffold and execute the documentary assignment, and to access the virtual classroom, via Blackboard.

Rhetoric and Composition I, 2 sections taught (24 and 21 students respectively), University of Texas at El Paso, Fall 2014.

* Introduced students to key rhetorical terms and effective composition in various genres.
* Followed programmatic course structure; taught composition strategies by utilizing essay and multimodal assignments.
* Organized “flipped classroom” group assignments in which groups taught their peers how to execute the upcoming assignment.

**Teaching Assistant**

Rhetoric and Writing Studies (formerly known as First Year Composition), Department of English,

University of Texas at El Paso, 2013-2015.

* Attended a rigorous, accelerated rhetoric and composition summer course.
* Trained to grade, based on programmatic standard, during bi-monthly “norming” sessions.
* Observed three seasoned instructors over the course of a semester.
* Fulfilled weekly six-hour commitment tutoring in the University Writing Center.

**Professional Experience**

**Humanities Texas | Local Institute Coordinator**

University of Texas at El Paso, April 2016-June 2016

* Acted as support for UTEP Coordinator, Dr. Brian Yothers, when working with Humanities Texas and various UTEP departments (respond to emails; keep notes; proof publications and work orders)
* Acted as support and liaison to teacher’s attending the institute (respond to emails; check teachers into housing)
* Created a Facebook account to connect to institute attendants and the community, and share information about scheduled events, as well as answer questions

**University of Texas at El Paso | Student Assistant**

University Writing Center, 2012-2013

* Writing tutor; provided services (face-to-face and virtually), at all stages of the writing process, to individual students, groups and classrooms.
* Workshop leader; lead introductory workshops for incoming freshman, college open-houses and campus hosted conferences.
* Training; trained new tutors. Created and lead on-line tutoring workshops at bi-monthly meetings.

**University of Texas at El Paso | Internship**

Inter-American Jewish Studies Program, 2012-2013

* Assistant to program director, Dr. Ezra Cappell by serving as a point of contact for prospective students and the Jewish Federation of El Paso.
* Represented and recruited for the department at university open-house events.
* Participated in volunteer activities and grant writing workshops at the Jewish Federation of El Paso.
* Assisted in creating fliers and publicizing events hosted and/or sponsored by the program.

**Conference Presentations**

“‘Men are all but stomachs:’ The Performing Body in *Othello*,” Rocky Mountain Modern Language Association Annual Convention, Salt Lake City, UT. October 2016

“‘The Expiring Idea of Home': Space and Social Justice in Disraeli's *Sybil or The Two Nations*,” Alpha Chi National Convention, Alexandria, VA, April 2016.

“Mentoring Masters in English: Introducing a Student-Lead Educational Partnership,” Graduate Student of English Association Annual Conference, University of Texas at El Paso, El Paso, TX. April 2016.

“‘Men are all but stomachs:’ Understanding Appetite in *Othello*,” Graduate Student of English Association Annual Conference, University of Texas at El Paso, El Paso, TX. April 2016.

“International Connections: Preserving the Relationship between England and Germany in *Howards End*,” Graduate Student of English Association Annual Conference, University of Texas at El Paso, El Paso, TX. April 2016.

“International Connections: Preserving the Relationship between England and Germany in *Howards End*,” Women’s History Month Conference, University of Texas at El Paso, El Paso, TX. April 2015.

“‘The Expiring Idea of Home': The Experience of Space and Architecture in Disraeli's *Sybil or The Two*

*Nations*,” Graduate Student of English Association First Annual Conference, University of Texas at El Paso, El Paso, TX. March 2015.

“International Connections: Preserving the Relationship between England and Germany in *Howards End*,” Alpha Chi National Convention, Chicago, IL. Convention award, The Dennis M. Organ Prize for the top presentation by a Graduate Student or Alumni Member. March 2015.

“The Smell of Empire: Olfactory Oppression of the Colonized Subject in *Burmese Days*,” South Asian

Literary Association Annual International Conference, Vancouver, BC Canada. Finalist, Graduate Student Paper Prize. January 2015.

Border Issues, the University Writing Center and Writing Tutoring (Roundtable Organizer), UTEP/ NMSU Joint Graduate Conference, New Mexico State University. Las Cruses, NM. April 2014.

“The Smell of Empire: Olfactory Oppression of the Colonized Subject in *Burmese Days*,” UTEP/NMSU Joint Graduate Conference, New Mexico State University. Las Cruses, NM. April 2014.

“The Smell of Empire: Olfactory Oppression of the Colonized Subject in *Burmese Days*,” Alpha Chi Super-Regional Convention, St. Louis, MO. March 2014.

“The Indian Meat Market: Making Scents of the Female Subject in the British Raj,” Women's History Month Conference, University of Texas at El Paso, El Paso, TX. March 2014.

"Spenser's Vilifying Gaze: The Image of Duessa," Alpha Chi Super-Regional Convention, Nashville, TN. April 2013.

“The Anatomy of Nothing: Mitigating Gender and Sex in *King Lear*,” Alpha Chi Super-Regional Convention,Baltimore, MA. Convention award, The Michael Flachmann Prize in Shakespeare. March 2012.

“Bernard Malamud's Tikkun Atzmi,” Alpha Chi National Convention, San Diego, CA. April 2011.

**Invited Talks and Presentations**

* English Department Prospective Graduate Student Workshop: Aarin Walston and I co-lead an informational workshop that focused on how to write the statement of purpose. I created a presentation for the event: https://prezi.com/2m5cya4iyqhk/, English Literature Program, UTEP, November 11, 2021
* Back-to-School meeting: Created a slideshow and assisted in presenting the new 1301 Handbook to Fall 2021 instructors, FYC, UTEP, August 2021.
* English Department Prospective Graduate Student Workshop: Aarin Walston and I co-lead an informational workshop that focused on how to write the statement of purpose. I created a presentation for the event: https://prezi.com/2m5cya4iyqhk/, English Literature Program, UTEP, March, 12, 2020.
* Guest Speaker, Lesson Plaining, First-Year Composition Instructors’ Workshop, University of Texas at El Paso. April 2019.
* Guest Speaker, The Reading Process, First-Year Composition Instructors’ Workshop, University of Texas at El Paso. September 2018.
* Guest Speaker, Graduate Preparedness Informational Session, Mentoring Masters in English, University of Texas at El Paso. April 2016.
* Guest Speaker, Regional Chapter Strengthening Session: Educational Travel and Student Success, Alpha Chi National Convention, Alexandria, VA. April 2016.
* Guest Lecturer, Christina Rosetti’s “The Goblin Market,” British Literature from Romanticism to the Present (taught by Aarin Walston), University of Texas at El Paso. March 2016.
* Guest Speaker, Writing an Effective Statement of Purpose, Graduate Student of English Association, University of Texas at El Paso. December 2015.
* Guest Speaker, Techniques for Effective Online Tutoring Sessions, University Writing Center, University of Texas at El Paso. April 2013.
* Guest Lecturer, APA Format: Presentation and Peer Review Workshop, Global Business Class, University of Texas at El Paso. February 2013.
* Guest Lecturer, “An Introduction to The Pianist,” Holocaust Literature and Film (taught by Dr. Ezra Cappell), University of Texas at El Paso. October 2012.

**Other Professional Experience**

**Co-Author | First-Year Composition Summer Writing Group**

Attended virtual and physical meetings. Composed the following contributions to the FYC 1301 HANDBOOK: Introduction: Welcome to RWS 1301; Module 1: Taking Inventory (original graphic: web diagram); Conclusion: Looking Forward to RWS 1302

University of Texas at El Paso, April 2021 – August 2021

**Director | Mentoring Masters in English (MentorME)**

The goal for this program is to bring Alumni, graduate students, and undergraduates together, as a community, to foster support in academic growth, professional development, and help with preparing students for graduate school and the professional world.

**Co-founder: Aarin Walston**

http://utepmentorme.wix.com/mentor | University of Texas at El Paso, Spring 2016-Present

**Curator | “Rice (Hi)stories: The Movement of Rice Across Continent and Culture”**

Created an exhibit for the "Afro-Latino Foodways Virtual Museum," with the support of The University of Texas at El Paso's Academic Technologies and The Smithsonian Latino Virtual Museum.

University of Texas at El Paso, Fall 2014.

**Participant | Ethnographic Study in First-Year Composition**

Opened my classroom to be observed by graduate students of Dr. Kate Mangelsdorf & Dr. Char Ulman, who were conducting the study.

University of Texas at El Paso, Fall 2014.

**Evaluator | El Paso Academic Decathlon**

Served as a first reader. Read, annotated and offered a preliminary score for participating student essays.

Ysleta High School, El Paso. January 2014.

**Scholarships, Fellowships and Grants**

* Alpha Chi Dennis M. Organ Prize for the top presentation by a Graduate Student or Alumni Member. March 2015.
* Finalist (and only Master’s candidate) for the South Asian Literary Association Best Graduate Student Paper Prize. January 2015.
* University of Texas at El Paso Graduate School Travel Fund. November 2014.
* Baker-Hernandez Travel Fund. November 2014.
* Dr. Mary Hernandez Graduate Student Research Fund. May 2013.
* Dr. James K.P. Mortensen Endowed Scholarship in English and American Literature. Spring 2012.
* University of Texas at El Paso Study Abroad Scholarship. Summer 2012.
* Alpha Chi Michael Flachmann Prize in Shakespeare. March 2012.
* Dr. James K.P. Mortensen Endowed Scholarship in English and American Literature. Fall 2011.
* Alpha Chi, Texas Alpha Beta Chapter Scholarship. April 2011.

**Academic Service**

* Contest Organizer, First-Year Composition Semester Showcase: Student Poster Contest, University of Texas at El Paso, Department of English, Spring 2019.
* Contest Organizer, First-Year Composition Semester Showcase: Student Poster Contest, University of Texas at El Paso, Department of English, Fall 2018.
* Faculty Tutor, The Writing Lab, University of Texas at El Paso, Department of Developmental English & Math, Fall 2015.
* Planning committee, First Annual Grad SEA Interdisciplinary Conference, University of Texas at El Paso
* Graduate Student English Association. Spring 2015.
* Panel organizer, First Annual Grad SEA Interdisciplinary Conference, University of Texas at El Paso
* Graduate Student English Association. March 2015
* Treasurer, University of Texas at El Paso Graduate Student English Association. 2014-2015.
* Panel organizer, UTEP/NMSU Joint Graduate Conference, New Mexico State University. Las Cruses, NM.
* March 2014.
* Chapter Preside, Alpha Chi, Texas Alpha Beta Chapter. 2011-2015.

**Professional Affiliations**

Composition Committee, Member since 2018

Rocky Mountain Modern Language Association, Member since 2016.

Modern Language Association. Member since 2015.

South Asian Literary Association. Member since 2014.

University of Texas at El Paso Graduate Student of English Association. Member since 2013.

Phi Kappa Phi. Member since 2012.

Sigma Tau Delta. Member since 2011.

Alpha Chi. Member since 2010.

**Awards and Honors**

Liberal Arts Award for Outstanding Extended Seminar Paper, Spring 2016.

Student Representative (by nomination), at the Andrew W. Mellon Foundation UTEP Campus Visit; speaker on the student interview panel. Fall 2015.

Outstanding English and American Literature Master's Candidate. Spring 2015.

Outstanding English and American Literature Undergraduate. Fall 2012.

Outstanding Inter-American Jewish Studies Undergraduate. Fall 2012.

**References**

Available upon request.