



CARRIE A. LAMANNA

An Ordinary Life, LLC
705 Stover St.
Fort Collins, CO 80524
carrielamanna@gmail.com
<http://carrielamanna.com>
970.443.5713

POSITIONS

Writer, Editor, Writing Coach, Virtual Assistant & Owner, An Ordinary Life, LLC, 2015-present

Assistant Professor of English, Colorado State University, 2007-2015

Advanced Composition Coordinator, Colorado State University, 2013-2015

Director, Writing Center, Colorado State University, 2009-2012

Acting Director, The Writers' Workshop, University of Illinois, Urbana-Champaign, 2004-2005

Writing Across the Curriculum Coordinator, The Center For the Study and Teaching of Writing, The Ohio State University, Spring 2000

EDUCATION

PhD in English (concentration, Writing Studies)
University of Illinois, Urbana-Champaign, 2008.

Masters of Arts in English (concentration, Rhetoric and Composition)
The Ohio State University, Columbus, Ohio, 2000

Bachelor of Arts in English and Secondary Education
Grove City College, Grove City, Pennsylvania, 1996
Cum Laude with High Honors in English

**SELECT
COURSES
TAUGHT**

colorado *Composition 301A: Writing in the Disciplines, Arts & Humanities*
state A course that introduces students to public/non-academic writing in the arts and humanities. Students complete audio interviews and keep blogs on a self-defined topic in addition to completing print-based compositions in a variety of genres such as essays, opinion pieces, interviews, and film, music, and performance reviews.

Composition 302: Writing in Digital Environments
This course focuses on the analysis and production of texts in electronic formats. The goal is to prepare students to write as a member of a society in which civic and social discourse increasingly takes place online. Students explore the rhetorical and cultural contexts of electronic texts, and practice strategies for interpreting and producing these texts. The goal is to learn how to approach online communication rhetorically by exploring questions such as: what are the affordances of various online spaces over non-digital print forms of publication? how does one determine one's audience when an online text can potentially be accessed



by people around the globe? as producers of online texts, what do we need to know technically and consider rhetorically to effectively communicate? how do the enhanced multimodal components of online communication alter the rhetorical situation for readers and writers?

English 305: Principles of Writing and Rhetoric

A humanities-based exploration of central principles of rhetoric in oral, written, and visual communication, the course addresses vital questions in the scholarship on rhetorical theory. Intended as a core course for students in the English department's writing concentration, this class provides an introduction to the history of theoretical movements in writing and rhetoric. The course considers major theorists of written language, explores competing perspectives on a variety of rhetorical issues (e.g., genre, audience, invention, arrangement, style, visual rhetoric), and discusses various approaches to rhetorical analysis of written documents.

English 465: Rhetorics of Sports in the United States (senior capstone)

This course explores the cultural work that sports perform in the United States and is grounded in the assumption that American attitudes toward sports are bound up in the American myth of freedom, democracy, and equal opportunity. Students examine how representations and discussions of sports in the media reflect and perpetuate American values and biases. Readings focus attention on the rhetorics of race, gender, class, freedom, patriotism, and militarism and frame the course's study of cultural texts such as Monday Night Football, college football halftime shows, March Madness, and sports films. Readings and class discussion also analyze the arguments surrounding doping, Title IX, paying college athletes, and athletes as political activists.

English 406: Literacy and Technology

The course takes a historical look at composing technologies in order to provide a framework for the course's focus on digital composing technologies. Particular emphasis is on defining what it means to be literate in today's world of digital, multimodal communication. How is the proliferation of digital composing technologies changing what students need to learn in order to be effective communicators and critical thinkers? How should teachers address these changing student needs in the classroom? If civic, social, and professional discourses are moving online, what should be done to assure that all have sufficient access to and instruction in computer technologies?

English 501: Theories of Composition

This course is a graduate-level introduction to the field of Rhetoric and Composition and thus, focuses on theories of composition with an emphasis on writing pedagogy and research. It begins early in the history of composition studies with the development of the 20th century English department and the freshman composition course. It then explores the dominant theories of the past 50 years such as process and expressivist pedagogies and moves to the more recent and more overtly political approaches to teaching and researching writing. While exploring these theories the course examines the history of the field of Rhetoric and Composition, including Rhet/Comp's political and intellectual place within the larger field of English studies. The semester ends with an exploration of the move towards new media pedagogies.

English 603: Computers and Writing

This course focuses on the theory, pedagogy, and practice of digital communication. It traces the history of digital literacy scholarship and looks to more current discussions about the digital humanities to examine where English studies has been and where it's going. To do so, the course interrogates definitions of digital humanities, new media, multimodality, and digital pedagogy, to name a few. In terms of pedagogy, the course examines the teaching of writing in computer mediated environments at all levels, and explores how and why (and sometimes why not) to integrate computer technology into writing classrooms. While it's essential to understand the theory behind digital pedagogies and rhetorics, without a clear understanding of how the technology works the theory is less than enlightening. Thus, the course balances reading and discussion of computers and composition with time at the computer making digital and multimodal texts that put theories and pedagogies into practice.

university of illinois *Rhetoric 105: Principles of Composition (multimodal composition)*
A pilot section of the required first-year composition course focusing on analysis and production of multimodal texts. Students use blogs to share their exploratory and reflective writing. Formal projects include an audio interview, poster/billboard argument, newspaper editorial, and a final, research-based information and advocacy campaign aimed at the campus community.

Rhetoric 105AD: Principles of Composition for Art and Design Majors
A special section of the required first-year composition course. I developed course materials and assignments to meet the needs of fine art and graphic design majors. The focus is on analyzing visual and multimodal texts as rhetorical, culminating in a web text research project.

Rhetoric 105: Principles of Composition

The required first-year composition course focusing on the methods of exposition, the problems of argument, and the use of evidence and style. My sections emphasized learning to communicate in various modes, especially the visual.

Art & Design 211: History of Design

Provides students with an overview of the major industrial and graphic designers of the 20th century. As the teaching assistant I prepared and presented class lectures and facilitated the final course project: a published, student-authored book on major designers of the 20th century.

English 104: Introduction to Film

Introduces students to methods for critically viewing experimental, documentary, and Hollywood films. Curriculum utilizes class discussion and critical reading and writing to explore film as a visual and aural social medium.

Rhetoric 103: College Composition I, Academic Writing Program

First semester of a one-year freshman composition sequence for developmental writers. Focus is on structuring argumentative essays with particular attention to creating thesis statements, making points, and providing evidence.



Rhetoric 104: College Composition II, Academic Writing Program
Second semester of a one-year freshman composition sequence for developmental writers with continued instruction in argumentative essays. Concentrates on composing an extended research-based academic essay, so special attention is paid to finding and evaluating sources.

Academic Writing, Bridge Transition Program
Part of an intensive pre-enrollment program for incoming freshman needing extra instruction in college level work. Writing course immerses students in the conventions of standard academic argument.

ohio state university *English 110: Freshman Composition*
Required first-year composition course with instruction in various styles of argument beginning with the personal essay and ending with analytical argument.

**OTHER
TEACHING
EXPERIENCE**

Writers' Workshop Consultant, University of Illinois, Urbana-Champaign. Fall 2002-Spring 2004.

Bridge Transition Program Composition Tutor, University of Illinois, Urbana-Champaign. Summer 2001.

Peer Advisor, Freshman Composition Program, The Ohio State University. 1999-2000.

**PROFESSIONAL
DEVELOPMENT**

There's More to Research Than Wikipedia: Engaging Students in the Age of Google, TILT Short Course, Colorado State University. March 2010.

A four-session course that explored how to create information literate students who can find, use, and evaluate resources. Focused on how library research has changed in the digital age, and how teachers can help develop students' information-seeking skills by building research requirements into classroom activities and homework.

Writing New Media Workshop, Michigan Technological University, Houghton, MI. June 12-23, 2006.

A two-week workshop of intensive instruction in new media programs (Photoshop, Dreamweaver, Flash) combined with readings, activities, and discussion of how, why, and when to use new media in research and in the classroom.

Writing with Video Media Group, University of Illinois, Urbana-Champaign. Fall 2005-Spring 2006.

Weekly reading and video production group. The group shadowed the development of an undergraduate art & design course, "Writing with Video" that integrates composition and design pedagogies.

Words and Images, University of Illinois, Urbana-Champaign. Fall 2000-Spring 2001.

Weekly reading and discussion group comprised of Writing Studies and Art & Design faculty and graduate students.



**WORKSHOPS
CONDUCTED**

teacher training “Smartboard Classroom Training for English Faculty.” Presented with Jill Salahub. English Department. Colorado State University, Fort Collins, Colorado. Fall 2011, 2012, & 2013.

“Creating a Professional Web Presence.” *Rhetoric & Composition Graduate Student Colloquium*. Colorado State University, Fort Collins, Colorado. Fall 2013.

“Keeping Current with ISM.” Professional Internship in English (PIE). Presented with Emily Morgan. Colorado State University, Fort Collins, Colorado. Spring 2012.

“Leading Class Discussion with Reticent Students.” Professional Internship in English (PIE). Presented with Sue Doe. Colorado State University, Fort Collins, Colorado. Fall 2011.

“What is New Media? And if You Know That, Why Should We Teach It? Rhetoric and Composition Graduate Student Colloquium.” English Department, Colorado State University, Fort Collins, Colorado. Spring 2011.

“Multimodal Writing and Research: Bringing Technology to The Humanities.” Library Institute for Learning and Teaching (TILT) Master Teacher Luncheon. Colorado State University, Fort Collins, Colorado. November 2010.

“Writing MAD (Multimodal Argument Decoded).” Week-long professional development workshop. CO300 Course Redesign Project. Colorado State University, Fort Collins, Colorado. May 2010.

“Using Blogs in the Classroom.” CLA Institute for Learning and Teaching (TILT) Master Teacher Workshop. Colorado State University, Fort Collins, Colorado. April 2009.

“Making Pedagogically Informed Technology Choices.” CLA Institute for Learning and Teaching (TILT) Master Teacher Luncheon. Colorado State University, Fort Collins, Colorado. February 2009.

“Introduction to New Media Pedagogy.” Professional Internship in English (PIE). Colorado State University, Fort Collins, Colorado. Spring 2008. Spring 2008 & 2009.

“Making Pedagogically Informed Technology Choices.” Carrie A. Lamanna, David Bowen, Brian Jones, Kathleen Kiefer, Jill Salahub, and Stephen Thompson. Professional Development Institute, Colorado State University, Fort Collins, Colorado. Website: www.carrielamanna.com/PDI2009/. January 2009.

“Facilitating Student Interaction Using Web 2.0 Technologies.” Carrie A. Lamanna and Jill Salahub. Professional Development Institute, Colorado State University, Fort Collins, Colorado. January 2009.

“What Plagiarism-Detection Software Won’t Do and Some Pedagogical Alternatives.” Sarah Sloane, Carrie Lamanna, Sue Doe, Tobi Jacobi, and Laura Thomas. Writing Across the Curriculum Program, Colorado State University, Fort Collins, Colorado. October 2008.



“Supporting Student Collaboration Online.” Teaching with Technology Workshop, The Institute for Learning and Teaching (TILT), Colorado State University, Fort Collins, Colorado. April 2008.

“Refiguring Writing in Large Lecture Classes.” Gail Hawisher, Paul Prior, James P. Purdy, Rashid Robinson, Carrie A. Lamanna. Writing Across the Curriculum, The Center for Writing Studies, University of Illinois, Urbana-Champaign. October and November 2003.

writing instruction “iCite, youCite, weCite: When, Why, and How to Cite Sources.” Academic Integrity Day. Colorado State University, Fort Collins, Colorado. October 2010 & 2011.

“Expectations of Graduate Level Writing.” Carrie A. Lamanna and James P. Purdy. LEEP Program, The Graduate School of Library and Information Sciences, University of Illinois, Urbana-Champaign. July 2004.

“Using Sources in the Research Paper.” Carrie A. Lamanna and James P. Purdy. The Writers’ Workshop, University of Illinois. Fall 2002, Spring 2003, Fall 2003.

professional development “Creating a Professional Web Presence.” Rhetoric & Composition Graduate Student Colloquium. Colorado State University, Fort Collins, Colorado. Fall 2013.

“Academic Job Searching.” Professional Internship in English (PIE). Presented with Kate Kiefer. Colorado State University, Fort Collins, Colorado. Fall 2010.

“Cover Letters, CVs, & Resumes.” Professional Internship in English (PIE). Presented with Tobi Jacobi. Colorado State University, Fort Collins, Colorado. Fall 2010.

“Job Market Marketing.” Professional Internship in English (PIE). Presented with David Bowen and Tobi Jacobi. Colorado State University, Fort Collins, Colorado. Fall 2008.

“Preparing for The Job Market.” Professional Internship in English (PIE). Presented with Tobi Jacobi. Colorado State University, Fort Collins, Colorado. Fall 2007.

“The Job Interview.” Professional Internship in English (PIE). Presented with David Bowen. Colorado State University, Fort Collins, Colorado. Fall 2007.

**CLASSROOM
TECHNOLOGY
IMPROVEMENTS**

University Technology Fee request for Adobe Design Standard Suite software. Colorado State University. Total: \$37,618.67. Fall 2012.

Department Technology Fee request to renew server space for CO302 courses. Colorado State University. Total: \$286.20. Fall 2011.

Department Technology Fee request to remodel Eddy 2 & 4. Colorado State University. Total: \$42,038. Spring 2011.



Department Technology Fee request for digital media equipment, server space, and software. Colorado State University. Total: \$1950.10. Fall 2009.

University Technology Fee request for Adobe CS3 software (Photoshop, Dreamweaver, and Flash). Colorado State University. Total: \$17,654.40. Spring 2008.

Department Technology Fee request for digital media equipment. Colorado State University. Total: \$1548.10. Spring 2008.

SERVICE

department Undergraduate Committee. Colorado State University. January 2013-May 2015.
committees

Digital Rhetorics Search Committee, Colorado State University. Fall 2013.

Composition Faculty Committee. Colorado State University. 2007-present.

Graduate Committee. Colorado State University. January 2013-May 2013.

Special and Temporary Faculty Evaluation Committee. Colorado State University. January 2013-May 2013.

Ad Hoc Computers and Composition Committee. Colorado State University. Fall 2011-present.

Ram Welcome Committee. Colorado State University. Chair. Summer 2009-2012.

Composition Faculty Committee. Colorado State University. Fall 2007-present.

CO300 Course Redesign Team. Colorado State University. Co-chair. Fall 2009-Fall 2010.

Department Website Redesign Committee. Colorado State University. Fall 2010-Fall 2011.

English Media Center Committee. English Department. University of Illinois, Urbana-Champaign. 2003-2004.

Emergency Instructional Budget Review Committee. English Department. University of Illinois, Urbana-Champaign. Spring 2003.

college CLA Technology Steering Committee. Colorado State University. January 2009-December 2010.
committees

university TILT Information Literacy Task Force. Colorado State University. Fall 2008-Spring 2009
committees

TILT Working Group on Teaching with Technology. Colorado State University. Fall 2008-Fall 2010. Chair.

Pedagogy Committee, 2005-2006. The Learning Commons Project. University of Illinois, Urbana-Champaign.

editorial Writing Spaces, manuscript reviewer (<http://writingspaces.org/>) Fall
boards 2009-present.



**INTERNAL
GRANTS**

Development Grant for “Dissertating Digitally: Research on The Status of New Media Dissertations in Rhetoric and Composition.” Center for Research on Communication and Technology, Colorado State University. February 2009. \$2,500.

Provost’s course redesign award. Carrie A. Lamanna and Jill Salahub. Provost’s Office, Colorado State University. July 2009. \$17,100.

“Technology Enhancements for the Writers’ Workshop Sites of the Center for Writing Studies.” Paul Prior, Carrie A. Lamanna, and James P. Purdy. College of Liberal Arts and Sciences, University of Illinois, Urbana-Champaign. 20 January 2005. \$16,570.00.

FELLOWSHIPS

English Department Dissertation Fellowship, University of Illinois, Urbana-Champaign. Spring 2006.

Women and Gender Studies Scholarship, Women’s Studies Program, University of Illinois, Urbana-Champaign. May 2005.

English Department Summer Fellowship, University of Illinois, Urbana-Champaign. May 2004.

PUBLICATIONS

book chapters Maria Lovett, James P. Purdy, Carrie A. Lamanna, Katherine E. Gossett, and Joseph Squier. (2010). “Writing with Video: What Happens When Composition Comes Off the Page?” *Raw: Reading (and Writing) New Media*. Eds, Jim Kalmbach and Cheryl E. Ball. Hampton Press.

refereed journal articles Katherine E. Gossett, Carrie A. Lamanna, Joseph Squier, Joyce R. Walker. “[Continuing to] Mind the Gap: Teaching Image and Text in New Media Spaces.” *Kairos* 7.3 (2002). <<http://kairos.technorhetoric.net/7.3/index.html>>.

journal articles in progress Carrie A. Lamanna, James P. Purdy, and Katherine E. Gossett. “Building An Infrastructure for Tomorrow’s Composing.” *Computers and Composition Online*. [accepted with revisions].

**INVITED
PRESENTATIONS**

“This is new media: Research, identity, and Representation in the digital age.” *Center for Writing Studies Colloquium Series*. University of Illinois, Urbana-Champaign, May 2011.

“We are what we own? Identity, Infrastructure, and the Tomorrow of Composing.” Presented with Katherine E. Gossett and James P. Purdy. *The Thomas R. Watson Conference on Rhetoric and Composition*. University of Louisville, Louisville, Kentucky, October 2006.

**CONFERENCE
PRESENTATIONS**

“Why I Quit School: A Narrative Exploration of The Relationship Between Writing and Power.” *Conference on College Composition and Communication*. Las Vegas, Nevada, March 2013.

“Is Blogging Dead? Yes, No, Other.” *Computers and Writing Conference*. Roundtable. University of Michigan, Ann Arbor, Michigan, May 2011.

“Making a Case for Tenure and Promotion within/outside Rhetoric and Composition.” Half-day workshop. *Conference on College Composition and Communication*. Atlanta, Georgia, April 2011.

“Revisioning Graduate School Education for 21st Century Composition Scholarship.” Presented with Katherine E. Gossett. *Computers and Writing Conference*. University of California, Davis. Davis, California, June 2009.

“Creating and Sustaining A Multimodal Community of Practice.” *Conference on College Composition and Communication*. San Francisco, California, March 2009.

“The Instability of New Media Performed in One-Minute Provocations.” Presented with Katherine E. Gossett. *Computers and Writing Conference*. University of Georgia, Athens, Georgia, May 2008.

“Opening The Dissertation “Code”: Unlocking Form and Content for New Media Scholarship.” Presented with Katherine E. Gossett and James P. Purdy. *Computers and Writing Conference*. University of Georgia, Athens, Georgia, May 2008.

“Delivery as Research Method: Using Digital Media to Engage Audience as Co-Researcher.” *Conference on College Composition and Communication*. New Orleans, Louisiana, April 2008.

“We are what we own? Identity, Infrastructure, and the Tomorrow of Composing.” Presented with Katherine E. Gossett and James P. Purdy. *Computers and Writing Conference*. Texas Technological University, Lubbock, Texas, June 2006.

“A Feminist Approach to the History of Computer Technology.” *Computers and Writing Conference*. Stanford University, Palo Alto, California, June 2005.

“Multidimensional Lives: Women, Personal Narrative, and New Media.” *Computers and Writing Conference*. Purdue University, West Lafayette, Indiana, May 2003. (Separate paper from October 2002 paper of same title.)

“The Personal Is the Political Revisited: New Media, Feminism, and Autobiography.” *Conference on College Composition and Communication*. New York, New York, March 2003.

“Multidimensional Lives: Women, New Media, and Personal Narrative.” *The Thomas R. Watson Conference on Rhetoric and Composition*. University of Louisville, Louisville, Kentucky, October 2002.

“‘I Teach Cyberculture Philosophy But All My Students Want to Do Is Watch TV’: Bridging the Gap Between Academic and Popular Culture.” *Computers and Writing Conference*. Illinois State University, Normal Illinois, May 2002.

“Bach Meets Bjork: Rhetorics, Raves, and Reciprocities.” *Writing as a Human Activity: An Interdisciplinary Conference*. University of California, Santa Barbara, California, October 2001.



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**PROFESSIONAL
ORGANIZATIONS**

Conference on College Composition and Communication
National Council of Teachers of English