

# Brenta Blevins

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## EDUCATION

Ph.D. in English (Rhetoric and Composition), The University of North Carolina at Greensboro, May 2017.

Dissertation Title: *From Corporeality to Virtual Reality: Theorizing Literacy, Bodies, and Technology in the Emerging Media of Virtual, Augmented, and Mixed Realities.*

\* Computers and Composition Hugh Burns Dissertation Award Honorable Mention, 2018.

Post-Baccalaureate Certificate in Women's and Gender Studies, The University of North Carolina at Greensboro, May 2017.

M.A. in English, Radford University, May 2012.

Thesis Title: *Online Peer Review: Responding to Writing Using Technology-Mediated Interfaces*

B.A. in English, Virginia Tech, May 1991.

## RESEARCH AND TEACHING INTERESTS

Digital rhetoric, media, and literacy; augmented (AR), virtual (VR), mixed (MR), extended realities (XR); multimodality/multiliteracy; professional and technical writing; communication across the curriculum; genre theory; cultural studies.

## FACULTY APPOINTMENTS

Assistant Professor of Writing Studies and Digital Studies, Department of English, Linguistics, and Communication, University of Mary Washington, 2017-Present. Affiliated faculty in Women's and Gender Studies.

## PUBLICATIONS

### Journal Articles

["Teaching Digital Literacy Composing Concepts: Focusing on the Layers of Augmented Reality in an Era of Changing Technology."](#) *Computers & Composition* 50, Dec. 2018.

["Designing Scholarly Multimodal Texts: A Peer Review Process."](#) With Stacy W. Rice and Russell G. Carpenter. *The Peer Review* (October 2015): n.p.

### Book Chapters

"The Literacies of Augmented Reality: Linking Traditional and New Ways of Composing." *Writing Changes: Alphabetic Text and Multimodal Composition*, Ed. Pegeen Reichert Powell. Modern Language Association. Forthcoming.

"Podcasts: Sound Strategies for Sonic Literacy." *Multimodal Composing: Strategies for Twenty-First-Century Writing Consultations*, Eds. Lindsay Sabatino and Brian Fallon. Utah State University Press, April 2019.

“Initiating Multimodal Training.” With Lindsay Sabatino. *Multimodality: History, Theory, Research, and Pedagogy*. Eds. Santosh Khadka and Jennifer C. Lee. Routledge, 2018.

### Book Review

“Developing Inclusive and Accessible Online Writing Instruction: Supporting OWI Principle I: Review of Norman Coombs’ *Making Online Teaching Accessible: Inclusive Course Design for Students with Disabilities*.” *Writing Program Administration*, vol. 40, no. 3, 2017, pp. 94-99.

### Conference Proceedings

“Getting Beyond ‘Just Tell Me What to Write’: Strategies for Engaging Conversation between Consultants and Students.” With Stacy W. Rice and Lindsay Sabatino. *Akademisches Schreiben. Halbband 2: Sprache zum Schreiben – zum Denken – zum Beraten. Beiträge der 8. Peer-Tutor\*innen-Konferenz*. University of Hamburg (Universität Hamburg), Hamburg, Germany. June 2016. 113-18.

### In Preparation

“Levelling up with Emergent Tutoring: Exploring the Ludus and Paidia of Writing, Tutoring, and Augmented Reality.” With Lindsay Sabatino. *Unlimited Players: The Intersections of Writing Centers and Games Scholarship*. Ed. Stephanie Vie and Holly Ryan. Under consideration at Utah State University Press.

## WEBTEXTS (SELECTED)

[“July Webtext of the Month: ‘What is Code?’”](#) *Digital Rhetoric Collaborative*. July 31, 2015.

[Reflections from the Trenches in the Cloud](#) online teaching series. *Digital Rhetoric Collaborative*. January-February 2015.

[“Using a Collaborative Classroom Wiki for Exam Study.”](#) *Digital Rhetoric Collaborative*. October 15, 2014.

[“January Webtext of the Month: Hollow.”](#) *Digital Rhetoric Collaborative*. January 28, 2014.

[“Visualizing Data through Infographics.”](#) *Digital Rhetoric Collaborative*. November 14, 2013.

## AWARDS, HONORS, AND GRANTS (SELECTED)

UMW Faculty Supplemental Grant, Fall 2018, Spring 2019, Summer 2019.

Awards to support presenting at the 2018 *Thomas R. Watson Conference on Rhetoric and Composition* and 2019 *Conference on College Composition and Communication* and *Computers & Writing Conference*.

Computers and Composition Hugh Burns Dissertation Award Honorable Mention, 2018.

Competitive award recognizing the best dissertation in Computers and Composition Studies.

UMW Summer Pedagogy Grant, Summer 2018.

Competitive award to support development of Digital “Hacking” workshops.

UMW Faculty Research Grant, Summer 2018.

Competitive award to support summer research into Mixed Reality scholarship and pedagogy.

UMW Faculty Supplemental Grant, Spring 2018, Summer 2018.

Awards to support presenting at the 2018 *Conference on College Composition and Communication* and 2018 *Rhetoric Society of America*.

UNCG Digital ACT Studio Instructional Equipment Grant. The University of North Carolina at Greensboro, 2016-17.

College of Arts and Sciences Award for Outstanding Graduate Assistant Teaching. The University of North Carolina at Greensboro, Greensboro, NC, Spring 2016.

Open Educational Resources (OER) Mini-Grant, with Dr. Nancy Myers. The University of North Carolina at Greensboro, Greensboro, NC, 2015. Sponsored by the Office of the Provost and the University Libraries.

Fellow, *Digital Rhetoric Collaborative*, Gayle Morris Sweetland Center for Writing, University of Michigan. Ann Arbor, MI, 2013-2014; 2014-2015. <http://www.digitalrhetoriccollaborative.org/>

- The DRC won the 2015 Computers and Composition Michelle Kendrick Outstanding Digital Production/Scholarship Award.

Travel Grants: UNCG Class of '52 Pedagogy Travel Grant (2016), UNCG English Department (2013-16), Graduate Student Association (2013-16), Computers & Writing (2014-2016).

## CONFERENCE PRESENTATIONS (SELECTED)

“Using Games to Support New Forms of Writing in Writing Centers and Classes.” *Conference on College Composition and Communication*, Milwaukee, WI, March, 2020.

“Composing New Public Rhetorical Possibilities Using Augmented and Mixed Reality.” *Feminisms and Rhetorics*, James Madison University, VA, November 2019.

“Contemplating Rhetorical Futures in a Post-Desktop Computing World.” *2019 Western States Rhetoric and Literacy Conference*, Montana State University, MT, October 2019.

“The Digital Studies 101 Website: Developing and Using an Ethical Un-Textbook.” *Computers & Writing*, Michigan State University, MI, June 2019.

“Developing Avatar Ethos in Mixed Reality Protests.” *Computers & Writing*, Michigan State University, MI, June 2019.

“Authoring Resistance through Augmented and Mixed Reality Composing.” *Conference on College Composition and Communication*, Pittsburgh, PA, March, 2019.

“Preparing for Current and Future Composing with Augmented, Mixed, and Virtual Reality.” Biennial International Thomas R. Watson Conference on Rhetoric and Composition, University of Louisville, KY, October 2018.

“Expanding the Available Means: Avatar-Rhetors in Mixed Reality Public Protests.” Rhetoric Society of America, Minneapolis-St. Paul, MN, June 2018.

“Locating Digital Writing in Digital Space.” *Computers & Writing*, George Mason, VA, May 2018.

“Composing Digital and Non-Digital Augmented Reality (AR) in the Classroom and Workplace.” *Conference on College Composition and Communication*, Kansas City, MO, March, 2018.

“Toward a Literacy Theory Made Whole: Composing in Emerging Media.” *Modern Language Association*, Philadelphia, PA, January 2017.

“Preparing for the Future Now: When Technologies of Augmented Reality, Mixed Reality, and Virtual Reality Change Definitions of ‘Writing.’” *Council of Writing Program Administrators*, Raleigh, NC, July 2016.

“The Corpse in the Corpus: How the Body Is Shaped in and by Textual Spaces.” *Rhetoric Society of America*, Atlanta, GA, May 2016.

“From Corporeality to Virtual Reality: The Corpse in the New Media Corpus.” *Computers and Writing*, St. John Fisher College, May 2016.

“Remixing Collaboration: (in)Visible Practice and Pedagogy.” *Conference on College Composition and Communication*, Houston, TX, April, 2016.

Participant. THATCamp Appalachia 2014, Radford University, November 15, 2014.

“Evolutions: The History and Future of Computers and Writing and Related Fields, as told on the DRC Wiki.” Round Table Presentation. *Computers and Writing*, University of Washington, June 2014.

“Promoting Civic Engagement in Lower Level General Education.” *Conference on Higher Education Pedagogy*, Virginia Tech, February 2013.

## TEACHING EXPERIENCE

**Assistant Professor of Writing Studies and Digital Studies**, Department of English, Linguistics, and Communication, University of Mary Washington, 2017-Present. Affiliated faculty in Women’s and Gender Studies.

*Topics in Writing: Technical Writing* (ENGL 306B; Writing Intensive): This advanced writing course explores different writing genres, media, and technologies used in technical professional settings. Students engage in a number of technical writing practices, including learning about the writing process, writing independently and in team environments as writers, testers, and copyeditors. Additionally, students explore professional digital identities and prepare a writing portfolio for employment application as their culminating assignment.

*Topics in Writing: Writing and Literacy in the Digital Age* (ENGL 306R; Writing Intensive): This advanced writing course explores how understandings of literacy have changed in consideration of new digital technologies and tools that have rapidly developed in recent history. The course explores different definitions of digital literacy and considers the implications of and issues raised by different literacy definitions. Students read scholarly research, literature, and digital literacy narratives to write in traditional media and new digital media forms, culminating in their own digital literacy narratives.

*Writing Studies and Healing* (ENGL 308; Writing Intensive): This advanced composition course draws on Writing Studies research to explore the multiple relationships between writing and healing, addressing how healing professionals use writing in work contexts and considering how personal writing may intersect with wellbeing. Students read and write in multiple genres used by healing professionals and individuals in both academic and personal contexts.

*Writing about Writing* (ENGL 202; Writing Intensive): Students read and write in a variety of fiction and non-fiction genres about writers, writing, and the writing process.

*Writing Studies* (ENGL 307; Writing Intensive): Upper-level examination of Writing Studies’ scholarship and practitioners’ examinations of the multi-stage writing process. Students learn multiple writing strategies, engage in multiple writing projects, and reflect intensively on their own writing processes and their ability to apply their understandings to varied writing occasions.

*Introduction to Digital Studies* (DGST 101): Introductory course that addresses digital culture, usage, ethics, and practice. Focuses on remediation (one medium incorporating or representing another medium.) and multimodality (use of multiple communication modes) to study digital culture and to create podcasts and augmented reality addressing digital studies topics.

*Special Topic in Digital Studies: Virtual and Augmented Realities* (DGST 301): An upper-level Digital Studies elective focused on understanding the histories and culture around virtual reality and augmented reality. Students analyze and create their own VR and AR texts.

*Applied Digital Studies* (DGST 395): An upper-level Digital Studies course in which students pursue in depth their own digital interests to manage and develop their own digital projects. Course incorporates digital, project management, and technical communication skills.

**Instructor of Record**, Department of English, The University of North Carolina at Greensboro, 2012-2017.

- Public and Workplace Writing (ENG 230).
- College Writing I (ENG 101; Online and Classroom; English as Second or Other Language).
- Freshman Seminar in Reasoning and Discourse (FMS 115; Speaking Intensive; Hybrid).
- College Writing II (ENG 102; Speaking Intensive).
- Introduction to Narrative (ENG 105; Writing Intensive).
- Introduction to Narrative (ENG 105; Summer Online).

**Teaching Assistant**.

- Teaching College Writing (ENG 747), Fall 2015.
- Writing across the University: Practicum for Digital ACT Studio Consultants (ENGL 365), Spring 2013.

**Consultant**, Writing Center, The University of North Carolina at Greensboro, 2012-2013.

**Graduate Teaching Assistant and Graduate Teaching Fellow**, Radford University, 2010-2012.

- Essentials of Written and Oral Communication (CORE 101).
- Advanced Written and Oral Communication (CORE 102).

## ADMINISTRATIVE EXPERIENCE

Assistant Director, College Writing Program, The University of North Carolina at Greensboro, 2015-2016.

Graduate Assistant Director, University Writing Center, The University of North Carolina at Greensboro, Fall 2014.

Assistant Director, Digital ACT Studio, The University of North Carolina at Greensboro, Spring 2013.

## WORKSHOPS LED (SELECTED)

“Incorporating “Hacking” Workshops to Support Digital Literacy.” Pedagogy Colloquium, University of Mary Washington, February 2019.

Workshop Coordinator and Presenter. “Teaching English 101 and 105 Online.” For UNCG Graduate Teaching Assistants, May 2015, May 2017.

Workshop Coordinator and Presenter. “Working with Virtual, Augmented, and Mixed Reality: Spatial Considerations.” For UNCG Digital ACT Studio Consultants, Spring 2017.

Workshop Coordinator and Presenter. “Using Digital Tools in the Classroom: Incorporating Multimodal Digital Assignments in Online Courses.” For UNCG Faculty (UTLC), Spring 2017.

“Material Digital Rhetoric: An Upcycling Tech Craft Workshop.” *Computers and Writing*, St. John Fisher College, May 2016.

“Assessing Multimodal Assignments.” With Dr. Lindsay Sabatino, Director of UNCG Digital ACT Studio. For UNCG Public Health Education, April 2015.

“Communication Across the Curriculum Dialogue: ePortfolios.” With Dr. Roy Schwartzman. For Writing-Intensive Faculty across the Curriculum, March 2015.

“Teaching Digital Composing.” With Dr. Lindsay Sabatino, Director of UNCG Digital ACT Studio. For UNCG Public Health Education, March 2015.

“Teaching with Writing-Enhanced Digital Composing.” With Dr. Lindsay Sabatino. For Writing Intensive Faculty across the Curriculum, UNCG FTLC, October 2014.

“PREPing for Portfolios: Portfolios as Pedagogical Practice.” With Dr. Nancy Myers. For UNC PREP (Pilot Rollout of e-Portfolios) investigators, March 2014.

“Multigenre, Multimodal, and Multimedia Teaching Workshop.” For UNCG English Department Lecturers and Graduate Teaching Assistants, November 2013.

## EDITORIAL EXPERIENCE

Editor, *Rhetorical Approaches to College Writing*, 2014-2016.

Peer Reviewer; Graduate Reviewer, *The Peer Review*, 2015-2018.

## SERVICE

### *University*

- Writing Intensive Committee, 2019-2022.
- Sponsor, UMW National Day on Writing.
- Sponsor, UMW Banned Books Week.
- Administrator, [UMW Department of English, Linguistics, and Communication Website](#).

### *Professional*

- Anonymous Peer Reviewer for Computers and Writing presentation proposals.
- Named Peer Reviewer. For [“Creating Mobile Augmented Reality Experiences in Unity;”](#) Jacob W. Greene, *Programming Historian*, 10 Aug. 2018.
- Peer Reviewer; Graduate Reviewer, *The Peer Review*, 2015-2018.
- Associate Editor. *The 2015 Best of Independent Rhetoric and Composition Journals*. Anderson, SC: Parlor Press. 2016.
- Preliminary Judge, *storySouth* Million Writers Award, Greensboro, NC. Fall 2014, 2015, 2016.

## INVITED TALKS

- Open Education Resources (OER) Faculty Forum. University Libraries, The University of North Carolina at Greensboro, March 2016.
- “Multimodal Invention.” *Duke Talent Identification Program (TIP)*, Wake Forest University, June 2013.
- Visiting Writer, Brewton-Parker College, Mt. Vernon, Georgia, April 2009.
- “So You Want To Be a Technical Writer?” English Department, Virginia Tech, April 2000.

## RELATED INDUSTRY EXPERIENCE

**Documentation Manager and Technical Writer**, TEDS, Inc./TEDS – A Fidelity Investments Company, Atkins, VA, 1993-2010.

Performed various software development roles for a learning management system (LMS) used by Fortune 500s (Chrysler, Motorola, DuPont, General Electric, Bank of America) and leading organizations (Nissan, Sandia National Nuclear Laboratories, Verizon, BellSouth, Hewlett-Packard, Boston University, and more).

Business Analysis: Developed requirements and designs used by developers to code software interfaces.

Technical Documentation: Wrote software installation, EDI (Electronic Data Interchange), data dictionary, APIs, and release notes for print and multiple electronic formats.

User Documentation: Wrote and coded online help for Windows and web-based HTML distribution.

Project Management: Conceptualized and wrote consulting project implementation documentation.

Marketing: Wrote Requests for Proposal (RFP) responses, press releases, and product specification sheets.

Training: Wrote and delivered training in-house, on-site, and at user conferences.

## PROFESSIONAL MEMBERSHIPS

Conference on College Composition and Communication

Council of Writing Program Administrators

International Writing Centers Association

International Society of the History of Rhetoric

National Council for the Teachers of English

Rhetoric Society of America

*Updated September 2019.*