

## Education

### **Ph.D. in English, Purdue University, 2019**

Primary Area: Nineteenth-Century British Literature

Dissertation: *Hiding in Plain Sight: The Aesthetic of Plainness and the Nineteenth-Century Novel Form*

Committee: Dino Franco Felluga (chair); Emily L. Allen; Manushag N. Powell; Maren T. Linett

Abstract: My dissertation argues that Victorian novelists depended on aesthetically unremarkable—or plain—women characters to establish the realist novel as the genre of the British middle class by mapping class values onto plain women's bodies. By creating female characters with an unremarkable appearance, novelists train readers in the skills necessary to read the Victorian novel by focusing on interiority rather than materiality. I theorize plainness as an aesthetic distinct from beauty and ugliness and contend that plainness allowed Victorian novelists to engage with cultural discussions of modern female subjectivity, for in creating plain female characters, novelists write against idealized depictions of passive women and rebuke misogynistic tropes of distrusting a woman's surface to portray instead plain women with deep feeling and individuated identities.

### **MA in English, Purdue University, 2014**

Concentration: Nineteenth-Century British Literature

### **MEd in Secondary Education, University of Missouri - St. Louis, 2011**

Concentration: Secondary School Language Arts

Thesis: *The Impact of Sustained Silent Reading and the Improvement of American College Test Scores*

### **BA in English and Psychology, University of Notre Dame, 2009**

Magna Cum Laude; Phi Beta Kappa

Thesis: *Jane Eyre's Wardrobe: The Courtship Costume, the Governess, and Matrimony*

Thesis Director: Chris R. Vanden Bossche

## Scholarship

### ***Publications***

"Girls on the High Seas: Piratical Play in Arthur Ransome's *Swallows and Amazons*." *The Looking Glass: New Perspectives on Children's Literature* 21.1 (2018): 3-9.

"Power in Our Words: Finding Community and Mitigating Trauma in James Dashner's *The Maze Runner*." *Children's Literature Association Quarterly* 40.2 (2015): 179-199.

### ***Conference Presentations***

"Rakes, Spies, and Soothsayers, Oh My!: Masculinity and Men in the Works of Eliza Haywood." Eliza Haywood: 300 Years of *Love in Excess* Conference, Indianapolis, IN, April 5-6, 2019

"Flesh and Bone: Agnes Grey's Textual Self-Effacement and the Dangers of Plainness." North American Victorian Studies Association Conference, St. Petersburg, FL, October 11-14, 2018

"Girls on the High Seas: Piratical Play in Arthur Ransome's *Swallows and Amazons*." Children's Literature Association Conference, San Antonio, TX, June 28-30, 2018

“Tinkering with Comments: Tailoring Practice by Spying on Written Artifacts.” International Writing Centers Association Conference, Chicago, IL, November 10-13, 2017

“The Bodies of Shalott: Mixed Media and Visual Reproductions of Tennyson’s ‘The Lady of Shalott.’” Interdisciplinary Nineteenth-Century Studies Conference, Philadelphia, PA, March 16-19, 2017

“Novels in Verse: Resisting Closure and Narrative Realism in Clough’s *Amours de Voyage*.” North American Victorian Studies Association Conference, Phoenix, AZ, November 2-5, 2016

“Training Tutors to Work with L2 Writers: Method and Materials, Principles and Practices.” International Writing Centers Association Conference, Denver, CO, October 14-16, 2016

“‘She reads entirely too much’: The Voice of the Child in Literature in L.M. Montgomery’s *Anne of Green Gables*.” Children’s Literature Association Conference, Columbus, OH, June 9-11, 2016

“Out of the Classroom and Away from One-to-One Sessions: The Efficacy of Writing Groups for High-Achieving Students.” East Central Writing Centers Association, Alliance, OH, March 4-5, 2016

“‘Consciousness Awakening to Her Woes’: The Dangers of Byronic Nostalgia in George Eliot’s *Felix Holt*.” North American Victorian Studies Association Conference, Honolulu, HI, July 9-12, 2015  
Interdisciplinary Nineteenth-Century Studies Conference, Atlanta, GA, April 16-19, 2015

“Between Classes: The Adult Audience and Social Class Concerns in Sarah Fielding’s *The Governess*.” Early Atlantic Reading Group Graduate Student Colloquium, West Lafayette, IN, April 10-11, 2015

“The Madwoman in the Margins: Mirrors and Identity Formation in Charlotte Brontë’s *Jane Eyre* and Jean Rhys’s *Wide Sargasso Sea*.” British Women Writers Conference, Binghamton, NY, June 19-21, 2014

“A World in Catastrophe: Reading the Effects of September 11th and Trauma in James Dashner’s *The Maze Runner*.” Pacific and Ancient Modern Language Association Conference, San Diego, CA, November 1-3, 2013

“Making a Spectacle out of Desire: The Masquerade, the Mind, and Female Autonomy in Eliza Haywood’s *The Masqueraders*.” British Women Writers Conference, Albuquerque, NM, April 4-6, 2013

## Teaching Experience

### ***Purdue University***

#### ***Instructor of Record:***

- Design each semester’s syllabus, learning objectives, and reading list
- Create summative and formative student assessments and writing projects
- Instruct daily classes with detailed lesson plans, enrichment activities, and visual presentations
- Provide detailed and tailored feedback to each student for rough and final drafts
- Conference with students individually about their writing projects

English 301: Ways of Reading, Spring 2019

Introduction to theory course designed for English majors

English 106Y: Online First-Year Composition, Fall 2018, Spring 2019

Course Title: “Academic Writing and Research”

Purdue’s first semester-long distance learning first-year composition class

English 106: First-Year Composition, Spring 2018

Course Title: “Wanderlust: Travel, Wonder, Write”

English 106: First-Year Composition, Fall 2016, Spring 2017

Course Title: "Making the World Care: Writing with Impact, Writing that Matters"

English 106E: First-Year Composition, Fall 2015, Spring 2016

Course Title: "Scientific Representations; Or, Why Interdisciplinary Work Matters"

Learning community paired with students in Purdue Polytechnic enrolled in "Intro to Design"

Aims to foster discussions and community across the colleges

Allows for assignment overlap, for instructor collaboration, and for each instructor to build on the partner class's skills and knowledge

English 106: First-Year Composition, Fall 2014, Spring 2015

Course Title: "Another Look, Another Perspective"

English 106: First-Year Composition, Fall 2013, Spring 2014

Course Title: "Never Forget, Always Remember: Post-9/11 Literature and Memory"

English 106: First-Year Composition, Fall 2012, Spring 2013

Course Title: "Writing Your Way Into Purdue"

### ***Graduate Teaching Assistant***

English 264: Bible as Literature, Fall 2018. Primary Instructor: Dr. Crystal Kirgiss

Lectured and facilitated discussion for ten class periods (one-third of the semester) for a 25-person seminar of undergraduate students

Designed materials and instructed class on applications of literary theory, readings from C.S. Lewis on Biblical translation, the Book of Esther, the Book of Ruth, and the Psalms.

English 232: Pirates, Fall 2017. Primary Instructor: Dr. Manushag Powell

Lectured and facilitated discussion for four class periods for a large English lecture class

Designed and implemented teaching materials for three chapters of *The General History of the Pyrates*, Arthur Ransome's *Swallows and Amazons*, and John Cartwright Cross's Romantic opera *Blackbeard; or The Captive Princess*

Provided feedback for and graded both analysis essays and the cumulative final examination

Consulted with students in office hours on their essays' argumentation and structure

### ***Graduate Teaching Assistant***, Purdue Writing Lab, Fall 2013 - Spring 2017

Engaged in individual tutorials with undergraduate and graduate students and visiting scholars

Facilitated workshops on research writing, citations, plagiarism, personal statements, and grammar

Led ESL conversation groups for international students and scholars

Collaborated with ESL specialist, Dr. Vicki Kennell, on a project to develop and improve grammar instruction for non-native English speaking clients

Developed and implemented research project with Dr. Vicki Kennell on graduate writing groups

### ***Graduate Writing Group Coordinator***, Purdue Writing Lab, Fall 2017- Spring 2018

Engaged with departments across Purdue to set up graduate student writing groups

Established a writing group in the College of Agriculture, which met bi-weekly to revise and discuss graduate students' research, dissertations, and publications

Hosted workshops to explain the merits of and how to run a writing group

### ***Guest Lecturer:***

English 96: Literature for Children, Spring 2019. Primary Instructor: Dr. Derek Pacheco

Facilitated discussion for 1 class meeting on *Anne of Green Gables*

- English 381: The British Novel, Fall 2018. Primary Instructor: Dr. Manushag Powell  
Facilitated discussion for 1 class meeting on Jane Austen's *Pride and Prejudice*
- English 350: Survey of Early American Literature, Fall 2016. Primary Instructor: Dr. Kristina Bross  
Facilitated discussion for 2 class meetings on Herman Mann's *The Female Review*
- English 381: The British Novel, Spring 2016. Primary Instructor: Dr. Manushag Powell  
Facilitated discussion for 1 class meeting on Emily Brontë's *Wuthering Heights*
- English 335: Eighteenth-Century English Literature, Spring 2016. Primary Instructor: Dr. Manushag Powell  
Facilitated discussion for 1 class meeting on Jonathan Swift's scatological poetry
- English 241: Survey of British Literature: Romanticism-Modern, Fall 2015. Primary Instructor: Dr. Dino Felluga  
Facilitated discussion and lectured for 2 class meetings on Emily Brontë's *Wuthering Heights*  
Facilitated discussion and lectured for 2 class meetings on Percy Shelley's poetry
- English 339: Twentieth-Century British Literature, Spring 2015. Primary Instructor: Dr. Maren Linett  
Facilitated discussion for 1 class meeting on Stevie Smith's poetry
- English 360: Gender and Literature - Honors, Fall 2014. Primary Instructor: Dr. Derek Pacheco  
Lectured and facilitated discussion for 3 class meetings on Wilkie Collins's *The Moonstone*

***Military Family Research Institute Writing Group Facilitator***, Fall 2015 - Spring 2019

- Co-lead biweekly writing group for graduate students researching military family life
- Provide tailored feedback on drafts of research projects
- Develop and implement writing strategy activities based on needed and requested skills
- Led weekly writing group meetings for summer 2016, 2017, and 2018 sessions

***Warrior-Scholar Project***

***Writing Instructor, June 2015, June 2016, August 2017***

- The program provides college-preparatory instruction for veterans transitioning to college
- Co-taught classes on collegiate writing for WSP program held at the University of Michigan
- Designed lessons, taught 5 4-hour classes, provided daily written feedback, tutored and mentored students during class and in evening tutorials
- Assisted with program facilitation including daily meetings, orientation, and recreational activities

***Gateway Institute of Technology, St. Louis, MO***

***High School ELA Instructor, 2009-2012***

- Courses Taught: Senior British Literature, Freshman Literature and Composition, Freshman Advancement Via Individual Determination (AVID), and ACT Preparation
- Implemented the first StoryCorps U program in St. Louis. My class was filmed as a national demonstration class of the program's effectiveness
- Faculty Adviser: Adopt-A-Freshman Mentor Program

## Awards and Recognition

***Fellowships***

Purdue Research Foundation Summer Fellowship, 2018

Robert Little Lowe Dissertation Fellowship for outstanding work in nineteenth-century British literature

Humanities Without Walls Pre-Doctoral Summer Fellowship, Chicago, IL, July-August 2015  
Selected as 1 of 30 doctoral students from 15 Midwestern research universities  
Engaged in daily conversations about the role of the public humanities and value of the PhD  
Met with leaders, CEOs, and artists of arts organizations, non-profits, museums, and design and tech companies to discuss the role of humanities degrees for employment and future directions

### **Teaching**

Purdue Graduate School Excellence in Teaching Award, 2018  
Purdue University's highest honor for a graduate student teacher

Purdue University Teaching Academy Graduate Teaching Award, 2018

College of Liberal Arts Nominee for Purdue Graduate School Excellence in Teaching Award, 2017

English Department Excellence in Teaching Award, 2017-2018 Academic Year

English Department Excellence in Teaching Award, 2016-2017 Academic Year

English Department Excellence in Teaching Award, 2015-2016 Academic Year

First Prize, Most Innovative Syllabus Approach Adaptation, Purdue Writing Showcase, 2016,  
"Writing with Warriors: Adapting Purdue's English 106 Curriculum for the Warrior-Scholar Project"

Overall Graduate Student Teaching Assistant Award, Purdue English Department, 2015  
Purdue English Department's highest honor for a graduate student teacher

Writing Lab Graduate Tutor of the Year Award, 2014-2015

English Department Excellence in Teaching Award, 2014-2015 Academic Year

Favorite Faculty Nominee at 1st Annual Purdue Favorite Faculty Awards Banquet, 2015

English Department Excellence in Teaching Award, 2013-2014 Academic Year

Purdue University Teaching Academy Graduate Teaching Award, 2014

English Department Excellence in Teaching Award, 2012-2013 Academic Year

English Department Quintilian Award: Top 10% of English 106 Instructors,  
Fall 2018, Spring 2018, Spring 2017, Fall 2016, Spring 2016, Fall 2015, Spring 2015, Fall 2014,  
Spring 2014, Fall 2013, Fall 2012

### **Scholarship**

First Prize, **Disability Studies Award**, Purdue's 88th Annual Literature Awards, 2019. "Emerging Plainness: Negotiating Women's Bodily Representation and Disability in William Parnell's *Julietta*."

First Prize, **Visual and Performing Arts Award**, Purdue's 87th Annual Literary Awards, 2018. "The Bodies of Shalott: Mixed Media and Visual Reproductions of Tennyson's 'The Lady of Shalott'"

First Prize, **Disability Studies Award**, Purdue's 86th Annual Literary Awards, 2017. "Unled Autistic Lives in Elizabeth Bowen's *Eva Trout*"

First Prize, **Kneale Award for Best Literary Criticism by a Graduate Student**, Purdue's 85th Annual Literary Awards, 2016. "A Seraglio of Corpses: *Bluebeard's* Family Stories"

First Prize, **Von's Award for Literary Criticism by a Graduate Student**, Purdue's 84th Annual Literary Awards, 2015  
"She reads entirely too much': The Voice of the Child in Literature in L. M. Montgomery's *Anne of Green Gables*"

## ***Professionalization***

NAVSA Graduate Student Professionalization Workshop, St. Petersburg, FL, October 2018

Selected for a 2-day workshop on publishing, grant and proposal writing, and job searching

NAVSA Graduate Student Professionalization Workshop, Phoenix, AZ, November 2016

Selected for a 2-day workshop on publishing, grant and proposal writing, and job searching

NAVSA Graduate Student Professionalization Workshop, Honolulu, HI, July 2015

Selected for a 4-day workshop on publishing, grant and proposal writing, and job searching

## ***Travel Grants***

Purdue English Department Travel Award, September 2018

Purdue Promise Travel Award, September 2018

NAVSA Graduate Student Travel Award, August 2018

Purdue English Department Travel Award, March 2018

Purdue Promise Travel Award, March 2018

Purdue English Department Travel Award, January 2017

Purdue Promise Travel Award, January 2017

NAVSA Graduate Student Travel Award, November 2016

Purdue English Department Travel Award, October 2016

Purdue Promise Travel Award, May 2016

Emerging Scholars Travel Award, Purdue English Department, April 2016

NAVSA Graduate Student Travel Award, July 2015

INCS Graduate Student Travel Award, April 2015

Emerging Scholars Travel Award, Purdue English Department, April 2015

Emerging Scholars Travel Award, Purdue University English Department, April 2014

British Women Writers Conference Graduate Student Travel Grant, April 2013

Selected as 1 of 2 graduate student recipients

## **Professional Service**

### ***Service to the Profession***

COVE: *Central Online Victorian Educator*, Spring 2018 - present

*Administrative Director*

Administer an open-source digital publishing platform for peer-reviewed scholarly research

Manage a team of 15 research assistants to execute projects and publish articles

Spearhead the geo-location project to create an interactive map of 640+ locations

Supervise and train Honors College Intern in digital humanities skills and leadership development

Collaborate with team to shape COVE's vision, develop projects, and design a training program

Communicate with scholars about publishing, project development, and copy editing,

Direct and train a team of graduate research assistants to prepare and copy-edit digital editions

North American Victorian Studies Association (NAVSA), Spring 2014 - present

*Administrative Assistant*

Manage a database of 1200+ members for NAVSA, the premier Victorian studies organization

Communicate with Executive Board about membership numbers and conference information

Supervise new administrative assistants and deliver effective and efficient training

Process all payments and communicate professionally with members

Manage and train two undergraduate interns responsible for NAVSA social media accounts

*BRANCH: Britain, Representation, and Nineteenth-Century History*, Spring 2014 - present

*Copy-editor*

Prepare manuscripts for publication by copy-editing for language, clarity, formatting, and citations

NAVSA Graduate Student Professionalization Workshop, Phoenix, AZ, November 2016

Participated in a panel for graduate students about the job market

Discussed careers and opportunities in the public humanities

### ***Service to the Purdue College of Liberal Arts***

Professionalization Workshop for Fellowship Application

Co-led a discussion for applicants for the Humanities Without Walls Fellowship

Discussed the public humanities, jobs outside academia, and application questions

### ***Service to the English Department***

Graduate Student English Association of Purdue

*Big Read Literary Forum Co-Coordinator*, Spring 2018

Designed and led a discussion for the local community about the department's Big Read novel

Collaborated with team to plan and organize event and coordinate local sponsorship

*Graduate Student Task Force*, 2016-2017,

Designed with task force three English undergraduate courses (Literature and the Market, Labor and Literature, and Great British Books) to restructure and reform core curriculum

*Leonora Woodman Lecture Series Representative*, 2015-2016 academic year

*Literary Studies Representative*, 2014-2015 academic year

Early Atlantic Reading Group (EARG) at Purdue

*Webmaster*, 2018-2019 academic year

*President*, 2017-2018 academic year

Organized social events, common read night, theatre trips, peer review sessions, the spring bake sale, and conference preparation sessions

*Treasurer*, 2015-2016 and 2016-2017 academic years

Managed group funds and issued refunds

Compiled annual budget reports

Assisted the president with event organization and member communication

*Colloquium Chair* for 2017 Graduate Student Colloquium

Composed Call for Papers and reviewed submitted abstracts

Organized colloquium program of presenters and roundtables

Invited and communicated with colloquium keynote presenter

Coordinated logistics, such as location, food, and print materials

Co-Wrote grant for \$600 in 2016 and \$700 in 2017 from Graduate Student Grant Allocation Board

Volunteer for annual colloquium, April 2014, 2015, 2016, 2018

English Department Newsletter

*Editor*, Fall 2015 - Fall 2017

Designed annual department newsletter using Pages software

Communicated with faculty and graduate students to solicit information for updates, awards, books published, and programs sponsored

Purdue Writing Lab

*Hiring Committee*, Spring 2015

Co-led hiring workshops for applicants on job description and application information

Read and evaluated applications and deliberated with committee to hire new tutors

Introductory Composition at Purdue Showcase

*Presenter*, April 2014, April 2016

## ***Service to Community***

Teach For America, St. Louis, MO

*Corps Member*, Fall 2009-Spring 2011

One of 4,100 individuals selected from 35,000 applicants nationwide to join the national teacher corps of dedicated individuals who commit 2 years to teach in under-resourced public schools

Participated in over 200 hours of professional development, including an intensive summer program through Teach For America teaching 11th grade American literature

Responsibilities included planning and executing lessons, creating formative assessments to gain performance data to guide teaching, and participating in an extensive self-evaluation process with a mentor and peers in order to reflect on and refine teaching practices

## **Professional Memberships**

Children's Literature Association

Early Atlantic Reading Group, Purdue University

Interdisciplinary Nineteenth-Century Studies

Modern Language Association

North American Victorian Studies Association

Phi Beta Kappa

Sigma Tau Delta, English Honor Society, University of Notre Dame

## **Coursework**

### ***Nineteenth Century***

English Novel in the Nineteenth Century: Condition of England Novel

English Novel in the Nineteenth Century

New Formalism and Late Victorian Literature

Romantic Movement

Romantic Movement: Lord Byron

Transatlantic Children's Literature

Victorians Abroad

Victorian Literature

Victorian Verse Novels

### ***Eighteenth Century***

Early Eighteenth-Century Literature and Restoration Studies: Tory and Jacobite Women Writers

English Drama from the Restoration to the Modern Period

Rise of the Novel

### ***Pedagogy***

Practicum in Writing Lab Tutoring

Teaching College English

Teaching Literature at the College Level



### ***Related Coursework***

Introduction to English and General Linguistics

Introduction to Literary Theory

Medieval Literature

Modern British Fiction

Modernism and Disability

Renaissance Texts and Theory: Historical Fiction of the Tudors

Scholarly Writing and Publishing

Visual Culture / Visual Theory

### **References**

Available upon request