# Miranda L. Egger, PhD

Assistant Teaching Professor of Rhetoric & Composition | Director of Composition|

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## Campus Address

## 1015 Ninth Street Park

Denver, CO 80217

## Education

## 2021, Doctorate of Philosophy, Rhetoric, Writing, & Discourse Studies, Old Dominion University, English Studies

## 2022, Masters of Arts, Rhetoric and the Teaching of Writing, University of Colorado at Denver

**1998, Bachelor of Arts,** William Carey College, English Language & Literature, Graduated Magna cum Laude, Psychology Minor

## Professional Experience

**Director of Composition,** 2023-present, University of Colorado at Denver, English Department

**Associate Director of Composition,** 2017-2023, University of Colorado at Denver, English Department

**Senior Instructor**, 2006-present, University of Colorado at Denver, English Department

**Instructor,** 2004- present, University of Phoenix, Colorado campuses

**Instructor,** 2003-2004, University of Colorado at Colorado Springs, English Department

**Adjunct Faculty**, 2000-2002, Community College of Denver, Center for Educational Advancement

**Online Coordinator and Writing Center Consultant,** 2002-2006, University of Colorado at Denver (UCD) Writing Center

**Tutor/Consultant, Reading & Study Skills Lab**, 2000-2002, Community College of Denver

## Peer Reviewed Publications

**Dissertation Published:** *Reading with Social, Digital Annotation: Encouraging Engaged Critical Reaching in a Challenging Age* (2022)

**Chapter Publication:** “Professionalizing from the Fringe: Supporting Teaching Assistants via (and Welcoming Them Into) the OWI Community”in Borgman & McArdle (Eds.) *PARS for Writing Programs* (2023)

**Chapter Publication:** “Recognizing the Skills, Behaviors, and Dispositions of Engaged Critical Reading in the Composition Classroom” in Hogue Smith and Giordano (Eds.) *Open(ing) Access: Equity and Reading*.

**Chapter Publication:** “Resilient Pedagogies of Reading in the Writing Classroom: Social Digital Annotation as a Tool for the Future of Democratic Discourse” in White-Farnham (Ed.) *Confronting Toxic Rhetoric: Perspectives on Literacy Education in the Trump Era*.

## Peer Reviewed Book Reviews

## Book Review of Vandergriff’s *Second-language Discourse in the Digital World: Linguistic and Social Practices in and beyond the Networked Classroom* in the *Journal of Second Language Writing 38*, p. 23-25.

## Grants

**Center for Excellence in Teaching and Learning** (2022-2023).Awarded $3000 to host Antiracist Assessment Experimental Workshop (2022-2023)

**CLAS Advancing Curricula & Teaching (ACT)** (2020-2021). Hosted graduate coding workshop to investigate students’ engaged critical reading for democratic discourse habits in both private and social annotation.

**Center for Faculty Development Fellowship.** Chosen to represent NTT faculty on a board of fellows who meet monthly and host professional development for faculty across the university (2017-2019)

**CLAS Advancing Curricula & Teaching (ACT) grant.** Awarded $5000 to attend the Digital Media and Composition 10-day Institute hosted at The Ohio State University and bring that learning back to English faculty at CU Denver (2016)

**Center for Faculty Development (CFD) grant.** Awarded $2000 to invite English faculty to a study group on engaging students in their multiliteracies through assignments that engaged multiple modes of communication (2016)

**CLAS Non-Tenure Track Faculty grant.** This $500 grant was awarded to continue my work with engaging faculty in a study group of multiliteracies, with a focus on re-envisioning assignments to include a thoughtful multimodal approach to composition (2016)

**Carnegie Grant for Content-Area Literacy**. Received a Carnegie grant for $10,000 (two year) to advance learning for K-12 educators in the field of content-area literacy (2013-2015)

**Non-Peer Reviewed Publications**

**Foreword to new OWI book** *Better Practices: Experts and Emerging Instructors Explore How to Better Teach Writing in Online and Hybrid Spaces* (2023 release)

**Publication in *In-Review*, Book Review of** *Ancient Rhetoric for Contemporary Students* by Crowley and Hawhee (2006)

## Conference Presentations

**Conference Presentation- Conference on College Composition and Communication** on Hybrid Teaching and Learning Workshop (2023)

**Conference Presentation- Colorado Online Learning and Teaching Conference** on “Collaborative Annotation Panel: Creating a More Human-Centered learning Experience” (2022)

**Conference Presentation- Global Society of Online Literacy Educators** Certification Course on “Engaged Active Reading for Democratic Discourse in the Online Classroom” (2022)

**Conference Presentation- Conference on College Communication and Composition** on “Visual Mapping for Active, Engaged Critical Reading in the College Composition Classroom” (2021)

**Conference Presentation- Global Society of Online Literacy Educators** on “The Messy World of Online Literacy Instruction: Using DBR to Understand and Improve our Students’ Experience” (2021)

**Conference Presentation- Computers & Writing: Practicing Digital Activisms** on “Reading as Resistancein the Form of Digital Hacktivism” (2020)

**Conference Presentation- Association for Expanded Perspectives of Learning** on “Reading as a Political Imperative: Learning Arendt’s Lessons” (2020)

 **Conference Presentation- COLTT, Colorado Learning and Teaching with Technology.** Presented research on “Visual Conceptual Mapping Challenging Perspectives of Reading as Passive Consumption of Text” (2019)

**Conference Presentation- Association for Expanded Perspective on Learning. “**Finding Our Resistant Voices through Active, Digital Reading as a Form of 'Hacktivism'” (2019)

**Conference Presentation- Global Society of Online Literacy Educators.** Presented research, “Training Teaching Assistants for the Online Learning Environment Improves Pedagogy for All” at their annual virtual conference (2019)

**Hosted a *Rhetoric Society of America* workshop** on materialism with guest lecturer, Dr. Thomas Rickert (2019)

**Invited to attend Rhetoric Society of America Institute**, with Dr. Rickert and Dr. Davis’ “After the New Materialisms: Emerging Theories of Meaning & Mattering” (2019)

**Conference Presentation-Old Dominion’s *Humanities Unbound Conference*.** Presented research, “Challenging Traditional and Enlightenment-Era Conceptions of Readership through Digital Social Annotation” in Denver, CO (2018)

**Hosted a *Rhetoric Society of America* workshop** on the rhetoric of demagoguery with guest lecturer, Dr. Patricia Roberts-Miller (2018)

**Publication in *Journal of Second-Language Writing*** Book Reviewof Ilona Vandergriff’s *Second-language Discourse in the Digital World: Linguistic and Social Practices in and beyond the Networked Classroom* (2017)

**Conference Presentation-University of Denver’s *Writing the Range* *Conference*.** Presented research, “Exploring the collision of privacy, online identity, and the digital learning imperative” in Denver, CO (2014)

**Conference Presentation- *Teach to Lead.*** Attended the US Department of Education’s Denver Summit to present “Denver Writing Project: Putting Teachers Back in Charge of Professional Development” (2014)

**Conference Presentation- *Conference on College Readiness.*** Presented session “The Common Core & College-readiness” to teachers from the Aurora school district, Denver, CO (2014)

**Conference Presentation- *Denver Writing Project’s College Readiness Conference.*** Presented research “Breaking Ground: Building Understanding of the Colorado Academic Standards on College Readiness*”* for the National Writing Project (2013)

**Conference Presentation- *Conference on College Composition and Communication.*** Presented a paper entitled “From the Outside, Feeling my Way into Disability Studies” at CCCC, San Francisco, CA (2013)

 **Presented on-going qualitative research at 2006 and 2007 *Conference of College Composition and Communication* (2006)**

**Conference Presentation- *Teaching with Technology Conference*.** Presented research on “Synchronous Online Learning: Lessons in Gauging Effective Modes of Communication in an Electronic Environment” (2005)

**Conference Presentation- *Colorado Writing Tutors’ Conference*.** Presented research on **“Online and F2F Tutor Talk: How much is emotional support? How much is writing instruction?” (2005)**

**Seminars/Workshops Presented**

Hosted **Hypothes.is: Social Annotation Workshop**. GSOLE Certification Program (2021)

## Professional Organizations

* Global Society for Online Literacy Educators
* President of ODU’s chapter of the Rhetoric Society of America
* National Council for Teachers of English
* National Writing Project
* Global Society for Online Literacy Educators

## Courses Taught

English 1020, Core Composition I (taught in all modalities: online, hybrid, traditional)

English 2030, Core Composition II (taught in all modalities: online, hybrid, traditional, learning communities)

English 4180, Argumentation and Logic (taught in all modalities: online, hybrid, traditional)

English 3084, Multimedia Composition (taught in all modalities: online, hybrid, traditional)

English 2060, Introduction to Writing Studies (taught in all modalities: online, hybrid, traditional)

English 4991, 4995: Senior Projects & Honor’s Projects (taught online)

ENGL 5913: Graduate Teaching Assistant Practicum

Communication 105, 110, 215, Oral and Written Communication

English 141, Rhetoric and Writing II: Argument and Research

Reading 090, College Preparatory Reading

AAA 090, Academic Achievement Strategies

Reading 223, Critical Reading and Analysis

## Leadership & Service

**Interim Director** (2020) **& Associate Director of Composition** (2016-present). As Associate Director of Composition, I support new graduate Teaching Assistants as they learn to design pedagogy and manage the classroom for the first time. My position includes attending the weekly Practicum, providing ongoing logistical support, and conducting observations of each TA for formal assessment.

**Online Writing Instruction Liaison** (2020-present). Support English faculty with the transition to designing engaging online pedagogies.

**Antiracist Assessment Experiment Workshop** (2022-2023). I’m hosting this CETL grant-funded project with five other English faculty, designing materials to share with the English Department and experiment with new antiracist practices in our varied classroom spaces.

**Research Consultant for the Denver Writing Project multi-site McDonnell Foundation Grant** (2021-present) entitled*Facilitating Digital Discourse: Teachers as Learners in a Digital Age*.

**Writing Coach Program** (2021-2022). With funding from CLAS, I ran a new Writing Coach program for 16 undergraduate writing coaches to support ENGL 1020 instructors (28 total sections). I hired, managed, and designed professional development for all coaches.

**Executive Board Member of GSOLE (Global Society for Online Literacy Educators)**

Voted to serve as a voting member of GSOLE, including designing the GSOLE Guide of Accessibility and Inclusivity for all GSOLE events, reviewing conference proposals, meeting monthly to discuss to discuss global issues, design webinar curricula, responding to the COVID crisis with a series of emergency webinars, responding to faculty questions across the globe as they transitioned to remote learning.

**Advocacy Coordinator for the Denver Writing Project** (2010-present). As Advocacy Coordinator, I act as liaison between the Denver Writing Project and several partners—Colorado legislators, the University administration, and the National Writing Project. Specifically, I spend a week in D.C. every March advocating on the Hill for funding to support national professional development in literacy for K-16 teachers in all disciplines.

**Conducted Multimodal Study Group** (Fall 2016). Designed and implemented a 3-month faculty study group for 12 English faculty—traditional, online, tenure-track, NTT, literature, rhetoric & composition—to implement multimodal pedagogy for greater inclusiveness, diversity and competitive communication skills for our students.

**ACUE Pilot Program** (Fall 2016). Recruited by Dr. Margaret Wood, Director of the Center for Faculty Development, I am taking part in an online Canvas-based pedagogical training workshop in order to make recommendations for the adoption of this program university-wide.

**Library Workshop** (Summer 2015)**.** Led a workshop for local high school teachers on researching in the college composition classroom.

**TA Workshop Commentary Tips for the Trade** (August, 2012- present). Facilitated workshops for incoming TAs to introduce them to purposes and strategies of commentary.

**Philosophy of Grading Workshop & Norming Sessions** (May 2015). Hosted professional development event for English faculty on underpinning philosophies that inform grading practices and co-facilitated several norming sessions.

**Core Curriculum Outcomes Committee** (2011-2015). Served on Outcomes committee for 4 years, designing the core outcomes for the composition to align with all other disciplines that make up the CU Denver core. Together, we developed assessable outcomes for the Composition Program.

**Writing in the Disciplines: Re-thinking Core Composition** (2015). Served in study group challenged to explore how Writing in the Disciplines pedagogy can re-shape composition at CU Denver.

## Awards and Honors

## Center for Faculty Development Fellowship to pursue multimodal pedagogy and scholarship across the disciplines (2017-2019)

## Master’s Research Project, Pass with Distinction (2002)

## Teaching Assistant Scholarship, University of Colorado at Denver (2001-2002)

## Phi Beta Kappa Academic Scholarship, William Carey College (1995-1998)