

REBECCA OTTMAN

Instructional Assistant Professor
Texas A&M University at Galveston
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EDUCATION

Indiana University

Ph.D. in English, Rhetoric Concentration, 2021

Dissertation: "Theorizing Eloquence as a Means-Driven Process of Recursive Invention"

Committee: Dana Anderson (co-chair), Katherine Silvester (co-chair), Justin Hodgson, Scot Barnett

University of Southern Indiana

M.A. in English, Literature Concentration, 2016

Kentucky Wesleyan College, *summa cum laude*

B.A. English, Spanish, 2014

ACADEMIC APPOINTMENTS

- Instructional Assistant Professor of English, Texas A&M University at Galveston, Galveston, Texas, 2021-present
- Associate Instructor, Indiana University Bloomington, Bloomington, Indiana, 2016-2021

ADMINISTRATIVE AND PROGRAMMATIC EXPERIENCE

- Research Assistant, Digital Rhetorics and Media Project for Professor John Arthos, Summer, 2020
 - Conducted independent research on online communities, digital education, search engine optimization, and marketing for a humanities-based website. Built a database of resources and samples for the site and constructed a mock site based on discussions with Professor Arthos.
- Assistant Director, Indiana University Composition Program, 2019-2020
 - Assisted in curriculum design, organized orientation for new instructors, and provided workshops for veteran instructors. Observed courses, coached new instructors, and provided support for all instructors in the program.
- Program Assistant, Indiana University Program for Multilingual Writers, 2018-2019
 - Served as teaching coach to new and veteran instructors of first-year writing for multilingual students, designed curriculum, offered implementation strategies for new curriculum, organized, and executed workshops on a variety of writing skills and best practices.
- Research Assistant, IU Libraries Curriculum Grant, Indiana University Program for Multilingual Writers, 2017-2018
 - Worked closely with a team of researchers engaged in issues and challenges facing multilingual and international students as part of a curriculum grant. Collected and catalogued literature in the fields of composition and second language writing, conducted interviews with international students about their experiences in first-year writing at Indiana University, analyzed and coded reflective essays written in those

courses, and actively sought out venues to build a database for potential publication of findings.

- Tutor, Western Kentucky University Writing Center, Fall 2014
 - Tutored writing at all levels to undergraduate and graduate students.

COURSES TAUGHT

- English 104: Composition and Rhetoric
 - First-year writing course focusing on developing students' writing processes through building skills such as critical reading, analytical writing, and research.
- English R209: Topics in Rhetoric and Public Culture
 - Special Topic: Canceled! Cancel Culture and the Ancient Rhetorical Canons
 - Course focused on investigating contemporary cases of cancel culture through the lens of the ancient rhetorical canons (invention, arrangement, style, memory, and delivery). Students critically analyzed both ancient and contemporary examples ranging from Plato and Cicero to political Twitter accounts in order to study the rhetorical nature of cancelation.
- English W231: Professional Writing Skills
 - In this course, students focused on writing skills needed in a professional environment. The course emphasized effective document design, reading job advertisements, and positioning a variety of materials, from resumes and cover letters to project proposals and reports, rhetorically.
- English W131 Multilingual: Analytical Reading, Writing, & Inquiry
 - First-year writing course specially tailored to the needs of multilingual students. Students learn to read and analyze a variety of texts such as essays, multimodal advertisements, and photographs. The theme of this course considered the rhetorical nature writing genres with special emphasis on translingual texts and codemeshing.
- English W131: Analytical Reading, Writing, & Inquiry
 - First-year writing course focusing on building analytical skills in reading and writing. Students analyzed texts that ranged from essays to films to music videos. The theme of this course is centered on linguistic violence and othering.

HONORS AND AWARDS

- Culbertson Teaching Award, \$500
- Carnegie Travel Award, \$350
- Culbertson Travel Award, \$1,000
- Culbertson Travel Award, \$1,000
- RSA Ivie League Corax and Tisias Award
- Candidacy Comprehensive Exam, passed with distinction
- 2016-2017 American Studies Virginia La Follette Gunderson Award for “Transcultural Locations, Transnational Frameworks, Translingual Practice: Redefining Postcolonial Literature through the Use of Codeswitching in *Brother, I'm Dying* and *The Book of Unknown Americans*”
- Culbertson Dissertation Fellowship, \$20,000
- Outstanding Returning Student Scholarship, University of Southern Indiana, \$1,000

RESEARCH AGENDA

- “Attuning Multilingual Students to Multimodal Contexts through Rhetorical Analysis of Multimodal Texts,” forthcoming Spring 2021, *Journal of Global Literacies, Technologies, and Emerging Pedagogies*
- Rhizomatic Language: Resisting the Neoliberal Writing Course,” manuscript in preparation
- “Translingual Readings and Rhetorical Efficacy: Using Translingual Readings in the Composition Classroom,” manuscript in preparation

CONFERENCES

- “Using Translingual Readings to Teach Rhetorical Sensibility,” Conference on College Composition and Communication, Pittsburgh, Pennsylvania, March 2019
- “Rhizomatic Language: The Translingual Utterance in the Neoliberal Writing Course” Thomas R. Watson Conference, Louisville, Kentucky, October 2018
- “Attuning Multilingual Students to a Multimodal Context” Computers and Writing, Fairfax, Virginia, May 2018
- “Translanguaging in the Rhetorical Sphere: Rhetoric as a Guide through a Practice-Based Theory of Translingualism” Conference on College Composition and Communication, Kansas City Missouri, March 2018
- Qualitative Research Network Participant, Conference on College Composition and Communication, Kansas City, Missouri, March 2018

DEPARTMENTAL TALKS AND WORKSHOPS

- Invited Correspondent, English Prospectus Workshop, Spring 2020
- Invited Correspondent, “Negotiating Conferences as a Graduate Student,” Spring 2019
- Invited Speaker, “Writing Tutorial Services Training,” Fall 2019
- Invited Speaker, “Working with Multilingual Students in First-Year Composition,” Fall 2018

SERVICE

- Chair, Common Reader Committee, Department of Liberal Studies, Texas A&M at Galveston, 2021-Present
- Copy-editor, *Enculturation*, 2020-Present
- Transcriber, Global Rhetorics Podcast, 2020-Present (on hiatus)
- Vice President, Graduate Student Advisory Committee at Indiana University, 2020-2021
- Mentoring and Brown Bag Coordinator, Graduate Student Advisory Committee at Indiana University, 2019-2020
- Pedagogy Committee Member-Graduate Student Advisory Committee at Indiana University, 2018-2019
- Co-President, Ivie League-Rhetoric Society of America Chapter at Indiana University, 2017-2018
- Peer Mentor, 2017-2018, 2018-2019, 2019-2020

LANGUAGES

English-native language
Spanish-Competency in the Spanish language

OTHER MAJOR PROJECTS

- Master's Thesis: "“A Place for the Other:” The Role of Hybridity and Code-Switching in *The Book of Unknown Americans*," Defended August 2016

REFERENCES

Professor Dana Anderson, Associate Professor of English, Indiana University
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Professor Katherine Silvester, Assistant Professor of English, Indiana University
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Professor Justin Hodgson, Associate Professor of English, Indiana University
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Professor Scot Barnett, Associate Professor of English, Indiana University
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