**Amy Ann Latawiec**

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**EDUCATION**

*Wayne State University, Detroit MI*Ph.D in English *2016*

*Wayne State University, Detroit MI*MA in English *2014*

*Wa*y*ne State University, Detroit MI*BA in English *2008*

Dissertation*: Self-Directed Learning and the Development of Self-Efficacy in Basic Writing*

A qualitative teacher-research study designed to gauge whether and how pedagogy geared toward the development of students’ own personal learning objectives for the Basic Writing classroom increases the development of students’ dispositions of self-efficacy and motivation.

**RESEARCH AREAS**

* Basic Writing theory and pedagogy
* Cognitive Psychology
* Research methods (mixed, qualitative, quantitative, longitudinal)
* Writing Program Assessment

**PUBLICATIONS**

Jankens, Adrienne and Amy Ann Latawiec. “Revising Reflection for Results in Teacher Research.” *Composition Forum* 46*. Spring 2021*, <https://compositionforum.com/issue/46/revising-reflection.php>. Accessed January 20, 2022.

Krupansky, Mariel, Latawiec, Amy and Hillary Weiss. “Age, Ability, and Self-expression: The Question of Purpose and the Intersections of Comfort in the Classroom.” The Journal of Multimodal Rhetorics JOMR, vol. 3, no. 2, 2020, <http://journalofmultimodalrhetorics.com/3-2-issue-krupansky-latawiec-and-weiss>. Accessed May 11 2020.

**TEACHING EXPERIENCE**

ENG 6005: Teaching Developmental Writing (1 section)

ENG 1020: Introduction to College Writing (15 sections total)

* STRETCH – FYW 1 & 2: (3 sections, 15-20 students) Fall 2018; Winter 2019; Fall 2019 & Winter 2020
* ENG 1020: Rhetoric, Research, and Reflection (5 sections; 24 students per) Fall 2015; Online, asynchronous (2 sections; 24 students per) Fall 2021
* ENG 1020: Inquiry, Composition, and Reflection (1 section, 24 students). Summer 2012
* ENG 1020: The Rhetorical Toolbox. (4 Sections, 24 students per). Winter 2010-Fall 2011

ENG 1010: Basic Writing (55 sections total)

* ENG 1010: (WSU Athletics Bridge program) Summer 2015; Summer 2016; Summer 2017; Summer 2018; Summer 2019; Summer 2021; Summer 2022
* ENG 1010: Basic Writing in Digital Environments (12 sections, 22 students per). Winter 2013-Spring/Summer 2013; Fall 2014; Winter 2015; Fall 2016
* ENG 1010/0500: Basic Writing APEX Bridge Program (2 sections, 24 students per). Summer 2013; Summer 2014; Summer 2022
* ENG 1010: Basic Writing. (21 sections, 22-24 students per). Fall 2011-Fall 2022
* ENG 1010: Basic Writing Hybrid Online (3 sections; 22 students per). Winter 2019
* ENG 1010: Basic Writing Online (4 sections; 22 students per) Fall 2020;(2 sections; 24 students per) Winter 2021; (1 section; 24 students per) Fall 2021

ENG 3190: Rhetoric since 1865 (online). (1 section; 20 students per) Winter 2021

Stretch First Year Composition: pilot curriculum (3 sections, 20 students)  
Fall 2018 & Winter 2019; Fall 2019 & Winter 2020

Hybrid ENG 1010/ENG 1020: Collaborative Service Learning (2 sections, 22 students per) Winter 2014; Fall 2014

ENG 3050: Technical Writing Reports I (online). (3 sections, 24 students per). Winter 2016

Writing Center Tutor. Wayne State University Writing Center. Fall 2009-Summer 2010.

**AWARDS/Funding**

Elected to WSU Academy of Teachers   
Spring 2022

CLAS Excellence in Teaching Writing Award  
Fall 2020

Wayne State English Department Excellence in the Teaching of Writing Award  
Winter 2016

Humanities Center Working Group: Composition Learning Communities   
Fall 2013; Fall 2014

Dorette Burke Sheill Endowed Memorial Scholarship  
Winter 2013

Graduate Teaching Assistantship – Wayne State University   
Fall 2009-2013

**LEADERSHIP**

Director, University Writing Center (August 2022 – present)

* Revised/updated Writing Center mission statement
* Created Goals and Learning Outcomes for Writing Center
* Maintained updated website and created plan for future web presence
* Developed and implemented assessment to meet university assessment goals
  + Met with GEOC assessment team
  + Created survey to assess (2) learning outcomes for WC
  + Distributed survey to online and in-person students
  + Analyzed data
  + Maintained compliance with University assessment goals for co-curricular programs
* Created first Assistant Director of the Writing Center (ADWC) position for Graduate students
  + Received approval from CLAS for the position beginning in AY 22-23
* Hired, Trained, and Mentored both graduate and undergraduate student tutors
* Maintained daily operations for the Writing Center, overseeing both online and in-person appointments
* Monitored and maintained payroll and budget for the WC
* Completed reporting to the Graduate School for GSA productivity and campus impact
* Developed 5-year plan/vision for the Writing Center physical space
* Maintained correspondence for the Writing Center with various campus groups including students, faculty, librarians, support staff, and administrators
* Developed workshops for tutors and students
  + Workshop on boundary-setting for tutors
  + Workshop/dedicated tutoring sessions for prospective Fulbright Scholars and other scholarship applicants in Summer 2023

**CURRICULUM DEVELOPMENT**

ENG 6005: Teaching Developmental Writing   
2016-present: Created English department practicum course designed specifically to prepare graduate students to teach developmental writing courses at 2 and 4 year collegs

ENG 1010 (Basic Writing) – AY 2013-19  
2013: Development, training, and implementation of required genres and learning objectives for all sections of Basic Writing.

2014-15: Member of task force charged with the development and implementation of assignment sequence/curricular guidelines for Basic Writing in order to distinguish identity of the course within the general education Composition sequence (course genres, learning outcomes, and objectives).

2016-17: Chair of task force leading the development of a comprehensive teaching manual for instructors of ENG 1010: Basic Writing; overseeing research and implementation of pilot programs for ALP/Stretch instruction at Wayne State

2017-18: Chair of ENG 1010 Curriculum Committee leading the continued IRB-approved research and implementation of a Stretch curriculum pilot course for ENG 1010 students

2018-19: Chair of ENG 1010 Curriculum Committee leading the development of the second (expanded) pilot of Stretch FYW to be implemented in AY 19-20.

Writing in the Humanities (Intermediate Writing) – AY 15-16  
*Member of task-force charged with the development of curriculum (learning objectives; genres; assignment sequences; common syllabi) for a new Intermediate writing course focused on training students for writing within Humanities fields.*

ENG 1020 (Intro to College Writing) – AY 14-15  
Member of task force charged with development and implementation of assignment sequence/curricular guidelines for First Year Writing in order to distinguish identity of the course within the general education Composition sequence (course genres; assignment sequence; learning outcomes; objectives).

**SERVICE**

*Tenure & Promotion External Portfolio Review - 2023  
(faculty 1)  
(faculty 2)*

*Academic Senate (member) – August 2020-September 2022*

*WSU Academy of Teachers – April 2021 – current*

*Salary Committee* – 2016-17; 2022-23  
Participate in English Department annual salary review

*Appointments Committee* – 2018-20; 2022-23

*General Education Oversight Committee (Fellow) –* September 2021-August 2022Responsible for coordination and communication with colleagues in the English department for General Education Assessment of BC (Basic Composition) Learning Objectives. Duties include (but are not limited to) attending biweekly meetings of the GEOC subcommittee; development and revision of rubrics used to assess BC and IC outcomes in the English department; communication with faculty teaching Gen Ed BC courses; attending and assisting with development of gen ed assessment workshops for faculty.

*Composition Learning Community (Coordinator/Co-Coordinator) –* August 2015-2018  
Responsible for the Composition program learning community’s involvement in campus-wide training and outreach events; organizing all Composition learning community meetings and trainings; representing the Composition program in campus-wide leadership training; supervisor for all student work assignments within the learning community

Composition Executive Committee – January 2015 – current  
Member of primary administrative committee overseeing the direction of the Composition program and all other composition subcommittees.

Composition Curriculum Committee – August 2011 – May 2015; August 2018-May 2019  
Revision and development of teaching materials for Graduate student instructors; planning and implementing department-wide teaching workshops; revising common syllabi; authoring custom textbook material for undergraduate general education courses

Composition Assessment Committee – February 2012 – May 2018  
Facilitating student and instructor focus groups for assessment projects in First Year Writing and Basic Writing; developing and revising assessment tools including surveys and assessment rubrics; portfolio assessment of Basic Writing and First-Year Writing (programmatic level)

Mentoring Committee – September 2010 – August 2011; February 2015 – current  
Assisted in developing a mentoring program for Graduate Teaching Assistants in AY 10-11; Mentoring GTAs in their instruction of First-Year and Basic Writing; formal and informal teaching evaluations of GTAs and PTF; Facilitating Basic Writing ENG 1010 Teaching Circle

APEX development workshops – April-June 2012; April-June 2013  
Assisted in developing curriculum for WSU APEX summer bridge program

**AFFILIATIONS / PROFESSIONAL MEMBERSHIPS**

National Council of Teachers of English (NCTE) 2011-current  
College Composition and Communication (CCC) 2010-current

**WORKSHOPS/PRESENTATIONS**

Building the Writing Center into your Course  
Office for Teaching & Learning – August 2023

How to be an Effective Writer  
Momentum Week / Warrior 360 – July 2023

How to be an Effective Writer  
Momentum Week / Warrior 360 – July 2022

Semester prep ENG 1020 (online; hybrid; asynchronous)  
December 2021

Protecting the body and the mind: Or, how to make grading tolerable   
April 2019

Developing reflective and metacognitive mini-lessons in the writing classroom  
Mapping Terrains Conference, Macomb Community College  
May 2018

Teaching with the PLO  
October 2016

Peer Review: Practice and theory   
October 2015

Developing a Peer Mentoring Program and Composition Learning Community   
January 2015

Teaching the Portfolio: What, Why, How  
February 2013

Developing Custom Textbook Content  
December 2012

Strategies for reading and grading student work in ENG 1010  
August 2012

Portfolio teaching, Reflection, and Metacognition  
August 2012

Portfolio Teaching and Assessment   
December 2011

Strategies for the Teaching of English 1020  
September 2011

**CONFERENCE PRESENTATIONS**

“Teachers Teaching Teachers: An Ecology of Teacher Training and Development for First Year Writing” *CCCC: Conference on College Composition and Communication.* Spokane, WA. April 2021.

“Contingent Collaborations, Curricular Change, Unhinged Structures, Arbitrary Genres: Alternatives to Status Quo Performances for Basic Writing” *CCCC: Conference on College Composition and Communication*. Pittsburgh, PA. March 2019.

“The Challenges of Reporting Pilot Data” *Teaching of Writing Conference (ToW)*. Wayne State University. Detroit, MI. February 2019

“We Tried It: Now What? What we learned about the affordances and constraints of departmental identities and innovation” *Council of Writing Program Administrators (CWPA)*. Sacramento, CA. July 2018

“Piloting a ‘Stretch’ Curriculum: A Longitudinal Study of Basic Writing, Student Dispositions, and the Definition of Success” *Humanities Center Brown Bag Series*. Detroit, MI. April 2018.

“A Composition Learning Community in Action: Perspectives from Students, Mentors, and Instructors*” Humanities Center Brown Bag Series*. Detroit, MI. January 18, 2018.

“Bring your ‘Bad Ideas’ about Teaching (Developmental) Writing” *Corridors ’17*. Detroit, MI. September 30, 2017.

“Beyond the Pass Rate: A Tale of Exigence and Action” *Council of Writing Program Administrators (CWPA).* Knoxville, TN. July 2017

“’What’s SRL got to do with it?:’ Strategies and Tools for Self-Regulation in the Writing Classroom” *CCCC: Conference on College Composition and Communication*. Portland, Oregon. March 15-18, 2017.

“Avoiding the ‘Seminal and Traditional’ in the Teaching of Developmental Writing” *Innovation and Tradition:* *Michigan College English Association (MCEA)*. Warren, MI. October 22, 2016.

“’What’s SRL Got to do with it?:’ Strategies for Self-Regulation in the Writing Classroom” *Wayne State Teaching of Writing Conference*. Detroit, MI. September 10, 2016

“How to Hold a Slippery Fish: Methodological Challenges and Solutions for Studying Student Dispositions” CCCC: Conference on College Composition and Communication. Houston, Texas. April 6-9, 2016.

“A Composition Learning Community: Cultivating Collaboration, Connections, and Culture at WSU.” Michigan Council of Teachers of English (MCTE). East Lansing, Michigan. October 30, 2015.

“Building Sturdy Bridges from Basic Writing to First Year Composition: How Can Assessment and Peer Mentoring be Useful Tools in Program Development?” *Council of Writing Program Administrators (CWPA)*. Boise, Idaho. July 12-19, 2015.

“Who’s Being Assessed, Here? Challenging the Discourses of Accountability.” *Council of Writing Program Administrators (CWPA)*. Normal, Illinois. July 17-20, 2014

“Assessment, Integrated Student Services, and Curricular Change: Forging the Trifecta of Student Development.” *CCCC: Conference on College Composition and Communication.* Indianapolis, IN. March 2014

“Foster Student Self-Efficacy through Personal Learning Objectives.” *Vulnerable Times – MLA: Modern Language Association*. Chicago, IL. January 2014.

"Transforming the Future of English: Knowledge Transfer across the Composition Curriculum." *NCTE: National Council of Teachers of English*. Boston, MA. November 21-24, 2013.

“Fostering Self-Efficacy: Basic Writers and the Transformation of Knowledge.” *Council of Writing Program Administrators (CWPA)*. Georgia Southern University July 14-22, 2013

“Lateral Transfer in Basic Composition: Making Connections” *The Public Work of Composition CCCC: Conference on College Composition and Communication.* Las Vegas, NV. March 2013

Presentation of preliminary dissertation data analysis. Qualitative Research Network.   
*CCCC: Conference on College Composition and Communication*. Las Vegas, NV. March 2013

“Making Connections: Lateral Transfer in Basic Writing” *Dream. Connect. Ignite! – NCTE: National Council of Teachers of English.* Las Vegas, NV. November 16, 2012

“Pinterest and Other Tools for Self-Efficacy in the Classroom” *What is Composing Today? How do people learn/teach it? – WIDE-EMU Unconference* East Lansing, MI. October 20, 2012.

“Personal Power in Learning: Developing Pedagogical Practice for Facilitating Individual Student Learning Transfer” *Policy, Practice, and Power: Upholding Our Convictions in Demanding Time. – Michigan Council of Teachers of English.* East Lansing, MI. October 19, 2012

“L2 Students as Writers and Readers” (#1724)  
Panel chair. Conference on College Composition and Communication St. Louis, MO. March 2012

“Precarious Pedagogy: The Risks (and Payoffs) of Atypical Technology Use in the Composition Classroom” *Risks and Opportunities -* *Michigan College English Association*Dearborn, MI. October 14, 2011

**OUTSIDE (OF ACADEME)**

**Rebel Cycle Studio, LLC** (January 2017 – May 2020)

*Owner, Founder, Primary Cycling Instructor*

Rebel Cycle Studio was the first body-positive fitness studio in the city of Detroit offering indoor cycling classes with a focus on body-neutrality, fun, and fitness ([Crain’s](https://www.crainsdetroit.com/news/motor-city-match-winner-rebel-cycle-studio-opens-detroit), paywalled).   
  
*Development*:

* Completed entrepreneurship course at Build Institute (Detroit, 2017)
* Completed Retail Bootcamp in TechTown (Detroit, 2018)
* Applied and received grant funding from Motor City Match program (Detroit, 2018)
* Completed negotiation of leased space within the Detroit City Fieldhouse along with Detroit City FC (2018)
* Completed build-out of leased space within Detroit City Fieldhouse (2018)
* Participated in grand-opening of the newly-renovated Detroit City Fieldhouse (2018)

*Operation*:

* As Owner and Founder, I oversaw daily operations for the studio, developed marketing materials, operated multiple social media accounts, created core strategies for retention and growth, and balanced the budget
* Developed indoor-cycling training protocol unique to Rebel Cycle’s mission of body-positive fitness
* Taught 4-7 cycling classes per week

*Pandemic response and closure*:

* First fitness studio in Detroit to rent its equipment to members during initial emergency stay-at-home order ([Crain’s, via issuu](https://issuu.com/crainsdetroit/docs/cd_20200323))
* Engaged members from home with online cycling classes for three (3) months
* Negotiated the conclusion of the studio’s lease agreement
* Balanced the studio’s accounts in preparation for closure
* Officially closed Rebel Cycle Studio, LLC (May 2020)

**ACE certified group fitness instructor (2018-2020)**

**NASM certified personal trainer (2017-2021)**

**AFAA certified cycling instructor (2011-2020)**