

# Molly E. Daniel

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## Education

PhD, Rhetoric and Composition, Florida State University, Spring 2016 Defense

Dissertation: "Dancing into the Digital: Embodied Performance and Digital Multimodal Composition"

Description: This dissertation positions itself at the intersection between the body and digital technology; it addresses not only the value of the body in composing but also how it fits specifically into digital multimodal composition as both the composer and a potential medium or component of the work as a whole. Through a longitudinal case study, it explores how the body is an integral part of a digital dance performance in order to understand its possibilities within digital multimodal composition; the data suggests a stronger connection for mind-body, revisits hyperawareness, and contributes to a fuller notion of composition. (Committee: Dr. Kristie Fleckenstein, Chair; Dr. Michael Neal; Dr. Tarez Graban; Dr. Gerrie Houlihan, University Representative.)

M.A., English, Marshall University, August 2010

Specialties: Rhetoric and Composition, Shakespeare, Women in Medieval Literature

B.A., Major: English, Literature; Minor: Dance, Marshall University, May 2008

## Administrative Experience

Assistant Director, Williams Digital Studio, 2014-2015

The Digital Studio is a space where students (undergraduate and graduate) as well as faculty come to work on and create digital multimodal projects with the help of consultants; it offers guidance in a variety of programs, software, and platforms such as wix, weebly, the adobe suite, video editing, and audio editing. I oversaw the day-to-day workings of the studio, offered professional development for my consultants, developed workshops for the English Department, collaboratively hosted the annual digital symposium, and mentored consultants while also consulting with students and faculty who came to use the space. I also focused on the revision of our mission statement, the circulation of our information on and developed a social media strategy for visibility on campus.

Rhetoric and Composition Program Assistant, 2013-2014

As the program assistant, I worked closely with the program director organizing events, communicating with visiting scholars, developing programmatic newsletters, updating the program website, and developing administrative experience in working with and organizing groups of people throughout the year.

Co-Assistant Director, Marshall University Writing Center, 2009-2010.

The Writing Center at Marshall University helped the student population with their writing

needs at all stages of the writing process. As a co-director, I maintained the schedule of tutors, developed GRE prep workshops, and tutored students. We worked collaboratively in order to model the collaborative nature of the writing center itself.

## **Teaching Experience**

Graduate Teaching Assistant, Florida State University, August 2011-present

Full-Time Faculty, Marshall University English Department, August 2010-July 2011

Graduate Teaching Assistant, Marshall University, 2008-2010

## **Courses Taught**

### **Upper Division Teaching in the Major**

ENC3021: Rhetoric, Florida State University, Spring 2015

Description: This course introduces students to key concepts in the study of rhetoric; to frameworks useful for the analysis of texts, events, communication and other phenomena; and to the principles of rhetoric in the contexts of mixed media and cultures.

ENC3416: Writing Editing in Print and Online, Florida State University, Spring 2014, Summer 2014, Fall 2014

Description: This course focuses on the principles of composing, especially across different composing spaces. Students create works in several different media, including (1) in print, (2) on the screen, and (3) for the network, while also learning how to edit the works deployed in each medium appropriately. In addition, students repurpose at least one of these works for another medium. Students conclude the course by creating a digital portfolio.

### **Composition**

ENC2135: Research, Genre, and Context, Florida State University, Fall 2015

Description: This course focuses on teaching students research skills that allow them to effectively incorporate outside sources in their writing and to compose in a variety of genres for specific contexts.

ENC1145: Writing About Gossip and Gender, Florida State University, Fall 2012, Spring 2013, Fall 2013

Description: This course includes freshman level non-fiction prose on the a special topic of Gossip and Gender. Students read theory regarding the topic and focused on it in each project for a total of 7,000 words.

ENC1102: Freshman Writing, Reading, and Research, Florida State University, Spring 2012, Summer 2013

Description: This course includes reading, research, drafting, and writing of essays and a journal for a total of 7,000 words.

ENC 1101: Freshman Composition and Rhetoric, Florida State University, Fall 2011, Summer 2012

Description: This course includes drafting and writing of expository essays and a journal for a total of 7,000 words.

ENG101: Beginning Composition, Marshall University, Fall 2009, Fall 2010, Summer 2011  
Description: Introduction to academic writing with emphasis on writing as a multi-stage process, critical thinking and fundamental research strategies and skills.

ENG100: College English, Spring 2010  
Description: Introduction to academic writing with emphasis on writing as a multi-stage process, critical thinking and fundamental research strategies and skills. This course was the first stage of a three course stretch program that attended to basic writing needs of students as the composition program was developing new approaches to the needs of the student population.

ENG 102: English Composition II, Marshall University, Fall 2010, Spring 2011  
Description: Introduction to research writing, extending the skills gained in ENG101.

ENG101B: Composition, Marshall University, Spring 2011  
Description: Introduction to academic writing with emphasis on writing as a multi-stage process, critical thinking and fundamental research strategies and skills. This course was part of a developing composition program that attended to the needs of basic writers (as determined by test scores) that incorporated workshops and writing center appointments into a four credit hour course.

## **Tutoring Experience**

Reading and Writing Center Tutor, Florida State University, Summer 2015

Digital Studio Consultant, Florida State University 2014-2015

Tutor, Marshall University Writing Center, 2008-2011

Student Athlete Tutor, Marshall University, 2007-2008

Peer Mentor, Marshall University HON101, 2006, 2007

## **Professional Development Writing Workshops/Presentations**

### **Workshops**

“#TeachwithTwitter: Social Media in the Classroom.” Florida State University. Fall 2014.

As the assistant director of the WMS Digital Studio, I developed and hosted a social media workshop for interested TA and faculty in order to provide useful tools for implementing the incorporation of social media into both the FYC and major courses within the English department. We explored assignment sheets, assessment, and developed future materials for their courses.

“Multimodal Assessment Workshop.” Florida State University. Fall 2014.

As part of a subcommittee of the First-year Composition Committee (FYCC), I worked with three other TAs to offer a workshop on varied assessment models for different types of composition in both FYC and upper level courses. We offered this workshop in preparation for the ENC2135 course implemented summer 2015. I was responsible for digital multimodal assessment and providing examples of assignment scaffolding that supported this sort of composing.

“Multimodal Speed Dating.” Florida State University. Spring 2012.

As part of a subcommittee of the FYCC, I worked with four other TAs while developing a workshop that introduced many facets of multimodal composition: major assignments, minor assignments, assessment, and pedagogical approaches. This workshop was created to foster a support system through which TAs were able to learn how to incorporate multimodal work into the FYC classrooms and pedagogy.

“Revitalizing Writing: Student Voice.” Marshall University & Three Bridges Writing Project. Writing Fair for High School Students. Spring 2011.

I developed a workshop for high school students that interrogated truths about their persona inside writing, how it fits into the academic world, and why it is important. I designed hands on activities, reading, and collaborative conversations for both high school students and their teachers to engage in during the fair.

“Voicing Voice, Workshop.” Marshall University & Three Bridges Writing Project. High School Writing Workshop. Spring 2010.

This session also focused on the importance of one’s identity for college applications. It featured discussion and activities focusing on finding student voice in academic writing. Exercises included free-writing, identity claims and work-shopping new writings. Two sessions were provided with 10-17 participants each time.

“Writing and Dance Workshop.” Marshall University & Three Bridges Writing Project. Summer 2005.

The purpose of this workshop was to establish that movement can be used in an academic setting. This workshop incorporated creative writing (journaling) in response to music and a list of emotions. After the participants wrote about the feelings the music created or the particular emotion, we then proceeded to “move” or “dance” the emotions we wrote about.

### **Guest Presentations**

“Introduction to ePortfolio.” Florida State English Department Teacher Training. Summer 2015.

“Teaching with Social Media.” Florida State English Department Teacher Training. Summer 2015.

“Responding to Student Writing.” Florida State English Department Teacher Training. Summer 2014 & 2015.

“Technology in the Classroom.” Florida State English Department Teacher Training. Summer 2014.

“Grading Styles.” Florida State English Department Teacher Training. Summer 2013.

“Student Voice in Writing.” Florida State English Department Teacher Training. Summer 2012.

### **Refereed Conference Presentations**

“The/a/our Body in Motion: Dancing Composition Digitally.” Feminisms and Rhetorics. Tempe, AZ. October 28-31 2015.

“#TeachwithTwitter: The Personal to the Public & Professional.” Computers and Writing. Menomonie, WI. May 28-31 2015.

“Dancing into the Digital: Embodied Performance and Digital Multimodal Composition.” Conference on College Composition and Communication. Research Network Forum. Tampa, FL. March 18-21 2015.

“Beyond the Tutor/Tutee Model: Collaboration and the Digital Studio.” International Writing Center Association. Orlando, FL. October 30-November 1 2014.

“The Body and New Media: The Dancing Body as Medium.” Conference on College Composition and Communication. Indianapolis, IN. March 19-22 2014.

“Tweet, Tweet: Social Media in the FYC Classroom.” Writing Program Administrators. Savannah, GA. July 18-21 2013.

“Composition and Choreography: Parallel Processes.” Conference on College Composition and Communication. Research Network Forum. Las Vegas, NV. March 13-16 2013.

“Transitioning Voice: Situating the "I" in Academics.” Conference on College Composition and Communication. St. Louis, MO. March 21-24 2012.

“Transgressing the Academy Walls: The “Real” Work of Rhetoric and Composition” (round table). National Women’s Studies Association. Atlanta, GA. November 10-13, 2011.

“Validating the Vernacular: The Appalachian Identity in the Composition Classroom.” Feminisms and Rhetorics. Mankato, MN. October 12-16 2011.

“Validating the Vernacular and Other Literacies” (75 minute facilitator workshop). National Writing Project Urban Sites Network. Boston, MA. April 28-29 2011.

“Voice’s Place: Graduate Level Academic Writing.” College English Association. San Antonio, Texas. March 25-27 2010.

## **Publication**

“Dancing=Writing=Composing: Expanding Literacy through the/a/our Body.” *Across the Disciplines Book of Essays*. Forthcoming 2016.

## **Professional Affiliations**

Conference on College Composition and Communication (CCCC)

Council of Writing Program Administrators (WPA)

International Writing Centers Association (IWCA)

Coalition of Women Scholars in the History of Rhetoric and Composition (CWSHRC)

National Council of Teachers of English (NCTE)

National Writing Project (NWP)

## **Honors and Awards**

### **Florida State University**

Computers & Writing Travel Grant, 2015

Ermine Owenby Award, Florida State University, 2014  
Robert O. Lawton Outstanding Teaching Assistant, Florida State University English Department  
2014

### **Marshall University**

Three Bridges Writing Project, MU: Summer Institute Fellow 2010  
John Marshall Scholar, Marshall University, 2004-2008  
Promise Scholar, Marshall University, 2004-2008  
The Hoy Latin Award, Marshall University, 2005  
A Mervin Tyson Award: Outstanding Honors Student, Marshall University 2008  
Book Awards: Outstanding Student in an Honors Seminar, Marshall University, 2006, 2007

### **Service**

#### **University Service**

Co-Chair, Rhetorica Amoras, Rhetoric Society of America Student Chapter, Florida State University, May 2015-present

As the co-chair of this organization, I am helping to build the student chapter at FSU by garnering interest in participation, drafting mission statements, scheduling meetings, and organizing events.

First Year Composition Peer Mentor, Florida State University 2012-2013

As a peer mentor, I worked with first year Teaching Assistants. I met with them throughout their first year teaching in the FYC program, providing support and guidance as they taught and developed teaching materials. At the end of each semester, I also observed their teaching and wrote letters of observation for their teaching files.

First Year Composition Committee, Florida State University, Fall 2011-present

As a member, I developed workshops, participated on sub-committees that awarded both teaching and student writing awards in the FYC program, and updated materials for FYC courses that included multimodal composition.

Teacher Consultant, Three Bridges Writing Project, Marshall University, Spring 2011

As a teacher consultant, I have a variety of roles within this particular branch of the NWP. I created, planned, and enacted a "Writing Fair for high school students." I also act as a research consultant for fellows in the Summer Institute and taught sessions on scholarly research, data based usage, and source incorporation.

Public Relations Committee, Marshall University Writing Center, 2009-2010

As a member of this committee, I helped devise ways to advertise and brand our Writing Center in order to bring in more students from other disciplines.

#### **Disciplinary Service**

Conference on College Composition and Communication. Tampa, FL. March 18-21 2015.  
Chair: "Revealing the thinking and Composing Processes of Writers," Session F.31

Conference on College Composition and Communication. Las Vegas, NV. March 13-16 2013.  
Chair: "Charisma Studies, Cognitive Studies, and the Composing Brain," Session K.36

Conference on College Composition and Communication. St. Louis, MO. March 21-24 2012.  
Chair: "Digital Composing and Usability," Session N. 18

## **Professional Experience**

Advisory Board of Directors, Huntington Dance Theatre, Fall 2012- present

As a member of the board, I helped write and revise by-laws of the dance company, vote on budgets, and advise current directors and board members on the practice of grant writing, organizing a non-profit organization, and studio practices.

Assistant Director, Huntington Dance Theatre, Spring 2007-Spring 2012

As the assistant director, I organized, maintained, and wrote day-to-day studio schedules, rehearsal schedules, student contracts, and policies. Additionally, I drafted mission statements, corresponded with benefactors, organized committees, communicated with the board of directors, and wrote grant applications individually and collaboratively. I also taught technique classes and developed choreography.

## **References**

Dr. Kristie Fleckenstein, Professor, Florida State University  
850-644-3530; [kfleckenstein@fsu.edu](mailto:kfleckenstein@fsu.edu)

Dr. Deborah Coxwell-Teague, Director of Composition, Florida State University  
850-644-3164; [dteague@fsu.edu](mailto:dteague@fsu.edu)

Dr. Michael Neal, Associate Professor, Florida State University  
[mrneal@fsu.edu](mailto:mrneal@fsu.edu)

Dr. Tarez Graban, Assistant Professor, Florida State University  
[tgraban@fsu.edu](mailto:tgraban@fsu.edu)

Ms. Jamie Turner, Huntington Dance Theatre (Director during my administrative work)  
412-260-8778; [jamiconpointe@aol.com](mailto:jamiconpointe@aol.com)