

JOSEPH TELEGEN

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EDUCATION

Doctor of Philosophy in English
The University of Washington
Seattle, WA
2012-2020

- Concentration in Language and Rhetoric
- Coursework, exams, and prospectus completed; Topics: Rhetorical criticism and theory, composition studies, and Israel/Palestine discourses
- Dissertation: “Empathy Passage: Toward a Presentational Genealogy for the Rhetorics of Antisemitism and Israel/Palestine”
- Committee: Drs. Anis Bawarshi and Candice Rai (co-chairs); Dr. Gail Stygall
- Graduation date: March 17, 2020

Master of Arts in English
Western Carolina University
Cullowhee, NC
2007-2010

- Concentration in Composition and Rhetoric (4.0 GPA)
- Thesis: “Finding the Fourth Locale: Dichotomy Challenges in the Rhetoric of Barack Obama” (nominated for Most Outstanding Thesis award)

Bachelor of Arts in Literature and Language
The University of North Carolina at Asheville
Asheville, NC
2003-2005

- Graduated Cum Laude and with Distinction in major
- University Scholar (Honors Program)

TEACHING EXPERIENCE

The University of North Carolina at Chapel Hill
Teaching Assistant Professor
Chapel Hill, NC
August 2021-Present

Instructing writing-across-the-discipline courses, I assign students work enabling comprehension of the Natural and Social Sciences, along with the Humanities. Critical thinking and anti-racist pedagogy are key features; at the moment remote instruction is obviously another core focus. By necessity, the course has featured a remote component. Spring 2022 featured two more WAD courses and a Professional Writing in the Arts 300-level; summer 2022 featured more WAD teaching (remote-only) and working with UNC-networking high schoolers.

Cleveland Play House
Site Supervisor/Classroom Assistant
Cleveland, OH
January 2021-May 2021

Covid-Era position, offering pod-based instruction to students in marginalized communities and otherwise unable to obtain adequate attention. Ages 6-7. Orchestrated professional development for a team of teachers. Interviewed new applicants.

The University of Washington
Teaching Assistant in the Expository Writing Program

Seattle, WA
2012-2020

- As instructor of English 281, English 131 and English 109-110 (the final a sequenced course specifically for conditionally accepted students):
- Generated courses to enable students to fulfill the EWP's "four outcomes" through extensive portfolios. Focused classroom content on the synthesis of widely variant texts, culminating in risk-taking, complex claim-rooted research papers.
- In English 281, designed courses to encourage students to embrace an "ecological" approach to composition and rhetoric, including elements of popular culture, deconstruction, political, and/or Seattle-specific inquiry.
- Placed emphasis on educational concepts such as intertextuality, pedagogical memory, metacognition, and Knowledge Transfer.
- Worked with students of diverse backgrounds and perspectives (a large percentage of students were "international" and/or students of color).

Durham Technical Community College
Composition Instructor

Durham, NC
Autumn 2018

Taught expository writing and Writing-Across-The-Disciplines
Instructed students from six continents.

- Taught a course designed to heighten student awareness of author/audience subjectivities, critical thinking, and service.

Ibn Zohr University
Instructor

Agadir, Morocco
August-September 2014

- Facilitated undergraduates as they advanced from core fluency in English to applied socialization. Students increased rhetorical genre awareness and ability to handle "difficult rhetors."
- Lesson plans included tasks from close reading, to idiom comprehension, to playacting.

Durham Technical Community College
Composition Instructor

Durham, NC
August 2010-December 2011

Instructed students from six continents.

- Taught a course designed to heighten student awareness of author/audience subjectivities, critical thinking, and service.

WCU English Department
Freshman Composition Instructor/GA

Cullowhee, NC
Fall 2009

- Initiated and taught a course designed to heighten student awareness of author/audience subjectivities, critical thinking, and service. Classroom model combined Freire's Liberation Model with a small-group, collaborative element. Students were exposed to material ranging from classic essays to *Buffy the Vampire Slayer*.
- Held regular conferences with students; classroom emphasis was on universal participation.

New Mexico Highlands University English Dept.
Las Vegas, NM

Special Supplementary Course; Composition Program/GA Spring 2007

- Guided students in supplemental course primarily concerned with student voice
- Syllabus emphasized critical thinking, thesis determination and development, transitions and flow, and comprehension of the following projects: Literacy Autobiographies, Argumentative Essays, and Research-Based Essays.

Writing Center and Tutoring Experience

Freelance Tutor

Durham, NC-Canton, OH
March 2020-Present

Independently and under a variety of platforms (Grade Potential, Varsity Tutors, etc.):
Offered virtual services to a variety of students.

Approved as tutor by Varsity Tutors (subject headings provided by company):

Academic Coaching
ACT English
ACT Writing
AP English Language and Composition
College Writing
Creative Writing
English
Essay Writing
Study Skills
Test Prep
Writing

WCU Academic Success Program
Instructor & Tutor

Cullowhee, NC
Summer 2008

- Summer matriculation program at WCU
- Designed and taught course to prepare entering freshmen with singular or multiple unusual academic needs; classroom emphasis was the development of learning strategies.
- Mentored and observed students

New Mexico Highlands University English Dept.

Las Vegas, NM

Special Supplementary Course; Composition Program/GA Spring 2007

- Guided students in supplemental course primarily concerned with student voice
- Syllabus emphasized critical thinking, thesis determination and development, transitions and flow, and comprehension of the following projects: Literacy Autobiographies, Argumentative Essays, and Research-Based Essays.

New Mexico Highlands University Writing Center
Tutor and Administrative Assistant/GA

Las Vegas, NM
Fall 2006-Spring 2007

- Provided guidance for students, including arrival upon topics, content and structure, and mechanical guidance and feedback.
- Responsibilities included numerous regular appointments with ESL students, typically MBA candidates requiring assistance with understanding challenging English registers (E.G.: Supreme Court briefs).

· Amicably greeting and scheduling students, as well as organizing tutorial schedules and interpreting Writing Center usage data.

TEACHING AND RESEARCH

As rhetorician: Understanding and confronting dichotomous language as an obstacle to conflict resolution (see dissertation on the Israeli-Palestinian Conflict)

As compositionist: Knowledge Transfer-related concerns, including engaging dissenters

As creative writer: Published and interested in teaching all genres

As pop culturalist: *Buffy the Vampire Slayer*, *The Wire*, and professional wrestling, all discussions generated as a means of describing marginalized communities of cultural production

Currently in progress: Collaborative work with English 105 student regarding Covid challenges for elevated risk student populations; contemplation of office hours during the pandemic

ACADEMIC AWARDS & NOMINATIONS

Awarded Teaching Assistantship by the English department at UW, September 2012

Nominated for Western Carolina University's Most Outstanding Thesis award, Spring 2010

Awarded WCU Chancellor's Fellowship, Fall 2009-Spring 2010

Inducted in Sigma Tau Delta English Honors Society, 2008

Awarded Study Grants from the Graduate School at WCU, Fall 2007-Spring 2008

Awarded Out-of-State Tuition Waiver from the Graduate School at WCU, Fall 2007

Awarded Graduate Assistantships from New Mexico Highlands University and WCU, 2006-2010

LECTURES AND CONFERENCE PAPERS

At the 2020 Rhetoric Society of America Annual Conference; a paper accepted (conference subsequently canceled due to COVID-19 pandemic):

“Violent Hospitalities: Ecologies, Audiences, and Bodies in the Current Professional Wrestling Boom”

At the 2019 University of Rhode Island's Graduate Student Conference:

“Israel/Palestine: A Discipline or Interdisciplinary? Edbauer's Rhetorical Ecology And/Or/Vs./??? Deleuze and Guattari's Planes of Consistency.”

At the Inaugural University of Washington Graduate and Professional Student Senate Academic Conference (2017): “The Silent Birth of the Anonymous Author/Reader: Roland Barthes and the Composition Classroom in the Trump Era.”

At the 2016 Southwest Popular/American Culture Association Conference:

Designed and facilitated conference panel entitled “Paul Levesque, HHH, and/or the ‘King of Kings?’ A Rhetorical and Literary Examination of Binary Destabilization in Professional Wrestling.”

At the 2016 “Slayage” Conference on the “Whedonverses” (Buffy Studies/Popular Culture):
“The Goldilocks Conundrum: Moderating *Buffy the Vampire Slayer* Inclusion toward a Generative Composition Praxis”

For the 2013 Two-Year College Association (Pacific Northwest) Conference:

“DIYing Writing in the Big Picture: Can Unscored Writings Contribute to Writing Programs’ Desired Outcomes?”

· Co-authored/presented with Dylan Medina (colleague at UW)

For the 2012 Two-Year College Association (Pacific Northwest) Conference:

“Time to Reknow *Time to Know Them*: Toward Constitutive Knowledge Transfer.”

For the 2011 CCCC Convention:

“Contesting and Changing Dichotomies: Barack Obama’s ‘Fourth Locales,’ Wayne Booth’s *Modern Dogma and the Rhetoric of Assent*, and Communicative Implications.”

For UT-San Antonio’s Graduate English Conference, May 2010:

“The Vision Technique in Barack Obama’s *Dreams from My Father*”

For Western Carolina’s Graduate Research Symposium, March 2009:

“Sorting Out the Sophists and Socrateses in my Subconscious: A Nightmare Dialogue”

“Reader, I Married Moderation and Correctness: Pre-Speech as Self-Construction in *Jane Eyre*”

For “Writing the Wave”: UNC-Wilmington’s GEA Conference, April 2008:

“Adventures in Not Reading *Heart of Darkness*”

For Western Carolina’s Graduate Research Symposium, March 2008:

“Riding Shotgun: How Teaching My Imaginary Child How to Drive Yielded Insights on the Composition Process”

“Adventures in Not Reading *Heart of Darkness*”

OTHER PEER-REVIEWED PUBLICATIONS

In *Write Speculations*, the online journal of the Graduate English Association at UNC-Wilmington:

“Adventures in Not Reading *Heart of Darkness*”

LITERARY/NONFICTION JOURNAL EDITING EXPERIENCE & PUBLICATIONS

Nonprofit Publication

For *Women Love Wrestling*:

“This Ain’t No Bra and Panties Match, Little Boys” (Creative Essay with footnotes)

Editing

For *Nomad* (WCU’s Literary Journal), 2007-2010:

Editor-in-Chief (2009)

Section Editor, all three genres (2007-08; 2010)

Literary Publications

In *Nomad*, 2010:

“Dear Unobtainable One” (Nonfiction)

“My Weekend in the Company of Men” (Nonfiction)

“The Great Lovers” (Fiction)

“The Magic Number (or, Possibly, Numbers)” (Fiction)

“Ill Communication” (Drama)

In *Nomad*, Spring 2009:

“Sharper than a Serpent’s Tooth Is Modern Literary Theory” (Poetry)

In *Descant* 2008:

“Interpretations” (Fiction)

In *Nomad* 2008:

“Eight Perfect Cups of Coffee” (Poetry)

In *Sendero* 2007:

“Beantown Memory” (Poetry)

“A Copy of a Copy of a Copy” (Poetry)

“A Diving Board in the Desert” (Fiction)

“A Long Look in the Mirror” (Fiction)

Professional Service

Appointed Co-Chair of Chapel Hill/Carrboro City Schools Pre-Kindergarten/Headstart Policy Council; December 17th, 2022. *Single-term appointment.*

Member of the University of Washington’s Graduate and Professional Student Senate (appointed 2014; elected Executive Senator in 2015-2017); as senator, composed, sponsored, introduced and passed legislation on subjects ranging from active shooter preparation to mental health advocacy.

Member of and Mentor for the Associated Students of the University of Washington Student Senate (generally undergraduate) from 2015-2017; introduced and passed legislation on subjects ranging from protected seat status (for representatives from Advocates for the Survivors of Sexual Assault) to aid for bombing victims in Aleppo, Syria.

Co-chair of “Langgang” (the Language and Rhetoric Colloquium at the University of Washington) in 2012-2013; organized and facilitated visits from professionals in the field. Represented the colloquium in the English department’s Graduate Student Organization.

REFERENCES

Dr. Anis Bawarshi (Professor, Exam Chair, Dissertation Co-Chair, Department Chair)

Padelford A-404

The University of Washington

Seattle, WA 98195

bawarshi@uw.edu

206-543-2690

Dr. Candice Rai (Dissertation Co-Chair and Writing Program Director/Supervisor)

Padelford A-11

The University of Washington

Seattle, WA 98195

crai@uw.edu

312-615-4114

Dr. Beth Huber (MA Thesis Chair and Writing Program Director/Supervisor)

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Western Carolina University

Cullowhee, NC 28723

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