

Dr. Lauren Sewell Ingraham
Associate Professor of English and Director of Composition
University of Tennessee at Chattanooga
615 McCallie Avenue
Chattanooga, TN 37403

EDUCATION

Ph.D. English/Rhetoric & Composition, University of Louisville (1998)

M. A. English, University of Mississippi (1992)

B. A. English, University of Mississippi (1989)

Harvard University Graduate School of Education, Management Development Program
(Summer 2005)

ACADEMIC EMPLOYMENT HISTORY

Director of Composition, University of Tennessee at Chattanooga, 1998-present

Associate Professor of English, University of Tennessee at Chattanooga, 2002-present

Assistant Professor of English, University of Tennessee at Chattanooga, 1996-2002

JURIED PUBLICATIONS

Arguing in the Real World: A Multimedia Approach to Teaching and Learning Argument.
Prentice Hall, forthcoming (2007).

“From Adjunct Wrangler to Autonomous WPA: The Surprising Benefits of Pre-Tenure Writing Program Administration.” *The Promise and Peril of Writing Program Administration*. Eds. Theresa Enos and Shane Borrowman. Parlor Press, forthcoming 2006.

“Research Resources.” *The Speaker’s Guidebook*. Ed. Dan O’Hair, Rob Stewart, and Hannah Rubenstein. New York: Bedford/St. Martin’s, 2001. [invited contributor]

“The Problem of Merlin’s Pardon in Walker Percy’s *Lancelot*.” *The Southern Literary Journal* 33(Spring 2001): 99-107.

“Exploring Our Ethics of Evaluating Student Writing.” *The Ethics of Writing Instruction: Issues in Theory and Practice*. Ed. Michael A. Pemberton. Norwood, NJ: Ablex, 2000. (Co-authored with Jane Detweiler, Jane Fife, and Robert McEachern.)

“Lean, Mean Grading Machines?: A Bourdieuan Reading of Novice Instructors in a Portfolio-Based Writing Program.” *WPA: Journal of the Council of Writing Program Administrators* 23 (Spring 2000).

“On Being Researched and Becoming a Researcher: An Essay on Qualitative Research in Composition.” *Composition Studies* 25 (Spring 1997): 37-54.

PUBLICATIONS
(program and curriculum development materials)

Writing Matters. Required supplement for students in English 121 and 122 at the University of Tennessee at Chattanooga. 2001. 62 pages. Revised annually.

Rules of Thumb: A Guide for Writers with Additional Material for The University of Tennessee at Chattanooga. Supplemental Materials (16 pages). McGraw-Hill Custom Publishing. 1999.

Composition Handbook. Program guide for instructors at the University of Tennessee at Chattanooga. 45 pages. 1998. Revised annually.

GRANTS AWARDED

“Using Nonfiction to Build Critical Literacy.” Tennessee Higher Education Commission. 2003-04. \$62,597.

“Putting Into Practice the Outcomes Statement for First-Year Composition.” UTC Faculty Development Grant. April 2003. \$1500

“Council of Writing Program Administrators’ Assessment Institute.” UTC Faculty Development Grant. April 2003. \$1347

“The Symbiotic Relationship of Freshman Composition and the University: A Seminar Series.” UTC Faculty Development Grant. August 2002. \$1500

“Defining, Identifying, Responding to, and Preventing Plagiarism.” UTC Faculty Development Grant. September 2002. \$1000

“Communal Portfolio Evaluation: A Pilot Project.” UTC Instructional Excellence Grant. August 2002. \$3,000

“Teaching Reading and Writing as Reflective Practices.” Eisenhower Grant via Tennessee Higher Education Commission. December 2001. \$47,962

- “Tapping Regional Identities to Improve Student Reading and Writing.” Eisenhower Grant via Tennessee Higher Education Commission. December 2000. \$30,029
- “Teaching Writing as Reflective Practice: Tapping Regional Identities to Improve Student Writing.” Eisenhower Grant via Tennessee Higher Education Commission. October 1999. \$27,891.
- “Proposal to Establish a University Writing Center.” University of Chattanooga Foundation. April 2000. \$118,356. [funded for \$85,000]
- “Proposal to Upgrade the English Department’s Computer Classroom.” Co-authored with Sally Young and Fran Bender. Technology Innovation Fund, UTC. 1998. \$60,000.
- “Upgrading the English Department’s Computer Classroom.” Technology Innovation Fund, UTC, 1998. \$8,620.
- “Proposal to Develop a Web Page Teaching Tool.” Center for Excellence in Computer Applications Research Grant, UTC. 1998. \$1,895.
- “Video To Demonstrate Effective Peer Response to Student Writing.” Instructional Excellence Grant, UTC. 1997. \$1,000.
- “Proposal to Study How Teaching Assistants Negotiate Authority.” Council of Writing Program Administrators Research Grant. 1995. \$2,000.

AWARDS AND HONORS

Sabbatical Leave, Fall 2004
 Research Associate, Office of Grants and Program Review, Fall 2003
 Outstanding Contribution in Grants and Research, UTC, December 2001
 Teaching, Learning, and Technology Faculty Fellow, 2001-02
 Finalist, University of Tennessee National Alumni Association (UTNAA) Outstanding Teaching Award, 1999
 EDO (Annual Performance Review) Exceptional Merit, 1997-98; 1999-2000; 2002-03
 Phi Kappa Phi, 1992
 Drane Lester Award (Outstanding Undergraduate in English), 1989

CONFERENCE PRESENTATIONS (selected)

- “Funding Professional Development Programs in the Lean Years,” Conference on College Composition and Communication. San Francisco, March 18, 2005.
- “Validating AAVE through Directed Self-Placement at a Regional University.” Conference on College Composition and Communication. San Francisco, March 19, 2005.

- “Transforming the Outcomes Statement into Expectations for Entering College Writers.”
Conference on College Composition and Communication. San Antonio: March 24-27, 2004.
- “A “TOTAL” Overhaul: From Composition House to Writing Program Home.” Council of Writing Program Administrators Annual Conference. Grand Rapids, MI. July 2003.
- “Getting Tenure as a WPA in a Composition-Phobic English Department.” Conference on College Composition and Communication. Chicago, IL: March 20-23, 2002.
- “Getting ‘There’ From Here: A Polylog on Possibilities for Professional Development in Writing Studies.” Conference on College Composition and Communication. Minneapolis, MN. April 12-15, 2000.
- “Making a Tenurable Identity Visible: The Rhetoric of Tenure Portfolios.” Conference on College Composition and Communication. Atlanta, GA. March 25-28, 1999.
- “Resuscitating the Research Paper.” Panel Respondent. National Council of Teachers of English National Conference. Nashville, TN. Nov. 19-24, 1998.
- “Reconsidering Reflexivity in Qualitative Research: What Research Participants can Tell Us About the Value of Reflexivity.” Conference on College Composition and Communication. Chicago, IL. April 1-4, 1998.
- “If Buying a Car From a Friend Can Mean Trouble, What Happens When Friends Become Research Participants (and Participants Become Friends)?” 1997 Conference on College Composition and Communication. Phoenix, Arizona. March 12-15, 1997.
- “The Authority to Evaluate Without the Authority of Experience?: Exploring the Complicated Relationships Among Seasoned and Novice Instructors in a Portfolio-Based Writing Program.” Conflict and Consensus: Exploring Diversity and Standards in the Portfolio Movement (an NCTE-sponsored conference). New Orleans, LA. January 16-18, 1997.
- “Cover(t) Letters: How New Graduate Instructors Experience Portfolio Evaluation.” Conference on College Composition and Communication. Milwaukee, Wisconsin. April 1996.
- “Talking About Race and Racism in the Classroom.” Celebration of Teaching and Diversity Faculty Conference. Louisville, Kentucky. 1996.
- “Teaching Assistants, Authority, and Ideological Becoming.” Conference on College Composition and Communication. Washington, D.C. April 1995.

- “Professional Development for Graduate Students and Those Who Mentor Them.”
Presenter. Pre-Conference Workshop. Conference on College Composition and
Communication. Washington, D.C. April 1995
- “Portfolio Pedagogy and Teacher Reflexivity.” National Council of Teachers of English
Conference on Portfolios, Reflection, and Teacher Research. Baltimore, Maryland.
1994.
- “Beyond Black and White: Confronting Personal Prejudices Through Writing.” 1993
Alabama-Mississippi Conference on Social Work Education. Cleveland, Mississippi.
- “The New ‘Lost Cause’: Considering Difference at Ole Miss.” National Council of Teachers
of English Conference. Louisville, Kentucky. November 18-21, 1993.
- “The Problem of Merlin’s Pardon in Walker Percy’s Lancelot.” Twentieth-Century
Literature Conference. Louisville, Kentucky. February 1993.
- “Teaching Conflict: Negotiating Literacies in the Classroom.” Conference on College
Composition and Communication. San Diego, California. April, 1993

Research Interests

Writing teacher development; Secondary-College transitions and connections; Portfolio
assessment; Writing’s role in the university; Disciplinary enculturation processes; Ethics of
qualitative research in composition

ADMINISTRATIVE EXPERIENCE

Director of Composition, University of Tennessee at Chattanooga, 1998-present

Duties include designing and implementing a consistent writing program philosophy;
coordinating course design and teaching for developmental, standard, and ESL freshman
composition courses; hiring, training, and supervising a teaching staff of 25 faculty; offering
or coordinating professional development opportunities for writing faculty; designing and
evaluating writing placement exams; negotiating grievances among students and teachers;
advising students about transfer credit for writing courses; and serving as a link between the
administration, non-writing faculty, and writing faculty to communicate the needs of our
writing students and the most recent research on the teaching of writing in various
disciplines.

Assistant Director of Composition, University of Louisville, 1993-95

Duties included mentoring new teaching assistants; team-teaching the graduate
seminar for new teaching assistants; approving transfer and placement credit for composition
classes; planning and leading workshops and orientation meetings; scheduling and staffing
courses; and handling student grievances.

Assistant Director of Freshman English, University of Mississippi, 1991-92

Duties included planning workshops for teaching staff; choosing textbooks and coordinating textbook orders; acting as a liaison between students and graduate instructors; and coordinating graduate instructors' teaching schedules.

Related Administrative Experience

Harvard University Management Development Program, Summer 2005

WPA Assessment Institute, Summer 2003

Author, English Department Self-Study for Program Review, 2001-02

WPA Workshop for New Writing Program Directors, Summer 1999

Writing Program Assessment Project, University of Louisville, 1996

Preparing Future Faculty Conference, Ohio State University, 1995

Grant Writing Workshop, University of Louisville, 1995

Leader, Portfolio Discussion and Research Group, University of Louisville, 1992-96

TEACHING EXPERIENCE**English 557-Teaching College Writing (UTC)**

Introduction to current research in composition theory and practice for new graduate instructors.

English 555-Proposals and Prospectus Writing (UTC)

This graduate course introduces students to the rhetorical strategies and persuasive methods used in writing complex persuasive documents. Types of writing in the course include in-house and external funding proposals, scholarly and technical proposals, and critical examinations of published Requests for Proposals.

English 550-Grant Writing Workshop

This graduate course gives students instruction and practice in planning and composing funding proposals for nonprofit, educational, and arts-related projects.

English 513-Writing for Publication (UTC)

This graduate writing course teaches students to write such documents as personal essays, book reviews, profiles, and proposals—all with an eye toward getting their work published. Thus, the course also addresses strategies for writing query letters and analyzing the publishing market.

English 500-Introduction to Graduate Studies: Methods and Bibliography (UTC)

This course introduces students to key disciplinary components of Rhetoric and Composition, including its various research interests and pedagogical practices. Students study and practice a variety of research methods and methodologies used in the field.

English 410-Approaches to Composition (UTC)

This course introduces English education majors to the contemporary theory and practice of teaching writing. Particular emphasis on using students' writing to illustrate important theoretical and practical principles.

English 331-American Women Writers (UTC)

This course introduces students to major themes of American women writers, including motherhood, financial independence, social agendas, and self-fulfillment. Students read poetry, fiction, and plays from the 19th and 20th centuries.

English 309-Advanced Composition (University of Louisville)

A computer-assisted course examining academic and other literacies, using critical narrative as well as traditional and diverse academic discourses.

English 279-Writing for the Human and Social Sciences (UTC)

An introduction to the theory and practice of writing used in the human and social sciences. Particular emphasis on conducting and writing research in these areas, as well as writing summaries, interview documentation, and incident reports.

English 278-Scientific Writing (UTC)

The theory and practice of science writing. Emphasis on communicating with scientific and lay audiences through review articles, reports, abstracts, and book reviews.

English 277-Professional Writing (also taught as University of Louisville's English 306)

In this course students practice writing that occurs in business and professional settings; such texts include memoranda, good and bad news letters, reports, and proposals. Special emphasis on developing awareness of audience and corporate cultures.

English 133-Introduction to Literature

In this course students examine the basic literary forms of poetry, fiction, drama, and the literary essay. Special emphasis on understanding plot, point of view, character, setting, voice, imagery, narration, metaphor, and dialogue.

English 105-Freshman Composition-Honors (University of Louisville)

A computer-assisted Honors course that introduces students to college-level thinking, reading, and writing. Special emphasis on rhetorical situation, revision, and research techniques.

Intermediate Composition (UTC's English 122/UofL's Engl. 102/UM's Engl. 102)

The second semester of the freshman composition sequence, this course focuses on research processes and academic writing as a genre.

Introductory Composition (UTC's English 121/UofL's Engl. 101/UM's Engl. 101)

The first semester of the freshman composition sequence, this course focuses on the writing process (invention, drafting, revision) and varying writing for particular audiences.

Writing Instructor, Young Minority Scholars Program

In this University of Louisville summer program, I instructed African-American middle school students in writing, library research, and word processing. Each student worked individually with a faculty mentor and me to produce a written independent research project.

Instructor, Project P.A.C.E, University of Mississippi

In this program for rising high school seniors, I taught writing and Greek mythology in a semester-long seminar.

WORKSHOPS AND CONSULTING (selected)

Superintendent's Academy for Teachers of Writing. Hamilton County (TN) Department of Education. July 25-29, 2005.

"Writing for Graduate Success," UTC School of Nursing, annually, Spring 2004-present.

"Using Nonfiction to Build Critical Literacy," Tennessee Higher Education Commission-funded workshop for grade 6-12 teachers in multiple counties, June 21-25, 2004.

"The Role of Nonfiction in a Standards-Based Curriculum," Hamilton County (TN) Department of Education, August 2003.

"National Trends in Freshman Composition," Alcorn State University (Mississippi), April 2003.

"Expectations for Entering College Writers," Hamilton County (TN) Department of Education, March 2003.

"Critical Writing in the Disciplines," WAC workshop for Southern Connecticut State University, January 2003.

"Effective Report Writing." Senior Carpet Inspector Course, Academy of Textiles and Flooring, Chattanooga, bi-annually, 1999-2005.

"High School Literacy Curriculum Reform," Public Education Foundation of Chattanooga via Carnegie Corporation's Schools for a New Society Grant.

"Assessing Student Writing: Working Smart Not Hard," Chattanooga School for the Arts and Sciences, October 2002.

"Teaching Reading and Writing in the South," THEC-funded workshop for grade 6-12 teachers in multiple counties, Summer 2002.

"Responding to Student Writing: Do It Better, Do It Less," Hamilton County (TN) Department of Education, August 2002.

"Tapping Regional Identities to Improve Student Reading And Writing." THEC-funded workshop for grade 6-12 teachers in multiple counties, Summer 2001.

"Designing Effective Writing Assignments," Writing Across the Curriculum Workshop, UTC, August 2001.

“Teaching Writing as Reflective Practice: Tapping Regional Identities to Improve Student Writing.” THEC-funded workshop, Summer 2000.

PROFESSIONAL SERVICE

Chair, WPA Conference Local Arrangements Committee for 2006 Meeting, current
Member, Editorial Advisory Board, Bedford/St. Martins Press, 2004-current
Member, Carnegie Committee on the Transition from High School to College, 2002-2004
Chair, University of Louisville English PhD Alumni Association, 2002-present
Reviewer, Composition Studies, current
Reviewer of new manuscripts, Bedford/St. Martin’s Press, current
Reviewer of new manuscripts, Prentice Hall, current
Reviewer of new manuscripts, McGraw-Hill, current
Reviewer of new manuscripts, Allyn & Bacon/Longman, current
Member, Local Arrangements Committee, 1998 NCTE National Conference (Nashville)

UNIVERSITY SERVICE

Member, Selection Committee, Faculty Fellows, 2002-03; 03-04; 04-05; 05-06
Member, Part-Time Faculty Committee, 2001-02
Member, Senior Instructional Developer Search Committee, Fall 2001
Member, Faculty Development Committee, 2000-present
Member, Faculty Council (elected by peers), 1998-2000
Member, Honor Court (elected by peers), 1998-2000
Member, Faculty Research Committee, 1999-2000 and 2001-02
Chair, Ad-Hoc Committee on Intensive Writing Requirement, 1998-99
Invited Speaker, “Becoming an Effective Writing Tutor.” College Access Program, 1999.
Member, UTC Women’s Studies Advisory Board, 1998-99
Invited Presenter, “Solving Three Writing Problems,” College of Arts and Sciences Teaching Excellence Workshop, April 1998.
Judge, Delta Sigma Theta’s Annual Oratorical Contest for High School Seniors, 1998.
Member, UTC Classroom Technology Committee, 1997-98

DEPARTMENTAL SERVICE

Chair, Faculty Reappointment Committee
Author, English Department Undergraduate Program Self-Study for Program Review, 2001
Chair, Assistant Professor (Rhetoric) Search Committees, 2001-02 and 2003-04
Member, Assistant Professor (Rhetoric) Search Committee, 2000-2001
Member, Department Head Search Committee, 1998-2001; 2004-05
Chair, Composition Committee, 1998-present
Member, Graduate Studies Committee, 1999-present
Member, Advisory to Head Committee, 1998-present
Member, Academic Schedule Committee, 1998-99
Lecturer, TAKE FIVE program, July 1998

Presenter, Portfolio Evaluation workshop for Freshman English instructors, Summer 1998

Presenter, Peer Response workshop for Freshman English instructors, Summer 1998

Member, Ad hoc committee to determine departmental resources needed to implement general education writing requirements, 1998

Coordinator, Student Writing Internship with Chattanooga Orthopaedic Group, 1997-98

Member, Composition Committee, 1997-98

Advisor to undergraduates, 1997-current

Placement exam reader, 1997-current

Member, Computer Pedagogy Committee, 1997-current

Co-Organizer, Computer Pedagogy Workshop with Dr. Will Hochman, 1997

Presenter, UTC English department Works in Progress colloquium, 1997

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Council of Writing Program Administrators

National Council of Teachers of English

Conference on College Composition and Communication