

# Karen Kaiser Lee

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Youngstown State University  
One University Plaza  
Youngstown, OH 44555

## Education

### **PhD in English**

Primary area:  
Secondary areas:

### **Purdue University**

Rhetoric and Composition  
Professional and Technical Writing  
Rhetoric, Technology, and Digital Writing

Dissertation:

*From Telling to Transforming: Rhetorical Invention and the Genre of the Research Paper*

Committee:

Richard Johnson-Sheehan (chair), Jennifer L. Bay,  
Linda Bergmann, Patricia Sullivan

### **MA in English**

Primary Area:  
Thesis:

### **Florida State University**

Literature  
*“He Cannot be a Gentleman which Loveth not Hawking and Hunting”:  
Reading Early Modern Hunting Treatises as Conduct Books*

Committee:

Bruce Boehrer (director), Daniel Vitkus, Nancy Bradley Warren

### **BA in English**

Minor:

### **The University of Florida**

Journalism

## Teaching Experience

Youngstown State University  
Assistant Professor  
Department of English  
2011 – present

## Undergraduate Courses

**Professional and Technical Communication:** Genre-focused, rhetorically grounded approach to the subject. Projects include employment documents; recommendation report; corporate communications analysis and practice; and instructions. Students participate in peer review of drafts throughout the semester. Taught in classroom (5 sections) and via distance education (using Blackboard learning management system) (3 sections).

**Professional and Technical Editing:** Developed open-source software documentation editing project to provide students more in-depth experience with technical documents. Course uses Chicago and Microsoft style guides and includes comprehensive review of grammar, mechanics, and style. Emphasis is on the work of an editor, including queries, the editor-writer relationship, levels of copyediting, and electronic editing. (3 sections)

**Professional Writing Internship:** Interns provide regular updates via email, to encourage reflection throughout the semester, and so I can provide support to students as needed. At the end of the semester, students are asked to compose an essay reviewing their workplace experiences, along with a résumé and portfolio. (3 sections)

**Professional Writing Senior Project:** Developed syllabus and curriculum to include preparation for the workplace along with a semester-long project, which requires students to locate a client such as a non-profit agency or small business. I am working with the area chapter of the Society for Technical Communication to bring working professional writers to speak to the class. (Course developed; scheduled for Spring 2015)

**Writing 2:** Second semester, first-year writing course emphasizing methods of inquiry. I ask students to find an issue affecting the community and make that the focus of their research efforts. Developed assignments based on David A. Jolliffe's *Inquiry and Genre: Writing to Learn in College*. These include an annotated bibliography; literature review; collecting and analyzing primary data; and a genre-based, researched argument. (3 sections)

**Writing for Online Environments:** Developed syllabus and curriculum to include the study, analysis, and use of social media along with multimedia composition. Projects include: podcast, video, regular use of social media with an emphasis on its use in business communication, basic web design, website usability study, and online portfolio. Students also write project proposals, regular progress reports, and reflections on their work for each multimedia assignment. (2 sections)

## Graduate Courses

**Document Design and Production:** Developed syllabus and curriculum to introduce theories of design and visual rhetoric. After introduction to design theory the course transitions to a studio format that includes weekly in-class design projects followed by whole class review and commentary. Course work includes reader responses; leading a class discussion; composing a rhetorical analysis of a document; weekly design projects; and document design/redesign project. Weekly design work is evaluated in an end-of-semester portfolio. While providing some basic instruction and guidance on how to use Adobe Creative Suite software, I encourage students to teach themselves and each other how to use these programs. (2 sections)

**Professional and Technical Editing:** Developed open-source software documentation editing project to provide students more in-depth experience with technical documents. Course uses Chicago and Microsoft style guides and includes comprehensive review of grammar, mechanics, and style. Emphasis is on the work of an editor, including queries, the editor-writer relationship, levels of copyediting, and electronic editing. (2 sections)

**Professional Writing Internship:** Interns provide regular updates via email, to encourage reflection throughout the semester, and so I can provide support to students as needed. At the end of the semester, students are asked to compose an essay reviewing their workplace experiences, along with a résumé and portfolio. (2 sections)

**Publications Issues and Management:** Developed syllabus and curriculum to include research, discussion, writing, and hands-on work. Topics include the history and future of the book, copyright, libel, Creative Commons, and digital publication. (1 section)

**Special Topics in Professional Communication – Science Communication:** Developed syllabus and curriculum to examine the topic in four broad categories: representations of science in popular culture; how scientists communicate with each other; how scientists communicate with the public; how scientific findings are communicated to the public; and how organizations document and investigate emergencies and disasters. (1 section)

**Technical Communication:** Developed syllabus and curriculum to introduce the subject from both academic and professional points of view. Students are introduced to the basics of successful business writing, genres, and rhetorical concepts like audience awareness. We discuss current issues in the field of professional and technical writing, both as an academic discipline and as a profession and explore the basic methods of research in professional and technical writing. (1 section)

# Purdue University

Graduate Instructor

Department of English

2006 – 2011

## Undergraduate courses

**Business Writing:** Introduced students to the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts. The main assignments are employment documents and white paper reports; the semester culminates in a collaborative service learning project. Taught traditionally (4 sections) and via distance education (using Drupal open source content management system) (2 sections).

**Introduction to Research Methods for Professional Writing Majors:** Developed ideas and methods for conducting research work in professional writing. Activities included collecting print and online information and analyzing these sources; interviewing, surveying, and conducting observations; and evaluating, summarizing, analyzing, and reporting research. Major assignments included an academic paper, research project proposal, multimedia instructional project with usability testing, and leading class discussion. (1 section)

**Introductory First-Year Composition:** Emphasized rhetorical knowledge, critical thinking, reading, writing, and technology. All multimedia work included a written component asking students to explain their rhetorical strategies so students were writing and analyzing in addition multimedia. Projects included music videos, podcasts, visual essays, and website design and analysis. (4 sections)

**Multimedia Writing:** Emphasized principles and practices of multimedia design, communication, and publishing with discussion, analysis, and hands-on activities. Collaboration encouraged with peer review sessions and collaborative projects. Projects included an exploration of personal branding, design software tutorial, a documentary video, and a digital portfolio. Computer mediated. (2 sections)

**Technical Writing:** Students learned effective strategies for communicating about and with technology, creating presentations of technical material in written and visual formats that are user centered, with an emphasis on audience awareness and writing for different contexts. In-class work encourages collaboration. Projects included a technical description, instruction set with a multimedia component, and an analytical report. (3 sections)

# Florida State University

Teaching Assistant

Department of English

2004 – 2006

## Undergraduate courses

**First-Year Composition and Rhetoric:** Presented writing as a recursive and often collaborative process of invention, drafting, and revising. Emphasized writing as both a personal and social act. Course included regular instructor-student conferences. Students conducted peer review sessions on each project. (3 sections)

**First-Year Writing Research:** Focused on critical writing and reading as well as engaging in all phases of the composing process, with an emphasis on research practices. Course included regular instructor-student conferences. Students conducted peer review sessions on each project. (3 sections)

**Individualized Instruction in Writing:** Working together in small tutorial sessions, students received individualized instruction and response to written work with the goal of assisting their overall development as writers. (1 section)

**Special Topics in Composition: Writing About Fashion and Style:** First-year writing course focused on teaching research and analytical reading skills. Developed syllabus and curriculum; lessons and assignments were arranged around historical and scholarly writing on the topic, along with clothing and fashion in popular culture. (2 sections)

## Scholarship

### Publications

“The Research Paper Project in the Undergraduate Writing Course: Some History.” *The New Digital Scholar: Exploring and Enriching the Research and Writing Practices of NextGen Students*. Randall McClure and Jim Purdy, editors. American Association of Information Science and Technology (ASIST) Scholarly Monograph Series. March 2013.

“Working it Out: Community Engagement and Cross-Course Collaboration.” With Jennifer L. Bay, Michael Salvo, and Mark A. Hannah. *Programmatic Perspectives* 2.2, September 2010.

## In Preparation

“Pain and the Research Paper: How We Talk to Students and Ourselves About Research Writing.” This essay analyzes the frequent references to pain and suffering found in work related to research paper instruction in composition. The pain is treated as a symptom of the tensions between the knowledge telling and knowledge transforming aspects of the assignment. Manuscript in preparation.

“The Practice of Research in the Online Historic Costuming Community.” For *Harlot: A Revealing Look at the Arts of Persuasion*. This online essay examines the research practices of historic costumers, with an emphasis on the idea of historical authenticity. Manuscript in preparation.

“The Awkwardness Project.” Multimedia essay with Lars Söderlund for *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. This collaboration explores the idea of awkwardness, silence, and pauses in conversation. In preparation.

## Current Research Project

“The Death of *Logos*: Why Facts and Data No Longer Persuade.” This study will include a historical review of how rhetoricians like Aristotle, Cicero, Quintilian, Saint Augustine, and Locke have defined and refined the meaning of *logos*, and will then move an exploration of postmodern skepticism and its rejection of the idea of “Truth” in relation to these various notions of how *logos* works. Then I will examine contemporary contentious issues such as global climate change and the anti-vaccine movement to further explore the decline in effectiveness of logical (and by extension scientific, data-based) appeals.

## Conference Presentations

“But My Mom Really Liked the Brochure I Made For Her”: A Professional Writing Program’s Problematic, Promising Encounter with Client-Based Service Learning. *Conference on College Composition and Communication*, Tampa, FL, March 2015. Accepted. (Refereed)

“#professionalwriter: Helping Students Visualize Themselves as Professional Writers.” Poster presentation. *Association of Teachers of Technical Writing Conference*, Indianapolis, IN, March 2014. (Refereed)

“Introducing Primary Research Skills to First-Year Composition Students.” *Conference on College Composition and Communication*, Las Vegas, NV, March 2013. (Refereed)

“Heuristic or Hermeneutic? What We Ask Students To Do When We Assign The Research Paper.” *Conference on College Composition and Communication*, St. Louis, MO, March 2012. (Refereed)

“Research 2.0: Reconfiguring the Research Paper Assignment.” *Computers and Writing Conference*, Purdue University, West Lafayette, IN, June 2010. (Refereed)

“Thawing Frozen Minds: The Possibilities of Using Re-enactment and Re-creation as a Way to Teach Students Research Skills.” *Forty-fifth International Congress on Medieval Studies*, Kalamazoo, MI, May 2010. (Refereed)

“The Areas of Their Expertise: Amateur Experts, the Internet, and Popular Culture Research.” *Joint Conference of the National Popular Culture and American Culture Associations*, St. Louis, MO, April 2010. (Refereed)

“Virtual Spaces, Places and People: Exploring Second Life and First-Year Composition.” Panel presentation with Mark Pepper, Morgan Reitmeyer, and Catherine Shuler. *Conference on College Composition and Communication*, New Orleans, LA, March 2008. (Refereed)

“The Poor, Italian Ladies: The Women of Italy as Viewed by English Travel Narrative Writers in the late 17th Century.” *Renaissance Comparative Prose Conference*, Purdue University, West Lafayette, IN, November 2005. (Refereed)

“Courtesans, Nuns, and Imprisoned Wives: Venetian Women in Early Modern English Travel Narratives.” *Aphra Behn Society for Women in the Arts Conference*, Daytona Beach, FL, October 2005.

“Instructing Hunters, Teaching the Nouveau Riche : Early Modern Hunting Manuals as Conduct Books.” *Rocky Mountain Medieval and Renaissance Association Conference*, Jackson, WY, June 2005.

## Campus Talks and Presentations

“Introduction to the Professional and Technical Writing Major and Minor.” University Honors and Scholars Program, Youngstown State University, Youngstown, OH, September 2014.

“Converting Projects and Assignments from Face-to-Face to Distance Education.” New Initiatives in Distance Education, Youngstown State University, Youngstown, OH, August 2014.

“Exploring Social Media: Twitter.” Better Learning with Technology Institute, Youngstown State University, Youngstown, OH, January 2012.

“Using Web-Based Self-Publishing Services in the Composition Classroom.” Poster presentation. Professional Writing Showcase, Purdue University, West Lafayette, IN, October 2008.

## Mentoring, Advising, and Administrative Work

- Advisor, Professional and Technical Writing undergraduate program,  
Youngstown State University 2011 – present  
Advise undergraduate PTW majors on scheduling course work to meet general education and program requirements; advise on internship opportunities and career goals.
- Advisor, YSU Graduate School publication (Frontiers) 2012 – present  
Duties include advising the student editor on content and layout, and proofreading and editing student work.
- Committee member, MA thesis: Elizabeth Z. Howell 2014
- Committee member, MA portfolios:
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|-------------------|------|
| Kayla Corbett     | 2013 |
| Rebecca Steh      | 2013 |
| Marlayne M. Tabor | 2012 |
| Eric Wrisley      | 2012 |
- Assistant Director, Professional Writing Program, Purdue University 2010 – 2011  
Mentored graduate student teaching assistants and continuing lecturers; conducted yearly teaching observations for program instructors; created a policy and pedagogy manual for professional writing instructors; introduced a series of professional development presentations for instructors.
- Mentor, Professional Writing Program instructors, Purdue University 2009 – 2010  
Worked with instructors new to professional writing, answering questions about program policy, courses, and assignments; teaching assistant for pedagogy course for new instructors; led tutorial sessions on design and multimedia programs; instituted informal luncheon meetings to give instructors opportunities to gather informally and exchange advice and information about teaching professional writing.
- Mentor, Students Engagement and Activism (@SEA), Professional Writing Program,  
Purdue University 2008  
Program for undergraduate PW majors that emulated elements of a study abroad semester and a service learning project. Mentored students and evaluated their performance on workplace, leadership skills; acted as a liaison between students and community partner.



## Service, Committees, and Professional Work

Reviewer, Composition Forum, 2014 – present

Chair, Public Relations, Recruitment, Awards, and Honors Committee,  
Youngstown State University 2014 – to present; committee member, 2011-2013

As chair, I am responsible for ensuring the committee meets its responsibilities to the department, which include awarding scholarships and student recognition, marketing and outreach work, planning the department's yearly awards banquet, and supervising the activities of the department's Student Advisory Council.

Member, Professional and Technical Writing Program Committee, Youngstown State University, 2011 – present

This committee evaluates PTW majors' senior capstone projects and presentations, and is responsible for the program's curriculum, as well as recruitment for the major.

Member, Faculty Development Committee, Department of English, Youngstown State University, 2014 – present

Member, Graduate Program Committee, Department of English, Youngstown State University, 2014 – present

College of Liberal Arts and Social Sciences representative, Professional Development and Scholarship Committee, Youngstown State University, 2014

Member, Departmental Governance Document Committee, Department of English, Youngstown State University, 2013 – 14

Member, Undergraduate Curriculum Committee, Department of English, Youngstown State University, 2013 – 14

Member, Composition Committee, Department of English, Youngstown State University, 2011 – 2013

Member, hiring committee for position of Assistant Professor of Composition and Professional and Technical Writing, Department of English, Youngstown State University 2013

Member, hiring committee for position of Assistant Professor of Early American Literature, Department of English, Youngstown State University, 2012

Activity sessions leader, Youngstown State University English Festival, 2013 – 2014

Faculty volunteer, YSU Media Job Fair, 2013

Judge, QUEST Undergraduate/Graduate Student Research Competition, 2012

Session chair, “Multi-Authored Realities: Exploring Receptions of and Depictions of Game Worlds.” Computers and Writing Conference, Purdue University, West Lafayette, IN, June 2010

Member, Professional Writing Program Goals, Means, Outcomes, and Textbook Review Committee, Purdue University, 2009

Writing Across the Curriculum Writing Assessment, Department of Electrical and Computer Engineering, Purdue University, 2008 – 2011

Member of group performing holistic assessment sessions of second year engineering students’ writing samples; evaluated senior engineering students’ written work (design reports, essays, and employment documents).

Member, Composing With Popular Culture Introductory Composition at Purdue (ICaP) Syllabus Approach Development Committee, 2008

Web Master, Writing Your Way into Purdue ICaP Syllabus Approach Committee, Purdue University, 2006-07

Member, First-Year Writing Committee, Florida State University, 2005-06

## Honors and Awards

Graduate Research Assistant grant (\$854). “The Death of Logos: Why Facts and Data No Longer Persuade.” Youngstown State University, 2014.

William H. and Ruth E. Crouse Scholarship, Promising Scholar in Professional Writing (\$2500). Purdue University, 2007.

The Quintilian Award for Teaching, Top 15 Percent, PICES Teacher Evaluations Department of English, Purdue University, 2007.

## Professional Memberships

National Council of Teachers of English  
Conference of College Composition and Communication  
The Association of Teachers of Technical Writing