

Kenny Smith

kennyandrewsmith@ucsb.edu
Continuing Lecturer – Writing Program
University of California, Santa Barbara

Education

Areas of specialization: Scientific communication, program/curriculum assessment, media literacy, and introductory writing pedagogy.

Ph.D. English—Composition/Rhetoric, University of Louisville, December 2014.

M.A. English—Composition/Rhetoric, Middle Tennessee State University, May 2007.

B.A. English—Creative Writing, Minnesota State University Moorhead, May 2003.

Selected Publications and Conference Presentations

“Narrative Abundance in Scientific Communication Classrooms.” With Karen Lunsford, Amanda Stansell, Rebecca Chenoweth, and Kara Mae Brown. *The College Composition and Communication Conference*. Spokane, WA. April 3-6, 2023 (Forthcoming).

“The Role of Life Writing about Scientists in the Composition Classroom.” *Writing Research Across Borders*. Trondheim, Norway. February 18-22, 2023.

“Cynical and Captivated Publics: Pedagogical Strategies for Navigating the Scylla and Charybdis of Audience Engagement in Science Communication.” *National Council of Teacher’s of English (NCTE) Annual Convention*. With Karen Lunsford, Amanda Stansell, Rebecca Chenoweth, and Doug Bradley. Anaheim, CA. November 17-20, 2022.

“Collaborative Writing Placement as a Model for Empowering Students and Fostering Equity.” *The College Composition and Communication Conference*. With Sarah Hirsch, Leslie Hammer, and Madeleine Sorapure. Chicago, IL. March 9-12, 2022.

“Truth, Propaganda, and Textual Power: A Pedagogy for Combatting Cynicism in the Post-Truth Era.” In *Reading and Writing Instruction in the Twenty-First Century: Recovering and Transforming the Pedagogy of Robert Scholes*. Edited by Ellen Carillo. *Utah State University Press*. 2021.

“Making Space for Equity with Placement: Collaborative Writing Placement Programs at UC Davis, Irvine, Santa Barbara, and Santa Cruz (Part Two)” With Tanner WouldGo, Sarah Michals, Trish Serviss, Jennifer Burke Reifman, Allison Dzuiba, Sarah Hirsch, and Daniel Gross. *The UC Writing Programs Conference*. Virtual. January 29-30, 2021.

- “It’s All BS: Teaching Media Literacy in the Post-Truth Age.” *USC Regional College Composition and Communication Conference*. Virtual. December 18-19, 2020.
- “The Myth of the Conscious Writer: Embodiment, Transfer, and the Tacit Dimension of Practice.” *The Conference on College Composition and Communication*. Pittsburgh, PA. March 13-16, 2019.
- “You’re Not Alone: Marginalized Students, Introductory Writing, and the College Transition.” *UC Writing Program Conference*. Merced, CA. November 2-3, 2018.
- “Serious Games as Sites of Practicing Research.” With Robert Terry and Lisa Dusenberry. *Computers and Writing*. Fairfax, VA. May 24-27, 2018.
- “Science, Neutrality, and the Composition Classroom in the Age of Trump.” *The Conference on College Composition and Communication*. Kansas City, MO. March 14-17, 2018.
- “How to Write with Statistics: Cultivating a Better Understanding of Science in the FYC Classroom.” *The Conference on College Composition and Communication*. Portland, OR. March 15-18, 2017.
- “Building a Common Playground: Making Meaningful Gamification for Composition.” With Barrie Olson, Stephen Cohen, and Robert Terry. *Watson Conference*. Louisville, KY. October 16-18, 2014.
- “Beyond Gold Stars: Making Gamification Meaningful and Valuable for Students.” With Barrie Olson, Stephen Cohen, and Robert Terry. *The Conference on College Composition and Communication*. Indianapolis, IN. March 19-22, 2014.
- “Revising the ‘Writing-about-Writing’ Course: Developing Skillful Writing Learners through Course Document Analysis.” *The Conference on College Composition and Communication*. Atlanta, GA. April 6-9, 2011.
- “Abolition Incarnate: William Lloyd Garrison and the Construction of Identity in the Liberator’s ‘Refuge of Oppression’ column.” *Rhetoric Society of America*. Minneapolis, MN. May 28-31, 2010.
- “From Transfer to Negotiation: Examining the Uses and Limitations of the Transfer Metaphor.” *Writing Across the Curriculum*. Bloomington, IN. May 20-23, 2010.
- “Rethinking Student Resistance in Peer Tutoring Programs.” *The Conference on College Composition and Communication*. Louisville, KY. March 17-20, 2010.
- “Guerrilla Marketing Operations: Using In-Class Workshops as Advertising Space for the Writing Center.” With Mark Rickert. *International Writing Center Association*. Houston, TX. April 13, 2007.
- “On Writing Good: Assisting Students with Humorous Prose in the Writing Center.” *National Conference on Peer Tutoring in Writing*. Ann Arbor, MI. November 12, 2006.

Teaching Experience

Lecturer, University of California, Santa Barbara, 2016-Present.

Writing 1, Approaches to University Writing
Writing 2, Academic Writing
Writing 2E, Academic Writing for Engineers
Writing 50E, Writing and the Research Process for Engineers
Writing 105CD, Writing with Code
Writing 105P, Writing and the Philosophy of Language
Writing 105PD, Writing for Public Discourse
Writing 105SW, Science Writing for the Public
Writing 107B, Business and Administrative Writing
Writing 107T, Technical Writing
Writing 109SS, Writing for Social Science
Writing 109ST, Writing for Science and Technology
Writing 159A, Scientific Literacy

Part-time Lecturer, University of Louisville, 2012-2016.

English 101, Introduction to College Writing
English 102, Intermediate College Writing
English 306, Business Writing

Graduate Teaching Assistant, University of Louisville, 2007-2012.

English 101, Introduction to College Writing
English 102, Intermediate College Writing
English 311, American Literature I

Graduate Teaching Assistant, Middle Tennessee State University, 2006-2007.

English 101, Expository Writing

Service

Co-Chair, Writing Placement Committee. Summer 2020-Present.

- Helped launch UCSB's Collaborative Writing Placement (CWP), a program that placed almost 3000 students in 2020-2023 and is designed to grant students more agency in determining which writing course is the best place to start their educational journey.
- Assisted with the design of the placement instrument, which includes two Gauchospace sites, a 22-question survey, sample course materials, and former student videos.
- Spearheaded the survey's migration to Qualtrics after Gauchospace was retired in 2023.
- Participated in the assessment of the program, which included developing methods for coding participants' reflective responses and conducting student interviews.
- Co-directed workshops on scoring the placement results with writing program faculty.
- Participated in cross-campus meetings with faculty from Irvine, Davis, and Santa Cruz, along with UCOPE meetings about the future of writing placement across the UC system.
- Collaborated with members from across the campus, including English for Multilingual Students, Academic Advising, the Engineering Program, and other stakeholders.
- Managed student messaging throughout the history of the CWP, which included responding to emails and helping craft messages about placement results.

Co-Chair, The Role of Reading in Composition Studies SIG, Fall 2022-Present.

- Co-presented at virtual workshops for the 2022 & 2023 CCCC, facilitating the conversation for the break-out groups on contemporary approaches to reading pedagogy

Member, Professional Writing Minor Committee. Fall 2022-Present.

- Helped coordinate the Science Communication track along with Amanda Stansell.
- Presented at informational sessions designed to provide students with details about the program.

Member, Writing 1 Committee, Fall 2017-Present.

- Assisted with the update of Writing 1 outcomes for UCSB's Collaborative Writing Placement program.
- Attended meetings to share pedagogical strategies and introduce new instructors to the curriculum.

Member, Raab Writing Fellows Committee. Summer 2017-Summer 2023.

- Evaluated and provided feedback for 2017-2021 submissions to the program, which provides funding for students to work on a year-long writing project with the assistance of a faculty mentor.
- Mentored four student projects (Ash Phommasa, Madeleine Jones, Annika Erickson, and Dianna Mendoza) on topics ranging from procrastination in the writing classroom to the plight of undocumented immigrants in the food service industry.

Member, *Starting Lines* Committee. Fall 2019-Summer 2023.

- Evaluated essays for the 2017, 2019-2023 reader showcasing the best writing from UCSB's introductory courses. Served as a judge for the 2022 Mashey Bernstein award.
- Printed and organized award certificates for the 2018-2020 Starting Lines Publication Event.

Member, Engineering Writing Committee. Fall 2016-Summer 2020.

- Helped organize the 2017-2019 Engineering Writing Celebration and Awards Events, which included printing certificates and evaluating award submissions.
- Attended meetings where we discussed textbook choices, shared pedagogical techniques, and introduced new instructors to the curriculum.

Reader, Advanced Writing Placement Exam (AWPE). Fall 2016-Spring 2020.

- Scored standardized exam submissions that determine where students are placed in the composition sequence.
- Worked during the "big read" in 2017-2020, which involves examining hundreds of placement exams from students around the state on a digital internet platform.

General Education Assessment Coordinator, Spring 2017-Spring 2019.

- Managed the campus-wide general education assessment for the writing program, which involved recruiting volunteers to evaluate writing samples and attending meetings about the results.
- Evaluated samples from scientific, technical, and introductory writing courses.
- Audited Linda Adler-Kassner's graduate-level course on writing assessment.

Presenter, writing workshop for Chinese physics students (UCSB Extension). Summer 2019.

Presenter, graduate-level composition course (Writing 502C).

- “Truth, Propaganda, and Textual Power: A Pedagogy for Combatting Cynicism in the Post-Truth Era.” Spring 2020.
- “What Biology Memoirs Tell Us about the Changing Nature of Scientific Discourse,” Spring 2019.
- “The Myth of the Conscious Writer: Embodiment, Transfer, and the Tacit Dimension of Practice.” Spring 2018.
- “Beyond Negative Transfer: Snags, Crises, and Teaching Students How to Cope with Failure.” Spring 2017.

Professional Development

Attendee, *Rise Institute*. University of California, Santa Barbara. Summer 2020 & Summer 2021.

- Participated in two five-week workshops designed to help faculty move their courses online in response to the coronavirus pandemic.
- Studied an assortment of scholarship on best remote teaching practices, including topics ranging from ungrading practices to facilitating synchronous classroom discussions.

Attendee, *Rhetoric Society of America Summer Institute*. Virtual. Summer 2021.

- Participated in a seminar on “The Rhetoric of Dark Times,” which explores the public discourse and rhetorical abuses that occur during dark moments in world history.
- Participated in a workshop on “Rhetoric and Life Writing” investigating the reasons behind the recent boom of memoirs and the function they serve in the post-truth era.

Other Professional Experience

Assistant Director of the Writing Center, University of Louisville, 2009-2010

- Conducted and designed workshops on topics ranging from sentence-level mechanics to the scientific literature review for university staff members and disciplinary classes.
- Mentored and conducted evaluations of incoming tutors.
- Designed and conducted a small assessment project on how writing center tutors help facilitate transfer.

Teaching Assistant, University of Louisville, 2008-2009

- Assisted Suzette Henke with Medical Narrative, a literature course for fourth-year students in the University of Louisville’s nationally recognized medical school.
- Evaluated student essays, designed PowerPoint presentations for lectures, and assisted with class discussions.

Graduate Student Administrator of the Writing Center, Middle Tennessee State University, 2006-2007

- Coordinated the Writing Fellows program, a WAC initiative that placed writing center tutors into communications, physical science, music, and women’s studies classes.
- Mentored and conducted evaluations of new writing center tutors.