

Ruth Li

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## EDUCATION

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**Ph.D., English and Education, University of Michigan, Ann Arbor, MI** 2017-2022

Dissertation: “An Examination of Nuance in Students’ Literary Interpretive Writing”

Committee: Anne Ruggles Gere (Co-Chair), Mary Schleppegrell (Co-Chair), Megan Sweeney, and John Whittier-Ferguson

**M.A.T., Secondary English Education, Brown University, Providence, RI** 2013-2014

Teacher Research Project: “Engaging Students in Shakespeare through Performance”

**B.A., English (with Honors), Minor in Economics, Wellesley College, Wellesley, MA** 2009-2013

Thesis: “Revelatory Words and Images: William Blake and the Artist’s Book”

## ACADEMIC SPECIALIZATION

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Writing Studies, Literacy Studies, First-year Writing, Literary Interpretation, Applied Linguistics, Writing in the Disciplines, Writing Development, Writing Assessment, Composition Pedagogy

## FELLOWSHIPS & SCHOLARSHIPS

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University of Michigan Rackham One-Term Dissertation Fellowship (\$11,217) 2021

University of Victoria Digital Humanities Summer Institute Tuition Scholarship (\$350) 2020

Computers and Composition Digital Press Digital Fellowship 2019-2020

University of Michigan Regents’ Fellowship (\$19,700) 2017

Woodrow Wilson National Fellowship Foundation 2013

Woodrow Wilson-Rockefeller Brothers Fund Fellowship for Aspiring Teachers of Color (\$30,000)

Brown University Graduate School Tuition Scholarship (\$10,000) 2013

Wellesley in Washington Internship (\$3000) 2012

## WRITING HONORS

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Honorable Mention, Nebraska Shakespeare Anne Dittrick Sonnet Writing Contest 2017

Departmental Honors, Wellesley College English Department	2013
Winner, Wellesley College Ching Jen Lum Creative Writing Prize (\$100)	2013

## GRANTS

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Modern Language Association (MLA) Annual Convention Travel Grant (\$55)	2020
University of Michigan Rackham Graduate Student Research Grant (\$220)	2020
University of Michigan Rackham Supplemental Block Grant for Curricular Development (\$4000)	2020
University of Michigan Rackham Professional Development Grant (\$400)	2020
Computers and Writing Conference/Graduate Research Network Travel Grant (\$150)	2018
University of Michigan English Department Conference Travel Grant (\$800 annually)	2018, 2019, 2020
University of Michigan Rackham Conference Travel Grant (\$800 annually)	2017, 2019, 2020

## PUBLICATIONS

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### Journal Articles

“Communal Justicing: Writing Assessment, Disciplinary Infrastructure, and the Case for Critical Language Awareness,” co-written with Anne Ruggles Gere, Anne Curzan, J. W. Hammond, Sarah Hughes, Andrew Moos, Kendon Smith, Kathryn Van Zanen, Kelly L. Wheeler, and Crystal J. Zanders. <i>College Composition and Communication</i> 72.3: 384-412 (peer-reviewed).	2021
“Visualizing Essay Elements: A Color-coding Approach to Teaching First-year Writing,” <i>Journal of Interactive Technology and Pedagogy</i> (editorially reviewed).	2020
“Affordances and Limitations of the ACCUPLACER Automated Writing Placement Tool,” co-written with Sarah Hughes, Tools & Tech Forum, <i>Assessing Writing</i> 41: 72-75 (editorially reviewed).	2019
“Henri Chopin: The Poetry of Sound and Space,” <i>Journal of Artists' Books</i> 40: 14-24 (peer-reviewed).	2016

### Contributions to Edited Collections

“Color-coding and Annotating a Sample Essay” and “Collaboratively Constructing Knowledge in a Socratic Seminar” for publication in <i>Dynamic Activities for First-Year Composition</i> , NCTE, forthcoming, pending peer review.	-- -- --
“In the Stirrings of the Chrysalis: Liminality, Embodiment, and Transfiguration,” for publication in <i>Recollections from an Uncommon Time: 4C20 Documentarian Tales, Studies in Writing &amp; Rhetoric (SWR) Series</i> , CCCC/NCTE, forthcoming (digital collection).	-- -- --

**Submitted for Review**

“Response to Shawna Shapiro,” co-written with Anne Ruggles Gere, Anne Curzan, J. W. Hammond, Sarah Hughes, Andrew Moos, Kendon Smith, Kathryn Van Zanen, Kelly L. Wheeler, and Crystal J. Zanders, Interchanges, *College Composition and Communication*. --- --

“Creating Connections, Conversations, and Collaboration Through Digital Networks: The Computers and Composition Digital Press,” co-written with Amber Buck, Lacy Hope, Bailey Lang, Mandy Olejnik, Charles Woods, and Ja’La Wourman, *Computers and Composition*. --- --

**In Preparation**

“An Examination of Nuance in Students’ Literary Interpretive Writing,” for submission to *Written Communication*. --- --

“To Render Interpretation Visible: Cultivating an Attention to Essay Writing,” for submission to *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*. --- --

“Close Reading in Theory and Pedagogy,” co-written with Elizabeth Hutton. --- --

“The Future as Collaborative: Reading, Writing, Research,” editors’ introduction to *Research in the Teaching of English* 57.1, co-written with Gerald Campano, Amy Stornaiuolo, Ebony Elizabeth Thomas, Naitnaphit Limlamai, and Michelle Sprouse, forthcoming in 2022. --- --

Review of *Tacit and Explicit Knowledge* by Harry Collins, *Composition Forum*, special issue on the discourse-based interview, forthcoming in 2022. --- --

**Reviews**

Review of *Digital Rhetoric: Theory, Method, Practice* by Douglas Eyman, *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* 23.2. 2019

Review of MLA Session 485: “Liminality and the Digital Turn,” Modern Language Association Annual Convention. *Sweetland Digital Rhetoric Collaborative*. 2019

“Technologizing the Arts and Humanities through Embodied Technologies: A Reflection on the GPACW Pre-conference Workshop,” Review of “Exploring Embodied Technologies,” Great Plains Alliance for Computers and Writing. *Sweetland Digital Rhetoric Collaborative*. 2017

**PUBLIC WRITING**

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**Teaching Resources**

“Teaching Disciplinary Writing Using Google Ngrams,” *Visualizing Objects, Places, and Spaces: A Digital Project Handbook* (peer-reviewed). 2020

“Analyzing Rhetorical Appeals: A Lesson for College Students,” *The MLA Style Center* (invited contribution). 2020

“A Conscious Craft: An Approach to Teaching Collaborative, Computer-mediated Composition,” 2018  
*Online Literacies Open Resource, Global Society for Online Literacy Educators* (peer-reviewed).

### Blog Posts

“The Computers and Composition Digital Press: A Ten-Year Retrospective,” *The Scholar Electric Blog*. 2020

“Supporting Students in the Transition from High School to College Writing,” *The MLA Style Center* 2019  
 (invited contribution, mentioned on NCTE CCCC Twitter).

“Fostering Dialogue in the Classroom: Lessons Learned While Teaching Cultural Literacy,” 2017  
*Literacy & NCTE (National Council of Teachers of English) Blog*.

## CREATIVE WRITING

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### Essays

“A Blurring of Boundaries: Watercolor as Medium, Materiality, and Metamorphosis,” --- --  
*Ubiquity: The Journal of Literature, Literacy, and the Arts* (accepted, forthcoming).

### Poetry

“Sonnets Fragmented: The Poetics of Disability,” *Disability Studies Quarterly* 39.4. 2019

“Cinematic Canvas,” *Writer to Writer. Sweetland Center for Writing*. 2019

“Vine,” *Wordgathering: A Journal of Disability Poetry and Literature* 13.1. 2019

## CONFERENCE PRESENTATIONS

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“‘At the Door’: Access and Gatekeeping in College Reading Pedagogies.” Conference on College 2022  
 Composition and Communication Annual Convention, Chicago, IL. March.

“Sharing and Analyzing Longitudinal Datasets on Student Writing Development and Implications 2021  
 for Teaching.” Engaged Learning Experience. Conference on College Composition and Communication  
 Annual Convention, Spokane, WA. April (approximately 16.5%-19% acceptance rate for the virtual  
 conference).

“Rendering Nuance Visible: A Linguistic Examination of First-year Students’ Writing about Literature.” 2021  
 American Association for Applied Linguistics Virtual Conference. March (selected out of almost 2,000  
 proposals).

“Data: Sharing and Analyzing Longitudinal Datasets About Student Writing Development.” 2020  
 Conference on College Composition and Communication Annual Convention, Milwaukee, WI. March  
 (canceled).

“Writing Across Genres and Disciplines: Supporting Students’ Metacognitive Awareness in an 2019  
 Upper-level Argumentation Course.” Midwest Modern Language Association Annual Convention, Loyola  
 University, Chicago, IL. November.

- Panel organizer and speaker. "Bridging the Gap: Supporting Students in the Transition between High School and College Writing." Conference on College Composition and Communication Annual Convention, Pittsburgh, PA. March. 2019
- Roundtable leader. "High School Matters." National Council of Teachers of English Annual Convention, Houston, TX. November. 2018
- Panel chair. "The Pitfalls and Power of Peer Response: Secondary and Post-Secondary Teachers Share How to Get Students Effectively Engaging With Each Other's Writing." National Council of Teachers of English Annual Convention, Houston, TX. November. 2018
- "The Stories We Tell: Creating Inclusive Classroom Communities Through Teaching Literacy Narratives." Mid-Atlantic Conference on College Composition and Communication, Virginia Commonwealth University, Richmond, VA. May. 2018
- "First-Year Students' Conceptions of Traditional and Multimodal Writing." Computers and Writing Conference, Graduate Research Network, Fairfax, VA. May. 2018
- "Integrating Google Docs to Enhance Collaboration in the Composition Classroom." Enriching Scholarship Conference, Teaching & Technology Collaborative, University of Michigan, Ann Arbor, MI. May. 2018
- "Bridging the Gap: Investigating the Intersections between High School and College Writing." Conference on College Composition and Communication Annual Convention, Research Network Forum, Kansas City, MO. March. 2018
- "'We Have A Dream': Lifting Up and Inspiring Change Through Collaborative Writing and Performance." Graduate School of Education Conference, University of Michigan, Ann Arbor, MI. March. 2018
- "Cognition and Consciousness in Collaborative Computer-Mediated Compositions." Great Plains Alliance for Computers & Writing Conference, University of Minnesota, St. Paul, MN. October. 2017
- "Engaging Students in Shakespeare through Performance." Teacher Research Project Conference, Brown University, Providence, RI. May. 2014
- "Revelatory Words and Images: William Blake and the Artist's Book." College Book Art Association Conference, University of Utah, Salt Lake City, UT. January. 2014

### **CONFERENCE ORGANIZATION**

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- "Language, Rhetoric, and Digital Publics: Making Space for All." Language and Rhetorical Studies Conference, University of Michigan, Ann Arbor, MI. October (interdisciplinary graduate student conference). 2019

### **INVITED CAMPUS TALKS & COLLOQUIA**

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- "Responding to Student Writing." Guest lecture for English 695: Pedagogy: Theory and Practice, taught by Professor June Howard. University of Michigan, Ann Arbor, MI. October. 2020

- “Honoring Students’ and Teachers’ Backgrounds Through Sharing Introductory Letters.” English Department Diversity, Equity, and Inclusion Colloquium, University of Michigan, Ann Arbor, MI. November. 2019
- “Designing Research-based Argument Essays.” English Department Writing Program Craft Session, University of Michigan, Ann Arbor, MI. October. 2019
- “Identity and Authority in the Writing Classroom.” English Department Writing Program Colloquium, University of Michigan, Ann Arbor, MI. October. 2018
- “The Book Unbound Project.” Michigan Humanities Emerging Research Scholars Program, Humanities Collaboratory, University of Michigan, Ann Arbor, MI. June. 2018

## **WRITING PROGRAM ADMINISTRATION EXPERIENCE**

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### **Graduate Student Mentor, University of Michigan English Department Writing Program 2020-2021**

Director: Dr. Laura Aull

- Collaborated with the Director and Assistant Director of the English Department Writing Program (EDWP) to implement a first-year writing program curriculum revision.
- Developed and co-facilitated spring and summer pedagogy workshops on syllabus and course planning.
- Mentored 107 writing instructors ranging from first-time to experienced instructors.
- Guided discussions in English 993: Professional Development as a Teacher of Writing.
- Organized and led monthly departmental colloquia addressing pedagogical issues.
- Created and curated materials including sample syllabi, course plans, assignment prompts, and grading practices for inclusion in a new program guidebook and [website](#) on teaching first-year writing.
- Conducted classroom observations; offered guidance to support instructors with their teaching.
- Coordinated the review process for the Feinberg First-Year Writing Prize, supported by the EDWP and the Gayle Morris Sweetland Center for Writing; compiled an edited collection of winning essays.
- Consulted with writing instructors on an individual basis as needed and during six weekly office hours.
- Assessed orientation workshops and professional development programs by collecting survey data.

## **COLLEGE TEACHING EXPERIENCE**

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### **Instructor, University of Michigan English Department Writing Program 2017-present**

[English 124: Academic Writing and Literature: Literature and the Arts](#) (Winter 2020, Fall 2021)

Instructor category rating: 4.9

- Design and teach a required first-year writing course on literature and the arts.
- Emphasize analytical, research-based, process-based, and reflective approaches to academic writing.
- Migrate the class to online environments (BlueJeans, Canvas, Google Drive, Socrative).
- Write recommendation letters on students’ behalf.

[English 125: Writing and Academic Inquiry: Literacy and Technology](#) (Fall 2017, Winter 2018, Winter 2019, Fall 2019)

- Designed and taught a required first-year writing course on literacy in the digital age.
- Emphasized narrative, analytical, research-based, and multimodal approaches to academic writing.
- Wrote recommendation letters on students’ behalf.

### English 225: Academic Argumentation: Writing in Academic Disciplines (Fall 2018)

- Designed and taught an elective upper-level argumentation course on writing in academic disciplines.
- Supported students from across majors and levels to analyze the language patterns of academic writing.
- Emphasized analytical, research-based, multimodal, and reflective approaches to academic writing.

## PROFESSIONAL WORK EXPERIENCE: HIGH SCHOOL TEACHING

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English Teacher, Archimedean Upper Conservatory, Miami, FL 2016-2017

- Designed and taught AP English Language & Composition, English 10, English 11, and Creative Writing.

English Teacher, InTech Collegiate High School, North Logan, UT 2014-2016

- Designed and taught English 9 and English 10-11.
- Advised National Honor Society, Model United Nations, Sterling Scholars, and peer tutoring.

## TEACHING PRACTICUM EXPERIENCE

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Student Teacher, Nathan Bishop Middle School, Providence, RI 2014

- Designed and taught English 7; staged a school production of *Macbeth*.

English Teacher, Brown Summer High School, Providence, RI 2013

- Designed and co-taught a summer enrichment program for local 9-12<sup>th</sup> grade students.

## RESEARCH EXPERIENCE

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Research Assistant II, University of Michigan Sweetland Center for Writing 2017-2018

Director: Dr. Anne Ruggles Gere

- Analyzed and coded students' essay peer review comments using sentiment analysis to support a writing-to-learn/writing in the disciplines program in large-enrollment, introductory STEM courses.
- Copy-edited *Developing Writers in Higher Education: A Longitudinal Study* (10 chapters, 12 authors).
- Prepared digital materials for inclusion in the *Developing Writers* website and e-publication.
- Collaborated with an interdisciplinary team comprised of faculty, editors, librarians, and designers to create multi-layered humanities publications as part of a Mellon-funded project.

Research Assistant, University of Michigan School of Information 2017

- Analyzed and coded comments on the subreddit forum Change My View to examine patterns of civility.
- Refined the codebook based on data analysis.

## EDITORIAL EXPERIENCE

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Editorial Assistant, *Research in the Teaching of English* 2021-2022

Directors: Drs. Ebony Elizabeth Thomas, Amy Stornaiuolo, and Gerald Campano

- Produce four issues annually in collaboration with the editorial board.
- Organize an In Dialogue piece that brings literacy scholars into conversation with one another.
- Write and edit editorial introductions to journal issues.
- Manage the reviewer award selection process; research and determine criteria for selection of awardees.
- Proofread articles for clarity and style; review copy edits.

- Digital Fellow, Computers and Composition Digital Press 2019-2020  
 Director: Dr. Amber Buck
- Wrote blog posts as part of a ten-year retrospective of the press (published in the *Scholar Electric Blog*).
  - Organized social media campaigns on Facebook and Twitter to support the press's publications and initiatives.

## **INTERNSHIP EXPERIENCE: HUMANITIES PROGRAMMING**

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- Intern, National Endowment for the Humanities, Washington, D.C. Summer 2012  
 Division of Research Programs
- Collaborated with program directors and officers to support humanistic scholarship across institutions.
  - Drafted notes during fellowships panel discussions on rhetoric/composition and literature projects.
  - Corresponded with past grantees on behalf of the fellowships evaluation program; read grant proposals.
- Intern, Smithsonian National Museum of American History, Washington, D.C. Summer 2012  
 Curatorial Division
- Created an assessment of all music-related programs and collections throughout the Smithsonian.
  - Organized a Smithsonian-wide conference on music in collaboration with curators across units.
- Intern, Eleanor Roosevelt Papers Project, GWU, Washington, D.C. Summer 2011
- Researched and compiled information on Eleanor Roosevelt's travels for the project's website.
  - Wrote a paper on Eleanor Roosevelt's correspondence with Madame Chiang Kai-shek.

## **SERVICE**

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### **Journal and Conference Reviewing**

- Reviewer, *Composition Forum* 2021-present
- Stage 1 Proposal Reviewer, CCCC Annual Convention June 2020
- Reviewer and Proofreader, *Michigan Reading Journal* 2018-2019
- Reviewer, *Journal of Language and Literacy Education* 2018-2019

### **Service to the Profession**

- Documentarian, CCCC Annual Convention March 2020, April 2021
- Documented experiences of the virtual conference experience and online teaching and learning; composed a narrative reflection for publication in *SWR (Studies in Writing and Rhetoric)*.
- Grants Committee Member, WPA-GO (Writing Program Administration Graduate Organization) 2019-2020
- Represented the WPA graduate organization as part of the grants committee.
- Volunteer, Modern Language Association (MLA) Annual Convention, Chicago, IL January 2019
- Welcomed and directed fellow convention attendees.



## Service to the University of Michigan

- Member, Sweetland Center for Writing First-Year Writing Requirement Committee 2021
- Revised the university's first-year writing program guidelines in collaboration with the writing center director and faculty.
- Member, Joint Program in English and Education Community and Support Committee 2020-2021
- Created spaces and resources for fostering community among graduate students in the Ph.D. program.
- Member, English Department Diversity, Equity, Inclusion, and Justice (DEIJ) Group 2020-2021
- Designed and facilitated new instructor orientation workshop sessions on accessibility and technology.
  - Awarded a Supplemental Block Grant for Curricular Development from Rackham Graduate School.
- Co-Organizer, Joint Program in English and Education Chalk and Cheese Series 2019-2020
- Planned and facilitated weekly professional development sessions for graduate students in the program.
- Steering Committee Member, Language and Rhetorical Studies Group 2018-2020
- Organized and facilitated regular workshops, talks, receptions, summer reading groups, and a biennial conference (20 presenters, 11 institutions, 9 states); composed calls for papers; invited guest speakers.
- Judge, Feinberg Family Prize for Excellence in First-Year Writing February 2018
- Evaluated students' essays; participated in a judging panel to select the winning entries.
- Facilitator, Practice Teaching Session, Center for Research on Learning and Teaching January 2018, 2020
- Facilitated practice teaching sessions for new graduate student instructors; offered feedback on lessons.
- Reviewer, School of Education Policy and Practice Blog 2017-2018

## Service to the Community

- Volunteer Tutor and Editor, 826michigan Writing Program, Ann Arbor, MI 2018-2020
- Tutored local school-aged students in writing during weekly drop-in sessions and workshops.
  - Identified and selected excerpts from students' writing for sharing on social media platforms.
- Facilitator, College Admissions Essay Workshop, UM Detroit Center November 2018, October 2019
- Supported local high school seniors with writing college admissions essays as part of a program that aims to increase the number of college applicants from the Detroit area.
- Private Writing Tutor 2014-present
- Guide middle and high school students with writing creative pieces and college admissions and scholarship essays.
- Volunteer Tutor, Future Forward Afterschool Program, Hope High School, Providence, RI 2014
- Mentored high school seniors with writing college admissions essays as part of a program that supports college access for Providence students.
- Volunteer Tutor, English Language Center of Cache Valley, Logan, UT 2016-2017
- Supported adult English language learners with oral and written communication skills.

## PROFESSIONAL DEVELOPMENT

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Participant, “Conceptualizing and Creating a Digital Edition,” Digital Humanities Summer Institute, University of Victoria, Canada. June. 2022

Participant, Summer Writers Symposium, League of Utah Writers. Utah State University, Logan, UT. June. 2019

## PROFESSIONAL MEMBERSHIPS

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Conference on College Composition and Communication (CCCC)	2018-present
National Council of Teachers of English (NCTE)	2017-present
Modern Language Association (MLA)	2019-present
American Association for Applied Linguistics (AAAL)	2020-present
North American Systemic Functional Linguistics Association (NASFLA)	2021-present

## TEACHING CERTIFICATIONS

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Florida Certificate of Eligibility in English (Grades 7-12)	2016
Rhode Island Initial Secondary License in English (Grades 7-12)	2014
Utah Initial Secondary License in English (Grades 7-12)	2014

## LANGUAGES

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Chinese: heritage language, fluent speaking and listening ability	
Spanish: advanced reading proficiency, University of Michigan	2017

## COMPUTER SKILLS

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Software programs: Adobe InDesign, Apple iMovie, Audacity, Microsoft Office, WordPress  
 Programming languages: HTML, CSS  
 Corpus linguistic tools: AntConc

## REFERENCES

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Anne Ruggles Gere  
 Arthur F. Thurnau Professor  
 Gertrude Buck Collegiate Professor of Education  
 Chair, Joint Ph.D. Program in English and Education  
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Megan Sweeney  
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Associate Professor, Departments of English, Afroamerican & African Studies, Women's and Gender Studies  
Acting Chair of WGS  
Associate Chair and Director of Graduate Studies, WGS  
Director of Undergraduate Studies, DAAS  
Director of the Hopwood Program, English  
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