

Curriculum Vitae

# Eliza G. Klinger

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## Education

<b>University of Colorado at Denver</b> M.S. in Business Analytics	Partially completed
<b>New Mexico State University</b> M.A. in English	2004
<b>Richard Stockton College of New Jersey</b> B.A. in Literature <i>Magna Cum Laude</i>	2000

## Teaching Experience

<b>University of Colorado at Boulder</b> First-Year Writing and Rhetoric	<b>2004-Present</b>
<ul style="list-style-type: none"><li>• Foster inquiry-based critical thinking and writing skills through multiple drafts and revision.</li><li>• Provide opportunities for students to write for a variety of audiences, rhetorical situations, and genres while attending to relevant conventions.</li><li>• Encourage students to pose questions, evaluate and integrate sources, and see academic writing as their entry into an ongoing conversation.</li></ul>	
Extended First-Year Writing and Rhetoric	
<ul style="list-style-type: none"><li>• Deliver First-Year Writing and Rhetoric content, as described above.</li><li>• Meet with students outside of class in small-group workshops and individual conferences to support achievements comparable to those of First-Year Writing and Rhetoric students.</li></ul>	
Writing On Business and Society	
<ul style="list-style-type: none"><li>• Teach students to approach business writing rhetorically, focusing on logic, audience awareness, and document usability.</li><li>• Guide students through common business-writing genres, including job application materials, emails, letters, memos, proposals, progress reports, and recommendation reports.</li><li>• Encourage process-based writing, including drafting, revision, and reflection.</li><li>• Foster information literacy through inquiry-based research, including critical evaluation and rhetorical analysis of sources in a specific discipline.</li></ul>	

Writing in the Sciences

- Guide students through common science-writing genres, including research reports, grant proposals, literature reviews, conference posters, and presentations.
- Emphasize how genre impacts structure, content, audience, and purpose.
- Encourage process-based writing, including drafting, revision, and reflection.
- Foster information literacy through inquiry-based research, including critical evaluation and rhetorical analysis of sources in a specific discipline.

The Victorians (no longer teaching)

- Examine debates in Victorian culture through various disciplinary lenses.
- Attend to differences in vocabulary, genre, convention, and audience as we read and write in multiple disciplines throughout the course.
- Encourage process-based writing, including drafting, revision, and reflection.
- Foster information literacy through inquiry-based research, including critical evaluation and rhetorical analysis of sources in a specific discipline.

New York Times Topics (no longer teaching)

- Increase students' consciousness of and control over the way their rhetorical choices affect their final products by fostering awareness of the effects of professional writers' choices.
- Encourage process-based writing, including drafting, revision, and reflection.
- Encourage students to experiment with adapting content and style to appeal to various audiences for various purposes.
- Extend the information literacy effort in the First-Year Writing and Rhetoric courses by encouraging students to actively question and examine the accuracy, relevance, credibility, reliability, and bias of the news and research they read.

**Doña Ana Branch Community College**

**2003-2004**

General Composition (developmental)

- Guided student practice in developing, supporting and organizing ideas in short essays.
- Fostered audience awareness through class discussions to help students make deliberate choices about when to follow the five paragraph essay formula and when to get more creative with essay structure.

Rhetoric and Composition

- Introduced students to scholarly research, including evaluating, synthesizing, and integrating sources.
- Emphasized articulating a focused thesis with logical subclaims supported by credible evidence.

**New Mexico State University**

**2002-2004**

Rhetoric and Composition

- Used conference-based pedagogy to teach writing in a variety of genres.
- Presented scientific method as a metaphor for academic inquiry and information literacy.
- Provided students with extensive practice analyzing and employing ethos, logos, and pathos.

**New Mexico Junior College**

**2001-2002**

Adult Basic Education

- Prepared students to take all sections of the GED.
- Provided mentorship and encouragement to students of many skill levels, ages, cultural backgrounds, native languages, and geographic origins.

Review of English I (developmental)

- Provided a comprehensive review of grammar rules and conventions.
- Offered extensive individual attention through many revisions to support students as they learned to express an idea in a single paragraph.

Review of English II (developmental)

- Facilitated students' practice writing and revising thesis statements and five paragraph essays.
- Continued to emphasize grammar rules and conventions.

## Non-Classroom Teaching Experience

**University of Colorado at Boulder**

**2004-2010**

Writing Center Consultant

- Worked individually with undergraduate and graduate students on writing assignments in disciplines across the university.
- Provided focused, individualized teaching at the point of need.
- Encouraged students to participate actively in their own learning and emphasized improving overall writing skills, not just a particular piece.

**New Mexico State University**

**2002-2004**

Writing Center Consultant

- Worked individually with undergraduate and graduate students on writing assignments in disciplines across the university.
- Provided non-directive feedback tailored to individual need.

## Related Experience

**New Mexico State University** **2003-2004**

Writing Center Coordinator

- Mentored, observed, and evaluated first-year graduate assistants working as consultants in the Writing Center.
- Oversaw daily operations and provided support and guidance to more than 20 consultants.
- Periodically planned monthly consultant meetings.
- Collected and analyzed data on student visits, demographics, and areas of unmet need.

**New Mexico Junior College** **2001-2002**

Academic Coordinator, Upward Bound

- Implemented and supervised an after-school tutoring program staffed by 10-15 tutors.
- Developed curriculum in a variety of disciplines for summer residential program and bi-monthly enrichment classes during the academic year.
- Collaborated on budget documentation and US Department of Education annual outcomes assessment.

**New Mexico Junior College** **2000**

Tutor

- Provided undergraduate students with individual tutoring in writing and math.
- Provided mentorship and encouragement to students of many skill levels, ages, cultural backgrounds, native languages, and geographic origins.

**Kumon Learning Center** **1998-2000**

Tutor

- Provided elementary- and high-school students with individual tutoring in writing and math.
- Prepared students for all sections of the SAT.

## Service

**University of Colorado at Boulder**

Executive Committee	2005-2006
Peer Observation Committee	2006-2007
Writing Center Committee	2006-2007
Peer Observation Committee	2008-2009
First-Year Writing Committee	2009-2010
Portfolio Committee	2009-2011
Personnel Committee	2011-2012
Chair, Personnel Committee	2012-2013

## Presentations

- “Creating Good Assignments: How to Get Papers You Actually Want to Read.” Graduate Teacher Program Spring Conference. Boulder, CO: January, 2007.
- “Writing a Winning Personal Statement for Graduate or Professional School.” Boulder, CO: October, 2006.
- “Invention and Validation in Pre-Writing Consultations.” Colorado/Wyoming Writing Tutors Conference. Fort Collins, CO: February, 2006.

## Conferences Attended

- Rocky Mountain Writing Centers Association Annual Conference. Denver, CO: February, 2010.
- Institute for Operations Research and Management Sciences Practice Conference. Phoenix, AZ: April, 2009.
- Rocky Mountain Writing Centers Association Annual Conference. Laramie, WY: February, 2008.
- International Writing Centers Association Summer Institute. Madison, WI: July, 2008.
- Colorado/Wyoming Writing Tutors Conference. Fort Collins, CO: February, 2006.