



## University of Colorado at Boulder

Program for Writing and Rhetoric

Environmental Design Building

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## Elia Newsom

### Education

#### Wayne State University

PhD English, Concentration in Rhetoric & Writing Studies

May 2023

Doctoral Dissertation: “Severe Constraints, Radical Possibilities: Reimagining Critical Pedagogy in the First-Year Writing Class”

Committee Members: Richard Marback, Chair (English) Jeff Pruchnic (English), Adrienne Jankens (English), Stephen Parks (English, University of Virginia)

#### Chatham University

MFA Creative Writing, Concentrations in Travel Writing & Pedagogy

May 2018

#### Loyola University Chicago

BA English Literature/Creative Writing, Minors in History & International Studies

May 2015

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### Relevant Work Experience

#### Teaching Assistant Professor, Program for Writing & Rhetoric, CU Boulder Aug. 2022 – Present

- Design syllabus, curriculum, and assessment for Creative Non-Fiction, First-Year Writing & Rhetoric and Upper Division Writing for the Program for Writing & Rhetoric
- Teach courses that highlight critical thinking, student empowerment, and rigorous academics
- Collaborate and define programmatic goals and innovative initiatives on the First-Year Writing Committee

#### Writer-in-Residence, *InsideOut Literary Arts*

Aug. 2021 – Aug. 2022

- Led weekly creative writing classes that fostered community, developed unique writing voices, and empowered 9<sup>th</sup> graders at Chandler Park Academy in Harper Woods, Michigan
- Designed curriculum, created weekly lesson plans, and provided feedback to promote artistic integrity in students
- Managed student publication in CPA’s poetry anthology and prepared students for final reading

- Graduate Teaching Assistant, English Department, *Wayne State University*** Aug. 2019 – Aug. 2022
- Designed syllabus, curriculum, and assessment for Basic Writing, Introductory College Writing, Intermediate Writing and Community Writing for the English Department and The Center for Latino/a and Latin American Studies
  - Advised students through encouraging feedback and self-assessment of their writing
  - Facilitated a learning community founded upon the principles of radical empathy and respect
- Resume Specialist, *Harvey Hohaus & Associates*** Jan. 2017 – Present
- Lead quality control on resumes reviewed and inputted into proprietary database
  - Communicate with Director of IT Services to ensure streamlining and continuous improvement of input process
  - Write and edit business content including Annual Letter for social networks, Executive Profiles for clients, and other professional communications
- Graduate Teaching Assistant, English Department, *Chatham University*** Sept. 2017 - May 2018
- Designed service-related coursework and service-learning component for an Advanced Creative Writing workshop
  - Spearheaded service-learning component of class at Heritage Place Assisted Living Community
  - Delivered feedback on undergraduate student reflections from their teaching and collaborated with them on best teaching practices
- Instructor, *Chatham University (Words Without Walls)*** May 2017 - May 2018
- Taught weekly three-hour creative writing courses for residents in Allegheny County Jail with emphasis on performance and artistic honesty
  - Designed curriculum with applicable themes, topics, and literature to promote an increased sense of self-worth and reduce recidivism upon leaving ACJ
  - Compiled, edited, published, and advocated for student work in Words Without Walls chapbook
- Graduate Associate for Community Service, *Chatham University*** Jan. 2017 - Jan. 2018
- Built relationships with community organizations, planned events, and developed budgets to ensure students and community organizations had a mutually enriching experience
  - Facilitated student leadership and civic engagement through participating in all service events
  - Spoke publicly at retreats, orientation, and opening convocation to promote student leadership and social responsibility
- Margaret Whitford Fellow, *Chatham University*** Sept. 2016 - May 2018
- Leadership position within the MFA student body and Chatham campus community
  - Attended all faculty and Graduate Student Assembly meetings, acting as a representative and advocate for graduate students in the program
  - Organized yearly student retreat and led monthly graduate student reading series to greater levels of inclusivity by bringing in community members to promote and share their work
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## Courses Taught

Program for Writing & Rhetoric, CU Boulder

### **WRTG 1150/1100: Rhetoric, Power, and Knowledge Production (Face-to-face)**

A First Year Composition course where I motivate students to explore the relationship between rhetoric and knowledge production, as well as how different rhetorics interact with different environments, institutions, and social justice issues. In this course, I focus on the relationship between universities and their surrounding communities, the relationship between community and academic literacies, and I encourage students to bring their own cultural literacies to developing alphabetic literacy, digital writing, and rhetoric. This approach highlights their strengths and creates a bridge between their preexisting knowledge and what they were working toward as first-year students.

### **WRTG 2200: Introduction to Creative Nonfiction (Face-to-face)**

This course helps students sharpen personal storytelling skills and give them room to practice and explore several subgenres within creative nonfiction such as memoir, lyrical essays, and political writing. The class is taught in both an analytical and generative workshop format, placing an emphasis on artistic research, abstraction, attention to detail, emulation, careful observation, and thoughtful writing processes. Through close attention to craft and an attempt to determine how our own individual and specific voice is a representation of our own individual and specific selves, we also work in this course to establish a definition of creative nonfiction and a theory of its truth(s).

### **WRTG 3020: Students, Social Movements, and the Modern University (Face-to-face & Online)**

An upper-division writing class where students learn about social movements, student struggles, protests from the 1960's to today, and their connection to the formation of the modern university (especially ethnic & cultural studies departments). Through this work, students learn about the rhetorical strategies of social movements, student groups, and the university itself. Students also learn how to write for and in collaboration with community organizations all while developing their skills as critical writers and thinkers.

Center for Latino/a and Latin American Studies, Wayne State University

### **ENG 1010-1020-3020 Stretch Curriculum**

I was selected to teach composition for The Center for Latino/a and Latin American Studies at Wayne State University based on my strong record of commitment to antiracist pedagogy and developmental writing. This is a course stretch sequence for students starting at The Center and Wayne State that provides additional supports such as having the same composition instructor, collaboration with embedded academic advisors, etc. I first taught Basic Writing, an introduction to college-level work and self-efficacy skills in the Center's summer bridge program, followed by a First Year Composition course, and then an elective Community Writing course.

### **ENG 1010: Writing and Power (Online)**

In this Basic Writing course, I incorporated multimodal and digital projects as an opportunity for students to explore the relationship between alphabetic literacy and other literate practices and ways of communicating. I also focused on teaching concepts from ethnic studies and their relationship to educational institutions and community issues, particularly in terms of how we can use these concepts to understand rhetoric.

### **ENG 1020: Rhetoric and Knowledge Production (Hybrid)**

A First Year Composition course where I motivated students to explore the relationship between rhetoric and knowledge production, as well as how different rhetorics interact with different environments, institutions, and social justice issues. In this course, I focused on the relationship between urban universities and their surrounding communities, the relationship between community and academic literacies, and I encouraged students to bring their own cultural literacies to developing alphabetic literacy, digital writing, and rhetoric. This approach highlighted their strengths and created a bridge between their preexisting knowledge and what they were working toward as first-year students.

**ENG 3020: Writing, Struggle, and The Center (Face-to-Face)**

In this Community Writing course, I facilitated students' learning about social movements, student struggles, and American protests in the 60's and 70's, guiding classroom conversations about their connection to the formation of The Center for Latino/a and Latin American Studies at Wayne State. Students learned about the rhetorical strategies of social movements, universities, and ethnic studies departments. I designed this course to be an opportunity for students to partner with The Center to create multimodal recruiting tools for high school students in collaboration with academic advisors and other program administrators.

General Education Writing Courses, Department of English, Wayne State University

**ENG 1020: Introductory College Writing (Face-to-Face and Online)**

A First Year Composition course in which I instructed students toward focused reading, research, and writing in preparation for college classes. The main goals I achieved were teaching students to consider the rhetorical situation of any piece of writing, having students integrate reading, research, and writing in the academic genres of analysis and argument; and teaching students to develop analyses and arguments using research-based content, effective organization, and appropriate expression and mechanics. To achieve these goals, I placed considerable emphasis upon the relationship between reading and writing, the development and evaluation of information and ideas through research, the genres of analysis and argumentation, and the use of multiple technologies for research and writing.

**ENG 3010: Intermediate Writing (Online)**

In this Intermediate Composition course, I prepared students for reading, research, and writing in their disciplines and professions. I prompted students to consider how writing and research are fundamentally shaped by the goals, values, and expectations of the disciplinary and professional communities using them. I had students work toward three core goals. First, they developed a basic understanding of the discourse within a specific scholarly or professional community they intended to join. Second, they practiced researching and reading deeply into a focused research question developed around a contemporary topic from their discourse community. Finally, they analyzed and approximated genres of writing that synthesized their research, eventually leading them to develop a valuable area of inquiry that served as a foundation for future work in their field or discipline.

Creative Writing Courses, Department of English, Chatham University

**ENG 245: Writing and Memory (Face-to-Face)**

I developed this Advanced Creative Writing workshop with Dr. Carrie Tippen and Heritage Place, an assisted living community. In class, students focused on readings, discussions, and critical and creative writing related to memory, the lens through which we generally experience all genres of creative writing. Students also visited Heritage Place and taught creative writing lessons to residents. I oversaw all service components of the class including coordinating the student lessons at Heritage Place, leading class discussions on service work and providing feedback on student reflections about teaching. I designed this course to be an opportunity for cross-generational dialogue, teaching experience for the students at Chatham, and a new lens through which to think critically & creatively about memory.

**ENG 100: Womanhood, Agency, and Writing (Face-to-Face)**

An Introductory Creative Writing workshop for a women's class in Allegheny County Jail. Throughout the semester, I had students engage with creative work written by female-identifying writers to highlight voices that are often silenced. As a teacher, I strove to create an intentionally feminist space, focusing on student work and student-led discussion to help promote solidarity between varying experiences of womanhood. At the end of the semester, I directed students in publishing a chapbook of their work and performing at a public reading to cement this empowerment and solidarity.

### ENG 100: Write Locally: Pittsburgh Writers (Face-to-Face)

An Introductory Creative Writing Workshop I led for men in Allegheny County Jail. In the curriculum of this class, I focused on writers who had connections to the city of Pittsburgh. Through these connections, I encouraged students to think through their own positionality and connections to place. Each week had a specific theme, creating new ways of thinking about place and identity such as music, food, etc. I paid particular attention to student empowerment, storytelling, and performance. At the end of the semester, I oversaw students as they published a chapbook of their work and performed at a public reading.

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## Scholarly Activity

Toward an Abolitionist Community Writing Collective <i>Conference on Community Writing</i>	Oct. 2023
Building Your C.V. Panel <i>Wayne State Rhetoric Society</i>	Dec. 2022
My Story, Your Story: Counterstory as Abolition & Solidarity in Basic Writing <i>Wayne State Brown Bag Series</i>	Apr. 2022
Promoviendo El Éxito/Promoting Success: Collaborations, cohorts and course clusters in support of the first-year experience <i>Wayne State Learning Community Showcase</i>	Apr. 2022
Toward an Abolitionist Horizon in Rhetoric and Composition <i>Conference on College Composition &amp; Communication</i>	Mar. 2022
Feedback Methods for Online Teaching <i>Wayne State Comp Program Workshop Series</i>	Nov. 2021
Engaging Mobility Justice in Rhetorical Pedagogies <i>The Young Rhetoricians' Conference</i>	June 2021

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## Creative Publications

“Class Struggle: The Role of Democratic Socialism in Higher Education” – <i>Cosmonaut</i>	Oct. 2023
“Anti-Democratic All The Way Down: The Constitution, The Court, The University” - <i>Cosmonaut</i>	July 2023
“You're moving slower than molasses in January!,” Grandy's Coney Island” and “Lion's Head Rock” – <i>Washington Square Review</i>	Sept. 2022
“Rats Everywhere” – <i>Lakeshore Literary Review</i>	Sept. 2022
“Folktales” – <i>The Fourth River</i>	May 2022
<i>The Prophet's Toothbrush</i> – Finishing Line Press	July 2021
“Alchemy” – <i>Great Lakes Review</i>	Mar. 2021
“Poseidon” – <i>The Maine Review</i>	Sept. 2020
“King Jellyfish” – <i>The Offbeat</i>	May 2019
“Ode to Kylo Ren” and “Millennial” – <i>Fearsome Critters</i>	Apr. 2019
“Shit: Authenticity, Connection and Spirituality in Indonesia” – <i>Secret Destinations</i>	Apr. 2019
“After Reading <i>The Sexual Politics of Meat</i> ” – <i>Lunch</i>	Mar. 2019
“Melvin” – <i>Gyroscope Review</i>	Jan. 2019

“2015” – <i>The Northridge Review</i>	Sept. 2018
“The Prophet,” “St. Ignatius,” and “In Church” – <i>Soul-Lit</i>	Feb. 2018
“Uncle Eric teaches me to fish” – <i>Up North Lit</i>	Feb. 2018
“Isolation” – <i>Weaving the Terrain: 100-Word Southwest Poems</i>	Jan. 2018
“Dr. Whiteboard” – <i>Words Without Walls Blog</i>	Jan. 2018
“The Feast” – <i>States of the Union</i>	Dec. 2018
“Women’s Voices, Women Writers” – <i>Words Without Walls Blog</i>	Oct. 2017
“Crimson Ghazal,” “Landmark” and “Last Star in the Universe” – <i>Weatherbeaten Lit</i>	Aug. 2017
“Still Life” – <i>Heron Tree</i>	July 2017
“First Day at ACJ” – <i>Words Without Walls Blog</i>	June 2017
“Offerings” and “A Street in Chicago II” – <i>Around Poetry</i>	Spring 2016
“Aubade” and “Ghazal” – <i>Around Poetry</i>	Spring 2015
“Genesis. Exodus.” and “Clarity” – <i>Around Poetry</i>	Summer 2015

## Creative Activity

CU Boulder - G-RAP Open Mic MC	Sept. 2022
Finding Your Spark: A Poetry Workshop – Hackley Public Library	April 2022
Washington Square Review Release Reading	April 2022
Chatham MFA Homecoming Reading	March 2022
<i>The Prophet’s Toothbrush</i> Book Launch Readings	Nov. 2021
<i>Absent but Present</i> Book Launch Reading	May 2021
Public Reading/Open House – NES Skagaströnd, Iceland	Sept. and Oct. 2018
Emcee, Word Circus – Chatham University	Sept. 2016 – May 2018
Reader – The Open Door Readings at the Poetry Foundation	Mar. 2018
Heart-work – Chatham Wilderness Retreat	Sept. 2017
Opening Convocation – Chatham University	Aug. 2017
Heart-work – Chatham Undergraduate Orientation	Aug. 2017
Featured Reader, Word Circus – Chatham University	Nov. 2016
Craft Lecture on Revision – Chatham University	Sept. 2016
Featured Reader – Chicago’s Annual Citywide Undergraduate Poetry Festival	May 2015

## Service

Community Writing Abolitionist Collective Founding Member	Oct. 2023 - Present
CU Boulder Program for Writing & Rhetoric WPE Minor Committee	Sept. 2023 - Present
CU Boulder Program for Writing & Rhetoric Faculty Advisory Council	Sept. 2023 –Present
United Campus Workers Boulder Organizing Committee Co-Chair	Sept. 2023 - Present
CU Boulder Faculty Council Budget and Finance Committee	Sept. 2022 - Present
CU Boulder Program for Writing & Rhetoric First-Year Writing Committee	Sept. 2022 – Present
Wayne State English Awards Committee	Sept. 2021 – Aug. 2022
Wayne State Rhetoric Society (President)	Sept. 2021 – Aug. 2022
Wayne Women’s Rhetoric and Composition Community	Dec. 2020 – Aug. 2022
FlowerHouse Creative Writing Group Facilitator	May 2020 – Aug. 2022
GEOC-AFT Union Steward	Sept. 2019 – Aug. 2022
Reader – Autumn House Press	Fall 2021
Wayne State Rhetoric Society (Secretary)	May 2020 – Sept. 2021
Reader – <i>The Fourth River</i>	Winter 2020
<i>Absent but Present</i> Book Editor	Oct. 2020

Wayne State English Composition Curriculum Sub-Committee  
Wayne State English Composition Committee  
313Reads Reading Mentor  
Reader – *IDK Magazine*

Sept. 2019 – May 2021  
Sept. 2019 – May 2021  
Jan. 2019 – May 2019  
Spring 2018

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## **Honors/Awards/Residencies**

InsideOut Writer-in-Residence	Sept. 2021 – Aug. 2022
NES Artist Residency, Skagaströnd, Iceland	Sept. and Oct. 2018
Finalist, Best Thesis – Chatham University	May 2018
Creative Excellence Award – Chatham University	May 2018
Outstanding Graduate Student Leader Award – Chatham University	May 2018
Outstanding Student Achievement Award – Chatham University	May 2018
Margaret Whitford Fellowship – Chatham University	2016-2018
Finalist – Elizabeth R. Curry Poetry Prize	Feb. 2018
Honorable Mention – Laurie Mansell Reich Poetry Prize	May 2017
John Gerrietts Award for Creative Writing – Loyola University Chicago	May 2015