

Deborah F. Rossen-Knill, M.F.A., Ph.D.

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Writing, Speaking, and Argument Program
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EDUCATION

University of Minnesota Ph.D. in English, 1995	Minneapolis, MN
University of Michigan M.F.A. in Fiction Writing, 1985	Ann Arbor, MI
University of Michigan B.A. in Fiction Writing, 1982	Ann Arbor, MI

POSITIONS HELD

2000-present	Director, Writing, Speaking, & Argument Program, University of Rochester
2008-present	Associate Professor, Writing, Speaking, & Argument Program, University of Rochester
Summer 2012	Visiting Scholar, English Department, Tamkang University, Taiwan
2000-2007	Senior Lecturer, Department of English, University of Rochester
2001-2006	Dean of Freshmen, University of Rochester
1999	Director, Speaking Across the University, University of Pennsylvania
1998-1999	Director, Writing Across the University, University of Pennsylvania
1996-1998	Writing Program Director, Philadelphia College of Textiles and Science
1995-1996	Postdoctoral Fellow, Institute for Research in Cognitive Science, University of Pennsylvania
1994-1995	Adjunct Faculty, Department of English, University of Pennsylvania
1994-1995	Visiting Scholar, Institute for Research in Cognitive Science, University of Pennsylvania
1993-1994	Assistant Coordinator for Upper Division Composition Courses, Program in Composition and Communication, University of Minnesota - Minneapolis
1990-1994	Instructor, Program in Composition and Communication, University of Minnesota - Minneapolis
1989	Adjunct Assistant Professor, School of Continuing Education, Division of Degree Studies, New York University
1988	Free-lance Writer, Columbia Presbyterian Medical Center, New York, NY
1987-1988	Lecturer, School of Continuing Education - Division of Degree Studies, General Studies Program, New York University
1986-1990	Technical and Business Writer, Hansome Energy Systems, Inc., Linden, NJ
1986	Lecturer, Madonna College, Livonia, MI
1985-1986	Lecturer, University of Michigan - Ann Arbor
1983-1985	Teaching Assistant, University of Michigan - Ann Arbor

HONORS, AWARDS, and NOMINATIONS

2018, 2019	Central New York Humanities Corridor Grant: LLC26 Composition, Labor, and Embodiment. Tony Scott (Lead), Syracuse University; Patrick Berry, Syracuse University; Deborah Rossen-Knill, University of Rochester; David Martins, Rochester Institute of Technology; Kate Navickas, Cornell University.
2018	Writing, Speaking, and Argument Program Nominee for Community Partner Award, Greene Career Center, University of Rochester, Spring 2018.
2015	Goergen Award for Distinguished Achievement and Artistry in Undergraduate Teaching, College of Arts, Sciences, and Engineering, University of Rochester.
2011	"Flow and the Principle of Relevance: Bringing Our Dynamic Speaking Knowledge to Writing,"

- selected for publication in *The Best of Independent Rhetoric and Composition Journals 2011*, edited by Stephen Parks, Parlor Press (in press).
- 2010 College Teaching and Learning Technology Roundtable Grant, Co-Investigator Ted Pawlicki.
- 2001 Program Award to the College Writing Program: The Goergen Award for Curricular Achievement in Undergraduate Education, University of Rochester, \$30,000 Award.
- 1997 Service Award, Academic Achievement Program, Philadelphia College of Textiles and Science.
- 1995 Honorable Mention, William Monk award for best published article, Department of English, University of Minnesota.
- 1994 P.E.O. National Scholar Award.
- 1993 Nominee for NEH Fellowship, Department of English, University of Minnesota.
- 1985 Finalist: The Mark Twain Sesquicentennial Fiction Contest.
- 1984, 1985 Nominee for Outstanding Teaching Award, Dept. of English, Univ. of Michigan.
- 1984 Dr. Willard Chaney Award (for writing), Dept. of English, Univ. of Michigan.

PUBLICATIONS

Scholarly

- Rossen, Donald and Deborah Rossen-Knill. "Features of Written Argument." *Argumentation*. 29.3 (2015).
- Rossen-Knill, Deborah. "Refining the Given-New Expectation for Classroom Use: A Lesson in the Importance of Audience." *Journal of Teaching Writing* 28.1 (2013).
- Rossen-Knill, Deborah. "Flow and the Principle of Relevance: Bringing Our Dynamic Speaking Knowledge to Writing." *Journal of Teaching Writing* 26.1 (2011): 39-67.
- Rossen-Knill, Deborah and Tanya Bakhmetyeva. *Including Students in Academic Conversations: Principles and Strategies of Theme-Based Writing Courses across the Disciplines*. New York: Hampton, 2011.
- Rossen-Knill, Deborah. "Arthur & George: Analyzing The Power of Language through the Principle of Relevance." *Language and Literature* 20.1 (2011): 43-58.
- Bedore, Pam and Deborah Rossen-Knill. "Informed Self-Placement: Is a Choice Offered a Choice Received?" *WPA: Journal of the Council of Writing Program Administrators*, Fall (2004): 55-78.
- Rossen-Knill, Deborah and Kim Lynch. "A Method for Describing Basic Writers and Their Writing: Lessons from a Pilot Study." *Journal of Basic Writing* 19.2 (2000): 93-123.
- Rossen-Knill, Deborah. "Creating and Manipulating Fictional Worlds: A Taxonomy of Dialogue in Fiction." *Journal of Literary Semantics* XXVIII/1 (1999): 20-45.
- Rossen-Knill, Deborah. "Using Writing to Learn Background Information: Integrating Writing into the Interactive Lecture/Film Series." *The Act 101 Journal* 5.2 (1998): 5-9.
- Hockey, Beth Ann, and Deborah Rossen-Knill, Beverly Spejewski, Mathew Stone, Stephen Isard. "Can You Predict Responses to Yes/No Questions? Yes, No, and Stuff." *Proceedings of EuroSpeech '97: 5th European Conference on Speech Communication and Technology*.
- Henry, Richard, and Deborah Rossen-Knill. "The Princess Bride and The Parodic Impulse: The Seduction of Cinderella." *Humor: The International Journal of Humor Research* 11.1 (1998): 43-63.
- Rossen-Knill, Deborah, and Beverly Spejewski, Beth Ann Hockey, Steven Isard, Mathew Stone. "Yes/No Questions and Answers in the Map Task Corpus." Technical Report. IRCS-97-11.
- Rossen-Knill, Deborah, and Richard Henry. "The Pragmatics of Verbal Parody." *Journal of Pragmatics* 27 (1997): 719-759.
- Rossen-Knill, Deborah. "A Pragmatics for Literary Interpretation." *Poetics: Journal for Empirical Research on Literature, The Media and The Arts* 22 (1994): 423-445.

Fiction

- "Fox Bait." *Lake Effect* 3.2 (1988): 16-17.
- "The Unreal Child." *The Blue Ox Review* (Winter 1985): 130-137.
- "Booze an' Bo." *The Blue Ox Review* (Fall 1984).

Nonfiction

- With Meg Crager. "Specialized Job Placement Agencies." *Careers and the Handicapped* 4.1 (1988).
- . "The Blind Lead the Blind." *The Woman's Newspaper*, August 1988.
- . "Theresa Jeraldi: Profile of a Fighter." *Sunday Telegram*, Worcester, MA, May 31, 1987.
- . "Update on National Technology Center." *Sensory Aids Foundation Technology Update*,

January 1987.

PRESENTATIONS

“The Sentence Act,” in Language, Linguistics, & Writing Standing Group sponsored half-day workshop: “Beyond Grammar Hacks: Resources for Play and Performance.” *Conference on College Composition and Communication*. Pittsburgh, March 13, 2019

With Joe Savatore. “Performative Grammar, Performative Sentences: Progressive Approaches to Grammar in the Writing Classroom.” *Conference on College Composition and Communication*. Pittsburgh, March 14, 2019

With Matt Bayne, Dev Crasta, Whitney Gegg-Harrison, Katherine Schaefer, Agatha Milholland, Caitlin Davie, Marin Takikawa. “Investigating Voice-Based and Rhetorical-Grammar-Based Approaches to Teaching Flow in Writing.” *Conference on College Composition and Communication*. Pittsburgh, March 15, 2019

With Vicki Roth, Marcy Kraus. “The University of Rochester Study Zone: A New Approach to Supporting Student Success.” *Rochester Area Colleges Advising Conference*. Rochester, June 13, 2018

“How Do I Effectively Enact Codemeshing in my own Writing—or make it real and make it matter?” in half-day workshop: “Discourse, Sociolinguistics, and Code-Meshing.” *Conference on College Composition and Communication*. Kansas City, March 14, 2018.

With Laura Aull, Zak Lancaster, Craig Hancock, Jo Mackiewicz, Cameron Mozafari, Cornelia Paraskevas, Stella Wang. “Linguistics, Language, and Writing Standing Group Business Meeting.” *Conference on College Composition and Communication*. Kansas City, March 15, 2018

“Languaging Grammar, Grammaring Language: Progressive Approaches to Grammar in the Writing Classroom.” Joseph Salvatore, and Deborah Rossen-Knill. *Conference on College Composition and Communication*. Kansas City, March 15, 2018

“Do Boot Camps Work: Creating and Assessing the Conditions for Productive Grad-Student Writing.” Lisabeth Tinelli, Deborah Rossen-Knill, Rachel Lee, and ErinMarie Byrnes. *Conference on College Composition and Communication*. Portland, March 15-18, 2017. (Accepted, materials uploaded in lieu of presenting owing to snowstorm)

“Relevance and Sentence Flow,” *Conference on College Composition and Communication*. Houston, April 8, 2016.

“Grammar as a Global Concern across the Writing Process,” part of “Workshop on Language, Linguistics, and Writing,” Co-Chairs Craig Hancock and Deborah Rossen-Knill, *Conference on College Composition and Communication*. Indianapolis, March 19, 2014.

“How Novice and Experienced Writers Relay their Ideas to Readers: a Study in Metadiscourse.” *Conference on College Composition and Communication*. Atlanta, April 9, 2011.

“Making Meaning or Making Mistakes: Playing with Discourse Expectations in Writing.” *Conference on College Composition and Communication*. Louisville, March 18, 2010.

“Grammar and Science Writing: Features and Functions” and “Features and Functions of Scientific Writing: Classroom Exercises.” Two presentations for “The Grammar of Scientific Texts,” part of full-day genre and grammar workshop. Other Workshop Leaders: Cornelia Paraskevas (Chair), Craig Hancock, and Rei Noguchi. *Conference on College Composition and Communication*. San Francisco, March 11, 2009.

“Sommers Revisited: How Student and Expert Writers Perceive the Form/Meaning Connection.” *Conference on College Composition and Communication*. San Francisco, 2009.

“Moving Sentence Level Assessment Beyond Correctness,” and “Exercises that Develop Conscious Use of Given-New and the Principle of Relevance.” *Facing Reality: Progressive Approaches to Grammar, Error, and Effective Writing*. Two presentations of full-day workshop. Other Workshop Leaders: Peter Adams (Chair), Loretta Gray,

Craig Hancock, and Rei Noguchi. *Conference on College Composition and Communication*. New Orleans, April 2, 2008.

With Allison Goldstein, Meghan Gilligan, and Steven Cybuslky. "Changing our Writing Realities through Rhetorical Grammar Instruction." *Conference on College Composition and Communication*. New Orleans, April 3, 2008.

"The Dynamic Relationship between Form and Content." *Conference of the SUNY Council on Writing*. Albany, April 21, 2007.

"Healing the Split between Grammar and Writing: Rhetorical Grammar." Full-Day Workshop, Deborah Rossen-Knill, Chair. Other Workshop Leaders: Martha Kolln, Craig Hancock, Cornelia Paraskevas, Loretta Gray. *Conference on College Composition and Communication*. New York, March 21, 2007.

"How do Student Perceptions and Understanding of Peer Interaction Relate to the Transfer of this Skill to New Writing Tasks?" *Conference on College Composition and Communication*. Chicago, March 2006.

With Tanya Bakhmetyeva, "Questions before Answers: Teaching Transferable Invention Strategies in Freshman Composition." *Conference on College Composition and Communication*. San Francisco, March 2005.

"How Proximity Affects Speaking Strategies and Social Dynamics of Discussion." *Conference on College Composition and Communication*. San Antonio, March 2004.

"Program-Based Assessment: Creating a Whole that is the Sum of its Parts." *Conference on College Composition and Communication*. Chicago, IL, March 22, 2002.

"Individuating Basic Writers' Written Work." *Conference on College Composition and Communication*. Chicago, AZ, March 14, 1997.

"New Contexts, New Conventions: Defining and Evaluating On-Line Writing Advising." *Writing Across the Curriculum: Fourth National Conference*. Cornell University, June 3-5, 1999.

"Individuating Basic Writers' Written Work." *Conference on College Composition and Communication*. Phoenix, AZ, March 14, 1997.

"A Pragmatics Framework for the Investigation of Dialogue in Fiction." *Modern Language Association Conference*. Washington DC, December 30, 1996.

"Creating and Manipulating Fictional Worlds: A Taxonomy of Dialogue in Fiction." *Modern Language Association Conference*. Washington DC, December 28, 1996.

"Politeness Theory: A Means to Consider the Power Relationship between Desdemona and Othello." *Annual Convention for the National Council of Teachers of English*. Pittsburgh, 1993.

With Richard Henry. "The Pragmatics of Verbal Parody." *Midwest Modern Language Association*. Minneapolis, 1993.

With Richard Henry. "The *Princess Bride* and the Parodic Impulse: The Seduction of *Cinderella*." *Midwest Modern Language Association*. Minneapolis, 1993.

"Cross-Cultural Communication: The Case of the Native American Indian." *Multiculturalism and Institutions*. Stanford University, 1991.

With Bruce Maylath, Margaret A. Reed, and Kim Lynch. "Through Process to Product and Pride: The Publications Approach to Teaching Writing." One-Day Workshop at the *Annual Convention for the National Council of Teachers of English*. Seattle, 1991.

“Integrating Writing into Your Course: Working Backwards from Course Goals to Writing Assignments,” workshops for faculty across the disciplines, University of Buffalo, New York, March 3, 2015.

Review of *Arthur and George*, by Julian Barnes. *Friends of the Library*. Brighton Public Library, May 3, 2007.

“Redirecting our Focus toward a Future that Includes English Language Instruction: A Response to ‘NCTE’s Position Unchanged: Isolated Grammar Drills Do Not Produce Good Writers.’” Part of Scope and Sequence Panel, invited by Panel Chair, Craig Hancock. NCTE Conference, November 17, 2006.

“Assessment and Grammar.” Scope and Sequence Panel (invited by panel and program coordinator Craig Hancock) Assembly for the Teaching of English Grammar, July 2006.

With Tanya Bakhmetyeva. “Classroom Practices in Theme-Based Writing Courses.” Knight Institute: Cornell Consortium for Writing in the Disciplines, Cornell University, July 2004.

“Tips for Writing Effective Cover Letters.” Cooper Medical Center workshop, New Jersey, November, 1998.

Discussant, Midwest Modern Language Association Linguistics Panel, Chicago, November 6, 1997.

“Tips for Writing Effective Cover Letters.” Cooper Medical Center conference, New Jersey, May 1, 1997.

“Multiculturalism and Communication: How We (Mis)Understand One Another.” Cooper Medical Center Conference, New Jersey, October 21, 1996.

“Can Linguistics Understand What Characters Say? (A) Dialogue in Fiction.” Swarthmore, April 20, 1995.

COURSES TAUGHT

Writing

- Pedagogy: The Teaching of Writing, Practicum in the Teaching of Writing
- Advanced Writing and Peer Tutoring
- Group Independent Study on Rhetorical Grammar and Writing
- Freshman Composition
- Intermediate Expository Writing
- Writing for the Social Sciences
- Writing for Science
- Reading and Writing for Management
- Business Writing
- Technical Writing
- Directed Writing for Wharton graduate students in Business and Management
- Introduction to Creative Writing: Fiction, Drama and Poetry
- Intermediate and Advanced Fiction Writing

Linguistics

- The Rhetorical Sentence
- Introduction to Modern English Grammar (with Solveiga Armoskaite)

Literature

- American Short Story
- American Minority Literature
- Introduction to Literature
- Senior Seminar I

- Senior Seminar II
- Senior Project (senior thesis support)
- Assisted: Jewish American Novel, Art of Film, Science Fiction Literature

PROFESSIONAL SERVICE OVERVIEW

- Editorial Board Member, *Journal of Teaching Writing*, November 2012 – Present
- Executive Committee, Language, Linguistics, and Writing Standing Group of the Conference on College Composition and Communication, 2018 - present.
- Established the Language, Linguistics, and Writing Standing Group of the Conference on College Composition and Communication, Co-Chair Craig Hancock, 2015-2016. Previously chair and co-chair (with Craig Hancock) of the CCCC Language and Linguistics Special Interest Group.
- Member: Progressive Grammar Special Interest Group of Conference on College Composition and Communication.
- Provided writing program review, consultations on program development, and pedagogy workshops for faculty and graduate students across the disciplines at several institutions.
- Reviewed proposals, books, and articles related to writing pedagogy, writing curricula, language and linguistics.
- Collaborated, conducted workshops, and presented with a group of linguists, writing scholars, and writing teachers who specialize in integrating grammar and the teaching of writing.
- Initiated a series of one-day rhetorical grammar workshops at CCCC.

Notable Service and Initiatives at the University of Rochester

Worked with Engineering to create a grant focused on integrating Grand Challenges into first year writing courses; worked with WSAP instructors on proposals for Grand Challenges grant.

Helped design, propose, implement, assess, and oversee the Study Zone, a new method for supporting struggling undergraduates (collaborative effort with Center for Excellence in Teaching and Learning and the College Center for Advising Services).

Helped to redesign academic honesty policies as part of College Academic Honesty Review Committee.

Administered the development and implementation of the current English for Academic Purposes Program.

Founded the Writing, Speaking, and Argument Program at the University of Rochester.

Expanded the College Writing Committee to include representatives from the Sciences, Social Sciences, Library, Learning Assistance, Office of Minority Student Affairs, undergraduates, and graduate students.

Formalized instructional and tutoring collaborations between the College Writing Program and Reference Librarians (a unique arrangement according to a national survey).

Led the redesign of the Early Connection Opportunity Program to reflect the College Curriculum.

Redesigned freshman advising in response to student evaluations.

Encouraged intellectual exploration through comfortable, interactive events between faculty and freshmen.

Led the College Curriculum Committee review of Quest courses.

Helped create opportunities for freshmen in student government, including the development of a Freshman Class Council.

Developed a workshop for under-represented minorities to increase their representation in application-based Quest courses (interactive research-based freshman seminars).

Redesigned the Resident Adviser [RA] course, the RA position description, the RA role during Orientation, and the RA programming model to more actively reflect the College's academic emphasis on intellectual exploration and the student's right to own his/her education.

Advising

- SigEp Faculty Adviser
- Undergraduate Advisor
- Take V and Kaufman Entrepreneurial Year Advisor, for students awarded a free fifth-year of study
- Honors Thesis Advisor
- Community Service Internship Advisor
- Graduate-Student comprehensive exam or dissertation committee member

Committees

- Academic Affairs Committee
- Literary Arts Programs Planning Committee
- Inspiration Project Planning Group
- Culture of Care Committee
- Curriculum Management Committee
- Study Zone Committee
- Academic Honesty Education Committee member
- College Senior Administrators Committee
- Campus Leadership Advisory Committee
- English Speakers of Other Languages Committee (Chair)
- College Curriculum Committee
- College Writing Committee
- College Teaching and Learning Technology Roundtable
- Leadership Citation Review Committee
- Freshman Housing Implementation Committee
- Freshman Advisory Committee
- Special Interest Housing Committee
- Fraternity/Sorority Management Committee
- Fraternity Sorority Standards Committee
- College Orientation Committee
- College Programming Committee
- Office of Minority Students Affairs Early Connection Opportunity Program Planning Committee
- Majors and Minors Web Site Development Committee
- Administrative Committee (reviews students on probation)
- Academic Planning Committee for the Office of Minority Student Affairs' Early Connection Opportunity Program
- College Longitudinal Assessment Committee