

Rebecca Wiltberger

Department of English, University of Kentucky, Lexington, KY 40506

rwiltberger@uky.edu

EDUCATION

Ongoing PhD: English (expected completion 2018)	University of Kentucky	Lexington, KY
2013 MA: English Literature	Northeastern IL Uni.	Chicago, IL
2007 BA: English	Berea College	Berea, KY
2003 MA: Linguistics coursework	University of ND	Grand Forks, ND

RESEARCH AND TEACHING SPECIALTIES

Nineteenth-century American literature, hospitality in literature, post-9/11 superhero narratives, first-year composition in the archives, community and difference in the writing classroom, digital pedagogy

AWARDS AND FELLOWSHIPS

University of Kentucky College of Arts & Sciences Certificate for Outstanding Teaching, Department of English, 2017. University-wide competitive teaching award for teaching assistants in all humanities, social sciences, and hard sciences fields. Departmental nomination and College-wide committee selection process. Certificate and \$500 monetary award.

Jean G. Pival Outstanding Writing Teaching Assistant Award, Department of Writing, Rhetoric, and Digital Studies, 2017. Departmental teaching award, peer nominated. Certificate and \$250 monetary award.

Lexington Herald-Leader Fellowship, Graduate School, University of Kentucky, Spring 2017. \$6,000, University-wide competitive non-service fellowship to retain excellent students from minority or poverty backgrounds

Summer Research Fellowship, English Department, University of Kentucky, 2016. \$4,583, competitive summer funding for prospectus and dissertation research.

Nominated for the **University of Kentucky College of Arts & Sciences Certificate for Outstanding Teaching**, Department of Writing, Rhetoric, and Digital Studies, 2016

Northeastern Illinois University Research Community Grant, University-wide competitive grant supporting archival research on American Women Writers of the Nineteenth Century, 2013. \$5,000 Fully-funded one-week archival research in Portland ME at the Maine Historical Society and surrounding archives, focusing on historical contextual material for Elizabeth Oakes Smith's 1842 novel *The Western Captive* under the direction of Dr. Timothy Scherman and with fellow graduate student Abigail Harris.

Olive Ruth Russell Fellowship, Berea College, 2012. \$3,000 for excellence in pursuit of graduate study.

INVITED TALKS

"Teaching Writing in the Communications Classroom: Global Perspectives" Guest presenter, School of Information and Communications, University of Kentucky, 2016

"Stories from the Classroom: Tales of Successful Collaborations between Instructors and Librarians" Panelist, sponsored by the Information Literacy Committee, University of Kentucky, 2016

"What Can You Do with an English Degree?" Guest Lecturer, English 485: Living Literate Lives, Dr. Libby

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Jones, Professor, Berea College, Berea KY, 2015

"Home Is Where Freedom Is: Alternative Domesticity, Social Freedom, and the Anti-Enlightenment Ideals of Louisa May Alcott's novel *Work*." Casual Colloquia Series, University of Kentucky, 2014

"Roundtable: Undergraduates in the Archives," Northeastern Illinois University Student Research Symposium, Chicago, 2014.

CONFERENCE PAPERS

"Humanizing Blackness: *Dred* and Harriet Beecher Stowe's Responsive Racial Politics." *Activism in Early American to 19th-Century American Women's Writing*, Panel organized by the Society for the Study of American Women Writers (SSAWW), ALA, Boston, MA, 2017.

"The Humanizing Work of Portraiture in Frank J. Webb's *The Garies and Their Friends*." MMLA, Columbus, OH, 2015

"You Can't Stand Alone--Joss Whedon's Avengers, Astonishing X-Men, and the Flawed Superhero." MPCA, Cincinnati, OH, 2015

"Freedom in Relationship: Homosocial Domesticity and the Critique of Enlightenment Ideals in Louisa May Alcott's novel *Work*." MMLA, Detroit, MI, 2014.

"Is Dis you, my frien'?: Hospitality and Black Collective Identity in Delany's *Blake*," Catharine Maria Sedgwick Society Symposium, St. Louis, MO, 2014

"Naturalism, Alternative Domesticity, and the Unnecessary Death of Lily Bart in Edith Wharton's *The House of Mirth*" AIZEN/University of New Orleans International Conference on Émile Zola and Naturalism, New Orleans, 2014

"Autobiography, Biography, and the Performance of Charlotte Perkins Gilman," Louisville Conference on Literature and Culture Since 1900, Louisville, 2014

Organizer of the panel- "Superheroes after Postmodernism: What the 21st Century Superhero Says about the American Myth", Beyond the Margins, DePaul University Graduate Conference, Hosted by the College of Media and Communications, Chicago, 2013

SERVICE AND OTHER ACTIVITIES

2017-2018	Graduate Student Congress Representative, English Graduate Student Organization, U of KY
2016-2017	Graduate Committee Representative, English Graduate Student Organization, U of KY
2015-2016	PhD Vice-President, English Graduate Student Organization, U of KY
2014-2015	New Student Recruiter, English Graduate Student Organization, University of Kentucky
2013-present	Inaugural member of Let's Write weekly student writing group, English Department, University of Kentucky

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ADDITIONAL TRAINING

2016

Dialogue on Race and Education in the 21st Century

Led by Berea College Carter G. Woodson Center for Interracial Education

Berea College invites you to join in a national dialogue on race and education in the 21st Century. Planned conference topics include but are not limited to: Community Policing, Growing American Economic Disparities, The Black/Brown/White Alliance, Immigration and Education, Racial Politics in America.

Courageous Conversations in the Classroom: How to Facilitate Discussion on Heated Topics

Facilitated by: Dr. Candice Crowell, professor of Educational, School, and Counseling Psychology and Dr. DaMaris Hill, CELT scholar-in-residence and professor of English, creative writing, and African American and Africana Studies

How do you talk about issues like race, class, gender, and sexual orientation when students seem hesitant or resistant? How do you courageously move the dialogue forward when you also feel afraid of backlash, lowered teaching evaluations, and other perceived consequences? If you don't feel like an expert, can you actually do this well? This 1.5 hour workshop prepares instructors to understand and use group dynamics, affect regulation, and interpersonal skills to facilitate courageous conversations in the classroom. The workshop is a part of CELT's series on critical conversations about race and teaching.

2015

What Your Students Think They Know about Research, and How You Can Help

Led by Debbie Sharp, Information Literacy Coordinator and Beth Fuchs, Undergraduate Learning Librarian

Let's face it – research is hard for a whole lot of reasons. Now, put yourself in the place of undergraduates facing college-level research assignments. What assumptions about their skills and prior experiences do we as instructors make that get in the way of students' abilities to succeed? Come explore some of the common reasons why research assignments fail and learn some strategies to help scaffold students' research experiences.

Modality, Metaphor, and Media in the Teaching of Writing and Rhetoric

Panel discussion at the Midwest Pop Culture Association

Overview and discussion of hashtag activism, meta-level engagement with social media, and revision as a deconversion narrative can be used to create community in the classroom and greater community engagement by composition students.

2014

Defining and Cultivating Critical Thinking Among Your Students

Led by David Sacks, The Center for the Enhancement of Learning and Teaching (CELT) and Hunter Moseley, Associate Professor of Molecular and Cellular Biochemistry

As a core executive function, developing critical thinking skills in students is a universally recognized goal of higher education. But how do you define it, present it, and develop it in your students? An overview of the ways that critical thinking is viewed across the curriculum and how instructors can teach students transferable skills in their classrooms. Hands on workshop designing and implementing critical thinking skills with students in a variety of classroom situations

2013

Developing a Dynamic Portfolio Practice

Dr. Nedra Reynolds, Professor of Writing & Rhetoric, University of Rhode Island

An examination of the various ways that portfolios can be used in the classroom, including portfolio-based syllabi, informal portfolio creation, using departmentally required portfolio more effectively as well as portfolios as tools to: give students better feedback on writing, change the

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classroom dynamic away from "grades" to "writing process," figure out how to see students' writing as it develops, and help students see their own writing as a process.

ACADEMIC EMPLOYMENT

2016-2017	Graduate Teaching Assistant-English Department, University of Kentucky
2015-2016	Writing Program Assistant/Teaching Assistant Mentor, Writing, Rhetoric, and Digital Studies Department, University of Kentucky
2013-present	Graduate Teaching Assistant-Writing Rhetoric, and Digital Studies, University of Kentucky
2012- 2013	Graduate Teaching Assistant-English and Composition, Northeastern Illinois University
2005-2007	Teaching Assistant- Creative Writing, English Department, Berea College