

# Curriculum Vitae

## Emily Wilson

ewilson@alfaisal.edu

### Education:

**Ph.D.** in the Joint Program in English and Education, University of Michigan, 2019

**M.A.** in English Literature and Rhetoric, Colorado State University, 2012

**B.S.** in Elementary Education, Columbia International University, 2004

### University Experience:

**Head of English Department**, Alfaisal University, Riyadh, Saudi Arabia, 2021-present.

- Responsible for hiring, managing, and professionally developing English department faculty
- Responsible for overseeing the curriculum, instruction, and assessment of the department
- Redesigned the first-year composition sequence

**Director of the Academic Success Center**, Alfaisal University, Riyadh, Saudi Arabia 2020-present.

- Proposed plans for a new writing and tutoring center in 2019; plans were approved and the Academic Success Center launched in fall 2020
- Currently responsible for recruiting, hiring, training, professionally developing, and managing a staff of 15 students who offer tutoring for a variety of courses at the university
- Responsible for arranging workshops and seminars at faculty request to help students study for specific subjects

**Assistant Professor**, Alfaisal University, Riyadh, Saudi Arabia, 2019-present.

- Instructor for ENG 222, a technical writing course
- Instructor for various courses in the first-year composition sequence, including ENG 101, ENG 102, ENG 112, and ENG 113
- Responsible for all instruction and assessment in these courses

**Graduate Student Instructor**, University of Michigan, 2015-2019.

- Practicum instructor for EDUC 307, a course designed to help English Language Arts teaching interns develop engaging and effective pedagogical practices
- Instructor for ENG 125, a first-year composition course.

**Graduate Student Research Assistant, Sweetland Center for Writing**, University of Michigan, 2016-2019.

- Conducted data analysis on a longitudinal writing development study of 169 undergraduate students at UM
- Helped develop the M-Write project, a program to implement writing-to-learn pedagogies in large undergraduate gateway courses
- Maintained the university's writing placement instrument, the Directed Self-Placement, for incoming students by selecting articles and writing prompts
- Collaborated on the Book Unbound project, an interdisciplinary initiative in which a team from the Sweetland Center for Writing worked with film studies and archaeology to create multi-layered publications of each team's project
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**Graduate Student Instructor**, University of Michigan, 2015-2016

- Taught English 125, a first-year composition course
- Wrote the syllabus and provided all instruction and assessment

**Adjunct Instructor**, Colorado State University in Pueblo, CO, 2010-2012

- Taught Composition 101
- Taught ENG 412: Teaching Adolescent Literature

**University Service:**

- **Chair, English Department Hiring Committee, Alfaisal University, 2021-present**
- **Chair, English Department Scheduling Committee, Alfaisal University, 2021-present**
- **Chair, English Department Curriculum Committee, Alfaisal University, 2021-present**
- **Member, University Teaching and Learning Committee, 2023-present**
- **Member, College of Science Curriculum Committee, 2019-present**
- **Member, College of Science Hiring Committee, Alfaisal University, 2021-2023**
- **Member, Council of the College of Science, 2021, present**
- **Faculty co-sponsor of Alfa Press, a university-wide student newspaper, 2022-present**

**Steering Committee Member, *Language Matters***, University of Michigan, 2018-2019

- Organized working groups for a campus-wide initiative designed to raise awareness about language ideology and address discriminatory practices related to language

**Graduate Student Representative**, Executive Committee, School of Education, University of Michigan, 2017-2019

- Represented students' needs and interests to the committee; participated in strategic vision-forming and decision-making processes at the highest levels of UM's School of Education

**CERP (College Essay Revision Partnership) tutor training**, University of Michigan Fall 2016 and Fall 2017

- Trained undergraduate volunteers how to give effective feedback on essays to high school students

**Detroit Workshops**: Fall 2015, Fall 2016, and Fall 2017

- Taught high school students from underserved and under-resourced school districts in Detroit how to write effective college application essays.

**Secondary Teaching Experience:**

**Secondary English Teacher and head of English department**, Escondido, CA, 2012-2015

- Taught AP Literature, British Literature, American Literature, World Literature
- Provided leadership and instructional support for teachers in my department
- Created curriculum maps for all English classes, grades 10-12

**Secondary English Teacher**, Colorado Springs, CO, 2006-2012

- Taught AP Literature, AP Language, British Literature, American Literature, Composition, World Literature

**Secondary English Teacher**, Bradenton, FL, 2004-2006

- Taught 7<sup>th</sup> and 8<sup>th</sup> grade English Language Arts
- Taught World Literature, British Literature, American Literature, grades 10-12

**Activities and Service:**

**Arabic language lessons, 2019-present**

- Currently spending 4 hours per week learning Saudi Arabic

**Workshop with *Caregivers on the Homefront***, CCCC 2018 Local Outreach Grant.

- Helped lead a writing workshop for veteran caregivers

**Teacher Consultant**, National Writing Project, 2011-present

- Worked with local teachers to develop best practices in writing instruction

**Member**, Southern Colorado Rhetoric Society, 2011-2012

**Intern**, Pennsylvania Governor's Academy for Urban Education, Summer 2002

**Presentations:**

**“What Can the Humanities Collaboratory Contribute to Graduate Education?”**—panel speaker at the Michigan Humanities Collaboratory Symposium, Ann Arbor, MI. October 2018

**“Passionate Attachments: Contemplating the Insider/Outsider Continuum in Our Scholarship, Pedagogy, and Activism”**—panel respondent at College Composition and Communication Conference, Kansas City, MO. March 2018

**“Collaboration as Knowledge Production”**—panel presentation at the Modern Language Association, New York City, NY. January 2018.

**“Leveraging Language for Social Justice”**—panel presentation at the National Council for Teachers of English, St. Louis, MO. November 2017.

**“Literacy Practices in the Lived Experiences of Military Kids”**—panel presentation at the Western States Rhetoric and Literacy Conference, Salt Lake City, UT. October 2017.

**“Inclusive Curriculum: Advocacy for the New Mainstream”**—panel presentation at the National Council for Teachers of English, Atlanta, GA. November 2016.

**Awards:**

Bobbe and Jon Bridge Award for Engaged Scholarship, awarded to graduate students conducting original research focused on youth welfare, 2018

School of Education Scholars Award, University of Michigan, 2015

Claes Nobel Educator of Distinction, National Society of High School Scholars, 2014

Graduate Teaching Assistant Fellowship, Colorado State University in Pueblo, 2011

Best Graduate Student Paper, "Social Networking in the Composition Classroom," Southern Colorado Rhetoric Symposium, 2011

**Publications:**

**"Alfaisal University's Academic Success Center: An Individualized Peer-Assisted Learning Program for Mutual Tutor-Student Advancement."** Abdul Muthalib H, Syed F, Raziq T, Wilson, E. (2023) Cureus 15(9): e44883. doi:10.7759/cureus.44883

**"Exploring the Challenges and Opportunities for Female Medical Students Engaged in Research in Saudi Arabia: A Qualitative Study."** Wilson E, Elmokattaf R, Aljumaa R, et al. (2023) Cureus 15(8): e43607. doi:10.7759/cureus.43607

**"Toward Critical Engagement: Affect and Action in Student Interactions with Instructor Feedback,"** By Emily Wilson and Justine Post (2018). Chapter in *Writing Development in Higher Education: A Longitudinal Study*.

**"Writing to Learn Science: An Analysis of Assignments,"** by Anne Ruggles Gere, Emily Wilson, Naitnaphit Limlamai, Kate Saylor, and Raymond Pugh (2019). Literature review of empirical studies of writing to learn science. Volume 36, Issue 1 of *Written Communication*.

**"A Tale of Two Prompts: Writing-to-Learn Pedagogies and Aspiration"** by Anne Ruggles Gere, Anna Knutson, Naitnaphit Limlamai, Ryan McCarty, Emily Wilson (2018). Empirical study of the differential effectiveness of two writing assignments in a large undergraduate statistics course at the University of Michigan. Volume 29 of *The WAC Journal*.

A handwritten signature in blue ink that reads "Emily M. Wilson". The signature is fluid and cursive, with "Emily" on the top line and "M. Wilson" on the bottom line.