

# Craig R. Medvecky

4410 Grand View Ave. Baltimore, MD 21211

(414) 220-0377 | crmedv@gmail.com

## Education

Ph.D.	English	University of Wisconsin-Milwaukee (2012)
M.F.A.	Creative Writing	Emerson College, Boston, MA. (2006)
B.A.	History	Princeton University, Princeton, NJ. (1990)

## Publications

Books	<i>Peer Tutor Training for Graduate Students</i> . Boston: Bedford/St.Martins, Electronic. Forthcoming.
Scholarly	“Art on the (Supply) Side: Neoliberalism and Public Funding for the Arts” <i>Gnovis</i> 10:2 Spring 2010. < <a href="http://gnovisjournal.org/journal">http://gnovisjournal.org/journal</a> > “High and Low: Photographic Strategies in <i>Paris Spleen</i> ” <i>Sentence: a journal of prose poetics</i> . No. 6. (Spring 2009): 234-45. Print. “Reconstructing Masculinity: Donald Barthelme’s <i>Unspeakable Practices, Unnatural Acts</i> ” <i>Contemporary Literature</i> . 48:4 (Winter 2007): 554-79. Print.
Fiction	“From Every Roof” <i>AntipodeanSF</i> . No. 189, March 2014. Online. “Sailors: Through the Fish Islands” <i>Linden Avenue Literary Journal</i> . Fall 2013. Online. “Flaragen O’Melverny” <i>Necessary Fiction</i> . Winter 2012. Online. “The Warminster Photographs” <i>The Black Boot</i> . No. 9 Jan 2011. Print/Online. “Columbine and Harlequin” <i>Necessary Fiction</i> . Winter 2010. Online. “2nd Contact” <i>Necessary Fiction</i> . Winter 2010. Online. “Other Music From Underground” <i>Kerouac’s Dog</i> . 2:1. Dec. 2010. Print. “A Musical Mind” <i>The Toucan Literary Magazine</i> . Winter 2010. Print. “Schulüler” <i>Dark Lane Quarterly Collaborative</i> . Fall 2010. Print. “Cowpunchers” <i>Shady Side Review</i> . 5:1 Winter 2010. Online. “Eagle Eyes” <i>Shady Side Review</i> . 5:1 Winter 2010. Online. “Whistler” <i>Shady Side Review</i> . 5:1 Winter 2010. Online. “The Faucigny-Lucinge’s” <i>The Literary Circular</i> . 4:1 Spring 2010. Print. “Etch-A-Sketch” <i>Shady Side Review</i> . 2:1 Winter 2009. Online. “This Old House” <i>The Literary Circular</i> . 3:2 Fall 2009. Print. “Eclipse” <i>The Literary Circular</i> . 3:1 Spring 2009. Print. “Eclipsed” <i>The Literary Circular</i> . 3:1 Spring 2009. Print.
Poetry	“Devolution of the Lone Ranger, V” <i>Chrysalis</i> . Spring 2013. Print. “Devolution of the Lone Ranger, IV” <i>Chrysalis</i> . Spring 2013. Print.

## Poetry, con't

- “Devolution of the Lone Ranger, III” *Chrysalis*. Spring 2013. Print.  
“Devolution of the Lone Ranger, II” *Chrysalis*. Spring 2013. Print.  
“Devolution of the Lone Ranger, I” *Chrysalis*. Spring 2013. Print.  
“Teeth” *Dialect Magazine*. Spring 2010. Print.  
“Kickball” *Eat Local: Read Local*. UW-Milwaukee. Spring 2009. Print.  
“Song of the Undersea” *The Strange Fruit*. 1:2 December 2005. Print.  
“Nun Snares Vote” *The Burnside Review*. 2:1 Summer 2005. Print.  
“For Seamus” *Moonshine*. 13:2 Spring 1998. Print.

## Honors & Awards

Frederick J. Hoffman Graduate Essay Award	Honorable Mention (2010)
UWM Freshman Writing Contest	Judge (2010)
Frederick J. Hoffman Graduate Essay Award	First Prize (2009)
Phi Kappa Phi Honor Society	Membership Awarded (2009)
James A. Sappenfield Scholarship	Recipient (2008)
The National Scholars Honor Society	Membership Awarded (2007)
Frederick J. Hoffman Graduate Essay Award	First Prize (2007)
Emerson College Graduate Merit Fellowship	Recipient (2003-5)

## Administrative Experience

Graduate Writing Center Coordinator, Loyola Writing Center  
Loyola University Maryland (Aug 2013 - present)

- Develop graduate-level writing center services across all three Loyola campuses, including: Graduate Writing Workshop Series and Writing Center Fellows program, online and in-person tutoring, and program specific writing groups.
- Promote graduate services through web communications, print and digital marketing.
- Collaborate with deans and department heads to improve graduate writing services at the program level, including: Liberal Studies, Education, Psychology, and Pastoral Counseling.
- Train and supervise staff of graduate tutors, including: design and implementation of professional development curricula, development of our tutor training manual, shift visits with tutors, and ongoing research into improved online technologies for peer-tutoring.
- Oversee the graduate writing center budget.

Programming Coordinator, Center for Instructional and Professional Development  
University of Wisconsin-Milwaukee (Sept 2012 - June 2013)

- Design and promote professional development curricula for Graduate TAs.
- Offer consultations and mentorship for TAs on teaching practice and class design.
- Assist the Vice Provost with curricular changes in Gen Ed and Oral/Written Communication core requirements and campus-wide assessment initiatives.

## Teaching Experience

Visiting Affiliate Professor, Writing, Loyola University Maryland (Aug 2013 - present)

- Writing 100, *Effective Writing*: Introduces students to the discipline of writing in the university through the critical and creative study of the contemporary essay within a rhetorical framework that constructs the writing and reading in terms of purpose, audience, and context. (8 sections)
- Writing 323, *Writing Center Theory and Practice*: Provides students with the knowledge and practical experience to develop as a peer tutor of writing. The course includes a service learning component, the Bridges program, that provides after school tutoring assistance to local high school students. (1 section)

Associate Lecturer, English, University of Wisconsin-Milwaukee (Aug 2012 - Jun 2013)

- English 102, *College Writing and Research*: A first-year writing class and GED requirement emphasizing research practices, academic conventions, and the ethics of reading and writing. (2 sections)

Adjunct Instructor, English, Cardinal Stritch University (Sept 2012 - Dec 2012)

- English 101, *Introduction to College Writing*: A first-year writing class and GED requirement with emphasis on college-level critical and interpretative practices. (2 sections)

Instructor (GTA), English, University of Wisconsin-Milwaukee (Sept 2008 - May 2012)

- English 263, *Introduction to the Novel*: In this English elective, students read American novels of the post-World War II era. Texts explore representations of science and technology with attention to themes of utopia, dystopia, and paranoia. (1 section)
- English 234, *Writing Fiction: Structure and Technique*: Creative Writing students engage in close-reading for craft and discuss the basic structural and technical elements of short fiction with opportunities for workshop. (1 section)
- English 233, *Introduction to Creative Writing*: In this prerequisite for Creative Writing majors, students engage in close-reading for craft, write in multiple genres, and explore various creative practices in the context of a workshop community. (2 sections)
- English 224, *American Writers: 1900-Present*: An elective for English majors, students read works of American literature from late nineteenth century to the present and combine close reading with study of the historical and cultural contexts. (1 section)
- English 215, *Introduction to English Studies*: A prerequisite for English majors, students practice a variety of methods for approaching texts as both literary and cultural objects across a range of time periods. (1 section)
- English 102, *College Writing and Research*: A first-year writing class and GED requirement emphasizing research practices, academic conventions, and the ethics of reading, writing and interpreting. (2 sections face-to-face instruction; 2 sections online instruction)
- English 101, *Introduction to College Writing*: A first-year writing class and GED requirement with emphasis on college-level critical and interpretative practices. (4 sections)

### Conference Presentations

“Workshop: How We Tutor in Different Situational Contexts” *Mid-Atlantic Writing Centers Association*. Philadelphia, PA. (2016)

“Training & Professional Development of Graduate Tutors” *International Writing Centers Association*. Pittsburgh, PA. (2015)

“SIG: The Past and Future of Synchronous Online Tutoring” *International Writing Centers Association*. Pittsburgh, PA. (2015)

“The Medium is the Message: Synchronous Online Tutoring” *Mid-Atlantic Writing Centers Association*. Harrisonburg, VA. (2015)

“The Effectiveness of a Grammar Book for Learning Disabled Writers” *Mid-Atlantic Writing Centers Association*. Harrisonburg, VA. (2015)

“Matchmaking Graduate Writing Needs & Writing Center Outreach Initiatives” *IWCA/NCTPW*. Orlando, FL. (2014)

“Developing Graduate Student Writing Outcomes Across the Curriculum” *Mid-Atlantic Writing Centers Association*. Salisbury, MD. (2014)

“White Terror and Black Culture in Claude McKay’s *Banjo*” *International Conference on Global Citizenship, Collective Identity and Tolerance*. Chillicothe, Ohio. (2010)

“Hybrid and Multi-modal Pedagogy in the Context of Tradition” *Creating/Composing/Curating: Converging Sites of Composition*. Milwaukee, Wisconsin. (2009)

“Exploring Form in Fiction Via Obstruction and Restriction” *The Association of Writers and Writing Programs Annual Conference*. Chicago, Illinois. (2009)

“The Wonder Twins: Form of Composition, Shape of Discourse” *1st Year English Graduate Student Conference*. Milwaukee, Wisconsin. (2008)

“Art on the (Supply) Side, or, the Credibility Crisis in Congress” *Hawaii International Conference on Arts and Humanities*. Honolulu, Hawaii. (2008)

“Reconstructing Masculinity: Donald Barthelme’s Unspeakable Practices, Unnatural Acts” *Hawaii International Conference on Arts and Humanities*. Honolulu, Hawaii. (2008)

### Institutional Presentations

“Graduate Researcher as Writer” with Dr. Martin Sherman. Psychology 746, Research Methods. Loyola University Maryland. (2015)

“Exploring the Academic Writing Process” *Loyola Writing Center*. Graduate Writing Series Workshop. (2013, 2014, 2015, 2016)

“Introduction to Graduate Research Writing” *Loyola Writing Center*. Writing Fellow Initiative. ED600: Foundations of Research with Dr. Denise Bike. Loyola University Maryland. (2014, 2015)

“Advanced Time Management for Writers” *Loyola Writing Center*. Graduate Writing Series Workshop. (2014, 2015)

“Understanding the Literature Review” *Loyola Writing Center*. Graduate Writing Series Workshop. (2014, 2015)

“Methods of Analysis in Graduate Writing” *Loyola Writing Center*. Graduate Writing Series Workshop. (2014, 2015)

“Synthesizing Sources for Research Writing” *Loyola Writing Center*. Graduate Writing Series Workshop. (2014, 2015)

“Writing the American Ethos Classroom Facilitation” *Loyola Writing Center*. Writing Fellow Initiative. LS613: The American Ethos with Dr. Randall Donaldson and Dr. Louis Hinkel. Loyola University Maryland. (2014, 2015)

“Planning Your Internship Application Essays” *Loyola Writing Center*. Graduate Writing Series Workshop. (2013, 2014, 2015)

“Creating a Teaching Portfolio” *UWM Center for Instruction and Professional Development*. With Michelle Fetherston. Graduate TA Professional Development Program. (2013)

“Meeting Students Where They Are: Low Stakes Assessments In the Classroom” *UWM Center for Instruction and Professional Development*. Graduate TA Professional Development Program. (2013)

“English 102 and the Writing Center” *UWM Writing Center Staff Meeting*. (2011)

“Tensions in First-Year Writing Pedagogy” *UWM Composition Forum*. (2011)

“Methods For Working Historically” English 236, Topics in Creative Writing: Re-writing the Past, Fictionalizing History & Memory. UW-Milwaukee. (2010)

“Zora Neale Hurston and the Harlem Renaissance” English 263, Introduction to the Novel: American Fiction Between the World Wars. UW-Milwaukee. (2010)

“A Qualitative Analysis of Freshman Writing Course Design” with Dr. John Mulvihill. *UWM Composition Forum*. (2010)

“Considering English 102 Course Design Strategies” with Dr. John Mulvihill. *UWM-English 102, Fall Orientation*. (2010)

“Hemingway & The Modern American Novel” English 263, Introduction to the Novel: America Between the World Wars. UW-Milwaukee. (2010)

“The Writing Life: A 21st Century Perspective” English 234, Topics in Creative Writing: Fiction Structure and Technique. UW-Milwaukee. (2009)

“Wikis, Wikipedia and ... You?” *UWM-English Department*. Milwaukee. (2009)

## Service

*Bridges Service Learning Coordinator* • Loyola University (2016)

As classroom instructor for WR323, I coordinate Loyola’s involvement in Bridges Program, through which Loyola students tutor Baltimore City High School students after hours in the Writing Center. I administrate the program with our educational partners at St. Paul’s School.

*MAWCA, At-Large Board Member* • Loyola University (2015-2016)

I serve on the Executive Board for the Mid-Atlantic Writing Centers Association. Members conduct organizational planning through regular attendance at board meetings. In addition, I edit the monthly newsletter for over 800 regional members, facilitate MAWCA elections, and help maintain the website.

*First-Year Writing Essay Contest Committee* • Loyola University (2013-4)

As co-chair I provided event organization, administration, and promotion to foster the growth of prize celebrating first-year writing at Loyola.

*Writing Program Assessment* • UWM (2012)

Two day assessment of UWM freshman writing program student achievement based on defined learning outcomes across multiple program years.

*Student's Guide to Freshman Writing Revision Committee* • UWM (2012)

I served on the committee in charge of annual revisions and updates to the student handbook, which is a required text for all students enrolled in the Freshman Writing Program at UWM.

*Writing Program Administration* • UWM English 102 Instructor Mentor (2011-12)

I designed and implemented a curriculum to mentor first-time teachers of English 102, *College Research and Writing*. Based on my own recognized excellence in the classroom, I served as a consulting teacher to the UWM Writing Program Administration board. In this role, I substantially developed mentoring curriculum, coordinated a cohort of mentors and peer groups, and personally served as mentor to teachers of English 102.

*Composition Advisory Committee* • UWM Graduate Member (2011-12)

I conducted teaching observations of both on-line and face-to-face classrooms to facilitate disciplinary review and peer counseling of graduate English TAs, including official performance evaluations.

*Campus Connect Gatekeeper Suicide Training* (2011-2012)

I received special training to help teachers identify and respond appropriately to suicidal or otherwise troubled students.

*Graduate School Scholastic Appeals Committee* • UWM Graduate Representative (2010-2011)

I participated in academic review and disciplinary hearings pertaining to allegations of misconduct. The committee, of which I was a fully empowered member, rendered final, binding decisions with respect sanctions and/or other actions to resolve disputes between graduate students and faculty.

## **Professional Service**

*Peer-reviewer • Contemporary Literature* (2013-2015)

*Production Editor • Cream City Review* (Sept 2008-May 2009)

As Production Editor for the *Cream City Review*, UWM's premier literary magazine, I took final responsibility for delivering print-ready, four-color layout and design of 200+ page bi-annual issues. In addition, other duties included overseeing capital upgrades, budget requests, facilities improvements, correspondence with faculty liaisons, as well as close collaboration with Editor in Chief and other staff. During my tenure, I also initiated inter-departmental collaboration between Peck School of the Arts and English Department and managed the design internship program.

## **Languages**

Spanish, *Reading/Writing Proficiency*

## **Affiliations**

Phi Kappa Phi Honor Society

The National Scholars Honor Society

International Writing Centers Association

Mid-Atlantic Writing Centers Association