

WILL PENMAN

Curriculum Vitae

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EDUCATION

Ph.D. Rhetoric, Carnegie Mellon University (Spring 2018, expected)

Dissertation: "How to Be Persuaded: Examining Rhetoric's 'Flip Side' in White People's Anti-Racism Efforts"

Committee: Prof. of English Linda Flower (chair), Prof. of English Barbara Johnstone, Assistant Prof. of English Doug Coulson

M.A. Rhetoric, Carnegie Mellon University (2012)

B.A. English, University of Florida (2010), *summa cum laude*, Phi Beta Kappa

Honors thesis: "Re-Termining Repetition"

PUBLICATIONS

ARTICLES

Penman, W. (in press). A field-based rhetorical critique of ethical accountability. *Quarterly Journal of Speech*.

Penman, W. & Cloud, D. (in press). Child, dunce, demagogue or dictator? Competing explanations for Trump's racist rhetoric (and their social consequences). *Journal of Contemporary Rhetoric*.

Penman, W. Siri's identity: How people on the margins use humor to imagine more diverse AI." In progress for submission to *Kairos*; accepted for development into a set of scholarly videos at the inaugural NEH-funded KairosCamp, 2017

BOOK REVIEWS

Penman, W. (2017). *Quarterly Journal of Speech*, review of *Participatory Critical Rhetoric: Theoretical and Methodological Foundations for Studying Rhetoric In Situ*, by Michael Middleton, Aaron Hess, Danielle Endres, and Samantha Senda-Cook. ([link](#))

Penman, W. (2014). *Language in Society*, review of *A Search Past Silence: The Literacy of Young Black Men*, by David Kirkland. ([link](#))

COMPETITIVE GRANTS AND AWARDS

Finalist (top 10 of 70+) in Carnegie Mellon's "3 Minute Thesis" competition, 2017, [video](#)

\$5,000 Implementation grant from The Sprout Fund's inaugural "Remake Learning" Fellowship, 2013

\$10,000 Research grant from The Sprout Fund's inaugural "Remake Learning" Fellowship, 2012

PRESENTATIONS

CONFERENCE PRESENTATIONS

Rhetoric Society of America (RSA)

2018 (Minneapolis, MN; submitted) "Racializing *Imitatio* to Grow in Interdependence", chair of panel, "*Imitatio* and Improv: Rhetorical Invention in Social Justice Efforts"

2016 (Atlanta, GA), "Mobility to Exit the Research Field: White Privilege Interfering with Interracial Dialogue" ([video](#))

2014 (San Antonio, TX), "Challenges Using Multimodality to Cross Literacy Borders: A Case Study of a Hip Hop Literacy Program"

Conference on College Composition and Communication (CCCC)

2016 (Houston, TX), "Pedagogical Implication of Aspirational Rhetorics: Framing Learning to Write as an Extension of Learning 'To Religion'" ([video](#))

National Communication Association (NCA)

2017 (Dallas, TX), "An Interdependence Model for Interacting With(in) the Field: Rhetorically Theorizing Research Ethics"

2016 (Philadelphia, PA) pre-conference on Rhetoric, Religion and Freedom, "Christian Witness Language Ideology and its Role in White Anti-Racism Work"

Other

2013 (Raleigh, NC) CRDM Symposium on Emerging Genres, Forms, Narratives—In New Media Environments "Is the Internet in the First World? Internet Memes as Self-Reckoning" ([poster](#))

INVITED LECTURES

"Rhetorical reciprocity in fieldwork," 2016. Rhetoric Society of America graduate chapter meeting at University of Pittsburgh

UNIVERSITY/DEPARTMENT PRESENTATIONS

Roundtable contributor. "Publicity and Counterpublicity after Election 2016," Graduate Student Colloquium, CMU, 2016

Teaching roundtable presentation, "Contribution is just your opinion, right?" Annual Graduate Student Roundtables, CMU, 2013

WORKSHOPS AND INSTITUTES

NEH-funded inaugural KairosCamp, 2017, a digital publishing institute for authors and editors, with Cheryl Ball, David Rieder, Madeleine Sorapure, and Doug Eyman (80 hours)

Rhetoric Society of America Summer Institute, 2017, "Rhetoric, humor, and play," with Jonathan Rossing (20 hours)

Rhetoric Society of America Summer Institute, 2015, "Working the field: Rhetorical studies and ethnographic methods," with Ralph Cintrón, Scott Graham, Gerald Hauser, and Candice Rai (40 hours)

Digital Humanities workshop, Carnegie Mellon University, 2015 (40 hours)

Technology Enhanced Learning workshop, Carnegie Mellon University, 2015 (40 hours)

ONLINE PROJECTS

Webtext. (2013) "An interactive online tool for conceptualizing writing programs." ([link](#), works best on desktops/laptops)

Infographic. (2013) "4 tips for project-based learning with teens" (design by Alyssa Fogel), for The Sprout Fund ([link](#))

Blog entry. (2012) "Having your digital cake and eating it, too." *The Silver Tongue: Rhetorical Criticism for the Engaged Citizen*. ([link](#))

Blog entry. (2011) "Great moments in public signage, internet edition: The rhetoric of 404 pages." *The Silver Tongue: Rhetorical Criticism for the Engaged Citizen*. ([link](#))

RESEARCH ASSISTANTSHIPS

Transcription and coding work on the "Alex" project, in which an African American virtual peer interacts with African American 3rd grade students, in order to investigate the impacts of code switching on learning. Justine Cassell's Articulation Lab, Human Computer Interaction Institute, Carnegie Mellon University, 2015 (400 hours)

Curriculum development and writer. Co-developed math curriculum for a video game to teach middle-schoolers proportional thinking (12 person team). Used information-design principles to create 40-page teacher's guide. National Robotics Engineering Center. Summer 2013. (400 hours)

TEACHING

CLASSES TAUGHT

Writing for the Professions, a professional and technical communication course (F17)

Interpretation and Argument, an argument-based first-year writing course. Readings in each section focused around several themes and controversies:

“Rainbows, Butterflies, and Robots.” What ethical obligations will humans have to emerging artificial intelligence? (S17, F16, S16)

“Making ☺.” How should people pursue peace? (S15)

“Respect the Tech: Cyborgs and Humanity.” How does technology shape who we are as humans? (S14, F13)

“Take me to your leader.” How do people lead well? (F12, S13)

Reading and Writing in an Academic Context, a first-year writing course for multi-lingual speakers who still need instruction about the rhetorical and linguistic demands for academic reading and writing in an American university. Each section’s theme was grounded by the following points of controversy:

“Who is Speaking? Language diversity” How does language shape culture, and vice versa? (F15)

“Why do we work?” (F14)

CONSULTING

Communication Consultant at Carnegie Mellon’s Global Communication Center (began Fall 2017)

Workshop leader, Odyssey writing enrichment program for sophomores, 2013-2015.

TEACHING CERTIFICATES

“Future Faculty” Program certificate, Carnegie Mellon’s Eberly Center for Teaching Excellence and Educational Innovation, completed through attending eight seminars, receiving teaching feedback from two classroom observations, creating a syllabus for a future course, and writing a statement of teaching philosophy

SERVICE

TO THE PROFESSION

Chair, Three Rivers Graduate Chapter of Rhetoric Society of America at Carnegie Mellon University, 2013-2015

TO THE UNIVERSITY

Table facilitator, Carnegie Mellon University, college-level “Conversation about Race, Community and Marginalization.” Nov 2016

Director of Communications, National Association of Graduate-Professional Students, Northeast Region Board, 2011-2012

TO THE DEPARTMENT

Graduate Representative to the English Faculty, 2017-2018

First-year placement essay rater, Summer 2015

MEMBERSHIP IN SCHOLARLY ORGANIZATIONS

National Communication Association (NCA)

National Council of Teachers of English (NCTE)

Rhetoric Society of America (RSA)

Modern Language Association (MLA)