

# ANGELA CROW

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Department of Writing and Linguistics  
Georgia Southern University  
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## EDUCATION

### University of Kansas

Postdoctoral Research and Training, NIA Communication and Aging Training Grant. 2002 - 2003. Susan Kemper

Ph.D. in English, Composition and Cultural Studies. 1997  
Dissertation: Can Anyone Play?: Examining the (Constraints on) Performances When Writing a Genre in the Academy  
Directors: Amy Devitt and Cheryl Lester

### Point Loma College

BA English and Business Administration, 1987

## TEACHING & RESEARCH INTERESTS

Literacies and technologies; visual rhetoric; writing for the web, and multimodal document design; research methodologies; trends in Technical and Professional Writing; aging and communication; health literacies; risk/safety narratives; memory work in document design; faculty development; gender and genre studies; queer theory.

## TEACHING

**Associate Professor, Writing & Linguistics, Georgia Southern University. 2005 to present**  
**Assistant Professor, Writing & Linguistics, 1998 - 2005**  
**Leave of absence 2002 - 2003** (for Postdoctoral Fellowship)  
On-line see <http://www.georgiasouthern.edu/~crowa>

English 1101: Composition I  
English 1102: Composition II  
Writing 2130: Technical Communication  
Writing 3030: Writing for the Web  
Writing 3230: Writing in the Workplace  
Writing 3232: Document Creation for T & P  
Writing 3234: Research Methods for T & P  
Writing 4130: Advanced Composition  
Writing 5030: Visual Rhetoric  
Writing 5930: Technical Writing

**TEACHING  
continued**

**Graduate Teaching Assistant, University of Kansas,  
1992 - 1998**

English 101: Freshman Composition  
English 102: Composition and Literature  
English 203: Psychoanalysis and Literature  
English 203: Women Writing about Women  
English 203: Women Writing about Politics  
English 209: Introduction to Fiction  
English 210: Introduction to Poetry  
English 322: American Literature II  
English 362: Professional and Technical Writing

**Adjunct Instructor Johnson County Community  
College, 1991- 1998**

English 121: Composition I  
English 122: Composition II

**PROFESSIONAL  
EXPERIENCE**

**Developing Major & Track in P&T** Fall 1998 - present

Worked collaboratively with colleagues to create a successful proposal for a major and helped develop a viable curriculum in Professional and Technical Writing.

**Volunteer in Local Literacy Program** Fall 1997 - Fall 1999

Participated in the Statesboro library's literacy program. Taught adult learners basic literacy at Lawrence's Adult Learning Center through the University of Kansas; provided mentoring for students in my courses for those who selected to volunteer as one of their assignment options.

**Mentor Graduate Teaching Assistant** 1994 - 1997

Collaborated on designing syllabi for both Composition 101 and the practicum (teacher training) class. Participated in orientation sessions; led small group sessions, mentored five and seven new GTAs. Observed classes, helped them construct assignments, reviewed graded essays, provided resources. In Fall 1996, we began pairing GTAs with Mentor GTAs, and I team-taught with two new teachers.

**PROFESSIONAL  
EXPERIENCE**  
continued

**Mentor, University of Kansas McNair Scholars Program**

1996

Mentored an undergraduate student, a senior, in the shaping and completion of an extensive research paper.

**Coordinator of Minority Tutoring in Writing** 1995 - 96

Generated the publicity for the Minority Tutoring in Writing program. Developed and managed the budget. Hired and trained new tutors and provided weekly in-service opportunities for improved tutoring. Researched material on writing centers and on diversity training in order to better meet the needs of the students and tutors in the program. Scheduled the one hour student appointments with tutors, communicated with the students' instructors throughout the semester, and assessed the program's effectiveness.

**WPA Administrative Intern** 1995 - 96

Acted as liaison between the Freshman-Sophomore English office and the part-time teaching staff. Served as ex-officio member of the Freshman-Sophomore English committee and the Graduate Teaching Assistants and Lecturers committee. Maintained and developed Composition 101 and 102 resource files. Reviewed textbooks; met with book representatives. Collaborated on grant proposals. Assisted the Director with additional projects as needed

**Research Assistant for the Writing Consulting Center**

1994 - 95

James Hartman, Director and Pat McQueeney, Assistant Director conducted research from a WPA grant, producing a glossary of terms used within the university to describe and evaluate writing events. Helped design a survey distributed campus wide, conducted interviews with humanities and social science professors on their use of terminology, and served as technical assistant on the publication of the glossary of terms submitted to the WPA.

**PUBLICATIONS**  
**Peer Reviewed**

**Books**

**Crow, Angela.** *Aging Literacies: Training and Development Challenges for Faculty.* Cresskill: Hampton P. Series editors: Cynthia Selfe's and Gail Hawisher New Dimensions in Computers and Composition Studies. 2006.

Peggy O'Neill, **Angela Crow**, and Larry Burton. Eds. *Field of Dreams: Independent Writing Programs and the Future of Composition Studies.* Utah State University Press. 2002.

**Articles and Book Chapters**

Susan Kemper, **Angela Crow**, and Karen Kemtes. "Eye-Fixation Patterns of High- and Low-Span Young and Older Adults: Down the Garden Path and Back Again." *Psychology and Aging* (19.1) March 2004. 157-170.

**Crow, Angela** and Peggy O'Neill. "Introduction." *Field of Dreams: Independent Writing Programs and the Future of Composition Studies.* 1 - 19. Utah State University Press. 2002.

**Crow, Angela.** "Wagering Tenure: Signing on with Independent Writing Programs" in *Field of Dreams: Independent Writing Programs and the Future of Composition Studies.* 213 - 229 Utah State University Press. 2002.

**Crow, Angela.** "Computers and Aging: Marking Raced, Classed, and Gendered Inequalities." *Journal of Technical Writing and Communication* 32.1 (2002): 23 - 44.

**Crow, Angela.** "Responding Queer" *Kairos* 6.2 (Fall 2001): on-line.

**Crow, Angela** "SeniorNet, ThirdAge, and the Dominant Imaginary: Constructing Alternative Aging Aesthetics" *Kairos* 5.2 (Fall 2000): on-line.

Amy, Lori and **Angela Crow** "Shaping the Imaginary Domain: Strategies for Tenure and Promotion at One Institution" *Computers and Composition.* 17 (Spring 2000): 57 -68. (Publication listed alphabetically, equal contributors)

**Crow, Angela.** "What's Age Got to Do with it?: Teaching Older Students in Computer-Aided Classrooms." *Teaching English in the Two Year College.* 27.4 (May 2000): 400 - 406.

## WORK IN PROGRESS

### *Affects and Literacy Acts: Transnational (Re)member/ing*

Currently I'm writing a literacy narrative, one that relies on multi-modal literate acts and rests on theories of affect systems. The text speaks to theories of risk situated locally, within regions that shape nation-state identities in transnational economies. I write about the ways we move and speak, the histories we carry on our bodies, of health care access, of family memories, of conceptions of home, of regional affiliations. I explore the generational work of object attachments, the strategies we use to shape our sense of safe/hospitable spaces.

The text speaks to the complexities of memory work within the field of technical and professional writing, within rhetorical and literacy studies, discussing a wide range of multimodal aspects that effect document / architectural design.

The text is also an example of my own accumulating literacies and includes reflection about what it means to be literate at this point, in the fields of Technical and Professional Writing, and Composition and Rhetoric.

Currently a manuscript is completed and has the following table of contents:

- Introduction: (il)literate Acts: Learning Multimodal Discourse
- Chapter One: Entering the Symbolic: South Africa in the Sixties and Seventies.
- Chapter Two: Siblings and Relations to Language: South Africa and Illness Histories
- Chapter Three: Globalization, Accents and Literacy Assumptions.
- Chapter Four: Soil, Land, Migrations
- Chapter Five: Concepts of Safe Harbors: Home, Safety Narratives and Safety Objects
- Chapter Six: Literacy, Land, Housing, and Emergency Relief
- Chapter Seven: AIDS, South Africa Crises, Agency.
- Chapter Eight: Conclusion: Theories of Affect and Literacy Narratives

## PRESENTATIONS

“Risk Theory and Literacy Studies: Exploring Mental Models for Change” College Composition and Communication Conference, Chicago, IL, March 2006

“Teaching Teachers New Writing: Understanding Learning Styles and Motivation Across the Life-Span. Computers and Writing Stanford, June, 2005

“Promote Literacy: Eat More Fortune Cookies. Rethinking Literacy and Architecture for People in Poverty.” College Composition and Communication Conference, San Francisco, March 2005

“Independent Writing Departments.” Thomas R. Watson 2004 Conference. Louisville, October 2004

“Embodied Literacies.” College Composition and Communication Conference. San Antonio. March 2004.

“Aging with the Queer Baby Boomers: A Literacy Narrative Gone Awry.” Computers and Writing Conference. Purdue. May 2003

“Aging and Faculty Training and Development.” Computers and Writing Conference. With Suellynn Duffey, Purdue. May 2003

“Faculty Development: Intertwining Class and Post-Alphabet Literacies” College Composition and Communication Conference. With Suellynn Duffey New York, March 2003. Accepted by blind review, but not given due to panel cancellations—war related. Paper distributed to interested attendees.

“Visual Rhetorics and Studies Tracking Eye Movements in Older Adults.” Computers and Writing 2002. Illinois State University, Illinois, May 2002

“Visual Rhetoric, Cognitive Development, and First-Year Writing.” Computers and Writing 2002. Illinois State University, Illinois, May 2002

“Resistance and Negotiation and the Major Proposal: A Mirror of the Field” Association of Teachers of Technical Writing Conference. Chicago, Illinois, March 2002.

“Marking Labor in Independent Writing Departments.” College Composition and Communication Conference. March, Chicago, Illinois, 2002.

**PRESENTATIONS**  
**continued**

"Teaching and Modeling Web Design: Usability studies and University Web Sites." Computers and Writing 2001. Ball State University, Indiana, May 2001.

"Publishing on Queer Agendas: Fears, Hopes, Desired Responses." Computers and Writing 2001. Ball State University, Indiana, May 2001.

"Public Libraries, Migrant Populations, and State Technological Initiatives in Rural Literacy Programs." College Composition and Communication Conference. March, Denver, Colorado 2001

"SeniorNet, ThirdAge, and the Dominant Imaginary: Constructing Alternative Aging Aesthetics." Computers and Writing 2000 Conference, Fort Worth, May 2000.

"Aging Literacies: Image and Identity Reconstruction." Computers and Writing 2000 Conference, Fort Worth, May 2000.

"Aging with the Queer Baby Boomers: Examining Multiple Rhetorics of 'Women's' Developmental Stages." The Second Biennial Feminism(s) and Rhetoric(s) Conference. Minneapolis, Oct 1999.

"Computers and Aging: Marking Raced, Classed, and Gendered inequities." College Composition and Communication Conference. Atlanta, March 1999.

"Working Memory, Gertrude Stein, and the Performance of an Aging (Text) Identity." The 1998 Annual Meeting of the Society for Literature and Science "SLS in Florida: Thinking the Brain and Beyond." Gainesville, November 1998.

"Aging with Woolf." Eighth Annual Virginia Woolf Conference. Saint Louis University, June 1998.

"Graduate Students' Narratives: A Raceless, Classless, Genderless Talk." College Composition and Communication Conference. Chicago, April, 1998.

"Distance Learning and Yearning: Locating and Allocating Bodies." Penn State Conference on Rhetoric & Composition, University Park, July, 1997.

"Are Graduate Students Oppressed?": Mourning and Emancipatory Education." Pedagogy of the Oppressed Conference, Omaha, April, 1997.

**PRESENTATIONS**  
**continued**

"Feeding In/Feeding Off: The Local State University and Community College's Masticatory Relationship." Conference on College Composition and Communication, Milwaukee, March, 1996.

"Narratives of Literacy: Interrogating Academic Pedagogy and Academic Literacy." With Scott Hendrix. Department of English Second Annual Spring Symposium, University of Kansas, February, 1996.

"Nontraditional Students, Classrooms, and Appointments: The New Norms?" With Michael Valk et. al. 43rd Annual Conference on Composition and Literature, University of Kansas, October, 1995.

"Reconsidering Graduate Education: Pressures, Practices, Prospects." Panel discussion leader on mentoring. Symposium on Graduate Education, University of Kansas, September, 1995.

"Academic Writing Glossary" with James Hartman et. al., Poster Presentation at The Writing Program Administrator's Meeting. College Composition and Communication Conference, Washington D.C., March, 1995.

"Classroom Performativity: Making it Strange." Conference on College Composition and Communication, Washington D.C., March, 1995.

"De?Regulating the Stories We Tell in Our Classrooms." 42nd Annual Conference on Composition and Literature, University of Kansas, October, 1994.

"Experimenting with Ecriture Feminine in the Classroom." 41st Annual Conference on Composition and Literature, University of Kansas, October, 1993.

"Collaborative Writing in the Classroom." With Susan Malmo. 41st Annual Conference on Composition and Literature, University of Kansas, October, 1993.

"The Leaning Tower: Homosocial Relations within the University." Virginia Woolf: Emerging Perspectives, Third Annual Conference: Lincoln University, June, 1993

## SERVICE

### University Service:

Dean's Faculty Advisory Committee 2005 – present

Subcommittee: Workload Task Force Faculty Representative

Gerontology Interest Group:

A volunteer group of faculty exploring the possibility of a gerontology program on campus: 2003 – present.

Dean Search Committee: Fall 2000.

External Search Committee Member for College of Education Curriculum Faculty Search: 1999-2000.

External Reader of Dissertations for three E.D.D. candidates in the College of Education: 1999-2000, 2002.

### Department Service:

Tenure/Promotion Committee 2005 – present.

Strategic Planning Committee 2003 – present.

Technical Writing Committee: 2000 – 2002, 2003 – present.

Subcommittee: Curriculum Design 2003 - present

Writing Center Committee 2006 - present

Women's Studies Curriculum Committee 2006 - present

Technical Writing Search Committee: 2004 – 2005.

Co-Chair Technical Writing Search Committee: 2000 – 2001.

Technology Committee, Writing and Linguistics: 1999 – 2002, 2003 – 2006.

Web Design, Writing and Linguistics: 1998 – 1999, 2001 – 2002. 2006

Composition Committee, Writing and Linguistics: 2001 – 2002.

Chair, Department Publicity Committee: 2000 – 2001

Undergraduate Committee, charged with writing Professional and Technical Writing Major proposal: 1999 – 2001.

Teaching Evaluation Task Force, Writing and Linguistics: 99 - 2000.

Composition and Rhetoric Task Force: 98 – 99.

Technical Communication Task Force: 98 – 99.

### Manuscript Reviews

Pearson Education 2001

Longman 2003

Bedford 2006

Hampton Press 2006

**SERVICE**  
**continued**

**University of Kansas**

Chaired the subcommittee on textbook selection, KU: 95 – 96.  
Graduate Student Representative to the Graduate Committee, KU: 94 – 96.  
Ex-Officio member of Graduate Teaching Assistants and Lecturers

**GRANTS &  
HONORS**

Fulbright-Hayes Seminar in South Africa (estimated value \$9,000) 2004.  
Faculty Travel Grant, Georgia Southern University (\$1,790) Spring 2004.  
Faculty Technology Grant, Georgia Southern University (\$1,500) Spring 2004.  
National Institute of Aging Training Grant (estimated value \$46,000) 2002 – 2003.  
Faculty Development Grant, Georgia Southern University, Summer 2001.  
Graduate Direct Exchange from the University of Kansas to study in Teubingen, Germany, 1989 – 90.  
Honors, Dissertation, 1997  
Honors, PhD Comprehensive Exam, 1993

**REFERENCES**

**Larry Burton**, Professor of Composition and Rhetoric, Georgia Southern University. (912) 681-0739; lburton@georgiasouthern.edu

**Michael Pemberton**, Director of the Writing Center and Associate Professor of Composition and Rhetoric, Georgia Southern University. (912) 871-1383; michaelp@georgiasouthern.edu

**Lori Amy**, Director of Women Studies and Assistant Professor of Composition and Rhetoric, Georgia Southern University. (912) 681-0625; lamy@georgiasouthern.edu

**Scott Hendrix**, Director of the Writing Center, Albion University. (517) 629-0828; shendrix@albion.edu

**Peggy O'Neill**, Director of Composition, Department of Communication, Loyola College. (410) 617-2404; poneill1@loyola.edu

**Susan Kemper**, Roberts Distinguished Professor, Psychology; Senior Scientist, Gerontology, University of Kansas. (785) 864-4131 or (785) 864-4130; skemper@ku.edu