
LUKE REDINGTON

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ACADEMIC EXPERIENCE

Assistant Professor of Technical Communication

August 2016 to Present

University of Maine, Orono, ME

EDUCATION

Doctor of Philosophy in English Focus: Rhetoric and Composition

May 2016

Purdue University, West Lafayette, IN

GPA: 4.0/4.0

Dissertation: *Methodology on Trial: The Rhetorical Function of Toulminian Warrants in Expert Testimony*

Committee: Patricia Sullivan (chair), Thomas Rickert, Jennifer Bay, and Mark Hannah

Master of Arts in English Focus: Rhetoric and Composition

May 2009

Kansas State University, Manhattan, KS

GPA: 4.0/4.0

Bachelor of Arts in English Focus: Creative Writing

May 2002

Kansas State University, Manhattan, KS

GPA: 4.0/4.0

PEER-REVIEWED PUBLICATIONS

“Methodology on Trial: The Rhetorical Function of Toulminian Warrants in Expert Testimony”

The Journal of Technical Writing and Communication. 47.4. (October 2017) 396-418.

“Fighting Styles: An Application of Contemporary Rhetorical Theory to the Persuasive Prose of Mary Wollstonecraft and Mary Hays” Star Medzerian and Michael Duncan, Eds. In *The Centrality of Style*. Parlor Press, 2013.

RESEARCH GRANTS AWARDED

Summer Research Faculty Award, University of Maine

June/July 2017

This \$8,000 award facilitated a project in which I investigated new techniques for making journal articles in STEM fields more accessible to public audiences. This research project has resulted in an article manuscript that will soon be under review.

PEER-REVIEWED CONFERENCE PRESENTATIONS

Conference on College Composition and Communication Pittsburgh, PA **March 2019**

Presentation Title: "Making Voice Manifest: Performative Writing Pedagogy Based on Vocal Music Master Classes"

Conference on College Composition and Communication Tampa, FL **March 2015**

Presentation Title: "Risk is a Feeling, Not Just a Statistic: Pathocentric Probability in George Campbell's *Philosophy of Rhetoric*"

Conference on College Composition and Communication Indianapolis, IN **March 2014**

Presentation Title: "Stephen Toulmin as an Open Source: Reconsidering Our Field's Appropriation of the Theory of the Warrant"

Conference on College Composition and Communication Louisville, KY **March 2010**

Presentation Title: "Updating McGee's Theory of the Ideograph: Insights from Sociolinguistics"

Conference on College Composition and Communication San Francisco, CA **March 2009**

Presentation Title: "The Hermeneutical Value of Carolyn R. Miller's Genre Theory"

TECHNICAL WRITING EXPERIENCE

The Center for Science of Information **February 2014 to May 2016**

Purdue University, West Lafayette, IN

- Edited and co-wrote a comprehensive annual report which was central to earning a 25 million dollar grant from the National Science Foundation
- Wrote a wide variety of documents from white papers to literary journalism to explain and promote Center activities
- Strategized with Center management about innovations in communicating to a variety of public and governmental audiences about the significance of highly theoretical scientific concepts

Area IV Agency on Aging and Community Action Programs Needs Assessment

Lafayette, IN **January to May 2013**

- Collaboratively designed and implemented a study to determine optimal distribution of human and financial resources
- Performed a mixed methods analysis which produced actionable results
- Presented the research results to both academic and civic audiences

OTHER PUBLICATIONS

“Magic Is in the Airwaves: An Interview with Andrea Goldsmith about Wireless Communications and Collaborative Research.” www.soihub.org. May 2016.

“Charting a Course into the Science of Information.” www.soihub.org. May 2015.

“Scale is Everything: An Interview with Peter Shor.” www.soihub.org. March 2015.

“The Sequence of Things to Come: An Interview with Wojciech Szpankowski about the Future of Information Science.” www.soihub.org. October 2014.

ADMINISTRATIVE EXPERIENCE

Engineering Communication Project

August 2016 to February 2019

University of Maine, Orono, ME

For a span of thirteen years, the English Department and the College of Engineering collaboratively designed specialized writing courses for engineering students. My involvement in this collaboration included teaching courses, revising curriculum, training instructors, developing new courses, and standardizing writing assessment.

Engineering Communication Project Replacement Working Group

November 2018 to Present

University of Maine, Orono, ME

I chaired this *ad hoc* committee whose charge was the expedited creation of a curricular replacement for the courses that were canceled due to the termination of the Engineering Communication Program. Chairing this committee entailed building consensus among three different engineering departments about short term and long term curricular needs. The group produced an entirely new course what was adopted by two of three stake-holding departments.

Academic, Professional and Technical Writing Committee

August 2016 to Present

University of Maine, Orono, ME

The APTW Committee oversees the development and implementation of writing courses. My membership in this committee has entailed developing new courses, contributing to decisions about course requirements, and helping the committee strategize about the future of the writing program.

Assistant Professor in Technical Communication Search Committee

January 2019 to Present

University of Maine, Orono, ME

This committee was charged with the expedited national search for a new hire to a tenure track position in technical communication. I coauthored and publicized the job description and have been involved in all other phases of the search.

Undergraduate Studies Committee

September 2018 to Present

University of Maine, Orono, ME

As a member of this committee, I have contributed to its governance of assessing and developing undergraduate affairs for the Department English. Prominent among its current concerns are recruitment and retention, first-year success, vertical alignment of curriculum, and assessment practices.

Dean of College of Arts and Sciences Search Committee

October 2008 to May 2009

Kansas State University, Manhattan, KS

I was the sole representative for a constituency of over 3000 graduate students on a committee responsible for filling one of the most important administrative posts at this large, science-oriented, R1 institution. As a fully vested committee member, I participated in all phases of this job search process.

University Life Café Project

February to January 2008

Kansas State University, Manhattan, KS

This multidisciplinary effort resulted from a federal grant enabling the expansion of marketing strategies to promote the use of on-campus mental health resources. Recruited to create the textual component of these marketing strategies, I designed an advertisement campaign geared toward undergraduates. Then, I collaborated with visual artists and entrepreneurs on campus and in the surrounding community to implement the campaign. I later accepted a position as an executive board member.

UNIVERSITY SERVICE

Volunteer Research Assistant, ICaP Assessment Project

October 2014 to June 2015

- Led focus groups and developed surveys to assess the effectiveness of composition pedagogy and curriculum
- Helped train graduate students in holistic scoring methodologies
- Recruited participants and helped with publicity efforts

Member, Purdue Writing Lab Safety Committee

February to May 2014

- Coordinated efforts with building deputies and directors to coordinate our safety plan across campus
- Interviewed university staff and personal about safety procedures
- Recommended changes and amendments for an updated Writing Lab safety manual

First Year Seminar Pilot Study

Aug. 2008 to May 2009

Research Assistant, Kansas State University, Manhattan, KS

- Developed methodology for measuring correlations between class size and critical thinking outcomes
- Coordinated collaborative research among multiple academic disciplines
- Conducted original research on discipline-specific pedagogical effectiveness

TEACHING EXPERIENCE

Assistant Professor of Technical Communication

August 2016 to Present

University of Maine, Orono, ME

Field Experience in Technical Communication (English 496)

Provides students opportunities to produce documents, websites, memos, spreadsheets, and other workplace deliverables that meet the needs of your internship and that embody excellent technical/professional communication. Students also analyze their workplace experience. Finally, students present a sampling of your work in a portfolio.

Summer/Fall 2018, Enrollment: 3

Advanced Report and Proposal Writing (English 415)

Provides students theoretical frameworks and practical tools for employing principles of how politics affect the reception of reports and proposals. Students then employ principles of how cultural conditions effect the reception reports and proposals as they write for realistic audiences.

Spring 2019, Enrollment: 16

Topics in Technical Writing: Intersections of Science and Government (English 418)

Applies rhetorical theory to the analysis and production of technical communication. This advanced writing course focuses on communicating about issues that simultaneously affect scientific and governmental communities.

Spring 2017, Enrollment: 19

Civil Engineering Technical Writing II (ECP 413)

Provides fourth-year civil engineering students theoretical frameworks and practical strategies as they produce a full-length project proposal. Because their proposals address an actual need expressed by a client, the course emphasizes the role communication plays in public relations, teamwork, and responsible business practices.

Fall 2016, Enrollment: 71

Fall 2017, Enrollment: 62

Fall 2018, Enrollment: 61

Business and Technical Writing (English 317)

Orients students from a variety of majors to the principles of effective workplace communication. The course emphasizes the ethical component of communication, the multi-modal nature of technical communication, and teamwork.

Fall 2016, Enrollment: 20

Fall 2018, Enrollment: 16

Seminar in Writing Studies (English 301)

This iteration of *English 301: Seminar in Writing Studies* is organized into three units. In *Unit 1: Writing and Creativity*, we will focus on expressivism, a major trend in the history of writing studies that still influences the field today. In *Unit 2: Writing and Politics*, we will examine activist pedagogy. We will address writing and politics in at least to senses. First, we will examine the work of writing studies scholars who, in the late 1960's,

began formulating the writing classroom as a site of political resistance. Second, we will examine how university politics influence the assessment of student writing. In *Unit 3: Writing and Technology*, we will examine the complicated transformation writing studies has undergone during the information age. This class does not assume prior knowledge of writing studies scholarship, but it provides a thorough introduction. Preparation for each class period will require reading works of composition theory and/or documents that provide historical context. Unit 1 requires a minor writing project; Units 2 and 3 both require a major writing project.

Spring 2018, Enrollment: 8

Spring 2019, Enrollment: 5

Civil Engineering Technical Writing 1 (ECP 225)

Introduces second-year civil engineering students to discipline-specific research methods as they prepare an oral presentation about a current topic of interest to civil engineers in Maine. Students also prepare a résumé and cover letter for an actual employment opportunity within their sub-discipline.

Spring 2017, Enrollment: 67

Spring 2018, Enrollment: 60

Graduate Teaching Assistant

August 2011 to May 2016

Purdue University, Lafayette, IN

Technical Writing (English 421) Prepares advanced undergraduates in STEM fields to utilize a wide variety of current writing technologies to communicate effectively in technology-oriented workplaces. My particular curricular focus addresses the rhetorical opportunities and challenges inherent in advanced undergraduates' status as emerging experts.

1 section of 22 students

Introductory Composition (English 106) This national award-winning composition program orients students to the history of rhetoric, introduces a wide variety of writing skills, and promotes the use of technology in writing.

5 sections of 20 students

Tutor, Purdue Writing Lab

August 2013 to May 2014

Purdue University, West Lafayette, IN

- Tutored hundreds of students at one of the nation's largest and most research-intensive university writing centers
- Worked with many science and research oriented documents
- Developed tutor training materials

Instructor/Graduate Teaching Assistant August 2002 to December 2002, August 2007 to May 2011

Kansas State University, Manhattan, KS

Expository Writing 1 (English 100) Introduces a variety of essay styles including memos, academic reports, and creative non-fiction. Students practice research methods and principles of academic discourse.

6 sections of 22 students

Expository Writing 2 (English 200) Introduces basic rhetorical theory and its application in written civic and academic discourse. Because this class is required of all students, it must meet several university-wide learning outcomes. Toward this end, I adapted Stephen Toulmin's rhetorical theories and incorporated them into my process-based pedagogies.

7 sections of 22 students

Introduction to Literature for Non-Majors (English 251) Orients students to all major literary genres and meets university-wide learning outcomes related to critical thinking. I emphasized historical context and the different social roles literature has played in Western culture.

2 sections of 30 students

Great Books (English 287) Provides an overview of world literature. My reading selections focused on reading a canonical work and then an adaptation thereof, such as *Beowulf* and *Grendel* by John Gardner.

1 section of 30 students.

Science Fiction Novels in *Lost* (English 295) Analyzes a selection of particularly influential science fiction novels whose popularity surged as a result of ABC's TV drama *Lost*. I designed, marketed, and taught this class for a summer intersession semester.

1 section of 8 students

Writing about Culture (English 300) Encourages students to use essay writing as a means of exploring and participating in culture. I was granted wide latitude in designing this elective course and chose to emphasize the role of creative writing techniques in a variety of rhetorical situations.

2 sections of 22 students

Creative Non-Fiction Writing Workshop (ENGL 465). Fosters the development of both creative writing and analytical criticism through a student-centered workshop environment. Students also engage theoretical questions such as the social role of creative nonfiction.

1 section of 20 students

AWARDS

Quintilian Award for Excellence in Teaching	2012
First Place, Graduate Creative Writing Competition Nonfiction category	2009
Honorable Mention, AWP Intro Journals Project Nonfiction category	2009
Second Place, Graduate Creative Writing Competition Poetry category	2008
Nominee, Jerome Joahnnning Memorial Scholarship Best GTA in graduating class	2008
Lamb Foundation Memorial Scholarship Superlative achievement in creative writing	2002
Honors Essay Scholarship Competition Second place for critical essay	2001
Hallam Walker Davis Award Uniquely excellent performance in English studies	2001
College of Arts and Sciences Excellence Award Sustained high achievement	2001
Patty Johnson Foundation Scholarship Distinction in academics and community	2000