

# Molly Lehman

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## PHILOSOPHY

Specializing in the sociopolitical contexts of literacy studies and writing within the curriculum and across the disciplines.

## EXPERIENCE

Renewable-Term Faculty, First-Year Writing Program 2016–present  
*University of Oklahoma: Norman, OK*

*Principles of English Composition I* — Part one of a dual-semester first-year writing curriculum ask students to analyze themselves, exploring what values motivate their positions and actions and allowing them to more readily recognize their own stake in issues of public importance.  
*Principles of English Composition II* — Part two of a dual-semester first-year writing curriculum, this course continues to build on the writing, research, inquiry, and revision skills developed in Principles of English Composition I. The curriculum, constructed around topics of individual personal significance to each student, prepares new college writers to research thoroughly and ethically, to consider challenging academic projects, and to engage in public conversations about issues important to them.

Lecturer, College of Engineering 2014–2016  
*University of Massachusetts Amherst: Amherst, MA*

I taught four sections of an upper-level writing course within the university's junior year writing program. I led classes both in person and online, during which I helped to develop a writing curriculum that draws on rhetorical theory and privileges clarity and professionalization in STEM writing.

*Writing in Engineering* — Junior-year course fulfilling the University of Massachusetts's third-year writing requirement for students in the College of Engineering. The course introduces the conventions of scientific writing forms, including outlines, summaries, technical reports, poster and slideshow presentations, and research proposals. Grammar review, oral presentations and online research are significant components of this course, as is investigation into ethics in engineering communication.

Instructor, Department of English 2011–2013  
*The Pennsylvania State University: University Park, PA*

I taught multiple undergraduate courses, independently and concurrently with courses on teaching. In these courses, I crafted and delivered lectures, designed assignments and syllabi, graded student assignments, maintained an online course profile, facilitated discussions, and met with individual students to review their work.

*English Rhetoric and Composition* — First-year course introducing the skills of effective rhetoric: writing with a coherent awareness of audience and purpose; a strategic sense of argument and design; and elements of effective discourse (logos, ethos, pathos, structure, style) and the writing process (planning, inventing, arranging, drafting, revising, editing).  
*English in the Learning Edge Academic Program (LEAP)* — Elective interdisciplinary summer course for incoming first-year students, integrated with social activities and paired with a

course in another department. Courses were integrated with the Communication Arts & Sciences and Business Management programs.

*English 202D: Business Writing* — Course designed to help students work communally to develop professional, effective business writing strategies, learn conventions and formats for widely used genres, and use technology and design components to present visually compelling, accurate rhetorical materials.

*English 202B: Writing in the Humanities* — Course on writing in fields that study the human condition using analysis rather than empirical approaches. Identifies and explores questions and topics common to the humanities, and examines how to ask good questions, enter into sophisticated conversations, and make skillfully argued claims with advanced writing techniques.

Graduate Assistant, University Fellowships Office 2012–2013

*The Pennsylvania State University: University Park, PA*

I guided graduate and undergraduate fellowship applicants in producing compelling narratives, personal statements, and research proposals that powerfully and accurately reflect their abilities and ambitions. These applicants competed, often successfully, for prestigious academic awards, including the Fulbright, the Rhodes Scholarship, the Carnegie Endowment Junior Fellowship, and the National Science Foundation Graduate Fellowship.

Peer Consultant, Graduate Writing Center 2012–2013

*The Pennsylvania State University: University Park, PA*

I worked with graduate students from all disciplines to refine upper-level academic writing. In an editorial capacity I edited and proofread work in the final stages and provided expertise in citation and style conventions. As a tutor I worked with students to develop effective independent writing strategies and distinctive composition processes.

Teaching Assistant, Department of English 2008

*The College of Wooster: Wooster, OH*

I assisted Dr. Joanne Frye in teaching a first-year seminar, “Memoir and the Construction of Selfhood.” I led course discussion, encouraged student dialogue, reviewed essays and memoir pieces, and held weekly office hours.

Peer Writing Tutor, Writing Center 2008–2009

*The College of Wooster: Wooster, OH*

I met individually with undergraduate students to assist in refining and clarifying written work and in cultivating effective writing strategies for future assignments. My tutoring included mapping out research approaches, guiding library and database navigation, and demonstrating MLA, APA, Chicago, and Turabian citation styles.

Editorial Intern, Music Books 2009

*Oxford University Press USA: New York, NY*

Editorial Intern, Literary Studies 2008

*Continuum International Publishing: London, United Kingdom*

## **EDUCATION**

The Pennsylvania State University, University Park, PA

Master of Arts, English (2013)

The College of Wooster, Wooster, OH  
Bachelor of Arts, English (2009)

### **SERVICE**

- Member, Teaching Awards Committee, University of Oklahoma (2018–present)
- Member, Committee A, University of Oklahoma (2016–2018)
- Member, Resource Curriculum Committee, University of Oklahoma (2018)
- Graduate student mentor, University of Oklahoma (2018)
- FYC Workshop Co-Leader: “Group Conferencing” (2018)
- FYC Workshop Co-Leader: “Teaching Research Skills” (2017)
- FYC Workshop Co-Leader: “Awkward Student Discussions” (2017)
- FYC Workshop Leader: “Commenting on Student Writing” (2016)
- Member, University Writing Committee, University of Massachusetts (2015–present)
- UWC Workshop Leader: “Writing in the Disciplines,” University of Massachusetts (2015)

### **PROFESSIONAL QUALIFICATIONS AND CERTIFICATES**

- LGBTQ+ Ally: *Gender + Equality Center, University of Oklahoma*
- Teaching with Technology Certification: *Education Technology Services, The Pennsylvania State University*
- Course in College Teaching: *Schreyer Institute for Teaching Excellence, The Pennsylvania State University*
- Effective Online Teaching: *Outreach Faculty Development, The Pennsylvania State University*
- Learning-Focused Assessment & Evaluation: *Schreyer Institute for Teaching Excellence, The Pennsylvania State University*
- Member, Modern Language Association (MLA) (2011–present)
- Member, National Council of Teachers of English (NCTE) (2011–present)
- Member, The Pennsylvania State University English Graduate Organization (2011–2013)
- Northeast Ohio Writing Centers Association Consortium (2007)

### **AWARDS**

- Excellence in Teaching Award, First-Year Composition, University of Oklahoma (2017)
- Sustainability Curriculum Initiative Fellowship, University of Massachusetts (2015)
- Department Teaching Assistantship, The Pennsylvania State University (2011–2013)
- Henry Copeland Fund, supporting senior undergraduate thesis (2009)
- The College of Wooster Thomas D. Clareson Prize, best junior undergraduate thesis (2008)
- The College of Wooster Donaldson Prize for best critical essay (2008)
- The College of Wooster Paul Q. White Award in English (2009)

### **PUBLICATIONS**

“On the Riverbank.” *The Norton Pocket Book of Writing by Students*. Ed. Melissa Goldthwaite. New York: W. W. Norton & Co., 2009.

### **RELEVANT COURSEWORK**

- *English 502: Theory and Teaching of Composition* — Research developments and intellectual exchanges surrounding rhetoric and composition as a discipline. Methods for studying

and teaching writing; the politics of writing, language education, and educational policy (especially linguistically diverse student populations); and the use of composition scholarship to guide pedagogical practices.

- *English 587: Literacy in Crisis: The Politics and Practices of Writing Literacy Narratives* — Historiographic study of literacy in the U.S. and examining the discourses of literacy/literacies that illustrate cultural tensions around immigration, national security, government policies, and economics.
- *CSA: Academic Advising* — Overview of the academic advising profession and its role in the collegiate setting. History, philosophical and theoretical perspectives; models, emerging issues, and scholarship; assessment; ethical and legal issues; and professional development.
- *English 602: Teaching English 015* — Yearlong course on teaching first-year composition.
- *English 602: Teaching Effective Business Writing* — Teaching writing across the disciplines, focused on the rhetorical conventions of business writing.
- *English 602: Teaching Writing in the Humanities* — Teaching writing across the disciplines, focused on the fundamental questions of the humanities as well as rhetorically effective academic conversation.
- *English 501: Materials and Methods* — Practical and theoretical underpinnings of academic research, and guided participation in the critical conversations of literary studies.
- *Higher Education 549: The Community College and Technical Institute* — History and development of the American community college institutionally, organizationally, and individually.