

Deborah Kirkpatrick Stephens

Richland College
World Languages, Cultures, and Communication
12800 Abrams Road
Dallas, TX 75243

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Education

A.B.D., English. University of North Texas.

M.A., English. University of Central Arkansas. 2003.

B.S., Business Administration. University of Texas at Dallas. .

Dissertation

Cauldrons, Kettles and Calphalon: Foodways Narratives as Cultural and Political Commentary in American Women's Literature, 1896 to Present. Committee: Jacqueline Foertsch (director), Ian Finseth, and Stephanie Hawkins.

Academic Honors

- CILTI Fellowship, Richland College, Spring, Fall, 2018 and Spring 2019
- Academic Achievement Scholarship, University of North Texas, Fall 2006 and Spring 2007
- Scholastic Grant--University of North Texas--\$750 and partial tuition waiver for two summer semesters (Summer 2005)
- Scholastic Achievement Scholarship – University of North Texas – \$1,000 and partial tuition waiver awarded annually by the University of North Texas (2005)
- Scholastic Achievement Scholarship – University of North Texas – \$1,000 and partial tuition waiver awarded annually by the University of North Texas (2004)
- Scholastic Achievement Scholarship – University of Central Arkansas – \$1,625 (2003)

Courses taught as Adjunct, Richland College, Richardson, Texas

English Literature (ENGL 2321) (Dual Credit), Spring 2016

In this course, high school students write in response to essays, fiction, poetry, plays, the visual arts, and film, as well as their own research based on their readings in English Literature. It introduces students to the expectations of college professors, MLA requirements and themed research projects.

College Writing I: (ENGL 1301), Spring 2016, (3 sections), Summer I, 2016, (1 section)

Is a unique freshman writing course that encourages students to hone their rhetorical skills by considering how the concept of translating written arguments into visual rhetoric and the difference in the two. The class emphasizes the research process, and students learn how write an argumentative paper in proper MLA format.

College Writing II: (ENGL 1302), Spring 2019, Fall 2018 (2 sections), Summer 2018, Spring 2018 (2 sections), Fall 2018 (2 sections), Summer 2018 (2 sections), Spring 2018 (2 sections), Fall 2017 (2 sections), Summer 2017 (2 sections), Spring 2017 (2 sections), Fall 2016 (2 sections), Summer 2016 (1 section).

In this course, students write in response to essays, fiction, poetry, plays, the visual arts, and film, as well as their own research. The class emphasizes the research process, and students learn how write an argumentative paper in proper MLA format. There is a direct focus on ancient rhetorical strategies.

Technical Writing:(English 2311), Spring 2019, Fall 2018, Spring 2018, Fall 2017

These classes focus on expository writing designed especially for science, pre-engineering and business students. Classes take place in a computer lab where students learn how to write in professional settings. The students produce a wide range of documents including instruction manuals, memos, letters, and different forms of visual communications.

Courses taught as Teaching Fellow, University of North Texas, Denton Texas***College Writing II: Food for Thought (ENGL 1320), Spring 2012 (two sections)***

Students in this class learn how ancient rhetorical strategies can be used to invent arguments on contemporary problems. They read Collin Bevan's 2010 best-seller *No Impact Man* and base their argumentative writing on the ethical, environmental, health, and political issues related to food production and consumption. The class emphasizes research and adherence to MLA guidelines.

College Writing I: (ENGL 1310), Fall 2011

This unique freshman writing course encourages students to hone their rhetorical skills by considering how the concept of translating written arguments into visual rhetoric and the difference in the two. They read and respond critically to *How We Feel*, using ancient rhetorical strategies to produce both written and visual texts.

College Writing II: (ENGL 1320), Fall 2011

In this course, students write in response to essays, fiction, poetry, plays, the visual arts, and film, as well as their own research. The class emphasizes the research process, and students learn how write an argumentative paper in proper MLA format. In the Fall 2011 semester, I was one of the first composition instructors at UNT to increase classroom focus on ancient rhetorical strategies.

Computer Assisted College Writing II: (ENGL 1323), Spring 2011 (two sections), Fall 2010 (two sections)

Students of 1323 adhere to the requirements of 1320. Classes take place in a computer lab and include an emphasis on hands-on electronic research translating written rhetoric to the visual medium.

Computer Assisted College Writing I: (ENGL 1313), Spring 2010, Fall 2009, Fall 2006

For this class, students read and responded critically to a wide range of American fiction, nonfiction, and poetry related to nature and the environment by authors as varied as Henry David Thoreau and Al Gore, Walt Whitman and Alice Walker. They also completed environmentally themed argumentative research projects

Technical Writing:(English 2700), Fall 2006 (two sections), Spring 2006 (two sections), Fall 2005 (two sections), Spring 2005 (two sections), Fall 2004 (two sections)

These classes focus on expository writing designed especially for science, pre-engineering and business students. Classes take place in a computer lab where students learn how to write in professional settings. The students produce a wide range of documents including instruction manuals, memos, letters, and different forms of visual communications.

**University of Arkansas at Cossatot/Arkansas Community Colleges (ACC) ▪ De Queen/Little Rock, AR
Project Manager 2014–2014**

- Drafted project management proposals for the AHCTP ACA training project
- Seamlessly led the 60-hour migration of all curriculum and classroom materials to an online training system for both Phase I and Phase III of the project
- Developed and implemented project plans, which entailed negotiating contracts with ACC for services; selecting the learning management system and authoring software; establishing project tasks and resources; organizing budget and resource allocation; and creating timelines
- Built and managed project staff to manage instructional design of training materials, as well as the Script Writer and Film Production Team to produce live videos appearing on the training project as examples
- Monitored and submitted regular reports on project progress to stakeholders
- Oversaw and executed changes to the project to maintain alignment and successfully achieve project goals
- **Authored comprehensive manuals for each trainee that were accessible through the state website**

Project Coordinator 2013–2014

- Performed as part of a team of seven coordinators in handling and contributing to a curriculum design breaking down the Affordable Care Act into an understandable language; which entailed organizing resources, funding for the project, and ensuring that the trainers were well-equipped to pass on the information correctly
- Participated in the selection and interview of the subject matter expert (SME); updated and proofread eight modules for Phase I classroom trainings and seven modules for Phase III online training made by the SMEs
- Assumed responsibility in recruiting, selecting, and overseeing classroom instructors
- Closely coordinated with the lead project coordinator, insurance deputy commissioner, and staff of Arkansas Insurance Department in updating and editing specific modules

Courses taught as English Arts Teacher, Memorial High School, Houston Texas***English 3***

Students focus specifically on American literature. In many cases, this course can be successfully integrated with American History. Students continue to work on their formal and informal forms of written expression. Students successfully complete literary analyses of various forms of literature and must complete a beginning research project this year along with numerous oral presentations.

English 4

English 4 culminates the student's secondary school language arts experience. The focus is on World Literature and students are expected by the end of this year to be able to comprehend and analyze various forms of literature including essays, nonfiction, fiction, and poetry. A strong focus will be on formal written expression through essays and literary analyses. Further, students are expected to complete a research paper this year along with numerous oral presentations.

Courses taught as Adjunct, Harris County Community College, Houston Texas***College Writing II: (ENGL 1320—Dual Credit classes for high school seniors), Spring 2009 (two sections)***

In this course, high school students write in response to essays, fiction, poetry, plays, the visual arts, and film, as well as their own research. The class emphasizes the research process, and students learn how write an argumentative paper in proper MLA format. It introduces students to the expectations of college professors and themed research projects.

College Writing I: (ENGL 1310—Dual Credit classes for high school seniors), Fall 2008 (two sections), Fall 2007

This course focuses on writing as a means of ordering and shaping experience, information, and critical thinking. It emphasizes perfecting texts through the process of prewriting, drafting, peer editing, and revising.

Courses taught as Adjunct, Eastfield County Community College, Dallas Texas***College Writing I:(ENGL 101), Summer 2006 (two sections)***

This unique freshman writing course encourages students to hone their rhetorical skills by considering how the concept of translating written arguments into visual rhetoric and the difference in the two. They read and respond critically to produce both written and visual texts. This was my first exposure to a Community College setting requiring that I evaluate and adjust my teaching methods for a diverse student population.

British Literature 1780-Present: (ENGL 232), Summer 2007

This class encourages students to become familiar with the texts and major intellectual and literary movements in English literature after 1780, to think and write critically, even provocatively, about such works, and to evaluate how English literature functions in tandem with historical events. Although they consider a range of authors in their historical contexts, from William Blake to Winston

Churchill, this class also emphasizes the literary contributions of historically marginalized female writers of each period.

Courses taught as Adjunct, University of Central Arkansas, Conway Arkansas

World Literature I: (ENGL 2010), Spring 2004

Students in this class learn how ancient texts influence the writing of later authors. They read examples of political, poetical, and literary texts then respond to them in reading journals. I was the first graduate student allowed to teach a survey class at the University who then based a pilot program allowing other advanced graduate students to teach survey classes.

Conference Presentations

“What’s Love Got to Do With It?: William Faulkner and the Supten Legacy,” South Central Modern Language Association Annual Conference, San Antonio, Texas (upcoming November, 2012)

“Millay’s Fairytales: The Search for Androgeny,” South Central Modern Language Association Annual Convention, Hot Springs Arkansas, October, 2011

“Runaway Brides: Food and Feminism in American Regionalist Writers,” South Central Modern Language Association Annual Convention, Fort Worth, Texas, October 2010

“Tropes and Ropes: *Chodorow’s Triadic Relationships as Impetus for Murder in Alfred Hitchcock’s ‘Rope,’*” South Central Modern Language Association Annual Conference, Houston, Texas, October 2005

“Edna St. Vincent Millay and the Fairy Tale Form: *Millay’s Use of the Fairy Tale for Feminist Construction of Self,*” Graduate Students of English Conference, University of Missouri, Columbia, Missouri, 2004

“Millay and the Fairy Tale,” South Central Modern Language Association Annual Conference, Hot Springs, Arkansas, 2003

Teaching and Research Interests

- Nineteenth- and twentieth-century American literature
- Regionalism, realism, and naturalism in American fiction
- American women writers
- Film studies
- Ecocritical and ecofeminist theory
- Ethnic and multicultural American literature
- Nature writing

Other Academic Experience

- Academic assistant for John Peters, UNT, Fall 2009

Professional Service

- Graduate Teaching Fellow, University of North Texas, participant in establishing new computer lab Composition classes for Composition I and II, Fall 2009
- Graduate Teaching Fellow, University of North Texas, assisted in creating new Mentoring Program for other Graduate Teaching Fellows entrance into the teaching program, Fall 2009, Spring 2010
- Editorial Assistant, *Writers on Writing: Short Story Writers and Their Art*, edited by Maurice A. Lee, Dean, College of Liberal Arts, University of Central Arkansas, 2003-2004
- Managing Editor, *Journal of Caribbean Literatures*, College of Liberal Arts, University of Central Arkansas, 2003-2004
- Creator and Managing Editor, *The Graduate*, English Department, University of Central Arkansas, 2001-2003
- Graduate student member, University of Central Arkansas, Department Head Job Search Committee, 2002

Other Professional Experience

- Twenty-Three years in non-profit, financial and agency management
- Extensive computer and software skills

Professional Affiliations

- South Central Modern Language Association
- Modern Language Association
- American Studies Association of Texas

Graduate Coursework

Studies in the Teaching of Composition	Brenda Sims
Studies in the Teaching of Technical Writing	Brenda Sims
Bibliography and Methods of Research in Literature	David Holdeman
Scholarly and Critical Writing	Jacqueline Vanhoette
Literary Criticism and Theory	Scott Simpkins/Phillip Anderson
Literary Genres	Richard Gaughan
Shakespeare	Paul Menzer

Medieval Saints	Robert Upchurch
American Romanticism and Gothic Literature	Conrad Schumaker
Form and Theory (Poetry)	Bruce Bond
American Literature after 1920 (Faulkner)	Theresa Flowers
Special Problems (Sir Walter Scott)	Phillip Anderson
20 th Century American Poetry	James Fowler
Poets Between the Wars	James Fowler
British Romanticism	Scott Simpkins
Special Problems (Robert Burns)	Robert Preston
Special Problems (Yeats)	David Holdeman
18 th Century British Literature	Phillip Anderson
20 th Century British Literature	John Peters
The Hawthorne Tradition	Conrad Shumaker
Special Problems (Hemingway, Faulkner)	Conrad Schumaker
Special Problems (Faulkner's Legacy)	Theresa Flowers
Special Problems (20 th Century American Women Writers)	Jacqueline Foertsch
History and Structure of the English Language	John Glenn
19 th Century British Literature (Neoclassicism)	Phillip Anderson
American Realism and Naturalism	Michael Schafer
American Literature 1920 to present 1960	Jacqueline Foertsch
Postmodern American Literature	Wayne Stengel
Contemporary American Poetry	Bruce Bond
Linguistics in Literature	Haj Ross
Slave Narratives	Conrad Schumaker

References

Jacqueline Foertsch, Associate Professor of English, UNT, 940.369.2168, foertsch@unt.edu

Theresa Flowers, Undergraduate English Advisor, UNT, 940.565.2107, tflowers@unt.edu

Karen Yeatts, Assistant Director of Introductory Writing, UNT, 940.565.2050, karen.Yeatts@unt.edu