

# Brent Lucia

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## EDUCATION

**Ph.D. in English – Composition and Applied Linguistics**, Indiana University of Pennsylvania, (May 2018). Specialty Areas: Rhetorical theory, Writing Pedagogy

**Dissertation:** *The Posthuman Turn in Composition: Critical Regionalists Inquiry and its Pedagogical Implications*

**Master of Arts in English Literature**, The City University of New York: City College (May 2008)

**Bachelor of Science in Business Administration**, Fordham University. (May 2005).

**Minor:** Marketing and Philosophy.

## PUBLICATIONS

### Peer-reviewed Publications

Lucia, B., & Hentz, B. (2026). Transforming Networking Through Positive Communication: A Pathway to Professional Growth. *Business and Professional Communication Quarterly*, 23294906251406934.

Lucia, B. (2026). *Framing space: Rhetorical constructions of digital elitism in Apple's Vision Pro marketing. Digital Culture & Education*, 16(2). <https://www.digitalcultureandeducation.com/volume-162-papers/framing-space-rhetorical-constructions-of-digital-elitism-in-apples-vision-pro-marketing>.

Lucia, Brent, Matthew Vetter, and Varshil Patel. "The dystopian imaginaries of ChatGPT: A designed cycle of fear." *Convergence* (2025): 13548565251333212.

Lucia, Brent, Frida Buhre, and James Proszek. "Conference Climates: International Rhetoric Workshop and Inclusive Learning Practices." *Rhetoric Review* 44.1 (2025): 47-61.

Jialei Jiang, Matthew Vetter, and Brent Lucia. "Toward a 'More-Than-Digital' AI Literacy:

- Reimagining Agency and Authorship in the Postdigital Era with ChatGPT.” *Postdigital Science and Education*, 1-18, 2024.
- Vetter, Matthew, Brent Lucia, Jialei Jiang, and Mohmoud Othman. “Towards a framework for Local Interrogation of AI Ethics: A Case Study on Text Generators, Academic Integrity and Composing With ChatGPT.” *Computers and Composition*, vol. 71, 2024.
- Lucia, Brent, and Matthew Vetter. “Behold the Metaverse: Facebook’s Meta Imaginary and the Circulation of Elite Discourse.” *New Media & Society*, 2023.
- Lucia, Brent, and Matthew Vetter. “I Feel Like I’m in a Box:’ Contrasting Virtual Reality ‘Imaginarities’ in the Context of Academic Innovative Labs. *Technical Communication Quarterly*, 2023.
- Hentz, Brian, Brent Lucia, and Maria Vint. “Critical Approaches to Sustainability in the Business Communication Classroom: A Development Perspective.” *Business and Professional Communication Quarterly*, vol. 85, no.1, 2022.
- Lucia, Brent. “Mapping a Network: A Posthuman Look at Rhetorical Invention.” *Composition Forum*, vol. 47, 2021
- Lucia, Brent, Matthew Vetter, and Oksana Moroz. “The Rhetoric of Google Lens: A Postsymbolic Look at Locative Media.” *Rhetoric Review*, vol. 40, no. 1, 2021.
- Lucia, Brent. “Walking in Jamaica: Exploring the Boundaries and Bridges of Rhetorical Agency.” *Reflections: A Journal of Community-Engaged Writing and Rhetoric*, vol. 19, no. 2, pp. 81-105, 2020.
- Lucia, Brent. “Other Agents in Comparative Rhetoric: Posthumanism and its Applicability to Comparative Approaches. *China Media Research*, vol. 15, no. 1, pp. 34-40, 2019.
- Lucia, Brent. A Hybrid Discourse: Where Confucius Meets Booth in Rhetorical Borderlands. *Enculturation*, 2017
- Gupta, Amita, and Brent Lucia. “School Readiness in the Context of Inner City Head Start Centers.” *Early Child Development and Care*, vol. 189, no. 7, pp. 1-14, 2017
- Lucia, Brent. “L2 Learners Find the South Bronx: Hip-Hop, Globalization and Identity Construction.” *Spectra Journal*, 5(1). 2016.

### **Book Chapters**

- Lucia, Brent. “Performativity in Motion: Rethinking Argumentation in Composition Pedagogy.”

*The Master of Practice: New Literacies and New Materialism in Linguistic Classrooms*, edited by Curt Porter and Rachel Griffo, Information Age Publishing, 2021.

### **Non-Peer-reviewed Publications**

Lucia, Brent, and Matthew Vetter. "Threads May Offer Users Greater Flexibility and Control, but Concerns Over Privacy are Increasingly Mainstream." *LSE Blog*, August 23<sup>rd</sup>, 2023.

Lucia, Brent. "Passion is Great, but Adjuncts also Need Emotional Intelligence." *Times Higher Education*, March 21<sup>st</sup>, 2022.

Lucia, Brent. "A Self-Model Under Quarantine." *Textshop Experiments*, vol. 8, 2020.

### **Forthcoming**

Lucia, Brent. *Using AI in Professional Communication and Writing*. Routledge, Spring 2026.

Jialei Jiang, Brent Lucia, and Matthew Vetter. *Data-driven Approaches to Generative AI and Writing Research*, WAC Clearinghouse, Practices & Possibilities Book Series, Spring 2026.

### **Under Review**

Lucia, Brent, Matthew Vetter, Jialei, Jiang, and Islam Farag. "Navigating the AI Writing Assistant: Disclosure, Trust, and Learning Among Business Undergraduates" *Journal of Business and Technical Communication*.

Lucia, Brent, Matt Vetter, Jialei, Jiang, and Islam Farag. "Generative AI across the disciplines: an activity theory perspective on undergraduate students' AI use and disclosure practices." *Technology, Knowledge, and Learning*.

Vetter, Matt, Brent Lucia, Jialei Jiang, and Islam Farag. "The Hidden Cost of Disclosure: A Multi-institutional Study on Undergraduate Students' Generative AI Usage and Faculty Accusations." *International Journal of Artificial Intelligence*.

## **ACADEMIC PRESENTATIONS, SERVICES & WORKSHOPS**

### **Presentations**

"Framing Space: Rhetorical Constructions of Digital Elitism in Apple's Vision Pro Marketing," *International Communication Association Conference*, Cape Town, South Africa, June, 2026

"Generative Artificial Intelligence and Writing across the Curriculum: Data-Driven Insights into

Student Use and Disclosure,” *Conference on College Composition and Communication*, Cleveland, Ohio, March 2026.

“Cutting Through the Noise: Data-Driven Research on Generative AI and the Teaching of Writing,” *Conference on College Composition and Communication*, Baltimore, MD, April 2025.

“Dystopian Imaginaries of ChatGPT: A Designed Cycle of Fear,” *Rhetoric Society in Society 9 Conference*, Zagreb, Croatia, June 2025.

“Moving From Generative AI Chatter to Brass Tacks: Genre Implications for ChatGPT Users,” *Association of Business Communication Conference*, Tulsa, Ok, October 2024.

“Behold the Metaverse: Facebook’s Meta Revolution and the Circulation of Elite Discourse,” *Association of Internet Researchers*, Philadelphia, PA, October 2023.

“Contrasting Virtual Reality ‘Imaginaries’ in the Context of Academic Innovation Labs,” *Association of Business Communication Regional Conference (Europe, Middle East, Africa)*, Napoli, Italy, January 2023

“Authentic Networking: Helping Students Connect with Intention,” *Association of Business Communication Conference*, Tampa Bay, FL, October 2022.

“Metacognition and Its Benefits: Practices for the Business Professional,” *Conference on College Composition and Communication*, virtual, April 2021.

“'Search committee, interrupted': The COVID-19 Pandemic's Impact and Influence on the Faculty Recruitment Process,” *Association of Business Communication Conference*, San Diego, CA, October 2020.

“Making Global Rhetorical Scholarship Hospitable for Emerging Scholars through the International Rhetoric Workshop,” *Rhetoric Society of America Conference*, Portland, OR, May 2020. Conference subsequently canceled due to the COVID–19 pandemic.

“Metacognition and Its Benefits: Reflective Practices for the Business Professional,” *ABC Southwestern U.S. Conference*, San Antonio, TX, March 2020. Conference subsequently canceled due to the COVID–19 pandemic.

“Rhetorical Ontology and Tech: New Rhetorical Criticism for Locative Media,” Digital Praxis Poster Session, *Conference on College Composition and Communication*, Pittsburgh, PA, May 2011, Louisville, KY, October 2018.

“Other Agents in Comparative Rhetoric: Rhetorical Ontology and Its Influence on Comparative Approaches,” *Conference on College Composition and Communication*, Kansas City, MO, May 2018.

“Visual Rhetorics Across Borders, Media and Society,” Rhetoric Society of Europe Conference, Norwich, UK, July 2017.

“An Embedded Island: Posthumanism and the Research Writer,” College English Association Conference, Hilton Head, SC, March 2017.

“Teaching Argument to Promote Critical Literacy & Civic Engagement,” TYCA-NE Conference, Hartford, CT, October 2016.

“Americanism in Today’s Composition Classroom: Censorship within the Borderlands,” Dean Hopper New Scholars Conference, Madison, NJ, June 2016.

“Promoting Civil Engagement in College Composition: Report from a Pilot Course Focused on Argumentation and Research,” CUNY CUE Conference, New York, New York, May 2016.

“L2 Learners Find the South Bronx: Identity Construction and the Globalization of Hip Hop.” Literature and Journalism Pedagogies in Community Colleges Conference, New York, NY, April 2016.

“Revisiting Historical Narrative: Co-Constructing our histories while listening to The Native Voice.” UTK NEXUS Interdisciplinary Conference, Knoxville, Tennessee, March 2016.

“From outside the Machine: Confucian Discourse and its connections to the West.” AHLiST Conference, Coimbra, Portugal, November 2015.

“Confucian Discourse: Comparative Rhetoric and its relation to Critical Multiculturalism.” TCYA-SW Conference, Salt Lake City, Utah, October 2015.

### **Editing Services**

Member of Editorial Board, *Business and Professional Communication Quarterly*, 2024-present.

### **Workshops**

“Borders and Crossroads: International Rhetoric Workshop,” *International Rhetoric Workshop*, Dubrovnik, Croatia, July 2024 (forthcoming).

“Critical Regionalist Inquiry: The Importance of Place in the Composition Classroom,” Rhetoric Society of America Biennial Institute, Bloomington, IN, May 2017

“A Hybrid Discourse: Where Confucius Meets Booth in Rhetorical Borderlands,” *International Rhetoric Workshop*, Stockholm, Sweden, August 2016.

## **ADMINISTRATIVE EXPERIENCE AND KNOWLEDGE**

### **W Review Working Group Co-Chair, Common Curriculum Plus Committee (CCC+), The University of Connecticut, Present.**

I was appointed as co-chair of this ad hoc working group, charged by the CCC+ with a comprehensive review of the university's "W" (Writing-intensive) course requirements. My responsibilities include leading the committee in analyzing and advising on several key areas: modifying the current page/word count requirements for W courses, reviewing the course cap of 19 students, and developing best-practice guidance for both writing instruction and the ethical use of Artificial Intelligence (AI) in W courses. Additionally, I oversee the review of resource usage across units and direct the external benchmarking of our practices against peer institutions.

### **W Task Force Co-Chair, Common Curriculum Plus Committee (CCC+), The University of Connecticut, Present**

Served as Co-Chair of the University of Connecticut W Task Force, a university-wide committee responsible for reviewing and assessing Writing (W) courses to ensure compliance with institutional writing curriculum standards. Led collaborative evaluation processes involving faculty and academic units across disciplines. Contributed to the development and implementation of policies and assessment practices that promote high-quality writing instruction. Facilitated evidence-based review and continuous improvement of writing-intensive curricula across the university.

### **Business Communication Lab, The University of Connecticut, Spring 2021-present.**

Co-developed and launched a Virtual Communication Center within the School of Business to support undergraduate students' development of professional written, oral, and digital communication skills. Designed and implemented a scalable, student-centered support model that provides individualized coaching on business writing, presentations, interviewing, networking, and workplace communication. Collaborate with faculty and staff to align communication support services with curricular and professional development goals. Conduct weekly virtual consultations, helping students strengthen communication competencies essential for academic success, internships, and career readiness.

### **International Rhetoric Workshop (IRW) Chair, Advisory Board, 2020-2022.**

As chair of the Advisory Board, I was responsible for creating objectives that fit the scope and mission of the IRW. These included promoting the workshop and its community, finding long-term funding solutions for the IRW, and helping to design the next workshop.

### **International Rhetoric Workshop (IRW) Co-Chair, Advisory Board, 2018-2020.**

As co-chair of the Advisory Board, I am responsible for communications between the Advisory Board and the Organization Committee of the IRW. My service includes finding logistical support for the Organization Committee, updating the Advisory Board on their progress, and helping to market the IRW brand.

**International Rhetoric Workshop (IRW) Organization Committee, 2016-2018.**

I helped develop and implement the IRW workshop that took place in July 2018 at Ghent University. This included designing promotional materials, scheduling the conference, budgeting, and organizing the logistical layout of the conference.

**Undergraduate Program Scholastic Committee, The University of Connecticut, 2020-present.**

Our committee reviews and votes on any course catalog changes for the upcoming semester. I'm responsible for understanding the requirements for majors and minors in the School of Business and reviewing the adjustments put forth by committee members.

**Program in Writing and Rhetoric Committee, William Paterson University, 2017-present.**

As a member of this committee, I helped design course objectives for upcoming freshman composition classes. I've also co-developed both the Living Writers Series and professional development sessions for adjunct faculty. I've written observation reports and examined syllabuses of adjunct faculty for the committee's review.

**Writing Program Administration-GO Co-Chair, 2016-2017.**

As Co-chair, I kept track of the work hours for our committee members. My work included updating our work log document, establishing communication between different groups within the committee, and presenting my material weekly to our Chair.

**TEACHING**

**Assistant Professor in Residence, The University of Connecticut, fall 2019-present**

4897W Leadership Seminar, fall 2025.

3004w Business Communications, summer 2020-fall 2025.

3002w Effective Business Writing, fall 2019, spring 2020, summer 2020.

**Lecturer, Department of English, William Paterson University, fall 2017-spring 2019**

ENG 1100: College Writing, fall 2017, fall 2018 (honors).

ENG 2000: Methods of Literary Analysis, fall 2018.

ENG 1500: Experiences in Literature, spring 2018.

**Adjunct English Lecturer, Department of English, The City College of New York, fall 2008-spring 2017**

ENGL FIQWS (Freshman Inquiry Writing Seminar): Writing for Engineers, fall 2008-fall 2009.

ENGL FIQWS 10044, Music: From Kerouac To Tupac (writing instructor), fall 2009, fall 2013.

ENG FIQWS 10108, Physiology and Environmental Issues (writing instructor), fall 2013.

ENGL 1100: First-Year English Composition, fall 2014.

ENGL 10100: World Humanities I, spring 2014-spring 2015

ENGL 10200: World Humanities II, spring 2012, fall 2012, fall 2013  
ENGL 21007: Writing for Engineers, fall 2009-spring 2012.  
ENGL 21002, Writing for the Social Sciences, fall 2015-spring 2017

**Adjunct English Lecturer, Department of English, York College (CUNY), fall 2013-Spring 2017**

First-Year Composition Course:

ENG 125 Composition 1: Introduction to College Writing, fall 2015, fall 2016  
ENG 126: Composition II: Writing about Literature, spring 2015  
WRIT 303: Research and Writing Professional Programs, fall 2013-spring 2016

**Instructor, School of New Resources, College of New Rochelle, John Cardinal O'Connor Campus, Spring 2011-Spring 2014**

LES115: Logic and Argumentation, spring 2010  
ENG755: Modes of Analysis, spring 2010-spring 2011.  
LES138: Writing Research Papers, fall 2010-fall 2013

## **TEACHING WITH TECHNOLOGY**

I have experience teaching with the following programs:

**Open-Source Content/Course Management Software:** Moodle, Blackboard, Kaltura  
**Graphic Design and Page Layout:** Adobe Photoshop, Adobe Illustrator, Adobe Indesign, Adobe Acrobat.

**Publishing Software:** Wix, WordPress.

**Operating Systems:** MacOS, Windows.

**Marketing Automation Platform:** MailChimp.

**Programs:** Excel, PowerPoint, Word, Pages.

**CUNY Program for Online/Hybrid Instruction, winter 2017.** Successfully completed a two-week, instructor-facilitated workshop designed to improve instructor skills related to teaching online and/or hybrid courses. The workshop addressed design issues, pedagogical approaches to teaching online, as well as the organization and management of an online class.

## **CURRICULUM DEVELOPMENT**

**BUSN 3004W: Business Writing and Communication.** Developed a writing-intensive undergraduate course designed to cultivate strategic, audience-centered communication across professional contexts. The course integrates written, oral, and visual modalities to prepare students for real-world business communication challenges. Responsibilities included designing curriculum, assessments, and multimodal instructional materials aligned with university “W” course standards.

**ENG 126: Composition II: Writing about Literature, spring 2017.** I developed a literature

course centered on Michelle Alexander's *A New Jim Crow*. The course implemented various writing assignments associated with the text, including a final research project on the prison-industrial complex in the United States.

**English FIQWS 10027: Us and The Machine: Humanity's Relationship with Technology, fall 2010-spring 2013.** I developed and implemented a FIQWS topic course starting in the fall, 2010. The course discussed the benefits and drawbacks of technological progress through the analysis of historical essays and dystopian fiction. The course offered a critical look at technology through the eyes of essayists, novelists, and political figures while providing students with an extensive topic to research and practice their writing skills.

## **WRITING CONSULTANT WORK**

### **Workshop Leader, Eversource, fall 2024**

Taught a two-part workshop series on technical writing techniques. I reviewed Eversource's internal reports and aligned my workshop to their employees' needs, targeting successful writing strategies for their company moving forward.

### **Workshop Leader, Ragan Communications Inc., spring 2024.**

Taught and implemented a three-part, workshop series on internal communication practices. The workshops were offered online to business professionals looking to sharpen their writing and oral communication skills for the workplace.

### **Educational Writing Consultant, Annie G. Newsome Head Start Center, summer 2012.**

Coordinated a writers' workshop aimed at strengthening instructors' writing skills. Developed my own curriculum for a four-course workshop that focused on rhetorical context, grammar, and elements of style. Teachers learned how to improve their writing skills for their professional context, which improved their communication with outside administration and parents.

### **Educational Writing Consultant, NYC, ACS: Division of Early Care and Education, fall 2013- Present**

Implemented a three-hour, professional development course that focused on employees' program reports. The course presented strategies for summarization, reading comprehension, and observation analysis for employees working for the Department of Education.

### **Educational Writing Consultant, The School of Education at The City College of New York, fall 2014**

Designed and implemented an eight-session workshop for The School of Education at CCNY geared towards improving graduate students' writing and reading comprehension skills. The workshop sessions focused on sentence structure and grammar as well as expanding students'

knowledge of rhetorical modes within academic writing.

**Educational Writing Consultant, The Learning and Technology Resource Center at The City College of New York, winter 2015**

Constructed a four-session workshop to prepare education students for the New York State Certification Examinations. The workshop assisted students with the written portion of the ALST test by stressing the importance of organization, argumentation, and time management skills when constructing a well-developed essay.

**Learning specialist, The New York City Early Childhood Professional Development Institute, summer 2015-Spring 2019.**

Developed test-prep courses for the New York State Certification Examinations, which were offered to teachers in the New York City area. I conducted an eight-course workshop that prepared teachers for both the ALST and edTPA exams while also providing online support for teachers between workshop sessions.

**Private English Composition Tutor, The City College of New York, fall 2012, spring 2012.**

## **GRANTS & AWARDS**

### **Grants**

Institutional Review Board approval for my qualitative study on AI disclosure practices at the University of Connecticut, Spring 2025.

Institutional Review Board approval for my qualitative study on reflective practices at William Paterson University, Spring 2019

Institutional Review Board approval for my quantitative research study on Narrative Engagement at The City College of New York. Fall 2015.

Institutional Review Board approval of a three-year research study on New York City Head Start. The study is currently under the guidance of Professor Amita Gupta at the School of Education, The City College of New York. 2011-2013.

Professional Development Funding from PSC CUNY to participate in a Doctoral Course at The CUNY Graduate Center, Urban Education Program. Fall 2011.

Professional Development Funding from PSC CUNY to present at the AHLIST conference. Fall 2015.

### **Awards**

Indiana University of Pennsylvania Travel Grant Award, Spring 2018

Indiana University of Pennsylvania Travel Grant Award. Fall 2015  
Indiana University of Pennsylvania Travel Grant Award. Summer 2016.  
Member of the Delta Epsilon Iota Academic Honor Society.

## **SERVICE**

Creator, Professional Development Workshop Sessions for graduate students, William Paterson University, fall 2018.

Member, English Department Winter 2013 Teaching Intensive, The City College of New York, fall 2012.

Member, FIQWS Assessment Team, Office of General Education, The City College of New York, fall 2011.

Member, Writing for Engineers Development Committee, Department of English, The City College of New York, fall 2011.

Member, Graduate Student Council, The City College of New York, 2008.

## **SELECTED GRADUATE COURSEWORK**

### **Indian University of Pennsylvania: Composition and TESOL PhD**

Research Methods in Composition and TESOL | Ben Rafoth

Second Language Acquisition | Usree Bhattacharya

Second Language Literacy | Gloria Park

Theories of Composition | Michael M. Williamson

Teaching Writing | Patrick Bizzaro

Digital Literacy | Gian Pagnucci Language  
and Social Context | Curt Porter

Quantitative Research | David Hanauer

Qualitative Research | Sharon Deckert

Research Design | Dana Driscoll

### **Dissertation Committee**

Curt Porter (chair)

Matthew Vetter

Mary Stewart

### **CUNY Graduate Center: Urban Education Program**

Early Childhood Education and Post-Colonial Theory | Amita Gupta

### **City College of New York: Master's in literature**

Thesis Research | Harold Veaser (Mentor)

The Political Novel | Richard Braverman  
Medieval Romance and Epic | Paul Oppenheimer  
American Women's Experimental Writing | Laura Hinton  
Fin De Siècle Literature | Renata Miller  
Caribbean Spirits and Colonial Ghosts | Lyn Di Iorio  
Melville | Carla Cappetti  
Fiction Workshop | Frederic Tuten  
Translation Workshop | David Unger

## **PROFESSIONAL MEMBERSHIPS**

Association of Business Communication  
College English Association  
Modern Language Association  
National Council of Teachers of English  
Phi Kappa Phi Honor Society  
Rhetoric Society of America