

## ZACHARY SUETTA

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### PROFESSIONAL HISTORY

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Assistant Professor in-Residence, School of Business, University of Connecticut	2020-Present
Visiting Assistant Professor, Marketing Department, Cleveland State University	2019-2020
Visiting Instructor, Marketing Department, Cleveland State University	2017-2019

### EDUCATION

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**PhD, English Literature** May 2019

Southern Illinois University, Carbondale, IL

**Dissertation:** *The Impassioned Self: Anger and the Romantic Author*

The dissertation argues that subaltern authors of the Romantic era such as women and laboring class writers view anger as essential in projecting subjectivity and the self but often struggle with its artistic expression because of difficulties in negotiating social norms associated with class and gender and the volatile nature of the passion itself.

**Director:** Dr. Scott McEathron

**Committee:** Drs. George Boulukos, Anne Chandler, Ryan Netzley, and Joseph Sramek

**Specialties:** British Romanticism, British Literature of the Long 18<sup>th</sup> Century, Emotions/Passions, Business Communication

**Magister, English Literature** June 2010

Jagiellonian University, Cracow, Poland

**Thesis:** *Byron and Politics*

The thesis examines Byron's politics through his poetry, letters, journals, and parliamentary speeches to assert that his political beliefs were sincere albeit underdeveloped as opposed to dilettantish.

**Bachelor of Arts, English** May 2007

Baldwin-Wallace University, Berea, OH

**Associate of Arts, English** May 2005

Lorain County Community College, Elyria, OH

### PUBLICATIONS

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"Blurred Boundaries: Anger, Identity and Satire in Clare's *Don Juan*," *John Clare Society Journal* 39 (July 2020)

### CONFERENCE PRESENTATIONS

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Panelist, "Stages of Adoption: Obstacles and Solutions for OER Adoption." OpenCon: Cleveland, 2020.

“Can You Direct the Confused Suggestions of My Brain?": Passion and Reason in Dacre's *Zofloya*." International Gothic Association, 2019.

“The Byron of Allen's Madhouse: Anger, Identity, and Satire in John Clare." International Conference on Romanticism, 2017.

## TEACHING EXPERIENCE

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### *University of Connecticut (12 sections)*

#### Business Communications (BUSN 3003w) (2 sections, 2 online)

Undergraduate course that explored the various ways in which the author, audience, style, presentation, and genre affect written and oral professional communications. Created syllabus, assignments, rubrics, materials, and lecture videos. Major assignments included external and internal memoranda, collaborative projects, and presentations.

#### Effective Business Writing (BUSN 3002w) (10 sections)

Undergraduate course that explored the various ways in which the author, audience, style, presentation, and genre affect written professional communications. Created syllabus, assignments, rubrics, materials, and daily lesson plans. Major assignments included external and internal memoranda, recommendations, proposals, and portfolio writing.

### *Cleveland State University (30 sections)*

#### Communication for Managers (GAD 515) (8 sections, 1 online; MBA)

Graduate course that examined the cultural, linguistic, emotional, and technological barriers that obstruct communication channels in a global professional climate as well as approaches necessary to transcend them. Created syllabus, assignments, rubrics, quizzes, materials, daily lesson plans, and lecture videos. Assignments included case study analyses, a letter of concern, negative memorandum, business report, and business proposal.

#### Business Communication (GAD 250) (22 sections, 1 online)

Undergraduate course that introduced students to various professional genres and scenarios. Created syllabus, assignments, rubrics, examinations, quizzes, materials, daily lesson plans, and lecture videos. Major assignments included a résumé, cover letter, business plan, and persuasive role-play.

### *Southern Illinois University-Carbondale (20 sections)*

#### Technical Writing (ENGL 291) (3 sections)

Introductory course on professional writing designed for students of all majors. Created syllabus, assignments, materials, and daily lesson plans. Major writing assignments included a cover letter, résumé, and business proposal.

#### Honors Composition (ENGL 120H) (1 section)

First-year writing course for students in the university's honors program. Course theme was nature and environmentalism and included texts by William Wordsworth, John Clare, Henry David Thoreau, and Farley Mowat. Created syllabus, daily lesson plans, and material in accordance with the department's core composition program. Major writing

assignments included a statement of research, an article analysis, an annotated bibliography, a research proposal, an exploratory essay, and a call-to-action essay.

Composition II (ENGL 102) (3 sections)

Second part of introductory course on academic writing required for all majors; two sections had the theme of gender, relationships, and sexuality; one section had the theme of education. Created daily lesson plans and material in accordance with the department's core composition program. Major writing assignments included an annotated bibliography, a bibliographic analysis, and a research paper.

Composition I (ENGL 101) (2 sections)

First-year rhetoric and composition course with the theme of water conservation; one section for business majors. Created daily lesson plans and material in accordance with the department's core composition program. Major writing assignments included literary analysis, synthesis paper, and argumentative essay.

Teaching Assistant, Shakespeare (ENGL 365) (1 section)

An introduction to Shakespeare's major plays for undergraduate students. Plays discussed included *The Merchant of Venice*, *Hamlet*, *Twelfth Night*, *King Lear*, and *The Tempest*. Created supplemental material on academic writing and literary terms and a lecture on blindness in *King Lear* that was presented to the class. Graded all student work, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Classical Mythology (CLAS 230) (2 sections; 4 discussion groups)

Introductory course on the religion, culture, and society of Ancient Greece. Readings included *The Homeric Hymns*, Homer's *The Odyssey*, Sophocles' *Oedipus Rex*, and Euripides's *Medea*. Assignments included weekly analysis papers and short answer- and essay-based examinations. Individually led weekly discussion groups which provided students the opportunity to examine the readings and lectures in greater detail, created discussion group syllabus and lesson plans, graded all student work, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, International Business (BA 580) (1 online section; MBA)

Graduate course which reviewed the cultural, political, legal, and economic issues organizations face within today's global business environment. Students were required to write case study analyses and regularly participate in the discussion forum. Graded all student work, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Marketing Management (BA 550) (1 online section; MBA)

Graduate course which considered the role marketing plays in organizational success. Students were required to analyze case studies and readings using the course material and scholarly criticism as support. Graded all student work, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Managerial & Organizational Behavior (BA 540) (1 online section; MBA)  
 Graduate course which discussed theories and existing practices for global business management. Students were required to analyze peer-reviewed articles on economic, cultural, and technical issues. Graded all essays and forum submissions, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Financial Management (BA 530) (1 online section; MBA)  
 Graduate course that extensively covered corporate financial strategies. Assignments included quizzes, examinations, and a company analysis project. Graded project, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Operations Strategy for Global Competition (BA 522) (1 online section; MBA)  
 Graduate course which discussed theories and practices organizations can employ to their operations in order to improve success in the global marketplace. Requirements included quizzes, case study analyses, a research essay, and regular participation in the discussion forum. Graded all essays, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Fundamentals of Career Effectiveness (BA 508) (1 online section; MBA)  
 Graduate course which promoted career introspection and development. Requirements included themed self-evaluations and regular participation in the discussion forum. Graded all student work, served as liaison between students and professor, and managed online platform with another teaching assistant.

Teaching Assistant, Critical Issues for Business Leaders (BA 507) (1 online section; MBA)  
 Graduate course which focused on developing self- and team-leadership skills for managers. Students were required to analyze assigned readings and presentations and regularly participate in the discussion forum. Graded all essays and forum submissions, served as liaison between students and professor, and managed online platform.

Teaching Assistant, Business Communication (BA 506) (1 online section; MBA)  
 Graduate course designed to improve both academic and professional writing. Assignments included synthesis paper, professional communication documents, and strategies for writing. Graded all student work, served as liaison between students and professor, and managed online platform with another teaching assistant.

## **RELEVANT WORK EXPERIENCE**

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Writing Center Consultant	2018-2019
Cuyahoga Community College: Western Campus, Parma, OH	
Provided individual and group sessions on writing to students of all majors. Assisted students in the writing process by helping with brainstorming, research, and revision. Created student reports to be submitted to the writing center's database and the instructor	

that detail the purpose of the visit and the compositional mechanics dealt with. Managed the center's database by recording the time and nature of visits.

Technical Writer 2012-2013

XTRF Translation Management Systems Ltd, Cracow, Poland

Created instructional content for organization's XTRF Management System, a software used to manage and automate translation projects. Managed system's Knowledge Base, the help center utilized by both external and internal users. Scripted, recorded, and edited training videos used by existing and potential clients and members of the organization's sales team. Worked directly with engineers, sales team, and support desk.

English Instructor 2009-2012

K&K School of English, Cracow, Poland

Taught English to students of low intermediate through advanced levels. Created assignments, materials, and daily lesson plans and proctored examinations.

Junior Manual Author 2011-2012

Electrolux, Cracow, Poland

Created and updated user manuals for home appliances through the organization's Citrix content management system. Served as Assistant STE (simplified technical English) coordinator, which entailed correcting all grammatical and stylistic mistakes and ensuring that all content aligned with the organization's compositional rules for localization purposes. Worked in a team of technical writers that assisted project managers at multiple European factories.

## **SERVICE**

Transfer Assurance Guide (TAG) Faculty Panel Member Spring 2020

Ohio Department of Higher Education, Columbus, OH

Collaborated with faculty at Ohio universities to review prerequisites, learning outcomes, and credit hours for Business Communication courses. Received pedagogical training, shared course material, evaluated course proposals, and participated in meetings.

Independent Study Spring 2020

Cleveland State University, Cleveland, OH

Supervised an MBA student's proposal for increasing the Internet presence of an independent record store in Cleveland, Ohio. Assigned readings on professional communication, marketing, and social media and graded all student work.

Writing in General Education Workshop August 2019

Cleveland State University, Cleveland, OH

Participated in three-day workshop that examined students' difficulties with writing and assessed current compositional methodologies used in WAC (Writing Across the Curriculum) and Writing Skills courses. With other faculty members, designed rubrics to be used in all writing-focused courses.

Faculty Fellow Fall 2018  
 Sigma Phi Epsilon, Cleveland, OH  
 Offered academic and professional support to members of Cleveland State University's chapter. Designed and led workshops on professionalism and career development.

Online Teaching and Design Course October 2017  
 Cleveland State University, Cleveland, OH  
 Completed online course for maximizing university's LMS (Learning Management System) Blackboard. Designed a sample online course with assignments, examinations, discussion forums, and a dynamic gradebook.

### **CERTIFICATION**

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CELTA (Certificate in English Language Teaching to Adults) 2009  
 International House Kraków, Cracow, Poland

### **AWARDS & GRANTS**

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Textbook Affordability Small Grant (\$1,000) 2019  
 Competitive grant awarded to CSU faculty for use of open-access materials. Awarded for GAD 515.

Alan M. Cohn Award for Graduate Research 2016

### **PROFESSIONAL AFFILIATIONS**

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Charles Lamb Society (CLS)  
 Hazlitt Society (HS)  
 International Conference on Romanticism (ICR)  
 John Clare Society of North America (JCSNA)  
 Modern Language Association (MLA)  
 North American Society for the Study of Romanticism (NASSR)

### **LANGUAGES**

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German (reading)  
 Polish (low intermediate)

## REFERENCES

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**Scott McEathron**

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