

# Maria Elena Vint

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## EDUCATION

**Doctor of Philosophy in English, Candidate – Composition and Applied Linguistics,**  
Indiana University of Pennsylvania - Indiana, PA (Expected 2023)

**Master of Arts in English - Language and Literacy,** City College of New York, CUNY - New York,  
NY, 2016

**Bachelor of Arts in English Language Arts, Minor in Spanish Language and Literature,**  
Hunter College, CUNY - New York, NY, May 2013

*Semester Abroad* - Spanish Language and Culture, Cursos Internacionales of La Universidad de  
Salamanca & American Institute of Foreign Studies - Salamanca, Spain, Spring 2011

**Associate of Arts in Media Communications,** Nassau Community College, SUNY - Garden City, NY,  
2010

## PRIMARY AREAS OF INTEREST

Composition Pedagogy

Skills Transfer

Writing Apprehension

Rhetoric & Business Communication

Teacher & Learner Identities

Adult & Transformative Learning Theory

## ACADEMIC PUBLICATION

(Under Review) Hentz, B., Lucia, B., & Vint, M. Critical Approaches to Sustainability in the Business  
Communication Classroom: A Developmental Perspective. *Business and Professional Communication  
Quarterly*.

Gleason, B., Caref, A., Dunn, J., Martinez, E., Reid, L., & Vint, M. (2018). Forming Adult Educators: The  
MA in Language and Literacy at CCNY. *Journal of Basic Writing*, 37(2).

## ACADEMIC PRESENTATIONS

“The Avengers and the End of Composition?” Conference on College Composition and Communication,  
Virtual (April 2021)

“Applying to Ph.D. Programs: Insights of Failure and Success.” City College of New York, Graduate  
Student Information Workshop, New York, NY, October 2020

“Complicating Retention Commonplaces: A Conversation on First Year Composition’s Roles in Student  
Persistence – Collaboration and Retention.” Conference on College Composition and Communication,  
Milwaukee, TN, (*Cancelled due to COVID-19*)

“History and Literature: Teaching Global Perspectives on Crime, Punishment, and Justice through  
World Literature.” Two-Year College English Association Northeast Regional Conference, Portland,  
ME, October 2019

“Preparing English 101 Students for the Personal Narrative: Incorporating Anglo-Saxon Riddles,  
Fables, and Story-Generating Games to Promote Creative Use of Language and Conscious Adherence  
to the Narrative Form.” John Jay College English Department Faculty Development, New York, NY,  
December 2018

“Critical Reading and Writing about Prejudice and Cultural Difference: Ethnographic Research and  
Student Response in the First-Year Writing Course.” Two-Year College English Association  
Northeast Regional Conference – Poster Session, Queens, NY, October 2018

“Writing Across the Curriculum and in the Disciplines: Tips for Generating Creative and Effective Assignments.” John Jay College English Department Faculty Development, New York, NY, April 2018

“Promoting Civic Engagement in College Composition: Report from a Pilot Academic Writing Course Focused on Argument and Research.” CUNY Conference on Coordinated Undergraduate Education, New York, NY, May 2016

“GED to College Degree: Nontraditional Students and Alternative Pathways to College.” Conference on College Composition and Communication, Houston, TX, April 2016

“Understanding Adult Learners in Diverse Educational Contexts: Profiles of Four Pre-College Courses.” Two-Year College English Association Northeast Regional Conference, Lancaster, PA, October 2015

### RESEARCH SYMPOSIUMS

“In what ways does personality impact learning of research and writing processes?” *Composition and Applied Linguistics Research Symposium*, Indiana, Pennsylvania, July 2019

“What are the long-term effects of experiential service learning on the student’s attainment of first-year writing and research skills, levels of empathy and social awareness, employment prospects, and trajectory of academic and career interests?” *Sondra Perl Research Symposium*, New York, NY September 2017

### CONFERENCES ATTENDED

Conference on College Composition and Communication - 2016

CUNY Coordinated Undergraduate Education - 2015, 2016

CUNY English Summit - 2019

Literacy Review Workshop of New York University - 2019

National Academic Advising Association Conference - 2018

New York City Adult Basic Education Annual Conference - 2017

Two-Year College English Association Annual Conference - 2015, 2018, 2019

### AWARDS

**Project Improvement Grant**, Co-Recipient, John Jay College of Criminal Justice, January 2018

**Marilyn Sternglass Overall Merit Award**, The City College of New York, May 2016

**CCCC Assistance Fund for Contingent Faculty**, National Council of Teachers of English January 2016

**CCCC Professional Equity Project Grant**, National Council of Teachers of English January 2016

**Marilyn Sternglass Writing Award**, May 2015, The City College of New York: “A history of language authority and the construction of identity: Native Americans in Anglo-America”

### PROFESSIONAL SERVICE

**Secretary**, Two-Year College English Association, Northeast Regional Executive Committee, November 2019 – Present.

The Regional Executive Committee is responsible for organizing, planning, and advertising for the Two-Year College English Association Northeast Region conferences (TYCA-NE). The executive board monitors planning throughout the year, finalizes and approves contracts and communication materials, ensures timely adherence to decided deadlines, and meets again in October before and during the annual conference, and ensures successful operation of conference activities.

**Language and Literacy MA Alumni Representative, May 2016 - Present**

Assist the director of the Language and Literacy MA program in advertising for and facilitating recruitment initiatives, open houses, and new-student orientations. In the process of creating a web-presence for alumni to highlight achievements, providing a space for prospective students to acquaint themselves with possible scholarly and professional trajectories.

**Faculty Advisor to the Zeta Lambda Pi Philanthropy Group, November 2018 - 2020**

Provide assistance and direction to the students spear-heading a John Jay College-based chapter of the volunteer organization: New York Cares.

**Alumni Advisor to Graduate Student Organization Executive Board, May 2016 – May 2019**

Meet with current board members to assist in the execution of the year's plan, direction, budget, and goals, to assist in transition of responsibilities, and to familiarize board with proper documentation, official student government processes, operations, and various contacts.

**Contributor to Writing Minor Proposal, John Jay College Writing Program, May 2018**

Met with Writing Program faculty to articulate a proposal for a Writing Program Minor. Created a detailed spreadsheet recording meeting notes and potential arrangement of courses.

**Writing Program Web-Presence Creator, John Jay College Writing Program, January 2018**

To display the complex responsibilities and various inter-departmental relationships of the Writing Program, the department was awarded the Project Improvement Grant to fund the creation of a web presence. As co-recipient, I organized tasks and constructed the site.

**Writing Program Outcomes Assessment, Evaluator, John Jay College, December 2017**

Reviewed digital portfolios of English 101 and 201 students to gauge digital space utilization and quality of reflection of learning.

## ADMINISTRATIVE EXPERIENCE

**Sophomore Programs Coordinator, Student Academic Success Programs, John Jay College of Criminal Justice, CUNY, New York, NY, January 2018 – May 2019**

The mission of sophomore programming, within the Office of Student Academic Success Programs, is to ensure retention and academic and professional success of the sophomore student base. As a program coordinator, I worked on both sides of initiative operations - in planning, advertising, and recruiting students, as well as working directly with the students during initiatives. Events included majors and minors campaigns, reenrollment campaigns, and beginning of semester kickoffs. I also recruited for and facilitated an 8-week professional development workshop series for sophomore students. The modified approach resulted in 19 out of 20 participants receiving internships and/or job opportunities as direct result of the workshop. My final role was to update the Sophomore Programs' web presence on the college's main site, and to write and send quarterly newsletters to ~3,000 sophomore students.

**First-Year Programs Associate, Student Academic Success Programs, John Jay College of Criminal Justice, CUNY, New York, NY, January 2017 – August 2017**

First-Year Programs at John Jay College reach thousands of incoming freshmen each year. The largest initiative is the First Year Seminar, followed by the summer-bridge programs: Success Express Math and English, and Early Start Math and English. In my role, I recruited for the summer programs, ran weekly reports on incoming student academic credentials, and monitored applicants on readiness for enrollment. I was responsible for communicating with prospective students and applicants to the programs, and for creating the rosters for each. During my role as Sophomore Programs Coordinator, a year later, I recruited, organized, created materials for, and communicated with staffing for the 2018 Summer Math Bridge, aided in recruitment and roster creation of the 2018 Early Start Math and English cohorts, and held weekly meetings with the faculty assigned to these courses, to help in a short-staff situation. I also contributed to First-Year Seminar outcomes assessment.

## TEACHING EXPERIENCE

**Instructor In-Residence**, School of Business, University of Connecticut, August 2020 – Present

**BUSN 3002W: Effective Business Writing**

This course is designed for graduating seniors as they begin to move into their professional roles, to practice and perfect their professional communication. Primary focus on foundation and best practices, document design, and rhetoric in business communications, as well as writing style and conventions.

**Adjunct Lecturer**, English Department, Lehman College, CUNY, September 2019 – May 2020

**ENG 121: English Composition II** (Fall 2019, Spring 2020 - *Transitioned to fully online*)

This is a second course in a two-semester sequence, emphasizing a focus on research. Prescribed learning objectives include a focus on all aspects of reading and writing, with particular attention to summary, critical responses to short texts, argumentative development in paragraphs and essays, and the revision process. The theme for the course I choose is “language” in which the students explore historical linguistics and sociolinguistics, unpacking the social histories within each language, accent, and variety. We discuss socially constructed language ideologies, impacts of labels, the creation and perpetuation of false/incomplete narratives, and the connection between language and justice. The students conduct their own original research into a subject of their interest, with the incorporation of a language aspect.

**Adjunct Lecturer**, International Business Bridge Pre-Graduate Program, Gabelli School of Business, Fordham University, August 2019 – May 2020

**Advanced English and the Workplace – Summer Bridge** (August 2019)

I met with international graduate students, for one week in August, who were preparing to enter a master’s degree program in the fall of 2019. The curriculum was focused on improving their communicative competence in professional settings.

**Reading and Writing for Business Success II** (Spring 2020 – *Transitioned to fully online*)

This semester-long course is designed for international pre-graduate students who are aiming to matriculate into graduate degree programs within the Gabelli School of Business. The students compose meeting minutes, memos, response letters, progress reports, state-of-the-field inquiries. For accuracy of statement and language production practice, they engage in small activities such as definition-writing and creating an instruction manual. Their major assignment is a group business proposal and presentation in which they conduct market research and public surveys to create a new or modified solution to an issue, with the goal of monetization.

**Adjunct Lecturer**, January 2016 – August 2017 & May 2018 – August 2020; **Substitute Lecturer**, August 2017 – May 2018, English Department, John Jay College of Criminal Justice, *CUNY*

**Early Start English (Summer course with Fall Component)** (Summer & Fall 2017)

In this arrangement, I taught an intensive 5-week summer English 101 course, in which all coursework was to be completed during that time, and met 1-on-1 with each student throughout the following fall, as they completed their final project and prepared to present in the Annual First-Year Seminar Research Showcase. I taught this course while also administering it as a First-Year Programs Associate.

**English Winter Bridge** (January 2020)

This specialized English bridge is designed to help English 101 students from the fall who received a grade of F, D, or INC, to complete and submit their work, in order to achieve a grade of C or higher and to continue on into ENG 201, in the spring. I was requested to facilitate the first iteration of this pilot program.

**ENG 101 English Composition I: Exploration & Authorship, An Inquiry-based Writing Course** (Spring 2017, Fall 2017, Spring 2018; Summer 2020)

This first-semester composition course aims to instill an understanding of research as an inquiry and discovery process. Students are encouraged to select lines of questioning they find interesting, and engage in various critical thinking and inquiry-building exercises, in order to create complex lines of inquiry.

**ENG 133 First-Year Seminar: Language and Justice** (Fall 2017, Spring 2018, Fall 2018)

In this first-year seminar, the students explore the intersections of language and justice. Topics examined include historical linguistics, socio-linguistics, the effects of power on varying narratives of a single historical occurrence, and the ways that language can act to construct identity. The students explore the ways language plays a role in their own lives, analyze discourse communities via primary research, and conduct a number of rhetorical analyses.

**ENG 201 English Composition II: Disciplinary Investigations** (Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018)

This theme-based second-semester composition course builds off of the first-semester complement, expanding into a focus on writing across the curriculum, focusing on the learning to write, using writing as a tool for learning, and writing in the disciplines for awareness of various disciplinary discourses and writing conventions. My themes have been Crime and Punishment, The Human Experience, and Language and Rhetoric. The assignments have been a humanities-based history tri-fold pamphlet, a standard APA-style ethnographic research project, a digital bi-coastal ethnographic research project, journalistic op-ed article, and Ancient Greek *progymnasmata* argumentation practice exercises.

**LIT 327 Crime, Punishment, and Justice in World Literature** (Spring 2019)

The curriculum I designed aimed to understand world history, specifically laws, crimes, and forms of punishment, and to provide a space for historically quieted or under-represented narratives, by examining social issues and geo-political conflicts through literary works. The students engaged in varying perspectives of the Iranian Revolution via *Persepolis* (Satrapi, 2004), the Cambodian refugee experience as result of the Viet Nam War and rise of the Khmer Rouge via the poem “Jungle Crossing” (Svay, 2017), and post-WWII existentialism in the Argentinian novel *The Tunnel* (Sábato, 1943). Also analyzed were 16<sup>th</sup> century English societal norms, as embedded in the lines of *Hamlet* (Shakespeare, 1603). Each were analyzed alongside published historical research texts and primary sources, such as documentation of incarceration by gender and status, recorded statistical data of death and emigration, and news articles from the locations and time periods studied.

**Success Express Summer English Bridge** (August 2019)

In this week-long summer course, the students were introduced to the articulation of steps of the writing process and composed a formal ethnographic research report, as part of an investigative team. I was requested to facilitate the first iteration of this pilot program and have been invited to teach this again in Summer 2020.

**Adjunct Lecturer**, English Department, The City College of New York, CUNY, May 2015 – May 2020

**ENG 111 English Composition I: Freshman Inquiry Writing Seminar** (Fall 2016, Fall 2019)

This first-semester composition course is a cohort-based model of First-Year Writing, where students attend a topic course and the writing seminar as a single unit. Curricular collaboration between the instructors is optional, however my two curricula were collaborative, by choice, because I appreciate the team work and the consistency it provides for the students.

**ENG 21001 English Composition II: Writing for the Humanities** (T.A. Spring 2015)

This particular second-semester, humanities-based course served as a pilot for an argument-focused curriculum. The students explored Ancient Greek argumentation tactics, while unravelling various literary texts.

**ENG 21002 English Composition II: Writing for the Social Sciences** (Fall 2015, Spring 2016 - *Early College Program*)

In this course, students unpack various social issues that affect them, their communities, and which occur throughout the world, completing a formal APA-style ethnographic research report. There is a strong focus on cultural sensitivity as well as on the research and writing process.

**ENG 21003 English Composition II: Writing for the Sciences** (Fall 2015, Spring 2016, Spring 2017 - *hybrid online*, Spring 2020 – *Transitioned to fully online*)

In this curriculum, primary focuses of equal importance are critical reading and analysis, clarity and accuracy of statement in writing, and research processes. Each student completes a number of exercises within varying sets of writing conventions and for varying audiences such as a formal introductory letter, a reverse outline of a published article, summary practice, document analysis essay, inquiry-building analysis activities, and a final in-depth literature review, in which recommendations for future research are made.

**ENG 21007 English Composition II: Writing for Engineering** (Fall 2019, Spring 2020 - *Transitioned to fully online*)

Students create a variety of technical documents, ranging from memos and progress reports, to a formal lab report and engineering proposal. In the lab report, the students investigate, and become semi-experts on, a problem that exists, while identifying what attempts have and currently are being made to rectify it, what has not yet been attempted, and in what ways the general public would respond to a possible solution. Students learn about, and engage in, raw data collection and analysis, identifying trends and emergent themes, and review how to present and discuss their data. There is a strong focus on the steps of the writing process, such as brainstorming, justifying research, utilizing analysis and synthesis matrices, and the organization and development of ideas.

**World Humanities 103: Modern World Literature** (Recitation Fall 2016, T. A. Spring 2017)

As facilitator of the recitation breakouts, we discussed the texts in depth and reviewed the writing processes for the required essays. In both this section and as a teaching assistant in another, I aided in grading and attendance-tracking.

## RELATED EXPERIENCES

**Business Communications Coach**, Covehill Consulting, February 2021 - Present

Coach business professionals in crafting and delivering information effectively, both internally and with clients.

**Writing Consultant**, Center for Worker Education, CUNY, January 2019 - May 2019

The Center for Worker Education offers undergraduate and graduate degrees in a manner conducive to the full-time schedules of working, non-traditional adult students. As a Writing Consultant, I assisted students, in a 1-on-1 setting, to understand their writing assignments, brainstorm ideas, and organize their research and/or writing plan.

**Graduate Student Organization Executive Board Member**, President 2015/16; Secretary 2014/15, Institute for the Emergence of 21st Century Literacies, City College of New York, CUNY

Acted as student ambassador, meeting with prospective and recently admitted students. Organized, advertised, and acquired presenters for quarterly professional development events and the capstone annual E-Merge Conference to bring together a community of learners and professionals, to continue the growth and strength of the field of adult learning in language, literacy, and composition studies. Planned holiday and graduation events.

**Production Manager, Facilitator – Spirit Roads (2016)**, Cheyenne Arapaho Tribal College, Southwest Oklahoma State University, June 2014

Under the direction of Professor Campbell Dalglish and Ethnographer Bob Vetter, I ensured proper legal documentation were properly completed out by all parties; Confirmed that all students were informed of meet times, locations, and changes to schedule; Acted as liaison between the students and Professor Dalglish.

**Graduate Student Ethnographer**, City College of New York, CUNY & Cheyenne Arapaho Tribal College, Southwest Oklahoma State University, June 2014

Observed and thoroughly documented first-hand experiences of simultaneously being part of a documentary film crew and living among Native communities within Oklahoma, over the course of two weeks. Recognized with the Marilyn Sternglass Writing Award for the resulting ethnography and historical analysis of language and construction of identity.

**Writing Assistant**, CUNY Start, La Guardia Community College, CUNY, January 2014 – June 2014

The CUNY Start program is a nationally recognized pre-college developmental education initiative, designed to engage the students in growth through collaborative group work and focused attention from faculty and supportive staff. In my role, I assisted the lead instructor in implementing daily activities and group exercises, organizing attendance student communications, and providing feedback to student writing.

### **PROFESSIONAL MEMBERSHIPS**

**International Linguistic Association**, 2019 - Present

**PEN America**, 2018 – Present

**E-Learning Guild**, 2017 - Present

**Two-Year College English Association**, 2015 - Present

**NCTE/CCCC**, 2015 - Present

### **CERTIFICATIONS**

**Mental Health First Aid Certificate**, National Council for Behavioral Health, June 2018

**Responsive Web Design Level II**, University of London, April 2018

**Responsive Website Basics: Coding with HTML, CSS, and JavaScript**, University of London, December 2017

**Reader of CUNY Assessment Test in Writing**, John Jay College, February 2017

**CUNY Program for Online/Hybrid Instruction Certification**, City College, July 2016

**CELTA - Certificate of English Language Teaching to Adults**, Teaching House / International House, Cambridge University, New York, NY, October 2013

### **LANGUAGES AND TECHNICAL SKILLS**

**Advanced Proficiency in Spanish**

**Digital Literacies**

*Educational Software:* Blackboard, Blackboard Collaborate Ultra, CUNY First Databases, D2L

*Collaborative and Productivity Software:* Zoom, WebEx, Google (Docs, Sheets, Slides, Forms),

Microsoft Suite (Word, Excel, PowerPoint)

*Website and Digital Portfolio Creation:* Weebly, WordPress, CUNY Commons, Digication

*Front-End Development:* Working knowledge of HTML, CSS, JavaScript, Handlebars