

Annalise Wolf

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PhD, English Literature, Fordham University, 2022

Skills

Instructional design, with emphasis on pedagogy, facilitating discussion, designing tiered educational materials, and revising processes and projects.

Research: analyzing, comparing, and interpreting multiple texts simultaneously & in relation to one another

Tutoring one-on-one with learners from a range of backgrounds, from national and international university freshmen to visiting faculty & English Language Learners

Tailoring individual lessons to complement outside contexts or one-off events, as well as designing my own 16-week courses from scratch

Coaching students, individually and in groups, through the process of conceptualizing and executing research projects. Have worked with over 400 students in 1-on-1 and group settings

Project management

Clear written prose & communication

Systems: Microsoft Word Suite, Blackboard, Canvas,

PhD Candidate in English Literature, Fordham University

October 2019-August 2022

Researched and wrote a book-length original argument; defended this project before a panel of scholars; passed without revisions.

Designed and taught two sections of literature classes:

- Intro to Renaissance Drama, John Jay College of Criminal Justice. Exploring questions early modern plays raise around gender, criminality, sexuality, and maternity; coached 24 students through building their own text-based research argument
- “Haunted Bodies.” discussion-focused literature course. Depictions of haunted, fragmented, and otherwise conflicted bodies exploring memory and forgetting, agency, will, and religious possession. 16 students.

Wrote curricula and taught four sections (24 students each) of writing & research-intensive courses across modalities: two online, one in-person, and one a hybrid.

- Focus on linguistic justice in the classroom, while practicing weekly writing, revision, research. Managing multiple student projects simultaneously; 16 person classrooms.
 - Another section structured around student-led explorations into historical and current meanings of plagiarism and imitation. Coaching students to provide peer feedback.
 - In the 2019-2020 academic year, my writing students (32 students across 2 courses) won 3 of the 8 Freshman Writing Awards out of ~2000 first-year students
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PhD Student in English Literature, Fordham University

August 2017-October 2019

- Instructor of Record, Composition II (16 students) focused on building rhetorical strategies through intensive writing. Exploring Jesuit pedagogy.
- Research Assistant for Drs. Heather Dubrow and Jocelyn Wogan-Browne. Tracked and submitted appropriate paperwork for expense accounts. Created a topical index of an edited volume in-progress. Conducted preliminary research to construct a complete bibliography of the past 15 years of scholarship on *Piers Plowman*.

- Two years of intensive graduate coursework focused on various research & theoretical methods, writing, argument.

MA Student in English Literature, University of Kentucky

August 2015-May 2017

- Independently created & taught two sections (24 students each) of a freshman-level composition course emphasizing rhetorical analysis and argument development.
- Designed & taught two sections (24 students each) of composition focused on integrated oral, written, and visual communication skills emphasizing critical inquiry & research.
- Tutored in the Robert E. Hemenway Writing Center. Clients were a range of graduate and undergraduate students across a wide range of disciplines and linguistic backgrounds. Focused on grant-writing and research publications.

Grants, Fellowships, Awards

Grant-in-Aid, Making Meaning: Hands-On Basic Paleography & Book Production. Co-Sponsored with Texas A&M, Folger Institute, 2022.

Recited Verse Residency, sponsored by the College of Arts and Sciences at the University of San Francisco, summer 2022

Graduate Assistantship in Professional Development for Graduate School of Arts and Sciences.

Researched & designed informational support page for the website. Summer 2020.

Grant-in-Aid, Research Methods seminar, Folger Institute, 2018

Certificate of Academic Excellence in Literary Criticism, Brevard College, 2014

Deans List, Brevard College, 2014

Honorable Mention, at Annual Undergraduate Research Conference, Bryan College, 2012

Presidential Academic Scholarship, Bryan College, 2009-2012

Publications

- “‘Prayer the Churches Banquet’: The Parallel Temporalities of Objects in George Herbert’s *Temple*, *Modern Philology*, 2022.

Under Review:

- “Abiezer Coppe’s Supra-Human Apocalyptic Hospitality,”
- “‘Our devices still are overthrown’: Domestic Tragedy Rerouting Hamlet’s *Mousetrap*.”_

Freelance and Organizational Contributions

- 2021-2022. Editorial services, preparing manuscripts for publication alongside authors.
- 2021-2022. Individual and small group, developmentally sensitive childcare
- October 2020. Organized Fordham English Department talk, given by Kelly Wright, Sociolinguist. “Raciolinguistic Ideologies and Justice in the Writing Classroom.” Attended by instructors and students across universities; focused on historical linguistic discrimination, exploring the history of classroom practices, and querying how to promote linguistic justice.