

# CURRICULUM VITAE

KELLEY M. FRANK

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## EDUCATION

September 2004 – May 2009	<i>Master of Arts, Cum Laude</i>  Thesis: Good Cards That Nobody Plays: A Close Study of the Yu-Gi-Oh! Trading Card Game Environment as a Literacy Community of Collaborative Social Learning	Kennesaw State University, Kennesaw, GA Master of Arts and Professional Writing Program, Composition and Rhetoric and Creative Writing
May 2002 – August 2004	<i>Bachelor of Arts, Cum Laude</i>  Thesis: Madness, the Mirror Self, and Emergent Feminism in <i>Ruth Hall</i>	Kennesaw State University, Kennesaw, GA Department of English, Minor in Philosophy
September 1997 – August 2001	<i>Associates of Arts</i>	Clayton College & State University, Morrow, GA Department of Humanities, Integrated Studies

## TEACHING EXPERIENCE

August 2012 – May 2016: **Limited Term Instructor of English**  
Department of English, University of West Georgia

Responsible for eighteen English Composition I courses (ENGL 1101), four English Composition II courses (ENGL 1102), and three hours in the Writing Center per week over seven semesters.

- Fall 2012 – Spring 2014: Used the textbook *Acting Out Culture*, the novel *The Shining* by Stephen King, advertisements, current events, and the films *Psycho*(1960) and *The Shining*(1980) to engage students in the act of observing, questioning, formulating opinions, and putting those ideas on paper. Students were required to meet with me for one-on-one discussion multiple times over the course of the semester. Additionally, students completed peer reviews,

presentations, self-analysis, and various papers over sixteen weeks: Detail Narrative, Argument Essay, Illustrative Essay, Comparison/Contrast Essay, and an Analysis Essay.

- Fall 2014-Spring 2015: Utilized Stephen King's *On Writing*, Sherry Turkle's *Alone Together: Why We Expect More from Technology and Less from Each Other*, advertisements, news articles, and discussion of current events to engage students in the writing process from conceptualization to revision. Projects centered on examining and documenting students' interactions with technology in the form of a research journal and four major papers: Writing to Communicate, Argument, Observation and Evaluation, and Identifying a Problem. For 1102 in the spring, used Gregory Fraser and Chad Davidson's *Analyze Anything: A Guide to Critical Reading and Writing* alongside the shared text *Never Let Me Go* by Kazuo Ishiguro to teach critical analysis via three major essays: Staging a Sign, Semiotic Analysis of a Sign, and Argumentative Analysis of a Work of Literature.
- Fall 2015: Adapted success with Spring 1102 course to fit 1101 course requirements by using Gregory Fraser and Chad Davidson's *Analyze Anything: A Guide to Critical Reading and Writing* alongside selections from classic philosophical concepts, episodes from both *The Twilight Zone* and *Star Trek: The Next Generation*, and discussions of current events to teach critical analysis via three major essays: Staging a Sign, Examining a Sign in Popular Culture, and Semiotic Analysis of a Sign in Relation to a Character.

January 2011 – May 2012: **Adjunct Professor of English**

Department of Humanities, Gordon College

Responsible for two English Composition II courses (ENGL 1102) and eight English Composition I courses (ENGL 1101) over three semesters.

- Gordon College's Composition I and II courses focus on literature, poetry, and essays. My own courses also incorporated film studies as a means of communicating to students the ability to critically read a variety of textual forms. My task was to bring the philosophies of the Composition and Rhetoric field to literature-based courses. English 1101 papers covered the following paper topics: Classification/Illustration, Compare/Contrast, and a Documented essay. Students in English 1102 classes were expected to complete the following more advanced papers: Argumentative, Critical Analysis, and a Research paper.

August 2009 – December 2010: **Adjunct Professor of English**

Department of English, Clayton State University

Responsible for four Composition II courses (ENGL 1102), four Composition I courses (ENGL 1101), and one Remedial English course (ENGL 0099) over three semesters.

- This exposed me to an array of students with varied communication skills. I created lesson plans, utilized online materials for each class via the university's GAView website, conferenced with students individually regarding their performance, and helped each of them hone their writing skills and processes. English 0099 courses focused primarily on grammar and sentence structure, culminating in the English Writing Assessment (EWA) and the COMPASS test. English 1101 and English 1102 students were expected to hone communication skills through writing, reading,

and application of such rhetorical, analytical devices as fallacies and the Toulmin analysis. English 1101 papers covered the following paper topics: Autobiography, Observation, Reflection, and Explanation of a Concept. Students in English 1102 classes were expected to write on the following more advanced subjects: Evaluation, Speculation about Causes or Effects, Proposal to Solve a Problem, and Defense of a Position.

## PUBLICATIONS AND AWARDS

2012	Short Story: "Collector"	<i>Nocturnal Embers</i>
2010	Short Story: "The Mortician's Secret"	<i>Flesh &amp; Bone: Rise of the Necromancers</i>
2010	Recipient: PEP Grant	<b>Professional Equity Project Grant to attend the 2011 Conference on College Composition and Communication in Atlanta, Georgia</b>
2010-2014	Membership: NCTE	<b>Member, the National Council of Teachers of English</b>
2006	Short Story: "Not Quite Nirvana"	<b>Finalist, Agnes Scott Writer's Festival Magazine</b>

## ACADEMIC AND PROFESSIONAL DEVELOPMENT

5 Sept. 2015: **Conference Attendee, Dragon\*Con**, Atlanta, GA.

8 - 10 May 2015: **Conference Attendee, World Horror Convention**: The Horror Writers' Association and 2015 Bram Stoker Awards. Atlanta, GA.

Attended various workshops for writers, participated in networking opportunities, and witnessed the presentation of the Bram Stoker Award for 2015. Presentations included "Southern Ghost Stories," "Selling Your Scares to the Screen," "Noir, Dark Fantasy, and Horror," and "Vampires and the South," including topics such as Flannery O'Connor's southern gothic roots, the controversy surrounding H.P. Lovecraft, horror audiences in the Young Adult versus New Adult genres, and talks by authors Charlaine Harris and Leslie Klinger.

30 Oct.- 1 Nov. 2014: **Conference Participant, "Disney's Maleficent: Reimagining Feminist Film"**: 29<sup>th</sup> Annual Interdisciplinary Conference in the Humanities: Worlds and Words. Carrollton, GA.

Developed and presented a paper that examined Disney's two versions of *Sleeping Beauty* as representative of the changing social values regarding feminism, particularly female-centric storytelling in the midst of misogynistic real-world attacks such as Elliot Rodger's 2014 killing spree, and the poor quality of male and female roles in most big-budget Hollywood films and marketing.

1 Nov. 2014: **Panel Moderator, "Gender and Feminism 2: Limitations in Cultural Production"**: 29<sup>th</sup> Annual Interdisciplinary Conference in the Humanities: Worlds and Words. Carrollton, GA.

- 22 Mar. 2013: **Conference Participant, “Norman Bates has Mommy Issues: Horror and First Year Writing”**: 11<sup>th</sup> Annual Interdisciplinary Conference for Teachers of Undergraduates: Teaching Matters – Making Connections. Barnesville, GA.
- Developed and presented a paper that discussed the theory and practice behind my use of horror to engage students. I discussed my rationale and then gave examples of the positive and negative results in the classroom, how to maximize student involvement, and how to approach three example films: Alfred Hitchcock’s *The Birds*, *Psycho*, and Stanley Kubrick’s *The Shining*.
- 31 Aug.- 3 Sep. 2012: **Conference Attendee**, Fourth Annual Comics and Popular Arts Conference. Presented by Dragon\*Con, Atlanta, GA.
- Featured multiple panels of academic interest including “Writing for a Pulp Market.” Writers discussed publication methods and current trends in various writing communities.
- 3-5 Sept. 2011: **Conference Attendee**, Third Annual Comics and Popular Arts Conference. Presented by Dragon\*Con, Atlanta, GA.
- Featured multiple panels on topics of academic interest including “Comics in the Classroom,” “Psychology and Comics,” “Deliver Us From Evil: Rhetoric and Gender in *Buffy*,” and “Studies in *Watchmen*.” Panelists argued that popular culture can be a powerful teaching tool both inside and outside the classroom.
- 16 Apr. 2011: **Workshop Participant**, “Play/Write 3.0: Connecting Game Studies and Composition Pedagogies.” Presented by Kelly Centrelli, Doug Eyman, Mary Karcher, Jill Morris, Scott Reed, and Wendi Sierra at the Conference of College Composition and Communication.
- Fall 2009 – 2010: **Essay Rater, The Regents’ Test**, Clayton State University Department of English. Participated in the rating of Regent’s Tests each semester. I found this practice helped me stay abreast of common writing problems; it also helped me guide my own students who planned to take the test as per graduation requirements at Clayton State University.
- 15 May 2009: **Workshop Participant**, “The Peer Critique in a Collaborative Classroom Environment.” Presented by Dr. Mara Holt at Kennesaw State University.
- Feb. 2009: **Presentation Development**, “Bridging the Gap,” The Southeastern Writing Center Association Conference, The Writing Center’s Role in Student Success: 21<sup>st</sup> Century Strategies for Empowerment Rooted in Culture and Diversity. Greensboro, NC.
- Worked with a group of fellow Writing Center tutors lead by Lecturer in English Jeffrey Cebulski to develop a panel presentation that addressed student participation in writing classrooms and ways the Writing Center can work to increase their interest in writing. My portion concerned the nature of communities, particularly the writing center as a community within the greater community of college life, and how it mediates between the needs of students struggling to write and professors rightly expecting high standards.

Spring 2007: **Peer Reviewer**, Mischelle Anthony, Sarah Doman, and Chad Stanley. "In a Foreign Country: Going Public with Writing Mentors." *Writing Lab Newsletter*, Spring 2007. Provided peer review and editing of an academic article.

## **OTHER EXPERIENCE**

Aug. 2008 - Aug. 2009: **Writing Assistant**, The Writing Center, Department of English, Kennesaw State University.

Here I worked with students on a daily basis across a wide range of disciplines and levels of composition experience to improve their written work. Assisted ESL/ESOL students understand and effectively communicate their ideas to an English-speaking audience. I prepared students in one-on-one sessions for the Georgia Regents' Writing Test via discussion and evaluation of writing samples. Helped students to understand and improve their writing process through a one-on-one examination of audience, style, organization, content, and grammar. Additionally, I performed 10-15 minute presentations in freshman college classrooms to demonstrate the importance of the Writing Center as a resource and fielded questions from students and instructors on the topic. In the adjoining Computer Lab, I frequently helped students understand and learn to use various web resources and computer programs to enhance their writing prowess.

Summer 2007: **Internship**, The Writing Center, Department of English, Kennesaw State University.

Helped graduate and undergraduate students learn to critically read assignments, address teacher expectations, and organize their written work to best appeal to an audience. In many cases, also helped students begin their written work by discussing their ideas and teaching various brainstorming techniques. Demonstrated ways to overcome writer's block and reasonably narrow topics. Created an instruction manual for new Writing Center employees detailing how to interact with students, what to expect them to ask during a tutoring session, and basic customer service instructions: "Don't Panic! A Beginner's Guide to Being a Writing Tutor."

Fall 2005: **Student Assistant**, Department of Communication, Kennesaw State University.

Served as an interim Administrative Assistant for the Robert D. Fowler Distinguished Chair of Communication and Assistant Professor of Communication, Dr. Leonard Witt. I performed clerical duties including faxing, copying, organizing files, and answering the telephone. That semester, I transcribed the proceedings and presentations of a Spring 2005 conference concerning the blogosphere and its effects on journalism. Assisted Dr. Witt in the development of a grant proposal for blogging to raise awareness about HIV/AIDS in South Africa by researching, helping to draft his proposal, and providing editorial services.

Fall 1997- Spr. 2001:

**Student Assistant**, Department of Learning Support, Clayton College & State University.

Assisted the department's Administrative Specialist/Coordinator, Joann Quattlebaum, with various clerical work: filing, typing, editing, organization, copying, faxing, etc. Checked for student registration holds using the Banner system and provided customer service for students. Subsequently, I taught three student assistants how to perform the various duties of the job. Post-graduation, during Fall 2001, assisted in grading student papers for a remedial English class.