

Lisa M. Lister: Teaching Vita
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EDUCATION

American University	MFA, Creative Writing	2005
Lewis & Clark College	BA, English	1997

TEACHING & ADMINISTRATIVE POSITIONS

Faculty Fellow, Center for Teaching and Faculty Excellence, George Mason University, AY 2013-2014.

Provide teaching consultations and professional development opportunities for instructional faculty throughout the university. Develop professional development and teaching resources for the Mason teaching community. Design Mason's Adjunct Teaching Excellence Award Program and Process. Lead faculty pedagogy book discussion group. Manage CTFE social media.

Associate Director of Composition, George Mason University, Fall 2016-Present.

Lead for directing Mason's FYC/English 101 program and managing the FYC administrative team and projects. Leading the program includes serving as liaison with the Mason libraries and other university programs relevant to ENGH 101; coordinating the work of the ENGH 101 administrative team (two assistant directors); managing projects, assessment, and curriculum development for ENGH 101; developing faculty professional development opportunities, conducting workshops and assessments and designing assessment focus groups, piloting new initiatives and assisting faculty in integrating these initiatives into their courses; mentoring 101 faculty, reviewing syllabi for all new 101 faculty, and evaluating 101 exemption exams. Lead the mentorship program for all new Graduate Teaching Assistants in their first year of teaching composition; mentorship includes reviewing syllabi and assignments, conducting course observations, developing and leading professional development opportunities (and monthly sessions), and regular meetings with TAs to discuss grading and student challenges. Assist the Director of Composition in running the composition program.

Assistant Director of Composition, George Mason University, Fall 2012-Spring 2016.

Mentor all new Graduate Teaching Assistants in their first year of teaching composition; mentorship includes reviewing syllabi and assignment, conducting course observations, developing professional development opportunities, and regular meetings to discuss grading and student challenges. Assist the Director of Composition in running the composition program by developing faculty professional development opportunities, conducting workshops and assessments and designing assessment focus groups, piloting new initiatives and assisting other faculty in integrating these initiatives into their courses (e.g. Students as Scholars), mentoring faculty, reviewing syllabi for all new 101 faculty, and evaluating 101 and 302 exemption exams.

Term Assistant Professor, George Mason University, AY 2005-2013

Term Associate Professor, George Mason University, Fall 2014-Present

Teach composition, introductory literature and creative writing courses, and graduate pedagogy courses. Mentor graduate students preparing to teach composition and literature courses. Served

on (and have chaired) the Composition Instruction Committee, an advisory committee to the composition program director. Lead and participate in department assessments, course pilots and enhancements, and other initiatives such as curriculum development and faculty training/mentorship.

Lecturer, Adjunct Faculty, American University, Spring 2005; AY 2003-04
Taught freshmen composition courses while a graduate student at AU.

Teaching Assistant, American University, Fall 2005
Assisted in teaching and grading and worked individually with students on their creative projects.

College Writing Teaching Intern, American University, Spring 2003
Observed and co-taught a college writing course as part of a composition pedagogy and teaching preparation course.

Creative Writing Instructor, DC WritersCorp, AY 2003
Prepared and led creative writing workshops in the DC public middle schools' after-school program.

ESL Teacher (Volunteer), Russian Oregon Social Services, 1996-97
Taught English language courses and led English conversation groups.

COURSES TAUGHT

English 101, *Freshman Composition*, GMU

The department's introductory composition class that prepares students for scholarship in other classes by providing intensive practice in all stages of the writing and research process and engaging students in critical reading and thinking. My class focuses on nuances: I help students discover and explore the many nuances of writing to specific audiences; the nuances of locating, selecting and using sources; and the nuances of their own thinking and writing. Together, we examine the nuances and gray areas of texts (their own and those written by professionals), issues and arguments.

English 201, *Introduction to Literature/Reading and Analyzing Texts*, GMU

The department's primary general education literature course. I've taught many iterations of this course, but my current English 201 course is themed "coming of age/defining moments," which students respond well to. In addition to reading traditional coming of age (*Bildungsroman*) texts, both fiction and creative non-fiction, we read works that do not obviously fall under this heading so that students question their assumptions about even basic concepts like what it means to come of age or discover oneself. My aim is that this class, in addition to fostering a greater appreciation for reading and increased critical reading techniques, pushes students to genuinely engage with outside ideas—those of the authors and their peers—to broaden their world and challenge, even if to ultimately reaffirm, their own ideas and perspectives.

English 202, *Literature of Illness and Disability*, GMU

Drawing on expertise from a previous job in disability policy, I designed this new literature course to engage students from a variety of relevant majors (e.g. psychology, social work,

nursing, public policy, health administration). This course encourages students to bring their expertise, outside research, and life experience into the classroom to provide a contextual framework for the readings; students enjoy that they, and I, are all both teachers and learners. In addition to discussing the literary merits, literal subject matter, and social, legal and political issues in the texts, we also wrestle with topics like perceptions of self; the extent to which concepts such as disability, “normal” versus “other”, or beauty are socially constructed; and the universality of the issues raised in the readings.

English 302H, *Advanced Composition/Humanities*, GMU

English 302S, *Advanced Composition/Social Sciences*, GMU

English 302M, *Advanced Composition/Multi-disciplinary*, GMU

English 302M, ALC, *Advanced Composition/Multi-disciplinary*, Active Learning Class, GMU

English 302X, *Advanced Composition/Honors*, GMU

All versions of the department’s advanced composition class focus on disciplinary awareness and helping students examine, research and respond to texts and issues in their respective fields. Each version of my English 302 class is an inquiry-based class in which I give students the tools to explore and enter into the academic conversations in their field and go beyond what they currently know about academic discourse and research (regardless of their starting point). I teach them how to teach themselves about writing communities, conventions and genres so that they can successfully adapt to whatever writing scenes and situation they encounter. I’ve also been one of the lead curriculum design faculty for the new English 302M course, which increasingly envisions English 302 as a class that prepares students to solve the advanced writing problems that they will encounter in their future academic, personal and professional endeavors.

English 396, *Introduction to Creative Writing*, GMU

This class provides students with instruction and practice in writing in multiple genres (fiction, poetry and creative non-fiction in my class). My approach is to mix practical instruction, reading and critical examination of published texts in each genre; generative exercises; skills-building exercises; small group and professor conferences and critiques; and one full-class traditional workshop critique. Students produce a final portfolio of work that includes a self-reflection and future writing visions/goals.

English 399, *Introduction to Creative Non-fiction*, GMU

This class provides students with instruction and practice in writing creative non-fiction. My class is a mix of direct instruction, readings, small group critiques, generative and skills-building assignments, journaling, and full-class workshops of each of the three major pieces. Students read and discuss CNF theory and history, examine the role of research in CNF writing, critically examine published CNF, and produce three full-length essays, a micro-essay that they submit for publication, and a final portfolio of their best pieces and exercises that also includes a self-reflection essay, a definition of the genre, and future writing visions/goals.

English 499, *Independent Stud: Memoir Writing*, GMU

English 610, *Literature Pedagogy Seminar*, GMU

This class provides pedagogical instruction and mentorship for GTAs teaching literature for the first time. My class includes an intensive two-day professional development workshop prior to the semester, a traditional teaching seminar where students workshop and discuss lesson plans

and teaching issues as they teach (or prepare to teach) literature for the first time, and a research project in which GTAs identify a teaching question or need, research it, implement new practices into their classrooms, and write their findings.

English 615, *Composition Instruction*, GMU

This class provides pedagogical instruction and mentorship for GTAs preparing to teach composition the following academic year. This class provides instruction in composition theory, learning theory, course/backwards design, assignment design, and classroom instruction as well as the practical application of theory.

Literature 100, Freshman Composition, AU

An introductory composition class that prepares students for scholarship in other classes by providing intensive practice in all stages of the writing and research process and engaging students in critical reading and thinking.

Literature 215, (TA) Writers in Print and Person, AU

“Writers in Print and Person” is a literature course with traditional literary analysis and creative writing assignments in which students also interact with the authors studied.

RELEVANT COURSES

- Teaching of Writing, American University, 2002/03. This course provided an overview of composition theory and best practices and provided practicum experience in the composition classroom.
- Independent Study in Rhetoric & Composition, American University, Summer 2004. This course was a small summer seminar that provided further study in composition theory. My research focused on the intersections between composition research and practice and emerging best-practices in composition pedagogy.

APPOINTMENTS AND HONORS

GMU (CTFE) Teaching Excellence Award for General Education. 2012.

Faculty Fellow, Mason CTFE. AY 2013-14

Term Faculty Committee Member, English Department, GMU, 2015/16 & 2016/17

Composition Consultant (work on composition program initiatives, workshops and faculty development): English Department, GMU, 2008-present

Composition Instruction Committee, Chair: English Department, GMU, 2006/07

Composition Instruction Committee, member: English Department, GMU, 2005/06 & 2007/08

Graduate Studies Committee, Graduate Liaison: Literature Department, AU 2003/04

Annual Essay Contest Winner: Seattle Pacific University’s *Response Magazine* 2007 essay contest. Awarded for “Signs and Signals,” a brief creative non-fiction essay on teaching.

Scholarship Recipient, Summer Literary Seminar, St. Petersburg, Russia: Non-fiction for Summer 2005 Conference. Awarded for personal essay “Out of the Fishbowl.”

PRESENTATIONS & WORKSHOPS

- “Learning Communities: Leveraging external funding for faculty-driven professional development.” Co-author. CWPA 2017 Annual Conference & Institutes (July 2017)
- “The Faculty Learning Community: Reigniting Faculty Learning Through Peer-to-Peer Teaching and Institutional Collaboration.” Co-author and Panelist. CCCC Mid-Atlantic Regional Conference (June 2017).
- Participated in ENGH 302 Program Assessment, Fall 2016 & Spring 2017.
- “Using reflective writing to enhance student engagement, inquiry, critical thinking, and learning.” Author/Presenter. GMU Innovations in Teaching & Learning Conference. Fall 2016
- Produced and co-led a faculty learning community on course design (for ENGH 302), Spring 2017.
- Developed and led focus groups to glean findings and professional development needs and opportunities based on faculty portfolio assessments for English 302. Fall 2015 & Spring 2016.
- Produced and led faculty development workshops on teaching research and writing/executing annotated bibliography assignments. Fall 2015.
- “Teaching College Composition in the Active Learning Classroom: Learning from Failure, Learning from Innovation,” Co-author. 2015 CCCC Annual Convention.
- Produced and led faculty development workshop on teaching in redesigned (active learning) classroom spaces. Spring 2015.
- Produced and led faculty development workshops on designing research and discipline awareness assignments (from program assessment observation). Fall 2015.
- Co-produced and led campus-wide faculty development workshops on new approaches to the start of the semester/preparing students for success. Provost’s New Faculty Orientation, Fall 2013.
- “Short Exercises for Introducing Students to SAS Concepts: Ideas from ENGH 302,” Panel Member. GMU Innovations in Teaching & Learning Conference. Fall 2012.
- Assisted in developing and running all new and returning composition faculty workshops AY 2012-2013.
- Led faculty development workshop on critical reading in the composition classroom, Fall 2012.
- Plan and present at English faculty information sessions and workshops on revising the teaching of English 302 and designing a new, multi-disciplinary version of the course; Current/Ongoing
- Conducted an English faculty workshop on using wikis in the composition classroom. Fall 2010.
- English faculty workshop on teaching African literature in general education classes (for the Text and Community program). Presenter. Fall 2009.
- “When/How do Wikis Facilitate Digital Literacy and Collaborative Writing?” Thomas R. Watson Conference (The New Work of Composing). Presenter. Fall, 2008.
- “Mason Students in a Web 1.5 World.” Faculty presentation of TAC Projects. Fall 2007.

- “What Next? A Frank Look at Life after the MFA.” Panel member and chair. AWP 2007 Annual Conference.
- Led a faculty development workshop on grading and rubrics. Fall 2005.

OTHER TEACHING-RELATED ACTIVITIES

- MFA Thesis Committee Member, for MFA candidate Christa Spillson, AY 2016-17.
- Program Leader. Summer Creative Writing Workshop in Ireland, through Mason’s Center for Global Education, Summer 2014, Summer 2015, and Summer 2016
- MFA Thesis Committee Member, for MFA candidate Erica Dolson, AY 2013-14.
- English 302 Program Assessment Coordinator and Reviewer (QEP), GMU, Fall 2014, Spring 2015, Fall 2015, and Spring 2016.
- English 302 QEP Assessment Reviewer, GMU, Fall 2012, Spring 2013, Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016 & Spring 2017.
- English 302 QEP-enhancements Pilot Program, GMU, Spring 2012-Present
- English 302M Workgroup Member/Program Pilot and Faculty Mentor, GMU, 2010-Present.
- English 101 Program/Outcomes Assessment Participant, GMU, 2008-09.
- Mentoring of Graduate TAs preparing to teaching English 101, 2006-present.
- TAC (Technology Across the Curriculum) Grant Recipient/Workshop Member, GMU, 2007.
- Text book review of *Researching and Writing*, 2nd Edition, by Marcia Muth; Bedford St. Martin’s, 2007.
- Panelist/Judge: Literature Department, AU Writer as Witness Essay Competition, 2003.

OTHER PROFESSIONAL ACTIVITIES

- Associate Creative Nonfiction Editor, *Potomac Review*. 2014-2016.

PROFESSIONAL AFFILIATIONS

Member, National Council of Teachers of English

Member, Association of Writing Programs

Member, Phi Kappa Phi National Honor Society