

Curriculum Vitae

M. Whitney Olsen

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Education

Doctoral

Educational Specialist in Instructional Technology. Emphases in Information Science and Information Behavior, Department of Instructional Technology and Learning Sciences, Emma Eccles Jones College of Education and Human Services, Utah State University, 2015. 4.0 CGPA.

Developmental Project: *The Personal Information Management Practices of Undergraduate Writing Students*.

Committee: Anne R. Diekema (Committee Chair), Mimi Recker, Andrew Walker, Keith Grant-Davie, David Hailey

Postsecondary

Master of Arts in English Literature and Writing, with distinction. Emphases in Composition and Rhetoric, Creative Writing, and Technical Writing, Department of English, College of Humanities, Arts, and Social Sciences, Utah State University, 2009. *Summa cum laude*. 4.0 CGPA.

Thesis: *The Roasted Slope*. This thesis is a chapbook of poetry and an extensive critical investigation of the author's context and origins as a writer.

Committee: Michael Sowder (Committee Chair), Christopher Cokinos, Brock Dethier

Honors Bachelor of Arts in English, Department of English, College of Humanities, University of Utah, 2006. *Summa cum laude*. 3.9 CGPA.

Thesis: *Fire and Water*. This thesis is an intensive critical literary analysis of lines 173–202 of T.S. Eliot's *The Waste Land*.

Committee: Matthew Potolsky, Mark Matheson

Honors Associate of Science in Culinary Arts, College of Culinary Arts, Johnson and Wales University, 2007. *Summa cum laude*. 3.9 CGPA

Teaching Experience

Instructor and Faculty Associate, Technical Communication program, Fall 2013 to present
College of Integrative Sciences and Arts, Arizona State University

TWC 431/531 **Principles of Technical Editing**

Course description: Basic principles of technical editing (for print and electronic media) including copyediting, reviews, standards, style, and project management. Experience teaching course online.

WAC 101 **Writing Across the Curriculum**

Course description: Introduction to academic writing.

Instructor, March 2015 to September 2015
College of Engineering, Utah State University

ENGR 3080 **Technical Communication for Engineers**

Course description: The goal of this course is to prepare engineering students with the foundational research, individual and collaborative technical writing, teamwork, and presentation skills necessary to be effective technical and professional communicators in academic and professional settings.

Lecturer, August 2012 to January 2015
Department of English, Utah State University

ENGL 2010 **Intermediate Writing: Research Writing in a Persuasive Mode**

Course description: Writing of reasoned academic argument supported with appropriately documented sources. Focuses on library and Internet research, evaluating and citing sources, oral presentations based on research, and collaboration. Experience teaching course face-to-face, online, and hybrid.

ENGL 4400 **Professional Editing**

Course description: Editing of technical and scientific documents; working with deadlines, different levels of editing, and editing marks; working with groups of editors and clients; and revising document design. Experience teaching course face-to-face (web-enhanced).

ENGL 3040 **Perspectives in Writing and Rhetoric (Depth Humanities and Creative Arts)**

Course description: In-depth study of rhetoric and writing for nonmajors. Topics vary according to faculty expertise. [I will teach the course with a blended technical/professional communication and composition/rhetoric approach, exposing students to writing across disciplines and research and writing in their

majors and future professions.] Experience teaching course online and face-to-face, web-enhanced.

ENGL 3080 **Introduction to Technical Communication**

Course description: Introduces students to a variety of technical documents and improves their written and oral communication skills. Available to nonmajors as a technical communication service course. Experience teaching course face-to-face, web-enhanced.

Instructor, August 2011 to May 2012

Department of English, ASU Writing Programs, Arizona State University

ENG 101 **First-Year Composition**

Course description: This course aims to increase students' ability to develop ideas, to express ideas effectively, and to engage different literacies. It gives special attention to expository and persuasive writing. Critical reading of articles, speeches, and other non-literary texts helps students to understand the rhetorical process, to analyze audience and its cultural contexts, and to foresee the audience's response. Experience teaching course face-to-face (web-enhanced).

ENG 216 **Persuasive Writing in Public Issue**

Course description: Advanced interdisciplinary writing course emphasizing major contemporary public issues. Practice in and study of the logic by which writers construct arguments; the various means that writers use to persuade an audience; the conventions of evidence, claims, and argument in persuasive discourses. Experience teaching course face-to-face (web-enhanced).

ENG 102 **First-Year Composition**

English 102 is designed to help students develop sophisticated, situation-sensitive reading and writing strategies. Students make arguments in formal and informal settings. Special attention is given to evidence discovery, claim support, argument response, and their applications to academic debate, public decision making, and written argument. Experience teaching course face-to-face (web-enhanced).

ENG 215 **Strategies for Academic Writing**

Advanced interdisciplinary writing course emphasizing critical reading and thinking, argumentative writing, library research, and documentation of sources in an academic setting. Practice and study of selected rhetorics of inquiry (for example, historical, cultural, empirical, and ethnographic) employed in academic disciplines, preparing students for different systems of writing in their academic lives. Throughout this course, students will significantly improve their academic writing; develop an understanding of how members of a particular discipline

conceive of and engage in the rhetorical practices of that discipline; demonstrate understanding of the key conversations, the forms, and the conventions of writing in a particular discipline; gain experience in the construction of knowledge within a discipline and practice using its discourse; read critically and analyze rhetorically writings from a particular discipline and use those lenses to frame their own discourses; write in the different forms and styles of a particular discipline; and develop techniques for conducting research on the Internet and with other electronic databases. Experience teaching course face-to-face (web-enhanced).

Graduate Instructor of English Composition and Rhetoric
Department of English, Utah State University, August 2008 to present

ENGL 1010 Introduction to Academic Writing (first-year composition)

Course description: Students learn skills and strategies for becoming successful academic readers, writers, and speakers: how to read and write critically, generate and develop ideas, work through multiple drafts, collaborate with peers, present ideas orally, and use computers as writing tools. Experience teaching course in face-to-face, online, and hybrid formats.

ENGL 2010 (See description above). Experience teaching course in face-to-face and online formats.

ENGL 3430 Introduction to Poetry Writing

Course description: Provides practical experience in writing, revising, and discussing poetry, using basic elements of poetry writing such as language, detail, voice, tone, imagery, form, structure, and theme. Experience teaching course online.

Course Management System Proficiencies

Blackboard Learn, Blackboard Vista, Instructure Canvas, Moodle, McGraw-Hill Connect
Composition

Research Experience

2010–2014 Graduate Research Assistant for Dr. Anne Diekema, Department of Instructional Technology and Learning Sciences

Research projects: qualitative study of the information behavior of first-year writing students, qualitative study of the personal information management and information behavior of primary and secondary

educators, mixed-method study of library and museum sustainability, systematic review of literature on the information-seeking behavior of primary and secondary educators, analysis of Utah State Office of Education (USOE) K–12 standards and Utah Test Item Pool Server (UTIPS) alignment.

2012 Graduate Research Assistant, Department of Instructional Technology and Learning Sciences, Dr. Mimi Recker, Dr. Victor Lee, and Dr. Andrew Walker

Research project: National Science Foundation (NSF) funded NSDL Curriculum Customization Service

2011 Graduate Research Assistant, Department of Instructional Technology and Learning Sciences, Dr. Andrew Walker and Dr. Brian Belland

Research project: National Science Foundation (NSF) Research Catalyst Grant—comprehensive meta-synthesis and meta-analysis of the body of research literature on scaffolding.

2008–2011 Graduate Instructor of English Composition & Rhetoric

Practical and pedagogical research: expressivist, experiential learning, feminist, collaborative learning, process, and service learning, critical, scaffolding, new media studies, behaviorist, cognitivist, constructivist, connectivist.

Other Work Experience

2017–Present Technical Writer and Editor, NuSkin Enterprises (independent contractor)
Author and edit scientific content, including scientific journal articles, poster presentations, and conference presentations.

2010–Present Digital Faculty Consultant, English, McGraw-Hill Publishing Companies
Hold online seminars (webinars) to discuss pedagogical uses of a McGraw-Hill CMS, Connect Composition Plus. Train college and university faculty on Connect Composition Plus. Make campus visits. Present at McGraw-Hill Exhibition Booth at CCCC 2011, 2012.

2007–2013 Technical editor, Research and Development Chef, Rhodes International, Incorporated.

Edit print material, marketing material, company correspondence, and published books. Develop recipes using company products.

Publications

- Olsen, M.W. & Diekema, A.R. (2017) Asking the right questions: Using interviews to explore information-seeking behavior. In Jamieson, S. & Serviss, T. (Eds.). *Points of departure: Rethinking student source use and writing studies research methods*. Utah State University Press.
- Belland, B.R., Walker, A.E., Olsen, M.W., and Leary, H. (2015). A pilot meta-analysis of computer-based scaffolding in STEM education. *Journal of Educational Technology & Society*, 18(1). 183–197.
- Diekema, A.R., & Olsen, M.W. (2014). Teacher personal information management (PIM) practices: Finding, keeping, and re-finding information. *Journal of the American Society for Information Science and Technology*, 65(11). 2261–2277.
- Belland, B., Walker, A., Olsen, M. W., Leary, H. (2012, April). Impact of Scaffolding Characteristics and Study Quality on Learner Outcomes in STEM Education: A meta-analysis. Presentation at the American Educational Research Association, Vancouver, Canada.
- Olsen, M.W., & Diekema, A.R. (2012). The information-seeking behavior of first-year writing students. *Proceedings of the 75th annual meeting of ASIS&T*. Baltimore, MD.
- Diekema, A. R. & Olsen, M. W. (2012). The notion of relevance in teachers' personal information practices. *Proceedings of the 75th annual meeting of ASIS&T*. Baltimore, MD.
- Diekema, A. R. & Olsen, M. W. Personal information management practices of teachers. *Proceedings of the 74th annual meeting of ASIS&T*. New Orleans, LA.
- Olsen, M. W. (2011). Online information seeking behavior of K–12 teachers: A systematic review of the literature 1983–2010. In proceedings of the *Intermountain Graduate Research Symposium 2011* (pp. 170).
- Olsen, M. W. & Eastmond, J. N. (2010). Human performance analysis and service learning: lean thinking in developing an online Masters program. In *IODL & ICEM International Joint Conference and Media Days Proceedings* (pp. 669–676). Eskişehir, Turkey: Anadolu Üniversitesi.
- Petersen, S., Jackson, J., Olsen, M. W., & Farnsworth, K. (Eds.) (2010). *Home baked family favorites*. United States of America. ISBN(10) 0-61540-346-8. (Corporate publication for consumer purchase; technical editor and writer.)
- Olsen, M. W. (2010). First-year composition and the new digital librarians: Modeling the ideal college writing experience. In proceedings of the *Intermountain Graduate Research Symposium 2010* (pp. 204).
- Olsen, M. W. (2010). A constructivist framework for instructional design in the online first-year composition classroom. In proceedings of the *Intermountain Graduate Research Symposium 2010* (pp. 205).

Olsen, M. W., Sellers, L., Thatcher, S., Christensen, K., Pope, J., Abad, G. M., ... Stokes, E. D. (2009). *Performance Analysis Report for the Hybrid Learning Master of Sciences Program in the Department of Instructional Technology and Learning Sciences at Utah State University*. Retrieved from Google Scholar.

Conference Presentations

- 2012 "Information Behavior of First-Year Writing Students." American Society for Information Science and Technology (ASIS&T) annual meeting, Baltimore, MD.
- 2012 "Using the Framework for Success in Postsecondary Writing to Foster Learning." Co-presenter with Duane Roen and Angela Clark-Oates. Two Year College English Association, Western Region (TYCA-West) annual meeting, Salt Lake City, UT.
- 2012 "Impact of Scaffolding Characteristics and Study Quality on Learner Outcomes in STEM Education: A Meta-analysis." Co-authored (Andrew Walker, Brian Belland, M. Whitney Olsen, and Heather Leary). Annual Meeting of the American Educational Research Association (AERA), April 2012, Vancouver, BC, Canada.
- 2011 "Personal Information Management Practices of Teachers." American Society for Information Science and Technology (ASIS&T) annual meeting, New Orleans, LA.
- 2011 "Online information seeking behavior of K–12 teachers: A systematic review of the literature 1983–2010." Intermountain Graduate Research Conference, Logan, UT.
- 2010 "Human performance analysis and service learning: lean thinking in developing an online Masters program." Institute of Open & Distance Learning and International Council of Educational Media International Conference and Media Days 2010, Eskişehir, Turkey.
- 2010 "First-year composition and the new digital librarians: Modeling the ideal college writing experience." Intermountain Graduate Research Conference, Logan, UT.
- 2010 "A constructivist framework for instructional design in the online first-year composition classroom." Intermountain Graduate Research Conference, Logan, UT.

Guest Lectures/Presentations

- April 2016 "Best Practices for Technology in English," invited presentation at Idaho State University, Department of English; Pocatello, ID
- August 2015 "Best Practices for Technology in English," invited presentation at Weber State University, Department of English; Ogden, UT
- May 2015 "Best Practices for Technology in English," invited presentation at Idaho State University, Department of English; Pocatello, ID
- January 2014 "Techniques for Writing Technical Reports," invited lecture co-presented with Senior Lecturer Melissa Scheaffer, Department of Engineering, to members of Engineers Without Borders (EWB), Utah State University, ENLAB 221.

November 2013	"ENGL 2010 Assessment Report: 2012–2013." Invited lecture presented to Department of English Assessment Committee, Utah State University, RWST 306.
2011–May 2013	Webinars and campus presentations on best practices using Connect Composition to college and university faculty nationally
January 2012	"Kick-Off With Digital Faculty Consultants," panel presentation, McGraw-Hill Publishing JAM, McGraw-Hill Higher Education
August 2011	"English Composition," session presenter, McGraw-Hill Publishing JAM, McGraw-Hill Higher Education
February– March 2011	"Digital Solutions for Quality Assurance in Composition Programs with Adjunct or Graduate Faculty," weekly webinar series, McGraw-Hill Publishing Companies
November 2010	"Giving an International Conference Presentation: Eskisehir, Turkey," Brown Bag luncheon series, Department of Instructional Technology and Learning Sciences, Utah State University
September 2010	"Technology in First-Year Composition," Practicum in Teaching English (ENGL 6820), Utah State University
February 2010	"Evaluation Report for MS Hybrid Program," presentation given to faculty of the Department of Instructional Technology and Learning Sciences, Utah State University

Professional Activities

2013	Conference attendee, Conference on College Composition and Communication (CCCC), Las Vegas, NV, March 13–16
2012	Conference presenter and attendee, annual meeting of the American Society on Information Science and Technology (ASIS&T), Baltimore, MD, October 26–30
2012	Writing for College, Writing for Life Seminar for Teaching Composition, Phoenix, AZ, October 13
2012	Conference presenter and attendee, Two Year College English Association, Western Region (TYCA-West), Salt Lake City, UT, October 19–20
2012	Focus groups with postsecondary faculty on personalized adaptive learning for teaching English grammar, held multiple times weekly, September–December
2012	Conference attendee, Conference on College Composition and Communication (CCCC), St. Louis, MO, April 21–24
2012	Conference presenter and attendee, McGraw-Hill Publishing JAM, Phoenix, AZ, January 5–10
2011	Conference presenter and attendee, annual meeting of the American Society on Information Science and Technology (ASIS&T), New Orleans, LA, October 9–12
2011	Conference attendee, Rocky Mountain Modern Language Association (RMMLA), Scottsdale, AZ, October 6–8

- 2011 Conference presenter and attendee, McGraw-Hill Publishing JAM, Boca Raton, FL, August 3–6
- 2011 Conference attendee, Conference on College Composition and Communication (CCCC), Atlanta, GA, April 6–9
- 2011 Conference attendee, Association of Teachers of Technical Writing (ATTW), Atlanta, GA, April 5–6
- 2010 Utah State University Department of English representative, Connect User Summit, McGraw-Hill Companies, New York City, NY
- 2009 Master class with scholar/author Bruce Ballenger
- 2009 Master class with author Robert Wrigley
- 2008 Master classes with author Naomi Shihab Nye and Mark Doty

Service

- 2018 Fall Semester 2018, Directed Study, Maria Perez
- 2013 Editorial board, ENGL 2010 *Voices* student anthology, USU Writing Program
- 2013 Volunteer faculty fellow, Sigma Phi Epsilon fraternity (USU)
- 2013 Volunteer writing tutor, Sigma Phi Epsilon fraternity (USU)
- 2012–2013 Program assessment, USU Writing Program
- 2012 Library Liaison Committee, ASU Writing Programs
- 2011–2012 President, Instructional Technology Student Association (USU)
- 2011 Student representative, faculty search committee, Department of Instructional Technology and Learning Sciences (USU)
- 2010–2011 Doctoral Vice President, Instructional Technology Student Association (USU)
- 2010 Society for the Advancement of Qualitative Studies, member
- 2010 Evaluator, Utah Education Network via Utah State University Faculty Assistance Center for Teaching (FACT), learning management system evaluation
- 2009 *Synecdoche* poetry show on Utah Public Radio, host
- 2008–2009 Committee chair, Student Association for Graduates of English newsletter, *In Medias Res*, USU
- 2008–2009 Writing Center tutor, USU
- 2008–2009 Helicon West community literary events, host

Awards and Honors

- 2013 Professor of the Year 2012–2013, honored by Disability Resource Center for service to students, Utah State University
- 2011 First place, Instructional Technology and Learning Sciences lecture session, IGRS
- 2009 Presidential Fellowship, USU
- 2009 Passed comprehensive exams and master's thesis defense with distinction
- 2009 *Summa cum laude*, USU, CGPA 4.00/4.00
- 2009 Sigma Tau Delta National Honors Society

2008 Sigma Tau Delta National Honors Society

2008 Dan C. and Manon Russell Caine Graduate Fellowship, Utah State University

Professional Organizations

Association for Teachers of Technical Writing (ATTW), membership current for 2018-2019