

CHRISTINA LITCHFIELD

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PROFESSIONAL SUMMARY

Composition instructor with nearly a decade of experience teaching first-year writing, multilingual writers, and adult learners across Binghamton University, Arizona State University, and South College. Skilled in multimodal and digital composition, multilingual pedagogy, trauma-informed teaching, and scaffolded writing instruction.

RESEARCH INTERESTS

Writing pedagogy; first-year composition; multicultural/multilingual writers; literacy and social justice; critical and decolonial literacy studies; feminist rhetoric; trauma and embodiment in writing; narrative theory; disability and writing; equity in higher education; digital and multimodal composition; creative nonfiction and memoir studies.

EDUCATION

PhD, English – Creative Writing, Binghamton University, May 2026

MA, English, Arizona State University, 2017

BS, Psychology, Washington State University, 2015

PEDAGOGICAL TRAINING

Teaching College Writing, Binghamton University, 2020

Master Class for Teaching Online, Arizona State University, 2019

Bilingual & Multicultural Education Seminar, Binghamton University, 2019

TEACHING EXPERIENCE

Instructor, Binghamton University (Adjunct and Graduate Appointment) — 2020–12/2025

- Teaching WRIT 111 (First-Year Writing) primarily in person, emphasizing rhetorical reading, writing process, and scaffolded composition.
- Teaching WRIT 101 EOP Summer Bridge and WRIT 110 EOP Fall Bridge cohorts supporting first-generation, multilingual, and underprepared writers.
- Have taught CW 250 (Intro to Creative Writing), incorporating narrative and multimodal elements, along with other English courses.
- Participating in Writing Institute pedagogical training and course development.

Faculty Associate, Arizona State University — 2019–present

- Teaching ENG 101/102 in ASU's multimodal, digital-first curriculum.
- Integrating workplace genres — memos, reports, infographics, etc. — into first-year composition.
- Supervising and mentoring undergraduate Writing Mentors (TAs).

Adjunct Instructor, South College — 2021–2024

- Taught ENG 1201/1211 (Composition I & II) online for open-enrollment adult learners.

English Instructor, Huijiang — 2017–2021

- Taught ESL to international adult learners; selected Teacher of the Year (2018).
- Designed and led pedagogy workshops for other teachers and taught large-group lessons.

Writing Mentor, Arizona State University — 2016–2018

- Supported online ENG courses, peer review, and tutoring for ENG 101/102.

SELECTED COURSES TAUGHT

WRIT 111 – First-Year Writing (BU)

A foundational composition course in rhetorical analysis, research-driven academic argument, civic genre adaptation, oral presentation, and portfolio-based revision practices.

WRIT 101 – EOP Summer Bridge Writing (BU)

An accelerated first-year writing course for Educational Opportunity Program (EOP) students emphasizing critical reading, rhetorical analysis, genre awareness, and portfolio-based revision across social justice issues.

WRIT 110 – EOP Fall Bridge Writing (BU)

A first-year research and writing course for EOP students, focused on rhetorical reading, socio-political inquiry, and scaffolded argumentative research culminating in an evidence-based argumentative essay.

CW 250 – Intro to Creative Writing (BU)

An introductory multi-genre workshop course developing craft techniques, revision practices, imaginative engagement, peer feedback skills, and reflective portfolio work across fiction, poetry, and creative nonfiction.

ENG 300S – Young Adult Literature and Social Justice (BU)

An upper-division literature and writing course designed and taught independently, exploring YA narratives through critical literacy and social justice frameworks.

UNIV 101H – What a Writer Knows and How (BU)

A blended freshman seminar introducing academic writing practices, reflection, and transition-to-college skills; facilitated peer discussion groups and guided students in analyzing their own research and writing processes.

ENG 101/102 – Multimodal First-Year Writing (ASU)

A two-part online multimodal composition sequence emphasizing rhetorical awareness, critical reading, portfolio-based reflection, and composing in multiple media through scaffolded invention, revision, and feedback practices.

ENG 1201/1211 – Composition I & II (South College)

Introductory and intermediate writing courses focused on rhetorical awareness, literacy narrative, workplace and academic genres, argumentative writing, and sustained revision.

CAMPUS & COMMUNITY ENGAGEMENT

Co-Editor (Creative Nonfiction), *Harpur Palette*, Binghamton University, 2021–2022

Reviewed submissions, collaborated on editorial selection, and contributed to shaping journal direction and voice.

Co-Editor, *Binghamton Writes*, Binghamton University, 2022

Curated selected pieces for publication and mentored WRIT 111 student authors through individualized revision to prepare their work for the university's composition showcase journal.

Conversation Partner, ELI Conversation Pairs Program, Binghamton University, 2019–2020

Conversation partner and language mentor for international students; supported academic English fluency, cultural adjustment, and cross-cultural communication.

ACADEMIC PRESENTATIONS

“Wolves in Sheep’s Clothing: Implicit Speciesism and Linguistic Bias”

NeMLA Conference, 2022

“The Loudest Voice: Taking Back Trauma in the Native American Story”

Melange International Conference, 2021

PUBLICATIONS

Selected poems, Cathexis Northwest Press, 2022

“Letter to My Coroner,” Lascaux Prize finalist, 2022

“Clan of the Lightworkers,” Snapdragon Journal, 2020

WORKS IN PROGRESS

Book manuscript: *Ropewalker: A Memoir*

A creative nonfiction work examining trauma, disability, motherhood, and identity formation, developed from my dissertation research.

Article manuscript: "Written in Scars: Embodiment and Resistance in Contemporary Women's Memoir"

Revising my genre field exam into an article exploring feminist embodiment, trauma, and narrative authority in contemporary memoir.

Article manuscript: "The Bird Builds Its Own Cage: Internalized Sexism and Gendered Selfhood in 20th-Century American Literature"

Developing my historical field exam into a comparative literary analysis of internalized sexism in Chopin, Hurston, Plath, and Morrison.

Pedagogy article: "Breaking the Code: Revisiting the Whole-Language versus Code-Based Reading Debate through Composition and Linguistic Theory"

Transforming graduate coursework into an article examining reading theory implications for FYW pedagogy.

Curriculum scholarship: "Teaching Social Justice Through Young Adult Literature"

Drawing from my independently designed YA literature course to develop a pedagogy article on critical literacy and identity formation.

REFERENCES

Dr. Sean Fenty, Director, The Writing Institute, Binghamton University

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Nicholas Kanaar, Lecturer, The Writing Institute, Binghamton University

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Dr. Sarah Studenmund, Director of Writing Studies Minor, WI, Binghamton University

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Additional references available upon request.