

Christopher Emery, PhD

Contact Information

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EDUCATION

Western Michigan University

PhD in English with a Creative Writing emphasis (Poetry)
Graduated Spring 2023

Dissertation Title: *The Difficult Night Window*

Committee Chair: Alen Hamza

Committee: William Olsen, Elizabeth Bradburn, Dennis Hinrichsen

Arizona State University

MFA in Creative Writing (Poetry)
Graduated Spring 2011

Thesis Title: *The Theory of an Old Joke*

Committee Chair: Norman Dubie

Committee: Beckian Goldberg, Terry Hummer

Arizona State University

BA in English Literature
Graduated Summer 2007

EMPLOYMENT HISTORY

Arizona State University

Faculty Associate

College of Integrative Sciences
and Arts
Spring 2020—Present

Instructor, Honors Faculty

College of Integrative Sciences
and Arts
Fall 2013—Summer 2017

Faculty Associate

Writing Programs
Fall 2012—Spring 2013

Faculty Associate

School of Letters and Sciences
Fall 2011

Graduate Teaching Assistant

English Department
Fall 2008—Spring 2011

Western Michigan University

Instructor

English Department
Fall 2022

Graduate Teaching Assistant

English Department
Fall 2017—Spring 2022

Writing Center Consultant

Spring 2018—Summer 2019

Paradise Valley Community College

Adjunct Faculty
English Division
Fall 2011—Spring 2013

Prague Summer Program

Teaching Assistant
Summer 2018

AWARDS/DISTINCTIONS

Western Michigan University

- Herbert Scott Poetry Award, 2020
- Phi Kappa Phi
- Gwen Frostic Scholarship
- Gwen Frostic Graduate Award in Poetry – Honorable Mention, 2023

Arizona State University

- Virginia G. Piper Academic Scholarship
- University Graduate Fellowship
- Montreal Summer Literary Seminar International Fellowship, 2010
- Sun Award, 2016
- Honors Faculty

The MacDowell Colony

- Fellowship, Summer 2019 (declined)

COURSES TAUGHT

Arizona State University (72 sections)

English 101: Fall 2008 (two sections), Fall 2010 (two sections), Spring 2013, Fall 2013 (three sections), Spring 2014, Fall 2014 (five sections), Spring 2015, Fall 2015 (five sections), Fall 2016 (four sections)

First-Year Composition is a course that aims to increase students' ability to develop ideas, to express ideas effectively, and to engage with multiple literacies. The course 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 audience responses. A substantial amount of writing is required. This course is based on the ideas that writing is a social activity, that writing should emphasize process, and that writing for various discourse communities requires various rhetorical conventions.

English 102: Spring 2009 (two sections), Fall 2009, Spring 2010 (two sections), Spring 2011, Spring 2014 (two sections), Spring 2015 (four sections), Spring 2016 (two sections), Spring 2017 (three sections)

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.

English 102 (Writers' Studio): Spring 2014, Summer 2014 (two sections), Summer 2015, Fall 2016, Spring 2020, Fall 2021, Spring 2022, Spring 2023, Fall 2023 (two sections), Spring 2024 (two sections), Summer 2024

English 102 will introduce students to college-level writing. This course aims to increase students' ability to develop ideas, express ideas effectively, and 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. During the semester, students will complete three major written projects with a reflection for each project. A capstone project—the portfolio with a final reflection—is required to complete this course; students will create a portfolio using Digication.

English 105: Fall 2012, Fall 2013

English 105 is an intensive, one-semester writing course that folds the work of our two-semester sequence into one. The course emphasizes that research is not merely mechanical or abstract: it contributes to the goals of the entire course. That is, rather than emphasizing the mere ability to find evidence to support a given argument, the course emphasizes the ability to judge the merit and appropriateness of that evidence, to weigh different pieces of evidence against one another and to engage in intellectual dialogue with the authorities represented by that evidence. During the semester students will complete three formal written projects.

Writing Across the Curriculum (WAC) 101: Fall 2011 (two sections), Fall 2012 (three sections), Spring 2013, Fall 2013, Spring 2014

This course is designed to introduce students to college-level writing and prepare them for ENG 101 and 102, as well as future academic, professional, civic, and personal writing projects. Initial writing endeavors will focus on personal, non-fiction styles, providing students with the opportunity to emphasize process (and revision) while also acclimating to collaborative learning and workshop communities. Students will also engage in “field research” (examining both social and professional environments) while progressing to more complex analyses of, and arguments about, both written and visual texts. Utilizing a variety of inquiry strategies, students will learn to explore, support, and develop their essays with valid, credible, and relevant evidence. Throughout the year, students will also learn to conventionally incorporate the ideas and words of others into their essays with attributive phrases and carefully paraphrased and quoted material that has been appropriately documented.

Stretch English 101 (Continuation of WAC 101): Spring 2013 (three sections), Spring 2014, Spring 2016 (three sections)

This course is designed to introduce students to college-level writing and prepare them for ENG 102 as well as future academic, professional, civic, and personal writing projects. Students are required to complete three major writing projects including a writing portfolio during the course of the semester. The development of major writing projects will highlight considerations of the purpose and target audience of the various projects as well as

emphasize different aspects of the writing process. Students will formulate original ideas, organize information effectively, engage with cultural and critical sources, and formulate personal invention, drafting, revision, proofreading, and reflection strategies. A considerable amount of time in class will be spent exploring the fundamental elements of each essay, however the coursework may be adapted to issues of grammar, mechanics, and formatting as the need arises.

English 287: Fall 2009

This is a beginning Creative Writing workshop. Students focus on voice and image, along with other rhetorical strategies and formal conventions of modern poetry.

English 301: Summer 2016, Spring 2017, Summer 2017

English 301 is an advanced interdisciplinary writing course emphasizing workplace and technical communication and editing appropriate to diverse professions. It offers practice and study of selected types of discourse employed in professional writing situations, preparing students for different systems of writing in their professional lives.

English 379: Fall 2016

This course explores the genesis of travel writing, what theories inform travel writing, and the various genres of travel writing. Students engage in the discussion of writing within the genres and produce original works in a workshop environment.

Western Michigan University (10 sections)

English 1050: Fall 2017

First-Year Composition is a course that aims to increase students' ability to develop ideas, to express ideas effectively, and to engage with multiple literacies. The course 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 audience responses. A substantial amount of writing is required. This course is based on the ideas that writing is a social activity, that writing should emphasize process, and that writing for various discourse communities requires various rhetorical conventions.

English 2100: Fall 2022

This is a study in the motion picture as art form. Students focus on film techniques through the lens of genre, and what conventions can tell us as an audience about works of art.

English 2660: Spring 2018, Summer 2018, Fall 2018, Fall 2019, Fall 2021

This is a beginning Creative Writing workshop. Students focus on voice and image, along with the rhetorical strategies and formal conventions of modern poetry and fiction.

English 3670: Spring 2020, Fall 2020, Spring 2022

This is an advanced poetry workshop. Students focus on close reading of collections of poetry, the reading of a poem, and imitation as a way of advancing their technique.

Paradise Valley Community College (4 sections)

English 101: Fall 2012

English 101 places an emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.

English 102: Fall 2011 (two sections), Spring 2013

English 102 is a course designed to enhance critical thinking skills while allowing students to find their own voice in academic discourse communities that precede their own personal histories. Students must participate in scholarly discussions and debates of the topics presented. Students will incorporate quotes, paraphrases, and summaries in their essays while following MLA guidelines as a means of strengthening their ethos.

COMPUTER SKILLS/EXPERIENCE

MS Office Suite	Blackboard	Canvas	SafeAssignment	macOS Monterey
PeopleSoft	Adobe Acrobat	iPhoto	TicTok	ELearning
Camtasia Relay	Google Docs	Google Sites	YouTube	Final Cut Pro
Digication	Textwrangler	McGraw-Hill Connect	Instagram	FaceBook

PUBLICATIONS

- “The Back Porch” | *Blackbird: an online journal of literature and the arts*, vol. 15 no. 1 (2016).
- “Detroit Boxtrain Wood Finisher” | *Blackbird: an online journal of literature and the arts*, vol. 15 no. 1 (2016).
- “The Difficult Night Window” | *Superstition Review*, issue 18 (2016).
- “Moon City, 1933” | *Watershed Review*, vol. 39 no. 2 (2017).
- “The Songbook” | *Dunes Review*, vol. 21 no. 1 (2018).
- “A Letter to the Sacred Ibis” | *Blackbird: an online journal of literature and the arts*, vol. 18 no. 1 (2019).
- “Almost in Disbelief” | *Third Coast*, issue 50 (2021).

READINGS

Dunes Review Launch Party
Brilliant Books, Traverse City, MI

- April 21, 2018

Phoenix Poetry Series
{9} The Gallery, Phoenix, AZ

- September 16, 2011
- March 28, 2014

COMMITTEE SERVICE

Arizona State University

Personnel Committee Representative
Languages and Cultures
2014—2015

The Personnel Committee reviews submission materials for multi-year contract faculty seeking promotion.

College of Integrative Sciences and Arts Hiring Committee
Language and Cultures
Summer 2014

REFERENCES

Elizabeth Bradburn, PhD

Western Michigan University
Elizabeth.Bradburn@wmich.edu
(269) 598-8927

William Olsen, PhD

Western Michigan University
William.Olsen@wmich.edu
(269) 343-9898

Alen Hamza, PhD

Western Michigan University
Alen.Hamza@wmich.edu

Michelle Stuckey, PhD

Arizona State University
mastucke@asu.edu