

Ann N. Amicucci

Department of English, University of Colorado Colorado Springs

1420 Austin Bluffs Parkway
Colorado Springs, CO 80918Phone: (719) 255-4040
Email: aamicucc@uccs.edu**Education**

Ph.D., English, Composition and TESOL. Indiana University of Pennsylvania	2013
M.A., English, Youngstown State University	2005
B.A., English, Kent State University	2003

Professional Experience

<i>University of Colorado Colorado Springs</i>	
Associate Professor of English	2021-present
Director of First-Year Rhetoric and Writing	2014-2023
Program awarded a CCC Writing Program Certificate of Excellence in 2023	
Assistant Professor of English	2014-2021

<i>Indiana University of Pennsylvania</i>	
Temporary Faculty in English	2013-2014
Writing Placement Program Acting Coordinator	2013
Teaching Associate in English	2011-2013
Writing Placement Program Assistant Coordinator	2011-2014
English Liberal Arts Assessment Portfolio Rater	2010-2013
Graduate Research Assistant in English	2009-2011

<i>Duquesne University</i>	
Writing Resources Consultant, School of Nursing	2007-2012
Writing Center Director	2006-2008
Adjunct Faculty in English	2005-2006; 2008-2009

<i>University of Pittsburgh</i>	
Writing Placement Program Rater	2006
Adjunct Faculty in English and Writing Center Consultant	2005-2006

<i>Youngstown State University</i>	
Assistant to the Director of the Northeast Ohio Master of Fine Arts program	2004
Teaching Assistant in English	2003-2005

Leadership Development

EAB Rising Higher Education Leadership Fellowship	2021
Academic Management Institute, Colorado Network of Women Leaders	2020-2021
University of Colorado Excellence in Leadership Program	2016-2017

Refereed Publications

- Amicucci, A. N. (2024). Effective video instruction in online courses: Suggestions grounded in Universal Design for Learning. *Kairos: Rhetoric, Technology, and Pedagogy*, 28(2). <https://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki:.video-instruction>
- Amicucci, A. N. (2023). Sand creeks and productivity: A writer's reckoning of personal and academic selves. In K. H. Owens & D. Van Ittersum (Eds.), *Beyond productivity: Embodied, situated, and (un)balanced faculty writing processes* (pp. 24-40). Utah State University Press.
- Amicucci, A. N. (2023). Trivialization and disembodiment of the Black Lives Matter movement through the hashtag #BlackLinesMatter. *Rhetoric Review*, 42(1), 16-34. **Winner of the 2023 Theresa Enos Anniversary Award**
- Amicucci, A. N. (2022). #ShopSmall because #ArtAintFree: Instagram artists' rhetorical identification with community values. *Computers and Composition: An International Journal*, 64, 1-16.
- Amicucci, A. N., Getchell, K., & Welsh, S. (2021). Writers as readers: Incoming college students reflect on reading. *Reader: Essays in Reader-Oriented Theory, Criticism, and Pedagogy*, 70, 26-62. [dated 2021, published 2022]
- Amicucci, A. N. (2021). Dear professor: Forging student-teacher relationships through course letters. In C. Wynne (Ed.), *Preserving emotion in student writing* (pp. 211-227). Peter Lang.
- Amicucci, A. N. (2021). Four things social media can teach you about college writing—and one thing it can't. In D. Driscoll, M. Stewart, & M. Vetter (Eds.), *Writing spaces: Readings on writing* (Vol. 4, pp. 18-34). Parlor Press.
- Amicucci, A. N. (2020). Toward a research agenda for digital intimacy. Invited response to chapter: Burns, H. Cultivating Wisdom in elder gardens. In N. Elliot & A. S. Horning (Eds.), *Talking back: Senior scholars deliberate the past, present, and future of writing studies* (pp. 101-04). Utah State University Press.
- Amicucci, A. N. (2020). Trail guide to valuing non-academic writing. *Writing on the Edge*, 30(2), 81-90. [dated 2020, published 2021]
- Kerr, J., & Amicucci, A. N. (Eds.). (2020). *Stories from first-year composition: Pedagogies that foster student agency and writing identity*. Practices & Possibilities. The WAC Clearinghouse; University Press of Colorado. <https://wac.colostate.edu/books/practice/stories/>
- Amicucci, A. N. (2020). Three student voices on technology in first-year composition. In J. Kerr & A. N. Amicucci (Eds.), *Stories from first-year composition: Pedagogies that*

- foster student agency and writing identity* (pp. 57-68). Practices & Possibilities. The WAC Clearinghouse; University Press of Colorado.
- Amicucci, A. N., & Neely, M. (2020). Knowing students and hearing their voices in writing: Reconciling teachers' stated definitions of voice with their response practices. *Composition Forum*, 43. Available at <https://compositionforum.com/issue/43/voice.php>
- Amicucci, A. N. (2020). Experimenting with writing identities on Facebook through intertextuality and interdiscursivity. *Computers and Composition: An International Journal*, 55, 1-21.
- Amicucci, A. N. (2017). Rhetorical choices in Facebook discourse: Constructing voice and persona. *Computers and Composition: An International Journal*, 44, 36-51.
- Amicucci, A. N. (2016). Analyzing mobile technology use: Dismantling assumptions through student reflection. In C. Lutkewitte (Ed.), *Mobile technology and the writing classroom: Resources for teachers* (pp. 22-35). National Council of Teachers of English.
- Amicucci, A. N., Williamson, M. M., DeCapua, S. E., & Hrebik, J. R. (2015). "You are asking me to do more than just read a book": Student reading in a general literature course. *The CEA Forum*, 44(1), 1-29. Available at <https://journals.tdl.org/ceaforum/index.php/ceaforum/article/view/7064>
- Amicucci, A. N., & Lassiter, T. (2014). Multimodal concept drawings: Engaging EAL learners in brainstorming about course terms. *TESOL Journal*, 5(3), 523-531.
- Getchell, K., & Amicucci, A. N. (2014). Responding with the golden rule: A cross-institutional peer review experiment. *Teaching English in the Two-Year College*, 42(1), 55-64.
- Amicucci, A. N. (2014). "How they really talk": Students' perspectives on digital literacies in the writing classroom. *Journal of Adolescent and Adult Literacy*, 57(6), 483-491.
- Amicucci, A. N. (2012). Digital literacy narratives: A multimodal writing assignment for multilingual writers. *International Journal of Innovation in English Language Teaching and Research*, 1(1). 59-74.
- Amicucci, A. N. (2012). Becoming "American-Italian": An immigrant's narrative of acquiring English as an L2. *Critical Inquiry in Language Studies*, 9(4), 312-345.
- Amicucci, A. N. (2011). Writing across the web: Connecting the writing center to nursing distance learners. In N. Mauriello, W. J. Macauley, & R. T. Koch (Eds.), *Before and after the tutorial: Writing centers and institutional relationships* (pp. 65-74). Hampton Press.

Amicucci, A. N. (2011). Using reflection to promote students' writing process awareness. *The CEA Forum*, 40(1), 34-56. Available at <https://journals.tdl.org/ceaforum/index.php/ceaforum/article/view/6143>

Non-Refereed Publications

Amicucci, A. N., & DeCapua, S. E. (2021, December 6). No time for a writing group? *Inside Higher Ed*. <https://www.insidehighered.com/advice/2021/12/07/consider-accountability-emails-place-writing-group-opinion>

Amicucci, A. N. (2021). Introduction: Snowy intersections and a writer's choices. In K. G. Ross, *Mountain lion writer* (pp. xi-xv). Hayden-McNeil.

Amicucci, A. N. (2020, November 2). Nailing the final interview question. *Inside Higher Ed*. <https://www.insidehighered.com/advice/2020/11/03/final-interview-question-can-make-or-break-your-chance-moving-forward-opinion>

Amicucci, A. N. (2020). Introduction: Underground tunnels, curiosity, and the research process. In C. Grandorff, M. Balk, M. Brown, H. Fester, P. Haisley, N. Price, A. Wenker, *Stasis theory and research practices: A coursebook for research writing* (pp. v-ix). Hayden-McNeil.

Amicucci, A. N. (2019). Introduction: What is a language act? In O. Montoya, L. Rapparlie, & E. Katseanes (Eds.), *Language acts* (3rd ed., pp. xiii-xviii). Hayden-McNeil.

Amicucci, A. (2018, October 17). Using reader reactions to practice metacognition. *Bedford Bits Blog*. <https://community.macmillan.com/community/the-english-community/bedford-bits/blog/2018/10/17/using-reader-reactions-to-practice-metacognition>

Amicucci, A. (2018, August). Confused? Ask your professor!. *UCCS Parent & Family eNewsletter*. <https://mailchi.mp/ca4f12e3a392/uccs-parents-and-family-enewsletter-august-edition-1997409?e=%5bUNIQID>

Amicucci, A. N. (2013, August 18). 10 plants and a window: A writing teacher's workspace. *Pittsburgh Post-Gazette*, p. B7.

Amicucci Litman, A. (2008). A culture of collaboration: Reflections on conferences and tutor training. *The Writing Lab Newsletter*, 32(9), 6-7.

Amicucci Litman, A. (2007). Clarity in online tutoring program development. *The Writing Lab Newsletter*, 32(2), 7-9.

Reviews

Amicucci, A. (2023). Review of Brandy Nālani McDougall's *Āina Hānau / Birth Land*. *Colorado Review*, <https://coloradoreview.colostate.edu/reviews/aina-hanau-birth-land/>

Amicucci, A. (2022). Review of Anna Lui's *Border vista: Poems*. *Colorado Review*, <https://coloradoreview.colostate.edu/reviews/border-vista/>

Amicucci, A. (2022). Review of Diane Thiel's *Questions from outer space: Poems*. *Colorado Review*, <https://coloradoreview.colostate.edu/reviews/questions-from-outerspace/>

Amicucci, A. (2006). Review of Diane Thiel's *The White Horse: A Columbian Journey*. *Louisiana Literature*, 23(1), 131-134.

Presentations—Conferences, Invited Talks, and Workshops

Conference Presentations

Amicucci, A., DeCapua, S., & Lassiter, T. (2024, March 7). The Compassionate educator: Using video to enhance faculty-student interaction. Conference on Writing and Well-Being, University of Arizona, Tucson, AZ.

Amicucci, A. (2023, June 15). Dismantling future teachers' English-Only assumptions: An exploratory video assignment. International Writing Across the Curriculum Conference. Clemson University, Clemson, SC. Presented virtually.

Schreyer, J., Warwick, N., & Amicucci, A. (2023, February 15). Practicing hope through relational listening as professors and administrators. Half-day workshop. Conference on College Composition and Communication, Chicago, IL.

Lassiter, T., & Amicucci, A. (2023, January 6). Twenty minutes to class time: Teaching ideas when you need something fast. Central New Mexico Community College Conference, Albuquerque, NM.

Amicucci, A. N. (2022, May 20). Seeking an ethical balance between affect and Universal Design for Learning in online video instruction. *Computers & Writing*, East Carolina University, Greenville, NC.

Amicucci, A. N., Duarte, C. Eltringham, J., Katseanes, E., Martineau, D. and Mazel, N. (2021, August 5). Bridging "siloed spaces": Building a successful librarian-faculty partnership in first-year research-based courses. International Writing Across the Curriculum Conference, Colorado State University-Fort Collins, Fort Collins, CO. Virtual conference.

- Amicucci, A. N. (2019, March 14). Expert/vulnerability: Designing a rhetoric of social media course. Digital Praxis Poster presentation. Conference on College Composition and Communication, Pittsburgh, PA.
- Amicucci, A. N. (2018, July 21). Please write back: Making research accessible to students through letters. Conference on College Composition and Communication Regional Conference, University of Denver, Denver, CO.
- Amicucci, A. N. (2016, April 7). Students' writing selves: Positioning non-academic literacy practices in advanced composition. Conference on College Composition and Communication, Houston, TX.
- Amicucci, A. N. (2015, October 17). Sixteen English majors, sixteen weeks on social media: Extending digital community beyond an undergraduate course. Conference on Community Writing, University of Colorado Boulder, Boulder, CO.
- Amicucci, A. N. (2015, May 29). The technoliterate first-year writer: Incoming college students' digital writing practices. Computers & Writing, University of Wisconsin – Stout, Menomonie, WI.
- Amicucci, A. N. (2015, March 19). A book, a blog, and a ukulele on a table: The risk of multimodal composition. Conference on College Composition and Communication, Tampa, FL.
- Amicucci, A. N. (2013, November 23). Technology in classrooms: Connecting with students' writing lives. National Council of Teachers of English, Boston, MA.
- Amicucci, A. N. (2013, April 4). "You have two options...": The public discourse of a university writing placement program. College English Association, Savannah, GA.
- Amicucci, A. N. (2013, March 19). "Grammar from twitter has come into my everyday life": Student perceptions of technology's effect on academic writing. American Association of Applied Linguistics, Dallas, TX.
- Amicucci, A. N., & Fotinakes, B. (2013, March 8). Conversations heard over the cubicle walls: Issues of privacy and support in shared office space. English Graduate Organization Conference, Indiana University of Pennsylvania, Indiana, PA.
- Amicucci, A. N., Chamcharatsri, P. B., & Reilly, J. L. (2011, November 18). Teacher perceptions of second language writers in writing in the disciplines courses. National Council of Teachers of English, Chicago, IL.
- Amicucci, A. N. (2011, June 17). Who should I be in the classroom?: Crafting authority as a new teacher. Teacher-Scholar Symposium, Indiana University of Pennsylvania, Indiana, PA.

- Amicucci, A. N. (2011, May 21). They aren't all digital natives: Dismantling myths about students' relationship with technology. Computers & Writing, University of Michigan, Ann Arbor, MI.
- Amicucci, A. N. (2010, April 9). Reading to write and writing to learn: A text-based approach to composition. Pennsylvania College English Association, LeHigh University, Bethlehem, PA.
- Amicucci, A. N. (2010, March 18). Rethinking distance education: Writing tutorials for graduate student nurses. Conference on College Composition and Communication, Louisville, KY.
- Amicucci, A. N. (2010, February 27). Developing readers, developing minds: Mapping intellectual development through students' reading responses. Academic Literacies Symposium, Indiana University of Pennsylvania, Indiana, PA.
- Amicucci, A. N. (2010, February 20). Exploring web texts: A new medium with new rhetorical moves. Digital Media in a Social World, Ohio State University, Columbus, OH.
- Amicucci Litman, A. (2009, March 26). Using reflection to improve student writing processes. College English Association, Pittsburgh, PA.
- Amicucci Litman, A. (2008, April 11). Grab your *Bedford Guide*: Best practices for tutor training. East Central Writing Centers Association, Ohio State University, Columbus, OH.
- Amicucci Litman, A., Benkovich, B., & Gaffey, M. (2007, April 12). Talk takes shape: Exploring the contextual spaces in which writing center talk occurs. International Writing Centers Association, University of Houston, Houston, TX.
- Amicucci Litman, A., Benkovich, B., & Shaver, S. (2007, March 5). Reinventing the writing center: Serving distance learners through online tutoring. The Pittsburgh Blackboard Users Group, Duquesne University, Pittsburgh, PA.
- Amicucci Litman, A., Connors, C., & Hofstetter, B. (2006, March 10). The work at hand: Adapting writing center pedagogy to an online tutoring program. East Central Writing Centers Association, Mount Union College, Alliance, OH.
- Amicucci, A. N. (2005, April 5). Heading South: Defining travel through *The Old Patagonian Express*. Quest: A Forum for Student Scholarship, Youngstown State University, Youngstown, OH.
- Amicucci, A. N. (2005, March 31). A view from the traincar: Paul Theroux and the space between. College English Association, Indianapolis, IN.

Amicucci, A. N. (2004, April 29). One man's journey to find himself: Gender identity in *The Mosquito Coast*. Traverse: Writing Travel, University of Western Ontario, London, Ontario, Canada.

Invited Talks

Amicucci, A. N. (2022, August 18). Connecting students with faculty and campus: Strategies for student success. New Faculty Retreat presentation, UCCS.

Amicucci, A. N. (2020, August 20). Instructional modes: Defining features and quick tips. New and Returning Faculty Teaching Kickoff Day presentation, UCCS.

Adams, J., Mendez, S., & Amicucci, A. N. (2019, August 22). Teaching UCCS students and retention strategies. New Faculty Teaching Kickoff Day panel, UCCS.

Allgood, E., & Amicucci, A. N. (2018, May 16). Best practices for grading oral and written communication, Gateway Program Seminar Faculty Retreat, UCCS.

Amicucci, A. N., & Allgood, E. (2017, May 15). Best practices in oral and written communication, Gateway Program Seminar Faculty Retreat, UCCS.

Amicucci, A. N. (2015, January 21). Advice for phone interviews podcast. Job market workshop, Indiana University of Pennsylvania.

Hesse, D., Lamos, S., Amicucci, A., Santa, T., & Comstock, M. (2014, November 14). What should be the nature of first-year writing and its relationship to larger curricula? Roundtable at Writing the Range, University of Denver, Denver, CO.

Amicucci, A. N. (2014, March 4). Research trends in composition. Master's course Engl 674: Research Trends in English, Indiana University of Pennsylvania.

Amicucci, A. N. (2013, May 7). Degrees in English at IUP. American Language Institute faculty panel, Indiana University of Pennsylvania.

Amicucci, A. N. (2013, February 13). Problem and purpose statements workshop. Doctoral course Engl 815: Qualitative Research, Indiana University of Pennsylvania.

Amicucci, A. N. (2012, October 1). Teaching with portfolios. English Graduate Organization workshop, Indiana University of Pennsylvania.

Amicucci, A. N. (2012, September 7). Lunch & learn: National literacy month. Presentation and discussion at the Indiana University of Pennsylvania Writing Center.

Amicucci, A. N. (2012, July 25). Writing assessment and assignment design. Doctoral course Engl 825: Second Language Literacy, Indiana University of Pennsylvania.

- Amicucci, A. N. (2012, July 19). Critical writing and critical literacy in the classroom. Doctoral course Engl 825: Second Language Literacy, Indiana University of Pennsylvania.
- Amicucci, A. N. (2012, July 18). World Englishes perspectives on teaching composition. Doctoral course Engl 881: Special Topics: World Englishes in Composition & TESOL, Indiana University of Pennsylvania.
- Amicucci, A. N., & DeCapua, S. (2012, July 13). Qualtrics and NVivo: Software to aid qualitative research. Composition & TESOL Summer Workshop, Indiana University of Pennsylvania.
- Amicucci, A. N., & Fotinakes, B. (2011, October 27 & November 3). Writing placement and first-year writing assessment at IUP. Doctoral Course: Engl 881: Special Topics: Assessment in Composition & TESOL, Indiana University of Pennsylvania.
- Amicucci, A. N. (2010, July 22). NVivo qualitative data analysis software. Doctoral course Engl 815: Qualitative Research, Indiana University of Pennsylvania.
- Amicucci, A. N. (2010, May 19). Writing at the doctoral level: The writing modules. Doctoral Week Presentation, School of Nursing, Duquesne University.
- Amicucci Litman, A. (2008, May 16). Helping students with writing. Spiritan Division Writing Clinic Training Seminar, Duquesne University.
- Amicucci Litman, A. (2008, May 8). Creating and implementing reflective assignments. Southwestern PA Regional Network for the Growth of Service-Learning Course Development Institute, Waynesburg University, Canonsburg, PA.
- Amicucci, A. N. (2005, April 25). Researching and writing grants. Master's course in Literary Publishing, Youngstown State University.

Additional Workshops and Talks

- Amicucci, A., Dorrington, J., & Dean, S. (2024, January 26, February 9, March 1). Student success strategies. Faculty Resource Center workshop series, UCCS.
- Amicucci, A., Dorrington, J., & Dean, S. (2024, January 9). Student success strategies: Supporting student belonging and retention. Teaching and Learning Conference workshop, UCCS.
- Amicucci, A. (2023, October 19 & 26). Designing writing assignments so students won't want to cheat. Great Ideas for Teaching workshop at the Faculty Resource Center, UCCS.
- Amicucci, A. (2023, August 17). Designing writing assignments so students won't want to cheat. New Faculty Retreat workshop, UCCS.

- Amicucci, A. (2023, March 24). Embodied rhetoric: Writing/teaching through the subject(ive) body. First-Year Rhetoric and Writing Program professional development workshop, UCCS.
- Amicucci, A. (2023, January 11). Revising written communication to improve access for first-generation students and English Language Learners. Teaching and Learning Conference workshop, UCCS.
- Clayton, G., & Amicucci, A. (2023, January 10). You got your FCQs...now what? Teaching and Learning Conference presentation, UCCS.
- Amicucci, A. (2022, October 6). Using Universal Design for Learning guidelines for instructional videos Part II: Supporting learner autonomy. Great Ideas for Teaching workshop at the Faculty Resource Center, UCCS.
- Amicucci, A. (2022, September 22). Using Universal Design for Learning guidelines for instructional videos Part I: Minimizing distractions. Great Ideas for Teaching workshop at the Faculty Resource Center, UCCS.
- Brown, M., & Amicucci, A. (2022, September 1 & 2). Applying to the provost's revitalization fellowship program. Brown bag workshop for First-Year Rhetoric and Writing Program faculty, UCCS.
- Amicucci, A. N. (2022, April 11 & 12). Teaching rhetorical identification through hashtags. Brown bag workshop for English Department faculty, UCCS.
- Amicucci, A. N. (2020, February 28). Teaching academic integrity, designing assignments to avoid plagiarism, and procedures for handling plagiarism. First-Year Rhetoric and Writing Program professional development workshop, UCCS.
- Amicucci, A., Dean, S., Ho, S., Klocko, A., Larkin, K., Owens, J., & Subudhi, A. (2020, January 15). Supporting students' academic success: Helping students stay, succeed, thrive, and graduate. Teaching and Learning Conference, UCCS.
- Austin-Eurich, L., & Amicucci, A. (2020, January 15). Telling your teaching story: Mentoring NTTF in writing a strong self-evaluation. Teaching and Learning Conference, UCCS.
- Ross, K., & Amicucci, A. N. (2019, November 6 & 8). What's a thesis? Brown bag workshop for First-Year Rhetoric and Writing Program faculty, UCCS.
- Amicucci, A. N., & Lawson, C. (2019, August 19). PD Day on *The Academic Writer*. Day-long professional development workshop for First-Year Rhetoric and Writing Program faculty, UCCS.
- Amicucci, A. N. (2019, April 30 & May 3). Developing new themes for ENGL 1410. Brown bag workshop for First-Year Rhetoric and Writing Program faculty, UCCS.

- Amicucci, A. N., & Krone, J. (2019, April 26). Multimodal composition. First-Year Rhetoric and Writing Program professional development workshop, UCCS.
- Amicucci, A. N., Arnold, C., Balk, M., Bayer, B., Dean, S., Dorrington, J., Long, S., & Sernatinger, M. (2019, January 17). Retention resolutions: Breaking the myths and building connections. Mountain Lion Teaching and Learning Day, UCCS.
- Amicucci, A. N. (2018, March 2). Designing effective assignments. First-Year Rhetoric and Writing Program professional development workshop, UCCS.
- Amicucci, A. N., Bean, J., & Bell, M. (2018, February 23). Five questions to ask your mid-career self: Looking back and moving forward. CU Women's Succeeding Symposium workshop, University of Colorado Boulder, Boulder, CO.
- Amicucci, A. N. (2018, January 12). Dear professor: Facilitating student learning through reflective letters. First-Year Rhetoric and Writing Program Pedagogy Showcase, UCCS.
- Amicucci, A. N. (2016, November 11). Workshop on ENGL 1410 learning objectives. First-Year Rhetoric and Writing Program professional development workshop, UCCS.
- Amicucci, A. N. (2016, September 9). Rearticulating program learning outcomes. First-Year Rhetoric and Writing Program professional development workshop, UCCS.
- Amicucci, A. N. (2015, September 25). A teacher's manifesto: Exploring our individual values and beliefs. First-Year Rhetoric and Writing Program professional development workshop, UCCS.
- Amicucci, A. N., & Malek, C. (2015, March 13). Promoting student reflection. First-Year Rhetoric and Writing Program professional development workshop, UCCS.
- Amicucci, A. N. (2014, October 24 & 31). Norming of ENGL 1310 and 1410 student papers. Two-part workshop for First-Year Rhetoric and Writing Program faculty, UCCS.
- Amicucci, A. N., Malek, C., & Neely, M. (2014, October 10). Programmatic assessment workshop. First-Year Rhetoric and Writing Program professional development workshop, UCCS.
- Welshon, R., Bell, C., Brooks-Gillies, M., Mack, K., Robinson, C., Martin, Q., & Amicucci, A. (2014, September 12). Rhetoric and writing panel. First-Year Rhetoric and Writing Program professional development workshop, UCCS.
- Amicucci, A. N., & Lassiter, T. J. (2014, February 13). Student responses to multi-modal classroom activities. English Department Colloquium, Indiana University of Pennsylvania.

Amicucci, A. N., Girardi, T., & Hepler, J. (2013, March 12). Qualitative research in progress, part II: A conversation among researchers. English Department Colloquium, Indiana University of Pennsylvania.

Amicucci, A. N., Girardi, T., & Hepler, J. (2012, December 4). Qualitative research in progress: Evolving identities of dissertation writers. English Department Colloquium, Indiana University of Pennsylvania.

Amicucci, A. N., Chamcharatsri, P. B., & Reilly, J. L. (2011, April 14). Working with second language writers: Teacher perceptions and suggestions for classroom practice. English Department Colloquium, Indiana University of Pennsylvania.

Williamson, M. M., & Amicucci, A. N. (2010, November 11). Process, choice, and reflection: Using portfolios to teach liberal studies writing courses. English Department Colloquium, Indiana University of Pennsylvania.

Amicucci Litman, A. (2009, March 20). Writing about writing. Writers' Room Workshop at the Writing Center, Duquesne University.

Amicucci Litman, A., & Newberry, R. (2008, March 27). Blogs and discussion boards: Promoting critical thinking and community. Center for Teaching Excellence Workshop, Duquesne University.

Amicucci Litman, A. (2008, March 3). Writing out the storm: Responding to tragedy through writing. Writers' Room Workshop at the Writing Center, Duquesne University.

Amicucci Litman, A. (2007, December 14). Sound it out: Writing inspired by music. Writers' Room Workshop at the Writing Center, Duquesne University.

Barnhisel, G., & Amicucci Litman, A. (2007, October 12). Designing and grading reflective writing assignments. Center for Teaching Excellence Workshop, Duquesne University.

Barnhisel, G., & Amicucci Litman, A. (2007, January 23). Making the most of every mark: Responding effectively to student writing. Center for Teaching Excellence Workshop, Duquesne University.

Research Grants

Spencer Foundation Small Research Grant on Education. Evaluating the effectiveness of faculty training and educational videos in online first-year college humanities courses. 2024. Under review.

Conference on College Composition and Communication Research Initiative. Incorporating students' social media practices into first-semester college writing courses to improve student retention. 2024. Under review.

UCCS Committee on Research and Creative Works. Universal Design for Learning in online writing course video instruction: Faculty practices with training intervention. \$7,406. 2023. Funded.

UCCS Provost's Revitalization Fellowship Program. \$7,931.96. 2022. Funded.

Conference on College Composition and Communication Emergent Researcher Award. Universal Design for Learning in online writing course video instruction: Faculty practices with training intervention. \$10,000. 2022. Not funded.

UCCS Committee on Research and Creative Works. Student and faculty perspectives on video instruction in online writing courses. \$1,640. 2022. Not funded.

UCCS Committee on Research and Creative Works. Examination of the discrepancy between teachers' and multilingual students' perceptions of the role of social media writing practices in first-year college writing courses. \$4,782.42. 2020. Not funded.

Courses Taught—All Undergraduate

University of Colorado Colorado Springs

ENGL 1310: Rhetoric and Writing I: Academic Reading and Analytical Writing (Fall 2018)

ENGL 1410: Rhetoric and Writing II: Argument and Research

Theme: Social Justice Issues in Language Diversity (Fall 2020, Fall 2016)

ENGL 3010: Advanced Rhetoric and Writing

Theme: Experiments with Writing (Online Fall 2024, In person Spring 2024)

ENGL 3020: Topics in Advanced Rhetoric and Writing

Topic: Post Rhetoric: Studies in Epistolary Correspondence (Fall 2022, Spring 2017)

ENGL 4810: Special Topics in the Teaching of Writing

Topic: Teaching English to Speakers of Other Languages (Spring 2024, Spring 2023, Spring 2020)

ENGL 4830: Rhetoric and Writing: Survey in Contemporary Approaches to Teaching

Writing (Fall 2024, Fall 2023, Fall 2022, Spring 2022, Fall 2020, Fall 2019, Spring 2018, Fall 2017, Fall 2016, Fall 2015, Fall 2014)

ENGL 4860: Special Topics in Rhetoric and Writing

Topic: 21st Century Public Intellectualism (Fall 2023)

ENGL 4870: Rhetoric of Social Media (All online, Fall 2024, Fall 2023, Spring 2022, Spring 2021).

ENGL 4880: Topics in Public Rhetorics

Topic: 21st Century Public Intellectualism (Spring 2016)

Topic: Rhetoric of Social Media (Spring 2019, Spring 2015)

Indiana University of Pennsylvania

ENGL 100: Basic Writing (Fall 2013, Fall 2012)

ENGL 101: Composition I—College Writing (Spring 2014, Fall 2011)

ENGL 202: Composition II—Research Writing (Spring 2013, Spring 2012)

Duquesne University

UCOR 101: Thinking and Writing Across the Curriculum (Fall 2008, Fall 2007, Fall 2005)

UCOR 102: Imaginative Literature and Critical Writing

Theme: Gender and Literature (Spring 2009, Spring 2006)

Theme: Literature and the Natural World (Spring 2008)

ENGL 302W: Travel Writing (Fall 2006)

University of Pittsburgh

ENGCOMP 0200: Seminar in Composition (Spring 2006, Fall 2005)

Youngstown State University

ENGL 1550: Writing 1 (Spring 2005, Spring 2004)

Recognitions

Theresa Enos Anniversary Award from <i>Rhetoric Review</i> journal	2023
The Hugh Burns Dissertation Award from <i>Computers and Composition</i> journal	2013
Teaching Associate Award, Indiana University of Pennsylvania (IUP)	2013
Exemplary Interdisciplinary Research in Literacy Award, IUP Composition and TESOL	2013
Professional Accomplishments in Research Award, IUP Composition and TESOL	2012
Patrick Hartwell Memorial Scholarship, IUP Composition and TESOL	2010
Robert R. Hare Award for Creative Writing, Youngstown State University	2004

Service*Department*

Member, Social Outreach Committee	2023-present
Member, Governance Group	2023
Member, English Department Task Force	2022
Member, Scholarship Application Review Committee	2021-present
Member, Assistant Professor of Digital Humanities Search Committee	2019-2020
Chair, First-Year Rhetoric and Writing, five Instructor Search Committees	2016-2022
Social media manager	2018-2020
Member, Ad Hoc Bylaws Committee	2018
Member, Program Review and Bylaws Committee	2017-2018
Advisor, English Department Student Transfer Club	2016-2017
Member, Assistant Professor Rhetoric/Professional Writing Search Committee	2016
Member, Assistant Professor 17 th /18 th C British Literature Search Committee	2015-2016
Faculty advisor, Rhetoric and Writing emphasis in English	2014-present
Member, Textual Inquiry and Language Design in English Committee	2014-2015
Member, Executive Committee	2014-2022
Member, Representative Council	2014-2022
Member, First-Year Rhetoric and Writing Program Governance Group	2014-2022

College

Member, Dean's Review Committee for Annual Merit Reviews	2023-present
Member, Online Fee Committee	2022-present

Facilitator, Heller Center Summer Writing Intensive	2022
Member, Associate Professor and Director of Technical Communication and Information Design Search Committee	2018
Member, LAS Innovative Research Award Selection Committee	2018
Member, Chairs and Directors	2014-2023

University

Affiliate faculty, Center for Research Frontiers in the Digital Humanities	2023-present
Teaching fellow, Faculty Resource Center	2022-2024
Chair, Research Associate & Program Evaluator Search Committee	2022
Chair, Portfolio and Writing Across the Curriculum Directors Search Committee	2021
Member, People Strategy & Plan Committee, UCCS 2030 Strategic Plan	2019-2020
Member, Kraemer Family Library Assistant Professor in Instructional and Research Services Search Committee	2018-2019
Panelist, Student Orientation Parent Panels	2018, 2019
Member, Compass Curriculum Director Search Committee	2018
Member, Retention and Graduation Subcommittee	2018-2020, 2022-2023
Member, Learning Communities/First-Year Experience Working Group	2016-2018
Panelist, Reappointment, Promotion, and Tenure dossier development panel	2016
Member, Excel Writing Center Director Search Committee	2015-2016
Member, Social Science Symposium Series Committee	2015-2016
LAS representative, Faculty Assembly	2015-2016
Member, Writing Language Advocates	2014-2015

Profession

Advisory board, <i>Computers and Composition: An International Journal</i>	2024-present
Selection committee, <i>Computers and Composition</i> Hugh Burns Dissertation Award	2022
Chapter reviewer, <i>Writing spaces: Readings on writing</i> (Vol. 4 & 5)	2020-2021
Article reviewer, <i>College Composition and Communication</i>	2019-present
Advisory board, International Writing Across the Curriculum Conference	2019-present
Selection committee, <i>Computers and Composition</i> Best Book Award	2018
Article reviewer, <i>Computers and Composition: An International Journal</i>	2017-2023
Founding Member, PPCC/UCCS Writing Alliance	2015-2019
External review team, The Classical Academy, Colorado Springs	2014
Article reviewer, <i>TESOL Journal</i>	2013-2019
Article reviewer, <i>Journal of Teacher Education</i>	2011-2013
Judge, National Council of Teachers of English Norman Mailer Writing Awards	2010-2014