Kristen D. Robinson, M.A.

Assistant Teaching Professor - Rhetoric and Writing
University of Colorado Colorado Springs (UCCS)
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Professional Summary

Dedicated and service-driven educator with over 15 years of experience in teaching English, Composition, and ESL at both secondary and collegiate levels. Known for creating inclusive, student-centered learning environments, with a particular focus on writing pedagogy, rhetoric, and mental health themes. Certified in instructional design for online learning and proficient in integrating technology into both traditional and online classrooms. Passionate about mentoring students, academic advising, and fostering student success through personalized guidance and support.

Education

- **Certificate in Digital Architecture Instruction**
  Colorado State University Global, Spring 2021
- **Master's in Rhetoric and the Teaching of Writing**
  University of Colorado Denver, Fall 2013
  Thesis: *"Repurposing Wikis for Educational Contexts"*
- **Certificate in Teaching English to Speakers of Other Languages (CTESOL)**
  University of Colorado Denver, Spring 2013
- **Bachelor's in English/Professional Writing**
  Bradley University, Peoria, IL, 1999

Professional Experience

Assistant Teaching Professor
First-Year Rhetoric and Writing Program
University of Colorado Colorado Springs (UCCS)
Aug 2021 – Present

- Teach courses in rhetoric, research writing, and composition, including thematically focused classes on mental health.
- Develop and implement engaging course materials for in-person, hybrid, and online formats.

- Facilitate peer review sessions, group discussions, and individual conferences to support student development in writing and critical thinking.

Instructor
Pre-Collegiate Institute Program Scholarship and Success Summer Workshops
University of Colorado Colorado Springs (UCCS)
Aug 2021 – Present

- Designed and taught summer enrichment programs to help prepare high school students for collegiate writing expectations.
- Focused on bridging gaps in academic writing skills, particularly for underrepresented and first-generation college students.

Group Course Instructor
Varsity Tutors (Remote)
Dec 2019 – Aug 2021

- Delivered remote group instruction in creative writing, academic writing, and test preparation for diverse learners.
- Customized lessons based on individual student needs and encouraged active participation through interactive digital platforms.

Senior English Teacher
CU Succeeds / DSST: Green Valley Ranch High School
May 2017 – Dec 2019

- Instructed dual-enrollment English courses in partnership with the University of Colorado Denver, providing students with college credit while still in high school.
- Prepared students for success in college-level writing through advanced composition, research, and critical analysis projects.

ELD Teacher & Coordinator
Venture Prep High School
Nov 2017 – May 2017

- Developed and implemented English Language Development (ELD) curriculum for multilingual students in grades 9-12.
- Coordinated language assessments and provided targeted language instruction to improve student proficiency.

Affiliate English Faculty
Metropolitan State University of Denver
Aug 2015 – Dec 2017

- Taught first-year and second-year composition courses, focusing on rhetorical analysis, research methods, and academic writing.

Writing Consultant
Community College of Denver
Jan 2016 – Apr 2017

- Provided individualized writing support for students across disciplines, focusing on academic writing, clarity, organization, and grammar.

International Teaching Experience

English Instructor
International College of Beijing, University of Colorado Denver
Feb 2014 – Jun 2015

- Taught academic writing, rhetoric, and critical thinking courses to international students in a cross-cultural learning environment.
- Designed course materials that emphasized the development of research and writing skills necessary for success in English-language universities.

Writing Consultant
International College of Beijing, University of Colorado Denver
Feb 2014 – Jun 2015

- Assisted students with improving their academic writing through one-on-one consultations, focusing on thesis development, research organization, and language proficiency.

Conference Presentations

- **"Best Practices for Read-Alouds in a Writing Center Context"**
  Colorado and Wyoming Writing Tutors Conference, Denver, CO – 2017
- **"Flow Theory in the Composition Classroom"**
  Conference on College Composition and Communication, St. Louis, MO – 2012
- **"How Best to Teach Literature in an ESL Classroom"**
  Pacific Ancient Modern Language Association, Seattle, WA – 2012
- **"Martinis and Mayhem: How Our Choice of Alcohol Reinforces the Dominant Ideology of a Socio-Economic System"**
  Southwest Texas Popular Culture Conference, Albuquerque, NM – 2012

Courses Taught

University of Colorado Colorado Springs (UCCS) – First-Year Rhetoric and Writing Program

- **ENGL 1308: Critical Reading and Writing**
  - Explored the rhetorical use of language, emphasizing sociopolitical contexts, identity formation, and public discourse. Key areas of instruction included: Rhetorical principles and analysis, Logical fallacies and their impact on truth, multimodal composition and advertising, gender and language, including topics on definitions of masculinity and gender inequality, personal rhetoric and identity in public discourse
    - Incorporated Supplemental Academic Instruction (SAI) to support students' deeper learning through workshops and personalized academic assistance; emphasis on social-emotional learning.
- **ENGL 1310: Critical Reading and Writing**
  - The course integrates multicultural and interdisciplinary approaches, emphasizes drafting and revision, and assesses the impact of technology on academic writing.Key components include: **Rhetorical Analysis**: Examined how rhetorical situations shape academic texts and responses, **Logical Fallacies**: Analyzed how logical fallacies distort truth and applied this understanding to various texts, **Advertising and Media Literacy**: Investigated the use of rhetorical devices in advertising and its impact on perception, **Gender and Identity**: Explored how language reflects and influences gender norms and societal structures, **Personal Rhetoric**: Developed personal rhetoric essays and electronic portfolios, refining individual writing identities.
- **ENGL 1410: Research and Argumentation**
  - This course is the second part of a two-semester written communication sequence at UCCS, focusing on argumentation and research through extended inquiry. Utilizing classical stasis theory, students explore and develop arguments tailored to their audience and context. The course involves reviewing complex issues, evaluating various stakeholder positions, and strategically addressing counterclaims, all within a computer-mediated environment. Prerequisite: ENGL 1310 or equivalent; Thematically, ENGL 1410 centers on mental health as students dive into a research project of their choice.

Youth Writing Programs

- **Poetry Party 0323VTP12M** | 03/23/2021 - 04/22/2021 | 11 students
- **Running Start: Writing Skills Made Fun (Grades 3-5) 0125PC6E** | 01/25/2021 - 01/27/2021 | 4 students
- **Creative Writing Cafe 606** | 08/31/2020 - 09/04/2020 | 100 students
- **Writing with Purpose: Citing Text Evidence 603, 604, 602** | 08/24/2020 - 09/04/2020 | 300 students total
- **Becoming Expert Writers Class 701** | 08/24/2020 - 09/02/2020 | 100 students
- **Teach for America Private Class ESL PRAXIS 5362** | 05/27/2020 - 05/28/2020 | 11 students total

University & Department Service

University of Colorado Colorado Springs (UCCS)

- **FYRW Program Assessment Team (Summer 2022, Summer 2023, Summer 2024)**
  Participated in the assessment of student work for program evaluation and accreditation purposes. Reviewed and scored approximately 100 student artifacts per summer as part of the First-Year Rhetoric and Writing Program's ongoing assessment initiatives. Provided detailed feedback and engaged in discussions with faculty to improve curriculum alignment and assessment methodologies.
- **Co-Author of FYRW Program Assessment Guide (2021)**
  Collaborated with a small team of faculty to create the *Assessment Guide* for the First-Year Rhetoric and Writing Program. The guide outlines best practices for evaluating student writing and provides a framework for using rubrics and feedback effectively to support student learning outcomes. The project contributed to program-wide efforts to standardize assessment processes and enhance the quality of instruction.

Professional Development

Brown Bags Presented:

- Spring 25:
    - (Upcoming) "Memes as Rhetorical Discourse", UCCS English Department, K. Robinson
- 2023-2024
  3/23: "Attendance Policies", UCCS English Department, K. Robinson
- 2022-2023
  11/7/23: "Student Assignment & Rubric Design—Activities and Strategies", UCCS English Department, K. Robinson
- 2021-2022, First Year Rhetoric and Writing Brown Bag, UCCS English Department, K. Robinson
- *3/30/22*: "Using Nearpod in an Interactive Lecture", UCCS English Department, K. Robinson

Brown Bags Attended:

- 2023-2024, English Department Brown Bag
  9/20/23: "Fun with AI"
- 2022-2023, First Year Rhetoric and Writing Brown Bag, UCCS
  4/14/23: "Chat GPT and the Cyborg Student: Creative Responses to AI in the Future

English Classroom", Presenter: Sheldon Gaskell
4/12/22: "Hashtags as Rhetorical Identification", Presenter: Ann Amacucci
- 2021-2022, First Year Rhetoric and Writing Brown Bag, UCCS
1/21/22: "Merit Eval Process", Presenter: Ann Amacucci
10/13/21: "Multimodal Assessment", Presenters: Michelle Brown and Keri Hemenway
9/21/21: "Student-Led Discussions", Presenter: Sheldon Gaskell

Other Trainings and Conferences

- *12/16/22*: Hypothesis Training with Jessica Fuller, Zoom Meeting
- UCCS Teaching and Learning Conference (2021-2023)
- V.E.T.S. Training, UCCS | 10/4/21
- Arizona State University Conference | 02/12/22
- Bedford Corequisite Camp 2022 | 06/28/22
- COLTT Conference, Boulder, CO | 08/2022
- NCTE Conference, Anaheim California, 11/17-11/20/22

UCCS Teaching Circles

- Fall 2024 Semester - Ungrading Teaching Circle
- Fall 2024 Semester - Teaching with AI
- Spring 2023 Semester - Ungrading Teaching Circle
- Spring 2022 Semester - Teaching Circle - High Impact Practices in Writing Intensive Courses, Kacey Ross, UCCS
- 4/7/23 ENGL1410 Teaching Circle: Stasis Maps with Michelle Prose
- *9/27/22*: GIFT Exchange Session 2: Annotating with Hypothes.is: A Social Annotation Tool
- *10/28/22*: GIFT Exchange Session 6: Students as Editors and Creators of OER – Hosted by Faculty Resource Center
- *11/1/22*: Teaching Circle: Bad Ideas about Writing, Session 4
- 11/1/22 Teaching Circle with Phillip Haisley for 1308

Skills

- **Instructional Design**: Expertise in creating engaging and interactive online, hybrid, and in-person courses.
- **Educational Technology**: Proficient with Canvas, Blackboard, Packback, Hypothes.is, Nearpod, and other digital teaching tools.
- **Writing & Editing**: Extensive experience in academic writing, creative writing, editing, and peer review processes.
- **Student-Centered Instruction**: Strong focus on inclusive teaching practices, formative assessments, and personalized feedback to support student growth.

- **Advising & Mentoring**: Proven ability to guide students academically and professionally, particularly in writing and composition.

Certifications

- **CTESOL
- Certificate in Online Architectural Design (Instructional Design)

Non-Academic Publications

- Various articles for *The Pantagraph*, covering topics from local artists to eco-friendly practices (2000-2001)
- Contributor to *CU Connections*, writing profiles and academic stories for the College of Nursing website (2012-2013)