

Nathalie Singh-Corcoran, Ph.D.

West Virginia University
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Education

Ph.D. in Rhetoric, Composition, and the Teaching of English **2005**
University of Arizona, Tucson

Dissertation: “Revising the Writing Center:
A Reconsideration of Writing Center Work”
Director: Thomas Miller

Master of Arts in English **2002**
Emphasis: Rhetoric, Composition, and the Teaching of English
University of Arizona

Bachelor of Arts in English **1997**
Emphasis: British Literature
Summa cum Laude
University of Arizona

Academic Appointments and Administration

Service Professor, West Virginia University **2019 - Present**

Service Associate Professor, West Virginia University **2012 - 2019**

Clinical Assistant Professor, West Virginia University **2006 to 2012**

Eberly Writing Studio Coordinator **2005 to Present**

Founded the West Virginia University’s Writing Center (renamed the Eberly Writing Studio in 2015). Coordinator responsibilities include supporting students and faculty from across campus, developing writing initiatives, directing center operations (performing outreach, developing writing center policy, publicizing the center, recruiting, hiring, and training tutors, managing day to day operations, and researching and reporting usage data).

Co-Director, National Writing Project at West Virginia University **2007 to 2012**

Oversaw one of the 200 sites in a national professional development network for K-16 teachers. Director responsibilities included creating, supervising, and supporting teacher leadership programs, professional communities, school and university partnerships, and resources.

Faculty Equivalent Academic Professional

2005 to 2006

Writing Program Administration, University of Arizona:

2001 to 2005

- Writing Center Coordinator
- Assistant to the Director of Composition/*Student's Guide* Editor

Teaching Experience

West Virginia University, Department of English

2005 to Present

Graduate Courses

- English 609: College Composition Pedagogy. Students are encouraged to become reflective practitioners in this graduate level course that introduces students to Composition theory and practice.
- English 608: National Writing Project at WVU, Summer Institute. K-16 educators share best practices, write, read, and research the theory and practice of teaching writing across the curriculum.
- English 607: Special Topics on Spatial Rhetorics. English 607 draws on classical rhetoric, composition, cultural studies, and human geography. Through various student-led projects, participants articulate the ways class readings and conversations inform an understanding of spatial rhetorics as applied to research and teaching.

Undergraduate Courses

- English 490: Tutor Practicum. A discussion-based practical and theoretical introduction to writing center pedagogy. Students learn tutoring methods, apply theory to and theorize their own tutoring practices.
- English 309: Approaches to Teaching Composition. Introduces English Education undergraduate and graduate students to the theories and methods of teaching composition in middle and high school.
- English 304: Business Writing (face to face and on-line). Teaches students the communication practices and rhetorical principles necessary for effective business communication for corporate and professional environments.
- English 301: Writing Theory and Practice (face to face and on-line). Emphasizes primary research that Professional Writers and Editors perform to generate material for writing projects, facilitate collaboration with colleagues in technical disciplines, and solve a variety of work-related problems.
- English 201: Advanced Composition. Students hone their critical reading, writing, and thinking skills by examining a variety of print and non-print texts through the lens of the rhetorical critic.
- English 103: Accelerated Academic Writing. A combined 101 and 102 course that emphasizes critical thinking, reading, writing, academic discourse, and research.

- English 101H: Honors Composition and Rhetoric.
- English 101: First Year Composition and Rhetoric. Introduces students to college level reading and writing expectations. Students learn how to construct, research, and sustain arguments.
- English 102: Sophomore Composition and Rhetoric. Focuses on argumentation and research. Students learn rhetorical principles of writing and then apply those methods to their own writing.

Graduate Teaching, University of Arizona

1998 to 2005

- English 393: Writing Center Internship Course.
- English 307: Business Writing.
- English 306: Advanced Composition.
- English 100: Basic Writing.
- English 101- Plus. Basic Writing/ First-Year Composition hybrid with a studio component.
- English 101: First-Year Composition I.
- English 102: First Year Composition II.

Honors, Awards, Grants, & Fellowships

- West Virginia University, Provost Fellow, 2022-2023
- International Writing Centers Association, 2020 Winter Research Grant, \$1000, January 2020
- National Writing Project. Federal grant awarded to support the National Writing Project at WVU. 2008, 2009, 2010, 2011.
- Patrick Dissertation Fellowship, University of Arizona Spring 2005. Awarded for promise and excellence in scholarship.
- Program to Enhance and Ensure Learning for Students with Disabilities (PEEL) Grant, University of Arizona 2004. Awarded to construct Universal Design, tutor-training modules.
- Phi Beta Kappa Society, 1997.

Publications

Articles and Book Chapters:

“New Paradigms in Shared Space: 2015 Mid-Atlantic Writing Centers Association Conference Keynote Address and Postscript.” Eds. Steven Corbett, Teagan Decker, and Maria Soriano Young. *Writing Centers and Learning Commons: Staying Centered while Sharing Common Ground*. Utah State UP/UP of Colorado, 2023. Print

Singh-Corcoran, Nathalie and Holly Ryan. “Writing Center Snakes and Ladders.” Eds. Holly Ryan and Stephanie Vie. *Unlimited Players: The Intersection of Writing Center Games and Scholarship*. Utah State UP/UP of Colorado, 2022. Print

Brady, Laura, Nathalie Singh-Corcoran, and James Holsinger. “Building Bridges: WAC/Writing Center Partnerships to Support Graduate Writing.” in Susan Lawrence and Terry Zwacki Eds. *ReWriting the Center: Pedagogies, Practices, Partnerships to Support Graduate Student Writers*. Logan: Utah State UP, 2018. Print.

Brady, Laura and Nathalie Singh-Corcoran. "A Space for Change: Writing Center Partnerships to Support Graduate Writing." *WLN: A Journal of Writing Center Scholarship*. January/February 40.5-6 (2016): 2-9. Print.

Brady, Laura and Nathalie Singh-Corcoran. "Non-Tenure Track Faculty as Administrators: Planning and Evaluation." *ADE Bulletin* 153 & *ADFL Bulletin* 42.3 (2013). Web.

Singh-Corcoran, Nathalie and Benjamin Myers. "Inhabiting the Writing Center." *Kairos*, May 16.3 (2012) Web.

Arnold, Lisa Laura Brady, Maggie Christensen, Joanne Giordano, Holly Hassel, Ed Nagelhout, Nathalie Singh-Corcoran, and Julie Staggers. "Forum on the Profession." *College English*, March (2011) 73.4: 409-27. Print.

"Writes of Passage." *Writing Spaces: Readings on Writing, Volume 2*. Andersen, SC: Parlor Press, 2011. Web.

Brady, Laura, Nathalie Singh-Corcoran, Jo Ann Dadisman, and Kelly Diamond. "A Collaborative Approach to Information Literacy: First Year Composition, Writing Center, and Library Partnerships at West Virginia University." *Composition Forum* Spring (2009). Web. Reprinted in *Ecologies of Writing Programs: Profiles of Writing Programs in Context*. Anderson, SC: Parlor P, 2015. Print.

"You're Either a Scholar or an Administrator: Make Your Choice." *Emerging Identities: Graduate Students in the Writing Center*. Ed. Melissa Nicolas. Southlake, TX: Fountainhead Press: 2008. Print.

Singh-Corcoran, Nathalie, and Thomas Miller. "Off Center Collaborations." *Centers for Learning: Writing Centers and Libraries in Collaboration*. Ed. James K. Elmborg and Sheril Hook. Chicago: Association of College and Research Libraries: Publications in Librarianship, 2005. Print.

Book Reviews:

"Review: How we Teach Writing Tutors." *The Writing Center Journal* (2021) 38.3: 187-96. Print.

"Review: Writing Studies Research in Practice." *The Journal of Teaching Writing* Fall/Winter (2018): 33.2. Print.

"Review: The Oxford Guide for Writing Tutors." *The Writing Center Journal* Fall/Winter (2015) 35.1: 189-95. Print.

"Review of The Idea of a Writing Laboratory." *The Writing Lab Newsletter* April (2010) 34.8: 7-9. Print.

Singh-Corcoran, Nathalie and Valerie Balester. "Review of The Everyday Writing Center: A Community of Practice" *The Writing Lab Newsletter* December (2007) 34.4: 11-14. Print.

Accepted for Publication:

“Timely, Relevant, Practical: A Longitudinal Study of the Benefits of The IWCA Summer Institute.” Julia Bleakney, R. Mark Hall, Kelsey Hixon Bowles, and Sohui Lee. (forthcoming, *The Writing Center Journal*)

Manuscripts in Progress:

“Barriers to Academic Support: An Interview Study.”

Conference Presentations & Invited Speaking Engagements

National and International Conferences:

“When Students don’t Come: A Qualitative Study of Undergraduate Usage.” *International Writing Centers Association*. Vancouver, BC. October 2022.

“Developing a PACT for Speaking and Writing Across the Curriculum.” Laura Brady and Dana Huebert Lima. *International Writing Across the Curriculum Conference*. Virtual Conference. August 2021.

“Writing Centers Commonplaces. Data Supported and Context Specific Teaching, Tutoring, Professional Learning, and Leadership.” Julia Bleakney, Mark Hall, Kelsey Hixon Bowles, & Dan Zhang. *Conference on College Composition and Communication*. Virtual Conference. April 2021.

“Foundations and Improvisations in Writing Center Work: What we can Learn from Workplace Ethnography.” Anna Davis Abel, Lexi Persad, and Abbey Stephan. Joint conference of the National Council on Peer Tutors in Writing and the International Writing Centers Association. Columbus, OH. October 2019.

“Teachers and Tutors as Academic Citizens: Current and Future Teachers Reflect on Their Experiences in the Writing Center.” Amy Dayton and Dorothy Worden. International Writing Centers Association Conference. Atlanta, GA. October 2018.

“Finding Common Ground: Transfer and Information Literacy.” Laura Brady and Kelly Diamond. International Writing Across the Curriculum Conference. Auburn, AL. June 2018.

“I Always Feel Like Somebody’s Watching Me: Data in the Writing Center.” Cidney Alexis, Theresa Merrik, and Brent Weaver. International Writing Centers Association Conference, Chicago, IL. November 2017.

“Confluence and Navigation: Graduate Students, Faculty, and Disciplinary Currents.” Laura Brady, Terry Zawacki, and Susan Lawrence. Conference on College Composition and Communication. Portland, OR. March 2017.

“Writing Centers: How Safe a Space.” Lara Hauer. International Writing Centers Association Conference. Denver, CO. October 2016.

“Dissertations and Expectations: Making Writing and Research Cultures Visible.” Laura Brady, Terry Zawacki, and Susan Lawrence. International Writing Across the Curriculum Conference. Ann Arbor, MI. June 2016.

“Communities, Conversations, and Collaborations: The Evolution of Graduate Writing.” Laura Brady and Dibs Roy. International Writing Centers Association. Pittsburgh, PA. October 2015.

“A Change for the Better: WAC/Writing Center Partnerships.” Laura Brady and James Holsinger. Conference on College Composition and Communication. Tampa, FL. March 2015.

“Imagineering Tommorrowland: Redesigning Intake and Report Forms for the 21st Century Writing Center.” Jennifer Wells. Joint Conference of the International Writing Centers Association and the National Conference on Peer Tutoring. Orlando, FL. October 2014.

“OD-Ing on Change.” Laura Brady, Andrea Bebell, and James Holsinger. International Writing Across the Curriculum Conference. Minneapolis, MN. June 2014.

“Come Together Right Now: Focus Group Methodology for Writing Center Research.” Harry Denny and Lori Salem.” IWCA Collaborative at CCCC. Indianapolis, IN. March 2014.

“Standard Written English and the Writing Center.” IWCA Collaborative at CCCC. Las Vegas, NV. March 2013

“Writing Center Resources: Activism for a New Era.” Roberta Kjesrud. IWCA Collaborative at CCCC. St. Louis, MO. March 2012.

“The Power of Story: Narrative as Action.” Jo Ann Dadisman and Laura Brady. Conference on College Composition and Communication. Atlanta, GA. April 2011.

“Theory Matters.” Mary Inks and Benjamin Myers. Joint Conference of the International Writing Centers Association and the National Conference of Peer Tutors in Writing. Baltimore, MD. November 2010.

“When Good Tutors Go Bad.” Caitlin Fehrs, Allison Hitt, James Holsinger, Mary Inks, Benjamin Myers, and Stephani Smith. Joint Conference of the International Writing Centers Association and the National Conference of Peer Tutors in Writing. Baltimore, MD. November 2010.

“Writing Centers Collaborative at CCCCs.” Carol Haviland. Conference on College Composition and Communication. San Francisco, CA. March 2009.

“New Directions, New Directors.” Daniel Emery and Susan Meyers. International Writing Centers Association and National Conference on Peer Tutors in Writing.” Las Vegas, NV. October 2008.

“The Best Tutors of Writing are Themselves Writers.” Thomas Ferrel and Mary Lou Odam International Writing Centers Association, College Composition and Communication Pre-conference Workshop. New Orleans, LA. April 2008.

“What Counts? The Changing Reality of Scholarship.” Laura Brady and Catherine Gouge. Conference on College Composition and Communication. New Orleans, LA. April 2008.

“Tutor Training the Write Way.” Bryan Coyle, Lisa DiMedeo, Ashely Goddard, Ashley King, and Nicole Walter. National Conference on Peer Tutors in Writing. State College, PA. October 2007.

“Writing Centers Real and Imagined: Constructing our Shared Space.” International Writing Centers Association. Houston, TX. April 2007.

“Creative Tensions and Coordinated Efforts.” Laura Brady, Jo Ann Dadisman, and Kelly Diamond. Conference on College Composition, and Communication. New York, NY. March 2007.

“From Peer Tutor to Center Director: The More things Change the More the Stay the Same.” National Conference on Peer Tutors in Writing. Ann Arbor, MI. October 2006.

“The ‘S’ Word : Service as Profane and Profound in the Institution, The Field, and the Writing Center.” A Meeting of the International Writing Center’s Association and the National Conference on Peer Tutoring. Minneapolis, MN. October 2005.

“Universal Design and Learning Difference: A Cross-Training, Writing Tutor Experience.” Thomas R. Watson Conference on Rhetoric and Composition. Louisville, KY. October 2004.

“Professionalization Through Another Lens: The Future Writing Center Director.” A Meeting of the International Writing Center’s Association and the National Conference on Peer Tutoring. Hershey, PA. October 2003.

“Collaborators and Plagiarists in Writing Center Theory and Practice. Conference on College Composition and Communication. New York, NY. March 2003.

“Semiotics Speaks to Rhetoricians.” Tracy Morse and Susan Smith. Conference on College Composition and Communication. Chicago, IL. March 2002.

Regional Conferences:

“Snakes and Ladders.” James Holsinger, Dibs Roy, Alexis Smith, Natalie Carpini, Amanda Clark, and Rebecca Doverspike. Mid-Atlantic Writing Centers Association Conference. California, PA. April 2013.

“How to Talk About Race When Race Isn’t An Issue.” Emma Byrne, Ilene Funck, Mary Inks, Marie Pellegrino. Mid-Atlantic Writing Centers Association. York, PA. March 2009.

“Hands on the Writing Center: Working with Kinesthetic Learners.” Whitney Holms, Kasey Kessner, Emily Kooser, Molly Rakes, Ashley Salzman, and Nicole Walter. East Central Writing Centers Association. Alliance, OH. March 2006.

“The Writing Center Meets English 101+: Four Perspectives on an Experimental Collaboration.” Sandra Florence, Deborah Harris, and Bo Wang. Northern California Writing Centers Association 12th Annual Conference. Stanford University. March 2004.

“Research and the Personal Narrative: Filling in the Spaces.” Arizona English Teachers’ Association, *Learning, Teaching, and Testing After Y2K – Con Todo Gusto!* Apache Junction, Arizona. October 1999.

“Child Protective Services Life Book Project: A Specialized Version of Narrative.” Lynne King and Shawn Hellman. National Council of Teachers of English, *Stories in the Classroom: Narration as Knowledge*. Tucson, AZ. April 1999.

Invited Presentations & Workshops:

Invited Speaker, Hope College. Klooster Center for Excellence in Writing. Virtual Event. March 2023.

2019 IWCA Summer Institute. Leader. International Writing Centers Association. Baltimore, MD. June 2019.

Keynote Speaker, Mid-Atlantic Writing Centers Association Conference. Harrisonburg, VA. April 2015.

2012 IWCA Summer Institute. Co-Chair. International Writing Centers Association. Seven Springs, PA. July 2012

2011 IWCA Summer Institute. Leader. International Writing Centers Association. Lone Wolf, OK. July 2011.

“Compose Yourself: Writing in the American University from the Perspective of Writing Centers and New Media Writing.” Sandy Baldwin and Ben Myers. University of Klagenfurt, Austria. May 2011.

2010 IWCA Summer Institute. Leader. International Writing Centers Association. Lone Wolf, OK. July 2010.

Research Interests

Writing Center theory and practice, writing program administration, writing assessment, Writing Across the Curriculum/Within the Disciplines, contingent faculty issues and concerns, student success (retention and persistence)

Professional Service

- National Conference Cohost, *Hills Hollers: The Challenges and Kinships of Life off the Tenure Track*. June 2023.
- Research Network Forum Coach for research in progress at the *International Writing Centers Association Conference*, October 2022
- Advisory Board Member, *Composition Studies*, July 2021 to Present
- Reader/Referee, *Writing Center Journal*, 2018 to Present
- External Reviewer for, Erin Speese, Duquesne Teaching Faculty Member. September 2020
- International Writing Centers Association Conference, Proposal Reviewer, 2016 & 2017

- International Writing Centers Association (IWCA), Conference Planning Committee. 2005 & 2015
- IWCA Past-President. Term: November 2013-November 2015
- IWCA President. Term: November 2011-November 2013
- IWCA Vice President. Term: November 2009-2011
- IWCA Conferences and Institutes Committee Chair. 2009 - 2011
- IWCA Collaborative at CCCC, Co-Chair. 2009 and 2010.
- Reader/Referee, *WLN: A Journal of Writing Center Scholarship*. 2009
- IWCA Finance Committee. 2008 - 2009.
- IWCA, Grants Committee Chair. 2005 - 2007
- National Conference on Peer Tutors in Writing, 2006 Conference Steering Committee Member.
- International Writing Center's Association, Grants Committee Member. 2003 - 2005.

University Service

- University Provost Fellow, 2022-2023
- Eberly Connects Invited Panelist on Servant Leadership, April 2023
- Teaching and Learning Commons, Invited Panelist on the Scholarship of Teaching and Learning, April 2023
- Country Roads Tour Co-Organizer, 2021
- Academic Transformation
 - Student Success Steering Committee, spring 2021 -- Present
 - Academic Advisory Steering Committee, 2020-2021
- Academic Support Council, Chair-elect 2021-2022
- Faculty Senate, Past Chair. 2021-2022
- Faculty Senate, Chair. 2020-2021
- Faculty Senate, Chair-Elect. 2019-2020
- Academic Schedule Oversight Committee. 2019-2023
- English Department, Chair Search Committee. 2017-2018.
- University Promotion & Tenure Committee. spring 2017, spring 2018, spring 2020
- Faculty Senate. Eberly College of Arts & Sciences Representative. 2016 to 2019 & 2019 to 2021.
- General Education Foundations Committee (GEFCo), Chair. Committee reviews course proposals for university, general education requirements. 2017-2018.
- GEFCo Committee Member, 2016 to 2020.
- SpeakWrite Advisory Board Member, 2017 to Present
- Potomac State, English Department Search Committee. spring 2017.
- Committee on Faculty Enfranchisement (was CAP/SAP Working Group). 2016-Present. Group advises Provost on matters related to faculty on the clinical and teaching tracks.
- Academic Support Council (was Tutoring Taskforce). 2015 - Present. Council is under Associate Provost of Undergraduate Education to review and make recommendations for tutoring needs across campus.
- Eberly College Academic Standards Committee. 2012-2015. Committee reviews policy as it relates to academic advising, makes recommendations for ECAS core requirements, and oversees grade appeal and suspension hearings.
- Council for Women's Concerns. 2007-2012. The Council promotes equity of women in the University and local communities. Members facilitate dialogue, gather information, and consult with diverse segments of the community. The Council also advises the Executive Officer of Social Justice regarding priorities for action by the University.

- Tripartite Member of Benedum Collaborative. 2006-2009. The Tripartite was a partnership between faculty and administrators in Human Resources and Education, the Eberly College of Arts and Sciences, and K-12 schools.
- Rate of Student Success (ROSS). 2007-2009. The ROSS committee examined and implemented strategies for student retention.
- Web CT/VISTA Support Committee. 2005 to 2008. VISTA committee members make recommendations design policy, and disseminate information for the WVU's teaching with technology initiatives including online courses and other synchronous and asynchronous teaching environments.
- University of Arizona, Forum on Writing in the Disciplines, invited participant. Discussed and devised strategies to meet writing across the curriculum initiatives. Spring 2004.

Department Service

- SpeakWrite Search Committee, fall – spring 2023 & spring – summer 2020
- Advisory Committee. fall 2022- spring 2024 and fall 2017 - spring 2018.
- Development Committee. spring 2023 - Present & 2016 to spring 2020.
- Center for Writing Excellence. 2005 -- Present. Members develop curriculum and policy for WVU's undergraduate writing program, including creative writing, first year composition, advanced composition, business writing, technical writing, and writing across the curriculum.
- Undergraduate Writing Committee. 2005 to Present. The UWC creates policy and develops curriculum for the first-year composition sequence: English 101 and English 102.
- Faculty Evaluation Committee, 2020-2022
- WVU, Center for Writing Excellence Search Committee. Fall 2005, Spring 2006 and Spring 2009, Spring 2010, Fall 2010, Fall 2015. Voting member of hiring committee for CWE positions (both tenure and non tenure track).
- Co-Editor, *Entering Academic Conversations*. The EAC is WVU's in-house publication for second semester, first-year composition. 2005-2006
- University of Arizona, Engineering Portfolio Project Rater. Reviewed and assessed writing portfolios for graduating seniors in electrical and computer engineering. 2003-2005.
- University of Arizona, Composition Program Placement Advisor: Informed students about first-year composition courses taught at the University of Arizona, assessed composition placement for incoming students, and reviewed placement appeals. Summers 2002-2004.
- University of Arizona, Writing Program Diversity Support Committee: Reviewed, and made recommendations that call for change in curriculum, policy, research, and training relating to those who have been historically marginalized because of their race, class, gender, sexual orientation, or disability. Fall 2002-Spring 2004.

Professional Memberships

- Consortium on Graduate Communication. 2017 to Present.
- International Writing Center Association. 2003 to Present.
- Council of Writing Program Administrators. 2005 to 2019.
- National Council of the Teachers of English. 2000 to Present.
- Conference on College, Composition, and Communication. 2000 to Present.
- West Virginia Storytelling Guild. 2006 to 2012.
- Southern Arizona Writing Project Teacher/Consultant. 2001 to 2005.
- Modern Languages Association. 2004 to 2006.
- Arizona English Teachers Association. 1999 to 2005.

Additional Certifications



ADVANCEing ACTION Change Agent Badge

Awarded: Jun 1, 2023

Verification: <https://tinyurl.com/4uj9fk4c>

Community Service

- Morgantown Early Learning Facility, Parent Volunteer. 2014 to 2017.
- Monongalia County Literacy Volunteer. 2005 to 2007.
- “Project Learn” Tutor and Mentor. Tutor at-risk Tucson area high school students on various writing task (from expository essays to job applications and resumes). Offer guidance and support to an individual student, helping her reach her personal and academic goals. August 2004 to May 2005.
- Teen Outreach Pregnancy Services, Volunteer Grant Writer. August 2003 to May 2005.
- Student Mariachi and Folklorico Oral History Literacy Project, August 2003 to May 2004. Member of advisory board and served as a community mentor for a project designed to improve written and oral communication skills among Hispanic students and increase cultural knowledge and pride.
- Richie School Mentor, Spring 2002: Participated as a mentor for middle-school girls on the Pascua/Yaqui Reservation.
- Devereux/ La Hacienda, Child Protective Services, Life Book Project, Life-Story Writer, 1998-1999. Examined legal, medical, and social service documents, and conducted interviews in order to collaboratively construct a narrative of a foster/adopt child’s history.