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Education

Ph.D. in English, Computers and English Concentration, University of Texas at Austin, 2006
Specialization: Organizational Systems, Innovation Theory, Technical Communication,
Computers and Composition

Title: *Faculty Learning Communities: Cultivating Innovation in Educational Technology
Support Organizations*

Committee: Margaret Syverson (Chair), John Slatin, Linda Ferreira-Buckley, Daniel
Updegrove, Cynthia Selfe

M.A. in English and Creative Writing, University of Cincinnati, 1997
Fields: Rhetoric and Composition, Playwriting, Modern British Literature, Poetry
Thesis: *The Salon, a play in three acts*

B.A. in English (departmental honors) Union College, New York, 1994

Publications

“Toward the Convergence of Wireless Technologies and Learning Space Design: A History and
a Proposal,” *Computers and Composition: An International Journal*. Under review.

“‘A Chimera of Sorts’: Rethinking Educational Technology Grant Programs, Courseware
Innovation, and the Language of Educational Change,” *Computers & Education*. Accepted,
completing revisions.

“The Appearance of Sameness: Systems of Classification and the Cognitive Properties of Grant
Proposal Formal Documents,” *Technical Communication Quarterly*. Accepted, completing
revisions.

Jennifer Courtney, Sanford Tweedie, and William I. Wolff, “What Exactly is this Major?:
Creating a Writing Department’s Identity Through an Introductory Course.” *Advance(d)
Composition: Undergraduate Majors and the Future of the Discipline*. Eds. Tom Moriarty and
Greg Giberson, forthcoming, 2008.

“Laptop Use in University Common Spaces.” *Educause Quarterly* 29.1 (2006).

“Reading the Rhetoric of Web Pages: Rethinking the Goals of Student Research in the Computer Classroom.” *Currents in Electronic Literacy*. Fall 2003 (7), Available at: <http://www.cwrl.utexas.edu/currents/fall03/wolff.html>.

Reviews

Reinventing the Research University, eds. Luc E. Weber and James J. Duderstadt. *Planning for Higher Education* 33.4 (June – August 2005).

Electronic Communication in the Humanities: Issues and Options, eds. James Inman, Cheryl Reed, and Peter Sands. *Rhetoric Society Quarterly*, Summer 2004.

Work in Progress

“*Innovation, Instructional Technology, and the Processes of Educational Change*. Empirical, theory-driven research. Book. Proposal under development to be submitted to MIT Press.

- national study of higher education faculty that explores the implications of the term “innovation” as a narrative for educational change and online forms used by faculty to submit grant proposals for courseware innovations
- draws on socio-cognitive innovation process theories and distributed cognition in the workplace
- reveals faculty “innovation fatigue”
- suggests structures that emphasize effective teaching and faculty as learners

In Through the Out Door: Students, Teachers, Technologies, and the Ethics of Learning Space Design. Empirical, scholarly, theory-driven research. Book. Proposal under development to be submitted to Wiley.

- national survey of higher education student and faculty extra-classroom technology use
- guiding question: *How can what we learn from student and faculty behaviors outside the classroom inform decisions about the design of learning spaces?*
- conceives of learning space design in ethical terms and draws on work in eco-friendly architecture

Grants, Awards, Fellowships, and Competitive Assistantships

Information Technology Services Grant, provided by the Vice President for Information Technology, The University of Texas at Austin, 2005

- \$5000 to cover data analysis of two studies

Professional Development Award, University of Texas at Austin, 2004 and 2001

Summer Research Assistant, Computer Writing and Research Lab, UT-Austin, 2001 – 2004

Accessibility Internet Rally (University division) Accessibility Award for redesign of Computer Writing and Research Lab web site, 2003

Research Assistant for Professor Clay Spinuzzi, UT-Austin, Summer 2002

McGraw Hill Technology Design Award, Computers and Writing Conference, for the Learning Record Online, 2001

The Thomas J. Watson Fellowship, The Thomas J. Watson Foundation, 1994 - 1995

- \$15,000 grant to study the life and work of T.S. Eliot in the countries where he wrote his major pieces: England, France, Germany, and Switzerland.
- Worked in the following archives: The Brenchly Collection, Merton College Library, Oxford; The Hayward Collection, King's College Library, Cambridge; the T.S. Eliot Collection at The British Museum Library; and The Lloyds Bank Archives, London.

Research Experience

Classroom Technology Access and Use Study, Rowan University, 2007

- Primary Investigator
- Email survey of a random sample of Rowan University students and faculty to find out how faculty are using instructional technology in the classroom and how students perceive of its use.
- Assessed use and effectiveness of campus-wide course management system.
- Survey design using SurveyMonkey; data analysis using SPSS 13.0

Innovation and Instructional Technology in the Liberal Arts at the University of Texas at Austin: The Future of the Community, 2004 – 2006

- Primary Investigator
- Qualitative and quantitative study of random and purposive sample of College of Liberal Arts graduate students and faculty, as well as interviews with student technology assistants, designed to assess the to innovative climate of the information technology community in the College.
- Survey design using ColdFusion and Microsoft Access; data analysis using SPSS 13.0

Walk-up Study of People Working in University Common Areas, The University of Texas at Austin, 2005

- Primary Investigator, designed in collaboration with VP for Information Technology
- Walk-up survey and interviews of individuals using common areas on the University of Texas at Austin campus.
- Designed to learn more about usage of laptop computers and the University of Texas wireless network in University common areas that systems network logs could not tell us
- Data analysis using SPSS 13.0

Teaching Experience

for course web sites, see <http://users.rowan.edu/~wolffw/courses/index.html>

Assistant Professor, Department of Writing Arts, Rowan University, 2006 – present

Technologies and the Future of Writing (1 section, co-designed course, designed module as part of course “Introduction to Writing Arts”)

- Team-taught course where groups of students rotate through three 4-week modules.
- Students compose online information ecologies, and consider: metaphors about “technology”; identity; writing spaces; ownership; classification systems; information architecture; and writing in online environments.
- Readings and videos include work by: T. Berners-Lee, J. Dibbell, J.P. Gee, LonelyGirl15, B. Nardi and V. O’Day, D. Penrod, D. De Voss and J. Porter, C. Selfe
- Technologies: course wiki, forums, blogs, RSS feed reader, social bookmarking

Writing, Research, and Technology (3 sections, designed course)

- Students work with theories on writing spaces, remediation, evidence, and mapping.
- Assignments ask students to write theory-driven, multi-model essays and design web pages.
- Texts by: J.D. Bolter, L. Sante, E. Tufte
- Technologies used: hand-coded course web site, forums, online chat, html editor

College Composition II for Engineers (4 sections)

- Team-taught project-based engineering design course collaboratively taught with 2 other Writing Arts and 5 Engineering faculty.
- Writing and design assignments provide students with the skills to become effective technical writers, meaningful engineering communicators, creative engineering designers, and productive team members.
- Readings include work by: E. Griffin, NASA, H. Petrosky, E. Tufte, D. Winsor
- Technologies used: course wiki, student team wikis, forums

College Composition II: The Rhetoric of War (1 section, designed course)

- Primary goal is for students to become critical readers, writers, and researchers.
- Students write two short papers (4 - 6, 5 - 7 pages) and one research paper (11 - 15 pages).
- By using scholarly texts, historical primary documents, news reports, and web sites students look critically at how war is presented, reported, interpreted, and dramatized.
- Readings include work by: A.J. Coates, D. Hacker, B. Tuchman
- Technologies used: hand-coded course web site, forums, online chat

Writing for Electronic Communities (spring 2008)

- graduate-level course
- topics to be covered: history of the book, history of the internet, remediation, hypertext, information architecture, folksonomies, MOOs, video games, Second Life
- Readings to include work by: J.P. Gee, G. Hawisher, C. Haynes, J. Johnson-Eilola, G. Kress, R. Lanham, C. Selfe, S. Selber, A. Wysocki

Lecturer, Science, Technology, and Society Program, University of Texas at Austin, 2002 – 2006

Introduction to Web Development (6 sections, designed course, trained future teachers)

- Students designed hand-coded standards-compliant usable, accessible web sites.
- Coding and software learned: HTML, XHTML, SHTML, CSS, and Photoshop CS2
- Texts by: J. Clark, K. Goto and E. Cotler, J. Neilson, E. Meyer

Instructor, Division of Rhetoric and Writing, University of Texas at Austin, 2000 – 2002

Courses taught: Topics in Writing: The Rhetoric of War; Rhetoric and Composition

Part- then Full-time Instructor, Writing Program, Rutgers, 1997 – 2000

Courses designed and taught: Expository Writing II: “Holocaust”; Expository Writing II: “War & Ethics”; Courses taught: Expository Writing; Basic Composition

Adjunct Professor, DeVry University, North Brunswick, NJ, Fall semester 1997

Course taught: Advanced Composition

Teaching Assistant, Department of English, The University of Cincinnati, 1996 – 1997

Courses taught: Freshman English 101, 102, and 103

Academic Administration

Assistant Director, Division of Rhetoric and Writing in the Computer Writing and Research Lab (CWRL), University of Texas at Austin, 2002 – 2004

- One of 6 member leadership team that provided oversight and support for CWRL operations, including sizeable operating budget, 33 staff members, 38 graduate student and 13 faculty instructors, and 1700 overall students in 103 sections.
- Identified and tested instructional technologies, such as blogs, wikis, eportfolios, MOOs, content management systems, and web design applications.
- Mentored instructors developing technology-related pedagogy.
- Assisted full-time faculty with technology-related research queries.
- Collaborated with co-assistant directors to organize new and returning instructor and faculty orientation.
- Participated in hiring assistant directors, program coordinator, and systems admin.
- Represented community concerns as member of the CWRL Steering Committee.

Director of Instructional Technology, Writing Program (WP), Rutgers University, 1999 – 2000

- One of 8 member leadership team that provided oversight and support for 14 assistant instructors, 110 teaching assistants, 63 part-time lecturers, and over 10,000 overall students in over 400 sections.
- Collaborated with WP Associate Director to create the position, goals, and focus.
- Developed introductory workshops on computers and composition pedagogy.
- Evaluated teaching performance and practices of 25 writing program teachers.
- Oversaw hardware, software, and physical space upgrade of computer classrooms.
- Communicated with computing specialists to ensure operation and security.

- Wrote annual report with input from leadership team.

Academic Service

Rowan University

- Co-Chair, University Laptop Initiative Committee (ad-hoc), 2007 – present
- ePortfolio Working Group, 2007 – present
- Student Evaluation Form Committee, Department of Writing Arts, 2007 – present
- Jack Kent Cooke Fellowship Committee, 2007 – present
- Technology Committee, College of Communication, 2006 – present
- Multimedia Technology and Content Casting Committee, 2006 – present
- Classroom Technology Upgrade Working Group, 2006 – present
- Campus Master Plan – Academic Facilities Subcommittee, 2006 – present

CCCC Computer Connection 2007, Session Chair, “Bringing a Broad Base of Users into the Project: Web-based Remote Usability Testing,” March 2007

TCEA Educational Technology Research Symposium, Paper Reviewer, Fall 2006

Thomas J. Watson Fellowship Committee, Union College, 2006 – present

The University of Texas at Austin

- Project Director, Learning Record Online, 2000 – present
- Research Consultant, Writing Across the Curriculum, 2005 – 2006
- Liberal Arts Instructional Technology Grants Selection Committee, 2005 – 2006
- Steering Committee, Computer Writing and Research Lab, 2000 – 2004
- Judge, AIR-Austin, Accessibility Internet Rally, 2001 – 2002

Rutgers, The State University of New Jersey

- Expository Writing Pilot Program, Writing Program, 1998

National Conference Presentations

“Integrating Technology,” part of the panel “Building and Sustaining an Independent Writing Major: Insights from a Decade of Departmental Experience,” *Conference on College Composition and Communication*. New Orleans, LA (April, 2008). Accepted.

“Welcome to the ‘Big Apple’: Geographical Space, Systems of Classification, and their Affects on Writing Instructor Identity.” *Conference on College Composition and Communication*. New York City, NY (March 2007).

“Surfing: Professional Representation on the Web,” part of the panel “The Right Craft for a Rising Tide.” *Computers and Writing Conference*, Honolulu, HI (June 2004).

“From the Classroom to the Curriculum: How Graduate Student Innovation can Inform Departmental Change.” *Conference on College Composition and Communication*, San Antonio, TX (March 2004).

“Assessment, Teaching Practice, and Student Learning: A Composition Course Realizes the Benefits of the Learning Record Online.” *Computers and Writing Online Conference* (May 2002).

“Do You Yahoo?: Student Research, the Kosovo Crisis, and the World Wide Web.” *Computers and Writing Online Conference* (March – May 2001).

“You’ve Given Us the Money—Now What?: Year One in the Life of a Computer Classroom.” *Conference on College Composition and Communication*. Denver, CO (March 2001).

Regional Conference Presentations

“What Do Faculty Think When Administrators Say, ‘Innovation?’” *2008 EDUCAUSE Mid-Atlantic Regional Conference*, Baltimore, MD (Jan 2008). Under review.

“Rethinking Learning Environments: An Analysis of Student Laptop and Common Space Use at the University of Texas at Austin.” *2006 EDUCAUSE Southwest Regional Conference*, Austin, TX (Jan 2006).

“From Teacher to Learning Environment Designer: Incorporating Advanced Technology into Your Classroom.” *CWRL Spring Colloquium*. Austin, TX (Feb 2003).

“Training Students to Read the Rhetoric of Web Pages: An Overview of an In-class Workshop.” *CWRL Spring Colloquium*. Austin, TX (Feb 2002).

“Teaching with the Learning Record Online: A First Time User’s Perspective.” *CWRL Spring Colloquium* Austin, TX (March 2001).

Invited Presentations and Workshops

“Technology Enhanced Classroom Showcase.” Invited workshop sponsored by The Faculty Center, Rowan University. (Nov 2007).

“Wireless Networking and Laptop Use at UT-Austin.” Invited presentation to the University of Texas at Austin Information Technology Services Senior Staff (Oct 2004).

“The Learning Record Online: The New Wave of Online Portfolio-based Assessment.” Workshop with Peg Syverson. *Computers and Writing Conference*, Honolulu, HI (June 2004).

“The Learning Record Online K-12 Version: A Presentation for the Center for Language in Learning Board of Directors.” San Diego, CA (April 2002).

References

Linda Ferreira-Buckley, Ph.D.
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