

Statement of Scholarship | Courtney Werner

Before beginning my career at Monmouth, I had already published articles in peer-reviewed journals. These publications are precursor pieces demonstrating my potential as well as motivating me to be an active scholar in my field for many years to come, and I include them in this dossier to that end. Dean Womack, the SPC, and the provost all noted that these are important precursor pieces, but they explained I needed to work on a more rigorous research agenda and craft more substantive published artifacts. The School Personnel Committee, for example, drew attention to my shorter publications pre-Monmouth and suggested that “going forward, [I] develop a better-defined research agenda resulting in longer, more substantive articles than [I had] previously published. Such work will contribute to a strong case for tenure candidacy.” The provost echoed this recommendation, and I am happy to show that I have embraced it whole-heartedly. My research agenda focuses on the ideological questions and concerns behind new media and digital writing technologies in English curricula across the nation and across institutions. My dossier contains four peer-reviewed pieces that have been published since joining the Monmouth faculty. Three of these are long-form, substantial pieces published in top-rated journals in the field: one of them in the premier journal for rhetoric and composition (*College Composition and Communication*) and two in top-rated journals for the subfield of computers and writing (*Computers and Composition* and *Journal of Literacy and Technology*). At the time of my two-year review, I had one substantive piece published, one substantive piece accepted for publication, and one minor piece accepted for publication as well as one piece under review with a revise and resubmit decision. Since that review, all four pieces have been published (I ultimately submitted the last piece to *Journal of Literacy and Technology*—a more fitting venue—than the journal it was previously sent to—*Rhetoric Review*). Further, another piece of substantive length and content is under review with *Praxis* after having received a revise and resubmit decision on the initial submission: this piece continues my research trajectory by examining how composition settings (in this case, writing center tutoring conferences) apply the field’s ideologies regarding digital writing modalities.

My publications further follow a consistent research agenda of exploring epistemological issues in rhetoric and composition, and my research agenda particularly addresses ideological concerns: what role does new media play in the field, how is it defined, and to what end? I am interested in how the field further understands multimodal writing in an age when scholars accept multimodality into the field but are reluctant to adequately theorize it and integrate it into their own composition courses. My current research projects explore these ideological concerns by looking at how programs discuss and use digital writing technologies. While my research makes clear that the field needs both theoretical frameworks about *and* practical applications of digital composition, my future research consists of examining practices across subfields to understand how these practices enact the field’s ideologies. Therefore, the work I am currently doing and anticipate doing over the next five years functions as a means of articulating the discipline’s epistemologies and exploring those epistemologies through cases across the field.

My future research projects, noted on my CV, further explore the discipline’s ideology. My five-year research agenda will focus on how the discipline enacts its ideologies. For example, my next project examines how writing program scholars situate new media and digital composition within the purview of first-year writing programs. I hope to understand what ideological perspectives scholars are putting forth about how multimodality and digital writing have been integrated into first-year composition curricula and how scholars discuss the future of digital composition in writing programs. Along with this project, I am actively researching ideological approaches to campus infrastructures, examining how the ideological perspectives of our field might support institutional infrastructure based on students’ expressed needs and desires. I have presented my preliminary findings at *Computers and Writing Conference 2018*.

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I also see possibilities for studying embodied ideologies in new first-year composition course designs. I plan to study service-learning sections because they afford opportunities to explore the ideological assumptions faculty have about digital writing technologies as well as investigate the roles ideology has on our lived experiences. Because service-learning is further related to students' agency as knowledge producers, I see an opportunity to collaborate with and mentor a burgeoning undergraduate English major in the work of scholarship. Collaborating with an undergraduate student on this project is another way to enact the field's ideology, and it may become a cornerstone of my own research even as it has become more and more common to see undergraduates working with faculty at conferences and in journals.

I am further invested in the ideological perspectives the field holds regarding students' mentorship and post-graduate preparation. Through this project, I seek to understand where our majors will fit into the ideological landscape of both the academe and the professional, corporate world in the coming years. The ways we prepare our students, after all, defines what the field values when it comes to curricula and experiences: theory and scholarly discussions only go so far, but the ways we usher our students into the post-graduate world exemplifies our ideologies, and those ideological enactments may or may not align with our theory.

Finally, in the summer of 2019, I have begun a rigorous, qualitative study on writing center website discourse. I foresee this project as a lengthy study, examining between 300-1,000 writing center identities through a discursive analysis of print-linguistics, static visuals, web design, and new media elements such as embedded or linked videos. I seek to understand how writing centers enact ideologies (and which ones) through their websites. This piece will begin a new trajectory for my research agenda, as I see it as a way to launch new facets of ideological study: the tension between institutional and writing program ideologies and identities, how ideology is enacted through digital mediums, and the ways ideology appears either transparent or opaque.

My short term goals for the next two years include publishing two new scholarly articles in peer-reviewed journals, applying for a research grant through the International Writing Centers Association, and beginning more diligent work toward my long term project. While these goals will take concerted balance in my scholarly and personal life, and while they are challenging goals for the next two years, I am confident I can attain them and create a solid foundation for my continued scholarship.