LeAnne Laux-Bachand

*Associate Teaching Professor, Writing Studies
Coordinator of First-Year Writing*

School of Interdisciplinary Arts and Sciences

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**EDUCATION**

2013: M.A. in English with a focus on Rhetoric and Composition and Creative Writing,
 Western Washington University, Bellingham, WA

2001: B.A. in English Language and Literature, University of Chicago

**TEACHING EXPERIENCE**

University of Washington Tacoma │ Senior Lecturer, Writing Studies

* 2013-2019, Lecturer; 2019-present, Senior Lecturer; 2020-present, Associate Teaching Professor
* Courses taught: TCORE 101: Introduction to Academic Writing

 TWRT 111: Discourse Foundations
 TWRT 112: Introduction to Academic Writing
 TWRT 120: Academic Writing I
 TWRT 121: Academic Writing II
 TWRT 200: Introduction to Creative Writing
 TWRT 211: Argument and Research in Writing
 TWRT 287: Creative Nonfiction Writing

Western Washington University │English Graduate Student Teacher of Record

* 2011-13: ENG 101: Writing and Critical Inquiry

**TEACHING DEVELOPMNENT**

University of Washington Tacoma

* 2019-20: Workshop from UWT Teaching and Learning Center’s Writing Center’s Associate Director,
 Rebecca Disrud, “Teaching Students to Peer Review”

 Presentation from Bellevue College Associate Professor Ethan Anderson, “Beyond the
 Deficit Model: Multilingual Student Support Classes”
 Presentation from UW Seattle undergraduates Midori Nileah Friedbauer and Will St. Pierre
 Nelson, “Anticipating Marginalized Students: Two Theses for Resisting Institutional
 Violence”
 Presentation from King County Correctional Facility volunteer educators Jared Leising and
 Zoe Barker-Aderem, “The Golf Pencil Group – Creating Room for Self-Expression and
 Community in a Carceral Space”
 Teaching Squares

* 2018-19: Writing in the Disciplines cross-divisional workgroup, creator
 Teaching Squares
 SIAS Facilitation Skills Workshop
 Presentation from Fairhaven College advisors, “Upside-Down: B.A. Degree Pathways for
 Vocational Graduates”
 Presentation from UWT Distinguished Teaching Award recipient Dr. Danica Miller,
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 “Indigenizing the Higher Education Classroom”
 SafeTalk Suicide Prevention Training
 Workshop from Dr. Rachel Tennial, “Explore your Identity; Find your Voice”
 First-Year Writing portfolio assessment
* 2017-18: Writing in the Disciplines cross-divisional workgroup, creator

 Teaching Squares

 iTech Fellows

 Workshop on creating accessible documents
 Presentation from UWT TLC writing consultants, “‘Everyone is the
 Same’: Recognizing and Responding to Institutional Racism at the Writing Center”
 Panel from Whatcom Community College faculty, “Making the Case: Learning for Transfer
 across Writing Programs”
 Workshop from Dr. Donna Strickland, “Mindful Writing”

 StoryCenter Digital Storytelling workshop
 First-Year Writing portfolio assessment

* 2016-17: First-Year seminar pilot program
 Lecture from Dr. Vershawn Young, “Making Black Lives Matter in Online Spaces: Lessons
 for Critical Literacy Education”
 Workshop from Dr. David Franklin, “Language and Liberation”

 Pedagogy Series panels, presentations, and workshops from UWT faculty and TLC staff:
 “First Generation Students Speak Out,” “Report of the Teaching Evaluation Campus Fellows,”
 and “No Learning Among Thieves: Why a Didactic Framing of Plagiarism is Pedagogically
 Insufficient”
 First-Year Writing portfolio assessment

* 2015-16: Workshop from Dr. Frankie Condon, “Racecraft and Writing Pedagogy: Undoing Whiteliness
 in Reading and Responding to Student Writing”

 Lecture from Dr. Dana Ferris, “Addressing Language Error in (Multilingual) Student Writing:
 If, Why, and How”
 Workshops from UWT’s Teaching Forum, “Designing High-impact Resource-based
 Assignments” and “What Makes Good Writing?”
 First-Year Writing portfolio assessment

* 2013-15: Core Faculty workshops
 Workshop from Alison Cardinal and Asao Inoue, “Teaching Reflection Practices in the
 Writing Classroom”
 Workshop from Dr. Victor Villanueva, “How Writing Needs Experts and Amateurs” and

 lecture, “The New Student and the Old Expectations”

**ACADEMIC SERVICE**University of Washington Tacoma

* 2019-20: Directed Self-Placement Summer Workgroup member

 SIAS Representative for the Academic Policy and Curriculum Committee
 Co-chair, Lecturer Affairs Committee
 Interim Co-coordinator, Writing Studies major
 Completion Coach position search committee member
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 Reappointment committee member, Scott Rayerman
 UW TACADA member

* 2018-19: SIAS Representative for the Academic Policy and Curriculum Committee
 Co-chair, Lecturer Affairs Committee
 Assistant Professor in Microbiology position search committee member
 SIAS Facilitator
 Culture, Arts, and Communication Student Brown Bag group member
 UW TACADA member
* 2017-18: Culture, Arts, and Communication representative for the School of Interdisciplinary Arts and

 Sciences’ Faculty Council

 Ad Hoc Workgroup for Students on Committees member

 IAS Curriculum Committee chair
 Assistant Professor in Bioinformatics position search committee member

 Transportation Advisory Board member
 TYCA/PNWCA Resist/Persist conference assistant
 UW TACADA member

* 2016-17: Culture, Arts, and Communication representative for SIAS Faculty Council

 Visual, Literary, and Performing Arts lecturer position search committee member

* 2015-16: Directed Self-Placement Workgroup

 Lower Division Revision Fellows – High-Impact Practices (HIPs) subgroup

 Writing Advisory Committee
 Teaching Success Stories lecturer workshop, facilitator
 Sociology lecturer position, interview committee member
 University of Washington Seattle Dream Project workshop, writing consultant

* 2014-15: Haley Writing Awards Committee

 SIAS Social Committee

 SIAS Personnel Committee

 Writing Advisory Committee

* 2013-14: Director of University Writing interview committee member

 Writing Fellows Committee
 Core Faculty Service Learning and Community Engagement, resource list co-author

 **PRESENTATIONS and SCHOLARSHIP**

* March 2020: Conference on College Composition and Communication, Milwaukee, WI. “One Commonplace, Five Counter-narratives: Context Transformation and Working FYW Students.” (Conference cancelled).
* February 2020: Praxis Conference: Access in Education: Making Space, Changing Spaces, University of Washington, Seattle, WA. Presented “Students’ Right to their First-Year Writing Classroom.”
* April 2019: Student Success Lightning Talk, UWT. “Empowering First-Year Students through Campus Outreach.”

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* November 2018: Washington Student Achievement Council’s Pave the Way conference, University of
Washington Seattle. “Organizing Shoes and Re-reading Texts: Building College Transitions from Workplace Skills.”
* April 2018: Presentation to First-Year Writing Faculty, UWT. “Learning Goal # 6.”
* Spring 2015-Spring 2018: University of Washington IRB-approved and then exempt study, “Writing for College and Work: A Study of Concurrent Transfer.”
* February 2018: SIAS Brown Bag Series, UWT. “‘Trying to Take Little Things and Connect it to a Bigger Picture’: Learning from First-Year Writing Students Who Work.”
* February 2018: Praxis Conference: Translation Practices: Negotiating Difference, University of Washington, Seattle, WA. Presented “’Maybe the GM Can Make a Difference’: Exploring the Limitations of Adaptive Transfer” as part of the panel “Student Agency and Public Translations of Writing.”
* October 2017: TYCA/PNWCA Resist/Persist conference, UWT. Presented “The One Place I Feel Completely Safe: FYW Students Reflect on Language and Identity” as part of the panel “Mentoring for Difficult Conversations.”
* April 2017: Pedagogy Series, UWT. Presented as part of the panel “Combining Research & Teaching to Assess Learning, Improve Teaching, and Produce Scholarship.”
* March 2017: Conference on College Composition and Communication, Portland, OR. “Tracing Roots, Cultivating New Growth: A Retrospective Prospective Exploration of Transfer.”
* October 2016: Pedagogy Series, UWT. Presented as part of the panel “All About Grading Contracts.”
* October 2014: Office of Undergraduate Education Core Faculty Workshops, UWT. Presented as part of the panel “Engaging First-Year Students Through Active Learning.”
* March 2013: Conference on College Composition and Communication, Las Vegas.
“Re-Aligning Expectations: Graduate Students as Agents of Integration.”
* March 2012: Conference on College Composition and Communication, St. Louis.
“Institutional Rhetoric and Academic Fragmentation in First-Year Composition.”

* 2011-13: Participant-Collaborator in Western Washington University Director of Composition’s two-year study of transfer and critical transitions among graduate students in their identities as both students and instructors.

**THESIS (M.A.)**

* *The Artifacts of Our Bodies*, a collection of inter-related essays on memory and loss interspersed with journal entries, photographs, to-do lists, and other objects of adolescence.

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**WRITING CENTER CONSULTING**

South Seattle College

* 2009-11: In one-on-one and small group sessions, assisted with essay development, homework
 assignments, and language skill-building with a focus on the development of ideas,
 organization, tone, and grammar.

North Seattle College

* 2007-11:
	+ In one-on-one and small group sessions, assisted with essay development, homework assignments, and language skill-building with a focus on the development of ideas, organization, tone, and grammar.
	+ Helped create an instruction manual for the Loft Writing Center Plus’s literacy-based computer programs
	+ Assisted a University of Washington Seattle PhD candidate in developing and assessing

 curriculum related to students’ morphological skill acquisition

* + Participated in the inaugural Ambassador program, which paired consultants with developmental-level and other English courses to increase student support between the writing center and the classroom
	+ Served on the Tutoring Advisory Committee, an interdisciplinary group of faculty and staff that formulated college-wide consulting policies
	+ Acted as an informal Assistant to the Director