

**HEATHER MACNEILL FALCONER, PHD**  
**CURRICULUM VITAE**

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**Education**

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- Ph.D. (2018) Rhetoric and Composition, Northeastern University, Boston, MA  
Dissertation: *Triple-binds and unintended consequences: Exploring discursive identity development in science with three women of color*. Director: Professor Neal Lerner
- M.Litt. (2007) English Literature, University of Glasgow, Glasgow, Scotland  
Thesis: *From here to there and back again: E.B. White and the American essay*. Director: Professor John Coyle
- M.F.A. (2006) Creative Writing, Emerson College, Boston, MA  
Thesis: *Falling into grace: A collection of short stories*. Director: Professor Jessica Treadway
- B.S. (1992) Environmental Science – Ecology, Unity College, Unity, ME  
Thesis: *Phenotypic versus genotypic variation in red maple species, Acer rubrum, in Central Maine*. Director: Professor Edward Beals

**Research Interests**

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- Writing Assessment
- Scholarship of Teaching and Learning
- Undergraduate Research
- Writing Across the Curriculum/in the Disciplines
- Research Methodologies
- Race, Ethnicity, and Gender Studies

**Appointments and Relevant Experience**

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- Assistant Professor of Writing (special appointment), Curry College, August 2018 – present
- Research and Writing Across the Curriculum Coordinator (elected 2019)
  - Faculty Writing Fellows Coordinator (2019)
  - WRIT 1500 – Reading Writing Research II (7 sections). Introduces students to critical thinking and inquiry within academic contexts. Explicit focus on disciplinary discourses.
  - ENG 2010 – Major British Writers I (1 section). Introduces students to British authors, from Beowulf through the Eighteenth Century.
- Associate Editor, *Perspectives on Writing* book series, The WAC Clearinghouse, May 2018 – present
- Lecturer (Writing), Northeastern University, September 2015 – August 2018.
- ENGW 3307 – Advanced Writing in the Sciences (Face-to-Face and Online, 6 sections). Introduced students to a wide variety of scientific genres and discourse conventions. Scaffolded assignments that allowed for semester-long inquiry of own design.
  - ENGW 1111 – First-Year Writing (1 section). Introduced students to research skills for academic contexts through a rhetorical genre studies approach.
  - ENGL 1410 – Introduction to Writing Studies (co-taught, 1 section). Offered students an historical overview of the field of writing studies, introduced major themes, and provided exposure to and practice with research methods common to the field.
- Writing Tutor, Northeastern University, September 2014 – April 2015.
- Associate Editor, *Research in the Teaching of English*, National Council of Teachers of English. July 2016 – May 2018.
- Science Grants and Projects Administrator, Research Foundation of CUNY. December 2009 – May 2014.

Project Editor and Writer, Self-employed/contract. August 2006 – May 2013.

Content Editor, *K-12 STEM*, The Princeton Review. May 2006 – August 2007

Adjunct Instructor (Writing), Emerson College, January 2005 – May 2006.

- WP101 – Expository Writing (3 sections). Instructed students on the elements of argument writing, learning how to form educated, informed opinions and then execute an effective persuasive argument. Topics of focus were personal responsibility in group settings, the reader/writer dialectic, social implications of genetic engineering, and social privilege.
- WP121 – Research Writing (2 sections). Guided students in the process of academic research and revision, with the theme of the function of the artist in the 21<sup>st</sup> century. Students read selected literary theory and criticism pieces to act as a frame for their analysis of a specific artist and the artist's role as activist, mirror, and commentator.

Title I Educator (Language Arts), South Shore Charter Public School. October 2003 – July 2005.

## Awards

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Dean's Fund for Professional Advancement, Curry College, 2018.

International Writing Across the Curriculum Conference Scholarship, 2018

Conference on College Composition and Communication: Emergent Research/er Award, 2016.

Northeastern University, English Department: Graduate Essay Prize in Writing and Rhetoric, 2016.

Northeastern University, College of Social Science and Humanities: (Nominations) Outstanding Graduate Researcher Award, 2016 and 2017

American Council for Learned Societies: Language Grant for Albanian language study, 2006. (Declined offer due to change in country residency.)

## Grants

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### *Funded*

“Expanding Opportunities in Biomedical Science at John Jay College.” U.S. Department of Education, Minority Science and Engineering Improvement Program (MSEIP) Grant. Total direct: \$699,198. PI: Lents, N.H., & Carpi, A. John Jay College of Criminal Justice, CUNY. 2013.

“Creating Hispanic Scientists: A Model Science Articulation Program between Hispanic-Serving Institutions.” U.S. Department of Education, HSI-STEM Program Grant. Total direct: \$3,834,728. PI: Carpi, A. and Lents, N.H., John Jay College of Criminal Justice, CUNY. 2011.

“Success through Engagement: Promoting undergraduate research and first-year experience toward increasing student persistence.” U.S. Department of Education, Title V Institutional Development Program Grant. Total direct: \$2,082,806. PI: Carpi, A. and Szur, K., John Jay College of Criminal Justice, CUNY. 2010.

Student Technology Fee Advisory Committee Grant. Equipment and technology request. Total: \$9,024. PI: Carpi, A., John Jay College of Criminal Justice, CUNY. 2010.

“A Program for Articulating Community College Students to B.S. Degrees in Science.” U.S. Department of Education, Title V Cooperative Grant (with Queensborough Community College). PI: Carpi, A., Szur, K., Kobilinsky, L., McCullough, D., John Jay College of Criminal Justice, CUNY. 2006.

### *Unfunded*

“Building Bridges for Minority Opportunity: A national model for excellence in STEM diversity.” National Science Foundation, HSI-STEM Program Grant. PI: Carpi, A. and Sanábria-Valentine, E., John Jay College of Criminal Justice, CUNY. 2018.

“Increasing Access to Research Mentoring for Underrepresented Students: Virtual Research Training for Undergraduate Education (VIRTUE).” National Science Foundation, Improving Undergraduate STEM Education (IUSE). PI: Carpi, A. and Egger, A.E., John Jay College of Criminal Justice, CUNY. 2014.

“Creating Hispanic Scientists: A National Mentoring Network.” National Institutes of Health, Building Infrastructure Leading to Diversity (BUILD) Initiative Grant. PI: Carpi, A. and Lents, N.H., John Jay College of Criminal Justice, CUNY. 2013.

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## Scholarly Publications

### **Books**

From dissociation to embodiment: A longitudinal study of discursive identity development. (In revision)

### **Articles**

Falconer, H.M. (2018). “I think when I speak, I don’t sound like that”: The influence on social positioning on rhetorical skill development in science. *Written Communication*, 36(1), 9-37.

Falconer, H.M. (2017). Assessing writing in undergraduate biology coursework: A review of the literature on practices and criteria. *The WAC Journal*, 28, 123-138.

Carpi, A., Ronan, D.M., Falconer, H.M., & Lents, N.H. (2017). Cultivating minority scientists: Undergraduate research increases self-efficacy and career ambitions for underrepresented students in STEM. *Journal of Research in Science Teaching*, 54(2), 169-194. Published online before print August 5, 2016. doi: 10.1002/tea.21341

Carpi, A., Ronan, D.M., Falconer, H.M., Boyd, H., & Lents, N.H. (2013). Development and implementation of targeted STEM retention strategies at a Hispanic-serving institution. *Journal of Hispanic Higher Education*, 12(3), 280-299. doi: 10.1177/1538192713486279

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## Other Publications

### **Book Chapters**

Basgier, C., Cox, M., Falconer, H.M., Galin, J., Harahap, A., Hendrickson, B., Melzer, D., Palmquist, M., & Sherriff, S. (forthcoming). The formation of a professional organization for writing across the curriculum. In Bartlett, L.E., Tarabochia, S., and Olinger, A. *IWAC 25<sup>th</sup> Anniversary Edited Collection*, The WAC Clearinghouse, Perspectives on Writing series.

Greer, J., Grobman, L., & Falconer, H.M. (forthcoming). Contributing to knowledge: A defining characteristic of undergraduate research, a critical opportunity to empower students. In Dellacarpini, D., Fishman, J., & Greer, J., *The Naylor Report on Undergraduate Research in Writing Studies*.

Falconer, H.M. (2019). Mentored writing at a Hispanic-serving institution: Improving student facility with scientific discourse, in Baca, I., Hinojosa, Y.I., & Murphy, S.W., *Bordered Writers: Latinx Identities and Literacy Practices at Hispanic Serving Institutions*, State University of New York Press.

### **Editorial Introductions**

Cushman, E., Falconer, H.M., & Juzwik, M.M. (2018) The long view of research in the teaching of English. *Research in the Teaching of English*, 52(4), 353-358.

Juzwik, M.M., Jarvie, S., Cushman, E., & Falconer, H.M. (2018). Struggling to belong: Literacy instruction, coaching, learning, and development. *Research in the Teaching of English*, 52(3), 229-235.

Dunn, M.B., Juzwik, M.M., Cushman, E., & Falconer, H.M. (2017). Toward rich accounts of writing development, *Research in the Teaching of English*, 52(2), 117-121.

Jarvie, S., Juzwik, M.M., Cushman, E., Falconer, H.M., & Dunn, M.B. (2017). Questioning margins and centers in reading, writing, and research, *Research in the Teaching of English*, 52(1), 5-12.

Cushman, E., Juzwik, M.M., Falconer, H.M., & Dunn, M.B. (2017). Teaching and learning language, *Research in the Teaching of English*, 51(4)

Falconer, H.M., Cushman, E., Juzwik, M.M., & Dunn, M.B. (2017). Writing and its development across lifespans and in transnational contexts, *Research in the Teaching of English*, 51(3): 261-266.

### Book Reviews

Falconer, H.M. (2017). A review of Barbara E. Walvoord's *Assessing and Improving Student Writing in College: A Guide for Institutions, General Educations, Departments, and Classrooms*, *Journal of Writing Assessment Reading List*.

Falconer, H.M. (2007). Nature's edge: Boundary explorations in ecological theory. *The Kelvingrove Review* (1)

Falconer, H.M. (2006). *Balkan beauty, Balkan blood*: Lessons from Albania. *Fringe Magazine*

### Works-in-Progress

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Writing while different: The influence of counterspaces on science writing development in three women of color. (Article targeted toward *Across the Disciplines*)

Mentored writing as a means of facilitating discursive identity development. (Article targeted toward *Composition Forum*)

Preparing disciplinary writing mentors: An examination of the relationship between prior experience and pedagogical approach. (Article targeted toward *Research in the Teaching of English*)

### Presentations

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#### Panels Organized

Changing Demographics, Changing Rhetorics: Rethinking Genre Instruction in Higher Education. (2016, May). *Becoming an insider: Learning the rhetorical moves of the scientific proposal*. Paper presented at the Rhetoric Society of America Conference, Atlanta, GA.

#### Papers Presented & Roundtables

Falconer, H.M. (2018, June) *Preparing disciplinary writing mentors: An examination of the relationship between prior knowledge and pedagogical approach*. Paper presented at the International Writing Across the Curriculum Conference, Auburn, AL.

Falconer, H.M. (2017, March) *Breaking the "code" of science: A culturally sustaining approach to teaching science writing*. Paper presented at Conference on College Composition and Communication, Portland, OR.

Falconer, H.M. (2017, March) *"Dull duty" and disciplinary issues: A roundtable with NCTE editors*. Roundtable at Conference on College Composition and Communication, Portland, OR.

Falconer, H.M. (2015, March) *Demystifying meaning-making in first-year writing: The influence of ideology, background knowledge, and motivation on genre selection and use*. Paper presented at University of Massachusetts–Boston's Engaging Practices: A Conference on the Teaching of Composition, Boston, MA.

Falconer, H.M. (2014, February) *Addressing student needs in the science classroom*. Paper presented at the Hispanic Educational Technology Services Conference, San Juan, Puerto Rico.

Falconer, H.M. (2013, March) *Creating Hispanic scientists: Increasing minority engagement in the sciences*. Paper presented at the HEP Project Director's Meeting, Department of Education, Washington DC.

Carpi, A., Lents, N.H., and Falconer, H.M. (2012, October) *Science education in a complex world: Adapting to student use of online material – The Visionlearning Project*. Paper presented at the 18th Annual Sloan Consortium Conference, *Online Learning at a Crossroads: Online Education in a Complex World*, Lake Buena Vista, FL.

Falconer, H.M. (2007, March) White's legacy: 'One Man's Meat' and the American nature essay. Paper presented at the Association for the Study of Literature and the Environment Conference: *Modern Environments: Contemporary Readings in Green Studies*, University of Glasgow, Glasgow, UK.

Panel Member: EVVY Awards, WLP Night (2006, April) Emerson College, Boston, MA. "Navigating the writing and publishing world."

### **Invited Lectures and Symposia**

Workshop Leader, Faculty Center, Curry College, Mentored Writing, November 2018.

Guest Speaker, Teaching and Learning Center, John Jay College, Mentoring for equity, November 2018.

Participant, Naylor Symposium on Undergraduate Research in Writing, York College, September 2018

Guest Lecturer, New York University – Tandon School of Engineering, Faculty workshop: What is "good writing"? April, 2018.

Guest Presenter, Curry College, "It's not like you can just write whatever you want.": Mentored writing as a means of facilitating skill in scientific writing, January 2018.

Guest Lecturer, John Jay College of Criminal Justice, Forensic Science Master's Thesis Workshop, Introduction to science writing, September 2016.

Guest Lecturer, Northeastern University, Biotechnology Applications Laboratory, Abstract writing and scientific prose, Spring 2015.

Guest Lecturer, John Jay College of Criminal Justice, Forensic Science Master's Thesis Workshop, Introduction to science writing, October 2015.

### **Service**

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Editorial Board Member, The WAC Clearinghouse, August 2019 to present

Editorial Board Member, *The WAC Journal*, June 2019 to present

Vice-Chair, New England Writing Across the Curriculum Consortium (NEWACC), June 2019 to present

Member, Writing Program Outcomes and Assessment Committee, Curry College, September 2018-present

Co-Chair, Department Evaluation Committee, Curry College, 2018-present

Chair, Research and Publications Committee, AWAC. June 2018 – present.

Member, Association of Writing Across the Curriculum (AWAC) Working Group. June 2017 – present

Member, Writing Program Assessment Committee, *Northeastern University*. January 2016 – May 2018

Member, "Research in Action" Advisory Council, *John Jay College of Criminal Justice*. May 2014 – present.

### **Professional Memberships**

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Conference on College Composition and Communication (CCCC)

National Council of Teachers of English (NCTE)

Council on Undergraduate Research (CUR)

Modern Language Association (MLA)