

## **Laura Adams Knudson**

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### **ACADEMIC APPOINTMENTS**

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#### QUEENS UNIVERSITY OF CHARLOTTE

Adjunct Faculty, 2015 to present

#### CENTRAL PIEDMONT COMMUNITY COLLEGE

Adjunct Faculty, 2014 to present

#### UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

Adjunct Faculty, 2014 to present

#### ROWAN-CABARRUS COMMUNITY COLLEGE

Adjunct Faculty, 2014 to 2015

#### TEXAS CHRISTIAN UNIVERSITY

Adjunct Faculty, 2009 – 2013

Research Assistant to Ann George, Charlotte Hogg, and Carrie Leverenz, 2012-2014

Graduate Instructor, 2008-2013

#### DALLAS COUNTY COMMUNITY COLLEGE

Adjunct Faculty, 2013-2014

#### COLUMBIA COLLEGE

Adjunct Faculty, 2012-2014

#### TARRANT COUNTY COMMUNITY COLLEGE

Adjunct Faculty, 2012-2013

#### TEXAS WOMAN'S UNIVERSITY

Graduate Assistant, 2005-2006

Graduate Teaching Assistant, 2006-2007

Adjunct Faculty, 2007-2008

#### UNIVERSITY OF NORTH TEXAS UNIVERSITY

Adjunct Faculty, 2007-2008

### **EDUCATION**

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#### TEXAS CHRISTIAN UNIVERSITY

M.A. in Rhetoric and Composition, 2014.

#### TEXAS WOMAN'S UNIVERSITY

M.A. Women's Studies and English, 2007.

#### MIDDLE TENNESSEE STATE UNIVERSITY

B.A. in English and Women's Studies, 2004.

#### FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

A.A. in Paralegal Technology, 1989.

## **Texas Christian University Thesis**

NEXT STEPS: CREATION AND STRATEGIC CONTEMPLATION OF A WOMEN'S RHETORICS COURSE.

**COMMITTEE: Charlotte Hogg (Chair), Ann George, and Carrie Leverenz**

As a result of continuing and fruitful recovery and integration of women's voices into the study of rhetoric, there is a newly burgeoning exigence for scholars to undertake the next steps towards normalizing the study of women's rhetorics in the discipline. Much as new teachers of composition have need of "hands-on" material, so too do the new teachers of women's rhetorics. There is a definitive gap in the scholarship of how best to teach a women's rhetorics class, which this thesis intends to fill. Additionally, scholars have declared a need for strategic contemplation of our approaches to research, teaching, and scholarship, and this thesis works to argue in favor of that as well as to engage practically in it.

## **Texas Woman's University Thesis**

CINDY SHEEHAN: MOTHER OF A SOLDIER, MOTHER OF A MOVEMENT.

**COMMITTEE: Claire L. Sahlin (Chair) and Jillian Duquaine-Watson.**

Cindy Sheehan is a peace activist who was moved to begin protesting the Iraq War after her son died fighting in Iraq in April 2004. The harsh criticism that she receives from many is due to her feminist stance and her refusal to accept the role of the "perfect mother." My thesis provides background on Sheehan, discusses the impact she had on the war in Iraq, and examines how Sheehan uses her motherhood as a basis for her activism in her writings and speeches. I further explore the treatment Sheehan received from various media outlets, discuss the positive and negative aspects of her approaches to her activism, and make suggestions concerning how she could improve her activism to help end the Iraq War as well as to help further women's rights.

## **CONTINUING EDUCATION**

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UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

Adjunct Learning Community Completion, Fall 2016.

Moodle 2 Adjunct Instructor Certificate, July 2015.

ROWAN CABARRUS COMMUNITY COLLEGE

Online Instructor Certification, Fall 2014.

KOEHLER CENTER, TEXAS CHRISTIAN UNIVERSITY

Pedagogy Certification: Teaching as a Reflective Practice, May 2014.

## **TEACHING EXPERIENCE**

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QUEENS UNIVERSITY OF CHARLOTTE

**QEN 102: Rhetoric & Argument: You Say You Want a Revolution: Music, Rhetoric, and Social Change**

The role of rhetoric is central to social change, allowing people to persuade those around them of new ways to see things. As a specific genre of rhetoric, music has been pivotal in many social change movements. We will look at how music has functioned and continues to function as part of social change in this country, from Woody Guthrie, Billie Holliday and Beyoncé, to Rage against the Machine, Ani DiFranco, and Public Enemy along with many others. Together,

we will work to understand the rhetorical role of music in movements for social change, becoming better listeners, writers, and perhaps even advocates in the process.

### **QEN 102: Rhetoric & Argument - Available Means: Understanding Persuasion in Writing as a Rhetorical Choice**

Part of the First-year Writing Program, this course is designed to follow QEN 101. How do advertisers convince you that their product is the best? How do politicians convince you to vote for them? All by using the ancient technique of persuasion. In this class, we will explore the ways we are persuaded particularly as it relates to quantitative (numbers) and scientific data. Yes – numbers tell a story. Scientific facts tell a story. We will consider how those stories are told, who gets to tell them, and why that matters in a world defined as “post-truth.”

### **Communication 202: Writing for Communications**

This 4-credit hour course aims to foster writing confidence in students. Students will come to understand the fundamentals of excellent writing through frequent writing assignments (both in and out of class), reading, class discussion, workshops with peers, and other assignments. This course will develop students’ understanding of – and appreciation for – the writing process, rhetoric, APA style and citation rules, and the mechanics of writing well.

### **Communication 317: Gender and Communication**

This course examines the theories and applications of gender studies in various communication contexts. Areas to be studied include: basic gender theories; roles and stereotypes; gender differences in verbal and nonverbal communication; processes and socialization; images of gender in the media; gender considerations in education; gender’s impact on friendships and romantic relationships and mixed group vs. same sex group interaction.

## **CENTRAL PIEDMONT COMMUNITY COLLEGE**

### **English 111: Writing and Inquiry**

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

### **English 112: Argument-Based Research**

This course, the second in a series of two, introduces research techniques, documentation styles and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret and synthesize information from primary and secondary sources using standard research format and style. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

### **English 113: Literature-Based Research**

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis

is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works.

#### ROWAN-CABARRUS COMMUNITY COLLEGE

##### **English 098: Integrated Reading and Writing III (DRE-098)**

This course develops proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught using texts primarily in the Lexile® range of 1185 to 1385 in order to prepare students to be career and college ready. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay.

##### **English 111: Writing and Inquiry**

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course is a Universal General Education Transfer Component course that is guaranteed to transfer for general education equivalency credit to each of the 16 institutions in the University of North Carolina system.

##### **English 114: Professional Research and Reporting (Business Writing)**

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations.

#### UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

##### **UWRT 1102: Writing and Inquiry in Academic Contexts II**

Students develop an extended inquiry project that integrates materials from varied sources and includes writing in multiple genres. Students write, revise, edit and reflect on their writing with the support of the teacher and peers. Students also immerse themselves in a conversation about a topic through reading, questioning, and process writing. Polished writing might assume the forms of presentations, reviews of research, essayistic arguments, or multi-media and web-based projects. Students learn to distinguish rhetorical contexts, practice different conventions, and develop positions in relation to research. They also adopt digital technologies to network, compose, and/or critique and disseminate their work. Grades are derived primarily from portfolios that include work generated throughout the term.

##### **University Writing 1103: Writing and Inquiry in Academic Contexts I and II**

Students develop an extended inquiry project that integrates materials from varied sources and includes writing in multiple genres. Students write, revise, edit and reflect on their writing with the support of the teacher and peers. Students also immerse themselves in a conversation about a topic through reading, questioning, and process

writing. Polished writing might assume the forms of presentations, reviews of research, essayistic arguments, or multi-media and web-based projects. Students learn to distinguish rhetorical contexts, practice different conventions, and develop positions in relation to research. They also adopt digital technologies to network, compose, and/or critique and disseminate their work. Grades are derived primarily from portfolios that include work generated throughout the term.

### **University Writing 1104: Writing and Inquiry in Academic Contexts I and II with Studio**

In this hybrid course, students learn to analyze and compose a variety of texts and use a range of technologies, adapting language and style for particular audiences, contexts, and purposes. They develop flexible composing strategies; locate and evaluate primary and secondary research; and deepen engagement with source material, their own ideas, and the ideas of others in order to strengthen claims and solidify logical arguments.

#### TEXAS CHRISTIAN UNIVERSITY

### **English 10803: Intro to Composition – Writing as Inquiry**

In this writing workshop, students invent, draft, and revise writing for various audiences and purposes. Course outcomes include that students write in a variety of forms and genres while engaging in processes of collaboration and peer review. Projects include a personal narrative, researched essays, and an oral presentation.

### **English 20803: Intermediate Composition – Writing as Argument**

In this writing workshop, students analyze and compose arguments using a variety of media and modes. Students become familiar with rhetorical terms and concepts through an understanding of arguments composed for both academic and public audience.

#### DALLAS COUNTY COMMUNITY COLLEGE

### **English 1301: Composition I**

English 1301 is the first half of freshman composition. The course focuses on student writing, emphasizing reading and analytical thinking and introducing research skills. Students practice writing for a variety of audiences and purposes, experimenting with various pre-writing, invention, organization, and drafting techniques.

#### COLUMBIA COLLEGE

### **English 107: Developmental English**

Comprehensive review of basic English grammar and writing skills as preparation for ENGL 111. Developmental English is designed to prepare the student for the Composition sequence. The emphasis is on correctness and clarity in word choice, sentence structure, paragraph construction, and paper organization. The overall goal is to obtain the skills necessary to write a college-level paper with a controlling main idea and well-developed paragraphs.

### **English 111: English Composition I**

Expository writing to practice traditional rhetorical modes and strategies, to increase analytical clarity, and to achieve precise expression.

### **English 112: English Composition II**

Continued practice of expository writing applied primarily to textual analysis (fiction, drama, poetry) and culminating in a research paper.

## TARRANT COUNTY COMMUNITY COLLEGE

### **English 1301: Composition I**

English 1301 is the first half of freshman composition. The course focuses on student writing, emphasizing reading and analytical thinking and introducing research skills. Students practice writing for a variety of audiences and purposes, experimenting with various pre-writing, invention, organization, and drafting techniques.

## TEXAS WOMAN'S UNIVERSITY

### **Women's Studies 2013: Women: Images and Perspectives**

Required for concentration in Women's Studies. An interdisciplinary approach to the study of the status and role of women. Examines myths and realities of women's experience across various socioeconomic, racial, ethnic, and cultural groupings. Focuses on women in relation to themselves, to others, to institutions, and to society. Emphasis on the self as an agent of social change.

## UNIVERSITY OF NORTH TEXAS

### **Women's Studies 2100: Women and Society: An Introduction**

Introduction to the multidisciplinary field of women's studies. Examination of diverse experiences of women and the significance of gender in society and culture, with a focus on factors such as race, class, age and sexual orientation.

## **PUBLICATIONS AND CONFERENCE PRESENTATIONS**

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"Cindy Sheehan and the Rhetoric of Motherhood - A Textual Analysis." *Peace and Change*, Vol. 34, No. 2, April 2009.

"A Review of Trends and Teaching Composition a Professional Development DVD by Pearson Longman." *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* 13.2 (2009): n. pg. Web. [with Angela Bullard, Kelly Cameron, David Elder, Charlotte Hogg, Amanda Irvin, Jason King, Laura Knudson, Matthew Koch, April Patrick, and Joddy Murray].

"Cindy Sheehan: Mother of a Soldier, Mother of a Movement." Tenth Annual Student Creative Arts and Research Symposium, Texas Woman's University, Denton, Texas, April 17-18, 2007.

"Cindy Sheehan and the Rhetoric of Motherhood - A Textual Analysis." Peace History Society International Conference, Georgian Court University, NJ, October 19-20, 2007.

"Blogging, Critical Thinking, and Women's Studies." Conference of College Teachers of English, San Antonio, Texas, February 28-March 1, 2008.

## **HONORS AND AWARDS**

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Nominated for Faculty of the Year, Spring 2019 (CPCC)

PT Faculty Spotlight, September 2017 (CPCC)

Chancellor's Student Research Scholar, 2007 (TWU)

Nancy Johnson Coyle Scholarship, 2005-2006 (TWU)

Texas Public Education Grant, 2005-2006 (TWU)

Texas Woman's University General Scholarship, 2005-2006

Nominated for Outstanding Graduate Student, 2005-2006 (TWU)

## SELECTED UNIVERSITY SERVICE

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Graduate Student Senate, Treasurer 2009-2010  
Regular contributor to *TCU Frog Blog*, 2009-2010  
WCO Pilot Outcomes Assessment. 2009-2010  
"Leading Class Discussion." Presentation. Pre-Semester Graduate Instructor Workshop.  
August 2009 and August 2010

## PROFESSIONAL AFFILIATIONS

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Modern Language Association  
Conference of College Teachers of English  
Rhetoric Society of America  
National Council of Teachers of English  
National Women's Studies Association  
Peace History Society  
Phi Kappa Phi

## REFERENCES

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