

JASON B. MCCORMICK –*CURRICULUM VITAE*

1625 S. 20th Street, Lincoln, NE 68502

303-781-1208

jasonbmccormick@gmail.com

EDUCATION

University of Nebraska, Lincoln – PhD in Composition and Rhetoric

Current interests:

- Issues of identity, college composition assessment values, and developmental composition course structures
- Graduate Research Assistant for *The Whitman Archive*

Hunter College (New York, NY) – MA in American and British Literature (2013-2019)

Thesis: Gen Z takes on the Zombie

- Primarily studied modernism, post-modernism, and critical theory with special focus on genre fiction, including speculative fiction, horror, fantasy, and science fiction.

The New School (New York, NY) – MFA in Creative Writing with an emphasis in fiction (2011-2013)

Creative Thesis: Sample of creative work in a novel

Critical Thesis: The Advantages of Teaching Genre Fiction in the Introductory Creative Writing Classroom

- This program focused on the development of writers through a mix of workshop classes and literature courses. In addition to my own work, I studied experimental fiction associated with post-modernism, post-colonial narratives, and civically-engaged fiction.

University of Northern Colorado (Greeley, CO) – Bachelors of English (2009-2011)

EMPLOYMENT

University of Nebraska, Lincoln – Lecturer (August 2019-Present)

- Instruction in first-year composition (Writing and Argument)

Borough of Manhattan Community College – Lecturer (August 2018-August 2019)

- Instruction in developmental and first-year composition, literature, creative writing, and children's literature.
- Participated in committees including departmental assessment, training for the corequisite developmental first-year composition course, and a "One Film, One Text" cross-college literacy effort

Hunter College – Adjunct lecturer (January 2015-August 2019)

- Instruction in first-year composition, literature, and creative writing courses

Borough of Manhattan Community College – Adjunct Lecturer (January 2016-August 2018)

- Instruction in first year composition, literature studies, and creative writing courses

Westchester Community College – Adjunct lecturer (August 2016-May 2017)

- Instruction in introduction-level composition and literature courses

Borough of Manhattan Community College – Writing Center Tutor (December 2014-August 2016)

- Worked with students in developing written work across multiple disciplines, including English Language Learners and students with diverse learning needs.
- Involved in creating faculty development seminars and efforts in Writing Across the Curriculum (WAC)

Hunter College – Research Assistant (September 2013-June 2014)

- Located and catalogued information for later publication

TEACHING

Courses taught:

Rhetoric as Argument – this first-year composition course at the University of Nebraska, Lincoln focuses on composition practices through argument. In my course, I used a combination of personal narrative, informational research, and workshop practices inspired by creative writing classrooms to help students develop ways to compose an academic argument. The goal throughout the course was to encourage complexity and nuance into any argument. (UNL—Fall 2019, Spring 2020)

Intensive Introduction to Composition (Corequisite first-year composition) – this remedial course teaches the same concepts and ideas as a traditional freshmen composition course but offers students with diverse learning needs more time in class and with the instructor by meeting 6 hours a week. My class was designed to blend the traditional classroom structure with online exercises and regular one-on-one meetings with me. I also developed a zero cost syllabus for this class. (Borough of Manhattan Community College (BMCC) Fall 2018, Spring 2019)

Introduction to Composition – instruction on essential first-year writing, including critical reading, research development, peer review, ideation, and revision techniques (Hunter College (HC)—Fall 2015, 2016, 2017, 2018, BMCC—Fall and Spring 2016 Fall and Spring 2017, Westchester Community College (WCC)—Spring and Fall 2017, Spring 2018)

Introduction to Literature – this first-year composition course develops student writing through the examination of various forms of literature. In my classes, I used a variety of texts including short and novel length fiction, poetry, graphic novels, comic books, and Shakespearean plays (HC—Spring 2015, 2016, 2017, 2018, BMCC—Spring and Summer 2018, Spring 2019, WCC—Fall and Spring 2017)

Introduction to Creative Writing – guiding introductory workshop based classes across multiple genres including poetry, short fiction, and non-fiction (Winter 2018, Spring and Summer 2019)

Introduction to Fiction Writing – leading intermediate workshop based writing courses in short and long-form fiction (Summer 2016)

Children's Literature – survey of fairy tales, children's literature, and young adult fiction. This course is unique in that it fulfills requirements for English Majors and Children's Education majors. As such, I developed a syllabus and assignments that would benefit both disciplines. (HC—Summer 2017, 2018, 2019, BMCC—Fall and Summer 2018, Spring and Summer 2019)

Studies in the Short Story – a survey of short fiction across genres, including literary fiction, horror, science fiction, and magical realism (WCC—Spring 2018)

RESEARCH

Hunter College – My thesis is an exploration of the contemporary trend of zombies appearing in Young Adult fiction. This presents interesting problems concerning the representation of the monster in popular culture that conflict with more traditional concepts of the zombie as a representation of the social Other. By understanding the usefulness of the creature through their history of literature (including written

narrative, film and TV, and radio), the YA zombie suggests that young readers (most born in the age of the “War on Terror”) are often asked to approach the monster with compassion and empathy instead of traditional approach of fear and Othering.

The New School – I was interested in a trend in introduction level creative writing courses which discouraged the use of genre fiction (including fantasy, horror, and science fiction) in student writing. I researched and explored a theory suggesting that the use of masks in writing can actually enable a student to invest personally in writing, allowing them to connect with circumstances that might otherwise trigger emotional hardship. In many ways, these writings can prove more cathartic and therapeutic for students who have experienced various forms of hardship.

DEPARTMENTAL AND COLLEGE SERVICE

“One Film, One Text” Project

Starting in the Fall of 2018, I worked with the A. Philip Randolph Library and the Center for Excellence in Teaching, Learning, and Scholarship (CETLS) to launch a college-wide “One Film, One Text” program. This program pairs a film with a text, and teachers across the campus are encouraged to incorporate both into their syllabi. Our first pairing was the Oscar-Nominated film *Black Panther* and the graphic novel *Black Panther: A Nation Under Our Feet* by Ta-Nehisi Coates. I was responsible for developing marketing and advertising materials and I helped arrange a panel discussion of experts in the field. I also worked with student clubs to coordinate cultural events in conjunction with the film showings.

Committees

- Assessment Committee: Responsible for measuring student success in introductory composition courses
- Composition Committee: Develops and directs assignments for introductory composition courses

Professional Development

- CUNY English Summit, Spring 2019—Presented on course planning and text selections for corequisite courses and attended seminar sessions taught by leaders in corequisite education from institutions across the country
- Association of Writers and Writing Programs (AWP) Conference, Portland, Spring 2019—Attended sessions on diverse fantasy and science fiction writing and grading strategies in creative writing classrooms
- BMCC Corequisite course training, Fall of 2018—Attended a departmental workshop training series for developmental education at BMCC
- AWP Conference, Los Angeles, Spring 2016—Attended panels on teaching creative writing in programs outside of colleges, including programs intended for young writers and prisons, as well as panels concerning publishing urban fantasy and horror fiction
- Hunter College faculty development courses, 2015-2018—These sessions were focused on in-class practices for first-year composition and literature courses
- AWP Conference, Boston, Spring 2013—Attended panels on creative writing pedagogy, the use of speculative fiction in the college classroom, and more

Mentorship and Leadership

- In the Spring of 2019, I led a training session for BMCC faculty teaching the corequisite course that covered concepts of course design and text selections to serve a variety of developmental student needs. Later, I presented the same information in a cross-college English Summit.
- In conjunction with the “One Text/One Film” project, I provided training for faculty in teaching the comic book as literature
- I observed and mentored a number of adjunct instructors teaching first-year composition and literature courses
- I mentored a student who served as a supplemental instructor in my Corequisite Composition course

PRESENTATIONS

- *YA Takes on Zombies*—Mid-Atlantic Popular & American Culture Association (MAPACA) Conference (Fall 2019)—I presented on the unprecedented longevity of the zombie in pop culture and the effect on audiences born since the start of the most recent zombie boom in 2001
- *Strategies in the Corequisite Course*—CUNY English Summit at BMCC (spring 2019)—As mentioned above, I led training for corequisite instructors focused on course structure and text selections for teachers across CUNY schools
- *All Consuming: The Zombie in YA Literature*—BMCC Faculty Forum (spring 2019)—In this presentation, I presented my work on the intersection of Young Adult fiction and the Zombie in pop culture

PUBLICATIONS

Fiction

“Clean Slate.” *F(r)iction Magazine*, Issue 13. Spring 2019.

“Findmydoppel.com.” *Bloody Key Society*, Issue 3. May, 2017. Online.

“Nightmares are First Written.” *Gathering Storm Magazine*. Year 1, Issue 3. June, 2017. Online and Print.

- (Nominated for Best Short Science Fiction/Fantasy Story 2017 by Critters Online Writing Workshop).

Non-fiction

“Zombie Prep.” *Oogst Magazine* (Belgium). Issue 10. Winter, 2016.

PROFESSIONAL ORGANIZATION MEMBERSHIP

Horror Writers Association

Mid-Atlantic Popular & American Culture Association

Association of Writers and Writing Programs

OTHER SKILLS

Before entering academia, I maintained a career in Non-Profit Development and Marketing and Advertising. This experience means that I have practical experience in business and communication, and these skills enable me to work across curriculum in important fields. As a person who has grown up and struggled with learning challenges, I develop and implement my classes with an eye on accessibility and support for students and their own challenges.