

Joelle M. Spotswood

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EDUCATION

University of Kansas

Doctor of Philosophy in Sociology- in progress. Anticipated 05/2021

University of Kansas

Master of Arts in Sociology- May 2019

Eastern New Mexico University

Master of Arts in English- December 2008

West Virginia University

Bachelor of Arts in English- May 2000

THESIS/COMPREHENSIVE EXAMS

University of Kansas

“Who Drops Out of College? A Study of Social Origin at a Midwestern Teaching University”

Previous research has examined the degree to which social origins affect college completion, but few have studied the association of family background, social class, and neighborhood contexts with regard to the rate of four-year college attrition. To fill this gap, this study utilizes rich administrative data on first-time, full-time freshman cohorts (2007-2014) from a four-year Midwestern teaching university which provided information on students’ demographic information, including parental education and income, academic performance, and family background. I supplement these with secondary data on students’ county and high school socioeconomic characteristics. Primary amongst the findings is that parental education is the significant predictor in dropping out of college rather than parental income, even when controlling for academic preparation and a variety of other family and neighborhood variables. To a lesser extent, county unemployment also predicts retention or withdrawal, suggesting the importance of neighborhood effects. The results imply the value of cultural rather than economic capital transmission in students’ college success and lend further evidence for the widening class inequality gap regarding college completion.

Committee:

Dr. ChangHwan Kim, chair

Mehrangiz Najafizadeh

Argun Saatcioglu

Eastern New Mexico University

“Quaker and Feminist: Religion, Identity, and Influence in the Life of Elizabeth Ashbridge”

In light of contemporary autobiographical and feminist studies, I examine the influence of Quaker language theory as expressed in gender construction in the spiritual journal of itinerant Quaker preacher Elizabeth Ashbridge. Fashioned in the traditional Quaker narrative style, Ashbridge’s text provides space for this eighteenth-century woman to express counter-cultural, feminist ideologies in part by utilizing the conventional Quaker tropes of abuse, religious persecution, and bondage. While scholars have recognized the importance of Quaker women in the development of the American women’s rights movement, my explorations consider the impact the autobiographies of female Friends, like Ashbridge, had on women within the culture.

Committee:

Dr. Nina Bjornsson

Dr. Linda Sumption

Dr. Jonathan Wilson

Comprehensive Exams: September 2008

TEACHING EXPERIENCE

Emporia State University

(June 2016-current)

Instructor

English 101: Composition I is designed to help students strengthen their reading, writing, and discussion skills, through an introduction to rhetoric. The course also provides students with an introduction to library research, using the resources of the William Allen White Library to support writing for academic purposes.

English 102: Composition II is a continuation of Composition I with a greater emphasis on research, persuasive writing, argumentation, and documentation. Students should expect to write longer, more critical essays than in Composition I while continuing to learn the skills of rhetoric and how to apply them in academic writing situations.

Fort Hays State University

(Fall 2012-Summer 2016)

Adjunct Instructor

English 101: Required of all freshmen, English Composition I focuses on the fundamentals of successful expository writing. Students will learn to tailor their usage, organization, voice, and rhetorical structure to a specific audience and purpose.

English 102: Required of all freshmen, English Composition II is the study of rhetorical principles of writing with particular emphasis on logic, argumentation, research, style, and analysis.

Interdisciplinary Studies 350: A study of the United States of America and its role in the world as a multicultural democracy, with specific emphasis given to cultural diversity as embodied in the ideal notion of pluralistic identity. Through the social sciences, humanities and arts, history, and international perspectives, the course will explore the principles and dynamics of diversity in the United States while promoting social responsibility and demonstrating civic competency.

Interdisciplinary Studies 801: This course is an orientation to the Masters of Liberal Studies as an opportunity to enhance the critical thinking, analytical, and writing skills so valued in today's world and workplace. The purpose of the course is to help the student become acquainted with the concept of interdisciplinary liberal education and understand its potential in fostering intellectual growth, personal satisfaction, and the ability to enhance employ-ability in a world where knowledge has become the key resource.

Interdisciplinary Studies 803: Origins and Implications of the Knowledge Society involves understanding the historical origins and the current and future implications of the information revolution that is unfolding. As our society ushers in the information revolution, a deeper understanding of new ways of knowing will serve as a catalyst for the future. Substantial changes in the social, political, educational, and economic contexts are the destined targets of the information/knowledge shift. This course focuses on where these changes come from, what the likely changes will be, and the utility of such changes on the way we know, learn, and grow.

Interdisciplinary Studies 804: Information Literacy develops the utilization of information in the graduate learning process. The purpose of this course is to help graduate students hone their skills in analysis and synthesis, and to develop the ability to conduct independent scholarly research. A fuller appreciation and recognition of the need for information, identification of needed information, networking and technical skills associated with locating the information, and critical consideration of information are addressed. Students should expect to be more thoughtful consumers of scholarly and applied research and current modern information technologies.

University 101: This course emphasizes the skills and knowledge that the first-time freshmen who are within one year of high school graduation need to succeed in their transition to collegiate life. This course strives to provide habits and positive skills. In addition, this class provides students opportunities to explore the various services which Fort Hays State University (FHSU) offers, as well as how and where to obtain those services.

Clovis Community College (New Mexico)
Adjunct Instructor of English

(Fall 2012-December 2013)

English 104: English Composition and Research: As a continuation of English 102, this course concentrates on helping students apply critical thinking, reading, and writing skills to research paper writing.

Clovis High School (New Mexico)
English Teacher

(Fall 2009- Spring 2012)

English II: World Literature: This sophomore English class studies a variety of literature from around the world, including short stories, poetry, and drama. To help develop their written argumentative skills, students engage in an extended persuasive research project, focusing on proficient use of *ethos*, *pathos*, and *logos*. Further, students participate regularly in peer-review writing workshops, literature circles, and class presentations.

AP English III: Language and Composition: This advanced placement English class focuses on various rhetorical strategies utilized by professional, and primarily non-fiction, authors. Students create a variety of non-fiction essays, including compare/contrast, cause/effect, and argument/persuasion essays. Further, in the final quarter, students engage in an extended, interdisciplinary research project focusing on the acquisition of strong research skills, the research essay writing process, and formal information presentations.

English IV: British Literature: This senior English class offers a chronological overview of British literature beginning with Anglo-Saxon literature such as *Beowulf* and ending with contemporary writers such as Roethke. Throughout the year students examine the relationship between literature and society, as well as the implications of ideologies on both authors and readers. Students are encouraged to think deeply and broadly about the influences of literature on society and especially on themselves.

Eastern New Mexico University- Roswell

(Summer 2007- Spring 2009)

Adjunct Instructor of English

English 102: English Composition: This basic composition course focuses on grammar, five types of literary models, advanced sentence and paragraph construction, and critical thinking and writing skills.

English 104: English Composition and Research: As a continuation of English 102, this course concentrates on helping students apply critical thinking, reading, and writing skills to research paper writing.

Reading 101: College Reading Skills: By presenting guided practice, this course helps students identify and assess the different types of reading skills required in college courses. Students learn a variety of ready strategies to apply to college-level textbooks, increase reading rate, improve comprehension skills, and expand vocabulary.

Eastern New Mexico University

(Fall 2008)

Adjunct Instructor of English

English 102: English Composition: This basic composition course focuses on grammar, five types of literary models, advanced sentence and paragraph construction, and critical thinking and writing skills.

WRITING CENTER EXPERIENCE

Emporia State University

(June 2016-current)

Director of the Writing Center and English Language Learner Lab

Clovis Community College (New Mexico) (Spring 2009- Summer 2009)
Professional Tutor: Writing Center
GED Part-time Instructor
ESL Part-time Instructor

Eastern New Mexico University- Roswell (Summer 2007- Fall 2008)
Writing Center Director/ Curriculum Development

TEACHING LICENSURE

Clovis Community College (New Mexico) (Summer 2009- Summer 2010)
Alternative License Program: Secondary Language Arts

Eastern New Mexico University (Fall 2009-Spring 2010)
Masters of Education classes

RELEVANT WORK EXPERIENCE

Fort Hays State University (Spring 2013- Spring 2016)
Design editor for *Academic Leadership Journal in Student Research*

Clovis Municipal School District (New Mexico)
Substitute Teacher (Spring 2009)

Eastern New Mexico University (Summer 2007- Winter 2008)
Graduate Assistant

Editor (Fall 2008)
El Portal - Eastern New Mexico University Literary and Arts Magazine

ACADEMIC AWARDS, HONORS, & GRANTS

Carroll D. Clark and Morris C. Pratt Graduate Student Scholarship. \$500. University of Kansas, Spring 2019.

Educational Opportunity Fund. Grant for student wages. \$1000.00. Emporia State University. AY 2019-2020

Morris C. Pratt Sociology Scholarship, University of Kansas. Spring, 2018

Midwest Sociological Society Travel Grant. \$100.00 Spring, 2018.

Educational Opportunity Fund. Grant for student wages. \$2000.00. Emporia State University. AY 2018-2019

Graduate Research Consultant, University of Kansas, Fall 2017 & Spring, 2018

Koch Center for Leadership and Ethics Faculty Teaching Grant. \$3,000. Emporia State University. Fall, 2017

Educational Opportunity Fund. Grant for student wages. \$1960.00. Emporia State University. AY 2017-2018

Carolyn Miller Nursing Scholarship, Fort Hays State University, Fall 2015

Lucille K. Anderson Nursing Scholarship, Fort Hays State University, Fall 2015

Eastern New Mexico University Research Grant, Fall 2009

Eastern New Mexico University Research Grant, Spring 2008

Eastern New Mexico University Graduate Student Association Research Grant, Spring 2008

1st place Literature Presentation; 14th Annual West Texas A&M University Student Research Conference. Canyon, TX. April 11, 2008

2nd place Graduate Paper; 14th Annual West Texas A&M University Student Research Conference. Canyon, TX. April 11, 2008

High Plains Writing Project mini-grant for Professional Development, Fall 2007

Eastern New Mexico University Graduate Research Grant, Fall 2007

SCHOLARSHIP

“Who Drops Out from College? A Study of Social Origin at a Midwestern Teaching University.” Population Association of America: Poster presentation. Austin, Texas. April 10-13, 2019.

“Pell Eligibility, Persistence, and Retention at a Midwestern Teaching University: A 6-Year Cohort Study.” Midwest Sociological Society Annual Conference. Minneapolis, Minnesota. March 22-25, 2018.

Co-editor. *Writing for the Common Good: Composition II at Emporia State University*. Southlake, TX: Fountainhead Press. 2017.

“Feminine Constructions and Female Spaces: Agency and Influence in the Spiritual Autobiography of Elizabeth Ashbridge.” Rocky Mountain Modern Language Association (RM/MLA) Conference. Reno, Nevada. October 9-11, 2008.

National Writing Project Summer Institute Fellow, Summer 2008.

“Language of Light: Rhetoric and Religion in Elizabeth Ashbridge’s Autobiography.” 14th Annual West Texas A&M University Student Research Conference. Canyon, TX. April 11, 2008.

“I’ll Cripple you, for you shall not be a Quaker”: Abuse, Suicide, and the Devil in the Autobiography of Elizabeth Ashbridge.” 34th Annual Student Research Conference, Eastern New Mexico University. Portales, NM. April 8, 2008.

“Quaker and Feminist: Religion, Identity, and Influence in the Life of Elizabeth Ashbridge.” British Society for Eighteenth-Century Studies Annual Conference. St. Hugh’s College, Oxford, UK. January 3-5, 2008.

““Strange” Woman: Marginalization and Early Feminism in Elizabeth Ashbridge’s Autobiography.” Midwest American Society for Eighteenth-Century Studies Annual Conference. Kansas City, MO. October 11-13, 2007.