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ACADEMIC EMPLOYMENT

Assistant Professor of English, University of Vermont, 2005 – Present.

EDUCATION

Ph.D., English: Cultural and Critical Studies, University of Pittsburgh, May 2005.
Specialization Certificate: Composition, Literacy, and Pedagogy Studies.

M.A., English Literature, Mills College, Oakland, CA, May 2000.

B.A., English Literature, University of North Texas, Denton, TX, August 1994.

CURRENT PROJECT

I am currently finishing work on *Ludic Literacy: Reading, Writing, and Playing New Media and Old*, a book arguing that the particular affordances of new media in general, and digital games in particular, provide an invaluable opportunity for insight into the features and demands of new and old media literacy, and an opportunity to chart new directions for the entire range of literacy research and pedagogy. I am currently sending the book's prospectus and sample chapters to the leading academic presses publishing in the field of new literacies, and expect to have the completed manuscript delivered by the end of 2008 for a 2009 publication.

I maintain a weblog, Digital Digressions (<http://reparent.blog.uvm.edu/>), an online repository for my investigations into and reflections on digital culture, popular culture, visual and prose rhetorics, and other items significant to 21st century life.

ARTICLES AND CHAPTERS PUBLISHED

2008 (in press). "Interpretation, Navigation, Enactment: Fragmented Narratives and the Play of Reading." *The Hand of the Interpreter: Essays on Meaning After Theory*. Eds. Eric Jarosinski and G. F. Mitrano. New York: Peter Lang.

2008 (in press). "We Assign Essays but Students Turn in Web Pages (or Worse): Thinking Pragmatically about 21st Century Multimodal Composition." *The Continuing Crises in Academia*. Ed. Lucy McNeese. Cambridge and New York: Cambridge University Press.

2007. "The Accidental Author: Does Our Worldwide Electronic Publication of Student Works Promote Our Scholarship at the Expense of Their Authorship?" *Reader: Essays in Reader-Oriented Theory, Criticism, and Pedagogy* 56, 44-53.

2004. "Double Vision: Sawyer's Utopian Dystopia." *New York Review of Science Fiction* 16.10, 19-22.

ARTICLES AND CHAPTERS PUBLISHED (continued)

2003. "The Office of Faith-Based and Community Initiatives: An Ongoing Case Study of American Belief, Symbol, and Ritual." *Journal of Ritual Studies* 17.1, 19-31.

2000. "I Love *Will & Grace*." *Fabula* 2.4, 27.

1999. "Life Without Women: The Role of the Homosexual in Constructive Gender Transgression in Elizabeth Gaskell's *North and South*." *Conference Proceedings of the Southwest/Texas Popular Culture Association 1999 Regional Meeting*. CD-ROM. 1999.

REVIEWS PUBLISHED

2004. Rev. of *Sister Alice*, by Robert Reed. *New York Review of Science Fiction* 16.8, 6.

2003. Rev. of *Patron of the Arts*, by William Rotsler. *New York Review of Science Fiction* 16.2, 19.

2003. Rev. of *Humans*, by Robert J. Sawyer. *New York Review of Science Fiction* 15.9, 21.

2000. "When Popes Go Bad." Rev. of *Papal Sin: Structures of Deceit*, by Garry Wills. *Fabula* 4.4, 41.

SELECTED CONFERENCE PRESENTATIONS

2008. "Digital Literacy: (Trailing) Behind the Rise of Digital Communities and Digital Citizens." CCCC, New Orleans, LA.

2007. "The Accidental Author: Does Our Worldwide Electronic Publication of Student Works Promote Our Scholarship at the Expense of Their Authorship?" CCCC, New York, NY.

2006. "We Assign Essays, but Students Turn in Web Pages (or Worse): Thinking Pragmatically about 21st Century Multimodal Composition." Crisis in the Academy, University of Connecticut.

2003. "Beyond 'Literacy': Exploring and Exploding the Metaphors Limiting New Media." Graduate Student Conference on Digital Literacy and New Media: Definition, Methodology, Use, Wayne State University Department of English Digital Literacy Initiative, Detroit, MI.

2002. "This Feeling Inside: Estrangement, Pastiche and Experience in Baz Luhrmann's *Moulin Rouge*." Modern Language Association Convention, New York, NY.

2002. "Playing Films: Games as Interactive Approaches to Filmic Narrative," Northeast Modern Language Association Conference, Toronto, Ontario.

2001. "Seeing is Believing: The Intoxication of Interactive Narrative." Seeing Things: An Interdisciplinary Symposium on Literature and the Visual, Tours, France.

SELECTED CONFERENCE PRESENTATIONS (continued)

2000. “Plastic Pasts for Postmodern People: Memory Manipulation and the Creation of Android Audiences by the New Interactive *Blade Runner*.” National Convention of the Popular Culture Association and the American Culture Association, New Orleans, LA.

INVITED ACADEMIC LECTURES

2007, 2008. “Professing Rhetoric and Composition.” Invited lecture for English 370: Professing English.

2007. “Digital Literacy and Composition.” Invited lecture for English 350: Seminar in Literary and Cultural Theory. University of Vermont.

2006. “Why Read Blogs?” Invited lecture for the Friends of the Special Collection Series, Bailey-Howe Library, University of Vermont.

2005. “The Future of the Book.” Invited lecture for Classics 015: From Letters to Literature. University of Vermont.

COLLOQUIA PARTICIPATION

2007. “1UP: Perspectives from Scholars/Practitioners of Video Games.” CCCC, New York, NY.

2007. “Ensuring Successful Online Learning.” Faculty Research Network Summer Seminars. New York University, NY.

2004. Scholarly Hypertext Workshop. Association for Computing Machinery (ACM) Hypertext Conference, Santa Cruz, CA.

2003. 030303 > Collective Play. University of California and Intel Research Labs, Berkeley, CA.

2003. Academic Summit. Game Developer’s Conference, San Jose, CA.

ACADEMIC AWARDS AND HONORS

Graduate Professor of the Year 2005-2006, awarded by the English Department Graduate Student Organization “for outstanding performance in teaching.”

Nominated for the 2006 Kroepsch-Maurice Excellence in Teaching Award, “offered by the university, recognizing faculty in each of the academic ranks who have demonstrated excellence in classroom teaching, ability to motivate and challenge students, and the capacity to animate and engage students in the pursuit of knowledge and understanding.”

Distinguished Teaching Award for Teaching Assistants & Fellows, University of Pittsburgh Department of English, in recognition of “excellence in the classroom,” 2004 – 2005.

ACADEMIC AWARDS AND HONORS (continued)

Faculty Admissions Support Team (FAST), University of Pittsburgh, April 2003 – May 2005.

Faculty Honor Roll, 2003, University of Pittsburgh, recognized for “unique teaching style and dedication to excellence in education,” March 2003.

CURRICULUM DEVELOPMENT

University of Vermont

- **Digital Literacy and Rhetoric Coursework Development within the English Major and Graduate Program.** Create and teach courses focusing on the ways that digital technology affects reading and writing practices, as well as on the evolution and adaptation of narrative and expository writing to digital environments and modes of communication. To this end, I have designed and taught courses exploring: the literacy requirements of multimodal narrative, such as illustrated and graphic novels; the new spaces technology opens for composers, and requiring students to experiment with written form, incorporate a wide range of media in their compositions, and participate in the global conversations taking place online; classical and modern rhetorical theories, applying these traditional rhetorical practices to the frontiers of virtual communication and embodiment through online interaction with other digital rhetors via the medium of virtual worlds and customizable 3-D avatars; and, at the graduate level, interpretation theory, bringing seminal hermeneutical figures into dialog with the substantial interpretive challenges of the often strange and unfamiliar world of contemporary, digital-age narrative.

University of Pittsburgh

- **Media- and Technology-Centered Composition and Literature Course Development.** Developed and taught: undergraduate writing-intensive courses exploring writing and reading practices in online and digital environments; an undergraduate writing-intensive undergraduate seminar focused on media literacy, exploring ideas of interpretation across and among various media; and undergraduate literature courses exploring the ways new technologies affect our engagement with narrative by examining the relationship between traditional literary forms and contemporary media such as hypertext, web logs, fan fiction, video games, comics, and interactive fiction.

Mills College

- **Interdisciplinary Multimedia Course Development.** Developed with the Dean of Letters a series of interdisciplinary and multimedia courses exploring the history of humanity’s interactions with technology as the subject matter for narratives, as the media across which those narratives are communicated, and as responses to the cultural and societal changes imposed by those interactions.

FOREIGN LANGUAGES

Italian, French and Latin.

Updated: 7 September 2008