

**DR. DAWN EYESTONE**

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515-689-5388

**EDUCATION****Ph.D., Rhetoric and Professional Communication**

Iowa State University of Science and Technology, 2013

Concentration: Pedagogy, Popular Culture, and Feminist/Queer Theory

**M.A., English Literature**

Iowa State University, 2008

Concentration: Literature, Women's Studies, and Creative Writing

**B.F.A., Art and Design**

Iowa State University, 1993

Area: 3D Craft Design in Fibers and Metals

**ACADEMIC AND TEACHING EXPERIENCE**

**Lecturer**, English Dept., Iowa State University, 2013 – Current

Course Load: 4/3. Teaching of undergraduate English courses meeting general education and elective requirements (primarily English 250), design and plan assignments, lessons and activities; assessment and grading of student work; individual conferences and advising.

**Teaching Assistant**, English Dept., Iowa State University, 2007 – 2013

Course Load: 2/2. Teaching of undergraduate English courses, develop and plan assignments, lessons, and activities; assessment and grading of student work; conferencing.

**Primary Courses Taught***English 150: Written, Oral, Visual, and Electronic Composition*

Application of critical reading and thinking abilities to topics of civic and cultural importance. Introduction of basic oral, visual, and electronic communication principles to support writing development. Initiation of communication portfolio.

*English 250: Critical Thinking and Communication*

Analyzing, composing, and reflecting on critical topics using written, oral, visual, and electronic (WOVE) discourse within academic, civic, and cultural contexts. Emphasis on thinking critically and communicating ideas to specific audiences; supporting claims and using sources. Continued development of communication portfolio.

*English/Speech Communication 275: Critical Analysis of Popular Culture*

Analysis of how information and entertainment forms persuade and manipulate audiences. Study of several forms that may include newspapers, speeches, television, film, advertising, fiction, and magazines. Special attention to visual and verbal devices.

### **Additional Courses Taught**

#### *English 302: Business Communication*

Theory, principles and processes of effective written, oral, visual, and electronic communication typically encountered in business and the professions. Extensive practice in workplace communication, including letter, memo, and email correspondence; short proposals and reports; policies and procedures; job packet including letters of application and resumes; website analysis; brochures; and individual and team presentations.

#### *English 314: Technical Communication*

Theories, principles, and processes of effective written, oral, visual, and electronic communication of technical information. Attention to major strategies for analyzing and adapting to audiences in various communication situations and composing technical discourse including organizing visual and verbal information. Extensive practice in technical communication, including instructions and procedures, proposals and reports, website analysis and design, and individual and team presentations.

#### *LAS 350D: Portrayals of Genders and Sexualities in the Media*

Cross-listed with Women's Studies and Journalism and Mass Communication, the course surveys how popular culture (special emphasis on film, television, and advertising) portrays gender and sexuality and the impact on individuals and society, both historically and emergent, in terms of both stereotypes and positive images.

#### *English 352: Gay and Lesbian Literature*

Literary portrayals of gay and lesbian lives and relationships from many different genres. Attention to changing definitions and representations of sexual orientation and gender identity over time. Emphasis on reading of marginalized literature and literary critique

### **Ongoing Education Instructor, Municipal Professionals Institute, 2011 – 2012**

Taught day long summer courses in business communication and basic rhetorical concepts, held annually each summer for business professionals from around the State of Iowa.

### **Research Assistant, Iowa State University, 2008**

Semester-long assessment of student portfolio work in first-year composition courses, including participant selection and consent, data collection, and data entry.

### **English Fluency Exam Proctor, Iowa State University, 2006-2008**

### **Conversation Group Leader for ELL Students, Iowa State University, 2006-2007**

### **Tutor in English, Iowa State University, 2006-2007.**

## **PROFESSIONAL EXPERIENCE**

### **Marketing Coordinator, Hubbell Realty Company, West Des Moines, Iowa (2003 – 2005)**

Inception-to-print project management, graphic design, desktop publishing, technical writing and editing, direct mail, print, and web marketing, project budgeting, web design.

**Technical Editor**, Nova Graphics, Waukee, Iowa (1997-2000)

Graphic design, technical illustration, web design, desktop publishing, technical writing, editing, project layout and management, pre-press layout and prep, client services.

**Graphic Artist and Technical Writer**, Freelance (1994-2003)

Graphic design, technical illustration, web design, desktop publishing, technical writing, copy editing. Clients included Innovative Media Resource, Inc., Des Moines, Iowa; Meredith Publishing, Des Moines, Iowa; American Book Publishing, Salt Lake City, Utah.

## **PUBLICATIONS AND CONFERENCE PRESENTATIONS**

**“Putting Aliens, Vampires, and Witches to Work in the College Composition Classroom.”** (October 2013) Conference Presentation, Midwest Popular Culture Association/American Culture Association Conference, St. Louis, MO.

**“Feminist Aliens, Black Vampires, and Gay Witches: Creating a Critical Polis Using Contemporary Entertainment Media in the Post-Secondary Composition Classroom”**  
Published Dissertation (April 2013)

Brief Abstract: The ability to *critically* consume entertainment media is a necessary skill for an educated and functional society—a polis; however, contemporary college students are experienced consumers of pop culture but not necessarily critical ones. Since categories of identity (race, class, gender, sexual orientation, dis/ability, culture) are constructed, maintained, and reified through mainstream forces including, powerfully, the media, the ability to critique these forces is critical for an educated polis. Drawing on scholarship in critical pedagogy, cultural studies, and media literacy, this study uncovers the relative effectiveness of speculative fiction (SF) television as a pedagogical tool for developing critical thinking skills in college level English composition students.

**“Nuking the American Dream: Postmodern Identity, Agency, and the World-Building Network of *Fallout 3*.”** (May 2012) Conference Presentation, Colloquium Series, ISU English Department, Ames, IA.

**“Therapeutic Journeys: Subversion of Archetypal Convention in Women's Travel Narrative”** Published Thesis (August 2008)

Brief Abstract: The travel writing canon has been historically restricted to authors of a certain race, class, and gender even though the literature itself is not so narrow. Critics of the genre have noted the discrepancy between the literature and the canon without fully addressing how or why that gap has emerged. This essay argues that the limitations in the canon are due to the very nature of how critics have defined "the traveler": the adventuring Odysseus. This archetype, which hides behind the euphemism of aesthetic, actually silences any authors not reproducing a white, Western, masculine experience in the journey.