

THE UNIVERSITY OF BRITISH COLUMBIA
Curriculum Vitae for Faculty Members

Date: September 2021

Initials: JS

1. **SURNAME:** Stouck **FIRST NAME:** Jordan
MIDDLE NAME(S): W.
2. **DEPARTMENT/SCHOOL:** English and Cultural Studies
3. **FACULTY:** Creative and Critical Studies
4. **PRESENT RANK:** Associate Professor of Teaching **SINCE:** July, 2020
5. **POST-SECONDARY EDUCATION**

University or Institution	Degree	Subject Area	Dates
Queen's University	PhD	English	1996-2001
University of Victoria	M.A.	English	1993-1995
Simon Fraser University	B.A.	English	1988-1993

Title of Dissertation and Name of Supervisor

"The Feminine Creole: Identity in the Works of Jean Rhys, Alice Dunbar-Nelson and Pauline Melville"
Supervisor: Dr. Asha Varadharajan

Special Professional Qualifications

Scholarship of Educational Leadership Certificate on Curriculum and Pedagogy in Higher Education,
University of British Columbia, 2017

6. **EMPLOYMENT RECORD**

(a) *Prior to coming to UBC*

University, Company or Organization	Rank or Title	Dates
University of Lethbridge	Academic Assistant	2005-2009
University of Lethbridge	Assistant Professor	2002-2004
Okanagan University College	Assistant Professor	2001-2002

(b) *At UBC*

Rank or Title	Dates
Associate Professor of Teaching	2020 - present
Senior Instructor	2015 - 2020
Instructor 1	2009 - 2015

(c) *Date of granting of tenure at U.B.C.:* July 2015

7. LEAVES OF ABSENCE

University, Company or Organization at which Leave was taken	Type of Leave	Dates
University of British Columbia	Maternity leave	January – July 2011

8. TEACHING

(a) *Areas of special interest and accomplishments*

Specialization

My areas of teaching expertise include composition and rhetorical analysis, with a secondary focus in Canadian and Caribbean diasporic literatures.

Teaching Philosophy

My teaching philosophy is based on a hands-on approach to genre theory, which means that in composition classes I seek to present academic writing as a distinct professional discourse. My primary objective centres around giving students a voice to participate in academic research through better understandings of professional audiences, purposes and knowledge-making conventions. In teaching literature, I add critical analysis of literary works to this genre based approach.

Curriculum Development/ Innovation

My most recent curriculum development has involved work on the forthcoming Certificate of Communications and Rhetoric. I also collaborated on the development of English 109, a foundational writing course. Prior curriculum innovation included revisions to the English 503 graduate professionalization course, which now includes a graduate teaching certificate as well as sessions on more traditional topics such as conference preparation and library research. In Spring 2010, I redesigned English 203: Studies in Composition with a focus on increasing students' awareness of disciplinary distinctions within the university and on pursuing skills learned in first year. My 2013-14 position as director of the Centre for Scholarly Communication involved programming and conducting workshops and special events on a variety of graduate related writing topics.

Teaching Accomplishments

My student and peer evaluations are consistently strong, with student evaluations ranging between 4.1-4.9 on the "good instructor" question. Please see teaching dossier for further details. I received a 2013-2014 Teaching Honour Roll Award and the Provost's Teaching Excellence and Innovation Award in May 2021.

Innovations in Teaching

Between 2014-2016, I conducted a research project which investigates the efficacy of a blended, or combined online as well as "live" approach, to first-year writing instruction. "Blended Learning to Increase Student Success in the Composition Classroom" was supported by an Innovation in Teaching and Learning Research Grant, and provided a flexible learning model for three sections of English 112. The results of the study were published in *Canadian Journal for the Scholarship of Teaching and Learning*. I have been the Principal Investigator, working with Scholarly Communication librarian Lori Walter, for a project on Graduate Writing Transitions, the results of which were recently published in two peer-reviewed journals. I am also engaged in a study designed to measure the effectiveness of English 109 and will be studying the impact of the new Communications curriculum.

(b) Courses Taught at UBC

Session	Course Number	Scheduled Hours	Class Size	Hours Taught			
				Lectures	Tutorials	Labs	Other
W 1-2 2020-21	Engl. 109, section 003	3 per week	23	72			Online
W 1-2 2019-20	Engl. 109, section 009	3 per week	22	72			
W 2 2019	Engl 112, sect. 115	3 per week	34	36			
W 2 2019	Engl. 112, section 120	3 per week	34	36			Blended version
W 1 2018	Engl 112, sect. 015	3 per week	35	36			
W 1 2018	Engl 112, sect. 017	3 per week	35	36			
W 1 2018	Engl 503, sect. 001	2 per week	7-16	24			
W 2 2018	Engl 112, sect. 109	3 per week	35	36			
W 2 2018	Engl 112, sect. 111	3 per week	34	36			
W 1 2017	Engl 112, sect. 012	3 per week	36	36			
W 1 2017	Engl 112, sect. 014	3 per week	35	36			
W 1 2017	Engl 503, sect. 001	2 per week	3-6	24			
Sum. 1 2016	Engl 112, sect. 003	6 per week	35	36			Blended version
W 2 2016	Engl 151, sect. 102	3 per week	35	36			
W 2 2016	Engl 112, sect. 101	3 per week	35	36			
W 2 2016	Engl 112, sect. 112	3 per week	36	36			
W 1 2015	Engl 503, sect. 001	2 per week	5-11	24			
W 1 2015	Engl 203, sect. 001	3 per week	13	36			
W 1 2015	Engl 112, sect. 010	3 per week	35	36			
Sum. 1 2015	Engl 112, sect. 003	6 per week	27	36			Blended version
W 2 2015	Engl 112, sect. 101	3 per week	35	36			
W 2 2015	Engl 112, sect. 112	3 per week	35	36			
W 1 2014	Engl 112, sect. 002	3 per week	35	36			

W 1 2014	Engl 112, sect. 010	3 per week	35	36			
W 1 2014	Engl 503, sect. 001	2 per week	5-12	24			
W 2 2014	Engl 112, sect. 101	3 per week	35	36			Blended version
W 1 2013	Engl 503, sect. 001	2 per week	3-10	24			
Sum. 1 2013	Engl 470H, sect. 001	6 per week	22	36			
W 2 2013	Engl 112, sect. 102	3 per week	35	36			
W 2 2013	Engl 112, sect. 103	3 per week	35	36			
W 2 2013	Engl 112, sect. 105	3 per week	140	24	12		
W 1 2012	Engl 112, sect. 003	3 per week	35	36			
W 1 2012	Engl 112, sect. 005	3 per week	140	24	12		
W 1 2012	Engl 112, sect. 009	3 per week	35	36			
Sum. 1 2012	Engl 153, sect. 001	6 per week	44	36			
W 2 2012	Engl 112, sect. 102	3 per week	35	36			
W 2 2012	Engl 112, sect. 103	3 per week	35	36			
W 2 2012	Engl 112, sect. 105	3 per week	140	24	12		
W 1 2011	Engl 112, sect. 005	3 per week	140	24	12		
W 1 2011	Engl. 112 sect. 007	3 per week	35	36			
W 1 2011	Engl 112 sect.009	3 per week	35	36			
W 1 2010	Engl. 112 sect. 005	3 per week	140	24	12		
W 1 2010	Engl. 112 sect. 007	3 per week	35	36			
W 1 2010	Engl. 112 sect. 009	3 per week	35	36			
Sum. 1 2010	Engl 203, sect. 001	6 per week	12	36			
W 2 2010	Engl. 112, sect. 101	3 per week	35	36			
W 2 2010	Engl. 112, sect. 102	3 per week	35	36			
W 2 2010	Engl. 112, sect. 105	3 per week	140	24	12		
W 1 2009	Engl. 112, sect. 004	3 per week	35	36			
W 1 2009	Engl. 112, sect. 005	3 per week	140	24	12		

(c) *Graduate Students Supervised and/or Co-Supervised*

Student Name	Program Type	Year		Supervisory Role: Principal, Co-Supervisor, or Committee Member
		Start	Finish	
Deserae Gogol	MA English	2020	2021	Committee Member
Angela Froese	MA English IRP	2015	2016	Committee Member, 2 nd reader

(d) *Professional Development Presentations for Graduate Students*

“Teaching Writing Skills to First Year Students.” English 503, University of British Columbia, 28 September 2020.

“Converting your Paper into a Journal Article.” Centre for Scholarly Communication. University of British Columbia. 14 March 2016, 8 December 2015, and 30 April 2015.

“What English Professors Want”: Training Session for Writing and Research Centre Tutors. University of British Columbia. 30 September 2015 and 14 January 2015.

“Spring Training Bootcamp for Thesis and Research Article Writers.” A 4 day event for 19 participants designed to encourage productive writing habits. I presented three sessions on time management, the literature review and accountability techniques. I also co-organized the entire event which included arranging speakers on overcoming writer’s block, tips for completing a writing project, yoga for writers, editing for style and impact, and reducing stress. University of British Columbia. 5-8 May 2014.

“IGS Management Bootcamp.” A 2 day event for 5 management students designed to provide them with information on writing their theses. I co-organized it with Management faculty and presented sessions on research article structure and on the literature review. Over the two days, I also met one-on-one with each student. University of British Columbia. 1 and 8 March 2014.

“Fall Bootcamp for Graduate Writers.” A 1 day event for 12 graduate writers. I presented on goal setting and provided one-on-one consultations for four of the participants. I also organized the entire day. University of British Columbia. 5 October 2013.

Centre for Scholarly Communication, University of British Columbia, workshops August 2013-May 2014 (please note some of these were held multiple times):

- Editing Diary: A Tool to Enhance Editing Skills
- The Literature Review: From Research to Writing
- Writing the Tri-Council Grant Proposal (PhD and Master’s versions)
- Starting a Scholarly Research Project
- Writing for the Academic Job Market
- Strategies for Presenting your Research
- The Research Article: Major Sections and Approaches
- Writing a Research Abstract
- Writing a Research Introduction and Methods
- Writing a Research Results and Discussion
- Converting your Paper into a Journal Article

“Grading Workshop.” Critical Studies’ Graduate Student Training Session. University of British Columbia. Annually, September 2009-2012.

"Publishing an Academic Paper." Graduate Writing Workshop given through the Centre for Teaching and Learning. University of British Columbia. 12 November 2010.

"Great Ideas Worth Stealing: Incorporating Research into Undergraduate Student Writing." UBC's Centre for Teaching and Learning Fall Teaching Expo. 30 August 2010.

Professional Development Events Organized for Graduate Students

Graduate Teaching Assistant Orientation. Critical Studies, University of British Columbia. September 2010 - 2015.

Organized "Editors' Forums: Getting Published in Peer-Reviewed Journals." Centre for Scholarly Communication. University of British Columbia. 6 and 27 March 2014.

Organized "The Formatting Event," in collaboration with the College of Graduate Studies, which presented and recorded, as a webcast, information on thesis and dissertation formatting in Word for UBC graduate students. 13 February 2014.

(The webcast is now available online: <http://gradstudies.ok.ubc.ca/current-students/thesis-dissertation-info/thesis-preparation-formatting.html>)

Organized "The Digital Humanities: Disseminate your Research in this Exciting New Field." This was a panel presentation hosted by the Centre for Scholarly Communication. University of British Columbia. 23 October 2013.

Faculty Professional Development Events and Presentations

Educational Leadership Network Panel. University of British Columbia. 2 December 2019.

Co-organizer: "Writing Instructor Retreat." University of British Columbia. 12 April 2018.

Panel organizer and moderator: "Innovative Approaches to Teaching in the Humanities." 11th Annual Learning Conference. University of British Columbia. 7 May 2015.

Panel participant: "Teaching First Year Classes." University of British Columbia. 25 August 2014.

Panel participant: "Faculty Panel: International Student Jumpstart Program." University of British Columbia. 29 August 2013.

Panel participant: "Teaching Large Classes." 9th Annual Teaching and Learning Conference. Centre for Teaching and Learning. University of British Columbia. 2 May 2013.

Organizer and panel participant for workshop on "Teaching Large Sections." Faculty of Creative and Critical Studies. University of British Columbia. 23 April 2012.

Panel participant: "Critical Thinking – Skills for Life." Centre for the Advancement of Excellence in Teaching and Learning. University of Lethbridge. 23 May 2008.

e) Continuing Education Activities

Regularly attend professional development workshops through the Centre for Teaching and Learning. September 2009 – current. These have included sessions on using Canvas/ Blackboard Connect, on online learning tools, and on teaching excellence.

Attended “Stepping Up: Using Metacognition as Motivational Scaffolding for Writing Centre Tutors.” Learning Specialists Association of Canada. University of British Columbia. 9 May 2014.

Attended sessions at the Textual Editing and Modernism in Canada Summer Institute. University of British Columbia. 29-30 July 2013.

Attended multiple sessions at the Canadian Association for the Study of Discourse and Writing (CASDW) conference. University of Victoria. 1-2 June 2013.

Regularly attended and contributed to the monthly meetings of the Community of Practice on Teaching Large Classes, University of British Columbia. September 2009-Fall 2012.

Completed the Course (Re)Design 4 day seminar, Centre for Teaching and Learning, University of British Columbia. August 2010.

(f) *Visiting Lecturer (indicate university/organization and dates)*

(g) *Other*

Centre for Scholarly Communication Writing Consultations:

Between August 2013 and June 2014, I conducted approximately **400 hours** of one-on-one student and faculty consultations on a variety of writing topics such as grant and proposal writing, thesis structure, conference presentations, editing, the literature review and many others. The Centre itself did **824 hours** of consultations between August 1st, 2013 and June 30th, 2014 (a record for the Centre).

Writing Fellow Supervision:

January – April 2014: Hired and supervised two writing fellows, Ehssan Hosseini Koupaie and Kelly Mitton, to work in the Centre for Scholarly Communication where they advised students, presented undergraduate workshops, and performed administrative duties.

September – December 2013: Hired and supervised Kelly Doyle to work in the Centre for Scholarly Communication where she advised students, presented undergraduate workshops, and performed administrative duties.

Research Assistants Supervised:

April – June 2014: Hired and supervised Daniel Tracy for work on the research project, “Blended Learning to Increase Student Success in the Composition Classroom.”

April – June 2013: Hired and supervised Angela Froese for work on the research project, “Blended Learning to Increase Student Success in the Composition Classroom.”

Supervision of GTAs:

2019-2020: Co-supervised Kyla Morris, English 109.

2012-2013: Supervised and evaluated Angela Froese, Natalie Ingram, and Daniel Tracy for two semesters of English 112. I supervised Cassandre Campeau Bouthillier and Amy Grant for one semester each of English 112.

2011-2012: Supervised and evaluated Lindsay Diehl, Angela Froese, and Taylor Scanlon for two semesters of English 112. I supervised Sarah Helland and Daryl Ritchot for one semester each of English 112.

Fall 2010: Supervised and evaluated four graduate teaching assistants (Kelly Doyle, Jannik Eikenaar, Amy Grant, and Meaghan Hume) for one semester of English 112.

2009-2010: Supervised and evaluated four graduate teaching assistants (Ethan Arlette, Kelly Doyle, Jannik Eikenaar, and Amy Grant) for two semesters of English 112.

9. EDUCATIONAL LEADERSHIP

(a) *Areas of special interest and accomplishments in educational leadership*

Associate Dean, Undergraduate Studies in FCCS, 2019-present, overseeing student concession, recruitment, undergraduate admissions and awards, and curriculum files.

Between 2016 and 2018 I served as First Year English coordinator in the faculty of FCCS. This position involved creating standards for consistency between the multiple sections of English 112, assisting with the initial offering of English 009 (later English 109), creating standard learning outcomes for English 150 and 151, advising new instructors, and encouraging the development of a learning community around first year English teaching.

My work as the Director for the Centre for Scholarly Communication 2013-14 offered some unique opportunities to take a university-wide educational leadership role. In addition to the specific duties described at other points in this CV, the directorship role enabled me to apply my composition experience in supporting UBC graduate students, upper-level undergraduates and faculty as they communicated and disseminated the results of their research. Throughout the course of my tenure, I worked with the UBC Okanagan library, the Centre for Teaching and Learning, and the College of Graduate Studies to provide programming and resources for graduate students. In the final months of my term, I also participated in re-envisioning a combined undergraduate and graduate writing services unit. Please see teaching dossier for more information.

As chair of the FCCS Teaching and Learning Committee from 2012-2014, I had the opportunity to take an educational leadership role on a faculty level. Under my direction, the committee developed and implemented awards to recognize teaching excellence and innovation, established a teacher of the month program, presented a well-attended digital humanities teaching workshop, and completed the first phase of a review of peer teaching evaluation guidelines.

(b) *Curriculum Development / Renewal*

Certificate and Minor in Communications and Rhetoric, ongoing.

English 109: Studies in Composition for English Language Learners, course development, 2018.

English 009: Preparation for University Writing, course development, 2017.

English 112: Studies in Composition project undertaken to increase consistency between the multiple sections of this course, 2017.

Prior to these recent curriculum changes, my position did not allow many opportunities for curriculum development. I did, however, renew the format for **English 203** and, in my position as Director of the Centre for Scholarly Communication, developed programming to promote the dissemination of scholarship. In Fall 2013, I redesigned the graduate course, **English 503: Practices in the Profession and Teaching of Literary Studies and Related Disciplines**, in conjunction with the Centre for Teaching and Learning to offer a 12 hour credentialing component on educational pedagogy, in addition to

professionalization sessions on conference presentations, thesis/ research paper structure, proposals and publishing, and job opportunities and applications.

(c) *Pedagogical Innovation*

English 109 Project: ‘Academic Transition and Navigation of Multilingual University Students: Investigating the Role of a Linguistically Responsive Curriculum Design on Academic Success,’ 2019-2022.

English 009 Foundational Writing Experience: a 2-year research project using student surveys, instructor interviews and institutional tracking to identify best pedagogical and support practices for English 009 students.

Graduate Transitions investigated the experience of UBC Okanagan graduate students as they wrote key components of their theses and other graduate work. Please see publications below.

“Blended Learning to Increase Student Success in the Composition Classroom” investigated a blended version of English 112. Results showed the blended approach offers a more flexible learning format for English 112, without the lack of motivation common to fully online writing courses but with more opportunities for writing and individualized feedback than the typical “live” version. Please see publications below.

(d) *Applications of and Contributions to the Scholarship of Teaching and Learning*

Scholarship of Teaching and Learning presentations:

“Academic Transition and Navigation of Multilingual Students through Writing Across the Curriculum: Building Institutional Connections through Linguistically Responsive Curriculum Design.” Co-presenter. International Writing Across the Curriculum (IWAC) Conference, held online, August 2021.

“Undergraduate Certificate and Minor in Communications and Rhetoric.” Poster presentation. Celebrate Learning Week, UBC, May 2021. <https://tlef2.sites.olt.ubc.ca/files/2021/05/2021-ALT-Showcase-FCCS-Aisha-Ravindran.png>

“Educational Accountability in a Canadian Context: Supporting Multilingual Students through Linguistically Responsive Curriculum Design.” Co-presenter. American Educational Research Association (AERA) Annual Meeting. Virtual Conference. April 2021.

“Graduate Transitions: A Qualitative Study of Master’s and PhD Writing Experiences.” Co-presenter. Canadian Association for the Study of Discourse and Writing Conference. Vancouver. 2 June 2019.

“A Sense of Belonging: Studying a Foundational Academic Literacy Course.” Co-presenter. 38th Annual Conference on the First-Year Experience. National Resource Center. Las Vegas, Nevada. 17 Feb. 2019.

“Bridging the Need: Researching a Foundational Academic Literacy Course.” Co-presenter. 38th Annual Conference. Society for Teaching and Learning in Higher Education. Université de Sherbrooke. 21 June 2018.

“Entrance Space: Researching a Foundational Academic Literacy Course.” Co-presenter. 14th Annual Learning Conference. University of British Columbia. May 2018.

“Toward Discipline-Specific Graduate Professionalization: Our Process.” Co-presenter. Presented at the 12th Annual Learning Conference. University of British Columbia. 5 May 2016. (Of the 9 feedback forms we received, 8 attendees found the presentation excellent and 1 found the presentation good.)

“Transforming the First Year Writing Experience: Blended Learning in the Composition Classroom.” Presented at the Society for Teaching and Learning in Higher Education Conference. Vancouver. 18 June 2015.

“Graduate Writing: Transitions to the Literature Review.” Co-presenter. Presented at the 11th Annual Learning Conference. University of British Columbia. 7 May 2015.

A Blended Learning Approach to Writing Instruction. Research presentation as part of UBC’s Research Week. 4 March 2015.

“Graduate Transitions to the Literature Review.” Co-presenter. Presented at the CASDW (Canadian Association for the Study of Discourse and Writing) Conference. St. Catharines, Ontario. 25 May 2014.

“Under Construction: Addressing Needs and Demands in Writing at UBC Okanagan.” Presented at the CASDW 2010 Conference. Montreal, May 2010.

“University Writing: Student Perspectives.” Presented at the 6th Annual Teaching and Learning Conference. University of British Columbia. May 2010.

“Margins - Centre: New Possibilities in Writing and Genre.” Presented at the ACCUTE 2008 Conference. Vancouver. June 2008.

(e) *Teaching and Learning Grants*

Team Member, Indigenous Land-based Writing and Pedagogy Guide for Students and Instructors, ALT 2040 Funded initiative, \$29,980. 2021-24.

Team Member, Communications Certificate and Minor, ALT 2040 Funded initiative. \$93,002. 2020-23.

Innovations in Teaching and Learning Research Grant for “Blended Learning to Increase Student Success in the Composition Classroom.” Centre for Teaching and Learning. University of British Columbia. \$3,450. 2013-2015.

Research Development Grant for “Blended Learning to Increase Student Success in the Composition Classroom.” Faculty of Creative and Critical Studies. University of British Columbia. \$1,000. 2012.

(f) *Formal Educational Leadership Responsibilities*

Associate Dean, Undergraduate Studies **July 2019 – June 2022**
Ongoing curriculum, concession, recruitment, and academic integrity duties.

First Year English Coordinator **September 2017 – June 2019**
Regularized English 112 sections through a common syllabus template and ongoing meetings, created Canvas resources for teaching 112 (Handbook, sample readings, class slides, grammar and writing in the disciplines resources), guided the development of learning outcomes for 150/ 151, and provided ongoing support for instructors.

Director, Centre for Scholarly Communication **July 2013 - June 2014**
This position entailed administering an increasingly busy writing centre with the mandate to promote graduate and upper-level undergraduate communication and dissemination of research. Key duties involved: budget management, hiring and supervision of staff, one-on-one consultations with students and faculty, programming decisions for over 60 workshops and special events, marketing of workshops and special events, orientation sessions for both continuing and incoming students, presentation of workshops on key graduate writing topics, creation of online and hard-copy resources on writing, guest presentations on writing issues, chairing of a community of practice on Instructional Writing,

support of writing groups, and liaison meetings with the Centre for Teaching and Learning, UBC Okanagan Library, and College of Graduate Studies.

(g) *Innovation in the Use of Learning Technology*

2014 Scholar's Forum. Organized and conducted (with librarians Barbara Sobol and Laura Thorne) a series of 5 interviews with new faculty, designed to provide graduate students with insights into the writing process and the transitions that they can expect as they move from graduate degrees to professional academic writing tasks. Interviews can be viewed here: <http://csc.ok.ubc.ca/forum.html>

Centre for Teaching and Learning Teaching Showcase. Interviewed on blended learning as an approach to writing instruction. The interview can be viewed here: <http://tls.sites.olt.ubc.ca/teaching-showcase/>

Over the course of the 2013-2014 academic year, I created a number of online resources both for the Blended Learning version of English 112 and for the Centre for Scholarly Communication. The Blended Learning resources include 12 short videos on key course topics, as well as weekly online writing exercises. Online resources for the Centre can be viewed at: <http://www.ubc.ca/okanagan/csc/resources.html>

(h) *Other Educational Leadership Contributions*

Respondent for the Interdisciplinary Graduate Student Conference session, "Sustaining Community and Urbanization." University of British Columbia. 2 May 2014.

10. SCHOLARLY AND PROFESSIONAL ACTIVITIES

a) *Areas of special interest and accomplishments*

Specialization

My research areas focus on the scholarship of teaching and learning, as well as postcolonial Canadian and Caribbean literatures. As an instructor, I feel my teaching is positively influenced by my continued engagement in research and professional activities that are both directly and indirectly related to my pedagogy.

Recent Scholarship

In 2013, I co-authored a composition textbook for the Canadian market, titled *Writing Today* and published by Pearson Education. The textbook aims to provide an accessible but scholarly introduction to the genres of academic writing for first-year university students. The textbook was successful and a second edition was published in 2018, with an additional chapter on reading strategies, additional rhetorical and research coverage, updated examples and MLA documentation advice.

In 2011, I co-edited the correspondence of Sinclair Ross in a book-length work titled *Collecting Stamps Would Have Been More Fun: Canadian Publishing and the Correspondence of Sinclair Ross 1933-1986*. We received positive reviews in publications including the *Times Literary Supplement*, *The National Post* and *Canadian Literature*, and the collection was nominated for the Alberta book prize.

I also published a peer-reviewed article in 2011 on Helen Oyeyemi's novel, *The Icarus Girl*, and, in 2014, published a review essay on Canadian criticism in *CLIO: A Journal of Literature, History, and the Philosophy of History*. I regularly complete work as an annotator and reviewer and have recently contributed to Ryerson University's Digital Humanities project on Olive Senior. My early publications in the educational field are forthcoming in *Canadian Journal for the Scholarship of Teaching and Learning* and *Canadian Journal for the Study of Discourse and Writing*.

(c) *Research or equivalent grants (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC))*

Granting Agency	Subject	COMP	\$ Per Year	Year	Principal Investigator	Co-Investigator(s)
Social Sciences and Humanities Research Council of Canada	Publishing subsidy for <i>Collecting Stamps Would Have Been More Fun: Canadian Publishing and the Correspondence of Sinclair Ross 1933-1986</i>	C	8,000	2010	Jordan Stouck, David Stouck	
Ontario Graduate Scholarship	Doctoral Dissertation, "The Feminine Creole"	C	10,000	2001	Jordan Stouck	
Social Sciences and Humanities Research Council	Doctoral Fellowship	C	16, 000	2000	Jordan Stouck	

- (c) *Research or equivalent contracts (indicate under COMP whether grants were obtained competitively (C) or non-competitively (NC)).*

Granting Agency	Subject	COMP	\$ Per Year	Year	Principal Investigator	Co-Investigator(s)

- (d) *Invited Presentations*

"Finding Sinclair Ross: Editors at Work." Co-presentation for the Textual Editing and Modernism in Canada Summer Institute. University of British Columbia. 21 July 2014.

- (e) *Other Selected Presentations*

"The Horrors of Becoming: Abjection and Helen Oyeyemi's *The Icarus Girl*." Presented at the ACCUTE 2009 Conference. Ottawa, June 2009.

"A Garden of Their Own: National Identities in Shani Mootoo and Jamaica Kincaid." Presented at the ACCUTE 2006 Conference. Toronto, May 2006.

"Landscape of the Word: Caribbean Canadian Spaces and Identities in the Works of Olive Senior and Shani Mootoo." Presented at the International Conference on Caribbean Migrations. Toronto, Ryerson University, July 2005.

"Toward a Caribbean-Canadian Post/ National." Presented at the Red River Conference on World Literature. Fargo, North Dakota, April 2004.

"Transplantation: Olive Senior and *Gardening in the Tropics*." Presented at the ACCUTE 2003 Conference. Halifax, May 2003.

"Rhizomatic Thought: Olive Senior and *Gardening in the Tropics*." Presented at the Twelfth Annual British Commonwealth and Postcolonial Studies Conference. Savannah, Georgia, February 2003.

"Return and Leave and Return Again': Pauline Melville's Historical Entanglements." Presented at the

ACCUTE 2002 Conference. Toronto, May 2002.

"The Feminine Creole: Alice Dunbar-Nelson's New Orleans Fiction." Presented at the American Literature Association Conference. Cambridge, Massachusetts, May 2001.

(f) *Other*

Interview on Sinclair Ross. Ken Davis, interviewer for "Bookmark." CKUA Radio: Edmonton, AB. Air date 12 September 2010.

(g) *Conference Participation (Organizer, Keynote Speaker, etc.)*

Organizer, member organized session, "Canadian Identity: Local, National, Global." ACCUTE Conference, Dalhousie University, 2003.

11. SERVICE TO THE UNIVERSITY

(a) *Memberships on committees, including offices held and dates*

University Level

Member, Quality Assurance Process Audit Committee, January 2021 – present.

Member, Provost's Student Academic Success Committee, July 2019- present.

Member, Senate Admissions and Awards, July 2019-present.

Member, Invited International Distinguished Visitor adjudication committee, October 2019.

Member, Program planning committee, 13th Annual Learning Conference "Engaging Every Learner." University of British Columbia, April 2017.

Member, Adjudicating committee, Innovations in Teaching and Learning Research Grant. University of British Columbia. March 2015.

Member, Adjudicating committee, Provost's Award for Teaching Assistants and Tutors. University of British Columbia. April 2014.

Member, Adjudicating committee, Innovations in Teaching and Learning Research Grant. University of British Columbia. March 2014.

Facilitator, Instructional Writing Community of Practice. University of British Columbia. September 2013-present. Member, 2009-2015.

Member, Sub-Committee of the Senate Learning and Research Committee on Graduate Writing. University of British Columbia. May – October 2010.

Faculty Level

Chair, Undergraduate Programs Planning and Coordination committee, July 2019 – present.

Peer teaching review for Myron Campbell. March – April 2018.

Member, FCCS Curriculum Committee, September – December 2017.

Member, FCCS Teaching Awards, Adjudicating Committee, June 2015.

Member, Graduate Programs and Planning Committee, Faculty of Creative and Critical Studies. University of British Columbia. September 2014 – June 2016.

Chair, Teaching and Learning Committee, Faculty of Creative and Critical Studies. University of British Columbia. October 2012 – September 2014.

Member, September 2014 – June 2016.

Department Level

Peer teaching reviews for Shirley MacDonald and Anita Chaudhuri, 2019 - 2020.

Member, Merit and PSA Committee, English and Cultural Studies, May 2019.

Member, Lecturer and Sessional Hiring Committee, Critical Studies. University of British Columbia, July 2018.

Member, High School Liaison Committee, Fall 2017.

Member, Sessional Hiring Committee, Critical Studies. University of British Columbia, June 2017.

Member, Hiring Committee, French Instructor, Critical Studies. University of British Columbia. September – November 2015.

Chair, Teaching and Learning Committee, Critical Studies. University of British Columbia. November 2011- April 2012.

Member, Hiring Committee, Spanish Instructor, Critical Studies. University of British Columbia. April-May 2012.

Member, Mentoring Committee, Critical Studies. University of British Columbia. August 2011-April 2012.

Member, GTA Policy Committee, Critical Studies. University of British Columbia. January 2010 – December 2011.

Member, Merit and PSA Committee, Critical Studies. University of British Columbia. May 2010.

(b) Other service, including dates

Served as a professional reference for colleagues Lori Walter, Thomas Andrews, and Cathi Shaw; graduate students Kelly Doyle, Jannik Eikenaar, Angela Froese, Amy Grant, Meaghan Hume, and Daniel Tracy; and undergraduate students Harmit Gill, Brendan Shykora and Yemisi Ogungbemi.

Organizer, Graduate Teaching Assistants training workshops, Faculty of Creative and Critical Studies. University of British Columbia. September 2010, 2011, 2012

12. SERVICE TO THE COMMUNITY

(a) Memberships on scholarly societies, including offices held and dates

Society for Teaching and Learning in Higher Education, 2015-present

National Council of Teachers of English, 2012-2016

Canadian Association for the Study of Discourse and Writing, 2006-present

Modern Language Association, 2001 - present

Association of Canadian College and University Teachers of English, 2001-2009

(b) *Memberships on other societies, including offices held and dates*

(c) *Memberships on scholarly committees, including offices held and dates*

(d) *Memberships on other committees, including offices held and dates*

(e) *Editorships (list journal and dates)*

Co-editor, *Collected Essays on Learning and Teaching* (CELT), Society for Teaching and Learning in Higher Education conference proceedings. 2017 – 2019.

Guest co-editor, *Journal of Commonwealth and Postcolonial Literature*, Special issue on Canadian Literature, 9.1, 2002.

(f) *Reviewer (journal, agency, etc. including dates)*

Reviewer for Society for Teaching and Learning in Higher Education conference proposals, February 2018.

Pearson Education Canada, 2009-present. I have reviewed two versions of a textbook entitled, "A Student's Guide to Academic Writing" and two versions of online reading and writing resources, entitled "Canadian Compositions."

Mosaic, 2007 – 2013. I reviewed three articles on request in my areas of specialty.

(g) *External examiner (indicate universities and dates)*

(h) *Consultant (indicate organization and dates)*

External Reviewer Tenure and Promotion, Thompson Rivers University, Oct. 2019.

(i) *Other service to the community*

Annotator: Routledge Annotated Bibliography of English Studies, 2008-2012. I contributed 22 entries to this online resource.

13. **AWARDS AND DISTINCTIONS**

(a) *Awards for Teaching (indicate name of award, awarding organizations, date)*

Provost's Teaching Excellence and Innovation Award, May 2021.

Thank a Prof nomination, Centre for Teaching and Learning, University of British Columbia, March 2015.

UBC Teaching Honour Roll, 2013-2014. Awarded to faculty in the top 10% on Student Evaluations of Teaching.

(b) *Awards for Scholarship (indicate name of award, awarding organizations, date)*

(c) *Awards for Service (indicate name of award, awarding organizations, date)*

(d) *Other Awards*

Invited International Distinguished Visitor Award, Dr. Terry Zawacki, 2019.

14. OTHER RELEVANT INFORMATION (Maximum One Page)

Teaching Accomplishments/ Future Plans

I arrived as a composition instructor at UBC Okanagan in Fall 2009 after six years at the University of Lethbridge where I participated in the development of that institution's Academic Writing Program. My pedagogical and research trajectory began here with a university-wide survey to assess students' perceived writing needs. The survey data helped me better design my versions of English 112, UBC Okanagan's primary course for writing instruction, to address the needs of students here. The concepts of practice-oriented pedagogy and scaffolding towards more complex skills which I consequently use have been successful, as evidenced by student assignments and consistently positive feedback. For example, one student from my Spring 2014 English 112 class (for which my overall "good instructor" rating was 4.9/ 5) commented specifically on the improvement s/he noticed in his or her writing: "Jordan is an excellent professor, she provided great feedback and helped me take my writing to the next level. I would recommend her to anyone."

Administrative Responsibilities and Educational Leadership

My initial two years as an instructor were focused on teaching, as that was the primary responsibility of my position at that time. In the past nine years, however, as the position changed, I have become active in educational leadership and more prominent service roles. As discussed earlier in this CV, my major leadership contributions involve my roles as Associate Dean Undergraduate, First Year English coordinator, Director of the Centre for Scholarly Communication and Chair of the FCCS Teaching and Learning committee. The coordinator role allowed me to work with colleagues to deliver a better version of first year writing. The directorship allowed me to shape the writing support that graduate and upper-level undergraduate students receive on campus. My role in the Teaching and Learning committee highlighted teaching as an area of excellence for the faculty, and, through workshops and the teacher of the month profiles, offered resources for pedagogical best practices.

Scholarship and Future Directions

The textbook, *Writing Today* editions 1 and 2, disseminates many of my teaching practices. I have an article on blended learning in first year composition in *Canadian Journal for the Scholarship of Teaching and Learning* and two other articles on graduate writing. I published a review essay in the area of Canadian literature, and regularly contribute reviews and entries to a variety of publications on literary topics. These publications, both literary and education based, inform my teaching and make my classes more effective.

THE UNIVERSITY OF BRITISH COLUMBIA
Publications Record

SURNAME: Stouck

FIRST NAME: Jordan
MIDDLE NAME(S): W.

Initials: JS
Date: 31 March 2021

1. BOOKS

(a) *Co-Authored*

Instructors' Manual for *Writing Today*, 2nd Canadian edition, March 2018.

Writing Today, 2nd Canadian edition, Pearson, February 2018 (co-author of this composition textbook and accompanying online resources; the 2nd edition involves one new chapter, five substantially revised chapters, plus new readings and examples throughout).

Writing Today. 1st Canadian Edition. Pearson Canada, 2013. 596 pp. Pearson requires three rounds of peer review, plus in house review. Colleagues Richard Johnson-Sheehan and Charles Paine created the U.S. version of the text. Cathi Shaw and Jordan Stouck revised heavily to create the Canadian version. Revision included rewriting Part 2 of the text (pp. 40-210), plus redoing most of the examples and readings. We revised the apparatus to address the Canadian context.

(b) *Co-Edited*

Collecting Stamps Would Have Been More Fun: Canadian Publishing and the Correspondence of Sinclair Ross 1933-1986. University of Alberta Press, 2010. 303pp.

(c) *Chapters*

"Bernadette Gabay Dyer." *Border Crossings: Caribbean Writers in Canada*. Eds. Hyacinth Simpson and Frank Birbalsingh. Florida: Caribbean Studies Press, 2007. 7pp.

"Douglas Coupland." *Dictionary of Literary Biography: 21st Century Canadian Writers*. Ed. Christian Riegel. Columbia: Brucoli Clark Layman, 2007. 66-73.

2. REFEREED PUBLICATIONS

(a) *Journals*

Stouck, Jordan & Lori Walter. "Graduate Transitions: Canadian Master's and PhD Writing Experiences." *Canadian Journal for the Study of Discourse and Writing*, 30 (2020): 264-289.
<https://doi.org/10.31468/cjsdwr.853>

Walter, Lori & Jordan Stouck. "Writing the Literature Review: Graduate Student Experiences." *Canadian Journal for the Scholarship of Teaching and Learning*, 11.1 (2020): 1-20.
<https://doi.org/10.5206/cjsotl-rcacea.2020.1.8295>

"Complementary Learning: Piloting a Blended Format for Canadian Composition Courses." *Canadian Journal for the Scholarship of Teaching and Learning*, 10.1 (2019): 1-20. <https://doi.org/10.5206/cjsotl-rcacea.2019.1.7992>

"The Ghosts of Canadian Criticism: History and Social Justice." *CLIO: A Journal of Literature, History, and the Philosophy of History*, 43.3 (2014): 385-395.

"Abjecting Hybridity in Helen Oyeyemi's *The Icarus Girl*." *ARIEL: A Review of International English Literature*, 41.2 (2010): 89-112.

"Gardening in the Diaspora: Place and Identity in Olive Senior's Poetry." *Mosaic*, Special issue on "The Garden," 38.4 (December 2005): 103-122.

"Toward a Caribbean-Canadian Postnational." *Journal of West Indian Literature*, Special issue on Caribbean-Canadian literature. 14.1&2 (November 2005): 13-34.

"A Garden of Her Own': Caribbean-Canadian Spaces and Identities in Shani Mootoo's Fiction." *The Arts Journal*, Special issue on Second Generation Artists, edited by Victor Ramraj. 2.1 (September 2005): 89-95.

"Return and Leave and Return Again': Pauline Melville's Historical Entanglements." *Anthurium: A Caribbean Studies Journal*, 3.1 (2005). <<http://scholar.library.miami.edu/anthurium>>

"Identities in Crisis: Alice Dunbar-Nelson's New Orleans Fiction." *Canadian Review of American Studies* 34.3 (2004): 269-289.

"Distilling Identities: Jean Rhys's 'Mixing Cocktails' and Feminine Creole Process." *Journal of Caribbean Literatures*, Special issue on Jean Rhys, 3.3 (2003): 27-36.

"A Canadian Post/national." Introduction to *Journal of Commonwealth and Postcolonial Studies*, Special issue on Canadian literature, 9.1 (2002): 1-6.

"Locating Other Subjectivities in Jean Rhys's 'Again the Antilles.'" *Jean Rhys Review* 8.2 (1997): 1-5.

"Alternative Narratives of Race, Time and Gender: Jean Rhys's *Voyage in the Dark*." *Journal of Commonwealth and Postcolonial Studies* 2.2 (1995): 53-60.

(b) *Conference Proceedings*

(c) *Other*

Digital Humanities and Brief Reference Entries

Co-authored with Hyacinth Simpson. "Commentary on Olive Senior's Meditation on Red." *Olive Senior's Gardening in the Tropics*. Ryerson University, 2016.

http://www.ryerson.ca/olivesenior/poems/meditation_on_red.html

"J.A. Froude." *Continuum Encyclopedia of British Literature*. Ed. Steven R. Serafin and Valerie Grosvenor Myer. New York: Continuum, 2003. 376-377.

Book Reviews

Review of Elizabeth A. Flynn and Tiffany Bourelle's *Women's Professional Lives in Rhetoric and Composition: Choice, Chance, and Serendipity*. *Contemporary Women's Writing*, 12 (2018). doi:10.1093/cww/vpy021

Review of James Gifford's *Personal Modernisms: Anarchist Networks and the Later Avant-Gardes*. *CLIO: A Journal of Literature, History, and the Philosophy of History*, 45.2 (2016): 243-247.

Review of Janice Fiamengo's *The Woman's Page: Journalism and Rhetoric in Early Canada*. *American Periodicals* 21.2 (2011): 191-193.

Review of Sarah Phillips Casteel's *Second Arrivals: Landscape and Belonging in Contemporary Writing of*

the Americas. *ARIEL: A Review of International English Literature* 40.2-3 (2009): 383-385.

Comparative review of Isabel Hovel's *In Praise of New Travelers: Reading Caribbean Migrant Women's Writing* and Sandra Paquet's *Caribbean Autobiography: Cultural Identity and Self-Representation*. *Canadian Journal of Latin American and Caribbean Studies* 30.59 (2005). 195-197.

Review of Catherine Bush's *The Rules of Engagement*. *Journal of Commonwealth and Postcolonial Studies* 9.1 (2002): 126-128.

Review of Sylvie Maurel's *Jean Rhys*. *College Literature* 27.3 (2000): 173-174.

Review of Veronica Marie Gregg's *Jean Rhys's Historical Imagination*. *Studies in the Novel* 29.2 (1997): 254-257.

3. **NON-REFEREED PUBLICATIONS**

(a) *Journals*

(b) *Conference Proceedings*

(c) *Other*

Introduction to "Philosophical Places and Travel." *Common Ground: An Anthology of UBCO Student Writing about Place*. Source Graphics, 2014. p.75.

4. **PATENTS**

5. **SPECIAL COPYRIGHTS**

6. **ARTISTIC WORKS, PERFORMANCES, DESIGNS**

7. **OTHER WORKS**

8. **WORK SUBMITTED (including publisher and date of submission)**

9. **WORK IN PROGRESS (including degree of completion)**

Currently converting research into culturally and linguistically responsive pedagogy, presented Summer 2021 at IWAC and AERA conferences, into an article for peer-reviewed submission.