

Piper Selden

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EDUCATION

MA, English

University of Hawaii at Manoa, May 2010

Concentration: Rhetoric and Composition

MA Pilot Project: "Typing Pictures: Composition, Technology, and the Rhetoric of Disability"

MFA, Creative Writing

Antioch University Los Angeles, June 2010

Critical Paper: "Dive into the Slipstream: Expanding the Boundaries of Fantastical Fiction"

Final Manuscript: "Selections in Creative Nonfiction and Fiction"

Graduating Lecture: "Comma Sutra: The Art of Giving and Receiving Constructive Feedback"

BA, English

University of Hawaii at Hilo, December 2007

Concentration: Writing Track; minor in art

CERTIFICATES and CONTINUED EDUCATION

Substitute Teacher Certificate, K-12

Hawaii Department of Education, November 2012

Post-MFA Certificate in the Teaching of Creative Writing

Antioch University Los Angeles, December 2010

Chinese Culture and Art

Peking University, Beijing, China, June 2007

Concentration: Cultural Studies

Master Composter/Recycler

Washington State University, May 2003

Concentration: Environmental Education

TEACHING, ADVISING, and ADMINISTRATION

University and Community College Experience

Hawaii Community College: Fall 2015 (upcoming)

Expository Writing (English 100): 2 section

Lecturer

Community Connections: Teaching with a focus on reading and writing. Assigned thematic essays, each with an eye toward writing as a process through peer review and revision, plus one special project. Class highlights content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course

curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

Writing Essentials (English 19): 2 section

Lecturer

Community Connections: Teaching with a focus on reading and writing. Assigned thematic essays. Instruction and practice in writing clear, effective, well-developed sentences and paragraphs with a focus on development toward paragraph writing. Writing assignments concentrate on constructing effective sentences with correct structure, grammar, word choice, punctuation, and spelling. Students practice writing and editing paragraphs based on personal experiences and light research. Students introduced to a variety of study skills as a tool to increase their academic success. Class for emerging writers highlights process writing through peer review, revision, and editing for major errors. Class focuses on content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

Hawaii Community College: Fall 2014

College Writing and Grammar (English 20W): 2 sections

Lecturer

Community Connections: Teaching with a focus on reading and writing. Assigned thematic essays. Instruction and practice in writing varied and effective sentences with correct sentence structure, grammar, word choice, punctuation, and spelling. Paragraphs and essays assigned to demonstrate proficiency in sentence skills. Process writing intended for emerging writers with special attention on process, revising, and editing for major errors with peer review practice. Students introduced to a variety of study skills as a tool to increase their academic success. Class highlights content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

Writing Essentials (English 19): 2 section

Lecturer

Community Connections: Teaching with a focus on reading and writing. Assigned thematic essays. Instruction and practice in writing clear, effective, well-developed sentences and paragraphs with a focus on development toward paragraph writing. Writing assignments concentrate on constructing effective sentences with correct structure, grammar, word choice, punctuation, and spelling. Students practice writing and editing paragraphs based on personal experiences and light research. Students introduced to a variety of study skills as a tool to increase their academic success. Class for emerging writers highlights process writing through peer review, revision, and editing for major errors. Class focuses on content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary

tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

University of Hawaii at Hilo: Fall 2014

Expository Writing (English 100): 1 section

Lecturer

Community Connections: Teaching with a focus on reading and writing. Assigned thematic essays, each with an eye toward writing as a process through peer review and revision, plus one special project. Class highlights content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

Hawaii Community College: Fall 2014

College Writing and Grammar (English 20W): 2 sections

Lecturer

Community Connections: Teaching with a focus on reading and writing. Assigned thematic essays. Instruction and practice in writing varied and effective sentences with correct sentence structure, grammar, word choice, punctuation, and spelling. Paragraphs and essays assigned to demonstrate proficiency in sentence skills. Process writing intended for emerging writers with special attention on process, revising, and editing for major errors with peer review practice. Students introduced to a variety of study skills as a tool to increase their academic success. Class highlights content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

Writing Essentials (English 19): 1 section

Lecturer

Community Connections: Teaching with a focus on reading and writing. Assigned thematic essays. Instruction and practice in writing clear, effective, well-developed sentences and paragraphs with a focus on development toward paragraph writing. Writing assignments concentrate on constructing effective sentences with correct structure, grammar, word choice, punctuation, and spelling. Students practice writing and editing paragraphs based on personal experiences and light research. Students introduced to a variety of study skills as a tool to increase their academic success. Class for emerging writers highlights process writing through peer review, revision, and editing for major errors. Class focuses on content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

Hawaii Community College: Spring 2014

Expository Writing (English 100-online): 2 section

Lecturer

Community Connections: Teaching with a focus on reading and writing. Assigned thematic essays. Online instruction and practice in writing clear, effective university-level prose. Attention to all stages of the process—generating ideas, drafting, revising, and editing. Online platform set up to build community in an online environment with podcast lectures, interactive teacher/student discussion boards, and one-on-one conferencing. Podcasts ADA accessible with closed captions. Teaching with a focus on reading and writing; essays assigned, each with an eye toward writing as a process through peer review and revision. Class highlights content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

College Writing and Grammar (English 20W): 2 sections

Lecturer

Community Connections: Teaching with a focus on reading and writing. Assigned thematic essays. Instruction and practice in writing varied and effective sentences with correct sentence structure, grammar, word choice, punctuation, and spelling. Paragraphs and essays assigned to demonstrate proficiency in sentence skills. Process writing intended for emerging writers with special attention on process, revising, and editing for major errors with peer review practice. Students introduced to a variety of study skills as a tool to increase their academic success. Class highlights content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

Writing Essentials (English 19): 1 section

Lecturer

Community Connections: Teaching with a focus on reading and writing. Assigned thematic essays. Instruction and practice in writing clear, effective, well-developed sentences and paragraphs with a focus on development toward paragraph writing. Writing assignments concentrate on constructing effective sentences with correct structure, grammar, word choice, punctuation, and spelling. Students practice writing and editing paragraphs based on personal experiences and light research. Students introduced to a variety of study skills as a tool to increase their academic success. Class for emerging writers highlights process writing through peer review, revision, and editing for major errors. Class focuses on content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

Hawaii Community College: Fall 2013

Expository Writing (English 100): 3 sections

Lecturer

Instruction and practice in writing clear, effective university-level prose. Attention to all stages of the process—generating ideas, drafting, revising, and editing. Teaching with a focus on reading and writing; essays assigned, each with an eye toward writing as a process through peer review and revision. Class highlights content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

Introduction to Expository Writing (English 22): 1 section

Lecturer

Instruction and practice in writing clear, effective, well-developed paragraphs and short essays using various modes of development. Essays assigned, each with an eye toward writing as a process through peer review and revision. Class intended for emerging writers with special attention on process, revising, and editing for major errors. Class highlights content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

Writing Essentials (English 19): 1 section

Lecturer

Instruction and practice in writing clear, effective, well-developed sentences and paragraphs with a focus on development toward paragraph writing. Writing assignments concentrate on constructing effective sentences with correct structure, grammar, word choice, punctuation, and spelling. Students practice writing and editing paragraphs based on personal experiences and light research. Students introduced to a variety of study skills as a tool to increase their academic success. Class for emerging writers highlights process writing through peer review, revision, and editing for major errors. Class focuses on content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

Hawaii Community College: Spring 2013

College Reading Skills (English 102): 4 sections

Lecturer

Teaching with a focus on reading and writing; emphasis on reading college-level materials, including improvement in the following areas: problem solving skills, reading and interpreting literature, college vocabulary, study skills, library research skills, and speed reading skills to become a flexible reader. Class focuses on content, expression, and form of written work, in addition to critical thinking

about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

Writing Essentials (English 19): 1 section

Lecturer

Instruction and practice in writing clear, effective, well-developed sentences and paragraphs with a focus on development toward paragraph writing. Writing assignments concentrate on constructing effective sentences with correct structure, grammar, word choice, punctuation, and spelling. Students practice writing and editing paragraphs based on personal experiences and light research. Students introduced to a variety of study skills as a tool to increase their academic success. Class for emerging writers highlights process writing through peer review, revision, and editing for major errors. Class focuses on content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

Hawaii Community College: Fall 2012

College Reading Skills (English 102): 4 sections

Lecturer

Teaching with a focus on reading and writing; emphasis on reading college-level materials, including improvement in the following areas: problem solving skills, reading and interpreting literature, college vocabulary, study skills, library research skills, and speed reading skills to become a flexible reader. Class focuses on content, expression, and form of written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests).

Introduction to Expository Writing (English 22): 1 section

Lecturer

Instruction and practice in writing clear, effective, well-developed paragraphs and short essays using various modes of development. Exit examination required. Essays assigned, each with an eye toward writing as a process through peer review and revision. Class intended for emerging writers with special attention on process, revising, and editing for major errors. Class highlights content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests).

University Experience: Department of English

University of Hawaii at Manoa; Spring 2011

Expository Writing (English 100): 1 section

Lecturer

Teaching with a focus on reading and writing; assigned four essays, each with an eye toward writing as a process through peer review and revision. Class highlights

content, expression, and form for written work, in addition to critical thinking about literary issues (through discussion board postings about each week's reading) and expanding student vocabulary (by way of weekly vocabulary tests). Developed course curriculum, weekly lesson plans and assignments, essay prompts, and assessment.

University of Hawaii at Manoa; Spring 2011

UH Manoa Writing Mentors Program

Supervising Instructor for In-Class Mentor (English 100): 1 section

As the instructor of mentored section of English 100 and having served as an embedded mentor in the program myself, I am helping to guide, encourage, and instruct the new mentor who serves in my own classroom. Weekly meetings with the mentor to discuss tutoring skills, areas for improvement, and student needs.

University of Hawaii at Manoa; Fall 2010

Expository Writing (English 100A, Honors): 1 section

Teaching Assistant/Apprentice, Mentor

Professor Miriam Fuchs

TA and embedded mentor for an honors section of a composition class with a political/social issues theme; met with students weekly to help develop and refine writing skills. As an apprentice with a focus on future teaching, I assisted the professor by mentoring students in a variety of areas, including writing, study and time management skills, course reading and assignments, and preparation assistance for presentations. Taught two class sessions during the term. Assisted the instructor with course development: creating assignments, writing prompts, and writing-related rubrics. Commented on students' papers to aid with grammar, style, and rhetorical issues. Also assisted with academic advising for individual undergraduate honors students.

University of Hawaii at Manoa; Spring and Summer 2010

Advanced Argumentative Writing (English 306): 2 section

Guest Lecturer and TA

Professor Jill Dahlman

Theme: Sustainability

Guest lecturer and TA in an argumentative writing course with a special emphasis on concerns and special issues relating to sustainability, public opinion, and rhetoric. First session focused on rhetorical concerns of effective persuasion with attention to building a solid argument, *ethos*, *pathos*, and *logos*. Facilitated a short class debate to help students practice their skills. Assisted the instructor with course development, commenting on student papers, and assessment.

University of Hawaii at Manoa; Spring 2010

Expository Writing (English 100): 2 sections

Guest Lecturer and TA

Professor Jill Dahlman

Guest lecturer and taught two courses for first year composition students. The first section covered building block structure, moving students from effectively

written sentences to paragraphs, and expanding to essay. In-class exercises and student discussion at both lectures, as well as homework to practice newly learned skills. Assisted the instructor with course development, commenting on student papers, and assessment.

University of Hawaii at Manoa; Fall 2009-Fall 2010.

The Writing Center
Writing Tutor

Served as a volunteer writing tutor and assisted a variety of clients university-wide: first year students through PhD candidates, university staff and faculty, and English as a Foreign Language students. Developed a following of PhD candidates and assisted several with their prospectus and dissertations. After working in the Writing Center for one semester, I suggested a specialized center for the specific needs of new first year students. Helped to found and develop the First Year Composition Center the following term.

University of Hawaii at Manoa; Fall 2009-Spring 2010

Teaching Composition (English 405): 3 sections
Guest Lecturer and TA

Professor Erica Reynolds Clayton

Theme: Tutoring, Mentoring, and Teaching ESL/EFL/Non-native Speakers

Theme: Proofreading and Self-Editing

Theme: Reading for Comprehension

Guest lecturer and TA in a composition pedagogy course, drawing on experience from the University of Hawaii Writing Center, First Year Composition Center, and Hawaii Community College Learning Center. The first lecturing session dealt with special issues relating to tutoring, mentoring, and teaching English as a Second Language, English as a Foreign Language, and/or Non-native speakers of English. The second session focused specifically on teaching proofreading and self-editing skills to student writers. The third session concentrated on resources and practical techniques to improve reading speed and comprehension in the classroom. Assisted the instructor with course development, commenting on student papers, and assessment.

University of Hawaii at Manoa; Fall 2009-Fall 2010.

First Year Composition Center
Director, Assistant-Director, Tutor

Served as the Assistant Director (then promoted to Director) of the new First Year Composition Center at UH Manoa to assist first year students in all areas of the writing process: brainstorming, drafting, and revising. Set up policies, organized the space, created forms to assist students and tutors, trained and supervised staff, kept statistics for tracking purposes, and reported to the faculty advisor, Professor Erica Reynolds Clayton.

University of Hawaii at Manoa; Fall 2009

Composition Seminar (English 709): 1 sections
Guest Lecturer

Professor James Henry

Theme: Mentoring Composition for Special Needs Students

Guest lecturer for a graduate composition seminar, focused on pedagogical approaches and classroom assists for mentoring and teaching composition to special needs students. Based on research conducted for master's thesis project at University of Hawaii at Manoa.

University of Hawaii at Manoa; Fall 2009

Advanced Composition (English 200): 2 sections

Teaching Assistant, Volunteer

Professor Jill Dahlman

Theme: Popular Culture and Identity

In this composition class, students explored various aspects of popular culture including identity, television, comic books, and science fiction. Individual units featured a mandatory paper, as well as "student choice" option papers, which allowed students to choose from a variety of different writing and creative assignments to complete a final portfolio. Assisted the instructor in course development: creating assignments, writing prompts, and writing-related rubrics. Commented on students' papers to aid with grammar, style, and rhetorical issues. Worked with the course management system CompClass and acted as mentor for students in need and assisted the instructor in day-to-day activities.

Hawaii Community College; Spring 2009-Fall 2009

The Learning Center

Volunteer

Graduate-level Reading and Writing Tutor

Served as a volunteer at The Learning Center, located at University of Hawaii at Hilo. Assisted English as a Foreign Language and underprepared/developmental students from both Hawaii Community College and UH Hilo campuses. Tutored students of varied levels from basic and advanced. Worked 5-10 hours weekly depending on school commuting schedule from Hilo to Manoa.

Leeward Community College; Spring 2009-Fall 2009

Expository Writing (English 100): 2 sections

Teaching Assistant, Volunteer

Professor Jill Dahlman

Theme: Popular Culture and Critical Democracy

In this introductory composition class, students explored various aspects of popular culture including identity, television, comic books, and science fiction. Individual units featured a mandatory paper, as well as "student choice" option papers, which allowed students to choose from a variety of different writing and creative assignments to complete a final portfolio. Assisted the instructor in course development: creating assignments, writing prompts, and writing-related rubrics. Commented on students' papers to aid with grammar, style, and

rhetorical issues. Worked with the online course management system CompClass, acted as mentor for students in need, and assisted the instructor in day-to-day activities.

University of Hawaii at Manoa; Fall 2008-Present

Expository Writing (English 100):7 sections

Teaching Assistant, Volunteer

Professor Jill Dahlman

TA for introductory composition classes, work with the professor in a variety of classroom settings (traditional courses, online, and hybrid); students have explored various themes while developing essential writing skills including topic development, audience identification, research, organization and prewriting, drafting, revising, proofreading, style, and grammar. Individual units featured a mandatory paper, as well as “student choice” option papers, which allowed students to choose from a variety of different writing and creative assignments to complete a final portfolio. Assisted the instructor in course development: creating assignments, writing prompts, and writing-related rubrics. Commented on students’ papers to aid with grammar, style, and rhetorical issues. Worked with the online course.

K-12 Experience: High School

Connections Public Charter School; Fall 2012-Sprint 2013

General Skills/GED Preparation Course

Teacher

Primary instructor for at-risk youth, those expelled from area schools and/or not on track for high school graduation. Intensive, stand-alone course for credit recovery and/or to prepare students for successful completion of General Educational Development (GED) Examination. This new, unique program allows students to work intensively on individual directed studies, while also receiving high school credit. Emphasis on core subjects, as well as general student learner outcomes. Through interactive curriculum, cooperative in-class work, and independent study at home, students are challenged to define success as independent learners, complex thinkers, quality producers, effective communicators, and community contributors. Designed course, implemented curriculum, and taught students. Conducted testing and assessment with attention to each student’s needs. Based on testing and assessment, developed individual plans for each student to practice needed skills for graduation or successful completion of GED exams.

Environmental Education

Recycle Hawaii and Hawaii County Department of Environmental Management; 2003-present

Introductory Backyard Composting: 150+ sections

Instructor

Theme: Environmental Education and Waste Reduction

In this on-going series of county-sponsored courses, community members learn fundamentals of solid waste reduction by composting green waste and other earth-friendly practices. Individual units cover current practices in composting and waste reduction, new recommended practices, and access to available community and country resources. Students learn the fundamentals: why and how to compost green waste materials, as well as the benefits of environmental stewardship. Instructor developed the island-wide curriculum for the current composting program and trains new, area-specific teachers. Instructor submits written evaluations, gives oral presentations about the coursework, fields community questions in person and via telephone and email about environmental education, waste reduction, and composting. Participates in continued plans for county and state-wide reduction benchmark goals, and speak in public on a variety of environmental issues. Co-authored several community and scientific publications on related topics.

Hawaii Rainbow Worms; 2003-present

Introduction to Vermiculture, Management and Practices: 150+ sections
Business Owner/Instructor

Theme: Environmental Education and Waste Reduction

On-going series of county-sponsored courses, community members learn fundamentals of vermiculture and vermicomposting as a means of solid waste reduction. Methods to raise and harvest compost created by naturalized worm species in Hawaii are explored in this introductory course. Individual units cover current practices in vermicomposting: physical structure of the container, biological organisms (worms and their associates), environmental controls (temperature, moisture, acidity, ventilation, and bin management), maintenance procedures for preparation and raising of worms, and production procedures for finished compost. Students learn the fundamentals in an interactive environment: why and how to compost with worms, systems, procedures, and what to do if things “go wrong.” Instructor developed the island-wide curriculum for the current composting program for backyard and worm composting and trains new teachers. Instructor submits written evaluations, gives oral presentations about the coursework, fields community questions in person and via telephone and email about environmental education, waste reduction, and composting. Participates in continued plans for county and state-wide reduction benchmark goals, and speak in public on a variety of environmental issues. Co-authored several community and scientific publications on related topics.

Health and Weight Loss Educator

Weight Watchers of Oregon and Hawaii; Fall 2000-Spring 2011

Healthy Lifestyles for Better Living: Weekly classes
Instructor, Group Leader

Theme: Nutrition, Activity, and Emotional/Social Support

Instructor has led hundreds of sessions, instructing members on healthy lifestyles, eating, and disease prevention. Conducted weekly meetings for new and continuing members with an established curriculum developed for an international audience. Leaders work one-on-one with individual members, as

well as with larger groups. Skills include nutritional, environmental (at home, away from home), and behavioral education relating to issues of weight gain and healthy living. Practical tips are shared, as well as individual goal setting techniques for losing weight and keeping it off. Instructor has taught weekly classes to inspire and educate community members on issues of health and wellbeing. Instructor is responsible for weekly meetings, submits reporting to corporate office of Weight Watchers, and supervises subordinates. Assessment of individual member goals is addressed weekly and reevaluated as needed to meet health-related objectives.

ASSESSMENT

Holistic Rubric Design and Writing Assessment

Hawaii Community College

English 100, 22, 20W, 19. Weekly classes, Spring 2013-Present

Lecturer

As a lecturer, led classes to conduct rubric exercises for a normed and voted-on rubric for grading purposes of course essays. Each class votes, given guidance, and agrees on a rubric for the semester.

The University of Hawaii at Manoa

English 100. Weekly classes, Spring 2011

Lecturer

As a lecturer, created a semester's worth of rubrics based on rubrics for essays and assignments for the full semester of individual course assignments, projects, and writing prompts for English 100. Included short self-assessment prompts and peer review assessment for critique groups to assist students in evaluating their own and each other's work.

The University of Hawaii at Manoa

English 100, Professor Jill Dahlman. Weekly classes, Fall term 2009

Teaching Assistant, Volunteer

As a Teaching Assistant, assisted Instructor in the construction of a rubrics for a series of English courses in the 100, 200, and 300 levels. Instructed on process of and achieved inter-rater reliability, normed scoring to assess a large number of essays and draw conclusions about the effectiveness of classroom instruction. Scored and assessed six individual sections of student essays (creative writing and academic) to determine the level of proficiency and test/score for the rubrics created.

Analytical Trait Rubric Design

The University of Hawaii, May, 2009.

French 299, Professor Kamila Dudley. Weekly classes.

Student Tutor, Volunteer

As a volunteer Student Tutor, assisted Instructor in the construction of an analytical trait rubric for a directed study program for accelerated second year French. Full assessment and design for directed study program included study and research objectives, individualized student learning objectives, and assessment for course: written and verbal.

Holistic and Analytical Rubric Design, Writing Assessment, and Scoring

The University of Hawaii, Sept, 2005-Feb 2006.

University Publication, Faculty Advisor Luke Bailey. Extracurricular Activity.

Senior Editor

As a senior editor of *Hohonu: A Journal of Academic Writing*, helped construct holistic and analytical rubric models to jury blind student submissions for the journal. In addition, achieved inter-rater reliability each term, training and helping norm new student editors each term.

RESEARCH

Academic Research

Pilot Project: Grading Conferences. Hilo, HI. 2014-Present

This study focuses on assessment, student outcome, efficacy, and retention in regards to grading. Students participate in exercises early in the semester to norm grades and co-create a class rubric, with guidelines, to be used for the rest of the semester. For each paper, students schedule grading conference appointments during which the paper is discussed in relation to the rubric. Each student evaluates his or her own work with the instructor for a score that reflects process and product. Data is being collected for academic research with an eye toward publication.

Pilot Project: Special Needs Students and Technology. Hilo, HI. 2010

This study explored the use of technology in the language arts/composition classroom for special needs, learning disabled students. The focus was guided by a central question: whether or not this group of students would experience greater writing self-efficacy as a result of being able to express their thoughts in class through the use of keyboarding units. This study also investigated the effectiveness of a different transcription mode: typing via keyboard versus writing the traditional with pen and paper.

Research Interests

Rhetoric, Composition, Life writing, Creative Writing (Fiction, Nonfiction, Poetry), Mentoring and Tutoring, Deep Ecology, Art, Disability Studies, Education, Educational Psychology, Special Education, Environmental Issues: Sustainability, Green Waste Reduction

PUBLICATIONS

Academic, Scientific, Commercial, Journalism, Creative Writing

In progress:

---. *Invisible Daughters*. Memoir. (Working manuscript, in negotiations with publisher, forthcoming for Winter 2015).

---. *The Momcologist Is In: Parenting a Child with Cancer*. (Working manuscript, in negotiations with publisher for Winter 2015).

- . *Fifty Shades of Rhetoric: Rhetoric in the Fifty Shades of Grey Trilogy*. Co-author Jill Dahlman. Chapters include: Rhetoric of Place, Rhetoric of Food, Rhetoric of Music. (Working manuscript)
- . *Master Composer/Recycler Training Manual, State of Hawaii*. Hilo: County of Hawaii, 2014 (Completed. Forthcoming publication, Spring 2016).
- . *Putting Food on the Table: Growing Vegetables in Hawaii*. Hilo: Petroglyph P, 2014 (Completed. Forthcoming publication, Spring 2016).

Published:

- Selden, Piper. (Monthly Columns). *Up Parenting Creek*. Web. <<http://upparentingcreek.com/>>
- . "The Ghost of You." *The Manifest Station*. Beauty Hunting.com. 24 Mar. 2015. Web. 27 Mar. 2015. <<http://themanifeststation.net/2015/03/24/the-ghost-of-you/>>
 - . "Writing from the Inside, Outside: Gardening and Developmental Composition" *Beyond the Frontier: Innovations in First-Year Composition*. Newcastle upon Tyne: Cambridge Scholars P, 2015. Print.
 - . *DragonSlayer Diaries: Parenting and the Fire-Breathing Dragon of Cancer*. Blogspot.com. Ongoing. July 2011. Web.
 - . "Question Authority: Control and Resistance in Lois Lowry's *The Giver*." *A Humanities Guide to Children's Literature*. "Beyond the Moon: Journeys Imaginary and Real." The Seventeenth Biennial Conference on Literature and Hawaii's Children. 5-7 Jun 2014.
 - . *Putting Food on the Table: Growing Vegetables in American Samoa*. Hilo: Petroglyph P, 2010. Print.
 - . *Backyard Composting in Hawaii*. Hilo: Recycle Hawaii, 2009. Print.
 - . "Darwin's Gift: Acceptable and Amorally Gifted Communication or The Evolutionary Phenomenon of PC Language." *Hohonu: A Journal of Academic Writing* 6 (2008): 19-24. Print.
 - . "A Fish in the Hand is Worth Two on the Net: Don't Make Me Think... Different." *Hohonu: A Journal of Academic Writing* 5 (2007): 1-4. Print.
 - . "An Etymology of Four English Words, with Reference to both Grimm's Law and Verner's Law." *Hohonu: A Journal of Academic Writing* 5 (2007): 9-11. Print.
 - . *Backyard Composting in Hawaii*. Hilo: Recycle Hawaii, 2007. Print.
 - . "Snake Dreams." *Cup of Comfort for Parents of Children with Autism: Stories of Hope and Everyday Survival*. Avon: F+W/Adams, 2007. Print.

- . "Worms Go to School." *Hohonu: A Journal of Academic Writing* 4 (2006-2007): 121-127. Print.
- . "Waiting." *Cup of Comfort for Mothers to Be*. Avon: F+W/Adams, 2006. Print.
- . "Composting Worms for Hawaii." *College of Tropical Agriculture and Human Resources. Home Garden*. Honolulu: University of Hawaii, 2005. Print.
- . *Backyard Composting in Hawaii*. Hilo: Recycle Hawaii, 2005. Print.
- . "Small-Scale Vermicomposting." *College of Tropical Agriculture and Human Resources. Home Garden*. Honolulu: University of Hawaii, 2005. Print.
- . "Crazy Rain." *Polyphony 4*. Wilsonville: Wheatland Press, 2004. Print.

PRESENTATIONS

- Dahlman, Jill, and Piper Selden. "Curing the Grading Grumpies: Assessment and Student Grading Conferences." Assessment, Teaching, and Learning Conference. Spokane, WA. Apr. 29-May 2, 2015. Conference Presentation.
- . "Sustaining Teacher and Student Sanity: An Examination of the Effectiveness of Different Instructor Response Types." Writing Program Administrator Conference. Boise, ID. Jul. 12-19, 2015. Conference Presentation.
 - . "Grading Conferences as Assessment: a Tool for Learning and Retention." National Council of Teachers of English Conference. Minneapolis, MN. Nov 19-22, 2015. Conference Presentation.
- Selden, Piper. "Invisible Daughters.: Moving from the Shadows into the Light" *Rocky Mountain Modern Language Association Conference*. Santa Fe, NM. Oct. 8-10, 2015. Conference Presentation. Conference Presentation.
- . "Two Years Below Zero: Collaboration and Life Writing." *Rocky Mountain Modern Language Association Conference*. Boise, ID. Oct. 2014. Conference Presentation.
 - . "The Momcologist Is In: Writing Illness Close to Home." *Rocky Mountain Modern Language Association Conference*. Vancouver, WA. Oct. 2013. Conference Presentation.
 - . "Post Comment, Thumbs Up, or Sign Guestbook: Defining Illness Online." *Rocky Mountain Modern Language Association Conference*. Boulder, CO. 12 Oct. 2012. Conference Presentation.
 - . "Biography of a Brain: Writing Life." *Rocky Mountain Modern Language Association Conference*. Scottsdale, AZ. 7 Oct. 2011. Conference Presentation.
 - . "Finding Voice: Gender Representation in R. Zamora Linmark's *Rolling the R's*" *Winter Colloquium Series, Department of English*. University of Hawaii at Manoa, HI. 2 Dec. 2010. Panel Presentation.

- . "The Things She Carried: Gendered War Memoirs." *Rocky Mountain Modern Language Association Conference*. Albuquerque, NM. 15 Oct. 2010. Conference Presentation.
- . "Comma Sutra: The Art of Giving and Receiving Constructive Feedback." *Summer Residency*. Antioch University Los Angeles, CA. 19 June 2010. Lecture.
- . "Writing Through the Pain: Self-Healing and Student Composition." *Conference on College Composition and Communication*. National Council of Teachers of English. Louisville, KY. 17 Mar. 2010. Conference Presentation.
- . "Renewing Self-Efficacy: At-Risk Students and Technology." *Conference on College Composition and Communication*. National Council of Teachers of English. Louisville, KY. 17 Mar. 2010. Conference Presentation.
- . "Compost Happens." *Food Sovereignty and Community Gardens*. University of Hawaii at Hilo, ED 694, Professor Manu Meyer. 6 Mar. 2010. Lecture.
- . "Body Work: Transforming Pain through Composition." *Spring Colloquium Series, Department of English*. University of Hawaii at Manoa, HI. 4 Mar. 2010. Panel Presentation.
- . "Keeping it Green." *2nd Annual Student Congress on Sustainability*. Hawaii Preparatory Academy and The Kohala Center. 12 June 2009. Conference Presentation.
- . "Dive into the Slipstream: Fantastical Fiction and Pacific Literature." *Oceanic Popular Culture Association Conference*. Chaminade University of Honolulu, HI. 22 May 2009. Conference Presentation.
- . "Sustainability in Hawaii." *Earth Day Fair*. Hawaii Community College, HI. 22 April 2009. Main Stage Presentation.
- . "Large-scale Vermicomposting for Agricultural Purposes." *Agricultural Extension Service Regional Conference*. Komohana Extension, University of Hawaii at Hilo, HI. 12 July 2008.
- . "Composting at School." *Teacher and Faculty Training*. Connections Public Charter School, Hilo, HI. 16 May 2008. Lecture.
- . "Reduce, Reuse, and Recycle to Keep Hawaii Green." *Earth Day Fair*. Hawaii Community College, HI. 22 April 2008. Main Stage Presentation.
- . "Worms Go to School." *School Assembly, Lower Campus*. Kamehameha School, Keaau Campus. 4 Sept. 2007. Lecture.
- . "Vermiculture for Product and Profit." *Farmer Training Series, Hawaii Island*. Hawaii Community College. June 2007. Lecture.
- . "Got Compost?" *Earth Day Fair*. Hawaii Community College, HI. 22 April 2007. Main Stage Presentation.

- . "Turn Your Garbage into Gold: Composting!" *Earth Day Fair*. Hawaii Community College, HI. 22 April 2006. Main Stage Presentation.
- . "Owning Your Own Business, Agriculture." *Women and Girls in Science and Technology Conference*. University of Hawaii, Imiloa Astronomy Center. March 2006. Conference Presentation.
- . "You Can Make a Difference!" *Earth Day Fair*. Hawaii Community College, HI. 22 April 2005. Main Stage Presentation.
- . "Careers in Agriculture." *Women and Girls in Science and Technology Conference*. University of Hawaii, Imiloa Astronomy Center. March 2005. Conference Presentation.
- . "Composting for Green Waste Reduction." *Earth Day Fair*. Hawaii Community College, HI. 22 April 2004. Main Stage Presentation.

EDITING

In Progress—

Wyatt, David E. *Two Years Below Zero*. Ed. Piper Selden. Santa Barbara: Queen of the Missions P, 2014 (Working manuscript, Winter 2015).

Selden and McClain's Manuscript Conjuring and Adjusting. Commercial editing service.
Co-owner, senior editor for academic and commercial/industry writing
2012-Present. Service

Selden, Piper, ed. Department of English, University of Hawaii. List of Approved Editors. Pay-for-Hire Editor. 2008-Present. Service.

---. "How to Cultivate Indigenous Microorganisms." *College of Tropical Agriculture and Human Resources*. Biotechnology. Honolulu: University of Hawaii at Manoa, 2008. Print.

---. "Composting: A Natural Process." *Recycle of Hawaii*. Hilo: County of Hawaii Department of Solid Management, 2007. Print.

---. *Container Gardening in Hawaii: How to Grow Paradise in a Pot*. Honolulu: Mutual, 2007. Print.

---. *Hohonu: A Journal of Academic Writing*. Hilo: University of Hawaii at Hilo, 2005-2008. Print.

---. *Super Simple Guide to Creating Hawaiian Gardens*. Bloomington: Authorhouse, 2006. Print.

SERVICE WORK

Momcology, Pediatric Cancer Support, Online and Seattle, WA

Volunteer, Parent Advocate

Resource and support volunteer for parents of children with cancer. Group has international, national, and local members. Outreach for parents, guardians, family supporters, and medical professionals. Facilitate advocacy and support groups for online and in-person groups.

Transformational Education Community Group, Hilo, HI

Group Member

Outgrowth from a graduate level education course taught by Professor Manu Meyers (ED 694, Spring 2010). Group members meet and correspond regularly about educational issues and pedagogical practices. This interdisciplinary forum serves as a way to build community within and outside the University of Hawaii at Hilo, bridging the gap for instructors and students from K-12 to college and university. Members share ideas, as well as give and receive feedback for innovative syllabi, lesson plans, assignments, and readings.

Kaiao Sustainability Garden, Hilo, HI

Lecturer, Grant Writing, Gardening (Planting, Weeding, Harvesting)

General assistance with the community garden for sustainability in Hilo. The garden seeks to raise awareness of food sovereignty, conservation, and sustainability issues. Food is distributed free of charge to those in need. Newest project: a CSA (community-sponsored agriculture) for Hilo area residents.

Recycle Hawaii, Honolulu and Hilo, HI

Resource educator: Composting, Green Waste Reduction, and Recycling

Currently teach recycling, composting, and other earth-friendly practices to adults and children statewide, including free presentations to local schools and community groups. Also volunteer for the Keaau Recycling and Reuse Center, which includes onsite education and help sorting recyclable materials when needed.

Special Needs, Hilo, HI and Portland, OR

Volunteer, Parent Advocate

Helped create and facilitate advocacy and support groups for parents of special needs children. Have also conducted trainings for schools (faculty, staff, educational aides, etc.) on those who suffer from autism, Asperger's Syndrome, and ADD/ADHD: student needs, social issues, classroom strategies.

Free Wooly Project, Portland, OR

Founder, Volunteer, Advocate

Formed and maintained a local non-profit organization with Janus Youth/Willamette Bridge Programs that creates handmade fleece hats for a marginalized population of homeless youth. Raised awareness, recruited donors, cultivated and expanded fundraising activities, and coordinated volunteers to sew the hats. Despite being a marginal seamstress, Piper sewed hundreds of hats. Free Wooly is still in operation today, assisting at-risk youth in the Portland metropolitan area... and beyond.

Wild Mind Writing Group, Hilo and Honolulu, HI

Founder, Co-Facilitator, Writer

Founded the Wild Mind Writing Group of Hilo and helped start the Wild Mind Writing Group of Honolulu--free groups that promote the arts in community, specifically writing. Based on Natalie Goldberg's books *Writing Down the Bones* and *Wild Mind*, this group continues to meet, write, share, and be inspired. All are welcome, regardless of age or ability. Wild Mind Writing Groups have members from the age of 8 to 91.

GRANTS and AWARDS

Lucy's Lovebus, Spring 2014

Wrote a grant and was funded for integrative children's cancer care through Lucy's Lovebus, a funding organization in Boston, MA.

Graduate Assistantship, University of Hawaii at Manoa, Fall 2010.

Awarded four year tuition waiver, faculty mentorship, and teaching (composition, rhetoric, and literature) for the PhD program.

Graduate Student Organization Award, Spring 2010.

Travel award granted for attendance to CCCC conference.

College of Tropical Agriculture, Fall 2009.

Wrote a grant and was funded for a large scale vermiculture unit for the UH Manoa Tropical Agriculture Extension Research Station. Green waste experiments for farm and agricultural purposes.

AlphaSmart Pilot Project Grant, Summer 2009.

Wrote a grant and was funded to investigate the link between technology and special needs students.

Sustainable Gardening: *Putting Food on the Table*, Spring 2008.

Wrote a grant and was funded to research and write a book on food sustainability and security for island residents. Funded by United States Department of Agriculture (USDA), Western Sustainable Agriculture Research and Education (W-SARE), National Resource Conservation Service (NRCS), and Resource Conservation and Development Council (RCDC). Book published 2009.

Graduate Scholarship, Fall 2008.

Awarded an unsolicited, merit-based scholarship at Antioch University Los Angeles.

PROFESSIONAL AFFILIATIONS

Organizations

AWP: Association of Writers & Writing Programs

NCTE: National Council of Teachers of English

MLA: Modern Language Association

NEA: National Education Association

RSA: Rhetoric Society of America

TYCA: Two-Year College English Association

REFERENCES

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