



# ALEXANDRIA KAPCZYNSKI

English - Writing Studies PhD  
Candidate  
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## Profile

**Research Interests:** Emergent Media Literacies & Queer/Feminist Rhetoric

**Streaming Pedagogical Moves:** <https://kapwam.club/>

**Portfolio Works:** <https://akap.carbonmade.com/>

## Education

**English - Writing Studies** 2016 – present

University of Illinois at Urbana - Champaign

- Special Fields Exam Distinction
- PhD Candidate

**M.A. English** 2013 – 2015

University North Carolina Wilmington

- 4.0 G.P.A.
- Sigma Tau Delta - English Honor Society Member
- 2013 Advanced Writing Tutor Certification - College Reading and Learning Association

**B.A. Communication Studies** 2009 – 2013

University North Carolina Wilmington

- Minors in Gender Studies & English
- Graduated Cum Laude
- National Honor Society Member
- Focus in Integrated Marketing Communication

## Teaching Experience

**Graduate Teaching Assistant (2016 - Present)**

*University of Illinois at Urbana - Champaign*

- 1 Section of INFO/WRIT 303 - *Adv. Composition: Writing Across Media* (Fall '19)
- 2 Sections of INFO/WRIT 303 (Spring '19)
- 1 Section of INFO/WRIT 303 & *Business Technical Writing - Adv. Composition: Social Media Management* (Fall '18)
- 1 Section of Rhetoric 105 & INFO/WRIT 303 (Spring '18)
- 1 Section of Rhetoric 105 & Peer Mentoring (Fall '17)
- 2 Sections of Rhetoric 105 (Spring '17)
- 1 Section of Rhetoric 105 (Fall '16)

**Instructor of Record Courses - NTF (2015 - 2016)**

*University of North Carolina Wilmington*

- 4 Sections of ENG 101: Intro to Composition
- 1 Section of ENG 103: Adv. Composition
- 1 Section of UNI 101: Freshman Seminar
- 2 Sections of ENG 201: Intro to Composition II

**Writing Consultant - University Learning Center (2013 - 2015)**

*University of North Carolina Wilmington*

Conducted writing consultations with students across the curriculum. Worked with students on global revision (focus, development, audience, organization) & local revision (style, editing, etc.). Completed the tutor training program, which has received International Tutor Program Certification through the College Reading and Learning Association.

**Graduate Teaching Assistant (2013 - 2014)**

*University of North Carolina Wilmington*

- ENG 101-024: Intro to Composition
- ENG 201-008: Intro to Composition II
- ENG 200-001: Honors Intro Composition II

### Publications

**2016 Sinister Wisdom - A Multicultural Lesbian Literary & Art Journal:** "Sipping from Her Lips" & "Secret Garden"

**2014 Palaver - Graduate Liberal Studies Journal:** "Kiss Her Chic"

### Presentations

**2018 Thomas R. Watson Conference on Rhetoric and Composition:** "Cutting out Literacy Identities a Stack at a Time: Assembling an Intersectional Feminist Activist Identity Maker Workshop"

**2015 National Women's Studies Association:** "Taking Women's Student Art Seriously: Re-embodiment College Sexual Assault Survivor Rhetoric"

**2015 Biennial Eastern Carolina Writing symposium:** UNCW Collegiate Teaching Representative

**2015 North Carolina English Teachers' Association:** "Puppeteering: Invisible Strings in the Classroom: Experienced Female Instructors Negotiating Offensive Student Talk at the University Level"

**2014 Popular Culture Association/American Culture Association in the South:** "But He Doesn't Even Know I'm Alive: Longing for Connection in Aestheticized Serial Killer Narratives"

**2014 South Eastern Women's Studies Association:** "Kiss Her Chic: Pornographically Commodifying Sapphic Representation"

**2013 South Eastern Women's Studies Association:** "The Phallic Fallacy of Bisexuality"

### Honors & Awards

**2019 English Department Undergraduate Teaching Award**

**2018 Passed Special Fields Exams with Distinction**

**2018 The Ruth Schurman Brookens Graduate Award** (for a female graduate student demonstrating excellence in the teaching of first year writing)

**2016, 2017, 2018 & 2019 Excellence in Teaching** (UIUC's Student-Eval Ranking)

**2015 The University of North Carolina at Wilmington's Dean's List**

**2013-2015 Sigma Tau Delta English Honor Society**

### **Exam & Dissertation Research (Current)**

My dissertation delves into social media co-opted protests combatting rape culture. More specifically, my current work aims to unpack the "Laminating the Intersectionality, Literacy & Public Pedagogy Practices of Protest Rape Culture: Quasi-Sharing & Queerly Re-Membering Sexual Violence Narratives with Affective Rhetoric"—focusing on the ways in which social media "quasi-sharing" (circulation) "re-members" (replaces bodies with avatars) and alters past physically embodied feminist protests against rape culture.

### **English 583 – Protest Rhetoric (Spring 2017)**

My final project for this course consisted of developing visual documentation/data and infographics of my personal involvement, engagement and participation with protests. Wanting to pay homage to a 1990's Riot Grrrl craft-culture tradition, I approached this self-reflexive task by building a website to host and stream my narrative of *Protest Rhetoric[a]*—composing a multimodal millennial take on the classic zine scrapbook genre. My method: During each class session I typed and collected the themes I found to be most salient. I then investigated my own past/present interaction with those themes, tactics, and taxonomies. Thus, adhering to the *Experiential Learning Pedagogy* of the course, each page includes my personal interaction with the material—whether through my own embodiment, or digitally mediated engagement (i.e. re-blogging, sharing of posts). Goals: Anatomizing protest through, and on, my own identity as a resistant queer body. Documenting A[. Kapczynski] Dyke's #IRL & Streaming Protest Rhetoric Experiences (project accessible @ <https://akap.carbonmade.com/projects/6915670>).

**English 582 – Cultural Historical Activity Theory (Fall 2017)**

I digitally curated and analyzed trending #MeToo shares and responses, which I collected in this project's accompanying online rhetorical artifact archive. A bulk of the material featured within this seed text revolves around situating Social Media (Feminist) Activism—specifically focusing on combatting rape culture—within a sociohistorical pattern and framework. Such a positioning calls for future critical interventions that apply Cultural Historical Activity Theory + Writing Studies approaches to unpack the heterochronicity embedded within digitally mediated (and cyber circulated) re-membered protest rhetoric.

**English 505 – Intro to Writings Studies (Fall 2016)**

In a recent project, "How to Write Lesbian Sex Scenes' Online: Ambivalent [Sem]Erotics & Conjectures of Lesbian [C]literation," I used linguistic corpus technology to research [11.5.16] *Literotica.com*'s "Lesbian Sex Story Hall of Fame." Methodology: I began by sorting the story list according to the greatest "Of All Time" feature, then selected the top ranking 15 of the highest-user-rated stories that had over 1000 reader-votes [selected story scores ranged from 4.9-4.83, on a 5-point possible scale]. To ensure word variety (or lack thereof) wouldn't be indicative of one particularly popular author's composition style, I excluded three selections that featured repeat authors (only using their highest rated submission). Successively, I entered the html's for (every page within) each of the 12 selected story submissions into *Voyant Tool's* "web based reading and analysis environment for digital texts." The interactive corpus visualizes data through a variety of linguistic *Word Smith*-like tools, including: "Word Clouds," "Bubble Lines," "Phrase Concordances," "Context maps," "Word Trees," "Term Links" and "Frequency Visualizations." Created (12/2/16), The "Lesbian [C]literation Practices Corpus" contains 87 documents with 317,976 total words and 12,908 unique word forms.