

Melissa McCoul

EDUCATION

PhD in English, University of Notre Dame Specializations in 18 th and 19 th C children's studies	May 2017
Graduate Minor in Gender Studies	July 2016
MA in English, Michigan State University	May 2011
Dual BA in English, Elementary Education, Michigan State University	May 2007

FACULTY TEACHING EXPERIENCE

ENGL 104: Rhetoric and Composition , Lecturer, Texas A&M University. Full-time Instructional Faculty position. To date, I have taught 24 sections of introductory writing and research, with a focus on digital media and multimodal composition. Spring 2021 section fully online and asynchronous.	Fall 2017-Spring 2020, Spring 2021, Fall 2022
ENGL 203: 19th Century Visions and Revisions , Lecturer, Texas A&M University. Full-time Instructional Faculty position. Designed and taught writing-intensive introduction to literature course, with a focus on the afterlives of 19 th C novels. Fall 2020 section fully online and asynchronous.	Fall 2019, Fall 2020, Spring 2022, Spring 2023
ENGL 321: 19th Century Literature—Romanticism , Lecturer, Texas A&M University. Full-time Instructional Faculty position. Designed and taught writing-intensive upper-level Romanticism survey course. 2019 section had embedded Honors section. 2021 section fully online and asynchronous.	Spring 2019, Spring 2021
ENGL 360: Children's Literature , Lecturer, Texas A&M University. Full-time Instructional Faculty position. Course types include accelerated summer sessions, embedded honors sections, and fully online and asynchronous. All versions focus on recent trends in YA/MG literature, with special focus on diversity in gender, sexuality and race.	Fall 2018, Summer 2019, Spring 2020, Fall 2020, Fall 2021, Spring 2023
ENGL 361: Young Adult Literature , Lecturer, Texas A&M University. Full-time Instructional Faculty position. One accelerated summer session and one in-person session, focusing on recent trends in YA literature with special focus on gender, sexuality and race.	Summer 2021, Spring 2022, Fall 2022

HIGH IMPACT TEACHING

Independent Study: ENGL 485: Teaching Young Adult Literature in the High School Classroom Spring 2023

I worked closely with senior English major and preservice teacher Hayley Fleener to select and read young adult novels intended for teaching in a local school district. Hayley's final project will be a unit plan for a 10th grade class accompanied by a letter to the school board advocating for her book choices.

Honors Contract: ENGL 360 Spring 2023

I worked closely with senior English major Ashley Walker to add value to my children's literature course. Ashley will produce an extra research report and a reflection on the research process, and finish the semester with a presentation on an area of interest to her, currently hypothesized to be autistic children in literature.

Honors Contract: ENGL 203 Spring 2023

I worked closely with junior Neuroscience major Sydney Wax to craft an Honors Contract in my 19th century novels-focused ENGL 203 course. Sydney will write three research reports on the field of 19th century neuroscience over the semester, and write a paper imagining how current notions of neuroscience might have changed the plots of specific 19th century novels.

Honors Capstone Project: Shakespeare Adaptations Fall 2022-Spring 2023

I worked closely with junior English major Dannie Albor to construct her final Honors project around Young Adult adaptations of Shakespeare plays, accompanied by pedagogical readings on teaching these adaptations in high school contexts.

Aggie Achieve Instructor Fall 2022

I taught two students with cognitive or intellectual disabilities in my Young Adult literature class, including modifying assignments and communicating regularly with students and staff about student needs

Honors Section: ENGL 361—200HNR Spring 2022

I taught a total of 5 students in an embedded honors section within my already reading-focused YA literature course, which required an additional short paper and a presentation that asked them to highlight current research in YA and link it to our course readings for their peers.

Honors Contract: ENGL 104

Spring 2021

I worked closely with freshman International Studies major Kayla Sheridan to craft an Honors Contract in my fully online and asynchronous ENGL 104 course. Kayla selected readings for the other students three times across the semester, with explanations for her pedagogical decisions. She also themed all of her writing in accordance with her major, and defended her research paper to her peers at the end of the semester.

Honors Course: ENGL 203HNR

Fall 2020, Spring 2022

The entirety of my Fall 2020 Writing about Literature course was an Honors section, which required more extensive readings and a faster pace than other sections, plus more involved writing assignments, greater scaffolding, and higher expectations for discussion.

Honors Section: ENGL 321-200HNR

Spring 2019

I taught 2 honors students in an embedded honors section within a Romanticism survey course, asking them to complete an additional short paper, a more complex final assignment, and a presentation that asked them to research current issues in Romanticism and educate their peers.

Honors Section: ENGL 360-200HNR

Fall 2019, Spring 2020,

I taught a total of 16 honors students in embedded honors sections within three separate full-length children's literature courses. In addition to different expectations for grading and participation, honors students were required to complete an additional short paper, a more complex final assignment, and a presentation which asked them to research current issues in children's literature and educate their peers.

Independent Study: ENGL 485-ENGL 497: Queer Fantasy

Fall 2020-Spring 2021

I worked extensively with now-graduated English major Delaney Peden on an independent studies course which investigates recent developments in queer YA fantasy. Together we selected 16 novels and appropriate secondary sources to support a conference paper draft in February and a seminar paper final in May. Delaney intends to submit the conference paper to ChLA, and to use the seminar paper version as a writing sample when applying for graduate study. I also continued to mentor Delaney past the end of her course, including recommending her for a teaching job.

Independent Study: ENGL 485: Intersectionality

Fall 2019

I worked closely with senior English major Kalanit Knackstedt to craft a one-semester independent study course focusing on the intersection between race and gendered violence in YA fantasy novels. Together, we chose 11 novels as well as foundational texts in intersectionality to support Kalanit's final 20-25pg seminar paper.

Independent Honors Study: ENGL 485H-ENGL 497H: Disability

Fall 2019-Spring 2020

I worked closely with senior English major Ashlee Havlak to craft an independent study Honors course which investigate the role of physically and cognitively disabled protagonists in middle grade contemporary fiction. Ashlee and I collaboratively selected 16 books and 8 articles across the two semesters, which serve as the grounding for an academic article, which Ashlee prepared for submission to *Children's Literature Association Quarterly* in summer 2020.

FACULTY SERVICE

Workshop: Supporting Students in Distress

March 29, 2023

I gained skills to help the 20% of students who have experienced more than 5 traumatic events in the past year through a workshop co-sponsored by the Faculty Senate and Counseling & Psychological Services

203 Ancillary Materials Committee

Spring 2023

I participated in sharing and organizing adaptable pedagogical materials for incoming ENGL 203 instructors.

Aggie Allies Training

April 13, 2022

I gained comprehensive training in LGBTQ+ issues as offered through the campus Pride Center

Pride Mentor

Spring 2022-present

I mentor two undergraduate students per semester through the Mentoring Program hosted by the LGBTQ+ Pride Center on campus. I meet with them monthly to help fulfil their career and academic goals, as well as find their communities on campus.

OER Textbook Adoption

Spring 2021-present

In Spring and Fall 2020, I participated in the research and distribution phase of the open-access technical writing and composition textbooks created by faculty members Claire Carly-Miles, Terri Pantuso, and others by distributing textbook surveys to my classes and completing faculty reviews myself. In Spring 2021, I adopted the OER resource *Howdy or Hello?* for my online ENGL 210. From Spring 2022 to the present, I participated in writing the children's literature section and editing all chapters of the Science Fiction 203 OER textbook.

FIRST Faculty Mentor

Fall 2018-present

I serve as a resource for first-generation college students looking to acclimate to Texas A&M and college expectations. Recently, I have offered to serve as a mentor for individual students, as need arises.

GAT Orientation

Invited by Terri Pantuso to support Graduate Assistants with developing skills in grade norming, rubric formation and use, and time management preparatory to their first teaching experiences.

August 2019

Graduate Instructor Support

Hosted 7-10 early-career graduate student teachers per semester in my ENGL 104, 203, and 360 courses in conjunction with Dr. Anne Morey's ENGL 697 pedagogy course. I also arranged for debriefing meetings with each graduate student after the class session to share experiences and answer questions.

Fall 2019-present

Visiting Scholar Support

I participated in organizing and supporting Phi Beta Kappa Visiting Scholar Laura Brown's visit and lecture "'Real' Animals and the Eighteenth-Century Literary Imagination," including attending the talk and social events, escorting, and hosting Dr. Brown in my Romanticism course.

April 2019

TAMU Mentor UP Faculty Mentor

I worked one-on-one with a high school upperclassman to answer their questions and provide resources to ensure a smoother transition to college.

Fall 2018-Spring 2019,
Spring 2023

SELECTED GRADUATE TEACHING EXPERIENCE

Dark and Stormy Night: History of the Gothic and Detective Novel

Instructor of Record, University of Notre Dame.

Independently designed and taught 18th-19th C novel history course for non-majors, with lecture, discussion, and creative as well as analytical writing assignments.

Fall 2016

Once Upon a Time: Children's Literature from Aesop to Harry Potter

Instructor of Record, English 20151, University of Notre Dame.

Independently designed and taught general education course featuring both analytical and creative assignments for 15 upper-level non-majors.

Fall 2015

Introduction to Gender Studies

University of Notre Dame. Co-Instructor of Record, With Catherine Brix.

Competitive co-teaching assistantship organized around a collaboratively-designed syllabus of critical gender theory and case studies for a keystone course of 22 Gender Studies majors and minors.

Fall 2014-Spring 2015

Multimedia Writing and Rhetoric 13300-003

Spring 2013

Instructor of Record, University of Notre Dame.

Core writing course for 16 first-year students. Through three weekly discussion sections and writing workshops, I taught students how to apply rhetorical principles to traditional research papers, video essays, oral presentations, and audio podcasts.

Professional Development

“Supporting Students in Distress”

March 29, 2023

Co-hosted by the Faculty Senate and Counseling and Psychological Services

“Fostering Independence in Mentoring”

February 6, 2023

Hosted by the Center for Teaching Excellence

“Supporting Student Mental Health to Improve Academic Success”

February 3, 2023

Hosted by the Center for Teaching Excellence

“Supporting First-Generation Students in the Classroom and Beyond.”

November 9, 2022

Hosted by the Center for Teaching Excellence

Children’s Literature Association Roundtable on Banned Books Participant

April 7, 2022

Hosted by the Children’s Literature Association

Maximizing Student Engagement and Learning Using Relationships

April 1, 2022

Hosted by the Center for Teaching Excellence

Understanding the Promotion Process as an APT Faculty Member

March 21, 2022

Pedagogy at the Podium: Social Justice In (or Lacking In) Library Education

Feb. 22, 2022

Texas A&M University Libraries informational workshop

YA Theory Reading Group Participant

Spring 2022-present

Improving the Critical Thinking Skills of Today’s Students

Feb. 8, 2022

Center for Teaching Excellence Zoom pedagogy workshop

Using Principles of Translingualism in Writing Center Spaces and Consultations

Feb. 3, 2021

Teaching Writing Across the English Department Curriculum

Feb. 10, 2021

Not Grading Writing as Teaching Writing Now: Consideration of Diversity, Inclusion and Social Justice

Feb. 4, 2021

Labor-Based Grading Contracts as Antiracist Classroom Writing Assessment Practice

Feb. 5, 2021

SELECTED GRADUATE SERVICE

Co-Organizer for English Graduate Student Research Symposium
2-day on-campus conference for English graduate students. Solicited proposals, organized and moderated panels, and presented new work.

Spring 2016

English Graduate Student Association Professionalization Chair
Elected position responsible for organizing and moderating workshops for early graduate students.

2015-2016

Gender Studies Research Workshop Co-Coordinator
Competitive position responsible for organizing faculty and student presentations of interdisciplinary gender research.

2015-2016

Conference Coordinator
“Fun with Dick and Jane: Gender and Childhood.” Notre Dame, IN.
Primary organizer of 500-participant, multidisciplinary international conference.

Spring 2014

WRITING PROJECTS

Dissertation:

“Come Play with Me: Theorizing Child's Play, Narrative World-Building and Imaginative Embodiment in Literature, 1749-1911.”

Defended March 10, 2017

Publications:

Forthcoming. Review of *Positioning Pooh: Edward Bear after 100 Years*, ed. April 2024.

Jennifer Harrison. *The Lion and the Unicorn* vol. 47, iss. 2.

Selected Conference Presentations:

“Once More with Feeling: Writing, Femininity and Self-Expression in *Little Women* and *The Poet X*.” ChLA 2023, iSchool at the University of Washington, Bellevue, Washington. June 13-15, 2023

“Playing in the Poison Garden: Trauma, Health, and Playing Outside in *Secret Garden* and Kalynn Bayron’s *This Poison Heart*” ChLA 2022, University of Georgia, Atlanta, GA. June 2-4, 2022

“Unlikely Sisters: Anger and Empathy in *Anne of Green Gables* and *I Am Not Your Perfect Mexican Daughter*,” ChLA 2019. IUPUI, Indianapolis, IN. June 13-15, 2019

"Playing Detectives: Romantic Girlhood, Historical Fiction, and Imaginative Play in the Wollstonecraft Detective Agency Series." Feb. 28-March 2, 2019

IGSA 2019. University of Notre Dame, Notre Dame, IN.

Melissa McCoul
Lecturer in English, TAMU
mmccoul@tamu.edu

- “Playing at Being Dead: Charles Dickens, Child's Play, and Temporality.” August 23, 2016
ESSE 2016. National University of Ireland, Galway. Galway, Ireland.
- “Buried Desires: Queer Disabled Histories in Wilkie Collins' *The Moonstone*.” INCS 2016. Appalachian State University. Asheville, North Carolina. March 12, 2016
- “Female Complaints: Syphilitic Circulation and the Female Body in Late-Nineteenth Century Print Culture.” July 10-11, 2015
RSVP 2015. University of Ghent. Brussels.
- “Running Wild: Imaginative Play, Physical Health, and the Mobile Girl's Body in Victorian Fiction.” April 16-19, 2015
INCS 2015 “Mobilities.” Georgia Institute of Technology. Atlanta, GA.

[M.A. Thesis:](#)

An Uneasy Burden: Maternity, Pedagogy, and Authority in the Travel Letters of Montagu, Wollstonecraft and Sansay. June 2011

MA Thesis. Under the direction of Dr. Edward Watts. Michigan State University, 2011. Ann Arbor: UMI, 2011. 1494587. Web.

[References Available Upon Request](#)