

Curriculum Vitae

Michael D. Rectenwald

Liberal Studies Program
Arts and Science
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Education

Ph.D. Rhetoric and Cultural Studies, Carnegie Mellon University, December 2004.
M.A. English Literature, Case Western Reserve University, May 1997.
B.A. English Literature, University of Pittsburgh.

Professional Academic Experience

New York University (NYU), Master Teacher of Writing, Liberal Studies Program, Arts and Science, New York, NY, August 2008 - Present.

North Carolina Central University (NCCU), Assistant Professor, Department of English and Mass Communications, Durham, NC, August 2006 - August 2008.

Duke University, Lecturer, University Writing Program, Durham, NC, August 2007
May 2008.

Carnegie Mellon University (CMU), Postdoctoral Fellow, English Department, Pittsburgh, PA, August 2005 - May 2006.

Carnegie Mellon University, Instructor, English Department, Pittsburgh, PA, August 1997 - May 2005.

Robert Morris University (RMU), Instructor, Adjunct Professor, English Studies/
Communications Skills Program, Robert Morris University, Moon Township, PA,
August 2001 – May 2006.

Case Western Reserve University (CWRU), Instructor, English Department, Cleveland, OH,
August 1994 - May 1997.

Professional Writing Experience

The Robotics Institute, Writer/Editor III, the Intelligent Software Agents Lab,

(<http://www.cs.cmu.edu/~softagents>), Carnegie Mellon University, Pittsburgh, PA.
January 2000 - August 2005.

ALGOR, Inc., Technical Marketing Writer, Center for Mechanical Design Technology, Finite Element Analysis, Simulation and Optimization Methods, Pittsburgh, PA. May 2005 - August 2006.

Publications

Rectenwald, Michael. "Local Histories, Broader Implications," Review Article, *College Composition and Communication* (December, 2008).

Rectenwald, Michael. "'Ours and for Us': The Periodicals and Politics of 'Useful Knowledge.'" *Genre*, Special Issue on New Histories of Writing (2008).

M. Rectenwald, Y. Seo, K. Lee, J.A. Giampapa, and K. Sycara, "Installation, Running and Editing Instructions for the ClassificationBox Text Classification Tool," tech. report CMU-RI-TR-04-58, Robotics Institute, Carnegie Mellon University, November, 2004.

M. Rectenwald, K. Lee, Y. Seo, J.A. Giampapa, and K. Sycara, "Proof of Concept System for Automatically Determining 'Need-to-Know' Access Privileges: Installation Notes and User Guide," tech. report CMU-RI-TR-04-56, Robotics Institute, Carnegie Mellon University, October, 2004.

M. Rectenwald, J.A. Giampapa, B.K. Langley, and K. Sycara, "RETSINA Agent Name Service Documentation," tech. report CMU-RI-TR-03-11, Robotics Institute, Carnegie Mellon University, December, 2003.

M. Rectenwald, R. Singh, J.A. Giampapa, K. Sycara, S. Esch, and B. John, "User Guide for MORSE Command Simulation: Setup and Running Instructions," tech. report TR-03-40, Robotics Institute/Human Computer Interaction Institute Carnegie Mellon University, October, 2003.

M. Rectenwald, R. Singh, J.A. Giampapa, S. Sesch, K. Sycara, and B. John, "User Guide for MORSEStation Range Operations Simulation," tech. report CMU-RI-TR-03-37, Robotics Institute/Human Computer Interaction Institute, Carnegie Mellon University, October, 2003.

Rectenwald, Michael. "The Beat Generation Meets The E-Generation," review of *Orpheus Emerged* by Jack Kerouac, *Pittsburgh Post-Gazette*, Sunday, February 11, 2001.

Rectenwald, Michael. "Reading Around the Kids." Coiner, Constance and Diana Hume George, eds. *The Family Track: Keeping Your Faculties while You Mentor, Nurture, Teach, and Serve*. University of Illinois Press, (1998): 107-13.

Rectenwald, Michael. "Who's afraid of a Woolf Biography? Scholarly, Feminist Examination of Writer's Life Discards Romantic Bravado," review of Virginia Woolf by Hermione Lee, *Pittsburgh Post-Gazette*, Sunday, August 24, 1997.

Rectenwald, Michael. "Milton Finds and Loses Paradise in the New World," A review of Milton In America by Peter Ackroyd, *Pittsburgh Post-Gazette*, Sunday, July 13, 1997.

Rectenwald, Michael. "The Landscape Of Yeats' Life Emerges From A Personal Perspective," review of W.B. Yeats: The Man And The Milieu by Keith Alldritt, *Pittsburgh Post-Gazette*, Sunday, June 8, 1997.

Rectenwald, Michael. "An Apprentice's Appreciation: Learning And Growing As A Poet, With Allen Ginsberg For A Guide: A Eulogy for Allen Ginsberg," *Pittsburgh Post-Gazette*, Sunday, April 20, 1997.

Rectenwald, Michael. "New Economic Criticism: A Review of the Conference." *News and Notices for the Society of Critical Exchange*, 9.Winter/Spring (1995): 11-21.

Rectenwald, Michael. *The Eros of the Baby Boom Eras*. Bethesda, MD: Apogee Books, 1991 (Poetry).

Rectenwald, Michael. "The Eros of the Baby Boom Eras." *The New York Quarterly* 44 (1990): 79.

Courses Designed and Taught

Writing I: The Essay: Subgenre and Style: This course explores the essay and several subgenres of the essay form. We read classic examples of the essay, both historical and contemporary, and practice the kinds of essay forms that we read. In the process of this study, we write a close reading/interpretation, an auto-ethnography, a synthesis-analysis of several views on a critical controversy, and a contribution to an academic discourse (NYU).

Writing 20: Copy-write: Creativity and Property: Introduces Duke first-year students to key goals and practices of academic writing by exploring a broad set of core issues surrounding Intellectual Property and creativity, through a variety of readings in law, literature, cultural theory, the sciences, and social advocacy. In periodic digests and three major assignments, we address questions about the "author," the "inventor," the "public domain," the "commons," as well as "property," "agency," "culture," and "representation" (Duke).

English 101 Interpretation and Argument: Science, Society, and Technology: As an introductory critical reading and writing course using special topics, this course explores the discourse of science studies, including sociological, cultural, feminist and other studies of science, as well as responses to such studies (CMU).

English Composition I : This course introduces students to the kind of critical reading and writing expected in a university setting (NCCU).

English Composition II “‘Race,’ Writing and Politics:” This course is designed to help students focus on the writing of critical essays using Ralph Ellison’s *Invisible Man* and a series of critical essays (NCCU).

Writing for Science and Technology introduces the conventions, methods and modes of argumentation available to and expected of writers in science and technology fields (NCCU).

Writing for Digital Media introduces technical tools of digital authorship, but most importantly, considers digital design as a means of rhetorical intervention (NCCU).

Multi-Media Authorship In this course, web authorship is considered as historically, culturally, and technologically situated practice (CMU).

Mechanical Engineering Junior Seminar I & II: A requirement for the Mechanical Engineering Bachelor’s degree, this two-semester series introduces students to professional, technical presentations in writing and speech (CMU).

Science, Society and Technology explores the discourse of science studies, including sociological, cultural, feminist and other studies of science, as well as responses to such studies (CMU and NCCU).

Intercultural Communications: This course emphasizes developing successful small group and individual communication skills as part of the larger effort to prepare students to communicate effectively amid human diversity on a global scale. Intercultural communications is considered within the discourse of multiculturalism (RMU).

Public Speaking and Persuasion This course is an introduction to Rhetoric and public persuasion. The course allows students to practice argumentative prose and presentations across the disciplines (RMU).

Nineteenth-century British Literature: Science and Culture explores the relations between culture, literature, the sciences, and technology, focusing particularly on the various ways that science and culture have intermingled and conversed in the 19th century, and beyond (CMU).

Literature and Science: Evolutionary Narrative: This course explores the relations of culture, literature, the sciences and technology, focusing on narratives of progress and development from the late 18th and into the 21st century (CMU).

Professional Writing for Engineers: This course addresses several aspects of professional communications for engineers, including technical writing, business writing, resumes, cover letters, and oral presentations (CWRU).

Committee Work and Administrative Roles

NYU

Inaugural Faculty for the new Global Liberal Studies Program: Selected by the Dean of Liberal Studies as one of a small cadre of faculty members to develop a global curriculum in writing and cultural studies for a new B.A. in Global Liberal Studies.

BA Pilot Global Studies Administrative and Curriculum Committee: Selected by the Assistant Dean of Academic Affairs as one of a few faculty members to integrate NYU New York curriculum and administration with that of global sites in Paris, London, Florence, Ghana, Shanghai, and Buenos Aires.

Student Outreach Committee for Early Decision Students: Working with Admissions to help recruit The Early Decision Applicants to the new BA Program in Global Liberal Studies.

Digital Assignments and the New Curriculum Committee: Committee charged with working on integration of Digital Media in the new BA Curriculum.

First Year Writing Curriculum Task Force: Committee charged with research and recommendations for our writing sequence.

NCCU

Duke-NCCU Writing Across the Curriculum Collaboration: I initiated talks between Duke and NCCU, beginning the process of establishing a collaboration for a Writing Across the Curriculum initiative. My plan paired Duke Writing Program Fellows from various disciplines with NCCU faculty teaching writing-intensive courses in their disciplines.

Writing Concentration Committee: Developed new writing concentration courses now on offer: Writing for Science and Technology and Writing for Digital Media.

Website/Technology Enhancement Committee: Chair of Website committee and Webmaster of English Department webpage. I redesigned and administered the department website.

English 1210 Steering Committee: Responsible for revision of curriculum for the second of a two-semester writing sequence.

Conference Presentations

“‘Ours and For Us:’ Invention and Working Class Power in the British Useful Knowledge Movement,” *Con/texts of Invention Conference: A Working Conference of the Society for Critical Exchange*, Case Western Reserve University, Cleveland, OH, April 20-23, 2006.

“Roots of the Divide: ‘Useful Knowledge’ versus Literary Culture,” *Humanities and Expertise*,

An Interdisciplinary Conference, Sponsored by the Humanities Center at Carnegie Mellon University, Pittsburgh, PA, April 2005.

“Reforming Oxbridge and Redefining Science: *The Principles of Geology* in Context,” *Society for Literature and Science Annual Meeting*, Durham, NC, October 2004.

“Secularism: Artisan Politics and the Cultures of Nineteenth-Century Naturalism,” *Cultural Studies Association Founding Conference*, Pittsburgh, PA, June 2003.

“Early ‘Useful Knowledge’ Periodicals: The Making of the Useful Knowledge Reader,” *Society for Literature and Science Annual Conference*, Pasadena, CA, October 2002.

“A Science for *Hard Times*: Positivism or Working Class Knowledges,” *Society for Literature and Science Annual Meeting*, Norman, OK, October 1999.

“The Construction and Deconstruction of Science in *Middlemarch*,” *Society for Literature and Science Annual Meeting*, Pittsburgh, PA, November 1997.

“Ideologies in Business Writing Instructions,” *Midwest MLA Annual Conference*, Chicago, IL, November, 1997.

“Constructing Authorship in the Chat Room,” Cultures of Writing Conference, *The Society for Critical Exchange*, Cleveland, OH, February 1997.

“Radical Niche Marketing: Allen Ginsberg, the Body and Media,” *Midwest MLA Annual Conference*, Minneapolis, MN, November 1996.

“The Gendered Rhetoric of Intellectual Property, from William Wordsworth to Vanna White,” *Rhetoric in the Disciplines Annual Rhetoric Conference*, Philadelphia, PA, April, 1995.

Discussant, *The New Economic Criticism Conference*, *The Society for Critical Exchange*, Cleveland, OH, November 1994.

Awards

Dean’s Commendation for Teaching Ratings, 2000, 2003.

Neil McIntyre Memorial Prize winner, awarded for the best essay by a graduate student in English, Case Western Reserve University, 1997.

Languages: Reading: French, German and Spanish; Speaking: Spanish

References

Denise Comer, Associate Director, Senior Lecturing Fellow, University Writing Program, Duke University, Art Building, Durham, NC 27708 (919) 660-4357 <comerd@duke.edu>

Jon Klancher, Associate Professor, English, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213 (412) 268-2852 <jk2@andrew.cmu.edu>

Peggy Knapp, Professor of English, Department of English, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213 (412) 268-6453 <pk07+@andrew.cmu.edu>

Kristina Straub, Professor of Literary and Cultural Studies, Department of English, Carnegie Mellon University (412) 268-6458 <ks3t+@andrew.cmu.edu>

Michael Witmore, Professor, Department of English, University of Wisconsin-Madison, 7187 Helen C. White Hall 600 N. Park Street, Madison, WI 53706 (608) 263-0567 <witmore@wisc.edu>