

**CURRICULUM VITAE**  
**Anne-Christine Rudholm**  
**(Ana Cristina Rudholm y Balmaceda)**

**EDUCATIONAL BACKGROUND**

1. M.F.A., Creative Writing, McNeese State University, May 2003
2. M.A., English, McNeese State University, December 2002
3. M.A., Slavic Languages and Literatures, The University of Kansas, May 1993
4. B.A., Russian, University of California, Irvine, June 1991
5. B.A., English, California State University, Los Angeles, September 1986

**POSITIONS IN HIGHER EDUCATION**

1. **Fall 2019 – Present: Instructor of English, General Education and Developmental Studies, Lamar State College Port Arthur**

Taught English 1301, 1301, 2322, 2323; DENG (Developmental English) 0410, 0301.

**English 1301:** English Composition I. I teach writing as a process, examining a variety of texts to explore the relationship between reading and writing and as models for writing. Grammar is examined from a myriad of perspectives and levels; also, I teach development of content within the creation of a text. I teach students to recognize thesis, structural techniques, and stylistic manipulation in their readings and in their own writing. I emphasize critical thinking and logic. I assign group projects (designed to inspire social as well as individual responsibility), and create a variety of collaborative classroom activities. I also include instruction on basic etymology and history of the English language.

**English 1302:** English Composition II. I teach forms of expository and analytical writing. I teach literature (prose fiction, poetry, and drama), various critical approaches to literature, logic, research strategies, and methods of critical inquiry.

**English 2322:** British Literature, Early. Taught a survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Taught works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Taught texts selected from a diverse group of authors and traditions.

**English 2323:** British Literature II, Masterworks: Teaching a survey of the development of British literature from the Romantic period to the present. Teaching works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts have been selected from a diverse group of authors and traditions.

**Deng 0410:** Developmental English, Integrated Reading and Writing: Taught integration of critical reading and academic writing skills.

**Deng 0301:** Foundations of Composition: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both

individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

2. **Fall 2006 – Spring 2019: Instructor of English: Lamar University, Department of English and Modern Languages. Courses taught: English 1301, English 1302, English 2331, English 2326, English 3350, CRWT-0371.**

**English 1301:** English Composition I. I teach writing as a process, examining a variety of texts to explore the relationship between reading and writing and as models for writing. Grammar is examined from a myriad of perspectives and levels; also, I teach development of content within the creation of a text. I teach students to recognize thesis, structural techniques, and stylistic manipulation in their readings and in their own writing. I emphasize critical thinking and logic. I assign group projects (designed to inspire social as well as individual responsibility), and create a variety of collaborative classroom activities. I also include instruction on basic etymology and history of the English language.

**English 1302:** English Composition II. I teach forms of expository and analytical writing. I teach literature (prose fiction, poetry, and drama), various critical approaches to literature, logic, research strategies, and methods of critical inquiry.

**English 2331:** World Literature (sophomore survey): I assist students in developing aesthetic, cultural, and historical awareness through the study of various literary works from around the world and from different time periods in history. I address critical thinking objectives through class discussion and presentation of literary interpretation. I assist students in developing a deeper understanding of our world through examination of the values and philosophies belonging to other cultures and other times. I teach the critical analysis/examination of great works of literature and how these works of literature reflect our human condition and its history. Through critical inquiry of world masterpieces, I teach students to recognize common, universal threads of human experience that make up the grand tapestry spun from ancient to contemporary times.

**English 2326:** American Literature (sophomore survey): Taught six to ten masterpieces of American literature. Assisted students in developing aesthetic, cultural, and historical awareness through the study of various literary works from the Colonial Period to the 21st century. Critical thinking objectives were addressed through thoughtful class discussion and presentation of literary interpretation. Also helped students develop a deeper understanding of American history, primarily through examination of the values and philosophies found in major American works. Taught students to analyze/examine/interpret great works of American literature and how these works reflect our human condition (and some of its history). Taught students to recognize universal threads of the diverse American experience that constitute the grand tapestry spun from the earliest part of our history to the contemporary times we presently inhabit.

**English 3550: Creative Writing:** Taught theory and practice of creative writing (poetry). Taught the literary tradition, various poetical forms, rhyme, meter, and free verse. Taught critical examination of various poetical works, and conducted comprehensive workshops. Worked with students in developing poetic voice, confidence, and tactful and constructive evaluation of their peers' work.

**CRWT-0371 (Developmental Composition):** Taught students to improve their basic writing skills. Taught grammar, development of content, and basics of academic writing. Worked with students in developing confidence in the expression of individual voice through personal narratives while reflecting upon the writing process with various accompanying dynamics and rhetorical possibilities. This course is a component of the Texas Success Initiative (TSI) plan.

3. **2003 – 2006: Lecturer in English, McNeese State University, Department of English and Foreign Languages. Courses taught: English 101, 102.**

**English 101:** English Composition I: Taught writing as a process (based on classical rhetorical modes), lectured on elements of writing: development of content, organization, sentence structure, language use, grammar, taught critical reading/thinking: readings were assigned as models for writing and both content and style were examined and discussed. Assessed diagnostic essay at beginning of the semester and developed learning materials accordingly. Held office hours, assisted students individually, maintained records.

**English 102:** English Composition II: Taught composition, literature (selected short stories, poetry, plays, and essays) to further explore connections between reading and writing and as a basis for expository composition; led discussions, lectured on elements of writing, taught critical reading/thinking, lectured on logic, taught research strategies, discussed locating and evaluating scholarly sources for research paper, taught students how to apply technology to the research process. Held office hours, assisted students individually, maintained records.

4. **2000 – 2003: Graduate Teaching Assistant (as Instructor), McNeese State University, Department of English and Foreign Languages.**

Taught two-course load of English Composition (English 101, 102) for four semesters, 2000- 2002. Taught four-course load for one semester, 2003. (total of five semesters).

Also taught in developmental writing lab. Delivered basic writing instruction to students from diverse and international backgrounds; employed a variety of methods: computer-assisted instruction, group work, collaborative activities, lectured on grammar/sentence structure, led discussions, developed learning materials/lesson plans based on students' needs, created a supportive learning environment, encouraged participation and questions, tutored and advised students individually.

Provided tutoring support to non-native English speakers as needed.

### **ADDITIONAL RELATED EXPERIENCE**

Developed online materials at the beginning of Fall 2017 semester designed to offset the problems and logistical challenges created by Hurricane Harvey (as transportation proved impossible for a significant length of time for both students and faculty). Developed engaging and comprehensive materials for students online via Blackboard, so as to facilitate interest and promote retention. Corresponded with students online, encouraging, counseling, and assisting students with both academic issues and needs created by Hurricane Harvey.

### **COLLEGE SERVICE**

1. Led a FIG (Freshman Interest Group) at Lamar University, Fall 2016. Acted as mentor to first year students. These groups are designed to assist first-year students with adjusting academically and socially to university life, in developing a sense of community and awareness of available resources.
2. Presented lecture I wrote, entitled: "Organic Thinking, Organic Writing" at the 2015 LU Writing Conference.
3. Participated in Core-based Assessment of Sophomore Survey Literature and Freshman Composition courses, 2013, 2014, 2015, 2017, and 2018.
4. Participated in assessment/scoring of essay sections of English Composition and Literature Examinations (CLEP) in order to determine the granting or denial of credit for English Composition courses.
5. Faculty Judge for Pulse magazine: Helped select undergraduate and graduate creative writing awards at Lamar University, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, and 2018.
6. Served as cultural judge for the Lamar University Modern Languages Competition, 2009, 2010.
7. Participated in Women's Studies sponsored event, McNeese State University: Upon request, twice presented original poetry to students and faculty.
8. Participated in theatre production at the University of California, Irvine

### **PROFESSIONAL DEVELOPMENT**

1. Attended CCCC (Conference of College Composition and Communication) in Houston, 2016. Learned numerous new pedagogical strategies that I have successfully implemented in the classroom.
2. Conferenced individually with the following award-winning writers: John A. Wood, Dana Gioia, Rodney Jones, Stanley Plumly, Leslie Norris, William Trowbridge, Kelly Cherry, Maggie Anderson, Ellen Bryant Voight, Susan Ludvigson, and Morri Creech.

3. Member, The Council for International Concerns of Southwest Louisiana, 2004-2006.
4. Student Member, The Alumni Board of Directors, California State University, Los Angeles.

## HONORS, GRANTS, AWARDS

1. Graduate Teaching Assistantship (including Graduate Tuition Scholarship), McNeese State University, 2000-2003.
2. McNeese Foundation Fellowship, McNeese State University, 2002.
3. Juliet Hardtner Scholarship for Women in the Arts and Humanities, McNeese State University, 2002.
4. The Joy Scantlebury Award in Poetry (judged by the distinguished Welsh poet Leslie Norris), 2002.
5. Ada Vincent Fellowship for Excellence in Creative Writing, 2000.
6. Donald and Dorothy Strauss Scholarship, University of California, Irvine, 1989.

## PUBLICATIONS

**Books:** Cante Jondo: Josephine Sacabo & Ana Cristina Rudholm y Balmaceda [photographs by Sacabo; poems by Rudholm y Balmaceda; edited and with an introduction by John Wood]. South Dennis, MA.: 21st: Publishers of Fine Art Photography Books, 2002.

**Translations:** A section of Anna Akhmatova's Anno Domini in 5 Images by Joel-Peter Witkin. Madrid: Arte y Naturaleza, 2004.

## LANGUAGES

Russian

Spanish

Reading and writing knowledge of Swedish, French, and some German.

Knowledge of Latin; participated in verse translation (unpublished).

## VOLUNTEER WORK

Volunteer at Children's Museum of Beaumont. With other community volunteers, work on displays and orchestrate activities. For example, for Dia de los Muertos, help arrange artwork, run information booth, and give lectures involving the history behind Dia de los Muertos, clarifying misconceptions and bringing history and culture to youth in the community.

## RESEARCH INTERESTS

1. Innovative Approaches to Teaching Writing and Literature
2. Poetry of Ancient Rome

3. Poetry as Performance Art
4. American Folklore: The Supernatural and the Surreal in American Literature
5. Russia's Silver Age: Poetry, Theatre, and Dance
6. Culture and Literature of the High Middle Ages; 12th century Renaissance

### **CRITICAL COMMENTS**

"To say these two [...] artists possess genius is to say little more than could be applied to many other artists, but to say they possess *duende* is to say they possess the rarest of artistic gifts." --  
John Wood, Introduction: *Cante Jondo: Josephine Sacabo & Ana Cristina Rudholm y Balmaceda*