

KENDRA SLAYTON

DEPARTMENT OF ENGLISH
CLEMSON UNIVERSITY

801 Strode Tower
121 Delta Epsilon Ct
Clemson University
Clemson, SC 29634

EDUCATION

- 2019 **Ph.D., English**, University of Tennessee
Dissertation: *For commune profit sith it may availle: Gender, Free Will, and Circumscription in Chaucer*
Committee: Laura Howes (chair), Mary Dzon, Mary Papke, & Jay Rubenstein
- 2013 **M.A., English**, University of Tennessee
- 2008 **B.A., English**, second major in Japanese, Michigan State University

RESEARCH & TEACHING INTERESTS

PRIMARY FIELDS: late medieval literature, especially Middle English and Chaucer; gender and bodies in medieval literature; medieval theology, metaphysics, and free will; mysticism

SECONDARY FIELDS: feminist theory and literature; *habitus* and sociological theory; global Middle Ages; modern and postmodern women writers; writing process pedagogy

ACADEMIC APPOINTMENTS

- 2022– **Visiting Assistant Professor of Medieval Literature**, Clemson University
- 2019–2021 **Marion L. Brittain Postdoctoral Fellow**, Georgia Institute of Technology
- 2018–2019 **Humanities Center Fellow**, University of Tennessee
- 2012–2018 **Graduate Teaching Associate**, University of Tennessee
- 2011–2012 **Graduate Teaching Assistant**, University of Tennessee

ADMINISTRATIVE APPOINTMENTS

- 2021 **Assistant Director**, Naugle Communication Center, Georgia Institute of Technology
Co-facilitate center staff hiring; lead new consultant and center assistant training; maintain center record keeping; develop and teach student-facing events and workshops; coordinate scheduling and meetings; collaborate with campus partners on programs such as 3MT and the Graduate Professional Development Passport.
- 2020–2021 **Interim Co-Director**, Naugle Communication Center, Georgia Institute of Technology
Train consultants in best practices and monitor professional and student staff; maintain center record keeping; design and conduct assessment and research initiatives; spearhead student-facing events, workshops, and resources; liaison with other university programs; coordinate and plan scheduling, meetings, and special events.
- 2018–2015 **Study Abroad Program Co-Leader**, UTK Honors Summer Abroad, Cambridge, U.K.
Arranged pre-departure orientation and arrival procedures; assisted participants as a Resident Assistant; and coordinated field trips, including excursions to Ely Cathedral, Bury St. Edmunds, Sutton Hoo, the British Museum and Library, the Globe Theatre, Blickling Hall, Oxford, and Canterbury Cathedral.

- 2014–2015 **Assistant Director of ESL Program**, English Department, University of Tennessee
Assisted in planning, proctoring, and grading the English Placement Exam for incoming international students. Conducted cross-institutional research on best practices in ESL placement and revised UTK's placement procedures to better prepare incoming students and accommodate student agency in the placement process.

PUBLICATIONS

WORKS IN PREPARATION

Chaucer's Social Theology: Gender, Social Determinism, and the Common Good. Monograph in progress.

“Digital Tools and the Global Middle Ages in the Composition Classroom.” Article in progress.

REFEREED ARTICLES

- 2021 “We Are Sharers?: Finding Community in Isolation.” Co-Authored with Jeff Howard and Rocio Soto. *The Peer Review*, International Writing Centers Association, Summer 2021. <http://thepeerreview-ivca.org/issues/issue-5-1/we-are-sharers-finding-community-in-isolation/>
- 2019 “Sex and Sovereignty: Angela Carter’s Medieval Toyshop.” *Critique: Studies in Contemporary Fiction*, 60.3, May 2019. <https://www.tandfonline.com/doi/abs/10.1080/00111619.2019.1580671>
- 2019 “Tied in ‘lusty leese’: Gender and Determinism in *Troilus and Criseyde*.” *The Chaucer Review* 54.1, Jan. 2019. <https://www.jstor.org/stable/10.5325/chaucerrev.54.1.0067>

BOOK REVIEWS

- 2014 Review of Suzanne Verderber, *The Medieval Fold: Power, Repression, and the Emergence of the Individual*, Palgrave Macmillan, 2013. In *Comitatus* 45, 2014. <https://muse.jhu.edu/article/552544>

PUBLIC-FACING WRITING AND REVIEWS

- 2021 A discussion of “The Green Knight” (Dir. David Lowery, 2021). *Technically Pop: A pop culture podcast from the Brittain Fellows at the Georgia Institute of Technology*. August 2021. <https://anchor.fm/molly-slavin/episodes/The-Green-Knight-e160r6c>
- 2021 “Perusall: Building Community and Confidence in an Online Classroom through Annotation.” *TECHStyle*, June 2021. <https://techstyle.lmc.gatech.edu/perusall-annotation-medieval-part-1/> and <https://techstyle.lmc.gatech.edu/perusall-annotation-medieval-part-2/>
- 2021 Interview, “Dr. Rob Griffin on Teaching English Language Learners.” In *World Englishes*, a Brittain Postdoctoral Fellow Committee & Magazine, Georgia Tech, <https://worldenglishes.lmc.gatech.edu/interview-dr-rob-griffin-on-teaching-english-language-learners/>
- 2021 Review of *The Tale of Princess Kaguya*, Studio Ghibli. In *World Englishes, Global Cinema Spotlight*, a Brittain Postdoctoral Fellow Committee & Magazine, Georgia Tech, <https://worldenglishes.lmc.gatech.edu/2021/04/20/world-cinema-spotlight-the-tale-of-princess-kaguya/>
- 2020 Review of Yoko Ogawa, *Revenge: Eleven Dark Tales*, Translated by Stephen Snyder, Picador, 2013. In *World Englishes*, a Brittain Postdoctoral Fellow Committee & Magazine, Georgia Tech, <https://worldenglishes.lmc.gatech.edu/book-review-revenge-eleven-dark-tales-by-yoko-ogawa/>

CONFERENCE PRESENTATIONS

- 2023 “In her kindly cuntre’: Margery as Transnational Network Builder.” Sponsored by the Mysticism and Lived Experience Network. International Congress on Medieval Studies. Leeds, UK, July. Upcoming.
- 2022 “Bodies in the *Taas*: The Violence of Forms in the *Knight’s Tale*.” Southeastern Medieval Association. Samford University, University of Alabama at Birmingham, and Birmingham-Southern College, November. Upcoming.
- 2022 “Mapping the Middle Ages’: Teaching the Global Middle Ages through Multimodal Composition and Digital Mapping.” *Teaching the Middle Ages Using Digital Mapping: Spatial Humanities in the Medieval Classroom*. Sponsored by the Teaching Association for Medieval Studies. International Congress on Medieval Studies. Western Michigan University, May.
- 2021 “By heigh ymaginacioun forncast’: Circumscribing Forces of Habit in the Nun’s Priest’s Tale.” Southeastern Medieval Association. Wofford College, November.
- 2021 “Supporting ELL Students through the Writing Center.” Roundtable organizer and participant (with Jeff Howard, Eric Lewis, and Rocío Soto). International Writing Center Association, October.
- 2021 “Tutor & Admin Experiences During COVID,” Featured panel co-speaker (with Jeff Howard, Rocío Soto, and Sabrina Nacci). Southwestern Writing Center Association-Georgia Fall Forum, September.
- 2021 “Training the Writing Center Consultant: Feedback for the ELL Writer.” Workshop co-facilitator (with Karen Head, Rob Griffin, & Caitlin Kelly). Southeastern Writing Center Association, February.
- 2021 “Writing Centers’ Roles in ELL Student Retention and Support.” Roundtable organizer and participant (with Rob Griffin, Hannah Lachmayr, and Steph Oliva). Southeastern Writing Center Association, February.
- 2021 “Technological Interventions: Our Responsibility in Institutional Decision-Making (Grammarly Case Study).” Co-presenter (with Karen Head, Jeffrey Howard, & Alok Amatya). Southeastern Writing Center Association, February.
- 2020 “Beowulf in the Composition Classroom.” *Teaching Medieval and Early Modern Literature in the Composition Classroom*, presenter and panel organizer. Duke University Symposium for Pedagogy and the Premodern, March.
- 2016 “*Unkyndeley enchynyng*: Social Determinism in the *House of Fame*.” Southeastern Medieval Association. University of Tennessee, Oct.
- 2014 “Assessing the Placement of L2 Writers: An Institutional Case Study of Student Perceptions.” Symposium of Second Language Writing. Arizona State University, Nov.
- 2014 “Transtextual Proverbial Wisdom: Reader Responsibility in the *Tale of Melibee*.” Southeastern Medieval Association. Clayton State University and University of West Georgia, Oct.
- 2013 “Criseyde Tied in *Lusty Leese*.” Southeastern Medieval Association. Appalachian State University, Oct.
- 2013 “Animalization and Agency in *Troilus and Criseyde*.” Newberry Center for Renaissance Studies Multidisciplinary Graduate Student Conference, Jan.

RESEARCH GRANTS

- 2021 School of Literature, Media, and Communication Summer Research Grant, Georgia Tech
In support of monograph research.
- 2018 Humanities Center Summer Travel Grant, University of Tennessee, Knoxville
In support of archival research at the British Library, London, U.K.
- 2018 Graduate Research Travel Fund, University of Tennessee, Knoxville
In support of archival research at the British Library, London, U.K.

FELLOWSHIPS AND AWARDS

RESEARCH

- 2018–2019 Humanities Center Graduate Student Fellowship, University of Tennessee
- 2017–2018 John Hurt Fisher Memorial Literature Prize, University of Tennessee
- 2016–2017 Norman J. Sanders Dissertation Fellowship, University of Tennessee
- 2016–2017 Joseph Trahern Medieval Dissertation Fellowship, University of Tennessee
- 2013–2014 Marco Keith Taylor Graduate Student Promise Award, University of Tennessee
- 2011–2014 John C. Hodges Fellowship, University of Tennessee

TEACHING AND TUTORING

INDIVIDUAL

- 2021 Naugle Communication Center Professional Tutor of the Year
- 2021 Southeastern Writing Center Association Professional Tutor of the Year
- 2019– “Thank a Teacher” Award (5), Georgia Tech Center for Teaching and Learning. Awardees are nominated directly by their students to show appreciation to faculty members.
- 2014 John C. Hodges Excellence in Teaching Award, University of Tennessee

UNIT

- 2021 Conference on College Composition and Communication (CCCC) Certificate of Excellence, Department-wide award (Georgia Tech)
- 2021 University System of Georgia Regents’ Teaching Excellence Award. Department-wide award for the Georgia Tech Writing & Communication Program. This award showcases an outstanding department or program that promotes, supports, and recognizes excellence in teaching and in service to students.
- 2020 Georgia Tech 2020 Unit Diversity Champion Award. This award recognizes the Writing and Communication Program's commitment to accessibility, excellence, diversity, equity, and inclusion. Georgia Institute of Technology. Contributor to 18-member Work Group to plan, draft, edit, and revise the unit nomination.
- 2012 Conference on College Composition and Communication (CCCC) Certificate of Excellence, Department-wide award (University of Tennessee)

TEACHING EXPERIENCE

- 2023 **Chaucer and Medieval Intertextuality** (MA-level)
Clemson University (Spring 2023)

This course begins with the premise that even strict translation is never a neutral act. Adaptations/translations always introduce new perspectives and biases and alter audience reception. We will begin with intensive practice of Middle English to prepare students to read Chaucer’s original language; continental and classical sources will be read in translation. Primary sources may include, for example, Chaucer’s Troilus and Criseyde read in comparison to Boethius’s Consolation of Philosophy; Boccaccio’s Il Filostrato; Ovid’s Metamorphoses; and Statius’s Thebaid. Secondary sources may include excerpts of monographs such as Carolyn Dinshaw’s Chaucer Sexual Poetics; George Edmonson’s The Neighboring Text; and overviews of literary theory such as Kristeva’s concept of intertextuality. Learning objectives include gaining confidence in reading Middle English; familiarity with medieval literature; and an understanding of critical debates within Chaucer studies. The course will also raise transferable questions of authorship and authority; of representation; of periodization; of canonization; and of the politics of revision.

- 2022 **The Medieval Period** (Old and Middle English Literature) (Undergraduate & MA-level)
Clemson University (Fall 2022)
This course surveys medieval literature primarily from the Old and Middle English period, covering a range of genres such as chronicles; poetry; chivalric romance; mystical and religious texts; and travel narratives. To place English literature in a more global context, readings also include excerpts of texts such as the Táin Bó Cúailnge; Ibn Fadlan's Risala; and Christine de Pizan's Book of the City of Ladies. Major projects include a presentation; researched literary analysis paper; and a creative project.
- 2022 **Directed Study: Mythology, Heroic Epic, and Romance** (MA-level)
Clemson University (Spring 2022)
This directed study course explores the mythological origins of medieval heroic epic and romance. Readings include Beowulf; the Nibelungenlied; the Edda; the Ulster Cycle and other Irish sovereignty tales; and related later-medieval romances such as Sir Launfau and The Wedding of Sir Gawain and Dame Ragnelle. Analysis of relevant scholarly criticism is also included. Deliverables include an annotated bibliography.
- 2022 **Chaucer, Gender, and Free Will** (Special Topics in British Literature to 1699)
Clemson University (Spring 2022)
Chaucer's Troilus and Criseyde is the story of love and war during lockdown, set in the besieged Troy; his Knight's Tale the story of two cousins brought to mortal enmity over the love of Emilye, sister to Hippolyta, the recently conquered Queen of the Amazons; his Clerk's Tale the story of patient Griselda, poor wife of a rich Marquis whose vow of obedience is tested to its limits. Over and over throughout his oeuvre, Chaucer pursues questions of agency and free will in tandem with questions of gender dynamics. In this course, we'll take a deep dive into these and others of Chaucer's works. In so doing, we'll also consider Chaucer's theological, philosophical, and literary influences, reading excerpts of texts like Boethius's Consolation of Philosophy; Ovid's Metamorphoses; Aristotle's Ethics; Boccaccio's Teseida; and Thomas Aquinas's Summa Theologiae.
- 2022 **British Literature, Medieval** (Arts & Humanities General Education Course)
Clemson University (Spring 2022, 2 sections; Fall 2022, 2 sections)
This section focuses on "Social Selves in Medieval British Literature," exploring questions such as: What does it mean to be an individual in society? How do social pressures shape our decision making? To what extent are we determined by our social environment? How can individuals affect social change? How do social ideologies such as codes of behavior and gender politics change over time? Class goals are to hone critical thinking skills; conduct close textual analysis; form persuasive and effective arguments; and study the sociocultural and historical contexts of literature. Assignments include weekly Reading Responses and Perusall annotations; a midterm examination; a literary analysis essay; and a creative project.
- 2021 **Mapping the Middle Ages** (Freshmen Composition II; Honors section)
Georgia Institute of Technology
Many people assume that the Middle Ages was an era of isolation—but in fact, it was rich with trade, travel, and cross-cultural translation. In this course, we'll explore medieval literature outside the British and Western European traditions, including classical Chinese poetry; travel narratives such as Ibn Fadlan's Risala; and Japanese classics such as the Tale of Genji. We'll "map" figuratively and literally, with projects including: a multimodal pilgrimage/travel essay; a historical and geographical context guide; and a visual mapping project using tools like the Knight Lab's StoryMap and Timeline software. No prior experience with studying the medieval period is required, and all works will be read in translation.
- 2020–2021 **Storytelling and Society: Genres of Medieval British Literature** (Freshman Composition II)
Georgia Institute of Technology (Fall 2020)
This course teaches multimodal, rhetorical communication and research, focusing on Medieval Brit Lit. Stories provide escapism while allowing authors to relate personal experience, critique sociocultural ideologies, and shed light on who tells stories and who is silenced. We'll consider such issues by exploring epic, romance, and religious writing, such as Beowulf, Sir Gawain and the Green Knight, and selections from the Canterbury Tales. Assignments include reading annotations and responses; a class journal; a historical context research guide (slide deck + recorded presentation); and a creative adaptation (prototype + multimodal pitch).
- 2019–2020 **Repurposing the Past** (Freshman Composition II)
Georgia Institute of Technology (Fall 2019; Spring 2020)
This section teaches multimodal, rhetorical communication and research through the theme, "Repurposing the Past." Students investigate the strategic deployment of the past as a powerful rhetorical tool to achieve specific

purposes in the present, analyzing media including the medieval epic Beowulf; the contemporary film Hidden Figures; and contemporary adaptations such Mulan in Kingston's Woman Warrior. Assignments include a multimodal essay; a research website on a historical hidden figure; and a creative adaptation.

- 2017 **British Literature 1: Beowulf – Johnson**
University of Tennessee (Fall 2017)
This class covers the early literature of the United Kingdom. The course traces a wide range of genres, including epic, romance, poetry, and drama, as well as topics including heroism; rulership and government; gender and power; identity; individualism; religion; agency and free will; fate and determinism; history; and metaphysics.
- 2015–2018 **History of the English Language & Early and Medieval British Peoples**
Graduate Assistant, University of Tennessee, Honors in Cambridge Summer Study Abroad
This program covers English etymology and philology; Pre-Roman and Roman Britain; the Early Medieval English peoples; monasticism; the Norman Conquest; Chaucer; and Shakespeare. Daily classroom meetings are enhanced with weekly experiential learning and fieldtrips. Facilitated syllabus design, reading/video selection, and classroom discussions together with the principal instructor, Dr. Thomas Heffernan.
- 2015–2016 **Inquiry into Dystopia** (Composition II for Non-Native Speakers)
University of Tennessee (Summer 2016; Fall 2015)
What constitutes worst-case worlds for different people in different eras? What current events and sociopolitical critiques drive dystopian fiction like “Harrison Bergeron” or The Hunger Games? Students explore these questions through primary and secondary source research, as well as qualitative research. This Non-Native Speaker section additionally focuses on practicing grammar, syntax, and oral fluency.
- 2014–2016 **Academic English for Non-Native Speakers**
University of Tennessee (Spring 2016; Fall 2014)
A pre-composition course focusing on the development of English academic literacy for undergraduate students whose native or strongest language is not English, including reading, writing, vocabulary, and grammar, as well as some attention to listening, oral presentation, and pronunciation.
- 2013–2015 **Inquiry into Gender & Heroes** (Composition II)
University of Tennessee (Spring 2015; Spring 2014; Spring 2013)
This section focuses on heroism in literature and popular culture and the role of gender in such narratives. Students conduct primary and secondary source research, as well as qualitative research using interviews, while analyzing texts and media ranging from ancient tales such as the Iliad or the Ballad of Mulan to more modern examples such as Buffy the Vampire Slayer, The Hunger Games, and Batman.
- 2012–2013 **Issues in Education** (Composition I)
Instructor of Record, University of Tennessee (Fall 2013; Fall 2012)
This section focuses on issues in education, including access, creativity, and health programs while providing intensive instruction in writing and reading. Students analyze texts from diverse perspectives, developing substantive arguments through systematic revision, audience awareness, and source integration.
- 2008–2011 **English as a Foreign Language** (Grades 5–9)
Assistant Language Teacher, Yamanashi, Japan Exchange & Teaching (JET) Program
Taught English and designed activities to foster reading, writing, and oral fluency, including games, role playing scenarios, and other in-class activities and homework. I also developed and graded listening comprehension tests, and coached students for an annual, county-wide English speech contest.

PEDAGOGICAL TRAINING

- 2020 Safe Space Training for LGBTQIA allyship, Georgia Tech, Oct.
- 2020 Remote Teaching Workshop, Writing and Communication Program, Georgia Tech, May
- 2020 “Introducing First-Year Students to Book History” Workshop Participant, Pedagogy and the Premodern Symposium, Duke University, Feb.
- 2019 Digital Pedagogy Seminar, Georgia Tech
- 2014 Teaching Second Language Writing (Graduate Course, ENGL 575), UTK
- 2013 Theoretical Issues in Second Language Writing (Graduate Course, ENGL 690), UTK

- 2012 Composition Pedagogy (Graduate Course, ENGL 505), UTK
 2010 Japanese Linguistics & Pedagogy Course, Certificate of Completion, Japan Exchange & Teaching (JET) Program, Aug. 2009 – Feb. 2010

TUTORIAL AND STUDENT SUPPORT EXPERIENCE

- 2019– **Professional Consultant**, Naugle Communication Center
 Georgia Institute of Technology
 Tutored undergraduate and graduate students, including English Language Learners, on written, oral, and visual communication projects. Designed and led workshops and events, including:
Visuals in Presentations, Fall 2020; Spring 2021; Fall 2021
Pre-Health Personal Statement Review Session, Spring 2021
Surviving Your Dissertation: Completion Tips, Spring 2021
Application Writing Bootcamp for Graduate and Medical School, Fall 2020
Paper-Writing Strategies for Computer Science Graduate Students, Fall 2020
Online Video Workshop for Planning & Drafting Literature Reviews, Summer 2020
Writing Strategies for Engineering Graduate Students, Spring 2020
Video Storyboarding Workshop, Fall 2019; Spring 2020
Literature Review Workshop, Fall 2019
- 2018; 2016 **Tutor, ESL Writing Center**
 University of Tennessee
Tutored undergraduates, particularly in Composition and Business Writing, and graduate students working on seminar papers, publications, theses, and dissertations. Nominee for the Hodges Tutor Award, Spring 2018.
- 2015; 2011–2 **Tutor, Writing Center**
 University of Tennessee

EDITORIAL EXPERIENCE

- 2020–2021 Managing Editor, *RAMBLE* multilingual student literary journal
 World Englishes Committee, Georgia Tech
Distribute Call for Submissions and collect manuscripts and publication contracts. Assign manuscripts to reviewers. Collate feedback for student authors. Copyedit and format issue for digital publication.
- 2007–2008 Editorial Assistant, Books Division
 Michigan State University Press
Proofread and edited manuscripts. Completed copyright and art permissions applications and grant proposals. Coordinated author and in-house revisions. Created interactive PDFs with basic coding.

SERVICE

DEPARTMENTAL SERVICE

- 2021 **Podcast Committee**, member, Georgia Tech
 2021 **Assignment Design Speaker**, Brittain Postdoctoral Fellowship Orientation, Georgia Tech
 2020 **Academic Program Review**, Listening Session participant, Georgia Tech
 2020– **Syllabus Design Mentor**, Brittain Postdoctoral Fellowship Orientation, Georgia Tech
 2020– **Hiring Committee**, Brittain Postdoctoral Fellowship, member, Georgia Tech
 2020 **Poster Presenter**, “Multimodality & the Rhetorical Past,” Celebrating Teaching Day, Georgia Tech
 2019– **Communication Center Committee**, Georgia Tech
 2019– **World Englishes Committee**, Member (2019–) and Chair (2020–), Georgia Tech
 2019– **Monthly Programmatic Assessment**, Georgia Tech
 2017 **Pedagogy Workshop Presenter**, First Day Activities, University of Tennessee
 2014–2018 **ESL Placement Exam Proctor and Grader**, University of Tennessee

- 2015; 2017 **Hodges Teaching Award Selection Committee**, Member, University of Tennessee
2013 **Composition Pedagogy Apprenticeship Program**, Mentor, University of Tennessee

STUDENT-FACING SERVICE

- 2021 **Marshall Scholarship Finalist Mock Interview**, interviewer, Georgia Tech
2021 **International Writing Competition**, Georgia Tech International Ambassadors Program, judge, Georgia Tech
2021 **Marco Graduate Student Professionalization Colloquium**, Alumni Guest Speaker, University of Tennessee
2020– **3 Minute Thesis (3MT) Committee**, member and coach, Georgia Tech
2020– **English Conversation Partner Program**, organizer
2019– **English Conversation Hour**, organizer and discussion leader, Georgia Tech
2019 **1794 Scholars Honors Showcase Faculty Mentor**, University of Tennessee
2018–2019 **Academic Policy Committee**, Ph.D. Student Liaison, University of Tennessee
2016 **MA Oral Exam Preparation & Mock Exam coordinator**, University of Tennessee
2015–2016 **Graduate Students in English Council**, Ph.D. Representative, University of Tennessee
2012–2015 **Graduate Student Senator**, English Department Rep, University of Tennessee

COMMUNITY OUTREACH

- 2016 **Medieval Day K–12 Event**, Volunteer, Marco Institute, University of Tennessee
2014 **Love Your Library 5k Planning Committee**, Member, University of Tennessee

LANGUAGES

Middle English, Advanced reading

Latin, Intermediate reading

Old English, Basic reading

Italian, Basic reading

Japanese, Intermediate reading and speaking

Level 2, Japanese Language Proficiency Test (日本語能力試験) (Level 1 = most difficult of 5)

PROFESSIONAL AFFILIATIONS

Medieval Academy of America

Modern Language Association

The New Chaucer Society

Southeastern Medieval Association