

Shuv Raj Rana Bhat
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El Paso, TX 79902
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EDUCATION

Doctor of Philosophy in Rhetoric and Composition

The University of Texas at El Paso, defended my dissertation on 9 February 2021
Dissertation: *Mode Blending as Meaning Making Process in First Year Composition: A Multimodal and Multiperspective Critical Discourse Analysis of Student-Generated Brochures*
Committee: Dr. Beth Brunk-Chavez (director), Dr. Kate Mangelsdorf and Dr. Sara A. Potter

Master of Philosophy in English

Tribhuvan University, Kathmandu, Nepal 2012
Thesis: *Rhetoric of Empire in Mary Kingsley's Travels in West Africa*
Committee: Dr. Beerendra Pandey (director) and Dr. Anirudra Thapa

Master of Arts in English

Tribhuvan University, Kathmandu, Nepal 2001
Thesis: *Prevailing Pedagogy in Nepal: A Study of English Speaking Skill at Grade Nine in Government Schools of Kaski and Kathmandu Districts*
Committee: Krishna Bahadur Gurung (director) and Sharad Chandra Thakur

PUBLICATIONS

REFEREED SCHOLARLY ARTICLES/BOOK CHAPTER

Rana Bhat, Shuv Raj. "Rhetoric as a Vehicle of Social Order in the *Garuda Purana*. *Alternative Sources for Rhetorical Traditions*. Edited by Hui Wu, & Tarez Samra Graban. Southern Illinois University Press. (accepted)

Rana Bhat, Shuv Raj. "Service Learning as a Vehicle of Genuine Learning, Reciprocity, and Critical Thinking: An International Intern's Critical Reflection." *Community Literacy Journal*. (provisionally accepted pending revisions)

Tinoco, Lizbett, Louis A. Herman, **Shuv Raj Rana Bhat** and Alison Wells Zepeda. "International Writing Tutors Leveraging Linguistic Differences at a Hispanic-Serving Institution's Writing Center." *The Peer Review*, 4(2), 2020.

Rana Bhat, Shuv Raj. "Orientalist Representation of Nepali People, Culture and Landscape: A Critical Discourse Analysis of Kincaid's *Among Flowers: A Walk in the Himalaya*." *SCHOLARS: Journal of Arts & Humanities*, 1, 2019. p. 24-40.

Rana Bhat, Shuv Raj. "Exploring Nontraditional Rhetoric: Voicing the Voiceless through Nativization of Traditional Rhetoric." *Journal of Global Literacies, Technologies, and Emerging Pedagogies*, 4(2), 2017. p. 617-638.

Rana Bhat, Shuv Raj. "Celie's Transformation from Patient to Agent: A Semantic Analysis of Walker's *The Color Purple*." *ANQ: A Quarterly Journal of Short Articles, Notes, and Reviews*, 29(2), 2016. p. 116-119.

Rana Bhat, Shuv Raj. "Rhetoric of Empire in Mary Kingsley's *Travels in West Africa*." *Crosscurrents*, 2(2), 2014. p. 368-385.

Rana Bhat, Shuv Raj. "Tracing Postmodernism in Language and Literature Pedagogy." *International Journal of Humanities and Cultural Studies*, 1(2), 2014. p. 74-82.

Rana Bhat, Shuv Raj. "A Defamiliarizing Language in *The God of Small Things*." *Nepalese Linguistics*, 26, 2011. p. 176-85.

BOOK REVIEWS

Rana Bhat, Shuv Raj. Review of Miller Suzanne M. and Mary B. McVee's *Multimodal Composing in Classrooms: Learning and Teaching for the Digital World*. Routledge, 2012. *Present Tense: A Journal of Rhetoric in Society*. 6.2 (2017).

Rana Bhat, Shuv Raj. Review of Christina Ortmeier-Hooper and Todd Ruecker's *Linguistically Diverse Immigrant and Resident Writers: Transitions from High School to College*. Routledge, 2017. *enculturation: a journal of rhetoric, writing, and culture*. 25 (December 18, 2017).

MANUSCRIPTS IN PROGRESS

Rana Bhat, Shuv Raj. "Multimodal Critical Discourse Analysis of Gender Representation in Multimodal Texts." (Target Venue: *Present Tense: A Journal of Rhetoric in Society*)

Rana Bhat, Shuv Raj. "Rethinking the Way We Teach First Year Composition: A Critical Stylistic Approach to Teaching Reading and Writing." (Target Journal: *enculturation: a journal of rhetoric, writing, and culture*)

NONREFEREED PUBLICATIONS

Rana Bhat, Shuv Raj. "Including Seminal Readings on Literacies in Curriculum: First Step to Making Students Aware of 21st Century Literacies." *Kentucky English Bulletin*, 67(2), 2018.

Rana Bhat, Shuv Raj. "Visual Rhetoric." *The Kathmandu Post*. Vol. XXII No 138. July 6 2014.

Rana Bhat, Shuv Raj. "Death of a Teacher." *The Kathmandu Post*. Vol. XXII No 103. June 1 2014.

Rana Bhat, Shuv Raj. "The God of Small Things: Celebration of Mininarratives." *The Criterion: An International Journal in English*, 5(5), (October 2014).

Rana Bhat, Shuv Raj. "What's in a Name?" *The Kathmandu Post*. Vol. XX No 106. June 3 2012.

Rana Bhat, Shuv Raj. "Conflict as a Source of Stigma in "Marriage Is a Private Affair." *Bhanushree*, 2011.

Rana Bhat, Shuv Raj. "Lecture, an Undemocratic Method." *The Kathmandu Post*. Vol. XV No. 195. September 1, 2007.

Rana Bhat, Shuv Raj. "Gendering, Endangering Women." *The Kathmandu Post*. Vol. XV No.261. November 10 2007.

Rana Bhat, Shuv Raj. "College." *Bhanushree*, 1998.

Rana Bhat, Shuv Raj. "Feedback for the English Teachers." *Gyan Punja*, 1995.

NEPALESE TEXTBOOKS

Bhatta, Tara Datta, **Shuv Raj Rana Bhat**, Maheswor Paudel, and Rishi Neupane. *Rainbow English Teacher's Handbook*. Kathmandu: Pustak Prakashan Griha, 2014.

Joshi, Puskar, Kumar Bahadur Rai, and **Shuv Raj Rana Bhat**. *Grammar for Communication*. Book 1. Kathmandu: New Nepal, 2009.

Joshi, Puskar, Kumar Bahadur Rai, and **Shuv Raj Rana Bhat**. *Grammar for Communication*. Book 2. Kathmandu: New Nepal, 2009.

Joshi, Puskar, Kumar Bahadur Rai, and **Shuv Raj Rana Bhat**. *Grammar for Communication*. Book 3. Kathmandu: New Nepal, 2009.

Joshi, Puskar, Kumar Bahadur Rai, and **Shuv Raj Rana Bhat**. *Grammar for Communication*. Book 4. Kathmandu: New Nepal, 2009.

Joshi, Puskar, Kumar Bahadur Rai, and **Shuv Raj Rana Bhat**. *Grammar for Communication*. Book 5. Kathmandu: New Nepal, 2009.

Sapkota, Hari Prasad, and **Shuv Raj Rana Bhat**. *Learning to Read and Write*. Grade 1. Kathmandu: Satyal, 2003.

Sapkota, Hari Prasad, and **Shuv Raj Rana Bhat**. *Learning to Read and Write*. Grade 2.

Kathmandu: Satyal, 2003.

Sapkota, Hari Prasad, and **Shuv Raj Rana Bhat**. *Learning to Read and Write*. Grade 3. Kathmandu: Satyal, 2003.

Sapkota, Hari Prasad, and **Shuv Raj Rana Bhat**. *Learning to Read and Write*. Grade 4. Kathmandu: Satyal, 2003.

Sapkota, Hari Prasad, and **Shuv Raj Rana Bhat**. *Learning to Read and Write*. Grade 5. Kathmandu: Satyal, 2003.

Hamal, Krishna Raj, Puskar Raj Joshi, **Shuv Raj Rana Bhat**, and Kumar Bahadur Rai. (Eds.). *Education of Lower Secondary English Teachers*. Bhaktapur, Nepal. Secondary Education Development Project, (n. d.).

EDITORIAL EXPERIENCE

Reviewer, CCCC Annual Convention, 2020

Reviewer, CCCC Annual Convention, 2019

Editor, *International Journal of Humanities and Cultural Studies (IJHCS)*, 2014-present

Co-editor, *Education of Lower Secondary English Teachers*

PROFESSIONAL PRESENTATIONS

CONFERENCE PRESENTATIONS

Rana Bhat, Shuv Raj. "Exploring Diverse Communities through Multimodal Texts." *CCCC Regional Conference*, University of Southern California, December 18-19, 2020.

Rana Bhat, Shuv Raj. "Rhetorical Tactics in the *Garuda Purana*." *Seventy-Third Annual Convention of Rocky Mountain Modern Language Association*, El Paso, Texas, October 10-12, 2019.

Rana Bhat, Shuv Raj. "Mode Mixing as Meaning Making Process: Projecting Students' Ideologies and Values in First Year Composition." *NeSA 11th International Conference* at New Mexico State University, March 23, 2019.

Rana Bhat, Shuv Raj. "Modes, Codes and Words Matter: A Multimodal Critical Study of Brochures in First Year Composition." *40th Annual Southwest Popular/American Culture Association Conference*, Hyatt Regency Hotel and Conference Center in Albuquerque, New Mexico, February 20-23, 2019.

Herman, Louis A, **Shuv Raj Rana Bhat**, Alison Wells Zepeda and Lizbett Tinoco. "Migrating

to a New Workplace: International Student Tutors in the Writing Center.” *The NCPTW National Conference on Peer Tutoring in Writing* at South Padre Island, Nov1-4 2018.

Rana Bhat, Shuv Raj. “Construction of Whiteness in Jamaica Kincaid’s *Among Flowers: A Walk in the Himalaya*.” *The Annual Kathmandu Conference on Nepal and the Himalaya*, 25-27 July, 2018, Hotel Shanker, Lazimpat, Kathmandu.

Rana Bhat, Shuv Raj. “Representation of Women in Multimodal Texts.” *NeSA 10th International Conference* at New Mexico State University, March 31, 2018.

Rana Bhat, Shuv Raj. ““Forget All This Nonsense about Pronouns!” A Feminist Stylistic Approach to Representation of Women in Multimodal Texts.” *UTEP’s Women’s History Month Conference*, The University of Texas at El Paso, March 27 & 28, 2018.

Rana Bhat, Shuv Raj. “Exploring Nontraditional Rhetoric: Voicing the Voiceless through Nativization of Traditional Rhetoric.” *Graduate Research Expo*, The University of Texas at El Paso, November 9-10, 2017.

Rana Bhat, Shuv Raj. “Exploring Rhetorical Situations in First Year Rhetoric and Writing Class.” *Association of Rhetoric and Writing Studies*. El Paso, October 18-20 2017.

Rana Bhat, Shuv Raj. “Unthought-of Connections: The Intersection of Critical Stylistics and Rhetoric and Composition.” *Conference on College Composition and Communication*. Portland, March 2017.

Rana Bhat, Shuv Raj. “Rhetoric of Empire in Kincaid’s *Among Flowers: A Walk in the Himalaya*.” *NeSA 8th International Conference* at New Mexico State University, March 12, 2016.

Ceniceros, Isaac, **Shuv Raj Rana Bhat** and Elvira Carrizal-Dukes. “Embodied Consciousness: Theory, Analysis, and Application.” The University of Texas at El Pas (UTEP) *Graduate Student English Association*, April 1 & 2, 2016.

Rana Bhat, Shuv Raj. “Rhetorical Construction of Nepal in Kincaid’s *Among Flowers: A Walk in the Himalaya*.” *31st Annual International Conference of Literary Association of Nepal (LAN)* at Kathmandu, March 1-2, 2012.

Rana Bhat, Shuv Raj. “Indianization of English in *Kanthapura*.” *28th Annual International Conference of Linguistic Society of Nepal* November 26-27, 2007.

WORKSHOPS/SEMINARS/SYMPOSIUMS

Rana Bhat, Shuv Raj. “Consultant Interactions with ESL Students in the Writing Center.” *University Writing Center* at The University of Texas at El Paso, 20 August 2019.

Herman, Louis A, **Shuv Raj Rana Bhat** and Brita M Arrington. “UWC/RWS Orientation and

Training.” *University Writing Center* at The University of Texas at El Paso, August 18, 2019 – August 23, 2019.

Rana Bhat, Shuv Raj. “Developing a Dissertation Prospectus.” *Frontera Retórica Symposium at Central Museum*, The University of Texas at El Paso, April 26, 2019.

Rana Bhat, Shuv Raj. and Zepeda Wells, A. “Tutoring ESL Students in the Writing Center.” *University Writing Center* at The University of Texas at El Paso, 21 August 2018.

Herman, Louis A, **Shuv Raj Rana Bhat** and Alison Wells Zepeda. “UWC/RWS Orientation and Training.” *University Writing Center* at The University of Texas at El Paso, August 20, 2019 – August 24, 2018.

Rana Bhat, Shuv Raj. “How to Write a Book Review” *University Writing Center* at The University of Texas at El Paso, 28 September 2018.

Rana Bhat, Shuv Raj. “Is Language a Transparent Carrier of Meaning, Knowledge, and Reality? A Critical Stylistic Approach to Teaching Writing.” *Professional Development Workshop* at The University of Texas at El Paso, January 11, 2018.

Rana Bhat, Shuv Raj. “International Student’s Experience of Working in the Writing Center.” *University Writing Center*, UTEP, September, 2017.

Rana Bhat, Shuv Raj. “Education.” *English Curriculum Orientation Seminar/Workshop*, Ilam, Nepal, August 26-September 1 2009.

Rana Bhat, Shuv Raj. “Aspects of Language.” *English Curriculum Orientation Seminar/Workshop*, Ilam, Nepal, August 26-September 1 2009.

Rana Bhat, Shuv Raj. “Education.” *English Curriculum Orientation Seminar/Workshop*, Dharan, Nepal September 9-15 2009.

Rana Bhat, Shuv Raj. “Aspects of Language.” *English Curriculum Orientation Seminar/Workshop*, Dharan, Nepal September 9-15 2009.

INVITED PRESENTATIONS

Rana Bhat, Shuv Raj. “Varieties of English: Social, Regional and Ethnic.” Universal College, Kathmandu, Nepal 2014.

Rana Bhat, Shuv Raj. “Writing an Essay: Preparing for School Leaving Certificate Exam.” The New Summit School, Nepal 2013.

Rana Bhat, Shuv Raj. “Phonological Cohesion in “Sally in March.” Kwapa College, Bhaktapur, Nepal 2013.

Rana Bhat, Shuv Raj. "A Semantic Analysis of *The Color Purple*." Golden Gate College, Kathmandu, Nepal 2013.

Rana Bhat, Shuv Raj. "Language, Linguistics and Literary Analysis." Golden Gate College, Kathmandu, Nepal 2013.

Rana Bhat, Shuv Raj. "Language as Symbolic Action." Kathmandu Model College, Kathmandu, Nepal 2013.

Rana Bhat, Shuv Raj. "A Sociolinguistic Study of *The Color Purple*." Kathmandu Model College, Kathmandu, Nepal 2012.

Rana Bhat, Shuv Raj. "Process of Writing." Vyas, Damauli 2011.

Rana Bhat, Shuv Raj. "Speech vs Writing." Kwapa College, Bhaktapur, Nepal 2010.

Rana Bhat, Shuv Raj. "Cohesion in English." Makwanpur Multiple Campus, Nepal May 12 to 19 2009.

Rana Bhat, Shuv Raj. "Application of Linguistic Tools to the Study of Literary and Nonliterary Texts." Makwanpur Multiple Campus, Nepal May 12 to 19 2008.

Rana Bhat, Shuv Raj. "Teaching Writing to ESL Learners." Nobel Academy, Kathmandu, Nepal 2006.

Rana Bhat, Shuv Raj. "Language and Gender." Vyas Secondary Higher School, Damauli, Nepal, 2002.

TRAININGS GIVEN TO HIGH SCHOOL ESL TEACHERS IN NEPAL

Rana Bhat, Shuv Raj. "How to Teach *Rainbow English Reader*." PABSON in Lalitpur, 2014.

Rana Bhat, Shuv Raj. "Teaching English through Games and Communicative Activities. Kavya School, 2012.

Rana Bhat, Shuv Raj. "Teaching Reading and Writing Skills to ESL Learners." Charikot, Dolakha from May 15 to 22, 2009.

Rana Bhat, Shuv Raj. "English Language Development (ELD)." Kathmandu, Secondary Education Development Unit, 2002.

Rana Bhat, Shuv Raj. "English Language Development (ELD)." Dhulikhel, Secondary Education Development Unit, 2002.

Rana Bhat, Shuv Raj. "Correcting Written Works." Dhulikhel, Secondary Education Development Unit, 2002.

Rana Bhat, Shuv Raj. "Visual Aids." Dhulikhel, Secondary Education Development Unit, 2002.

Rana Bhat, Shuv Raj. "Gender in the Classroom." Kathmandu, Secondary Education Development Unit, 2001.

Rana Bhat, Shuv Raj. "Micro Teaching Speaking (1)." Dhulikhel, Secondary Education Development Unit, 2001.

Rana Bhat, Shuv Raj. "Teaching Grammar Inductively." Lalitpur, 2001.

Rana Bhat, Shuv Raj. "How to Teach Vocabulary." Kathmandu, Secondary Education Development Unit, 2000.

Rana Bhat, Shuv Raj. "Micro Teaching Listening (2)." Kathmandu, Secondary Education Development Unit, 2000.

Rana Bhat, Shuv Raj. "English Language Development (ELD)." Tanahun, 1999.

Rana Bhat, Shuv Raj. "Testing Writing." Tanahun, 1999.

Rana Bhat, Shuv Raj. "Revising Writing." Tanahun, 1999.

Rana Bhat, Shuv Raj. "Teaching Audiovisual Aids." Shanti Varsha High School, Damauli, 1999.

Rana Bhat, Shuv Raj. "Teaching Speaking Skill to ESL Learners." Tanahun, 1998.

Rana Bhat, Shuv Raj. "Integrated Skills." Damauli, 1998.

Rana Bhat, Shuv Raj. "Teaching Listening Skill to ESL Learners." Bhaktapur, 1997.

Rana Bhat, Shuv Raj. "Teaching English to ESL Learners through Games." Kathmandu, 1997.

PROFESSIONAL DEVELOPMENT

A Month-long **Teaching Online Academy** at The University of Texas at El Paso from February 4, 2019 to March 3, 2019.

A Week-long **NextGen CareerPrep Summer Seminar** organized by Graduate School, The University of Texas at El Paso, 2018.

A Week-long **Bachelor's English Curriculum Orientation Seminar/Workshop**, Damauli, Nepal, July 25-30 1999.

Ten-month In-service English Language Teachers' Training comprising English language

development, methodology, teaching practice and extracurricular activities including library course organized by Secondary Education Development Project, Nepal from 1995 to 1996.

ADMINISTRATIVE EXPERIENCE

Job Title: Assistant Director

Name of Institution: University Writing Center, The University of Texas at El Paso

Duration: 2018 Fall to 2020 Spring

Director: Dr. Lou Herman

Duties/Responsibilities and Accomplishments

- Assist the University Writing Center Director in developing the consultation program, web development, consultant training, meeting development and presentation, Writing in the Discipline workshop design and group consulting.
- Co-facilitate orientations for newly arrived graduate students and conduct workshops on teaching writing to nonnative speakers of English.
- Mentor graduate and undergraduate consultants and revise and edit writing help online materials in the wiki in addition to developing new writing materials such as multiple choice quiz pertaining to writing process.

Job Title: Department Head

Name of Institution: Nobel Academy, Kathmandu, Nepal

Duration: 2002 June to June 2005

Principal: Dr. Jayaraj Awasthi

Duties/Responsibilities and Accomplishments

- Supervise all English teachers who teach compulsory and optional English courses.
- Hire, train and develop English faculty.
- Assess the writing program, teachers and courses.
- Conduct monthly, terminal and annual examinations.
- Organize and lead professional and orientation development workshops for new English teachers.
- Oversee students and teach compulsory as well as optional English courses.

TEACHING EXPERIENCE

Job Title: Assistant Instructor

Name of Institution: The University of Texas at El Paso

Duration: 2015-present

Department Chair: Dr. Brian Yothers

Undergraduate Courses

- **RWS 1301: Rhetoric and Composition** (face-to-face; 6 courses)

RWS 1301 aims at developing students' critical thinking skills in order to facilitate effective communication in educational, professional, and social contexts. It focuses on an approach to communication that helps students determine the most effective strategies, arrangements, and media to use in different rhetorical contexts. It aims to teach students a systematic approach for analyzing rhetorical situations and then producing a variety of documents and presentations while gaining more confidence and fluency in visual, oral, and written communication.

- **RWS 1302: Rhetoric and Composition** (hybrid; 4 courses; online; 2 courses)

RWS 1302 builds on and goes beyond RWS 1301 and focuses on genre analysis, literature review and visual presentation of arguments.

- **3359: Technical Writing** (online; 2 courses)

This course aims to give students essential skills that they will need in the workplace. In particular, this course focuses on technical writing and communication in specialized formats for different audiences. This course introduces students to the principles and methods of technical writing and provides them with required skills to improve their ability to communicate through a variety of technical documents and media.

Job Title: Writing Consultant

Name of Institution: University Writing Center, The University of Texas at El Paso

Duration: Fall 2015

Director: Dr. Lou Herman

Duties/Responsibilities and Accomplishments

- Work to meet the mission of the writing center i.e. helping “First Year to PhD students from all disciplines to better understand the rhetorical choices writers make in order to be effective communicators and writers.”
- Help students learn writing process—prewriting, writing, revising and editing—in addition to teaching critical thinking and research skills.

Job Title: Assistant Professor

Name of Institution: Central Department of English, Tribhuvan University, Kathmandu

Duration: July 1 2003 June 30 2015

Head: Dr. Ammaraj Joshi

Graduate Courses

- **ENGL 538.1: Rhetoric and Composition** (face-to-face; 2 courses)
 This course offers a step-wise approach to various forms of academic writing. It assumes an inquiry-based pedagogy. Students will acquire writing skills through a series of writing assignments. As this is an intensive writing course, students will be required to submit a writing portfolio before the end of the academic year.
- **ENGL 550.2: Academic Writing (I)** (face-to-face; 2 courses)
 This course is a writing workshop designed to give students extensive practice in college-level critical reading and writing. Through regular assignments of varying length and complexity, students learn to position themselves within ongoing conversations about issues important to educated readers. This course takes writing not as a means of expressing what one already knows but as a knowledge-making process. Towards that effect, students will engage in processes of invention, critical reading, drafting, revision, and editing.
- **ENGL. 568: Academic Writing (II)** (face-to-face; 2 courses)
 This course has been designed as a writing workshop. It builds on and goes beyond “Academic Writing (I)” and focuses on the analysis and production of arguments in a variety of media. Students are required to work individually and in groups to explore the use of writing, especially the language of argument in varied forms of communicative contexts and rhetorical situations.
- **ENGL 586.1: Thesis Writing** (face-to-face; 5 courses)
 The course provides students with a fundamental framework of how to conduct research right from the process of selecting a topic and gathering sources to the process of completing a research work. It highlights the conceptual work that grounds research and writing.
- **ENGL 540.14: Research** (face-to-face; 6 courses)
 This course provides students with a fundamental framework to engage in literary and cultural research. It also gives them necessary tools and heuristics to conduct and report their research.
- **ENGL 503-1 Stylistics** (face-to-face; 8 courses)
 This course introduces linguistic analysis of some aspect of the English language and then moves to application of the linguistics in analyzing various kinds of texts in English.
- **ENGL 504-1 Creative Writing** (face-to-face; 2 courses)
 This course gives students an opportunity to practice creative writing by helping them acquire the basic idea of the creative process in different literary genres. Through a series of writing workshops, students will produce one sample text on each of the three genres—fiction, poetry and life writing by the end of the academic year.
- **ENGL. 557 Critical Stylistics** (face-to-face; 2 courses)

The course introduces students to critical stylistics and its applications to the study and analysis of texts. On the completion of the course, students will be able to examine the politics of identity, ideology, and power relationship embedded in language.

- **ENGL 502-1 Critical Theories from Plato to the Post-modern** (face-to-face; 1 course)
This course introduces students with the contemporary discourses on literary theory. Along with the focus on high theories like structuralism and deconstruction, the course provides reading materials on postmodernism, postcolonialism, globalization, ethnic studies and gender studies.
- **ENGL 510-2 Teaching of Language and Literature** (face-to-face; 5 courses)
Teaching of Language and Literature offers students exposure to the structure and pedagogy of English language and literature and familiarizes them with the methods of teaching English in the classroom.
- **ENGL 533.1: Survey of British and American Essays** (face-to-face; 2 courses)
Essay is a rich literary form characterized by freedom, informality, and the personal touch. This course offers a selection of essays, across the historical periods of British and American literature, on various themes in different rhetorical styles. It introduces students to concepts that are relevant to rhetorical analysis of essays: argument analysis, structure analysis, style analysis, and more.
- **ENGL 506.1: British and American Poetry: A Survey** (face-to-face; 1 course)
This course offers a thorough survey of British and American poetry from medieval to postmodern age. It provides students with an opportunity to work through a number of generic, formal, and cultural issues, native to British and American tradition.

Job Title: Lecturer
Name of Institution: Universal College, Kathmandu
Duration: July 1 2005 June 30 2015
Head: Dr. Shivadatta Gnyawali

Graduate Courses (Morning Sessions)

- **ENGL 538.1: Rhetoric and Composition** (face-to-face; 2 courses)
This course offers a step-wise approach to various forms of academic writing. It assumes an inquiry-based pedagogy. Students will acquire writing skills through a series of writing assignments. As this is an intensive writing course, students will be required to submit a writing portfolio before the end of the academic year.
- **ENGL 550.2: Academic Writing (I)** (face-to-face; 2 courses)
This course is a writing workshop designed to give students extensive practice in college-level critical reading and writing. Through regular assignments of varying length and complexity, students learn to position themselves within ongoing conversations about issues important to educated readers. This course takes writing not as a means of

expressing what one already knows but as a knowledge-making process. Towards that effect, students will engage in processes of invention, critical reading, drafting, revision, and editing.

- **ENGL 586.1: Thesis Writing** (face-to-face; 2 courses)
The course provides students with a fundamental framework of how to conduct research right from the process of selecting a topic and gathering sources to the process of completing a research work. It highlights the conceptual work that grounds research and writing. It clearly articulates the craft of these processes.
- **ENGL 503-1 Stylistics** (face-to-face; 6 courses)
This course introduces linguistic analysis of some aspect of the English language and then moves to application of the linguistics in analyzing various kinds of texts in English.
- **ENGL 504-1 Creative Writing** (face-to-face; 5 courses)
This course gives students an opportunity to practice creative writing by helping them acquire the basic idea of the creative process in different literary genres. Through a series of writing workshops, students will produce one sample text on each of the three genres—fiction, poetry and life writing by the end of the academic year.
- **ENGL 533.1: Survey of British and American Essays** (face-to-face; 2 courses)
Essay is a rich literary form characterized by freedom, informality, and the personal touch. This course offers a selection of essays, across the historical periods of British and American literature, on various themes in different rhetorical styles. It introduces students to concepts that are relevant to rhetorical analysis of essays: argument analysis, structure analysis, style analysis, and more.
- **ENGL 506.1: British and American Poetry: A Survey** (face-to-face; 3 courses)
This course offers a thorough survey of British and American poetry from medieval to postmodern age. It provides students with an opportunity to work through a number of generic, formal, and cultural issues, native to British and American tradition.

Undergraduate Courses (Morning Sessions)

- **ENG -202: English – I: Technical Writing** (face-to-face; 2 courses)
This course guides students through the entire writing process—prewriting, writing, and rewriting—developing an easy-to-use, step-by-step technique for writing the types of documents they will encounter on the job. It engages readers in the writing process and encourages hands-on application. It discusses prewriting, writing, and rewriting in relation to ethics, audience identification, electronic communication, and the role of technical writing in the workplace.
- **ENGL 315 Critical Thinking & Practical Criticism** (face-to-face; 2 courses)
This course introduces students to the basic principles of reasoning and critical thinking skills which will help students to make better decisions and solve problems they confront in their academic and real life.

- **ENGL 311 Western Intellectual Tradition & Literary Theory** (face-to-face; 2 courses)
The course provides an account of the evolution of the Western mind and its changing conception of reality. It aims at acquainting students with the advancement of the West in literature, philosophy, psychology, religious studies, and history of science.
- **ENGL 312 Prose: Essays and Short Stories** (face-to-face; 5 courses)
This course introduces students to various American, British and nonwestern essays and stories. Students will be able to make a literary and rhetorical analysis of these texts.
- **ENGL 314 Poetry** (face-to-face; 5 courses)
This course engages students with the exposition and interpretation of ideas and themes embodied in poetic forms and patterns. The course has been organized around themes: love, life, art, war, death and other socio-cultural issues.
- **Compulsory English** (face-to-face; 2 courses)
The compulsory English course aims at developing students' receptive, productive and grammatical skills.

Job Title: Instructor

Name of Institution: Adikavi Bhanubhakta Multiple Campus, Tanahun

Duration: Aug 19 1997 to Nov 17 1999

Campus Chief: Baikuntha Neupane

Undergraduate Courses

- **201 Business English** (face-to-face; 2 courses)
The BBS English course is a two-pronged English course emphasizing the core areas of reading and writing along with a strong communication component. It is designed to help students get ahead fast with their general English skills in interdisciplinary contexts with the lessons covering important vocabulary, grammar, reading and writing, listening and speaking skills for general and technical English.
- **ENGL 316 Functional English** (face-to-face; 2 courses)
Functional English aims to give students an opportunity to study English which will enable them to teach English, train teachers and also train trainers for English at the school level.
- **Compulsory English** (face-to-face; 2 courses)
The compulsory English course aims at developing students' receptive, productive and grammatical skills.

AWARDS/RESEARCH GRANTS/CONFERENCE TRAVEL FUNDS

Dorrance D. Roderick Fellowship. \$2,000.	Summer 2020
Dodson Research Grant. \$400.	Spring 2019
Baker-Hernandez Grants for Graduate Student Research. \$863.38	Fall 2018
Dodson Research Grant. \$500.	Fall 2018
Dodson Research Grant. \$500.	Spring 2018
Baker-Hernandez Grants for Conference Presentation \$1200	Spring 2017
Dodson Research Grant. \$500.	Spring 2017
Best Teacher Award	(Universal College, 2010)
Outstanding Teaching Award	(Nobel Academy, 2004)

COMMUNITY SERVICES

Helped to organize food festival of Nepalese Student Association at The University of Texas at El Paso, in the fall of 2018.

Served at Women's and Gender Studies Program, Liberal Arts, The University of Texas at El Paso (from February to April 2017).

Duties/Responsibilities and Accomplishments

- Write and submit literature review pertaining to gender and women's studies (at least 15-20).
- Identify sexist language use in the office, workplace, textbooks and documents of the university and create a list of alternative nonsexist words/terms.
- Develop a PowerPoint on training module for human resources on gender, communication, equity and inclusion.
- Develop a booklet on women's studies program career guide.
- Visit the office of the mentor once a week (at 1pm on Mondays) and inform the mentor of the work progress made.
- Revise the website of Women's and Gender Studies from the perspective of gender inclusive language.

Helped to organize food festival of Frontera Retórica at The University of Texas at El Paso, in the fall of 2017.

Volunteered to organize the conference of *Association of Rhetoric and Writing Studies*. El Paso, October 18-20 2017.

Served earthquake victims in Nepal in April and May 2015.

PROFESSIONAL AFFILIATIONS

Member of Conference on College Composition and Communication since 2019

Member of National Council of Teachers of English since 2019

Member of Rocky Mountain Modern Language Association since 2019

Member of Frontera Retórica at The University of Texas at El Paso since 2017

Member of Nepalese Student Association at The University of Texas at El Paso since 2015

Member of Literary Association of Nepal (LAN) since 2012

Life Member of Nepal English Language Teachers' Association (NELTA) since 2010

Member of Mahakavi Laxmi Prasad Devkota Study and Research Centre, Kathmandu from 2008 to 2010.

Life Member of Linguistic Society of Nepal (LSN) since 2007

Member of Asia Teaching English as a Foreign Language (AsiaTEFL) from 2007 to 2014

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