JAMIE CROSSWHITE

ASSISTANT PROFESSOR

St. Mary's University

EDUCATION BACKGROUND

Ph.D. in English, University of Texas San Antonio

M.A. in English, West Texas A&M University

B.A. in English, Texas Tech University

PROFESSIONAL EMPLOYMENT HISTORY

St. Mary's University
Assistant Professor of English, Faculty Lead of Writing, Department of English, 2024-present

Our Lady of the Lake University
Assistant Professor of English, Department of English, 2021-2024

Reagan High School
Honors English Teacher, Department of English, 2020-2021

University of Texas San Antonio
Research and Teaching Fellow, Department of English, 2016-2020

Amarillo College
Instructor, Department of English, 2011-2016

Canyon High School
AP Literature & Composition, Dual Credit Composition, and on-level English teacher, Department of English, 2006-2016

AWARDS, HONORS, EXTERNAL GRANTS

External Grants and Research Funding

Glenn W. Bailey Foundation STEM Scholars Grant, ACCESS (AI for Communication, Critical Engagement, and STEM Skills), $15,000.

USDA HSI Collaborative Grant: #Eco-JEDI: Building a City-Wide Collaboration to Facilitate Career Readiness in FAS through Science Literacy & Counter-Storytelling. Jeffrey Hutchinson (PI). Co-PIs: Sue Hum, Vikram Kapoor, Gwen Young, Briana Salas, **Jamie Crosswhite**, Laura Perry. $998,963. NIFA Award Notification 2022-77040-37621.

The Graduate Distinguished Research Fellowship, one of six UTSA doctoral students awarded in 2019-2020. $40,000.

Jess Hay Graduate Student Research Fellowship, one of two students from UT System institutions chosen as fellows, 2019-2020. $10,000.

New York Public Library Short-term Research Fellowship, summer residency in 2018. $4,000.

Awards & Honors

- 2026 Mellon Emerging Faculty Leaders Award Finalist
- 2025 Internal Faculty Research Grant ($4,062.50)
- 2025 The Everett Southwest Literary Award ($1,000)
- 2024 Hearst Research Award Grant ($1,400)
- 2023 Excellence in Service-Learning Faculty Award
- 2023 Faculty Leadership Fellow ($10,000)
- 2023 One Percent for Saints Success Award ($1,000)
- 2022 Flashman Research Grant ($1,000)
- 2021-2022 Hearst Research Award Grant ($1,400)
- 2021 WLA No Frontiers PlaceRun Best Documentation of Place Award
- 2020 UTSA University Life Award Outstanding Graduate Student
- 2018-2019 UTSA English Doctoral Fellow ($26,860)
- 2017-2018 UTSA English Doctoral Fellow ($26,670)
- 2016-2017 UTSA English Doctoral Fellow ($25,950)
- 2015 Redd Center/WLA Teaching Western Literature K-12 Educator Award ($500)
- 2015 Region 16 Secondary Teacher of the Year Finalist
- 2014 Canyon ISD Secondary Teacher of the Year
- 2014 Canyon High School Teacher of the Year
- 2013 National Honor Society Student Selected Teacher of the Year
- 2008 WTAMU Conference Outstanding Student Research and Presentation

RESEARCH

Peer Reviewed Book Chapters

Crosswhite, Jamie, and Sue Hum. "JEDIs Write Back: Multimodal Counter Narratives for Knowledge Construction in Science Writing." *Multimodal Composition and Writing Transfer Pedagogy*, edited by Ryan Shepherd, Lauren Mina, Matthew Davis, and Kimberly P. Alexander, Utah State University Press, 2026.

"Closet Creative Care Work: Writing as Inheritance." Chapter for the edited collection *Shaped by Our Own Words: Love & Hate Letters to Writing*. University Press of Colorado. In production, with publication expected in late 2026 or early 2027.

Peer Reviewed Articles

Crosswhite, Jamie, Jena Martin. "Both Sides Now: Contextualizing the Debates on Generative AI within Law & Rhetoric," accepted for publication with *Capital University Law Review*, forthcoming spring 2027.

Hum, Sue, **Jamie Crosswhite**, and Briana Hauff Salas. "Composing Science: Everyday Genres and the Power of Literate Activity." *Literate Activity: Perspectives on Textual Practices in the World*, vol. 1, no. 1, 2026. https://doi.org/10.37514/LIT-J.2026.1.1.05.

"'Inviting the Body': Walking Methodologies as a Process of Unlearning." *Community Literacy Journal*, vol. 18, no. 2, 2024.

"Writing from the Meso: Gloria Anzaldúa and Karen Tei Yamashita Challenge Systematic Barriers to Social Justice," *Women's Studies*, 2022.

"The Critical Regionalism in Tropic of Orange," MLA's *Approaches to Teaching the Works of Karen Tei Yamashita*, The Modern Language Association of America, 2021.

"Memory and Lost Communities: Strange Methods for Studying Place," *Review of Communications,* Spring 2020. Coauthored with Evin Groundwater, Alina Haliliuc, Aaron Hess, Katherine Powell, Candice Rai, Jenny Rice, Lindsay Russell, and Elizabethada Wright.

"'Carry the Fire': McCarthy's Bullets as Shells of Life in a Post-Apocalyptic World." *The Explicator*, vol. 69, no. 3, Taylor & Francis Group, July 2011, pp. 146–49.

Peer Reviewed Book Review

Review of *Poetry Wars: Verse and Politics in the American Revolution and Early Republic*, by Colin Wells, *Open Words: Access and English Studies,* October 2018. https://www.pearsoned.com/review-of-poetry-wars-verse-and-politics-in-the-american-revolution-and-early-republic/

Blog

"Annie Proulx's Visibility through Violence" New York Public Library Blogs, January 2019. https://www.nypl.org/blog/2019/01/09/annie-proulx-visibility-through-violence

Poems

"Microwave Bread" *Pecan Grove Review*. Volume XXIII, St. Mary's University, Spring 2026.

"Stripped & Spare" *Sagebrush Review*. Volume XV, University of Texas at San Antonio, May 2020.

"Monsters in Bed" *Sagebrush Review*. Volume XV, University of Texas at San Antonio, May 2020.

"COVID-19" *Sagebrush Review*. Volume XV, University of Texas at San Antonio, May 2020.

"Lived In" *Sagebrush Review*. Volume XIV, University of Texas at San Antonio, May 2019.

Work in Progress

"'It's a Damned Peculiar Place': Walking Methodologies Meets Critical Regionalism." Revise and resubmit invited by *Peitho: Journal of the Coalition of Feminist Scholars in the History of Rhetoric*.

Crosswhite, Jamie, Briana Salas, and Sue Hum. "On Becoming a Scientist: How Storytelling Reimagines Arts-Based Science Inquiry." Chapter for the edited collection *Reimagining Research: Arts-Based Methods for Interdisciplinary Inquiry*. Proposal accepted; draft submitted for review.

"Writing with Machines, Forming Persons: Place-Based Discernment in an Age of Generative AI." Manuscript submitted for consideration to *Christian Scholar's Review*.

Writing Place in Divided Times: Feminist Rhetorical Storytelling. Book project in development.

SCHOLARLY PRESENTATIONS

2026 "AI, Care Work, and Writing Pedagogy: A Faculty Lead's Conversation with Colleagues." Conference on College Composition and Communication, Cleveland, OH

2026 "Writing with Machines, Centering the Human: GenAI Pedagogy Across San Antonio's Hispanic-Serving Institutions." Baylor Symposium on Faith and Culture, Waco, TX

2025 "Counterstorytelling as Dreamwork: Amplifying Marginalized Voices." NCTE National Convention, Denver, CO

2025 "Intergenerational Feminist Writing as Care Work." Feminisms & Rhetorics Conference, Durham, NH

2025 "Echoes of Confession: Taylor Swift and Sylvia Plath's Legacy of Personal Revelation in Poetry." PCA National Conference, New Orleans, LA

2024 "Eco-JEDI: Redefining Scientific Literacy through Storytelling and Social Justice." Science and Sensibility International Conference, London, UK

2024 "Pedagogy on Foot: Walking Methodologies as a Way to Explore Urban Spaces and Foster a Sense of Community at a Hispanic Serving Institution." NeMLA Conference, Boston, MA

2024 "Rerouting Home: Place, Identity, and Resilience in Kimberly Garza's *The Last Karankawas*." MELUS Conference, Dallas, TX

2023 "Embracing Elasticity to Shift Power: Student Agency in Determining Classroom Space(s)." College English Association Conference, San Antonio, TX

2023 "Annie Proulx's Regionalism as Resistance or Fearless Speech." NeMLA Conference, Niagara Falls, NY

2023 "Walking/Wandering as a Rhetorical Practice of Hope." Conference on College Composition and Communication, Chicago, IL

2022 "Between Charges, Languages, and Landscapes: Learning Strategies for Change from ZitkálaŠá's Institutional Interventions." Rhetoric Society of America Conference, Baltimore, MD

2021 "Meso-level Interventions: Challenging Institutionalized Racism through American Regional Narratives." Society for the Study of American Women Writers Conference, Baltimore, MD

2021 "Writing from the Meso: Gloria Anzaldua and Karen Tei Yamashita Challenge Systematic Barriers to Social Justice," Annual American Literature Association Conference, Boston, MA

2020 "Place-Based Walking Methodologies: Stories for Change." Research paper accepted for presentation at the 19th Biennial Rhetoric Society of America Conference, Portland, OR, May 2020. Conference subsequently canceled due to COVID–19 pandemic

2019 "'From the Viewpoint of the Forest": Annie Proulx's (Post)Anthropocene Vision from Shared Violence to Cooperative Restoration." Western Literature Conference, Estes Park, CO

2019 "Activism in the Archives: Annie Proulx's Blending of Personal and Historical Memoria." Feminisms and Rhetorics Conference, Harrisonburg, VA

2018 "Placing Locality in the Composition Classroom." Association of Rhetoric and Writing Studies Annual Conference, Austin, TX

2018 "Uprooting the History of an American Republic: Through the Rhetoric of Economics, Violence, and Material Culture." Rhetoric Society of America Conference, Minneapolis, MN

2018 "Domino Effect within Menendez's *In Cuba I Was a German Shepherd*." Multi Ethnic Literature of the United States Conference, Las Vegas, NV

2017 "Robin Coste Lewis and the Risks of Harboring the Black Venus." Multi Ethnic Literature of the United States Conference, Boston, MA

2015 "Teaching K-12: Identity through Place (And in Spite of it)." Western Literature Association Conference, Reno, NV

2010 "'Communication is Health': Choosing to See Others, Self and War in *Mrs. Dalloway*." West Texas A&M Student Research Conference, Canyon, TX

2009 "'All Roads Narrow at the Border': Critical Regionalism as a Methodology for Reading Place." Western Literature Association Conference, Spearfish, SD

2009 "Critical Regionalism: Structure, Style, and Form as Place." West Texas A&M Student Research Conference, Canyon, TX

2008 "Versions of Truth: The subjectivity of truth in *I, Rigoberta Menchu."* West Texas A&M Student Research Conference, Canyon, TX

TEACHING

Graduate Courses

Contemporary Rhetorical Theory: Critical Regionalisms (HyFlex)
This graduate seminar examines contemporary rhetorical theory through the lens of critical regionalisms, exploring how place, power, identity, and discourse intersect in local and global contexts. Students engage foundational and emerging theoretical texts, analyze how rhetoric operates within specific geographic and cultural sites, and develop original scholarly arguments that connect theory to lived, regional experience. Emphasis is placed on theoretical synthesis, sustained research, seminar discussion, and the production of publication-quality academic writing, culminating in a substantial research project that demonstrates depth of inquiry and rhetorical sophistication.

Approaches to Teaching Writing & Critical Thinking (online) Designed and taught this graduate-level, asynchronous online course for high school educators and other graduate students in English. The course emphasizes discourse analysis, inclusive pedagogy, and assignment design to support critical thinking and college-level writing instruction. Students engage in weekly multimedia discussions, develop adaptable lesson plans, and complete a final project that applies course concepts to their own teaching or academic contexts.

Professional Writing for Social Work (online, HyFlex, and face-to-face). This graduate level researching, reading, document designing, and writing course provides intense instruction in Social Work-specific research methods, online library practices, and in-depth APA use, style, and citation. This is the seminal course in the Master of Social Work degree plan.

Teaching Composition, Literature & Creative Writing (HyFlex and face-to-face). This course examines theories and pedagogical practices used when teaching composition, literature, and creative writing in secondary and collegiate levels. Course is theoretically grounded in writing studies and academic literacy from a (de)colonial and postmodern lens. It argues that understanding and critiquing the history of writing studies shapes pedagogical practices in all courses and disciplines. By reading advanced theory and pedagogical scholarship, familiarizing students with the challenges and controversies of the profession and composing lesson plans and teaching strategies throughout the semester, students engage both the theoretical and practical vectors of teaching in academia.

*Literature, Identity, & Power (*online, HyFlex) This course is a study of contemporary American regional literary works that develop an understanding of key concepts such as prejudice, privilege, oppression, liberation, justice, equity, inequity, and equality in relation to place and identity. The course examines the kinds of knowledges produced by specific real-time places like the Tex/Mex and Cali/Mex borderlands, or Los Angeles–knowledges about late capitalism, social movements and diasporic communities, representation and the built environment, racial and gender formation, and the embodied experience of everyday life. It challenges students to determine how we understand this kind of local-that-is-global, and its relation to new communities and forms of agency.

Undergraduate Courses

Legal Writing and Reasoning (face-to-face)
This upper-division writing course prepares students for the reading, reasoning, and writing demands of law school and legal practice. Students analyze judicial opinions, practice legal reasoning and synthesis, and compose clear, structured legal documents for both professional and lay audiences. Emphasis is placed on clarity, concision, logical organization, audience awareness, and revision through scaffolded drafting, peer review, and feedback. Major assignments include LSAT-style timed writing, an advice letter to a client, memoranda of law, oral argument, and a final portfolio demonstrating growth in legal analysis and professional writing.

Business Writing (face-to-face)
This upper-division writing course focuses on professional communication, audience awareness, and workplace writing across digital and print contexts. Students practice composing clear, concise, and visually effective business documents while applying principles of plain language, the Seven Cs, and persuasive communication. Through a service-learning partnership with a San Antonio nonprofit, students conduct interviews, collaborate in teams, and develop real-world professional materials, culminating in a portfolio that demonstrates growth in professional writing, collaboration, and transferable career skills.

Advanced Composition (face-to-face) This upper-division writing course focuses on rhetorical theory, genre awareness, and research-based writing. Students explored persuasive strategies, multimodal composition, and critical analysis across academic and public contexts. Emphasis was placed on revision, audience awareness, and the ethical use of sources, culminating in a final portfolio that demonstrated growth in writing and rhetorical flexibility.

Visual Rhetoric and Document Design (face-to-face and HyFlex). This upper-level undergraduate course for Professional Writing majors and minors analyses post-production rhetorical documents—book covers, magazine covers, commercial and personal web sites, and various forms of print and online advertising—for Ethos, Pathos, and Logos, specifically through visual design, in order to ascertain the methods of persuasion used in visual argument.

Writing in STEM (face-to-face and HyFlex). Developed course, added to university curriculum, created syllabus and overall course structure. This is a workshop and project-oriented course in scientific writing that focuses on the writing process and teaches the fundamentals of effective scientific communication. Students consider how scientific texts address an audience, make claims, invoke prior claims, deploy key terms, and engage quantitative and visual evidence. This course fosters skills in preliminary writing, drafting, revision, peer review, and research into the scientific literature. It offers sustained practice in the construction of precise sentences, coherent paragraphs, and well-ordered documents. It considers the strategic use of visual elements in the presentation of quantitative information. Students will engage complexity in terms, concepts, and judgments; exercise self-critique; and write with concision and flair. Students will cultivate an authoritative voice in the scientific disciplines that offers coherent, meaningful knowledge to a specific, disciplinary audience.

Grant Writing (online). This course introduces students to the grant writing process including identifying a financial need, studying grant requirements, identifying potential funding sources, aligning projects with an agency, working in a team environment, establishing credible goals, developing a reasonable budget and timeline, and reviewing applications on behalf of local non-profit organizations.

Technical Writing in the Community (face-to-face, service-learning)
Focuses on audience analysis, ethical and legal considerations, project document design, electronic resources, and delivery systems, and drafting of specific applications such as reports, proposals,

instructions, and technical description. The course is structured around three goals: first, the study of theories of technical writing, second, the recognition of how our beliefs of language influence our practices of writing, and third, the use of strategies to improve our writing skills and produce materials for our community. This course examines the common scenarios and genres in technical writing, and through that examination, offers ways of expanding our writing horizons. The course uniquely supports and reflects the four core values of OLLU which include Community, Integrity, Trust, and Service, through a service-learning competent allowing students to serve the community through the production of professional documents for our non-profit community partner.

Technical Writing with Quantitative Literacy (online and face-to-face). This is a writing intensive course focusing on expertise in oral and written communication that is structured as a technology and genre-based course with real world application. Situated within a computer classroom, students are taught to utilize technological tools, including MS Word, MS PowerPoint, and MS Excel, and produce resumes, letters, memos, reports, proposals, and infographics. All assignments are generated through the process of writing, with special attention paid to revision, editing, and a keen awareness to the rhetorical situation. Special attention given to components of quantitative literacy, and the ability to both read and construct data sets, visual representations of data and its research application.

Written Business Communications (online and face-to-face). This upper-level undergraduate course for Professional Writing majors and minors builds knowledge of the methods of designing professional writing documents—emails, memos, letters, job application documents, proposals, business reports, et cetera. Students work through writing practice to improve analytical, rhetorical, and informative reading, thinking, researching, and writing skills, relative to professional-writing document design.

Professional Technical Communication (online and fact-to-face). This upper-level undergraduate course for Business students builds knowledge of the methods of designing professional writing documents—emails, memos, letters, job application documents, proposals, business reports, et cetera. Students write to improve analytical, rhetorical, and informative reading, thinking, researching, and writing skills, relative to professional-writing document design.

Composition I: The Reading and Writing of Social Justice (face-to-face). This first semester freshman level course offers intensive immersion into the practices of undergraduate academic researching, writing, and post-drafting processes, all through the optic of social justice. The course meets four days per week, and the students write a number of autobiographical and research-based essays and complete a library component.

Composition II: Readings, Writings, and Arguments on Social Justice (face-to-face). This freshman level course, the second half of the composition year, uses the American literature of social justice and injustice—essay, poem, letter, speech, song, and play—to frame rhetoric in an observational window, through which the students analyze successful and unsuccessful argument. Course culminates in the thematic research essay and evidence of library and database research skills, essay creation skills, and essay revision skills.

Oral Communication (online, Hyflex, and face-to-face). Focuses on the theories and the practice of techniques for extemporaneous talks, prepared speeches, oral presentations, interviews, and the development of presence for a live audience (i.e., stage, boardroom, or classroom) and electronic media (television, radio, and video conferencing). Students demonstrate the ability to deliver a prepared, purposeful presentation (speech) designed to increase knowledge, foster understanding, or promote change in the listener's attitudes, values, beliefs, or behaviors. Emphasis on visual and verbal rhetoric and audience analysis.

Teaching English/Language Arts (online and face-to-face). Focuses on methods of teaching English and language arts courses at the elementary, middle school, and secondary levels. Including anti-racist and

decolonial approaches to teaching literature and composition, interdisciplinary approaches, and technology in the classroom, and state-mandated tests and objectives. With social justice at the center, this class is a blend of theory, methods, and praxis.

Literature of the Americas (face-to-face). This upper-level undergraduate course builds knowledge of proto-Modern, Modern, and Postmodern American Literature and seeks to evolve student critical reading, researching, and writing skills. Course offers explicit attention to non-canonical texts—prose, dramatic, and poetic—and authors apart from the Anglo hegemony, as well as canonical works.

Literary Criticism and Analysis (face-to-face and Hybrid). Developed syllabus and overall course structure to emphasize literary analysis of both American and British literatures, close reading skills, literary terminology, and literary theory. Special attention given to globalism, and modern technologies in writing, research, academic integrity, identity and globalization. Includes a study of poetry, fiction, and drama, with close attention to the characteristics of each genre. Involves intensive reading and extensive writing requirements and is designed to prepare majors who intend to take advanced courses in literature and non-majors who have a commitment to the rigorous study of literature.

Introduction to Fiction (HyFlex, face-to-face, and online). This course is designed as an introduction to the study of fiction—involving close reading, analysis, and an understanding of terminology and methodology used in academic writing about literature. It introduces a variety of theoretical approaches to literature, with an emphasis on the relevance of literary study to students' own personal interests and social concerns. Students consider both content and style of literary forms and are given opportunities for creative expression.

Institutional, College, and Department Service

- Theater Season Selection Committee Member, 2026-present
- AI Steering Committee Member, 2026-present
- AI Research and Implementation Committee Member, 2024-present
- GenAI and writing citywide panel organizer and facilitator, Spring 2025
- University wide writing workshops 2024-2026
- Co-chair of Graduate Curriculum Committee, 2023-2024
- Search Committee Member, Service-learning Director, Spring 2023.
- Social Justice and IDEA Task Force, Our Lady of the Lake University, 2023-2024
- Professional development leader and facilitator on IDEA at HSIs, Sept. 2023
- Provost Advisory Council, Our Lady of the Lake University, 2023-2024
- English PhD Student Roundtables for 30 to 1 Event, April 2023
- 30 to R1 Planning Committee, University of Texas at San Antonio, 2022-2023
- OLLU Graduate Council, Our Lady of the Lake University, 2021-present
- Department Representative, University Graduate Council, 2022-present
- New Faculty Mentor, Our Lady of the Lake University, 2023-present
- Professional development organizer and presenter on Walking Methodologies at OLLU and SA Community, Sept. 2023
- Author of *English 3371 Writing in STEM*. Specialized Writing in the disciplines course for STEM majors to develop professional and technical writing skills in their field, 2023
- Keynote Speaker for New Faculty Orientation, Our Lady of the Lake University, Fall 2023
- Our Lady of the Lake University Service-Learning Projects, 2022-2023
- Search Committee Member, Instructor of Music, Summer 2023
- Search Committee Member, Assistant Professor of Education, Spring 2023
- Search Committee Member, Instructor of Biology, Summer 2022
- Search Committee Member, Lecturer of Music, Summer 2022

- Completed associate training and commitment to the Sisters of Divine Providence, 2022
- River City Rhetoric President (RSA Student Chapter), UTSA 2017-2020
- Graduate English Organization Co-President, UTSA 2017-2020
- Critical Thinking Core Assessment Committee Member, UTSA 2018
- Volunteer for the International Conference on Historical Linguistics, 2017
- Region 16 Fall Faculty Conference Presenter, Canyon ISD, 2014