

## Tara Propper, PhD & MFA

3900 University Blvd  
 236 College of Arts and Sciences (CAS)  
 Tyler, TX 75799

Dept. of Literature and Languages  
 The University of Texas at Tyler  
 Tpropper@uttyler.edu

### **Education**

---

PhD in English (Emphasis in Rhetoric and Composition), University of Pittsburgh, 2017

MFA in Creative Writing and Literature, Stony Brook University, 2011

BA in Political Science (Special Studies in Rhetoric), Stony Brook University, 2006

### **Academic Appointments**

---

Assistant Professor of English, University of Texas at Tyler, Fall 2023-present

Assistant Professor of Instruction, University of Texas at Tyler, Fall 2021-23

Director of Graduate Studies, University of Texas at Tyler, Summer 2021-Spring 24

Dual-Credit Coordinator, University of Texas at Tyler, Fall 2018-21

Senior Lecturer of English, University of Texas at Tyler, Fall 2017-21

### **Peer-Reviewed Publications**

---

"The Ethical Space of Memory Making: Exploring the Relationship Between Remembrance, Place, and Ethics in Creative Nonfiction Essays." *Teaching the American Essay*. Edited by Stephanie Redekop. (MLA Options, forthcoming).

"Workshops Without Real-Time: Fostering Craft-Critical Feedback in Online, Asynchronous Creative Writing Courses." *Creative Strategies: A Multi-Genre Guide to Writing Feedback on Student Manuscripts*. Edited by Leah McCormack, Routledge, 2025).

"Visualizing Data and Editing Wikis: Redesigning the English Curricula to Professionalize Students." *Multimodal and Digital Creative Writing Pedagogies*. Edited by Kristina Wright and Sara K. Howe, Lexington Books, 2023.

"More than Memorizing Rules: Using Wikipedia to Emphasize Rhetorical Approaches to Grammar Instruction and Collaborative Editing Practices." *Prompt: A Journal of Academic Writing Assignments*, vol. 7, no. 2, 2023.

"Halls Which Are Everywhere Denied Us: Using Archival Research to Recover African American Feminist Media Activism," *Resources for American Literary Study*, vol. 44, 2023.

“Ethos and Dwelling in the University: Using Online Writing Projects to Help Students Navigate Institutional Spaces and Classroom Experiences.” Co-authored with Matthew Kelly. *Composition Forum*, vol. 47, 2021.

“Epideictic Rhetoric and Emergent Media.” *Feminist Connections: Rhetoric and Activism Across Time, Space, and Place*. Edited by Katie Fredlund, Kerri Hauman, and Jessica Ouellette, University of Alabama Press, 2020.

“The Pedagogy and Politics of Racial Passing: Examining Media Literacy in Turn-of-the-Century Activist Periodicals.” *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy*, vol. 4, no.1, 2017.

## Reviews

---

Review of Matthew Andrews's poetry collection, *The Hours, "Presence*, forthcoming in Spring 2026

Review of Dan Rattelle's poetry collection, *Painting Over the Growth Chart, "Presence* (Spring 2025).

## Creative Works

---

### Books

*This Body Was Never Made*, Finishing Line Press (Fall 2024)

*Democracy of the Dead*, manuscript in-progress

### Individual Poems

“Recursive,” *The Southampton Review*, forthcoming Spring 2026

“Bone Cramps,” *The Southampton Review*, forthcoming Spring 2026

“North Star,” *Snowfall & Starlight: A Christmas Haiku Anthology*, December 2025

“Noble Fir,” *Snowfall & Starlight: A Christmas Haiku Anthology*, December 2025

“Snow Globe,” *Snowfall & Starlight: A Christmas Haiku Anthology*, December 2025

“Still Though, The Stillness,” *Voices Unbound: An Anthology of International Poetry* (Summer 2025)

“Graphite,” *The Soliloquist* (Spring 2025)

“False Prophet,” *The Soliloquist* (Spring 2025)

“Standing Bouquet,” *Cultural Constellations* (Spring 2025)

“To Muse,” *Cultural Constellations* (Spring 2025)

“Intubated,” *Angles: New Perspectives on the Anglophone World* (Fall 2024)

“Block Out the Fact that You are Dying,” *Angles: New Perspectives on the Anglophone World* (Fall 2024)

“Medea in the Smoky City,” *Epitaphs* (Fall 2024)

“Have faith in the boat,” *Presence: A Journal of Catholic Poetry* (Spring 2024)

“Acrylics,” *TEXT: Australasian Association of Writing Programs* (April 2024)

“Pandemic,” *Impost: A Journal of Creative and Critical Work* (April 2024)

“Back Brace,” *Janus Unbound: Journal of Critical Studies* (January 2024)

“Nostalgia,” *Shiuli journal* (December 2023)

“Backward Land,” *Ekstasis Magazine* (December 2023)

“Woman's Stories,” *Vagabond City Press* (Spring 2023)

“Nocturnes, Op. 9 No. 1,” *Ekstasis Magazine* (Spring 2023)

“this body was never made,” *Moveable Type* (Fall 2022)

“To Sylvia,” *P Queue*, (Fall 2022)

“Now,” *P Queue* (Fall 2022)

"Testimony," *Occulum*, (Fall 2022)

"To a Statue of Mary," *Literature Today*, June 2022, 34

"Sea to See," *Taj Mahal Review International Literary Journal*, June 2022, 22

"At Home," *The Southampton Review*, vol. 5, no.1, 2011, 213

"At the Parlor," *The Southampton Review*, vol. 5, no.1, 2011, pp. 214

"At the Graveyard," *The Southampton Review*, vol. 5, no.1, 2011, pp. 215

"Three Incantations," *The Southampton Review*, vol. 3, no.2, 2010, pp. 97

"A Tete-A-Tete," *Long Island Sounds: An Anthology of Poetry*, Spring 2009, pp. 327

"Monster Buttons," *Long Island Sounds: An Anthology of Poetry*, Spring 2009, pp. 327

### Academic Conference Presentations

---

"The 'Where' and 'Why' of AI: Using Spatialized Frameworks for Deploying AI in the Writing Classroom." Conference on College Composition and Communication (panel accepted for Spring 2026).

"Abundant Spaces: Exploring the Virtual and Material Arenas Informing Writing Curricula and Classrooms." Conference on College Composition and Communication, Spokane WA, 2024.

"Fostering Digital Literacies through Creative Composition." Association of Writers and Writing Programs, Kansas City, MO, 2024.

"Innovating the Graduate Curriculum to Serve Communities." Modern Language Association, San Francisco, January 2023.

"Reshaping the English Graduate Program to Occupy the Market." Modern Language Association, Washington DC, 2022.

"Reshaping the Curriculum to Improve English Majors' Job Prospects." Modern Language Association, Toronto, Canada, 2021.

"Seeking Feminist Connections with Rhetorical Transversal Methodology." Feminisms and Rhetorics Conference, Harrisonburg, Virginia, 2019.

"Signature Bake: Using Online Performance for Students and Teachers." Conference on College Composition and Communication, Pittsburgh, PA: 2019.

"Publicizing the Archive: Building Bridges Between Public Spaces using Digital Archiving Techniques and Technologies." College English Association Conference, St. Petersburg, FL, 2018.

"In Service to Whom?: Using Professional and Public Writing Courses to Cultivate Cross-Organizational Coalitions." Public and Professional Writing Instructor Colloquium at the University of Pittsburgh, Pittsburgh PA, October 2015.

"The Public Archive: Integrating a Publics Approach into our Teaching and Scholarship through Digital Archiving Techniques and Technologies." Paper accepted. The Modern Language Association Convention, Austin TX, 2016.

"New Citizen Subjects, New Century." The College English Association conference, Indianapolis IN, 2015.

“Opening Up the Public: A Genealogy of Periodical Culture from Print to Digital.” Conference on College Composition and Communications, Indianapolis IN, 2014.

“Feminist Canons.” Feminisms and Rhetorics Conference, Stanford University, Paolo Alto CA, 2013.

“Sylvia Plath Never Pumped Gas: An Exploration of Domestic Economy in the October Poems.” The Sylvia Plath Symposium: The October Poems, Indiana University IN, 2012.

## **Teaching**

---

*University of Texas at Tyler*

Department of Literature and Languages, 2017-present

Undergraduate, College Composition 1, 2017-present

This first-year writing course focuses on foundational academic writing practices. Throughout the semester, students familiarize themselves with different academic reading and writing strategies.

Undergraduate, College Composition 2, 2018-present

This first-year writing course focuses on writing within standard academic and professional genres. Students produce literature reviews of contemporary research within their field of study and learn writing strategies that can be used to circulate their research among disciplinary communities.

Undergraduate, Modern Grammar and Professional Editing, Fall 2018-present

This intermediate-level course, which is designed for majors and minors in English, encourages students to apply grammar concepts to real-world practices and professional-editing standards. Throughout the semester, students study grammar concepts and different professional-editing strategies. Students engage in collaborative editing practices and learn how to navigate online publishing platforms.

Undergraduate, Senior Seminar (Public Writing and Periodicals), Fall 2020, Spring 2024

This capstone seminar course for English majors instructed students in methods for undertaking highly specialized, individual research within literary studies. Themes of this course included the participatory, progressive, and critical facets of public writing. Focusing on turn-of-the-century periodical literature, this course underscored how public writing has been (and can be) used to call attention to the stories, histories, and concerns of underrepresented communities.

Graduate, Studies in Composition, Spring 2019-present

This graduate-level course invites students to read, write, and research the history, theory, and practice of Composition Studies. Aimed to introduce graduate students to composition theory, this course charts how the field of composition evolves from 19th century concerns about educating an expanding and diversifying professional middle class, and, along the way, theorizes new and pressing exigencies extending across diverse populations of readers and writers.

Graduate, Creative Writing (Poetry and Creative Nonfiction), Fall 2019-present

This graduate-level course invites students to explore the work, art, and craft of Creative Writing. While this course incorporates a diverse set of creative genres, including creative non-fiction, short fiction, and poetry, we will also read and discuss texts/works that highlight creative writing as a discipline and pedagogy.

Graduate, Creative Writing (Creative Nonfiction and Personal Narrative), Spring 2020-present

This course invites students to explore creative nonfiction and personal narrative genres. This course treats Creative Writing as a *study* with various methods, inroads, and access points that serve to define its relevance both inside and beyond the academy. Meant to be an introduction to the field of Creative Writing, this course emphasizes creative writing and its teaching as our main object of examination.

**Graduate, Bibliography and Research Methods, Fall 2021-present**

This course emphasizes graduate-level research methods and writing practices. Students engage in advanced, self-directed research and scholarship. Moreover, the course introduces a variety of bibliographic styles and research genres within English Studies.

**Graduate, Seminar in Pedagogy, Spring 2024-present**

This course investigates writing theory and pedagogy. Throughout the course, students work toward recognizing how writing functions as a technology for intellectual inquiry and self-discovery; critically engaging with Rhetorical and Composition scholarship; understanding the development of literacy from the classical period to the modern classroom; designing a writing course with specific writing assignments and assessment plans; analyzing and critique textbooks, classroom observations, syllabi, writing assignments, and assessment plans.

***University of Pittsburgh***

English Department, 2012 -2016

**Seminar in Composition, Teaching Fellow, 2012-2013**

Taught four sections of first-year English composition. Adapted the staff syllabus and designed sequences. Incorporated multi-media assignments to familiarize students with audio/visual technologies, such as Audacity and Adobe InDesign.

**Seminar in Composition: Multimodal-Focus, Teaching Fellow, 2013-2014**

Taught two sections of this first-year writing elective in composition. Designed my own syllabus and assignments based on the theme of “visibility” and “exposure.” Drew connections between traditional writing assignments and multimodal composing strategies by incorporating visual media such as photographic and collaging technologies.

**Writing for the Public, Teaching Fellow, 2014-2015**

Taught three sections of this intermediate elective course, which is part of the Public and Professional Writing program in the English Department. Designed my own syllabus and semester-long self-directed student projects. Incorporated a range of scholarly and journalistic texts, and prepared students for conducting interviews, creating podcasts, and pitching their work to journals and editors.

**Written Professional Communication, Teaching Fellow, 2015**

Taught one section of this intermediate elective course, which is part of the Public and Professional Writing program in the English Department. Designed my own syllabus and assignments tailored to students’ professional interests. Facilitated and evaluated mock interviews

**Research Writing, Teaching Fellow, 2016**

Taught two sections of this intermediate elective course, which is the first listing for the Public and Professional Writing program in the English Department. Designed my own syllabus and assignments to account for a diverse range of students in the STEM fields. Held weekly meetings in the computer lab in which students navigated digital archives and online peer-reviewed journals, as well as submitted weekly writing exercises to the class discussion board.

**Word and Image, Teaching Fellow, 2016**

Taught one section of this interdisciplinary, writing-focused literature course. Designed my own syllabus

and assignments based on critical media studies, visual rhetoric, and critical race literature.

Teaching Mentor, Committee for the Evaluation and Advancement of Teachers, 2015-2016

Trained first-year writing instructors by organizing conferences and panel discussions. Observed in-class teaching practices and reviewed course materials, including assignments, syllabi, and comments on student writing. Mediated concerns of individual instructors with larger departmental policies.

### ***Stony Brook University***

Creative Writing and Literature Department  
Young Artists and Writers' Project (YAWP), 2008-2010

Playwriting Instructor

Taught one section of Introduction to Playwriting workshop to high school students through Stony Brook Southampton's YAWP program, where I would lead one-hour, bi-monthly workshop discussions and writing exercises. Students were tasked with writing and performing their own plays at Stony Brook Southampton's Avram Theater.

Poetry Instructor

Taught one section of YAWP's Powers of Poetry workshop, where I would lead one-hour, bi-monthly workshop discussions and writing exercises about poetry. Students read professional poetry, created their own original works, and commented on peer writing.

Essay Instructor and Advisor

Taught one section of YAWP's Essay Writing Workshop, where I would lead one-hour, bi-monthly workshop discussions and writing exercises. Students wrote, edited, and peer reviewed college-entry essays. Advised students on how to prepare, compose, and revise materials for college admissions committees.

## **Advising**

---

Undergraduate Advisor for English Majors and Minors, Fall 2018- present

As an Undergraduates Advisor, I would conference with students to confirm their completion of university- and department-specific course requirements. Additionally, I regularly corresponded with university representatives to community university-wide policies and procedures to students.

Graduate Advisor, June 2021-September 2024

As a Graduate Advisor, I create degree plans for graduate students to ensure they satisfy all program requirements within university-sanctioned timelines. Additionally, I regularly correspond with all Master's level students to identify student progress, prepare students for thesis projects, and plan for graduation.

## **Administrative Experience**

---

Director of Graduate Studies, Summer 2021-Spring 24

As the Director of Graduate Studies, I review applications for admission into the English MA Program. Additionally, my responsibilities include engaging in annual assessment, recruiting in-state and out-of-state prospective students, advising and conferencing with current and prospective graduate students, and communicating department- and university-wide, graduate-level procedures and policies to English MA faculty. This role also requires me to sit as Chair of the Graduate Committee.

**Dual-Credit Coordinator for the Department of Literature and Languages, Spring 2018-June 2021**

As the Dual-Credit Coordinator for the Department of Literature and Languages, I coordinated dual credit offerings in both online and face-to-face classes, which included ENGL 1301, ENGL 1302, ENGL 2323, ENGL 2362. I also designed communication guidelines for dual-credit instructors. Lastly, I met with dual-credit instructors to discuss course policies, teaching methods, and learning outcomes, and I monitored and collected artifacts for assessment on the Canvas Course Management System.

**Graduate Assistant for the Center of Inclusive Education and the Alliance for Graduate Education and the Professoriate, Stony Brook University, 2010**

Received a \$3,000 tuition stipend to work with the Alliance for Graduate Education and the Professoriate (AGEP), which provided funding opportunities for underrepresented graduate scholars in the STE fields. My responsibilities included composing and revising AGEP's monthly newsletter, and assisting in the organization and scheduling of monthly events, such as poster presentations and professional training sessions.

**Professional and University Service**

---

Composition Committee, Department of Literature and Languages, University of Texas at Tyler, 2017-present

Composition Assessment Committee, Department of Literature and Languages, University of Texas at Tyler, 2017-present

Travel Committee, Department of Literature and Languages, University of Texas at Tyler, 2024-present

Graduate Committee, Chair, Department of Literature and Languages, University of Texas at Tyler, June 2021-2023

Workload Committee, Department of Literature and Languages, University of Texas at Tyler, Spring 2019

Composition Curriculum Committee, English Department, University of Pittsburgh, 2016

Curriculum Assessment Committee, English Department, University of Pittsburgh, 2016

Committee for the Evaluation and Advancement of Teaching (CEAT) Mentor, English Department, University of Pittsburgh, 2015-2016

Student-Nominated Faculty Residence Hall Mentor, University of Pittsburgh, 2014

Writers Conference Graduate Organizer, Stony Brook University, 2009-2010

**Related Editorial Experience**

---

Editorial Assistant and Featured Writer for Studio Photograph Magazine (Cygnus Business Media Publishing), 2006-2009.

Interviewed photographers, industry executives, and professionals for featured stories and news items. Composed more than 100 bylined articles for the magazine, roughly two- to three-bylined articles per issue. Proofread, researched and fact-checked news items and stories. Wrote and edited cover features,

photographer profiles, trends pieces, and marketing articles. Created copy for "Global Vision" section of the magazine, which featured stories about philanthropic projects and community betterment campaigns.

Editor and Featured Writer for Photo Trade News Magazine (Cygnus Business Media Publishing), 2006-2009.

Interviewed retailers, industry executives and professionals for featured stories and news items. Composed more than 70 bylined articles for the magazine, roughly two-bylined articles per issue. Proofread, researched and fact-checked news items and stories. Assisted in the creation, production, and execution of the PMA Daily (three-day daily magazine, written during the Photo Market Association Annual Trade Show and Convention). I represented the publication at press conferences and trade shows as an On-site Reporter at the European Press Conference for Panasonic in Paris (February 2007) and Canon's Media and Analyst Tour in Tokyo (May 2007).

Editorial Assistant and Featured Writer for Imaginginfo.com (Cygnus Business Media Publishing), 2006-2009.

Wrote book and exhibition reviews for our publication's website. Maintained a bi-weekly column, and regularly posted press releases, news items, and exclusive online.

## **Grants and Awards**

---

Received \$2,000 for the Ethics Teaching Award from the University of Texas at Tyler, 2025-2026

Entitled "Mapping Local Histories: Using Creative Writing and Digital Maps to Curate Living Archives of East Texas," this grant foregrounds ethical concerns surrounding representation and memory claims in creative nonfiction writing. Emphasizing how environments "speak" through the creative writing process, this teaching grant explores how interactive digital mapping tools can aid in archiving local community histories.

Received \$1, 799 from the University of Texas at Tyler Internal AI Grant, 2024-2025

Entitled "AI In The Archives: Training Students in Machine-Assisted Reading Practices and Setting the Stage for a Humanities AI Learning Lab," this project will utilize the newly-announced Apple Intelligence platform to create an AI program that will allow students to engage in machine-assisted research practices when analyzing digitally- preserved literary documents. Principle Investigator.

Received \$3380 from the University of Texas at Tyler Internal AI Grant, 2024-2025

Entitled "AI-Ethics and Enhanced Storytelling: Building Technological Opportunities in the Classroom," this project will curate teaching materials for the ethical usage of AI-enhanced storytelling practices. Secondary Investigator.

Received \$5,000 internal grant to create Oncourse Research and Writing Tutorials, 2018

Designed, developed, and produced video tutorials for the Department of Literature and Languages's Oncourse Digital Toolkit. These videos covered foundational reading, writing, and research practices.

Received "Best in Section" acknowledgment at CEA, Spring 2017

My paper, entitled "Publicizing the Archive: Building Bridges Between Public Spaces using Digital Archiving Techniques and Technologies," was acknowledged as Best in Section at the College English Association conference.

English Department Summer Research Stipend, University of Pittsburgh, 2015

I applied for and received a \$4,000 research grant to conduct archival scholarship at the Carnegie Library of Pittsburgh, which was formerly the Wylie Avenue Branch of Pittsburgh. The Wylie Avenue Branch was the primary meeting place for the Tuesday Women's Reading Group—a group of African American women living in Pittsburgh at the turn of the century who engaged in social activism by staging lectures and public readings. I was able to build from this research in the second chapter of my dissertation in which I chronicle the National Association of Colored Women's efforts to build public reading spaces in Pittsburgh for African Americans at the turn of the century.

Finalist for the Elizabeth Barringer Teaching Award, University of Pittsburgh, 2014

Nominated for a competitive university-wide teaching distinction. All applicants had to be nominated by former students.

Arts and Sciences Graduate Summer Research Fellow, University of Pittsburgh, 2013

I applied for and received a \$4,000 research grant to conduct archival scholarship at the University of North Carolina's Wilson Library, which has a collection of African American newspapers including the Afro-American Presbyterian (1880-1938), Charlotte Messenger (1883), Charlotte Post (1890), and Star of Zion (1884). I was able to parlay this research into a conference paper, entitled "Opening Up the Public: a Genealogy of Periodical Culture from Print to Digital," delivered at the Conference on College Composition and Communications.

Southampton Writers Conference Scholarship Award, Stony Brook University, 2009

I was awarded a \$3,000 conference stipend based on a 10-page poetry submission, which included a poem that I have since revised for publication at the *Southampton Review*.

History Department Award for Academic Excellence and Achievement, Stony Brook University, 2006

I was one of two students who were recognized during the graduation ceremony at Stony Brook University by the History Department for academic excellence and promise for graduate-level scholarship.

### **Professional Affiliations**

---

National Council of Teachers of English (NCTE)

Modern Language Association (MLA)

Conference on College Composition and Communication (CCCC)