

Mária I. Cipriani, Ph.D.

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Experience

City University of New York (CUNY), 2010-Present

John Jay College of Criminal Justice, New York, NY: Adjunct Assistant Professor, English Department teaching American Literature (LIT 233), Literature as Witness (LIT 237), Justice in U.S. Literature (LIT 326), and Classical Literature/Reading Ancient Texts (LIT 230).

- 2015 Summer Fellowship: NICHE (Numeracy Infusion Course for Higher Education) to promote Quantitative Reasoning in Humanities courses
- 2013 CUNY/John Jay-certified online instructor as of 10/10/2013
- 2012 John Jay-certified instructor of WI (Writing-Intensive) Literature courses as of 11/1/2012

New York City College of Technology, Brooklyn, NY: Adjunct Assistant Professor, English Department teaching Composition Level 1 (ENG 1101) and Level 2 (ENG 1121). Both courses use Blackboard and can be taught as hybrid or fully online courses, and both contain components of digital rhetoric, and have included the development of an e-portfolio in Level 1. Online course syllabi for Composition Level 1 and 2 are available upon request.

- 2015 Living Lab General Education Seminar Associate Fellow
- 2014-15 First Year Learning Community (FYLC) faculty
- 2013 CATW-certified reader as of 10/30/2013
- 2011 CUNY/City Tech-Certified online instructor as of 5/1/2011

State University of New York (SUNY), 2008-Present

Old Westbury. Adjunct Assistant Professor, American Studies (2014-15). Courses: The Ethics of Engagement (FY1000), Women and the Media (AS 3852), and Youth in America: A History (AS 3860).

Stony Brook. Instructor, Humanities (2010-2012). Courses: Death and Afterlife in Literature (HUM123), Literature and Sexuality (HUM121), Cross-Cultural Encounters: Native American Colonization (HUM220), and Mythology (CLL215). All courses use Blackboard and can be taught as hybrid or fully online courses as well as in the traditional classroom setting.

Stony Brook. Writing Center Staff (2013). Responsible for all aspects of teaching undergraduate survey literature courses including course development, grading, and student counseling. **Instructor** (2014). Assisted full time faculty in teaching Writing for Graduate Study and Publication for graduate students in Health Sciences, Fine Arts, Hard Sciences, and Humanities.

Farmingdale College. Instructor, LIEOC (Long Island Educational Opportunity Center), (2008-Present). Teaching Adult Basic English, Developmental Writing, Critical Reading, Language Arts, and College Preparation. Responsibilities are to teach

composition; remedial writing, preparation for the GED test in GED Prep and the TABE test in Adult Basic English, and critical reading to give EOC students the skills they need to succeed in college, particularly in freshman composition.

Education

SUNY Stony Brook, Stony Brook, NY: Ph.D. Comparative Literature, 2014.
Dissertation: Representations of Gender in Young Adult (YA) Literature, 1960-2010.
Concurrent certification in Teaching Composition and Rhetoric. Completed May 2014.
Concurrent certification in Gender Studies. Completed May 2012.

Fordham University Graduate School of Social Service, Master of Social Work.

Fordham University Graduate School of Arts and Sciences, MA--English Literature

Fordham College, BA *cum laude*--Major: Philosophy. Minors: English, Political Science

Publications

"Mental Health," "Heteronormative," "Native American Spiritualities," "CLAGS"
"Lesbian Bed-Death Syndrome" in: Hawley, John, ed., *LGBTQ America Today*,
Westport, CT: Greenwood Press, 2009.

"Meditation" in Casey, Cohen, et. al., eds: *ANAC's Core Curriculum for HIV/AIDS
Nursing*. Philadelphia, PA: Nursecom, 1996, pp. 355-357.

Accepted for Publication

"Teaching Trauma Using YA Texts" for MLA Options for Teaching series, *Options for
Teaching YA Texts*, Roberta S. Trites, ed. Expected publication: 2016.

Under Consideration:

"The Culture of the Adjunct: A Field Guide for Ethnographers" with F.D. Cipriani. In
FORUM: Issues about Part-Time and Contingent Faculty. Submitted 7/15/2015
for Spring, 2016.

Conference Presentations

CUNY Conference on Best Practices in Reading and Writing Discussion: "Quantitative
Reasoning and Critical Reading in the Composition Classroom" 2015.

New York College English Association (NYCEA) "Literacy, Numeracy, and Critical
Thinking: Scoring the Trifecta of Composition Learning Goals for Digitally-
Oriented Student." 2015

CUNY IT Conference: "Cross-Disciplinary Infusion of Quantitative Reasoning (QR)
Across CUNY Schools" Roundtable Panel Participant, 2015.

9th Annual City Tech Research Conference: "Gender, Trauma, and Young Adult
Literature." 2015.

BRIDGE (Building Respect, Intercultural Diversity, Group Enrichment) series:
"Conversion 'Therapy': Transgender Issues, Psychological Abuse, and Trauma."
2015.

Annual Children's Literature Association (ChLA) Conference: "Gender Ambiguity in Harriet the Spy." 2011.

Francelia Butler Conference in Children's Literature. "The Animal Iconography in The Secret Garden." 2009.

Annual Addictions Institute, Fordham University, New York, NY. Culture-sensitive considerations for practitioner self-care and for client empowerment, healing of trauma. 2001-2005, 2007-10.

Conference Presentations Under Consideration:

"By/Bi-/Buy The Cover—Representations of Gender in YA Literature Cover Art" for Children's Literature Association Annual Conference, 2016. Special panel: Visualizing Diversity in Children's Literature.

"Literature as Witness: An Experiment" for 47th Annual NeMLA Convention 2016. Roundtable session #15657: Feminist Pedagogies Within and Beyond the Women's, Gender, and Sexuality Classroom.

"Teaching First Year Composition When Half The Students Are Non-Native English Speakers" for 47th Annual NeMLA Convention 2016. Panel #15913: What Kind of Grammar Should We Teach?

"Trauma, Traitors, and Gender Fluidity in Young Adult novels" for 47th Annual NeMLA Convention 2016. Panel # 15719: Gendered Madness: Literary Representations of Othered Gender Expressions.

Fellowships

Numeracy Infusion Course for Higher Education (NICHE), Summer 2015.

CUNY Living Lab General Education Seminar Associate Fellow, 2015.

Awards and Exhibits

"Nissequogue Fog" photograph on aluminum. Juried selection for At Home exhibition. New York City College of Technology ("City Tech") Faculty Commons, Brooklyn, NY. 2015

Model ePortfolio awarded by Stony Brook University Teaching Learning Technology and Digital Media Faculty Center and Teaching Learning Lab. 2014

"Empire State Building" photograph on aluminum. Juried selection for Urban Beauty exhibition. New York City College of Technology ("City Tech") Faculty Commons, Brooklyn, NY. 2014

Professional Affiliations:

Modern Language Association (MLA)

The Children's Literature Association (ChLA)

National Council of Teachers of English (NCTE)

New York College English Association (NYCEA)

References, Course Syllabi, Faculty Observation Reports, and Student Evaluations are available upon request.

Eportfolio can be found at <https://stonybrook.digication.com/micipriani/Welcome/published> or by internet search for Cipriani Digication Stony Brook, accessing the Directory at Stony Brook's eportfolio home page, and searching for Maria Cipriani using the "By Name" tab.