

Amanda Torres
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Education

MA in English Literature December 2017 CUNY Queens College

Thesis Title: “‘I put it down on paper and then the ghost does not ache so much’: *The House on Mango Street* as a Woman of Color Feminist Response to Intersectional Trauma” Thesis Committee: William Orchard (advisor) and Hugh English (reader)

BA in English Literature May 2014 CUNY Hunter College

Teaching and Research Interests

I have completed the CUNY Teaching Practicum (English 793) and I have experience in teaching introductory English composition and literature courses. In addition to rhetoric and composition pedagogy, I am interested in Latino/a/x literature, feminist theory, particularly woman of color feminism, queer theory, and speculative fiction.

Certifications

Completed Queens College’s “Best Practices for Teaching Online” training course in online pedagogy on Google Classroom and Blackboard, July 2020

Teaching Experience

Literature Instructor Summer 2022, Spring 2022, Spring 2021, Spring 2019, Spring 2018
First-Year Writing Program, **Queens College**

- Instructor of two sections of **English 130: College Writing II** (Writing About Literature)
- Designed an original syllabus around texts that thematically challenge the concept of the American Dream, inspired by Nikole Hannah-Jones’s essay “The Idea of America”
- Organized lessons and assignments focused on teaching college-level composition in addition to introducing students to critically reading and analyzing poetry, short stories, and novels
- Integrated technology into lessons to emphasize research processes and encourage connections between students’ lived experiences and texts
- Summer 2022 and Spring 2022 semesters taught remotely on Blackboard
- Spring 2021 semester taught remotely on Google Classroom

Literature Instructor Spring 2022 Humanities Department, Schools of Public Engagement, **The New School**

- Instructor of one section of **NLIT 3505** titled **Futuros Alternos: Latinx Literature in Speculative Fiction** for SPE’s Bachelor’s Program for Adults and Transfer Students
- Designed an original syllabus focused on Latino/a/x literature within the speculative fiction genre
- Encouraged text-based discussions on the speculative futures of Latino/a/x identity in the US, Caribbean, and Latin America through student-generated questions
- Proposed multimodal projects that combined literary analysis and artistic production suited

- to The New School's art student population
- Spring 2022 semester taught in a hybrid model, in-person/online on Canvas

Literature Instructor Spring 2022 English Department, **Queens College**

- Instructor of one section of **English 152W: Readings in American Literature**
- Designed an original syllabus that strongly emphasized marginalized American voices and situated texts across American history in conversation with one another
- Formulated essay assignments inspired by NYU Press's *Keywords for American Cultural Studies*
- Spring 2022 semester taught remotely on Blackboard

Composition Instructor Fall 2021, Fall 2020, Spring 2020, Fall 2019, Fall 2018, Fall 2017

First-Year Writing Program, **Queens College**

- Instructor of two sections of **English 110: College Writing I** (Introduction to College Writing)
- Adapted a syllabus designed around monsters as cultural and discursive symbols
- Scaffolded lessons and low-stakes assignments to prepare students for the academic approaches they will attempt in their major writing assignments
- Emphasized writing and composition as a process of exploration through drafting, revising, and reflection
- Fall 2021 semester taught remotely on Blackboard
- Fall 2020 semester taught remotely on Google Classroom

Literature Instructor Summer 2021, Spring 2021 English Department, **Queens College**

- Instructor of one section of **English 360: Latino/a/x Literature**
- Designed an original syllabus focused on Latino/a/x literature within the speculative fiction genre
- Fostered student-led discussions on critically examining the concept of "Latinidad" and its relationship to politics, current events, and speculative genres
- Encouraged students to produce theoretically rigorous literary analyses of assigned texts in addition to creative interpretations of speculative fiction in various media
- Summer 2021 and Spring 2021 taught remotely on Google Classroom

Professional Experience

Remote Learning Committee Member Spring 2022 First Year Writing Program, **Queens College**

- Collaborated with directors of the FYW Program and fellow instructors to develop digital pedagogy materials
- Produced research-based materials geared towards future online/hybrid writing classes
- Developed practical strategies content centered on creative revision and learning close reading/analysis in online environments
- Presented practical strategies content at a FYW/English department meeting for fellow instructors

Curriculum Committee Member Spring 2020 First-Year Writing Program, **Queens College**

- Collaborated with fellow instructors to redesign the curriculum for English 130: College Writing II (Writing About Literature)
- Identified necessary changes, improvements, and updates to both the English 130 curriculum and the course website intended to provide guidelines to faculty teaching English 130
- Gathered, wrote, and distributed relevant teaching materials to upload to the course website

First Year Initiative Community Leader Fall 2017, Fall 2018, Fall 2019 First Year Initiative Program, **Queens College**

- Facilitated interdisciplinary relations between faculty members who teach within a designated FYI community
- Collaborated with fellow instructors to plan shared activities or assignments that would best suit the interests of our students

Bard Institute for Writing and Thinking Workshop Attendee July 2018 IWT Workshop, **Bard College**

- Attended the weeklong “Writing and Thinking” workshop
- Participated in pedagogical exercises with a group of fellow instructors and educators
- Learned new pedagogical techniques and approaches for writing-based teaching

Conference Committee Member Spring 2017 English MA Conference, **Queens College**

- Assisted in all stages of planning the 2017 English Graduate Conference
- Collaborated with committee members to choose a conference theme and keynote speaker
- Evaluated presentation proposals and CFP responses
- Organized presenters into themed panels

University Service

Writing Consultant Sept 2018 – Dec 2018 Writing Center, **Queens College**

- Led small group workshops for first-year writing students as part of an initiative to increase awareness and availability of the Writing Center for incoming freshmen
- Provided writing consultation specific to the needs of first-year writing students

Literacy Facilitator and Workshop Leader Jan 2016 – Jan 2020 Immersion and Development Program, **Hostos Community College**

- Led eight-day immersion workshop classes during summer and winter sessions with the goal of preparing adult non-native English speaking students for the CUNY Assessment Test in Writing (CATW)
- Designed basic composition lessons tailored for both CATW exam-style writing and college course-level writing
- Instructed students in all major aspects of college-level writing and English language skills
- Facilitated group discussions about critical reading, writing, and the writing process
- Implemented practical application of these lessons through timed mock examinations
- Read and corrected students’ essays, and assess their strengths and weaknesses as writers

according to the CATW scoring rubric

- Discussed questions and particular concerns with individual students on a one-on-one basis

Peer Writing Tutor Feb 2015 – May 2017 Writing Center, Queens College

- Collaborated with non-native English speaking and native English speaking college students at all levels of the reading, researching, and writing processes (from reading comprehension and brainstorming to proofreading and editing)
- Taught basic grammar rules and introduced students to literary elements and analysis
- Assessed and evaluated the different needs and learning styles of each individual student
- Designed weekly scheduled tutoring sessions around students' individual learning styles and speeds

Peer Writing Tutor Sept 2011 – Dec 2014 Reading and Writing Center, Hunter College

- Assisted non-native English speaking and native English speaking college students from different majors and fields through hour-long weekly scheduled tutoring sessions and half hour drop-in sessions
- Communicated with Writing Center supervisors and students' professors about the progress of all students
- Generated detailed reports about the content of each individual tutoring session
- Established friendly relationships with students to create a safe space for open, non judgmental discussions about their writing

Conference Presentations

“When Love Is Not Enough: Queer Utopian Coalition in Response to the Pulse Shooting,” Queens College English MA Conference, April 2018.

“‘I put it down on paper and then the ghost does not ache so much’: Sexual Ambivalence, Trauma, and Creative Reconciliation in *The House on Mango Street*,” Queens College English MA Conference, April 2017.

“Nineteenth-Century Femininity in *Incidents in the Life of a Slave Girl* and *Dracula*,” Queens College English MA Conference, April 2016.

Honors and Awards

CUNY Graduate A Teaching Fellowship Aug 2017 – May 2018

Nancy Comley Prize for the Best Essay by a May 2018 QC English MA, MS Ed, or MAT Student

Awarded for “‘I put it down on paper and then the ghost does not ache so much’: *The House on Mango Street* as a Woman of Color Feminist Response to Intersectional Trauma”

Best Conference Paper Award April 2018

Awarded for “When Love Is Not Enough: Queer Utopian Coalition in Response to the Pulse Shooting”

Publications

“Pulse, Poetry, and the Anthology,” co-written with William Orchard for the Post45 cluster “The Body of Contemporary Latina/o/x Poetry,” post45.org/2020/01/poetry-pulse-and-the-anthology/, January 2020.