

# 2018 Regents' Scholarship of Teaching and Learning Award Nomination

**Rebecca E. Burnett, PhD**

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**Georgia Institute  
of Technology®**

Office of the Provost and Executive Vice President for Academic Affairs

November 30, 2017

Dear Members of the Board of Regents Awards Committee:

It is my distinct pleasure to nominate Dr. Rebecca E. Burnett for the 2018 Regents' Scholarship of Teaching and Learning Award. Dr. Burnett holds the Institute's Class of '58 Endowed Professorship in Rhetoric and serves as Professor and Director of Writing and Communication. Joining Georgia Tech in 2007, Dr. Burnett has engaged in a systematic study of student learning, designed instructional conditions to promote it, and shared her findings with both local and international audiences.

As illustrated in the following materials, Dr. Burnett's scholarly approach to teaching and learning is characterized by:

- **Program development.** In keeping with the principles and practices of a research university, Dr. Burnett has developed Georgia Tech's Writing and Communication Program, which is supported by theory and research (not just common practice and lore) about what makes a good writer, speaker, or designer.
- **Curricular innovation:** The Writing and Communication Program that Dr. Burnett has developed is nationally acknowledged for its multimodality—WOVEN: W=written. O=oral. V=visual. E=electronic. N=nonverbal. The National Council of Teachers of English (NCTE) presented Georgia Tech's Writing and Communication Program with the national Media Literacy Award, which recognizes the program for "persistent, innovative, and imaginative application of media analysis and media composition in English studies." NCTE is the largest professional organization for English/language arts in the US and has an international membership.
- **Assessment.** In keeping with the best principles and practices of assessment, Dr. Burnett and the Writing and Communication Assessment Committee have created an approach to assessment that uses the same criteria and the same rubric for classroom assignments and for programmatic assessment to meet SACS accreditation. The programmatic results are strong and positive. For example, the most recent SACS assessment report indicates that "92% of all portfolio self-review essays meet the minimum standards for proficiency in communication and critical thinking as expected from first-year students."

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- **Professional development.** Dr. Burnett has developed a rigorous professional development program for postdoctoral fellows. Core professional opportunities fall into four categories: (1) curriculum and pedagogy—for example, through development of innovative course offerings, (2) research—for example, through postdoc seminars in digital pedagogy, technical communication, and research methodology, (3) community and leadership—for example, through chairing and serving on committees such as the Grants Committee, the World Englishes Committee, the *TECHStyle* Committee, and the Technical Communication Committee, and (4) working on special projects – for example, planning and presenting film series and symposia to the Georgia Tech and metro-Atlanta community.

- **Outreach.** Dr. Burnett’s outreach connects with on-campus constituents and beyond. For example, she offers workshops and lectures to master's degree students in Georgia Tech's Prosthetics & Orthotics, to students in the Women in Science and Engineering, and to students in OMED’s Summer Challenge Program. Her off-campus constituents include K-12 teachers and their students, focusing on curriculum development and pedagogical strategies. Currently, Dr. Burnett and several of her postdoctoral fellows, supported by funding from the Georgia Governor’s Office of Student Achievement, are helping middle-school teachers explore ways to use literature to teach computing and math (as well as geography, social studies, and language arts).

- **International SOTL Activities.** Dr. Burnett has given plenary presentations, conference presentations, and teacher workshops across the world, including in Belgium, Canada, Denmark, England, Japan, Mexico, Saudi Arabia, and South Africa.

A review of Dr. Burnett’s nomination packet will further highlight the details of her scholarly approach to teaching and learning and the impact of her efforts. I believe that what Dr. Burnett has accomplished is noteworthy, and I enthusiastically recommend that she be honored with the 2018 Regents’ Scholarship of Teaching and Learning Award.

Sincerely,



Rafael Bras

Provost and Executive Vice President for Academic Affairs

# Concepts in my Teaching Philosophy

For me, teaching involves more than instruction in my own classes. It also involves the Writing and Communication Program I direct at Georgia Tech (with 40 instructors serving approximately 6,000 undergraduate students a year), the outreach I do to help K-12 and college teachers across the country, the SOTL presentations I give around the world, and the publications I generate.

For all of these audiences, I have a well-articulated teaching philosophy, with critical concepts that drive my research questions and shape my teaching practice. Here I discuss six of these concepts—rhetoric, interdisciplinarity, multimodality, process, assessment, and space. Some of my SOTL presentations and publications are presented in related sidebars below, documenting rigorous strategies for investigating and evaluating the impact of teaching practice on student learning.

**Rhetoric** is the foundation of my teaching and research—that is, the classical study of generating, interpreting, and using written, oral, and visual communication. I teach students about rhetorical elements such as context, purpose, audience, argument, organization, evidence, design, visuals, and conventions. Students learn that rhetoric gives them the ability to both analyze and generate artifacts (texts, presentations, and visuals) as they choose different modes and media for various contexts, purposes, and audiences.

**EXAMPLE—Rhetoric** is a form of thinking that focuses on particular, not abstract, circumstances. Rhetorical statements are both factual and probable. The goal of rhetoric? It generates understanding that leads to well-reasoned beliefs and action. One SOTL chapter that I co-authored (Mendelson & Burnett, 2008) defines the basic features of rhetorical knowledge, explores practices that allow rhetoric to succeed in the creation and transmission of meaning, and, finally, addresses the social role of rhetorical practice. In our chapter, my co-author and I explain that this final aspect, rhetorical citizenship, is particularly important “because our ability to explain our own perceptions and to comprehend the views of others is the foundation of community.”

**Interdisciplinarity** is also central in my teaching and research. For example, my research about interdisciplinarity in technical communication provides justification for linking our Writing and Communication Program’s upper-level tech comm course with a course in computer science. These linked courses are taught by pairs of instructors who co-teach and create shared assignments for the same cohort of students. We began this link six years ago with two instructors (one in tech comm and one in computer science) and approximately 100 students; we now have 10 instructors (five in tech comm and five in computer science) and approximately 600 students. These courses are discussed in a forthcoming article, in a collection to be published by MIT Press (in press).

**EXAMPLE—Interdisciplinarity** is critical in my SOTL agenda. Our article (Watts & Burnett, 2012) presents a formal study about innovative classroom pedagogy. The work resulted in statistically significant support for linked, upper-level courses. In this SOTL study, we used agronomy and technical communication courses, with co-teachers and shared assignments for the same cohort of students, the approach we’re now using at Georgia Tech for tech comm and computer science..

**Multimodality** shapes the curriculum in my own classroom teaching and in the program I direct. I brought the concept of multimodality to Georgia Tech when I arrived in 2007. For us in the Writing and Communication Program, multimodality is WOVEN—that is, W=written, O=oral, V=visual, E=electronic,

**EXAMPLE—I** have discussed **multimodality** in dozens of venues, from an American Society for Engineering Education conference presentation to a plenary address for a symposium in Saudi Arabia.

and N=nonverbal. This multimodal approach is theoretically sound, demonstrating the argument made by researcher Gunther Kress when he said, “It is no longer possible to understand language and its uses without understanding the effect of all modes of communication that are co-present in any text” (2000). Students in my own classes and in our program regularly critique and create an array of multimodal artifacts, including blog posts, brochures, editorials, formal essays, graphic novellas, instructions, interviews, memos, news articles, op-ed articles, podcasts, poems, PowerPoint and Prezi presentations, press releases, proposals, many kinds of reports, scripts, short stories, Twitter posts, videos, visuals, and websites.

**Processes** (e.g., inventing, drafting, collaborating, revising, assessing, presenting, publishing) are among of the most important concepts students learn because they can transfer and adapt them to new situations. One common process is **collaboration**, widely used in nearly all academic and workplace situations. My research about collaboration and collaborative conflict has been ongoing since the early 1990s, influencing my own teaching as well as programmatic practices.

**EXAMPLE—Collaboration** is the oldest topic in my SOTL agenda. This chapter (Burnett, Cooper, & Welhausen, 2013), in an award-winning collection, argues that collaboration is important because virtually all classrooms and workplaces rely on group-based decision-making and projects. Working in groups often increases creativity, productivity, and quality. It also builds good will and buy-in—the willingness of individuals to support group goals. This chapter introduces strategies to help students become more successful collaborators. The chapter demonstrates that collaboration is a conventional and critical part of Georgia Tech’s Writing and Communication Program.

**Assessment** is critical and ongoing—in the courses I teach, in our Writing and Communication Program, and in my professional development materials and workshops. I emphasize two widely used forms of assessment: *Formative feedback* is used for in-process work. *Summative assessment* is part of all end-of-process reviews. Beyond these forms, I also encourage two other kinds: Students engage in *reflection* about their own processes and performances; they also compose reflective, end-of-course *portfolios*.

**EXAMPLE—Assessment** is a part of my SOTL agenda, as demonstrated in an article (Burnett, Frazee, Hanggi, & Madden, 2014) in which my co-authors and I explore rubrics as assessment tools and their role in relation to three critical concepts: workload, programmatic consistency, and multimodality. Our article presents a case study in which we explain a programmatic rubric used for the design, development, and assessment of a game project in a first-year English composition class. We argue that multimodal composition curricula productively use programmatic rubrics “when those rubrics are part of an assessment plan that prioritizes feedback and adaptation.”

**Space** matters in my research, teaching, professional development, and leadership. The space in which students learn affects their attitudes, processes, and performances. Under my direction, our Writing and Communication Program encourages digital pedagogy and digital humanities; thus, students need space for both engagement and equipment. I have worked with architects to design discipline-appropriate space for individuals, for pairs and small groups, and for small, medium, and large classes.

**EXAMPLE—Space** affects the ways we teach and learn. This SOTL article (Burnett, Head, Blake, Frazee, Jakacki, Ritter, Trivedi, & Weedman, 2016) explains how the core philosophies of rhetoric, process, and multimodality in our program affect the design of our physical and digital spaces. We describe our work with architects, interior designers, landscape architects, and information technology experts to match the physical spaces with our programmatic philosophy, pedagogy, and research practices.



# Evidence of Impact

Every year I hear from former students (calls, visits, email) who say some version of “What I learned in your class is the most valuable thing that I learned in college.” See the sidebar to the right for typical remarks. These end-of-semester comments are from a course I taught in 2012; Students responded to these questions: “What was the best aspect of the course?” and “What was the greatest strength [of the instructor/of the course]?” Nonetheless, the results from my own classes, the success of the program I direct, the influence of my professional development initiatives, and the presentations and publications can be documented beyond these anecdotal comments.

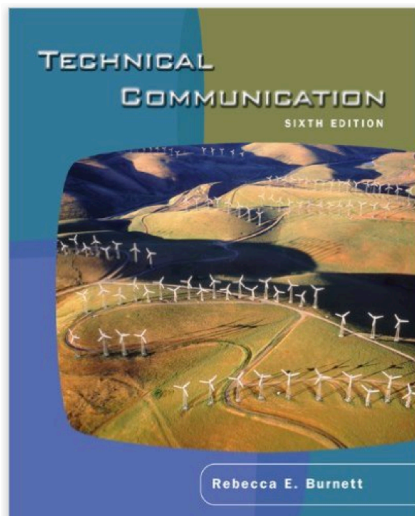
- “Her knowledge of the subject, passion for teaching us and helping us to be expert-like.”
- “Very knowledgeable, very enthusiastic. Very structured course, but flexible.”
- “She kept an interpersonal relationship with her students. I appreciated that more than anything.”
- “The real-world relation—we were expected to behave as professionals, and the professor always related material to the professional world.”
- “The blog posts were the best part of the course.”
- “I learned how to do a lot of things I didn't know how to do before (make a website, Gantt chart, video, etc.).”

In this section, I provide brief discussions about evidence of impact supporting my SOTL commitment in these five areas: curriculum, teaching, dissemination, space, and awards.

## IMPACT VIA CURRICULUM DESIGN

Throughout my career, I have maintained a strong sense of peer-reviewed literature about teaching and also engaged in the systematic examination of issues about student learning and instructional conditions that promote the learning. I have given more than 500 presentations and written a number of articles/chapters. A part of my professional practice is to use my knowledge of the literature and my own SOTL work to develop research-based textbooks that influence teaching practices across the country.

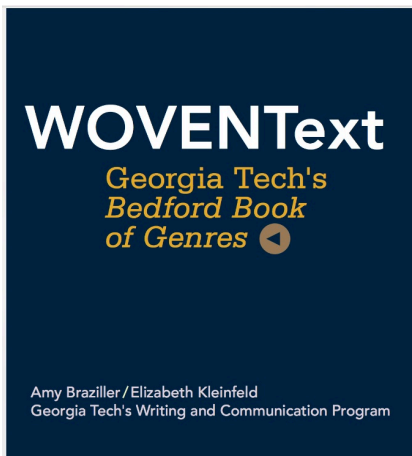
### My research-based textbooks and SOTL publications move theory and research into practice.



For most of my career, I've had one or more textbooks in print, a way to share my approach to teaching and learning (left: the 6<sup>th</sup> edition of my technical communication book; 838 pages). I believe good textbooks need to be well-grounded in theory and research rather than based on common practice and lore. This grounding comes from a pedagogical assumption: students need to understand the *why* behind the *what*. Colleagues and students alike indicate that my textbooks, which have been adopted at hundreds of colleges and universities, are engaging and usable.

In addition to my textbooks, many of my SOTL book chapters and peer-reviewed articles focus on ways to move theory and research into classroom practice. For example, one of my co-authored articles, “Rhetorical Knowledge, Practice and Citizenship” (2008), was developed from an invited lecture I co-presented at the Universidad de Colima (Mexico), as part of

the university's effort to expand its curriculum. Another of my co-authored chapters, “The Synergy of Modes and Media...” (2016), shapes student perceptions in our own Writing and Communication Program. The chapter, which appears in *WOVENText: The Georgia Tech Writing and Communication E-Book* (2016), provides theoretical and practical examples that explain to students in first-year composition why rhetoric, process, and multimodality are central to their communication.



### My curriculum innovation focuses on multimodal

**communication.** When I introduced the multimodal *WOVENText* (written, oral, visual, electronic, and nonverbal) curriculum into our Writing and Communication Program in 2007, Georgia Tech evolved into a national leader in multimodal composition. Because no textbook existed for this approach, I worked with the leading national textbook publisher for creating innovative textbooks in composition—Bedford/St. Martin's (now an imprint of Macmillan)—to help us design and write a custom textbook specifically for Georgia Tech.

The result is *WOVENText*, a textbook (822 pages in our most recent print edition) that addresses all aspects of our multimodal curriculum. In the current edition, nearly half of *WOVENText*

has been written by Writing and Communication Program faculty; the rest is carefully selected from two Bedford/St. Martin's textbooks. We have transitioned to an entirely digital version of *WOVENText*, which was released in fall 2016. As a result, we have a theoretically consistent, aesthetically appealing, usable textbook that is well-matched to our Writing and Communication Program's missions and outcomes.

The ongoing design, development, revision, and editing of *WOVENText* are coordinated by the rotating Assistant Director of the Writing and Communication Program who also serves as chair of our Program's Textbook Committee (currently, A. Krafft; previously, M. Miller, and before that, L. Dusenberry, J. Gregory, A. Frazee, R. Wharton, and L.A. Cooper). In addition, over the years, more than 25 Brittain Postdoctoral Fellows have written materials for inclusion in *WOVENText*. The publisher uses our textbook as a model for creative excellence.

### IMPACT VIA TEACHING

For me, teaching always reaches beyond the conventional classroom accolades (see previous page). Below I detail ways that mentoring and leadership are both kinds of teaching—for me teaching with a distinct and purposeful goal of helping others be excellent teachers.

**My mentoring is teaching.** I mentor undergraduate students, graduate students, postdoctoral fellows, and colleagues. What does my mentoring involve? Acknowledging, listening, praising, suggesting, modeling, networking, introducing, supporting, socializing, observing, critiquing, co-authoring, co-presenting, laughing, sharing. Shortly after arriving at Georgia Tech, I established a mentoring program for Brittain Postdoctoral Fellows and a committee to support a new classroom observation system for them. I have co-authored SOTL articles and book chapters with graduate students, postdocs, and junior colleagues (see, for example, Miles & Burnett, 2008, about mentoring).

*Professional opportunities for postdoctoral fellows.* At Georgia Tech, I am responsible for another kind of mentoring—that is, the ongoing professional development, supervision, and support of 40 Brittain Postdoctoral Fellows and lecturers who teach learning support courses, first-year composition, business/technical communication, and proposal/thesis writing at Georgia Tech. These are four of the professional development activities I have developed:

- *Orientation.* I expanded the Brittain Postdoctoral Fellow orientation, adding a syllabus design workshop in July and extending the three-day August orientation (in place when I arrived) to a five-day orientation focusing on program and pedagogy.



- *Postdoctoral seminars.* I extended the two required, existing postdoctoral seminars (in place when I arrived) to meet weekly rather than periodically. I added an optional research methodology seminar to encourage research rigor in SOTL-related work. I co-coordinate these seminars with Writing and Communication Associate Director Andy Frazee.
- *Committees.* When I arrived at Georgia Tech, I created a WCP committee structure. Currently 12 committees, chaired by Brittain Postdoctoral Fellows, make substantive programmatic contributions. All these committees have SOTL-related missions focusing on arts, assessment, curriculum innovation, DevLab (our research and development lab for our faculty), grants, professional development, technical communication, *TECHStyle* (our programmatic blog, an internationally recognized publication), program oversight, world Englishes, and *WOVENText*.
- *Social media.* In the fall semester of 2010, I started using social media (Twitter and Facebook) as a vehicle for mentoring and extending professional development resources. I regularly post suggestions and links related to many topics important to teaching and research in our curriculum, including art, business/technical communication collaboration, critical thinking, culture, job search, multimodality, narrative, pedagogy, photography, professional development, and space. To date, I've made nearly 10,800 professional development Tweets and Facebook posts on these topics and spoken about this approach to mentoring and professional developments at conferences nationally and internationally.
- *Consulting and outreach.* Professional opportunities for Brittain Postdoctoral Fellows extend to consulting and outreach. With the Writing and Communication Program's Associate Director, Andy Frazee, I coordinate projects for our postdocs to serve as consultants for internal units within Georgia Tech as well as with external clients. I also coordinate projects for Brittain Fellows to work with the Georgia Tech Research Institute (GTRI), specifically in offering professional development presentations and workshops for K-12 teachers, largely throughout Georgia. Our Brittain Fellows develop and present materials for various situations and audiences, thus gaining experience teaching to audiences beyond the higher education classroom.

**My leadership is teaching.** My position as Director of Writing and Communication has more to do with leadership than with management—and, unquestionably, leadership is a kind of teaching that helps people learn about new ways of doing. I always work toward the goal that then-Provost Gary Schuster set for me when I came to Georgia Tech, “to create a culture of communication across Georgia Tech.” I have strengthened the Writing and Communication Program's curriculum, improved professional development for our faculty, and contributed to our program's national reputation. Five of my SOTL-related leadership contributions are listed here:

- *Mission.* Shortly after Georgia Tech formulated its strategic plan, I worked with our Writing and Communication Program Committee to articulate our mission and outline our direction in keeping with the Institute as a whole. SOTL is central to our mission.
- *Theoretically based curriculum.* I have shaped the Writing and Communication Program and the Communication Center to use a strong, well-articulated theoretical foundation that includes rhetoric, process, and multimodality.
- *GenEd standards.* As a member of the Institute's GenEd Curriculum Subcommittee, I recommended a revision of Georgia Tech's GenEd requirement in communication and critical thinking, now approved by the Board of Regents.
- *Courses.* The Writing and Communication Program has strengthened some of our workplace communication courses by formalizing relationships for specialized versions of the courses for students in the College of Business and linked courses with the College of Computing.
- *Assessment.* I oversee the work of our program's Assessment Committee and coordinated our work with Georgia Tech's Office of Assessment to create a programmatic assessment system, one of the few programs in the country to use the same criteria for self-assessment, peer assessment, teacher assessment, and programmatic assessment.

## IMPACT VIA RESEARCH DISSEMINATION

My peer reviewed, scholarly work has contributed new questions and new knowledge about teaching and learning. (See the sidebars in the Teaching Philosophy section as well as *Appendix C. Selected SOTL Publication Summary and Abstracts*). This work has been broadly disseminated in three ways: professional presentations, outreach, and professional practice.

**My presentations disseminate successful SOTL practices.** In the last 10 years, I've given more than 150 presentations that fall into the following categories: 36% were pedagogy workshops (local, national, international), 22% were regional and national conference presentations about pedagogy, 17% were conference presentations about my research, 10% were keynote and plenary presentations and other invited lectures, and 2% were on-campus outreach presentations (e.g., for M.S. students in Prosthetics & Orthotics, Women in Science and Engineering, and OMED's Summer Challenge Program). In summary, SOTL-related topics account for nearly 50% of my 2006-2017 presentations in the following three broad topics:

- *Collaboration*, especially presentations about conflict and collaborative processes.
- *Curricular innovation*, for example, arguing the value of the Writing and Communication Program's nationally recognized multimodal curriculum, explaining our Gates Foundation-funded first-year composition MOOC, or describing our creative use of physical space for pedagogical purposes, specifically the Stephen C. Hall Building and Georgia Tech's Communication Center.
- *Programmatic features*, for example, presentations about the committee structure for the Writing and Communication Program or public exhibitions to display student art.

**My SOTL-related professional outreach has been a career-long pattern.** Four examples of SOTL-related work illustrate my commitment to teaching and learning in professional contexts.

- *Editing an international journal.* As editor-in-chief of the *Journal of Business & Technical Communication* (JBTC) (1997-2002), I had a key role in shaping the direction of theory, research, practice, and pedagogy related to workplace communication in the US, Europe, and Asia. During my years as editor, JBTC won 15 national awards for "best article."
- *Working with two-year college colleagues.* For nearly 20 years, I volunteered to make information about teaching workplace communication available to colleagues in two-year colleges. I was the major presenter for a week-long summer institute, particularly for faculty from regional schools and colleges without financial resources for faculty to attend national conferences.
- *Working with K-12 colleagues.* I regularly work with K-12 teachers, focusing on curriculum development and pedagogical strategies.
- *Working with international colleagues.* I work with teachers from Africa, Asia, North America, and Europe. One challenging project involved working with teachers in South Africa. Sponsored by the US Agency for International Development (USAID), I created communication curriculum workshops for faculty at Mangosuthu University in Durban.

**My professional practice activities emphasize SOTL.** Boundaries among the classroom, community, and workplace should be permeable, giving students an opportunity to see how and why what they're learning applies beyond the classroom. My commitment to this approach has evolved from my own professional practice activities over the years (e.g., analyzing workplace communication problems; testifying as an expert witness in products liability litigation; developing instructional materials for workplace clients; presenting industry workshops). Professional practice informs my own teaching, influences pedagogical practices in the Georgia Tech program I direct, and suggests opportunities for research. One major way this interaction occurs in our classes is with

client-based projects and service-learning projects, which I encourage both in our first-year composition and in our upper-level business and technical communication classes. Such projects provide realistic content, authentic audiences, and legitimate purposes for student work. During any given semester, 20-25% of Writing and Communication Program faculty members have some kind of client-based or service-learning project.

## IMPACT ON SPACE DESIGN

**Physical facilities influence teaching and learning.** In my time at Georgia Tech, the role of space in teaching and learning has become one of my SOTL research interests. In creating leading-edge environments for teaching and learning, I worked with architects on one small space (a double classroom) and two buildings (one 12,000 sq ft and the other a 3,000 sq ft space in a new 220,000 sq ft building). We renovated Skiles 302 as a space for teaching writing and communication courses. What we learned from studying Skiles 302 in action with teachers and students informed our decisions about the ground-up renovation of the Stephen C. Hall Building, which is now the LEED Gold home for our Writing and Communication Program. This gem of a building includes adjoining demonstration classrooms, a large communication commons, a development lab and recording booth for faculty, and collaborative office spaces. I also worked with architects to design Georgia Tech's Communication Center, which serves the entire Institute, helping students, faculty, and staff who want to strengthen their written, oral, visual, electronic, and nonverbal communication. The Communication Center is a nationally acknowledged, award-winning, LEED Platinum space for all of Georgia Tech. I have given several presentations and have two SOTL publications related the importance of space, teaching, and learning.

## IMPACT VIA AWARDS

Four major SOTL-related awards I have received acknowledge my commitment to and success in teaching and learning, both in classroom practice and in programmatic development.

- I received Georgia Tech's *Faculty of Distinction Award* (2017), given by the Women's Leadership Conference. The award requires evidence of excellence in leadership, motivation, and modeling.
- I received the Association for Business Communication *Meada Gibbs Outstanding Teacher Award* (2012), recognizing my significant disciplinary contributions, outstanding teaching experience, and strong record of research and professional practice. ABC is an international organization, committed to advancing business communication research, education, and practice.
- I accepted the National Council of Teachers of English *Media Literacy Award* (2012) for Georgia Tech's Writing and Communication Program. Our program was recognized for "persistent, innovative, and imaginative application of media analysis and media composition in English studies." NCTE is the largest professional organization for English/language arts in the US and has an international membership.
- I received the Society of Technical Communication (STC) *Jay R. Gould Award for Excellence in Teaching Technical Communication* (2006). STC's award, from the world's largest organization dedicated to advancing arts and sciences of technical communication, "honors excellence in teaching that becomes true academic mentorship: the personal and professional concern that the best teachers extend to their students beyond the demands of the classroom and beyond even graduation as former students continue to grow throughout their professional careers."

# Condensed Curriculum Vitae

## REBECCA E. BURNETT

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professional website: <http://rburnett.lmc.gatech.edu/>  
program website: <http://wcprogram.lmc.gatech.edu/>

### EARNED DEGREES AND CERTIFICATES

**Certificate**, June 2009, Harvard University, Institute for Management & Leadership in Education

**Ph.D.** Rhetoric, 1991, Carnegie Mellon University, Pittsburgh, PA

**M.A.** English, 1989, Carnegie Mellon University, Pittsburgh, PA

**M.Ed.** Curriculum Design; Educational Leadership, 1974, University of Massachusetts at Lowell

**B.A.** English (honors), 1968, University of Massachusetts at Amherst

### SELECTED EMPLOYMENT and TEACHING

**Georgia Tech**—hired as *Professor* and *Director of Writing & Communication*, 2007-present.

Named as recipient of *Class of '58 Endowed Professorship in Rhetoric* in 2008

*Postdoctoral Teaching Seminars*: Digital Pedagogy in a Multimodal Curriculum; Pedagogy & Practice of Business, Professional, & Technical Communication; Professional Development; Research Methodologies.

*Undergraduate and Graduate Teaching*: Adapting Technical and Scientific Information to Public Audiences; Graduate and Undergraduate Thesis Committee Member; Rhetoric of Narrative; Rhetoric of Nonlinear Documents; Technical Communication.

**Iowa State University**—started as *Assistant Professor* 1991; retired as *University Professor Emeritus*, 2007. Positions included *Director of Advanced Communication*, 2000–2007. Editor-in-Chief, *Journal of Business and Technical Communication*, 1997–2002 (award-winning international refereed journal). ISUComm Assessment Coordinator, 1999–2001 (writing across the curriculum/communication across the curriculum program).

*Graduate Teaching (selected courses)*: Calculating Risk: Factors that Affect the Communication and Perception of Risk; Dissertation and Thesis Chair and Committee Member; Graduate Internship in Business, Technical, and Professional Communication; Teaching Professional Communication; Theory and Practice of Collaboration; Writing and Analyzing Professional Documents; Writing Manuals and Other Instructional Materials.

*Undergraduate Teaching (selected courses)*: Composing Documentation and Instructional Materials; First-Year Composition (honors); Independent Study Director; Internship in Business, Technical, and Professional Communication; Intersections of Imaginative and Technical Literatures; Popularization of Science (honors); Rhetorical Analysis; Technical Communication.

**Visiting Professorships**: Rice University, Houston, TX—Acting Director, The Cain Project in Engineering and Professional Communication, Spring 2005; Visiting Professor, Spring 2002. Michigan Technological University, Houghton, MI—Visiting Professor, Summer 1999.

## SELECTED SCHOLARLY ACCOMPLISHMENTS

**SOTL-Related Teaching and Research Interests:** Collaboration. Communication in/across the disciplines. Composing and composition. Mentorship. Multimodality. Visual rhetoric. Workplace communication, including business, communication, technical communication, and risk communication.

### Selected SOTL-Related Book Chapters

- Burnett, R.E., O. Menagarishvili, & A. Frazee. (In press). Student attitudes about teamwork in face-to-face and blended technical communication classes. *Blended Learning: A Guide for Researchers and Practitioners*. Eds. A. Madden, L. Margulieux, A. Goel, and R. Kadel. Boston, MA: MIT Press.
- Burnett, R.E., K. Head, B.B. Blake, A. Frazee, D. Jakacki, C. Ritter, N. Trivedi, & C. Weedman. (2016). From the ground up: shaping community, collaboration, and multiliteracies. In *Making space: writing instruction, infrastructure, and multiliteracies*. Eds. J. Purdy and D.N. DeVoss. University of Michigan Press. <http://www.digitalwriting.org/ms/>
- Head, K.A., & R.E. Burnett. (2015). Imagining it. Building it. Living it. A new model for flexible learning environments. In R. Carpenter, D. Selfe, S. Apostel, & K. Apostel (Eds.), *Sustainable next-gen learning spaces*. Logan, UT: Computers and Composition Digital Press/Utah State University Press.
- Burnett, R.E. and L.A. Cooper. (2015). "The synergy of modes and media in academic and professional communication." In *WOVENText: The Georgia Tech Writing and Communication E-Book*, 4<sup>th</sup> edition. Boston: Bedford/St. Martin's.
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- Martin, R., J. Alexander, J. Bowser, R. Burnett, D. Cartmell, D. Doerfert, S. Kinsey, M. R. Licht. (2009). *Strategies for teaching communication in secondary agricultural education programs: a blueprint for research and practice in teaching written, oral, visual, electronic, and nonverbal communication*. National Council for Agricultural Education. (45 pages).
- Miles, K.M., and R.E. Burnett. (2008). The minutia of mentorships: up close and personal reflections about professional development. Eds. M.F. Eble and L.L. Gaillet. *Stories of mentoring*. West Lafayette, IN: Parlor Press.
- Mendelson, M. & R.E. Burnett. (2008). Rhetorical knowledge, practice and citizenship. *Apuntes de economía, finanzas y desarrollo sustentable en Colima y México*. Seminario anual de la Cuenca del Pacífico, Colima. Universidad de Colima.

### Selected SOTL-Related Peer-Reviewed Journal Articles

- Burnett, R.E., A. Frazee, K. Hanggi, & A. Madden. (2014). A programmatic ecology of assessment: using a common rubric to evaluate multimodal processes and artifacts. *Computers & Composition* (special issue on multimodal assessment). Ed. C. Whithaus. 31, 53–66.  
<http://www.sciencedirect.com/science/article/pii/S8755461513000789>
- Watts, J. & R.E. Burnett. (2012). Pairing courses across the disciplines: effects on writing performance. *Written Communication*, 29(2), 208-235.  
<http://wcx.sagepub.com/content/29/2/208.abstract>



## **SCHOLARLY ACCOMPLISHMENTS, continued**

### **Selected SOTL-Related Conference, WebEx, Keynote, and Plenary Presentations**

Professional Development for Social Media. Association for Business Communication International Convention. October 18-21, 2017. Dun Laoghaire, Dublin, Ireland.

Multimodality: the leading edge of teaching and learning. Conference Presentation. Modern Language Association. January 2016. Austin, TX.

Redefining class: how MOOCs are changing the ecology of universities. Conference Presentation. Co-presenters: A. Frazee and K. Head (both Georgia Tech). International Higher Education Teaching and Learning Association (HETL). May 31-June 2, 2014. Anchorage, AK.

*Teaching writing at scale and online. WebEx Speaker.* Three-part series hosted by J. Grabill, Michigan State University. Jan-Mar, 2013. Archived: <https://connect.msu.edu/p5t526iezou/>

*Multimodality: Emphasizing Workplace Realities in Business Communication.* Plenary Session. Association for Business Communication International Convention. October 23-26, 2013. New Orleans, LA.

*The critical role of writing in a multimodal curriculum.* Keynote Presentation. The 2nd International Conference of e-Learning and Distance Learning. Ministry of Higher Education: National Center for e-Learning & Distance Learning. February 21-23, 2011. Riyadh, Saudi Arabia.

*The synergy of multimodality integrating writing and orality.* Keynote Presentation. Writing Program Conference. University of Kentucky. January 10, 2011. Louisville, KY.

*Multimodality and rigor: how to keep writing from slipping through the cracks.* Conference presentation. Undergraduate student co-presenters: M. Gerrior, A. Jester, D. Kerckhof, J. Ofoli, M. Sattler, and M. Williams. Rhetorical Reflections: Borderless Communication in a Multimodal World. Co-sponsored by Bedford/St. Martin's and Georgia Institute of Tech's Writing and Communication Program. April 9, 2010. Atlanta, GA: Academy of Medicine.

*Intrinsic motivation and multimodality.* Keynote Presentation. Three Rivers Community College Professional Day. January 20, 2009. Norwich, CT.

## **SELECTED GRANTS**

### **Recent SOTL-Related Grants**

2016 Georgia Tech SPAG (Strategic Planning Internal Proposal): Intentionally integrating the teaching of effective team dynamics into the curriculum. PI: M.L. Realff. Project Leads: R.E. Burnett, A. Frazee (LMC), A. Ferri (ME), J. Sokol and C. Zhou (ISYE), G. Stephens and K. Cross (Leadership and Civic Engagement), W. Newstetter, J. Le Doux (BME). (\$267,997)

2016 GT FIRE Grant (Internal grant funded by the Office of the Provost): "Embedded artists in multimodal communication." PIs: R.E. Burnett and M. Cario. (\$30,000)

2016 IAC DILAC (Internal grant funded by the Mellon Foundation): "Curricular connections." PIs: R.E. Burnett and S. Hodges. (\$9,500)

2014-2016 Conference on College Composition and Communication. "Attitudes, preferences, and practices of college writing instructors toward digital pedagogy." PI: R.E. Burnett. Co-PIs: L. Dusenberry (Armstrong State University), A. Frazee (Georgia Tech), L. Hutter (Georgia Tech), and J. Robinson (University of Alabama-Huntsville). (\$6,950)

### **Previous Recent SOTL-Related Grant**

2012-2014 Gates Foundation: MOOCs in introductory classes—"First-year composition 2.0." PI: P. Baker. Co-PIs: R. Burnett and K. Head. Project Manager: A. Frazee. (\$50,000 from Gates Foundation; \$10,000 from Georgia Tech Office of the Provost).



November 28, 2017

To Whom It May Concern:

I am writing in support of Professor Rebecca E. Burnett's nomination for the Regents' Scholarship of Teaching Award. I take great pleasure, in fact, in confirming that she is a truly excellent candidate for this prestigious honor. I cite the following:

- Professor Burnett's teaching and research are synergistically linked, informing each other in productive ways, evolving both from questions that arise in her teaching, and teaching shaped by her research. This connectivity is evident in her scholarship, her textbooks, and the orientation program for new WCP faculty and their postdoctoral seminars.
- Examples include the following: her support of students, postdoctoral fellows, and junior colleagues has led to scholarship on mentoring; her programmatic leadership of WCP has led to scholarship about assessment and innovative uses of physical learning environments; her early research on collaboration, where she developed questions to aid collaborative interaction, has played an important role in her own classes, in her technical communication textbook, in the Writing and Communication Program's *WOVENText*, and in the suggestions offered to new WCP faculty during their initial orientation and their postdoctoral seminars.
- The assessment process that Professor Burnett designed for the WCP uses the same rubric and criteria to assess individual student activities and assignments as it does to assess the program generally in meeting SACS requirements for institutional accreditation. This level of articulation offers a critical advantage at Georgia Tech in our ability to document strength consistently at both levels of accountability.
- Under Professor Burnett's leadership, the WCP has been nationally recognized for its theoretical foundation, its innovative approaches to learning, and its pace-setting research in rhetorical studies, learning processes, and multimodal performance. Note that *WOVEN* stands for the development of the combination of written, oral, visual, electronic, and nonverbal capabilities, a distinctive innovation in the teaching and learning of writing and communication.
- Professor Burnett has published in all of these areas, including on:
  1. the historical origins and continuing importance of *rhetoric* in her co-authored book chapter, "Rhetorical knowledge, practice and citizenship";
  2. *process*, often in relation to collaboration, in her chapter in Johnson-Eilola and Selber's collection, *Solving Problems in Technical Communication* (University of Chicago Press). This volume won the award for Best Original Collection of Essays in Technical or Scientific Communication from the Conference on College Composition and Communication; and
  3. *multimodality*, in her co-authored chapter, "The synergy of modes and media in academic and professional communication," a chapter that anchors WCP's *WOVENText*.
- Publishing frequently on teaching, she encourages others to publish as well. A signature example is her support of the creation of *TECHStyle*, a digital publication that celebrates the innovative teaching in the WCP. To be noted *TechStyle* reaches readers well beyond Georgia Tech, offering a window into the multimodal teaching and learning that occurs regularly in our classrooms.

In other words, Professor Burnett is a highly valued member of the Ivan Allen College faculty, and I am delighted to endorse this nomination for excellence in scholarship on teaching.

Sincerely,



Jacqueline J. Royster  
Dean

November 27, 2017

Dear members of the selection committee:

It is my pleasure to recommend Dr. Rebecca E. Burnett to you as an outstanding candidate for the **2018 Regents' Scholarship of Teaching and Learning Award**. Dr. Burnett, who holds our institution's Class of '58 Endowed Professorship in Rhetoric, joined Georgia Tech in 2007 as Professor and Director of Writing and Communication. Her achievements in this position and her impact on successful teaching and learning have been institute-wide. As you can see in Appendix A of her materials, her work encompasses and fulfills in an exemplary manner Ernest Boyer's classic categories of The Scholarship of Discovery, Integration, and Application.

Within these categories, there is a strong connection to the systematic transformation and extension of subject matter and, even more importantly, a systematic study of teaching and learning processes. While many colleagues do similar work in their research, writing, and teaching, Dr. Burnett's portfolio extends all the way to the specific material contexts of teaching and learning. Space has been of particular importance for her work at Georgia Tech—her programmatic work as well as her scholarly work: She collaborated directly with architects to design and conceptualize, according to the best available scholarship, two visibly central spaces: the Communication Center in our Clough Undergraduate Learning Commons; and the entirely renovated Stephen C. Hall Building, home of the Writing and Communication Program. In addition, she has also written about this work. A co-authored chapter about the Communication Center, "Imagining it. Building it. Living it. A new model for flexible learning environments," describes this impressive space from two perspectives. Another one of her co-authored chapters about space for teaching and learning, "From the ground up: shaping community, collaboration, and multiliteracies," demonstrates Dr. Burnett's philosophy about mentoring by involving multiple users of the space in the authorship of the chapter.

Through these publications as well as the national reputation of the program Dr. Burnett directs, Georgia Tech's spaces and curricula for Writing and Communication have become sites visited by groups of colleagues from other institutions. They are eager to understand and emulate the principles and best practices exemplified by her work. Thus, her own systematic study of teaching and learning processes as well as her putting into practice of these studies is having an impact all across the country. The external reviewers for our most recent BOR Academic Program Review recognized this impact, stating that her program and its facilities are "at the cutting edge" of the discipline and present "one of the most innovative and effective ways to handle institution-wide writing requirements in the country." For all these reasons, I recommend Dr. Burnett to you wholeheartedly.



Richard Utz, Chair & Professor

# Appendices

## Appendix A. Extending Boyer's Research Categories to R.E. Burnett's SOTL Work

Boyer's Research Categories, including SOTL Principles	Burnett's Applications of Boyer's Research Categories
<ul style="list-style-type: none"> <li>■ In his acclaimed <i>Scholarship Reconsidered</i>, Ernest Boyer categorizes research. He begins by describing the <b><i>scholarship of discovery</i></b>, which “contributes to human knowledge” and “to the intellectual climate of a . . . university” (1990, 17).</li> </ul>	<ul style="list-style-type: none"> <li>■ <b><i>Examples of my scholarship of discovery:</i></b> My research that “contributes to human knowledge” began with my award-winning dissertation (Carnegie Mellon, 1991) and that research agenda’s related articles and book chapters, which defined the importance of substantive conflict in collaborative interaction. My recent work in the scholarship of discovery is a co-authored book chapter about the role of statistical graphics in the management of smallpox as early as the 17<sup>th</sup> century (2015).</li> </ul>
<ul style="list-style-type: none"> <li>■ Boyer then describes the <b><i>scholarship of integration</i></b>, which connects facts, often pushing as well as integrating disciplinary boundaries to provide new ways of thinking (Boyer, 1990, 18-21).</li> </ul>	<ul style="list-style-type: none"> <li>■ <b><i>Examples of my scholarship of integration:</i></b> I have continued my 1990s research about collaboration by investigating the ways collaborative interaction functions in specific contexts. For example, my co-authored article from 2006 investigates the ways gender affects leadership and team member roles in undergraduate engineering classes.</li> </ul>
<ul style="list-style-type: none"> <li>■ The <b><i>scholarship of application</i></b> involves “activities and projects that relate to scholarship itself,” not simply the citizenship of the academy but work “tied directly to one’s special field of knowledge and relate to, and flow directly out of, this professional activity” (Boyer, 190, 22).</li> </ul>	<ul style="list-style-type: none"> <li>■ <b><i>Examples of my scholarship of application:</i></b> The Writing and Communication Program I direct works with the Georgia Tech Research Institute (GTRI) in outreach to K-12 teachers and students, using our expertise to offer professional development workshops as well as student sessions. Last fall, we presented a five-workshop series to middle school teachers in Savannah, part of a TEC3 grant (Teaching Educators about Computing and Coding Concepts), supported by the Georgia Governor’s Office of Student Achievement. We helped teachers extend their ways of using the young adult novel, <i>A Long Walk to Water</i>, to teach computing and math (as well as geography, social studies, and language arts). Our experience feeds back into our own college teaching and scholarship.</li> </ul>
<ul style="list-style-type: none"> <li>■ The <b><i>scholarship of teaching and learning</i></b> is the systematic study of teaching and learning processes. “[T]eaching, at its best, means not only transmitting knowledge, but <i>transforming</i> and <i>extending</i> it as well” (Boyer, 1990, 24).</li> </ul>	<ul style="list-style-type: none"> <li>■ <b><i>Examples of my scholarship of teaching and learning:</i></b> Some of the most important SOTL work I’ve done involves using my expertise to design learning spaces. As a member of architectural teams, I’ve been able to put principles—from art to architecture, from environmental studies to education, from philosophy to pedagogy—into practice. I’ve done this in creating the original Communication Center space in Clough Learning Commons (Head &amp; Burnett, 2015) and in designing the Stephen C. Hall Building, the home of Georgia Tech’s Writing and Communication Program (Burnett, Head, Blake, Frazee, Jakacki, Ritter, Trivedi, &amp; Weedman, 2016). These are spaces designed specifically to help students synthesize, transform, and extend what they are learning so that they are more likely to generalize and apply their new knowledge to other situations.</li> </ul>

## Appendix B. Voices and Views Related to R.E. Burnett's SOTL Work

**Professional development via social media.** Below are examples of the professional Tweets and Facebook posts I provide to colleagues to supplement their professional development. The Tweets and posts focus on topics related to teaching and learning, especially our WOVEN approach to multimodality: W=written. O=Oral. V=visual. E=electronic. N=nonverbal.

Rebecca Burnett @rebeccaburnett · Nov 4  
The W in WOVEN: Open writing practice to reflections and experiments with the process of writing. [blogs.lse.ac.uk/impactofsocialsciences/2014/11/04/the-w-in-woven/](https://blogs.lse.ac.uk/impactofsocialsciences/2014/11/04/the-w-in-woven/) ... @LSEImpactBlog



Engaging with the process of writing can connect researcher and rea...  
A new project aims to open academic writing practice to reflections and experiments with the actual process of writing, with a view to creating new...  
[blogs.lse.ac.uk](https://blogs.lse.ac.uk)

Rebecca Burnett @rebeccaburnett · Nov 1  
The WO in WOVEN: Prepping for a great presentation—audience, attention, details, enthusiasm. [inc.com/justin-bariso/](http://inc.com/justin-bariso/) ... @justinbariso via @Inc



Here's the 7-Step Method to Giving an Unforgettable Presentation  
Delivering a presentation? Here's how to make a definite impact.  
[inc.com](http://inc.com)

Rebecca Burnett @rebeccaburnett · Oct 31  
The E in WOVEN: Pew study—Adult internet users in nearly every nation surveyed use social networking. [pewsrc.chr/1QqBipD](http://pewsrc.chr/1QqBipD) @pewinternet



Smartphone Ownership and Internet Usage Continues to Climb in Em...  
As the world becomes increasingly interconnected, both economically and socially, technology adoption remains one of the defining factors in hum...  
[pewglobal.org](http://pewglobal.org)

Rebecca Burnett @rebeccaburnett  
Sustainability: Great example of adapting technical information for non-expert audiences. [prudenterra.com](http://prudenterra.com) via @leetesdell

Prudenterra @prudenterra  
The November Feature Story is here! Discover how Lee Tisdell is preparing his windbreak for the emerald ash borer: [wp.me/p7V5Z-e0](http://wp.me/p7V5Z-e0)

Rebecca Burnett @rebeccaburnett · Nov 9  
Critical Thinking: More important than ever—effective ways to teach declarative knowledge. [elearningindustry.com/learning-game-](http://elearningindustry.com/learning-game-) ... via @elearningindustry



Want to know how to teach declarative knowledge with serious games? Check what you need to know about effective Learning Game Design.  
[elearningindustry.com](http://elearningindustry.com)

**Research into practice.** This excerpt from a review for my textbook, *Technical Communication*, comments on one way my long-term research about collaboration influences student learning: “Sensitive to the needs of the profession, Burnett devotes chapters to issues seldom or insufficiently addressed in other texts. The fifth chapter explores collaboration, addressing situations where it is employed—coauthoring, consulting with colleagues, and participating in team projects. As with each chapter, individual and collaborative exercises precede specific assignments. Although the attention to multicultural collaboration is minimal, the endnotes suggest several references. I wish all chapters offered similar direction.” —Christiana Birchak. (1994). *Technical Communication* 41.4.

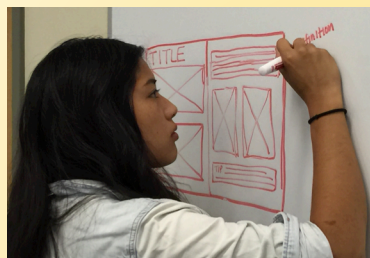
**Publication space.** I supported the creation of *TECHStyle*, our programmatic blog, developed and edited by Brittain Postdoctoral Fellows and quoted nationally and internationally as a source for SOTL innovation.

**International compliment.** Professor Denise Nielsen (St. Lawrence College in Ontario) recently commented on my Tweet and Facebook posts, showing the international reach of my social media approach to professional development.



**Student connection.** This email was sent to me by a former student: “There have...been many times when I wanted (and honestly needed) some kind of guidance or life advice; whenever I’d be thinking of an adult I respected and admired very much, I often thought of you. Your class was one of the most challenging courses I’ve ever taken, and it was also easily a great favorite of mine.”

**Space for active learning.** I worked with architects to include floor-to-ceiling white boards in our two demonstration classrooms in the Stephen C. Hall Building, home of Georgia Tech’s Writing and Communication Program. They’re useful for active learning activities such as shared brainstorming and developing thumbnail sketches for small-group and whole-class critique.



**Public exhibition of multimodal composing.** In cooperation with Georgia Tech’s Office of the Arts, I developed *STUDENT VIEW*, our Writing and Communication Program’s annual, public, juried exhibition of 2-D, 3-D, and animated art created in our multimodal composition courses taken by all first-year students. The exhibition remains open for a month, visited by students, faculty, parents, and community members.





## Appendix C. R.E. Burnett's Selected SOTL Publication Summary and Abstracts

***This chapter appeared in an edited collection, an alternative to a conventional textbook, intended for students in upper-level, undergraduate courses in technical communication.*** Burnett, R.E., L.A. Cooper, & C.A. Welhausen. (2013). How can technical communicators develop strategies for effective collaboration? In *Solving Problems in Technical Communication*. Eds. J. Johnson-Eilola and S.A. Selber. Chicago: University of Chicago Press, 454-478.

*Summary:* As a student, you've probably been collaborating with your peers for a long time, but you may not have thought about what collaboration actually means or how to work more effectively in a group. Thinking about collaboration is important because virtually all workplaces rely on group-based decision-making and projects. Working in groups increases creativity, productivity, and quality. It also builds goodwill and *buy-in*—the willingness of individuals to support group goals. This chapter introduces strategies to help you become a more successful collaborator as a technical communicator.

***This article appeared in top-tier peer-reviewed journal intended for researchers and teachers who have a particular interest in technology/computers related to composition.*** Burnett, R.E., A. Frazee, K. Hanggi, & A. Madden. (2014). A programmatic ecology of assessment: using a common rubric to evaluate multimodal processes and artifacts. *Computers & Composition* (special issue on multimodal assessment). Ed. C. Whithaus. 31, 53–66.

*Abstract:* Rubrics are important assessment tools and can play a critical role in relation to workload, programmatic consistency, and multimodality. Teachers need supporting tools for multimodal assessment. Multimodal composition curricula can productively use programmatic rubrics when those rubrics are part of an ecology of assessment that prioritizes feedback and adaptation. Addressing factors of value, environment, and scale, an ecology of assessment can use rubrics as a normal part of a writing and communication program, while nonetheless acknowledging that rubrics can be sterile, artificial, and oversimplified. After discussing a rationale for rubrics and the ways in which a programmatic rubric can be adapted, a specific case study illustrates the application of a programmatic rubric for the design, development, and assessment of a game project in a first-year English composition class. The article concludes by speculating about directions for research and pedagogy to strengthen multimodal assessment.

***This article appeared in top-tier peer-reviewed journal intended for researchers and teachers who have a particular interest in research related to all aspects of writing.*** Watts, J. & R.E. Burnett. (2012). Pairing courses across the disciplines: effects on writing performance. *Written Communication*, 29(2), 208-235.

*Abstract:* Writing performance of a complex recommendation report produced by student teams for an actual client during a 15-week semester was compared in a writing-intensive Agronomy 356 course and in paired Agronomy 356/English 309 courses. The longitudinal study investigated differences that existed between reports produced for each learning environment in terms of argument effectiveness, document usability, and professionalism. Three agronomy and three professional communication raters ranked the 12 lengthy reports in the sample. The study found that all top-rated reports were generated in the paired courses, and all lowest-rated reports were generated in the stand-alone agronomy course. Four pedagogical factors appear influential in this result: working in dual problem-solving spaces, pushing the boundaries on problem solving, incorporating workplace realities, and using just-in-time teaching.

## Appendix D. Works Cited in this SOTL Nomination Packet

- Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- Brown, S.M., & R.E. Burnett. (2006). Women hardly talk. Really! Communication practices of women in undergraduate engineering classes. *Proceedings for the International Conference on Engineering Education 2006*. ICEE.
- Burnett, R.E. (2005). *Technical communication*, 6<sup>th</sup> Edition. Boston: International Thomson/Wadsworth. (838 pages)
- Burnett, R.E. & L.A. Cooper. (2016). The synergy of modes and media in academic and professional communication. In *WOVENText: The Georgia Tech writing and communication e-book*, 4<sup>th</sup> edition. Boston: Bedford/St. Martin's.
- Burnett, R.E., A. Frazee, K. Hanggi, & A. Madden. (2014). A programmatic ecology of assessment: using a common rubric to evaluate multimodal processes and artifacts. *Computers & Composition* (special issue on multimodal assessment). Ed. C. Whithaus. 31: 53–66.
- Burnett, R.E., K. Head, B.B. Blake, A. Frazee, D. Jakacki, C. Ritter, N. Trivedi, & C. Weedman. (2016). From the ground up: shaping community, collaboration, and multiliteracies. In *Making space: Writing instruction, infrastructure, and multiliteracies*. Eds. J. Purdy and D.N. DeVoss. University of Michigan Press.
- Burnett, R.E., L.A. Cooper, & C.A. Welhausen. (2013). How can technical communicators develop strategies for effective collaboration? In *Solving problems in technical communication*. Eds. J. Johnson-Eilola and S.A. Selber. Chicago: University of Chicago Press, 454–478.
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- Mendelson, M. & R.E. Burnett. (2008). Rhetorical knowledge, practice and citizenship. *Apuntes de economía, finanzas y desarrollo sustentable en Colima y México*. Seminario anual de la Cuenca del Pacífico, Colima. Universidad de Colima.
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- Watts, J. & R.E. Burnett. (2012). Pairing courses across the disciplines: Effects on writing performance. *Written Communication*, 29(2), 208–235.
- Welhausen, C.A. & R.E. Burnett. (2015). Visualizing public health: Communicating risk in depictions of smallpox in the seventeenth, eighteenth, and nineteenth centuries. In *Essays on the history of statistical graphics*. Eds. C. Kostelnick and M. Kimball. Surrey, UK: Ashgate Press.