

# Daniel Libertz

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## Education

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### **Ph.D. Rhetoric & Composition | 2020**

University of Pittsburgh, Department of English, Pittsburgh, PA

Dissertation- *A Technology of Distance: Circulation of Statistics in U.S. Public Texts*

Committee- Cory Holding (chair), Stephen L. Carr, Annette Vee, Joanna Wolfe

### **M.A. English | 2013**

State University of New York (SUNY) at New Paltz, Department of English, New Paltz, NY

Thesis advisor: Matthew J. Newcomb

### **B.A. English and Secondary Education | 2010**

The College of New Jersey, Department of English, Ewing, NJ

## Academic Appointments

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### **Baruch College, CUNY (New York, NY)**

Assistant Professor of English and Associate Director of First-Year Writing, 2020-present

### **University of Pittsburgh (Pittsburgh, PA)**

Lillian B. Lawler Fellow, Spring-Summer 2020

Instructor, Department of English, Fall 2019

Teaching Fellow, Department of English, Summer 2019

Composition Program Assistant, Department of English, 2018-2019

Teaching Fellow, Department of English, 2017-2018

Teaching Mentor and Teaching Assistant, Department of English, 2016-2017

Teaching Assistant, Department of English, 2015-2016

### **Howard County Community College (Columbia, MD)**

Instructor, Department of English, 2013

## Publications

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### **Published Peer-reviewed Articles**

Libertz, D. (2018). Framed for lying: statistics as in/artistic proof. *Res Rhetorica*, 5(4), 1-15.

Available at <https://resrhetorica.com/index.php/RR/article/view/289>

Helms, K.T., & Libertz, D. (2014). When service members with traumatic brain injury become students: methods to advance learning. *Adult Learning*, 25(1), 11-19.

## Articles in Progress

Libertz, D. Amplification by counterstory in the quantitative rhetoric of Ida B. Wells. Revise and Resubmit.

## Book Chapters

Libertz, D. (2019). Simulating Facebook's newsfeed for writing pedagogy. In C. Chen, K. Purzycki, & L. Wilkes (Eds.), *The Proceedings of the Annual Computers & Writing Conference: 2018* (pp. 15-25). Fort Collins, CO: The WAC Clearinghouse. Available at <https://wac.colostate.edu/resources/wac/proceedings/cw2018/>

## Editing

Libertz, D. (2016) (Associate Editor and Coordinator of University of Pittsburgh Associate Editors). In S. Parks, B. Bailie, H. Christiansen, T. Isaak, J. Pauszek, & J. Seitz, *The Best of the Independent Rhetoric and Composition Journals 2014*. Anderson, SC: Parlor Press, 2016.

Libertz, D. (2015) (Associate Editor). In S. Parks, B. Bailie, H. Christiansen, E. Miller, and M. Young, *The Best of the Independent Rhetoric and Composition Journals 2013*. Anderson, SC: Parlor Press, 2015.

## Public Writing on Teaching

Libertz, D. (2018, September 7). Small sentences, big ideas: Paying attention to certainty and doubt. [Blog post]. Available at <https://community.macmillan.com/community/the-english-community/bedford-bits/blog/2018/09/07/small-sentences-big-ideas-paying-attention-to-certainty-and-doubt>

Libertz, D. (2018, September 7). Writing with certainty in the disciplines: Sentence confidence. [Blog post]. Available at <https://community.macmillan.com/docs/DOC-9151-writing-with-certainty-in-the-disciplines-sentence-confidence>

## Program Administration

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### Composition Program Assistant | 2018-2019

Department of English, University of Pittsburgh

- Supported New Part-Time Faculty Orientation in the Fall
- Reviewed composition syllabi for the department at the beginning of each term
- Organized community-building events, such as talks or workshops related to teaching or research in composition and rhetoric
- Maintained program website
- Maintained composition teaching resources website
- Wrote and distributed composition program bi-weekly newsletter
- Organized pilot program of 8 participants to study merits of teacher “shadowing” program pairing seasoned graduate instructors and incoming graduate student instructors. Developed and implemented survey, analyzed results, and wrote report.
- Developed and implemented survey for “Writing Map,” a project to locate and build a community of literacy educators across Pitt’s campus, beyond the English department. Researched and contacted prospective participations to fill out survey.
- Supported Director of Composition in various day-to-day capacities

### **Program Evaluation Assistant | 2010-2014**

Comprehensive Soldier and Family Fitness, U.S. Army, West Point, NY and Arlington, VA

- Developed and implemented surveys measuring effectiveness of performance enhancement training (psychological skills to aid performance) for the U.S. Army
- Involved in instructor evaluation data collection and analysis (Quality Assurance/Quality Enhancement program for performance and resilience training instructors)
- Assisted in design of curriculum for reading instruction in the Learning Enhancement Program as well as online training in performance and resilience (Comprehensive Resilience Modules)
- Professional/technical writing: program evaluation reports, literature reviews for research psychologists, “how to” technical documents, white papers for decision-makers, copyediting of press releases, and various administrative/workflow documents

## **Teaching, Tutoring, and Related Work**

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### **Teaching**

*Baruch College (CUNY) | 2020-present*

ENG 2100

#### Writing I

- A required first-year writing course. Focus is on language, identity, reading, rhetoric and rhetorical analysis, and research practices.

*University of Pittsburgh | 2015-2019*

ENGCMP 0200

#### Seminar in Composition

- A required first-year writing course. Pitt tradition of integrated reading and writing pedagogy, workshops of student writing, and emphasis on revision.

ENGCMP 0400

#### Written Professional Communication

- Focused on style & genres of professional writing, culminating in class project to form a company and create writing to support its operation.

ENGCMP 0420

#### Writing for the Public

- Focused on government & non-profit writing. Students created “campaigns” on public issue, composing in different genres for campaign’s target audience.

ENGCMP 0521

#### Writing with Data

- Course on writing with quantifiable data: contextualizing data, style, argument/narrative, and visualization for public and specialized audiences.

*Literacy Pittsburgh (formerly Greater Pittsburgh Literacy Council) | 2015*

#### Conversation and American Culture

- Created and taught 6-week summer course on conversation (e.g., idioms, “small talk,” Englishes vs. English) for recent immigrants and refugees in Pittsburgh.

*Howard County Community College, Columbia, MD | 2013*

ENGL 121

#### College Composition

- First-year writing course on argumentative writing related to career/personal goal-setting students individually worked on throughout the term.

*United States Military Academy, West Point, NY | 2011-2013*

RS 102                      Reading Efficiency

- Course on study skills, annotation methods, and speed reading taught to cadets, staff, and faculty at USMA.

*Hightstown High School, Hightstown, NJ | 2009*

- My student teaching experience: African American Studies, Humanities (both co-taught with history teachers), American Literature, and British Literature.

## **Tutoring**

*United States Military Academy, West Point, NY | 2010-2013*

Writing Specialist Intern              Center for Enhanced Performance (CEP)

- I was able to intern as a writing specialist, a position at the CEP that functioned much like a traditional writing center tutor for cadets.

*The College of New Jersey, Ewing, NJ | 2007-2010*

Writing Tutor                      Tutoring Center

- Tutored students in regular voluntary appointments, mandatory appointments associated with Writing 101, and drop-in appointments.

Writing Tutor                      Educational Opportunity Program (EOF) Summer Program

- Tutored writing for an accelerated Writing 101 class during 6-week summer bridge program for incoming freshmen. Led 4-5 small supplementary tutoring sessions of 4-6 students, four days a week. Summer 2008 and 2009.

## **Teacher Education**

*University of Pittsburgh, PA | 2016-2019*

Teaching Mentor              Committee for the Evaluation and Teaching (CEAT) of Writing

- Co-taught weekly teacher-education sessions with CEAT Directors and other mentors to incoming graduate student instructors of Seminar in Composition for academic year 2016/2017
- Mentored four and observed five incoming graduate student instructors, collaborating with them on aspects of teaching they wanted to grow in (e.g., leading discussions, commenting on student writing, lesson planning).

Pedagogy Mentor Pilot

- Designed 2018-2019 pilot of mentor/mentee program for prospective graduate instructors in English department paired with seasoned graduate instructors to observe teaching, collaborate on lesson planning, and co-teach.
- Authored report on survey results and made recommendations for continuing program during 2019/2020. Results were positive, especially in regard to easing nerves of prospective teachers.

## **Curriculum Development**

*University of Pittsburgh | 2015-2018*

ENGCOMP 0521      Writing with Data

- Developed, submitted, and gained approval for a course called Writing with Data, which focuses on public and professional writing reliant on data-driven arguments and narratives, primarily focused on quantitative writing.

Composition Curriculum Committee

- During academic years 2018/2019 and 2015/2016 participated in course development for various public and professional writing courses as well as a plan to rename some other courses.

## **Assessment**

*University of Pittsburgh | 2015-2019*

Assessment Committee

- Involved in planning and implementing assessment focus for composition program and then executing assessment readings. For 2017/2018, focus was on style and for 2018/2019 focus was on reflective writing. Also was an assessment reader for 2015/2016 on using sources.

## **Awards and Honors**

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Lillian B. Lawler Fellowship | Spring-Summer 2020

Dietrich School of Arts and Sciences, University of Pittsburgh

- Awarded to two graduate students per year. Applicants evaluated based on their potential for an outstanding career in teaching and research.

Bedford New Scholars Advisory Board | 2018-2019

Bedford/St. Martin's English Editorial Department

- Bedford/St. Martin's contacts program directors from leading graduate programs to nominate an outstanding graduate student to serve on advisory board.

Outstanding Graduate Student Award | 2013

Department of English, State University of New York at New Paltz

Bonner Foundation Community Scholarship | 2006-2010

The College of New Jersey; Housing Team Leader, 2009

- Scholarship for students active in community to continue work in central NJ. I focused on housing: organizing/leading build-days and other projects at Trenton Habitat for Humanity. Did two builds in New Orleans post-Hurricane Katrina.

## **Conference Presentations**

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“Learning identities for integrated numeracy and literacy.” Conference on College Composition and Communication, Milwaukee, WI. Conference cancelled due to COVID-19.

- “Building statistical frames: A method for studying the circulation of statistics.” Camp Rhetoric, State College, PA. March 30, 2019.
- “Ethically and persuasively making quantitative arguments to multiple audiences in WPA work.” Conference on College Composition and Communication, Research Network Forum, Pittsburgh, PA. March 13, 2019.
- “Re-inventing statistics: Studying the circulation of public quantitative rhetoric of race and crime.” 18<sup>th</sup> Biennial Rhetoric Society of America Conference, Minneapolis, MN. May 30, 2018.
- “Simulating Facebook’s newsfeed for public writing pedagogy.” Computers and Writing Conference, Fairfax, VA. May 25, 2018.
- “Student (writing) teaching: Looking to the 1930s for using student writing as a pedagogical object.” College English Association Annual Conference, Hilton Head Island, SC. March 31, 2017.
- “Using words and images to misuse statistics in Darrell Huff’s *How to Lie with Statistics*: Implications for rhetoric and composition pedagogy.” 17<sup>th</sup> Biennial Rhetoric Society of America Conference, Atlanta, GA. May 27, 2016.
- “A melding of New Critical theory and practice: Reading, textbooks, and student experience, 1950-1970.” Conference on College Composition and Communication, Houston, TX. April 7, 2016.
- “Ordinary language and specialized knowledge as (productively) contentious partners in composition classrooms.” Council of Writing Program Administrators Conference, Boise, ID. July 17, 2015.
- “Extending quantitative literacy: A critical approach to numbers as course content in composition.” Conference on College Composition and Communication, Research Network Forum. Tampa Bay, FL. March 18, 2015.
- “Real and metaphysical meat in Woolf’s *The Waves*.” Biopoetics and Animal Aesthetics Graduate Symposium, New Paltz, NY. April 25, 2013.
- “Quantification rhetoric in charity documents: What numbers do for and to the people they help.” Shifting Tides-Anxious Borders Annual Conference, Binghamton, NY. April 20, 2013.
- “Where’s your ID(entification)? Locating a direction for Occupy Wall Street.” Conference on Activism, Rhetoric, and Research, Syracuse, NY. May 5, 2012.

## Invited Talks, Workshops, and Events Organized

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- “Coding language reliably: A workshop for systematic and valid analysis.” Facilitated by Dr. Cheryl Geisler on qualitative coding with an emphasis on rhetorical nature of language. Pittsburgh, PA. April 8, 2019. Event organized.
- “Reflection in the composition classroom: Activities and assignments.” Pittsburgh, PA. October 31, 2018. Event organized.
- “The labor of commenting: Efficient reading of student work and work/life balance.” University of Pittsburgh Dept. of English New Graduate Student Instructor Orientation, Pittsburgh, PA. August 22, 2018. Invited talk.
- “Classroom highs and ‘whoas’: Balancing the challenges of teaching.” University of Pittsburgh Dept. of English New Part-Time Faculty Orientation, Pittsburgh, PA. August 21, 2018. Workshop.
- “Social media writing and writing for an algorithm,” guest lecture, Professional Uses of Social Media taught by Sarah Leavens. Pittsburgh, PA. March 21, 2018. Workshop.

- “Digital pedagogy in writing for the public: Using a Facebook newsfeed simulation to think about writing for an algorithmic audience.” Digital Pedagogy Panel, Pittsburgh, PA. November 16, 2017. Invited talk.
- “Working with infographics,” guest lecture, Writing for the Public taught by Noel Tague, Pittsburgh, PA. June 1, 2015. Workshop.
- “Study effort, note taking, and test taking: Study skills training for soldiers.” Presented at Special Operations Cognitive and Enhanced Performance New Hire Training, Ft. Bragg, NC. October 8-10, 2014. Workshop.
- “Efficient reading.” Workshops.
- Presented at Special Operations Cognitive and Enhanced Performance Learning Enhancement Course for National Defense University, Ft. Bragg, NC. August 22-23, 2013
  - Presented at the Comprehensive Soldier and Family Fitness Learning Enhancement Program Certification, Ft. Bragg, NC. March 6, 2013
  - Presented at the Comprehensive Soldier and Family Fitness Learning Enhancement Program Certification, Ft. Hood, TX. December 17, 2012 (web training)
  - Presented at the Comprehensive Soldier and Family Fitness Learning Enhancement Program Certification, Ft. Benning, GA. May 31, 2012.

## Service

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### **Service to the Profession**

Local Arrangements Committee, College Composition and Communication Conference | 2018-2019  
 Chair of Hospitality Sub-Committee  
 Co-Chair of Registration and Volunteers Sub-Committee

### **Service to the University of Pittsburgh**

Member, Composition Faculty Search Committees | 2014-2015, 2016-2017, 2017-2018

Treasurer, English Graduate Student Organization | 2015-2016

Co-Organizer, Composition Reading Group | 2015-2016

Judge, Koloc Writing Awards | 2015-2016

- Judged writing nominated by instructors of Workshop in Composition and ESL Composition.

## Professional Development

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Rhetoric Society of America, Summer Institute | June 2019

- “Rhetorical Style” led by Jeanne Fahnestock and Martin Camper. Focused on contemporary approaches to stylistic analysis for rhetoric scholarship and pedagogy.

Coding Language Reliably: A Workshop for Systematic and Valid Analysis | April 2019

- Facilitated by Dr. Cheryl Geisler on qualitative coding with an emphasis on rhetorical nature of language.

### Preparing for Leadership Roles in WAC and Writing Centers | February 2019

- Facilitated by Dr. Bradley Hughes on building and leading writing across the curriculum programs and writing centers and their relation to the rest of the university.

### Data Basics | September – November 2018

- Facilitated by Dr. Matthew Burton on many of the essential topics and techniques for research computing (e.g., data processing, working with Unix shell, data visualization, relational databases).

### A Digital Research Method for Circulation Studies | March 2017

- Facilitated by Dr. Laurie E. Gries and sponsored by the Association of Teachers of Technical Writing, we worked with Dr. Gries' method of iconographic tracking for analyzing circulating texts in digital spaces.

### Computational Approaches to Textual Networks Project | May – August 2016

- Data management, qualitative hand-coding data, and used digital tools to analyze networked relationships in acknowledgements sections of dissertations for Dr. Benjamin Miller's research on academic genealogy in writing studies.

### Digital Humanities Literacy Workshop | May 2016

- Facilitated by Dr. Scott B. Weingart, this was a 1-week course introducing participants to a wide range of computational techniques and critical approaches for the humanities.

## Memberships

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National Council of Teachers of English (NCTE)  
Rhetoric Society of America (RSA)  
Council of Writing Program Administrators (CWPA)

## Additional Technical Competencies and Experience

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- Coding notebooks: Jupyter Notebook, Google Colab
- CMS: WordPress (advanced), Wix, Weebly, Atavist
- Data management and analysis applications: Excel, Google Sheets, NVivo, Pandas (Python), UAM Corpus Tool 3, SQL (limited experience), SPSS, Stata
- Data visualization applications: Gephi (limited experience), Matplotlib (Python), Tableau
- Design applications: Audacity, Adobe Premiere Pro, Adobe InDesign, Photoshop (limited experience), Canva
- LMS: Blackboard, Canvas
- Quantitative research: Completed Quantitative Methods 1 and 2 courses at Pitt School of Education covering inferential techniques such as hypothesis testing, confidence intervals, ANOVA, multiple linear regression
- Programming experience: Python, R (limited experience)
- Screencasting: Jing