

[Stephen J. Muscolino](#)
Lecturer of English

[Tufts University](#)
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Education

Ph.D. English Literature, University of Glasgow, June 2017.

Thesis: Writing In Real-Time: Fictions of Digitization

As a study which tracks the intersection of contemporary fiction and the information technologies of the digital age, the thesis argues that the narratives being produced over the past ten years have evolved into a distinct genre of literature, one where the aesthetics of fragmentation and postmodern uncertainty must confront the new realities of a digitally saturated culture and society.

Committee:

Adrian Streete, chair

Ian Bell, reader

Helen Stoddart, reader

MSc. Media, Communications and International Journalism, University of Glasgow, 2018.

Dissertation: Social Media Usage & News Consumption: The Rise of the 5th Estate

My research investigates the impact of social media (i.e., Twitter, Facebook, Google) on the current topography of news consumption (in the West). I substantiate my research through claims that can be readily backed up by contemporary data (PEW polls, government research, university-level scholarly articles, etc.) via ANOVA Analysis. The underlying objective is to discover the manner in which people receive / watch / “consume” the news through social media—rather than traditional media outlets such as television, radio, and newspapers / magazines—and the manner in which social media works to curate the journalistic medium for political and capitalistic purposes. *Available for viewing upon request*

B.A. / B.S. (Dual Major) English Literature & Sociology, Seattle Pacific University, 2006.

Current Teaching Experience & Courses Taught

- [Lecturer](#) in FYW at **Tufts University**, 2021-Present
 - English 1 (Expository Writing) explores the principles of effective written communication and provides intensive practice in writing various types of expository prose, especially analysis and persuasion. Essays by contemporary and earlier authors will be examined as instances of the range and versatility of standard written English.
 - English 2 (Digital Media Cultures) in this writing-intensive course, we will reflect upon, analyze, and argue our way through questions that investigate and interrogate the increasing presence and power of computers and networked digital devices in various spheres of our daily life—including areas of our contemporary culture such as education, commerce, political life, family life, sex, art, entertainment, and war.
- [Lecturer](#) in the Arts & Humanities at **Babson College**, 2021-Present
 - WRT2000 ([Research Writing](#)) - This course prompts students to put their theory of writing into practice through writing and composing in research-based genres for audiences in academic discourse communities. Students learn to recognize and adhere

to the discursive and procedural conventions of particular communities of scholarly practice, and they examine and participate in modes of scholarly inquiry while learning about and engaging in best practices for finding, evaluating, and incorporating sources. Students produce scholarly arguments in essay form while exploring the roles that other textual forms can and do play in scholarship, and they continually reflect on how this work informs their theory and understanding of writing more generally.

- Instructor – [Tufts Summer Accelerator](#), Seminar “Responsible AI” - Summer of 2024
This course explores the philosophical, moral, and societal challenges brought forth by the rise of artificial intelligence. It engages students in critical thinking about the ethical dimensions surrounding the development and application of AI technologies, from biases in algorithms to the implications of using machines to make art. Drawing from the fields of philosophy, computer science, visual arts, sociology, and policymaking, the course offers students an interdisciplinary lens through which to consider one of the 21st century's most pressing challenges. It urges students not only to reflect on AI's implications but also to envision and work towards a future where AI aligns with human values and ethics.
- Instructor in [TUPIT](#), **Tufts University**, 2022-Present
The Tufts University Prison Initiative of the Tisch College of Civic Life (TUPIT) brings Tufts faculty and students together with incarcerated and formerly incarcerated people, educators, organizers, corrections staff, and scholars of criminal justice to facilitate creative and collaborative responses to the problems of mass incarceration and racial injustice. Extending the vision of Tufts University and Tisch College, TUPIT is dedicated to providing transformative educational experiences that foster student, faculty, and community members' capacities to become active citizens of change in the world.

Past Teaching Experience & Courses Taught

- Lecturer in English at the **Wentworth Institute of Technology**, 2020-2023
English 1100 Sequence - An introduction to college-level academic writing and research. Instruction focuses on the writing process, rhetorical strategies, critical thinking, informational literacy, and writing from sources. Students will explore their academic writing process through the critical reading of a range of scholarly texts, including creative non-fiction, journalism, philosophy, political theory, cultural history and theory, aesthetic criticism and theory, and the personal essay.
- Lecturer in the Department of Writing & Rhetoric at the **Worcester Polytechnic Institute**, 2021-2022
WR1011 (Writing About Science and Technology) - This course will examine the appropriate dissemination of scientific information in common science writing genres such as science journalism, consulting reports, and white papers, and policy and procedure documents. In a workshop setting, students will write and revise documents that promote a broad understanding of scientific research and analysis of specialized knowledge. Course lectures and discussions investigate the ethics of scientific reporting and teach students how to recognize deceptive texts and arguments (both quantitative and qualitative). The course is reading and writing intensive and is intended for students with backgrounds in a scientific discipline who are interested in applying their disciplinary knowledge.

WR2010 (Elements of Style) - This course will cover basic principles of prose style for expository and argumentative writing. Students will learn to evaluate writing for stylistic problems and will learn revision strategies for addressing those problems. The ultimate

goal of the course is to help students write sentences and paragraphs that are clear, concise, and graceful. In the first part of the course, students will review parts of speech, basic sentence types, and sentence and paragraph structure in order to understand how sentences are put together and the impact their construction has on readers. Then, through hands-on writing exercises and extensive revision of their own and others' writing, students will learn strategies for tightening their prose (concision), achieving, flow, (cohesion and coherence), and improving usage (language specificity and precision).

- Lecturer in the FYWP at the **University of Massachusetts Lowell**, 2018-2020
In CWI (Introduction to College Writing), we study and practice academic writing. Students will extend and develop their rhetorical knowledge and apply that knowledge through regular informal and formal writing. By generating writing that aims to respond, explain, analyze, critique, interpret, and synthesize, students will learn to engage audiences for a variety of purposes in a range of contexts. In this student-centered course, writers will hone their craft. Approaching writing as a process of pre-writing, drafting, revising, editing, and proofreading, students will enhance the clarity and expression of their ideas. Students will exit with an awareness of their strengths and weaknesses as writers; successful completion of this course will prepare students for the research writing they will begin to practice in CWII.

In College Writing II (Advanced Academic Research & Writing), we study and practice academic research writing. Students will apply their rhetorical knowledge in the context of academic research through regular informal and formal writing. Students will generate and pursue complex theses through purpose-driven, process-based writing that engages audiences and integrates research. In this workshop course, writers will develop effective research habits and become familiar with the standards of academic research writing. Students will exit with an awareness of their strengths and weaknesses as writers and researchers; successful completion of this course will prepare students to meet the writing challenges they will encounter throughout their academic careers and beyond.

Research & Teaching Interests

English Literature; Contemporary American Fiction; Studies in Formal Realism; Literary Journalism & Creative Non-Fiction; Critical Literary Theory & Philosophy; Social Media Studies; Subjectivity Studies; Intermedia Comparatist Studies; New Media Studies

Academic Awards

Recipient: **The Principal's Early Career Mobility Scheme for Columbia University** in July 2015 <https://www.gla.ac.uk/myglasgow/humanresources/all/pay/ecdp/policy/>

Recipient: **Recognising Excellence in Teaching (RET) Associate Fellowship**, candidacy approved, and award received in June 2017
<http://www.gla.ac.uk/myglasgow/leads/staff/ret/>

Conferences Organized

"Protest" (<https://protestconference.wordpress.com/>) Co-organized with Gerard McKeever, Rebecca Bartlett, Lynne Ellis, Debora Agazzoni, and Kenan Konak, University of Glasgow (Scotland, UK), April 2014.

Conference Presentations and Published Proceedings

"Time and Tide: Don DeLillo's Shift to Digitization." *Information Overload*, 4th-5th, September 2014, University of Edinburgh (UK)

“Technology is Our Fate”: Don’t Call Don DeLillo a Metamodernist.” *Oscillate! Metamodernism and the Humanities: Critical and Creative Practice*, September 16th, 2014, University of Strathclyde (UK)

“Canary in the Coal Mine: Genre Reading as Literary Fiction.” *Deletion: Open Access Online Forum in Science Fiction Studies*, October 31st, 2013

Presentations & Awards Through XPMGLA

The XPMgla team was accepted to the Digital Human conference at the University of Strathclyde on September 12th, 2016.

As a part of FOCUS West (Focus on College and University Study - West of Scotland), the Widening Access Team at The University Strathclyde hosted the Strathclyde Summer Experience (SSE). The event took place on the 29th and 30th of June 2016 and catered for twenty-four S3 and S4 pupils for pupils from care backgrounds (<https://xpmgla.github.io/sse-web-design-workshop/>)

Additional Academic Affiliations and Professional Experience

Member of [XPMGLA](#) (Group for Experimental Methods in the Humanities), 2015-2018

XPMgla aims to engage in interdisciplinary collaboration and public engagement / projects which intend to have a genuine educational impact (Widening Access) and to exist under the auspices of the Humanities—somewhere between the subjective approach of experimental arts practice and the objective approach of scientific experimentation—with the goal being to carve out a space for progressive process and media-based scholarship. The group for experimental methods in the humanities at Glasgow draws its inspiration from and is linked to the group for Experimental Methods in the Humanities at Columbia University (<http://xpmethod.plaintext.in/>) – our goal is to work in parallel, finding points of convergence wherever and whenever possible.

[eSharp & The Kelvingrove Review \(TKR\)](#): Workshop Instructor / Editor, University of Glasgow, 2013-14

- Maintained eSharp’s aims to promote excellence in research amongst the postgraduate community through publication of a high-quality academic journal.
- As an Editor, promoted excellence in research amongst the postgraduate community through publication of a high-quality academic journal.
- Through Workshop Instruction, offered training to academics and other postgraduates on editing and curating an academic, university-level, literary journal.
- Worked in advertising the journal as an asset to the University of Glasgow and encouraged a continual increase of its presence upon the local, national, and international academic stage.
- Acquired sources of funding for conference presentations of current eSharp publications and gained official academic recognition from within and beyond the University of Glasgow.

Class Representative for MA/MLitt ([Modernities](#)), University of Glasgow, 2011-2012

- Listened to peers about their views and opinions in order to precisely communicate and convey their concerns/comments.
- Engaged with the SRC Representatives for the School of Critical Studies, College of the Arts.
- Raised issues and started discussions on Student Voice.
- Attended two meetings a term with College staff and administrative faculty.
- Reported back to my class and peers on issues raised and future actions/changes.

Literary Journal Intern / Assistant Coordinator at [IMAGE](#) (Journal of the Arts and Religion), Seattle Pacific University, 2002-2005

- Effectively worked as an intern in a highly respected and recently awarded literary journal; continually performed with a high level of service-oriented professionalism.
- Provided consistent and accurate service in the time-sensitive process of establishing,

maintaining, and distributing merchandise; administer Outlook style database to ensure accurate records.

- Assisted the editor, publisher, and two department leaders with various projects.
- Worked within a group of three other skilled interns, created a positive learning and work environment, provided training and instruction to the individual hired to take my place.
- Contributed to most of the shipping procedures, worked with the post office, and distributed merchandise in the USA and internationally.