

# Richard W. Halkyard

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## Education and Presentations

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University of Kentucky

August 2018 – Present

Doctorate of Philosophy in English Literature

GPA 4.00/4.00

### Teaching

- WRD (Writing, Rhetoric, & Digital Studies) 110 - Comp. & Comm. I
  - Taught two sections of 23 students - mostly freshman and sophomores - course grounded in textual analysis, composition, visual literacy, inquiry-based digital research, and public oratory
  - Served as instructor of multiple sections of this course for three years
- WRD (Writing, Rhetoric, & Digital Studies) 111 - Comp. & Comm. II
  - Taught two sections of 23 students a course localized to the art and stratagem of argumentation; students are required to compose individual rhetorical analyses after examining primary and secondary scholarship on given topics
  - Students must provide sizable annotated bibliographies summarizing and synthesizing primary and secondary scholarship regarding student-voted/approved topics, calling for a command on efficient reading and sufficient comprehension
  - Served as instructor of multiple sections of this course for three years
- WRD (Writing, Rhetoric, & Digital Studies) 112 - Accelerated Comp. & Comm. II
  - Taught one section of course which combines key objectives of WRD 110 and 111 (i.e., inquiry with argumentation), thereby accelerating the conceptual instruction so as to focus on the application of nuanced research
  - Guided students through a semester-long project requiring participation in multiple modalities of research on a single topic (e.g., oral, etymological, institutional, genealogical, etc.)
- English 191: Literature and the Arts of Citizenship
  - Served primarily in grading and attendance; each session, I was responsible for observing, recording, and updating student attendance for the electronic class record
  - Invested 8+ hours grading each major/minor assignment of the course which contained over 60 students, utilizing a hybrid between Rating-Scale and Descriptive rubric wherein each student received hand-written, focused editorial feedback
  - Participated in class-prompted discussions by way of "group-hopping" or moving in and out of small-group discussions over specific literary texts, with the specific goal of further facilitation and affirmation of student input

## Coursework

- WRD 609 – Composition For Teacher
  - Created multimedia documentation for future employers (i.e., teaching philosophy, philosophy of teaching with technology, personal website, lesson plans, and dream syllabi)
  - Engaged with research resources and library/special collections staff to better educate students of literary/digital resources for their own future academic research
- English 751 – 19th-Century American Literature & Affect (1800-1865)
  - Read and closely examined 19th-Century American texts (Child, Whitman, Hawthorne, Melville, Keckley, etc.) for each class with the purpose being to carry a discussion on the text
  - Crafted an aperçu – or survey – of a chosen text comprised of questions and current research on the text and with it, facilitated a class length discussion.
  - Focused a term paper on affectual wonder and its agency in the literary works of Kentucky writer, John Fox, Jr.
- English 653 – Postmodern American Poetry (1945-Present)
  - Composed several short papers to present before the class; the subject matter of these papers focused solely on close analysis of poetry, poetic trend(s), and theory
  - Identified a specific poet and/or poetic movement, and rendered a 20-25 page piece on the “conversation” between Puritan poet-pastor Jonathan Edwards and postmodern poet Robert Lowell
- English 653 – American Modernism
  - Participated in dialogue-based seminar discussing the genre, authors, works, and ever-expanding scholarship of American literary modernism
  - Drafted a seminar paper on the affectual war fervor and its role in William Dean Howell’s Spanish-American War short story “Editha”
  - Partnered with professor Dr. Pearl James (dissertation chair) to fashion paper into a conference-ready piece presented at the 48th Annual Louisville Conference for Literature
- English 651 – American Literature Before 1860: Indigenous Literature
  - Engaged in the reading and scrutiny of non-fiction and fictitious narratives of early American literature
  - Penned weekly, reflexive journal entries on assigned texts derived from prose-based prompts offered by professor
  - Commenced dissertation-oriented research through the composition of term paper addressing the Indigenous involvement in the U.S. army during the Spanish-American War
- Sociology 735 – Topics of Inequality: Masculinity Studies
  - Wrote weekly short papers critiquing sections of sociological academic non-fiction and summarizing the corresponding literary criticism
  - Fashioned a seminar paper of more than 20 pages on sociological implications of trends in masculine expressions and 21st-Century U.S. film

- English 781 - Studies in Film: Classical Hollywood
  - Examined the evolution of film, spanning from the silent film of the 1920s to a more pointed exploration of the studio era of the 1940s and 1950s, focusing on the relationship between studio policy and the way in which the films are produced
  - Incorporated dissertation-oriented research into the construction of a term paper focusing on the origin of film and the Spanish-American War
- Educational Policy & Evaluation 612 - Introduction to Higher Education
  - Surveyed the broad operations of contemporary higher education including particulars like faculty life, institutional governance, campus environment, etc.
  - Composed a seminar paper in the form of an opinion piece on the relationship between free speech on university grounds and campus "free-speech zones"
- Educational Policy & Evaluation 622 - College & University Faculty
  - Studied the nature of faculty life, identity, and function(s) in an attempt to understand who faculty are and what faculty do
  - Utilized Pierre Bourdieu's theory of the *habitus* to explore the relationship between graduate students and dissertation chairs with the purpose of proposing healthier emotional behaviors in faculty
- Educational Policy & Evaluation 672 - College Teaching & Learning (**In-Session**)
  - Identifies the variables which affect college teaching, requires discussion of classroom experience from student perspectives, and pinpoints the contemporary issues surrounding curriculum formation.
  - Requires a term paper written on any aspect of college teaching and/or learning; will potentially address the efficacy of in-class "warm-ups" and reflection.
- History 700 - Spec. Problems in History: War & Memory
  - Explored the world of scholarship on memory and trauma with the contextual backdrop of war ranging from Holocaust survivorship to U.S. misconduct in Vietnam
  - Engaged with the controversial subject of iconography, most notably the memorialization of Civil War figures, the Vietnam Memorial Wall, and the sites of European concentration camps
  - Devised a survey study of Spanish-American War iconography in conjunction with paralleling turn-of-century religious discourse in the U.S.
- English 651 - American Literature Before 1860: Disenfranchised Voices in Early American Narrative
  - Investigated the emergent scholarship of early American narratives composed by or about marginalized people groups (i.e., Indigenous women, African-Americans criminals, atheists, etc.)
  - Produced a term paper which scrutinized the Hannah Duston monuments of Massachusetts and New Hampshire in regards to its historical tie to faulty evangelical doctrine
- Graduate Studies 610 - College Teaching (**In-Session**)
  - Engages critical issues in the world of pedagogy and practice like philosophy statements, assessment construction, and generating syllabi.

- Requires the manufacturing of a completed syllabi as well as participation in a faculty observation; will potential fashion a course centered on war literature and literary realism/naturalism.
- Graduate Studies 650 - Preparing Future Faculty
  - Sat under the instruction of and gleaned advice from a panoply of academic professions from tenured professors to administrators on topics ranging from course-load and research agendas to the actual interview process for faculty appointment
  - Conducted a lengthy interview with tenured professor of English Literature Dr. Erin Penner with the expressed purpose of gaining insight on faculty life and expectations; a retrospective reflection of the interview was transcribed into a term paper
- English 700 - PhD Tutorial: Preparing Future Faculty
  - Practiced various scholarly activities including the crafting of problem statements, prospectus writing, conference presentation, etc. with the dual purpose of: 1) preparing for the doctoral Qualifying Exams (Q.E.); 2) preparing potential doctoral graduates for the job market
  - Designed a mock Q.E. presentation, exhibited the case-study to the colleagues and professor, and fielded mock Q.E. questions

#### Conference Paper

- "Thunderings of Battle: War Fervor & William Dean Howells' 'Editha'"
  - Presented at 48th Annual Louisville Conference on Literature & Culture Since 1900 (February 22, 2020)

### **Winthrop University**

**January 2017 – May 2018**

Master of Arts in English

GPA 3.8/4.00

#### Notable Coursework

- Writing 610 – Seminar in Composition, Theory, and Pedagogy
  - Identified and discussed an array of theories implemented in composition and writing pedagogy
  - Examined personal and peer composition processes and selected theoretical strategy for improvement
  - Investigated the current core issues of teaching composition and deliberated over potential solutions for classrooms (e.g., devising assignments)
- English 694 - Thesis I
  - Conducted wide-ranging research investigating primary texts in print, electronic databases, and archival inspection to compile over 30 sources
  - Presented thesis proposal before director for approval
  - Produced multiple annotated bibliographies of 15+ sources to director for approval and several drafts of Chapter I
- English 670 – Thesis II

- Composed Chapters 2-5 during a two month period, comprising of 54 total pages
- Edited and redrafted on seven occasions
- Completed a revised draft of 73 total pages ready for defense
- Defended final thesis product before Thesis Committee (April 4th, 2018)

### Thesis

- "Becoming Your Broken Cisterns": F. Scott Fitzgerald's Treatment of Religion in Short Fiction

### Conference Paper

- "'Thank You for the Light'": F. Scott Fitzgerald's Parable of Taboo Compassion."
  - Presented at 42nd Philological Association of the Carolinas Conference (February 22, 2018)
  - Submitted for publication to *Postscript* journal
  - Published in 2019 Annual Issue of the *Postscript* (February 15, 2019)

## **Georgia College & State University 2012**

**August 2008-May**

Bachelor of Arts in English (Emphasis in Creative Writing)

Minor: Philosophy & Ethics

Achievements: Alpha Lambda Delta Honors Society, President's List (Spring 2009) and Dean's List (Fall 2008, Spring 2010, Fall 2010, Spring 2012)

Activities: Vice President of Intramural Committee, Campus Outreach

## **Experience**

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### **Sweeny Wingate, & Barrow, P.A**

**May 2016 – September 2017**

Clerical Staff & Runner

- Balanced twenty hours of work with full time schedule in matriculation towards a Master's degree
- Catalogued and maintained filing for over 300 active legal cases
- Codified legal motions, discoveries, appeals, and correspondence into a condensed format
- Transported legal documents and court correspondence across South Carolina

### **C.R Jackson, Inc.**

**August 2015 – May 2016**

Inventory Specialist

- Created an inventory system to catalogue parts used in the repair of over 250 pieces of road equipment
- Revised and rewrote inventory system frequently according to shift in machinery used
- Maintained cleanliness and order of the repair shop
- Procured and delivered pieces of equipment from vendors to the repair shop or work site

### **Campus Outreach**

**March 2012 – July 2015**

Campus Staff at the University of South Carolina

- Composed, revised, and presented weekly lessons before student audiences ranging from 20-250
- Cultivated strong relationships with students
- Built rapport with local businesses to arrange jobs for 135 students involved in eight-week leadership project
- Organized and lead campus-wide events
- Raised funds to cover salary and expenses

**Georgia College & State University**

**August 2009 – May 2012**

Community Advisor

- Devised and drafted community-oriented programs for students
- Utilized allocated funds to create programs and activities for 40 students
- Served as Vice President of the Housing Recreational Sports Committee
- Maintained academic and personal excellence to fulfill University Housing standards

**References**

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**Dr. John Bird**

[birdj@winthrop.edu](mailto:birdj@winthrop.edu)

- Professor Emeritus at Winthrop University
- Winthrop University Distinguished Professor (2017)
- 30+ Years of teaching experience
- Former Professor

**Dr. Dustin Hoffman**

[hoffmanm@winthrop.edu](mailto:hoffmanm@winthrop.edu)

- Assistant Professor at Winthrop University
- Director of Graduate Studies in English
- Member of Thesis Committee; Former Professor

**Dr. Josephine Koster**

[jkoster@winthrop.edu](mailto:jkoster@winthrop.edu)

- Professor at Winthrop University
- Director of Graduate Studies in English
- Former Advisor; Former Professor

**Dr. Kelly Richardson**

[richardsonk@winthrop.edu](mailto:richardsonk@winthrop.edu)

- Associate Professor at Winthrop University
- Director of First-Year Writing
- Thesis Director; Former Professor

**Dr. Jim Ridolfo**

[jimridolfo@uky.edu](mailto:jimridolfo@uky.edu)

- Associate Professor at the University of Kentucky
- Director of Composition
- Former Professor

**Dr. Michelle Sizemore**

[michelle.sizemore@uky.edu](mailto:michelle.sizemore@uky.edu)

- Associate Professor at the University of Kentucky
- Member of Qualification Exam and Dissertation Committee; Former Professor