Héctor Julio Vila
3969 Munger Street
New Haven, Vermont 05472
(207) 388-7974
hvila@middlebury.edu

EDUCATION:

New York University: Doctorate (1995)
   "The Romantic Agon: Redemption and the Aesthetics of Henry James"
New York University: Masters in Philosophy (1991)
New York University: Masters in Art (1985)
   "Semiotics and the Structure of the Universe in *Paradise Lost*"

University of South Florida: Bachelor of Arts (1984)

EXPERIENCE:

St. Peter's College, Elizabeth (NJ): 1985-1986; Adjunct
   ESL 1 & 2: English as a Second Language: fundamentals of basic English,
   including basic grammar for non-native Americans; fundamentals of
   process writing.

Pratt Institute, Brooklyn (NY): 1985-1987; Adjunct
   Freshman Composition 1 & 2: Composition and Literature for Freshman,
   including fundamentals of brainstorming, organizing, writing and
   revising; basic grammar; examination of the genres in literature,
   inclusive of film.

Manhattanville College, Purchase (NY): 1986-1995;
   Freshman Preceptor; Latin American Student Organization Counselor;
   and, Director of the Science and Technology Enrichment Program for
   Minority Students

   Freshman Composition: Fundamentals of composition: brainstorming,
   organizing, writing and revising; basic grammar.
   Advanced College Writing: Research paper and an introduction to the
   genres in literature; writing from literature.
   Freshman Preceptorial: Introduction to the Western Canon of Literature
   and Thought; writing based course investigating the development of the
   major ideas in literature, science, economics and religion in Western
   Civilization.

   Latin American Student Organization Counselor: catalyst for enrichment
   activities on   campus for the International Student's Program; education
   counselor for Latin American Students, including those of Latin descent
   and born in the USA.

Science and Technology Enrichment Program: Director
New York State Department of Education Funded Program for the
enrichment of "at risk" junior high school and high school "minority"
students; areas: math, science, reading, writing and technology;
Computer Based Composition: STEP 8th Graders: composition course
using video technology and IBM computers networked through Deadalus.
Note: this course was later done for HEOP Freshmen.

SUNY College at Purchase, Purchase (NY): 1987-1996; Instructor

Introduction to World Literature: Introduction to the genres in literature
as expressed by different cultures, including Asia (China & Japan),
Eastern & Western Europe, Africa and Latin America; readings are
extended from the ancient or classical to the modern.
Introduction to American Literature: A survey course beginning with the
Puritans and extending to the twentieth century, inclusive of poetry but
not drama; emphasis on nature, self-reliance and individualism, and
space/time conflicts.
Fitzgerald, Hemingway and Faulkner: Designed to examine the major
literary contributions of the three and to also study these writers as
representatives of certain literary traditions and historical periods.
James and Conrad: An examination of their major works and their literary
association; also, a study of these writers as representatives of the
Transition period of literature; assessment of their influence.
Modern American Literature, 1912-1945: A study of the poetry, drama
and novels so as to characterize the period's evolution in philosophy,
history, science and technology; a study of the foundations for WWI and
WWII and their aftermath; the evolution of the world economic stage
from a multi-polar world to a bipolar one; a study of the relationships
between politics, industry and power.
Literature of the Modern Age: A survey course designed to examine the
"world" literature from a period extending from about 1853-1923 (this
does not include Asian Literature); themes of constriction of time and
space, alienation, industrialization and technology, democracy, socialism
and communism.
Sexuality, Morality and Aesthetics in English Literature, 1880-1923: A
close examination of the relationships between sexuality, morality and
aesthetics during this period with an emphasis on the Bloomsbury Group;
beginning with Marx, Nietzsche and Freud as foundations for discussion;
exclusive of drama and poetry.
Emerson and Melville: A course designed to study literary and
philosophical discipleship and influence; a historical study of the period
based on Transcendentalism and its influences; an examination of the
evolution of American literature.

Contemporary American Fiction: A survey of the post WWII literature, with emphasis on experimentation, the influences of European Modernism and nuclear power.

The Age of Aquarius: Literature and Film of the 1960s: A study of power; suburbia; the beats and the hippies; alienation; minimalism and maximalism; the decoding of language and the constrictions of space and time; the evolution of film and movies; the politics of race, class and gender; Vietnam, feminism and Civil Rights.

Literature of Discipline and Punishment: A course designed to study Michel Foucault's theory of panopticism and how it is displayed in literature as extensive as the English Mystery Plays, Freud and Nietzsche, Dostoevsky and Kafka.

Borough of Manhattan Community College/CUNY, New York (NY): 1993--1995; Assistant Professor of English

Intensive Writing: Remedial writing for students who had not passed the CUNY Writing Assessment Test (WAT); emphasis on process writing and intensive grammar.

College Writing: Freshman Composition, emphasizing personal writing motivated from readings in contemporary magazines, newspapers and/or short stories; focused on brainstorming, organizing, writing and rewriting; audience considerations also a major focus.

Introduction to Literature: Second semester course for Freshman Composition; emphasis is on writing about literature; study of the genres in literature.

World Literature: A study of the genres as expressed in the literature around the world; Asian, Eastern and Western Europe, African and Central and South America; a study of the relationships between cultures in terms of philosophies, religions, politics and economics.

The Short Story: A study of the evolution of the short story, emphasizing its significance and its various forms.

New School for Social Research, New York (NY): 1994-1995; Writing Consultant

Graduate Department for Urban Studies and Policy: Consulted on approaches for teaching the impact study, impact analysis and policy papers; also worked with graduate students on information retrieval, organization and analysis, writing; primary responsibility was to consult and tutor foreign and minority students.

William Paterson College, Wayne (NJ): September 1995 to 1999 (on leave Academic Year, 1998-99); Assistant Professor of English

Basic Writing: The course is designed to emphasize the Standard English sentence and the extension of a group of sentences into an organized unit.

<u>Writing Effective Prose</u>: Essential freshman writing course designed to develop the student's writing competency on the college level.
<u>Introduction to Literature</u>: The course is intended to develop the student's appreciation and enjoyment of selected works in fiction, drama and poetry.   Works selected represent different historical periods and cultures.
<u>Critical Writing I&II</u>: The work in this course raises the questions: What does it mean to be "critical"? How does one develop a "critical perspective"? Why should one want to? Frequent writings on literature, film, advertising and popular arts.

Graduate Level:

<u>Advanced Critical Writing</u>: Intended to explore the different kinds of essay writing, paying particular attention to the review, the serious opinion piece, the scholarly essay, the satirical essay, the brief or informal essay and the one-or-two paragraph annotation. Focus on style and interaction of audience and writer and on producing essays of publishable quality.
<u>Emerson, Thoreau, Whitman and Their Age</u>: Examination of the major and minor works of Emerson, Thoreau and Whitman against the background of American Transcendentalism, with careful consideration of critical and biographical studies.

Middlebury College, Middlebury (VT): July 1, 1998—to present: Assistant Professor in Writing

As Associate Director for Distance Education Programs and Teacher Training, Center for Educational Technology (July 1, 1998-2003):

Coordinate the development of programs and curricula for distance education and technology in education, teacher training, and distance education practice and assessment; Participate in relevant professional organizations and promote CET and Middlebury in the distance education field; Participate as part of the CET management team to accomplish to the overall goals of CET: planning, visioning, exploring and preparing for the future; create ideas for other aspects of programming and management of CET.

Develop(ed) courses in "best practices" in technology infused education for the Middlebury Department of Education; teaching "Teaching and Learning with Technology" for Middlebury Teacher Education; developing Teacher Education Electronic Portfolio course for teacher certification.

And working with various school districts—Addison County, VT, Rochester, VT, Gorham, ME, New York City Writing Project, Lehman College, Media & Communication HS, Washington Heights —on ways to utilize technology to "bridge the walls" constraining students form

developing inquiry based, learning communities among traditionally considered "disparate" groups.

Courses taught as Assistant & Associate Professor in Writing, beginning 2003:

Writing Process (WRPR 100): for students who would like extra work on critical thinking and analytical writing. All sections of this course will address a variety of writing strategies.

Writing Process (WRPR101): a writing intensive course focusing on the fundamentals of writing. The focus is on improving writing skills

Digital Storytelling: Creative Narrative in the Information Age (J-Term, 2004): The course is comprised of reading, writing, and discussion about storytelling in a digital era, dominated mostly by American author – technologists. The aim of this course is to expose students to the opportunities afforded by digital storytelling by asking that they analyze hypertexts, critique each other's creations, and gain confidence by mastering the tools of the craft. Likewise, the course's aim is to ensure that students have a critical language by which to analyze and describe the environmental effects of digital technologies

Future Communities: Technology and Social Revolution (FYS, Fall 2004): What will educational communities be like in the future? What role will technology play? Are political, social, and fan communities changing into yet-to-be-defined formations? This interdisciplinary, inquiry-based course will investigate how communities are meeting the challenges of altered definitions of space and time; how communities are emerging from disparate spaces; how our identities are being redefined as a consequence. We will examine different communities, work in the field in each, and use technology as a collaborator

Media, Sports, and Identity (CW)
In this course we will examine the relationship between media, sports, and the formulation of one's identity. We will examine issues pertaining to gender identification, violence, and hero worship. Reading critical essays on the subject, studying media coverage of sporting events, and writing short analytical essays will enable us to determine key elements concerning how sports are contextualized in American culture. Student essays will form the basis of a more in-depth inquiry that each student will then present, using media, at the end of the course.

Scenarios for Teaching Writing
This course is for students interested in learning how to teach writing in K-12. We will explore theories about writing and apply these to our own writing. We will also develop lessons that use writing as a form of inquiry. We will also tutor online using "Zoho.com". This part of the course will enable us to practice our role as teachers of writing.
Ultimately, the aim of this course is to give us a better understanding of writing and ourselves.

Class and the Environment (First taught January, 2010; ongoing option for ENVS's Human Ecology cognate)

In this course we will examine the future of the global environment and "free market economy" and the prospectus of radical green and democratic movements. Our goal is to see how and why in a world being divided into consumer markets, sources of cheap labor and raw materials, and ecological sacrifice zones the most vulnerable are disenfranchised into communities of poor and working-class people. Reading, writing and discussion will be how we investigate such texts as *The Struggle for Environmental Justice* to learn how communities face the task of linking protest strategies to the building of positive alternatives.

Voices Along the Way (First Year Seminar; taught for 10 years)

In this seminar—designed for international as well as U.S. students—we will examine American culture, as perceived both in the U.S. and abroad, through the lenses of gender, sexuality, race, class, and migration. Using literature and popular media, we will develop an understanding of the complexities and challenges in American culture, articulating them in inquiry-based writing and oral presentations, and learning how scholarly work has been integral to understanding them.

Media, Sports, & Identity

In this course we will examine the relationship between media, sports, and the formulation of one's identity. We will examine issues pertaining to gender identification, violence, and hero worship. Reading critical essays on the subject, studying media coverage of sporting events, and writing short analytical essays will enable us to determine key elements concerning how sports are contextualized in American culture. Student essays will form the basis of a more in-depth inquiry that each student will then present, using media, at the end of the course.

Writing On Contemporary Issues: Writing, Editing, and Publishing Online

This course is an introduction to writing prose for a public audience. Students will create both critical and personal essays that feature strong ideas and perspectives. The readings and writing will focus on American popular culture, broadly defined. Essays will critically engage elements of contemporary American popular culture via a vivid personal voice and presence. Readings will address current issues in popular culture – Gladwell, "Brain Candy," Klosterman, "Campus Confidential," for instance. The end result will be a new online magazine of writings on American popular culture.

Writing and Experience: Exploring Self in Society

The reading and online writing for this course will focus on what it means to construct a sense of self in relation to the larger social world of family and friends, education, media, work, and community. Readings will include nonfiction and fiction works by authors such as Maya Angelou, James Baldwin, Andre Dubus, Tim O'Brien, Flannery O'Connor, Amy Tan, Tobias Wolff, and Alice Walker. Students will explore the craft of storytelling and the multiple ways in which one can employ the tools of fiction in crafting creative nonfiction and fiction narratives for a new online magazine on American popular culture. This

magazine will have been created by students in Writing on Contemporary Issues. Narratives about self and society will therefore lean towards aspects of American popular culture.

Science Writing for the Public
This class is an introduction to writing about science–including nature, medicine, and technology–for general readers and for online publication. Students will publish in our online magazine (constructed Spring 2017). In our reading and writing we explore the craft of making scientific concepts, and the work of scientists, accessible to the public through news articles and essays. The chief work of the class is students' writing. Students will also learn to manipulate images and how to use digital storytelling. As part of our exploration of the craft of science writing, we will read essays and articles by writers such as David Quammen, Atul Gawande, Michael Pollan, and Elizabeth Kolbert; we will also read from The Best Science and Nature Writing (Amy Stewart, ed, 2016).

Blurring Boundaries: College Essays : site publishing student essays from Writing on Contemporary Issues, Writing and Experience, and Science Writing for the Public; also found here are essays from students in courses I did not teach, Opinion Writing and Journalism.

Projects:

Note: the following projects had websites; they have all been taken down. All of these projects were done while at the Center for Educational Technology, Middlebury College.

Rafael Hernandez School, Middlebury College Collaborative (current): Middlebury College students are tutoring and mentoring 5th and 6th Grade Students at the Rafael Hernandez School, Newark, NJ. This is part of an ongoing research project I am doing about Newark.

Professional Performing Arts School, New York, NY (Part of the NYCity Writing Program Institute for Literacy Project)

The 5th Grade Egypt Project, Village School, Gorham, Maine

Alfie Kohn Middlebury College, VT (a Goals 2000, Partners in Education Project)

Teacher Education, Middlebury College, Licensing e-Portfolio Course

Bridport Elementary, VT., "Japan Quest" (a Goals 2000, Partners in Education Project + a Geonomics Ford Foundation Funded Project)

Shoreham Elementary, VT, "The Murder of Abraham Lincoln: Mystery Quest" (a Goals 2000, Partners in Education Project)

The Rochester Elementary K-5 Information Literacy Project, VT.

LS 590 Teaching Languages with Technology, a Graduate Course, the Center for Educational Technology, Middlebury College, VT

The Middlebury College Writing Center Project (co-creator and coordinator of the technology side + teacher training in technology and teaching with writing)

Benson Village School Digital Divide Project, VT, and part of the Goals 2000 Partnership in Education and Service-Learning Programs, Middlebury College, VT.:
- Technology assessment with the purpose of suggesting possible avenues towards greater technological infrastructure in the school

The Grinnell College Teacher Education Information Literacy Workshop and Demonstration, May 14, 2001, Center for Educational Technology, Middlebury, VT.
- A Teacher Education professor from Grinnell and her collaborating instructional technologists will share their work—building case studies for educational purposes with students—with Middlebury College's Teacher Education, Psychology Department, Teacher Education Students, Librarians, Middlebury College ITS, and CET Staff

Information Literacy Mini-Conference for the Middlebury College Library, May 23-24, 2001, Center for Educational Technology, Middlebury, VT.
- Mary Jane Petrowski, Head Librarian and national figure in Information Literacy, will consult the librarians on their proposal to integrate information systems with information technology and provide a demonstration/workshop on information literacy

Media & Communications HS, Washington Heights, NY
- Collaboration involving Scenarios for Teaching Writing Course
- Middlebury students tutor and mentor student at Media & Communications

RELATED EXPERIENCE:

Publications:

Books
Life Affirming Acts, Education as Transformation in the Writing Classroom (Heinemann/Boynton-Cook, September 2000).

Article(s) in Book(s)
"Digital Stories in the Liberal Arts Environment: Educational Media Communities at the Margins," with Barbara Ganley, in *Media*

Communities, Brigitte Hipfl, Theo Hug, ed. (Waxmann, Berlin and New York, 2006)

"Authority, Collaboration and Ownership: Sources for Critical Writing and Portfolio Assessment" **in** *Twenty Teachers Working*, Barbara Smith, ed. (New York: Falmer Press, 1999)

"Though the Personal Lens: Reconceiving Language and Education," in *Community Works Journal* (September 2012)

Editorial
"Immigration, Study-Abroad Programs, and U.S. Hegemony." *The Hispanic Outlook in Higher Education*; vol 16, number 24; September 11, 2006

"What's in a Name? New Understanding of Individual's Value: An Immigrant's Many Identities Offer Lessons Rejecting Homogeneity" *The Portland Press Herald*, March 2, 2000.

Editorials published in *The Policy*

How Baseball and Football Define America & How the USWNT Defines the Future

The New Banana Republic: Welcome to America

The Age of Walls & Our Divisions

The US-Mexico Boundary: Reciprocity and the Making of the Future, the Coming Cosmopolitan Reality

Happy New Year: The Triumph of Evil—for Now …

The Economics of Chaos: Slavery & Migration as Monetary Engines

The Children of Guns: The Columbine Generation & the Way of War

Trump's Weimar Republic

Donald Trump, Homo Sacer: The Sacred and Accursed Sovereign

Most Republicans Think Colleges Are Bad for the Country: Could they Be Right?

The Health Care Catch 22: Everything is Connected — but Confusing (on purpose)

The Pathway to the Fall of U.S. Power

[I, Claudius: Our Manchurian Trump](#)
[The Coming Plague: Who's Really in the White House — *or* How the Financing of NFL Stadiums Explains the Trump Presidency to be](#)

[2016—What Barry Blitt's New Yorker Covers Tell Us About the Year](#)

[One Nation, Divided by Education & the 2016 Presidential Quagmire](#)

[How We Got Into the Mess We're In: The Moon Illusion & the Question of Thermonuclear War](#)

[Militarism, The Modern State & The Shape of Violence: The Palacio de los Olvidados & Sefardi History of Granada](#)

[The Cultivation of Hatred: A Brief History of Violence in America](#)

The Uncanny (personal site w/ contributors) Editorials

Book Review
"New Literacies in Action: Teaching and Learning in Multiple Media."
Teachers College Record; vol 107, number 11; November 2005.

Creative
"Spinach and Whole-Wheat Fettucine with Wild Mushrooms and Cheese";
Writers & Artists, Tampa, Fla.; Fall, 1984.

Academic/Critical
"Crisis in the Church: The Element of Irony in *The Power and the Glory*";
Journal of Evolutionary Psychology; Vol. VIII; No. 3 & 4; August 1987.

The Uncanny Weblog
The Uncanny is an attempt to look deeper at current events, ideas, and trends. It's clear that we–Americans–are being challenged to examine ourselves, re-assess our principles, values, and ideals; to challenge our pre-conceived notions of ourselves; to then perhaps move towards a fresher perspective. The Uncanny is a humble way to work in this direction.
http://hectorvila.wordpress.com

Instructional Technology
"CommonSpace Links the Private and the Public Sphere to Create Voice".
Houghton Mifflin Co., 1997.

Grants:

Fund for the Improvement of Post-Secondary School Education: Secondary Investigator; Manhattanville College; Fall 1992- Spring 1993; "The Teaching of Writing and the Assessment of Outcomes"

Science and Technology Enrichment Program: Director; Manhattanville College, Fall 1988- December 1994.

Orton Family Foundation, Academic Year, 2004-05: The Community Digital Storytelling Project

Fellowship:

New York City Writing Project; Lehman College; Summer, 1992.

Consultant:

Writing and Technology

Seton Hall University
Bloomfield College
Suffolk Community College
Manhattan College
Middlebury College
New Jersey Institute for Collegiate Teaching & Learning
New York City Writing Project
Roosevelt High School (New York City)
Media & Communications HS, NYC

Writing and Teaching

New York City Writing Project; Lehman College, Bronx, NY (summer 1997)

Conferences:

Academic/Critical/Literary

"Reflexive Realism and Faulkner's *Absalom, Absalom!*" ; Mid-Hudson MLA; Mercy College; October, 1987.

"Henry James's 'Aesthetic Movement'"; New York University English Forum; NYU; October 1993.

"Henry James and the Question of Masculinity"; Gender Issues in 19th Century America; New Jersey College English Association; Bergen Community College; April13, 1996.

Cultural Studies

"Victor Villanueva and Abraham Rodriguez, Jr.: 'Organic Intellectuals' Converge and Re-define Main Street, USA" ; Crossing Cultures/Crossing Canons; The Graduate School 1995 CUNY Forum; March 23-24, 1995.

"Abraham Rodriguez, Jr.'s *The Boy Without a Flag*: Crossing Cultures, Crossing Canons and the 'Organic Intellectual'"; "Many Cultures, Many Voices": The Fourth International Conference on the Short Story in English; The University of Northern Iowa and the University of Iowa; June 7-11, 1996.

The "Unhomed" and the Universal Feminization of Cultures: A Study of Young Adults from the Middle East, Asia and South East Asia
LOVA International Conference: Ethnographies of Gender and Globalization
July, 2008, Amsterdam

Education
"Race and Racism in Education"; New York City Writing Project; Lehman College; April, 1993.

Composition
"Effective Use of Groups in Writing"; Professional Development Day; Borough of Manhattan Community College; September 1994.

"Portfolios Across the Curriculum"; Teaching Center Workshop; Borough of Manhattan Community College; April, 1994.

"From Theory to Theater: Portfolios in the Writing Class"; English Spring Retreat; Borough of Manhattan Community College, April 1994.

"From the Personal to the Academic: Re-defining How to Teach the Essay"; The New York City Writing Project; Lehman College; December 1995.

"Writing and Learning"; Curriculum Conversation: Writing, Thinking, Learning; The New Jersey Writing Consortium; William Paterson College; April 20, 1996.

"The Portfolio, Curriculum and Research Paper: the Issues of Authority, Collaboration and Ownership as Sources for Critical Writing and

Assessment in the Introduction to Literature Class"; Conflict and Consensus: Exploring Diversity and Standards in the Portfolio Movement; New Orleans, Louisiana; January 16-18, 1997.

"Authority, Collaboration, and Ownership in a Student Centered Curriculum: Reconsidering the Introduction to Literature Class"; Inclusive & Interdisciplinary, Building the New Curriculum; University of Southern Maine, Portland, Maine; September 10-13, 1997

"Writing at the End of the World: Academic Writing and the Struggle to Define the Humanities"
Delivered at the 11th International Conference of the EARLI, 2008, Lund, Sweden
http://hectorvila.wordpress.com/2008/07/14/endoftheworld/

Feminist Conference(s);

"The Unhomed and the Feminization of Cultures." LOVA International Conference : Ethnographies of Gender and Globalization, University of Amsterdam Law School, July 2008

Instructional Technology and Composition & Teaching

"Interactive, Collaborative and Critical Writing: Using *Enabling Constraints* and CommonSpace to Enhance Skills, Create Voice and Amass Writing Portfolios for Assessment"; The Computers and Writing Conference 1997; Honolulu, Hawaii

"Distance Learning with a Heart: Teaching Writing Online"; Forum; The Computers and Writing Conference, 1999, Rapid City, South Dakota:

A New Peer-Tutoring Paradigm in an Online Writing Center:

Presented the new Online Writing Center at Middlebury College, whose design and implementation challenge emerging paradigms of distance education. The Online Center is designed to foster, in a virtual environment, the engagement of face to-face tutorials.

- Kathleen Skubikowski, Middlebury College
  Teamwork in Online Writing Center Design
  The first presenter will describe the teamwork—collaboration among faculty, students, and technology staff—involved in creating the Online Writing Center, and will define the goals of the technology training modules designed for peer tutors.

- Hector **Vila**, Middlebury College
  Developing Peer-Tutor Modules in Response to Changing Roles
  The second presenter will continue the discussion of training peer writing tutors in a new context, and examine the development of new training modules in response to real and perceived changes of tutoring roles online.

- J. Scott Payne, Middlebury College
  Reporting on Patterns of Use Among Students, Tutors, and Instructors
  The third presenter will report on patterns of use by students, tutors and instructors with an eye toward understanding both the challenges presented by this new tutoring/teaching/learning context and the evolution of traditional roles.

International Studies, History, Foreign Languages and Technology, for SACHEM, a consortium of 5 Schools: Stonehill College, Cape Cod Community College, Bridgewater College, and U Mass, Dartmouth.

13th Annual Conference on Technology + Learning, Dallas, Texas (NSBA/National School Boards Association) Workshop: Writing and Technology for The New York City Writing Project.

Collaborative Re-Groupings of Traditional Teaching and Support Roles: Re-Inventing Course Development for the Technology Classroom. 8th International Conference of the European Association for Research on Learning and Writing Special Interest Group, Writing 02, Staffordshire University, Stafford, UK. Collaborators: Barbara Ganley, Catharine Wright, Sarah Lohnes, and Héctor J. Vila

Creating Classroom Communities: Weblogs, CMT, and Digital Stories, NERCOMP, Middlebury College, April 19, 2004. Collaborators: Barbara Ganley and Héctor J. Vila

Beauty and the Beast: Bringing Blogs into Higher Education. The Enabling Role of Technology in Successful Learning. EDUCAUSE, Jan, 2005. Collaborators Barbara Ganley and Héctor J. Vila.

Socrates Meets Borges: Telling Digital Stories Around the Virtual Liberal Arts Campfire. MiT4: The Work of Stories. Fourth Media in Transition Conference May 6-8, 2005 at MIT, Cambridge, MA. Collaborator Barbara Ganley and Héctor J. Vila.

The Location of Technology, a Theory of the Present
Jump to Comments
This paper delivered at the OpeniWorld:Europe 2008 Conference

Federating Resources Through Open Interoperability, 2008, Lyon, France
http://hectorvila.wordpress.com/2008/07/10/theorypresent/

Courses taught using Technology:

William Paterson University: (The following courses may have been taken down.)

Critical Writing 2/ENG 333

Critical Writing 1/ENG 300:

Methods of Literary Analysis/ENG 200:

Graduate Course:

Blake, Wordsworth and Coleridge:

Middlebury College:

Writing Process

Digital Storytelling: Creative Narrative in the Information Age:

Future Communities: Technology and Social Revolution:

Class and the Environment

Awards:
Phi Beta Kappa Poetry Award, 1983
Deans List, 1983-1984

Professional Organizations:
The National Writing Project
The New York City Writing Project
Teachers and Writers
The Modern Language Association
National Council of Teachers of English
Conference on College Composition and Communications
Computers and Writing
The New Jersey Project
The New Jersey Institute for Collegiate Teaching and Learning
American Association of Higher Education (AAHE)
National School Boards Association (NSBA)